Measuring Environmental Factors and School Participation for Children with Disability

Rationale

- The WG and UNICEF have started working on an **extended set** of questions on child disability that will focus on environmental factors and participation

  - to provide information that can inform policy
  - to provide a statistical summary of environmental influences on participation in school
  - to identify areas with key bottlenecks

Basic principles

- This set of questions will:
  - Be a module that can be added to another survey
  - To be used in conjunction with the module on child functioning and disability
  - Take approximately 10 minutes
  - Focus on *formal* education and environmental factors that influence participation
  - Be designed to capture the *interaction* between the participant and the environment

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Conceptual framework

The International Classification of Functioning, Disability and Health (World Health Organization, 2001) outlines five categories of environmental factors that influence participation:

(1) Products and technology;
(2) Natural environment and human-made changes to environment;
(3) Support and relationships;
(4) Attitudes; and
(5) Services, systems and policies.

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The Conceptual Framework

1. Attitudes
- parent's perceptions
- their perceptions of - other's attitudes
- societal and cultural norms
- other children's attitudes
- school staff perceptions

2. Getting to School
- transportation (characteristics of all aspects of the system and the need for assistance)
- environmental and social safety
- weather/seasonality

3. Accessibility within the School
- physical accessibility (entryway, corridors, bathrooms, lunch room, classroom, common areas etc.)
- information accessibility
- communication accessibility
- programmatic accessibility/adaptability
- teacher and school attitudes towards disability

4. Affordability
- fees, costs, and competition for resources associated with attendance
- the availability of types of assistance (financial, assistive devices, rehabilitation)
- non-educational benefits (e.g., meals)

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Review of existing questions

- Measures with information about environmental factors

- Grouped into the four themes: Attitudes, Getting to school, Accessibility within the school, and Affordability

- Plus, measures of education and school participation
  - Focus on MICS, DHS and EdData

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Data sources

- Database search (PsycInfo, Google Scholar):
  - search terms : *environment, support, facilitator, barrier, attitudes, assessment, measurement, survey, self-report, participation, disability/ies.*

- Reference lists from retrieved publications

- Experts

- UNICEF database on disability data collection

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Results

- 32 measures

- 668 questions related to environmental factors

- primarily used in smaller scale research studies, and answered by a proxy respondent;
  - typically the parent or primary caregiver

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Some examples of questions

"Why is [name] not attending school?"

Country	Time Period	Survey	Response options to the question: "Why is [name] not attending school?"
Dominica	2002	Survey of Living Conditions	1. Illness/ disability 2. Financial problems 3. Failed exams 4. Problems at school 5. Other

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"Why is [name] not attending school?"

Country	Time Period	Survey	Response options to the question: "Why is [name] not attending school?"
Tanzania	2008	Tanzania Disability Survey	1. Disability 2. Poverty situation of my family 3. Environment of school conditions 4. Transport allocation 5. Distance to the school 6. Lack of assistive devices 7. Lack of Personal assistance/care 8. Lack of disable school/class 9. Other (specify)

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School participation

Answer the following 5 questions if your child attends school or another structured educational program such as an early intervention program or day care center. Please specify the type of program your child is attending here:					
Compared to other children your child's age, what is your child's current level of participation in the following activities? SCHOOL PARTICIPATION	Age expected	Somewhat limited	Very limited	Unable	**Not applicable**
11) Educational (academic) activities with other children in his or her classroom at school					
12) Social, play and recreational activities with other children at school (e.g., "hanging out," sports, clubs, hobbies, creative arts, lunchtime or recess activities)					
13) Moving around at school (e.g., to get to and use bathroom, playground, cafeteria, library or other rooms and things that are available to other children his or her age)					
14) Using educational materials and equipment that are available to other children in his or her classroom/s or that have been modified for your child (e.g., books, computers, chairs and desks)					
15) Communicating with other children and adults at school					

Child and Adolescent Scale of Participation (CASP)

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School participation

21.a. **Please describe the type of things that interfere with your child's participation in the above-** mentioned activities (e.g., things that your child does or that others do; or things about your home, school or community) [*Please write clearly*]:

21.b. **Please describe the type of things that help with your child's participation in the above-** mentioned activities (e.g., things that your child does or that others do; or things about your home, school or community). [*Please write clearly*]:

Child and Adolescent Scale of Participation (CASP)

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B. Environment-Related	No Problem	Little Problem	Big Problem	Not Applicable
1. Problem with design and layout of <u>home</u> (*Hard to get to places and things, or hard to see or hear important information*)	☐	☐	☐	☐
2. Problem with design and layout of buildings and places your child uses in the <u>community or neighborhood</u>	☐	☐	☐	☐
3. Problem with design and layout of <u>school or work setting</u> (*Circle <u>school</u> or <u>work</u>*)	☐	☐	☐	☐
4. Lack of support and encouragement for your child in the <u>community or neighborhood</u>	☐	☐	☐	☐
5. Lack of support and encouragement for your child at <u>school or work</u> (*Circle <u>school</u> or <u>work</u>*)	☐	☐	☐	☐
6. **Problems with people's attitudes toward your child at <u>school or work</u>** (*Circle <u>school</u> or <u>work</u>*)	☐	☐	☐	☐
7. **Problems with people's attitudes toward your child in the <u>community or neighborhood</u>**	☐	☐	☐	☐
8. Inadequate or lack of assistive devices or equipment	☐	☐	☐	☐
9. Inadequate or lack of assistance from people at <u>home</u> or in the <u>community or neighborhood</u>	☐	☐	☐	☐
10. Inadequate or lack of assistance from people at <u>school or work</u> (*Circle <u>school</u> or <u>work</u>*)	☐	☐	☐	☐
11. Inadequate or lack of transportation	☐	☐	☐	☐
12. Inadequate or lack of programs and services at <u>school</u>	☐	☐	☐	☐
13. Inadequate or lack of programs and services in the <u>community or neighborhood</u>	☐	☐	☐	☐

Child and Family Follow-Up Survey (CFFS)

Generic questions on environment

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Attitudes of society

- Would a family have concern about disclosure if one of their children had a disability?
- Would having a family member with a disability be a problem for a person to get married?
- Would a parent that has a child with a disability keep others from knowing, if possible?
- Would a family with a new born child with a disability be expected from society to place the disabled child in an institution?
- Would other people in your community avoid a child with a disability?

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Attitudes of the respondent about children with disabilities

- I wouldn't mind if a handicapped child sits next to me
- Handicapped children can do lots of things for themselves
- I would be afraid of a handicapped child
- I feel upset when I see a handicapped child
- I would talk to a handicapped child I didn't know

1. Agree
2. Neutral
3. Disagree

Chedoke-McMaster Attitudes Towards Children with Handicaps

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Attitudes of respondent about his/her own child with disability

- Yes/No

- *Did you hide your child from around when you understood that your child was different?*

Baskanligi, O. I. (2002). Turkey disability survey. Ankara: Basbakanlik Yayinlari.

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Attitudes of the respondent Multiple Choice and Yes/No

ATTITUDES

G1. What is disability in your opinion?

1. An illness	2. A life condition	3. Other _____	9. Hard to respond

G5. Do you think that children with disabilities should attend mainstream kindergartens or schools?

1. Yes	2. No	9. Hard to respond

UNICEF for Children with Disabilities in Armenia

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Attitudes of family members

12. Are the family members of the person with disability aware that the person with disability, regardless of the disability type, has the following rights?

1. The right to free education	1. Yes	2. No	9. DA
2. The right to free health care	1. Yes	2. No	9. DA
3. The right to participate in the community life, equal to all others	1. Yes	2. No	9. DA
4. The right to accessible information	1. Yes	2. No	9. DA
5. The right to access social services	1. Yes	2. No	9. DA
6. The right to participate in cultural life and sport activities	1. Yes	2. No	9. DA
8. The right to employment	1. Yes	2. No	9. DA
9. The right to form a family	1. Yes	2. No	9. DA

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Getting to school

DID you require specialized transportation to attend school?	Yes/No
WAS specialized transportation available to you?	Yes/No
Do you regularly use public transit, such as a public bus, subway, Sky Train, metro, street car, or light rail transit	Yes/No
Is regular public transit available in your city or local community?	Yes/No
Do you regularly use specialized transit service, such as a special bus, van or subsidized accessible taxi service?	Yes/No
Is specialized transit service available in your city or local community?	Yes/No
Because of your condition, do you experience any difficulty using public transit or specialized transit service?	1. No difficulty 2. Some difficulty 3. A lot of difficulty
What are the reasons you have difficulty using public transit or specialized transit service?	1. Service is not available when you need it 2. Booking rules don't allow for last minute arrangements 3. Difficulty getting to or locating bus stops 4. Difficulty getting on or off the vehicle 5. Difficulty seeing signs or notices, stops or hearing announcements 6. Overcrowding 7. Difficulty requesting service 8. Difficulty interpreting schedules 9. Difficulty transferring or completing complicated transfers 10. condition or health problem is aggravated when you go out 11. Too expensive 12 Other reason DK, RF

Canadian Survey on Disability (CSD)

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Draft module

General structure

- Module to be used in conjunction with:
  - module on school attendance
  - module on child functioning and disability

- Structured around four domains

- Format:
  - Generic questions addressed to all mothers/caregivers
  - Specific questions addressed to mothers/caregivers of children with activity limitations
  - Specific questions addressed to mothers/caregivers of children of who do not attend school or missed school days

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Attitudes

1a) Should all children attend primary school?

1b) Should all children attend secondary school?

2a) Should children with disabilities go to primary school?

2b) Should children with disabilities go to secondary school?

2c) Should children with disabilities go to the same school as other children?

- IF THE CHILD SCREENED POSITIVE FOR ACTIVITY LIMITATIONS:

3a) I want my child to attend school (Attitude of parents)

3b) Teachers are committed to teaching children with disabilities (Attitude of teachers)

3c) Children/parents are accepting of children with disabilities in school (Attitude of other children/parents)

- IF THE CHILD HAS MISSED SCHOOL:

4) Are any of the above reasons [questions 1,2,3] your child has missed school?

- IF THE CHILD IS NOT IN SCHOOL:

5) Is [questions 1,2,3] why your child does not attend school?

Going to school

1. In your community, how do children typically get to school?
2. How does your child get to school?

- IF THE CHILD SCREENED POSITIVE FOR ACTIVITY LIMITATIONS:

3a) Is [question 2] a reliable means of transportation (are you satisfied)?
3b) What is the reason you are not using other modes of transportation?

- IF THE CHILD HAS MISSED SCHOOL:

4) Are any of the above reasons your child has missed school?

- IF THE CHILD IS NOT IN SCHOOL:

5a) Is the availability of [questions 1,2,3] why your child does not attend school?
5b) Are the characteristics of [questions 1,2,3] why your child does not attend school?

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Accessibility

- IF THE CHILD SCREENED POSITIVE FOR ACTIVITY LIMITATIONS:

1a) Does your child attend a special school?
1b) Does your child attend a special class?
1c) Does your child receive a special curriculum?

2) Are you aware of any problems with:
   – Educational (academic) activities with other children in his or her classroom at school
   – Social, play and recreational activities with other children at school (e.g., "hanging out," sports, clubs, hobbies, creative arts, lunchtime or recess activities)
   – Getting in and moving around at school (e.g., to get to and use bathroom, playground, cafeteria, library or other rooms and things that are available to other children his or her age)
   – Using educational materials and equipment that are available to other children in his or her classroom/s
   – Using educational materials and equipment that have been modified for your child (e.g., books, computers, chairs and desks)
   – Communicating with other children at school
   – Communicating with adults at school

- IF THE CHILD HAS MISSED SCHOOL:

3) Are any of the above reasons your child has missed school?

- IF THE CHILD IS NOT IN SCHOOL:

4) Is [questions 1,2] why your child does not attend school?

Affordability

1a) Are there fees associated with attending school? (tuition, materials, uniforms, etc.)

1b) Are there fees associated with transportation to school?

1c) Can you afford these fees?

2) Do you have to miss work to get your child to and from school?

- IF THE CHILD HAS MISSED SCHOOL:

Are any of the above reasons your child has missed school?

- IF THE CHILD IS NOT IN SCHOOL:

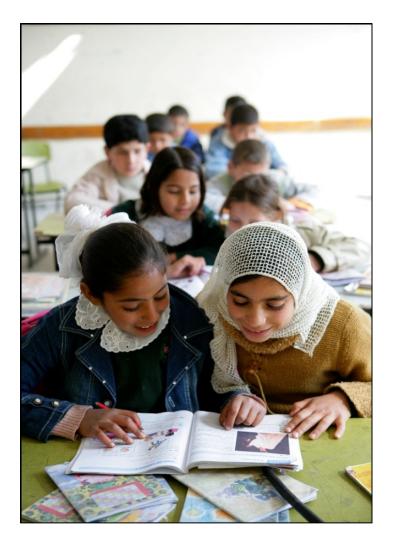Is [questions 1,2,3] why your child does not attend school?

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Next steps

Next steps

- Preparation of a draft module
- Meetings with key stakeholders to finalize a module for testing
- Cognitive testing
- Field testing

Module to be finalized by end of 2014

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THANK YOU!

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