



**Study IX
 Parent Perceptions of
 Competence & Confidence
 of Practitioners Working
 with Children with
 Disabilities**

The purpose of this study was to better understand parent perceptions of early childhood special education personnel who provide services under Section 619 of IDEA 2004. Information gathered from the Parent Perceptions of the Confidence and Competence of Service Providers Survey is presented in this report. Results were used to identify strengths and weaknesses in several areas of early childhood special education.

Participant Characteristics

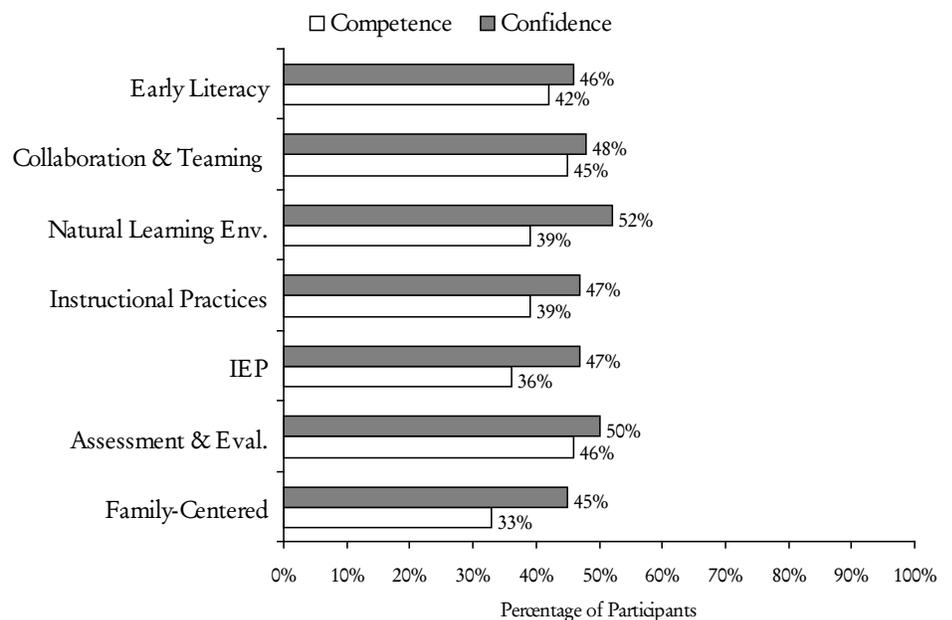
201 parents from 30 states and territories completed the survey. The majority who responded were white (65%) and female (95%). Valid ages ranged from 17 to 52 years old with the majority of participants reporting an age between 17 and 25 (74%). The majority held a college degree (45%) and most were married (83%).

The Survey

The survey consisted of 59 questions, 19 of which were designed to collect demographic and background information about the respondent and child. The remaining 40 questions assessed parent perceptions of the competency and confidence, as well as, overall satisfaction of their child's primary service provider.

Confidence and Competence Results

As displayed below, findings suggest that parents feel their child's service providers are more confident than competent in all seven areas of practice. Overall parent perceptions was determined by percentage of respondents who reported "always" or "almost always" on a 7-point scale to two items assessing each domain.





The Center To Inform
Personnel Preparation Policy And Practice
 In Early Intervention & Preschool Education



At a Glance...

Volume 9, No. 2 December 2008

Parental Satisfaction Results

As displayed below, overall parental satisfaction varied by service provider type. Satisfaction was determined by percentage of parents who indicated their child’s service provider did an “excellent”, “very good” or “good” job on a 5-point scale providing assistance to the child and family.

	Special Ed. Teacher	All Other Service Providers
Managing child’s chronic condition	78%	78%
Providing general health care	79%	68%
Help in coordinating care	58%	62%
Communicating with other providers	71%	64%
Effort to be flexible	75%	73%
Sensitivity to background and beliefs	87%	83%
Really listening to your opinions	82%	69%
Ability to answer questions about condition	71%	75%
Amount of information and guidance	56%	71%
Referral to other providers as needed	53%	58%
Putting you in touch with other parents	36%	30%
Understanding condition’s impact on family	58%	69%
Overall Mean Satisfaction	67%	66%

For a copy of the full report go to: uconnuccdd.org

Prepared by: A. J. Pappanikou Center for Excellence in Developmental Disabilities
 Education, Research, and Service
 University of Connecticut
 263 Farmington Avenue, MC6222
 Farmington, Connecticut 06030-6222

Tel: (860) 679-1500
 Toll-free: (866) 623-1315
 TTY: (860) 679-1502
 Fax: (860) 679-1571
uconnuccdd.org

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded through grant #84.325J from the Office of Special Education Programs, U. S. Department and Education.

Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.



U.S. Office of Special Education Programs