

**THE UNIVERSITY CENTER FOR EXCELLENCE IN  
DEVELOPMENTAL DISABILITIES**

**DATA REPORT:**

**The Development of Friendships in Children with Disabilities**

**February 2008**

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### **INTRODUCTION**

The objective of the Development of Friendships in Children with Disabilities study is to gather, synthesize, and analyze information in order to gain insight into friendships for children with disabilities in kindergarten through grade six. This project will investigate the number of friends a child has and will develop an understanding of how family-orchestrated activities alter and affect the social outcomes associated with students with disabilities who attend inclusive versus segregated classrooms. The aim of this study is to learn not only about whether students in inclusive settings experience a different degree or quality of social connectedness from those in segregated settings, but also about the frequencies of various pathways leading to social connections or friendships for youngsters with disabilities. Benefits of this study are as follows: 1) to enhance the adoption of evidence-based practices; 2) to gain insight into best practice strategies in Connecticut for improving social functioning and skills among children and adolescents with disabilities.

Friendships enhance the social skills and quality of life of an individual. The school setting is an environment in which many children develop their first friendships and learn to navigate the social world. Expanding the scope of a student's social world beyond the classroom setting thus depends largely on a student's access to supplemental social activities orchestrated by the child's family. Therefore, the developmental trajectory of the quantity and nature of a child's peer friendships and social skills is contingent on the extent to which the child's

classroom and familial/home environment provide opportunities for the child to interact with a diverse range of peers.

Comparing the familial experiences and corresponding social outcomes associated with students with disabilities in inclusive and non-inclusive settings can provide insight into best-practice strategies for enhancing social connectedness and functioning among children and adolescents with disabilities in Connecticut. This study will provide increased understanding concerning the provision of recommendations for fostering more advanced social skills and, in turn, more positive friendships and social experiences for children with disabilities. Examining best practice strategies regarding if and how the classroom and familial environments can alter the quality and quantity of a child's peer relations/network will enhance social connectedness and peer relationships among students with disabilities who may otherwise have had limited opportunities to socially interact with their peers without disabilities.

## **METHODOLOGY**

### **Procedure**

Participants for the survey were located through the Connecticut Down Syndrome Congress mailing list and searches on the Connecticut State Department of Education website. An email was sent that contained a brief summary of the study, the website address where the survey was located, and contact information. The survey was completed by participants either online or once they received a paper copy in the mail.

***Email Recruitment:*** A search of the Connecticut State Department of Education website yielded the names and email addresses of principals in Connecticut public schools that served children in kindergarten through grade six. Emails containing a study description, the survey website, and contact information were sent to both lists. Principals were encouraged to share

study information with parents of students in kindergarten through sixth grade who had been diagnosed with a developmental disability. Emails containing a study description, the survey website, and contact information were also sent to individuals on the Connecticut Down Syndrome Congress' mailing list. A total of 1696 emails were sent to these two groups.

***Flyer Dissemination:*** A flyer with a description of the study, the survey website, and contact information was created by project staff. The flyer was disseminated at conferences to attendees.

***Data Collection:*** Due to the fact that this survey was accessible online, project staff did not have knowledge regarding who was interested in completing it. Participation was voluntary, and respondents had the option of bypassing any questions they did not want to answer. One email was received in which the participant requested a paper copy of the survey. One copy was mailed to her; the participant completed it and returned it to the Center, where it was entered by project staff via the survey website. A total of 100 surveys were completed before the survey was closed to further data collection on June 19, 2007. Parents of students in kindergarten through grade six diagnosed with a developmental disability in the state of Connecticut were eligible to participate in the study.

***Survey:*** The survey was developed at the A.J. Papanikou Center for Excellence in Developmental Disabilities (see Appendix A for a copy of the survey). This survey was self-administered and designed to gather information about the experiences of children with developmental disabilities who attend inclusive and non-inclusive classroom settings. It was accessible primarily online, and a paper copy was available as well.

Questions were grouped into four sections, and all questions in each section were asked of everyone. The sections of the survey were as follows: A) Disability Information; B) Friendships; C) Family Experiences; and D) Background Information.

**Data Management:** Surveys were completed by respondents online with the exception of one participant who requested a paper copy. Once this survey was returned to the Center, project staff entered the responses into the online survey. Data was exported from the survey website to Excel and then SPSS after 88 respondents had completed the survey and again after 100 respondents had completed the survey.

**Participants**

100 people submitted a survey via the website. Data from 14 respondents were deleted for one of the following reasons: 1) the child in question did not have a disability (n = 2); 2) the child in question was in a grade higher than 6<sup>th</sup> (n = 3); or 3) the respondent answered fewer than 10% of the survey items (n = 9). After data cleaning the sample size was reduced to 86.

The majority of parents who completed the survey were white (95.9%), while 2.7% were Latino/Hispanic and 1.4 % were Asian (Table 1). Most of the sample was currently married (83.6%), 13.7% were divorced or separated, and 2.7% were single (Table 2). Almost half of the respondents had two children (44.6%), while 29.7% had three children, 13.5% had one child, and 12.2% had more than three children (Table 3). In years, the mean age of the first child was 12.0, followed by 9.8 for the second child, 7.3 for the third child, and 8.7 for the fourth child (Table 4).

Table 1. *Race/ethnicity of respondents*

<b>Race/Ethnicity</b>	<b>Frequency</b>	<b>Percentage</b>
White	71	95.9%
Latino/Hispanic	2	2.7%
Asian	1	1.4%
Black/African American	0	0%

Table 2. *Marital status of respondents*

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	61	83.6%
Single	2	2.7%
Divorced/Separated	10	13.7%

Table 3. *Number of children*

<b>Number of children</b>	<b>Frequency</b>	<b>Percentage</b>
One	10	13.5%
Two	33	44.6%
Three	22	29.7%
More than 3	9	12.2%

Table 4. *Mean ages of children*

<b>Child</b>	<b>Frequency</b>	<b>Mean Age (in years)</b>
First	74	12.0
Second	64	9.8
Third	29	7.3
Fourth	7	8.7

Parents who completed the survey were highly educated overall with only 21.7% having less than a college degree. The majority of parents had a college degree (37.8%), while 29.7% had a Master's degree, 10.8% had a post-Master's degree (Table5). Data from the families surveyed indicated that 23.5% had an annual income under \$55,000; 22.1% earned between \$55,001 and \$90,000; 20.6% earned between \$90,001 and \$130,000; and 33.9% had an income over \$130,001 (Table 6).

Table 5. *Highest educational attainment of respondents*

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
High school	3	4.1%
Some college	13	17.6%
College degree	28	37.8%
Master's degree	22	29.7%
Post Master's degree	8	10.8%

Table 6. *Household income of respondents*

<b>Income (in thousands)</b>	<b>Frequency</b>	<b>Percentage</b>
\$0 - 30,000	3	4.4%
\$30,001 - \$55,000	13	19.1%
\$55,001 - \$70,000	5	7.4%
\$70,001 - \$90,000	10	14.7%
\$90,001 - \$110,000	11	16.2%
\$110,001 - \$130,000	3	4.4%
\$130,001 - \$150,000	5	7.4%
More than \$150,000	18	26.5%

The majority of the children about whom parents responded were male (69.8%), compared to 30.2% female (Table 7). The most frequently reported disability category was autism (30.2%), while multiple disabilities accounted for 26.7%, other health impairments were reported by 16.3% of the respondents, and 12.8% of the children had intellectual disabilities (Table 8). Most children were in 4<sup>th</sup> grade at the time of the survey (19.8%), followed by 18.6% in 2<sup>nd</sup> grade, and 15.1% in 5<sup>th</sup> grade (Table 9). Finally, 55.8% of parents stated that their children spend less than 80% of their time in regular education settings with non-disabled peers, while 44.2% reported that their children spend at least 80% of their time in this type of setting (Table 10).

Table 7. *Gender of child*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	60	69.8%
Female	26	30.2%

Table 8. *Primary disability category of child*

<b>Disability category</b>	<b>Frequency</b>	<b>Percentage</b>
Autism	26	30.2%
Multiple Disabilities	23	26.7%
Other Health Impairment	14	16.3%
Intellectual Disability	11	12.8%
Learning Disability	5	5.8%
Speech or Language Impairment	4	4.7%
Orthopedic Impairment	2	2.3%
Traumatic Brain Injury	1	1.2%

Table 9. *Grade level of child*

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
Kindergarten	9	10.5%
1 <sup>st</sup> grade	10	11.6%
2 <sup>nd</sup> grade	16	18.6%
3 <sup>rd</sup> grade	10	11.6%
4 <sup>th</sup> grade	17	19.8%
5 <sup>th</sup> grade	13	15.1%
6 <sup>th</sup> grade	10	11.6%
Other	1	1.2%

Table 10. *Classroom setting of child*

<b>Classroom setting</b>	<b>Frequency</b>	<b>Percentage</b>
Special Education	48	55.8%
Regular Education	38	44.2%

## **DATA ANALYSIS**

Descriptive statistics (frequencies, percentages, and means) were calculated for the quantitative data. Significance testing was conducted to evaluate significant differences between groups. The results from the data analysis of the survey are presented in the following section.

## **RESULTS**

### Section B: Friendships

This section of the survey asked the respondent to provide information about their child's "friends". In this context, "friends" were defined as children who like each other and play together. Of the entire sample, 77.9% of parents reported that their children had friends, while 22.1% answered that their children had no friends. When asked if their children would say they had a best friend, 65.6% reported their child would say yes, compared to 14.8% who said their child would answer no (Table 11). Parents stated their children had an average of 5.56 ( $\sigma = 4.25$ ) friends in school, yet an average of only 1.63 ( $\sigma = 2.27$ ) outside of school. Children also had more friends without disabilities in school (mean = 4.38,  $\sigma = 4.16$ ) compared to friends with



disabilities in school (mean = 1.43,  $\sigma$  = 1.70 ). In addition, parents reported that their children had an average of 1.78 ( $\sigma$  = 2.40) friends without disabilities outside of school, while they had an average of only .43 ( $\sigma$  = .73) friends with disabilities outside of school (Table 12).

Table 11. *Child's friendships*

<b>Does child have any friends</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	67	77.9%
No	19	22.1%
<b>Does child have a best friend</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	40	65.6%
No	9	14.8%
I Don't Know	12	19.7%

Table 12. *Number of friends in and out of school*

<b>Location</b>	<b>Mean Number of Friends (Total)</b>	<b>Mean Number of Friends With Disabilities</b>	<b>Mean Number of Friends Without Disabilities</b>
In school	5.56	1.43	4.38
Outside of school	1.63	.43	1.78

When parents were asked if teachers reported their children's social skills at school to them, 50.0% answered yes, while 39.7% reported that they sometimes receive this information, and 10.3% said they do not receive any report from their children's teachers (Table 13). Based on what teachers tell parents about their children's social skills at school, seven additional questions were asked that contained a five-point Likert Scale ranging from "Never" to "Always". When asked if their child got picked on or teased in school, 38.2% of parents answered "never", followed by 30.9% who answered "hardly ever". In response to whether other children sought after their child for play, 45.6% of parents replied "sometimes", and 26.5% said "most of the time". Regarding whether other children said unkind things about their child, 38.2% stated "hardly ever", followed by 32.4% who said "never". Respondents were then asked if other children hit or pushed their child. A majority of parents (52.9%) responded "never", and 36.8% said "hardly ever". Parents then provided information regarding whether other children wanted to sit next to their child; 44.8% stated "sometimes", while 28.4% said "most of the time". When

asked if their child started fights, said mean things, or teased others, 58.8% of parents said “never”, and 20.6% responded “sometimes”. Finally, 36.2% of parents said that their child “sometimes” cooperated, shared and helped others, followed by 44.9% of parents who said their child does these things “most of the time” (Table 14).

Table 13. *Does teacher report child’s social skills*

	Frequency	Percentage
Yes	39	50.0%
Sometimes	31	39.7%
No	8	10.3%

Table 14. *Teacher report of child’s social skills*

<b>Does child get picked on or teased</b>	Frequency	Percentage
Never	26	38.2%
Hardly ever	21	30.9%
Sometimes	18	26.5%
Most of the time	2	2.9%
Always	1	1.5%
<b>Do other children seek out child to play</b>	Frequency	Percentage
Never	1	1.5%
Hardly ever	15	22.1%
Sometimes	31	45.6%
Most of the time	18	26.5%
Always	3	4.4%
<b>Do other children say unkind things about child</b>	Frequency	Percentage
Never	22	32.4%
Hardly ever	26	38.2%
Sometimes	16	23.5%
Most of the time	3	4.4%
Always	1	1.5%
<b>Do other children hit or push child</b>	Frequency	Percentage
Never	36	52.9%
Hardly ever	25	36.8%
Sometimes	5	7.4%
Most of the time	0	0.0%
Always	2	2.9%
<b>Do other children want to sit next to child</b>	Frequency	Percentage
Never	3	4.5%
Hardly ever	5	7.5%
Sometimes	30	44.8%
Most of the time	19	28.4%
Always	10	14.9%

Table 14. *Teacher report of child's social skills (cont.)*

<b>Does child start fights, say mean things, or tease others</b>	<b>Frequency</b>	<b>Percentage</b>
Never	40	58.8%
Hardly ever	12	17.6%
Sometimes	14	20.6%
Most of the time	1	1.5%
Always	1	1.5%
<b>Does child cooperate, share, or help others</b>	<b>Frequency</b>	<b>Percentage</b>
Never	0	0.0%
Hardly ever	6	8.7%
Sometimes	25	36.2%
Most of the time	31	44.9%
Always	7	10.1%

Respondents were then asked to provide information about the content of their children's Individualized Education Plans (IEP). When asked if their child's IEP contained a goal that addressed social skills in school, 72.6% of parents answered yes, while 23.3% of parents said no, and 4.1% did not know. However, data indicated that only 23.3% of respondents had a child whose IEP included a goal regarding making, keeping, and playing with friends, while 74.0% stated there was no such goal, and 2.7% did not know. Parents were also asked about goals pertaining to outside of school. The majority of parents (89.0%) said that their child's IEP contained no goal that addressed social skills outside the classroom, and 93.2% stated that their child's IEP did not include a goal regarding making, keeping, and playing with friends outside of school (Table 15).

Table 15. *IEP goals*

<b>Does IEP contain goal re: social skills in school</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	53	72.6%
No	17	23.3%
I don't know	3	4.1%
<b>Does IEP contain goal re: making, keeping, and playing with friends</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	17	23.3%
No	54	74.0%
I don't know	2	2.7%

Table 15. *IEP goals (cont.)*

<b>Does IEP contain goal re: social skills outside of school</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	8.2%
No	65	89.0%
I don't know	2	2.7%
<b>Does IEP contain goal re: making, keeping, and playing with friends outside of school</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	3	4.1%
No	68	93.2%
I don't know	2	2.7%

Most children (58.1%) did not participate in school sponsored or extra-curricular activities, but 35.1% did participate regularly and 6.8% participated “sometimes”. However, 52.9% of parents conveyed that their children had no friends in these types of activities. Respondents did indicate that their child had “a few friends” (35.3%), and 11.8% stated that their child had “a lot” of friends through school sponsored or extra curricular activities (Table 16).

Table 16. *Extra curricular activities*

<b>Does child participate in school-sponsored or extra curricular activities</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	26	35.1%
Sometimes	5	6.8%
No	43	58.1%
<b>Does child have friends in school-sponsored or extra curricular activities</b>	<b>Frequency</b>	<b>Percentage</b>
Yes, a lot	8	11.8%
A few	24	35.3%
No, none	36	52.9%

### Section C: Family Experiences

This section of the survey asked respondents to provide information regarding family involvement and experiences with their children’s friendships. Fifteen questions with a four-point Likert Scale ranging from “Never” to “All the time” were asked. Most respondents said they “never” set up play dates for their child with family members (51.4%) or with children in the neighborhood (49.3%). Many parents (31.9%) also said their child “never” participates in inclusive recreation programs outside of school. “Sometimes” was the most common answer

regarding whether parents set up play dates with children from school (59.5%) or who they know through adult friends (40.7%). “Sometimes” parents allow their child to go over to another child’s house (41.9%), allow their child to go over to a friend’s house without coming along to supervise (37.5%), have their child’s friends over to their house (50.0%), and encourage their child to make friends with other children who have disabilities (32.9%). Parents also reported that “sometimes” their child is invited to the house of a non-disabled peer (50.0%) or the house of a child who does have a disability (51.4%). Furthermore, 43.8% of parents said they “sometimes” help their child make and keep friends. Respondents stated that they “often” encourage their child to make friends with non-disabled peers (36.1%); they also said that their child “often” goes to community locations such as pools, parks, and playgrounds (38.4%). The only survey item to which a majority of parents (40.8%) responded “all the time” pertained to if they allow their child to attend birthday parties (Table 17).

Table 17. *Family experiences*

<b>Family sets up play dates for child with other family members</b>	<b>Frequency</b>	<b>Percentage</b>
Never	38	51.4%
Sometimes	23	31.1%
Often	7	9.5%
All the time	6	8.1%
<b>Family sets up play dates for child with children in the neighborhood</b>	<b>Frequency</b>	<b>Percentage</b>
Never	36	49.3%
Sometimes	28	38.4%
Often	5	6.8%
All the time	4	5.5%
<b>Family sets up play dates for child with children from school</b>	<b>Frequency</b>	<b>Percentage</b>
Never	21	28.4%
Sometimes	44	59.5%
Often	6	8.1%
All the time	3	4.1%

Table 17. *Family experiences (cont.)*

<b>Family sets up play dates for child with children of family friends</b>	<b>Frequency</b>	<b>Percentage</b>
Never	29	39.2%
Sometimes	35	47.3%
Often	9	12.2%
All the time	1	1.4%
<b>Family allows child to go to another child's house</b>	<b>Frequency</b>	<b>Percentage</b>
Never	11	15.5%
Sometimes	36	50.7%
Often	12	16.9%
All the time	12	16.9%
<b>Family allows child to go to birthday parties</b>	<b>Frequency</b>	<b>Percentage</b>
Never	3	4.2%
Sometimes	21	29.6%
Often	18	25.4%
All the time	29	40.8%
<b>Family allows child to go to friends houses without their supervision</b>	<b>Frequency</b>	<b>Percentage</b>
Never	25	34.7%
Sometimes	27	37.5%
Often	9	12.5%
All the time	11	15.3%
<b>Family has child's friends over to their house</b>	<b>Frequency</b>	<b>Percentage</b>
Never	13	17.6%
Sometimes	37	50.0%
Often	14	18.9%
All the time	10	13.5%
<b>Family encourages child to make friends with children who have disabilities</b>	<b>Frequency</b>	<b>Percentage</b>
Never	7	10.0%
Sometimes	23	32.9%
Often	23	32.9%
All the time	17	24.3%
<b>Family encourages child to make friends with non-disabled peers</b>	<b>Frequency</b>	<b>Percentage</b>
Never	4	5.6%
Sometimes	19	26.4%
Often	26	36.1%
All the time	23	31.9%

Table 17. *Family experiences (cont.)*

<b>Child has been invited to the house of a non-disabled peer</b>	<b>Frequency</b>	<b>Percentage</b>
Never	23	31.9%
Sometimes	36	50.0%
Often	7	9.7%
All the time	6	8.3%
<b>Child has been invited to the house of a child who has a disability</b>	<b>Frequency</b>	<b>Percentage</b>
Never	28	37.8%
Sometimes	38	51.4%
Often	5	6.8%
All the time	3	4.1%
<b>Child participates in inclusive recreation programs outside of school</b>	<b>Frequency</b>	<b>Percentage</b>
Never	23	31.9%
Sometimes	21	29.2%
Often	16	22.2%
All the time	12	16.7%
<b>Child goes to other community locations (pools, parks, playgrounds)</b>	<b>Frequency</b>	<b>Percentage</b>
Never	7	9.6%
Sometimes	19	26.0%
Often	28	38.4%
All the time	19	26.0%
<b>Family helps child make and keep friends</b>	<b>Frequency</b>	<b>Percentage</b>
Never	6	8.2%
Sometimes	32	43.8%
Often	24	32.9%
All the time	11	15.1%

The next section of the survey contained questions about children’s recent experiences with birthday parties. While parents invited an average of 9.49 friends to their child’s last birthday party ( $\sigma = 8.99$ ), more children without disabilities were invited (mean = 8.15,  $\sigma = 7.76$ ) compared to children with disabilities (mean = 2.16,  $\sigma = 3.69$ ). Similarly, an average of 7.72 friends attended the child’s last birthday party ( $\sigma = 7.49$ ), with an average of 7.26 children without disabilities attending ( $\sigma = 7.27$ ) and an average of 1.46 children with disabilities in attendance ( $\sigma = 2.22$ ). Interestingly, children of the respondents were only invited to an average

of 2.39 parties in the last year ( $\sigma = 2.21$ ) and only attended an average of 2.24 parties ( $\sigma = 2.19$ ) (Table 18).

Table 18. *Birthday parties*

<b>Friends invited to child's last birthday party</b>	<b>Mean</b>
Total	9.49
Friends with disabilities	2.16
Friends without disabilities	8.15
<b>Friends attending child's last birthday party</b>	<b>Mean</b>
Total	7.72
Friends with disabilities	1.46
Friends without disabilities	7.26
	<b>Mean</b>
Birthday parties child was invited to last year	2.39
Birthday parties child attended last year	2.24

Respondents were asked if they wished their children had more friends. While 55.8% of the entire sample said they wished their children had “a few more friends”, 29.1% of parents said they would like their children “to have a best friend”. Only 5.8% of respondents thought their children had “just the right number” of friends, and 67.4% of the entire sample expressed their desire for help in making friends for their children (Table 19).

Table 19. *Parent aspirations for child's friendships*

<b>Do you wish your child had more friends</b>	<b>Frequency</b>	<b>Percentage</b>
Yes, many more	20	23.3%
Yes, a few more	48	55.8%
Yes, more friends who don't have disabilities	21	24.4%
Yes, more friends who do have disabilities	20	23.3%
Yes, I would like my child to have a best friend	25	29.1%
No, my child has just the right number of friends	5	5.8%
<b>Do you wish you had help making friends for your child</b>	<b>Frequency</b>	<b>Mean</b>
Yes	58	79.5%
No	13	17.8%
Already getting enough help	2	2.7%



## **SUMMARY**

The information collected from this survey provides significant knowledge regarding best practices for parents who have children with disabilities as well as for professionals who work with them. Although research into childhood friendships exists, there was a need to further investigate the differences between children in inclusive and non-inclusive classroom settings. We anticipate that these findings will aid in the adoption of evidence-based practices in Connecticut and provide information to parents and professionals regarding strategies for implementing best practices at home and in school. As a result, children and adolescents with disabilities will be able to improve their social skills and group functioning both in and outside of the classroom, leading to an enhanced quality of life.

## **APPENDIX A**

### **The Development of Friendships in Children with Disabilities Parent Survey**

# The Development of Friendships in Children with Disabilities

## *Parent Survey*

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### Section A: Disability Information

1. Does your child have a disability?
  - Yes
  - No (end survey)
  
2. Do you live in the state of Connecticut?
  - Yes
  - No
  
3. What is your child's primary disability category (check all that apply):
  - Autism
  - Deaf-Blindness
  - Hearing Impairment
  - Intellectual Disability
  - Orthopedic Impairment
  - Speech or Language Impairment
  - Visual Impairment
  - Deafness
  - Emotional Disturbance
  - Learning Disability
  - Multiple Disabilities
  - Other Health Impairment
  - Traumatic Brain Injury
  
4. Please estimate the % of time your child spends in regular education settings with non-disabled peers: \_\_\_\_\_%
  
5. What gender is your child?
  - Male
  - Female
  
6. What grade is your child currently in?
  - Kindergarten
  - 1<sup>st</sup> grade
  - 2<sup>nd</sup> grade
  - 3<sup>rd</sup> grade
  - 4<sup>th</sup> grade
  - 5<sup>th</sup> grade

- 6<sup>th</sup> grade
- Other (please specify)\_\_\_\_\_

## Section B: Friendships

Please tell us about your child’s friends. By “friends” we mean that the children like each other and play together.

1. Does your child have any friends?
  - Yes
  - No (skip to question 4)

How many friends does your child have...	Total # of friends	# of friends with disabilities	# of friends without disabilities
In school			
Out of school			

2. If you asked your child how many friends they have what would he or she say?

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3. If you asked your child if they had a best friend what would he or she say?
  - Yes
  - No
  - I don’t know
4. Does your child’s teacher report to you about your child’s social skills at school?
  - Yes
  - Sometimes
  - No

If you answered Yes or Sometimes to #4 answer questions 5-11. If you answered No to #4 continue to question 12.

Based on what your child’s teacher tells you about his/her social skills at school please answer the following questions.

At school.....	Never ▼	Hardly Ever ▼	Sometimes ▼	Most of the time ▼	Always ▼
5. Does your child get picked on or teased	1	2	3	4	5
6. Do other children seek out your child to play	1	2	3	4	5

<b>At school.....</b>	<b>Never</b> ▼	<b>Hardly</b> <b>Ever</b> ▼	<b>Sometimes</b> ▼	<b>Most</b> <b>of the</b> <b>time</b> ▼	<b>Always</b> ▼
7. Do other children say unkind or mean things about your child	1	2	3	4	5
8. Do other children hit or push your child	1	2	3	4	5
9. Do other children want to sit next to your child	1	2	3	4	5
10. Does your child start fights, say mean things or tease others	1	2	3	4	5
11. Does your child cooperate, share or help others	1	2	3	4	5

12. Does your child have a goal on his or her IEP that addresses social skills in school?

- Yes
- No
- I don't know

13. Does your child have a goal on his or her IEP that addresses making, keeping and playing with friends?

- Yes
- No
- I don't know

14. Does your child have a goal on his or her IEP that addresses social skills outside of school?

- Yes
- No
- I don't know

15. Does your child have a goal on his or her IEP that addresses making, keeping and playing with friends outside of school?

- Yes
- No
- I don't know

16. Does your child participate in school sponsored activities, or extra curricular activities, such as band, drama, or sports?

- Yes
- Sometimes
- No

17. Does your child have friends in these school sponsored activities or extra curricular activities?

- Yes, a lot
- A few
- No, none

### Section C: Family Experiences

Please answer the following questions:

	Never ▼	Sometimes ▼	Often ▼	All the time ▼
1. I set up play dates for my child with <i>family members</i>	1	2	3	4
2. I set up play dates for my child with <i>children in the neighborhood</i>	1	2	3	4
3. I set up play dates for my child with <i>children from school</i>	1	2	3	4
4. I set up play dates for my child with <i>children of my friends</i>	1	2	3	4
5. I allow my child to go over to another child's house	1	2	3	4
6. I allow my child to go to birthday parties	1	2	3	4
7. I allow my child to go over to friends/playmates houses unsupervised by me	1	2	3	4
8. I have my child's friends over to our house	1	2	3	4

	Never ▼	Sometimes ▼	Often ▼	All the time ▼
9. I encourage my child to make friends with children who have disabilities	1	2	3	4
10. I encourage my child to make friends with non-disabled peers	1	2	3	4
11. My child has been invited over to the house of a non-disabled peer	1	2	3	4
12. My child has been invited over to another child's house that <i>does</i> have a disability	1	2	3	4
13. My child participates in inclusive recreation programs outside of school (there are other children without disabilities involved)	1	2	3	4
14. My child goes to other community locations such as pools, parks and playgrounds	1	2	3	4
15. I help my child make and keep friends	1	2	3	4

16. How many friends did you invite to your child's last birthday party?

\_\_\_\_\_ total # of friends  
 \_\_\_\_\_ # of friends with disabilities  
 \_\_\_\_\_ # of friends without disabilities

17. How many friends attended your child's last birthday party?

\_\_\_\_\_ total # of friends attended  
 \_\_\_\_\_ # of friends with disabilities  
 \_\_\_\_\_ # of friends without disabilities

18. How many birthday parties was your child invited to last year?

\_\_\_\_\_ # of parties invited to



19. How many birthday parties did your child attend last year?

\_\_\_\_\_ # of parties attended

20. Do you wish your child had more friends? (check all that apply)

- Yes, many more
- Yes, a few more
- Yes, more friends that don't have disabilities
- Yes, more friends that do have disabilities
- Yes, I would like my child to have a best friend
- No, my child has just the right number

21. Do you wish you had help with making friends for your child?

- Yes
- No
- Already getting enough help

22. Is there anything else you wish to tell us about your child and his/her friends?

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### Section D: Background Information

1. Are you currently:

- Married
- Single
- Divorced/Separated

2. How many children do you have?

- One
- Two
- Three
- More than three

3. What are the ages of your children?

- Age of 1<sup>st</sup> child is \_\_\_\_\_
- Age of 2<sup>nd</sup> child is \_\_\_\_\_
- Age of 3<sup>rd</sup> child is \_\_\_\_\_
- Age of 4<sup>th</sup> child is \_\_\_\_\_

4. What is your race/ethnicity? (You may check all that apply)
- White
  - Latino/Hispanic
  - Black or African American
  - Asian
  - Other: \_\_\_\_\_
5. What is your highest level of education?
- High School
  - Some College
  - College Degree
  - Masters or advanced degree
  - Post Masters degree: Doctoral degree, J.D., or M.D.
  - Other: \_\_\_\_\_
6. What is your annual income?
- Less than \$30,000
  - \$30,001- \$55,000
  - \$55,001- \$70,000
  - \$70,001- \$90,000
  - \$90,001- \$110,000
  - \$110,001- \$130,000
  - \$130,001- \$150,000
  - More than \$150,000

**Thank you!**