



Validerede instrumenter

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Nina Madsen Sjö

Cand.psych., specialist i børneneuropsykologi, ph.d.



DAGENS TEMAER



Nina

- Overscættelse og tilpasning til dansk kontekst
- Analyser, der vurderer om et instrument fungerer på dansk

Line

- *Praktiske udfordringer forbundet med valg og anvendelse*
- *Forskellige hensyn, der skal afvejes og balanceres*



OVERVEJELSER, DER OFTE IKKE FÅR NOK TID

1. Spørgeskemaets teoretiske ramme, dets skalaer og fokus
2. Hvilket aldersinterval spørgeskemaet kan anvendes for
3. Potentielle respondenter
4. Antal items og estimeret administrationstid
5. Psykometriske egenskaber
6. Svarkategorier

5-15 spørgeskemaet

- Copyright materiale er fjernet, men se mere på www.5-15.org



OVERVEJELSER, DER OFTE IKKE FÅR NOK TID

(Fortsat)

7. Om der findes en godkendt dansk udgave
8. Normering
9. Licensforhold, betaling for anvendelse og krav til dataindsamlers kvalifikationer
10. Tidligere brug nationalt og internationalt

INTERNATIONALT BRUG

| Domæne | Primær | Sekundært |
|---|---|---|
| Social Role Participation and Social competence | <ol style="list-style-type: none">1. PedsQL (sociale subskala)2. SDQ (peer relations and prosocial behavior) | <ol style="list-style-type: none">1. Child and Adolescent Scale of Participation (CASP)2. SSRS3. Child Behavior Checklist (Social Competence scale)4. Vineland-II (Social Competence scale)5. PEDI Social Functioning Scales |

JOURNAL OF NEUROTRAUMA 29:678–705, 2012: Recommendations for the Use of Common Outcome Measures in Pediatric Traumatic Brain Injury Research

Sundhedsstyrelsen (2015). Faglig visitationsretningslinje. - Udredning og behandling til børn og unge med erhvervet hjerneskade og psykiatrisk komorbiditet. www.sst.dk



STUDY SETTING



- Ministry for Children and Social Affairs
- Improve quality by 2-year intervention study (RCT)
- $n > 10,000$, attending child care
- Age: 0-6 year

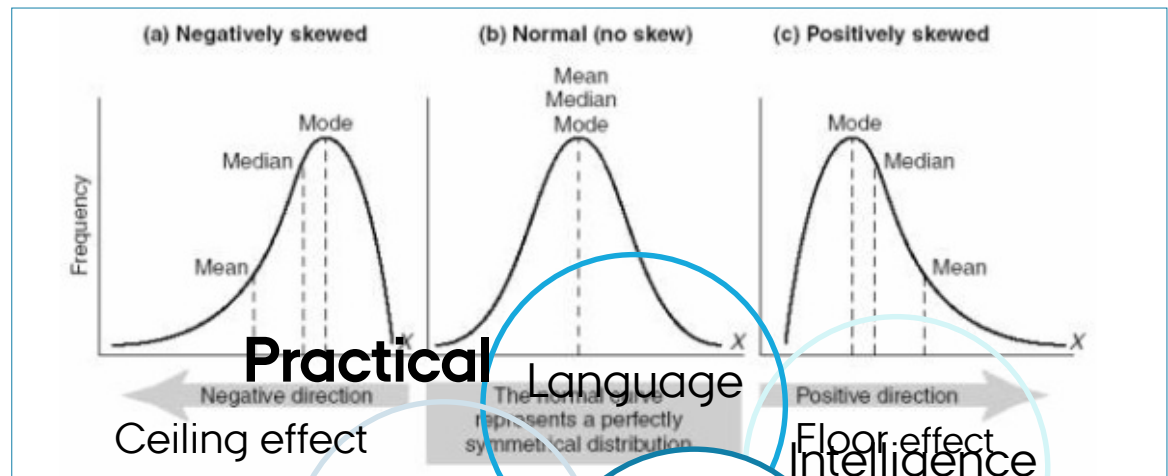
Focus:

- Validated pre-developed tools within socio-emotional and pre-math skills

CHALLENGES

Methodological

- Domain measured
 - “Pure” skills
 - Developmental speed
- Intervention study
 - Floor and ceiling effect and comparison over time
 - Data collectors
 - Many subscales vs. total score
- Age span
 - Test tools’ age span vs. needs
 - Different tools for different ages or develop items?
- Cultural issues



Practical Language

Attention

Pre-math

Motor

Exec
Fu

How many pennies?





CHALLENGES

Practical

- Large sample, short data collection period
- Offended by deficit-focused questionnaires

Examples from SDQ questionnaire

- *Often fights with other children or bullies them*
- *Often complains of headaches, stomach-aches or sickness*
- *Can be spiteful to others*

SEAM

Social Emotional Assessment Measure

(Squires et al., 2014)



Materialet er fjernet, dog se

- en beskrivelse kan læses på dansk forlags hjemmeside
 - <https://www.hogrefe.dk/shop/social-emotional-assessment-evaluation-measure.html>
- Selve spørgeskemaets version for de 3-6 årige kan ses på amerikansk forlags hjemmeside:
 - <http://archive.brookespublishing.com/documents/SEAM-Main-Form-Preschool.pdf>

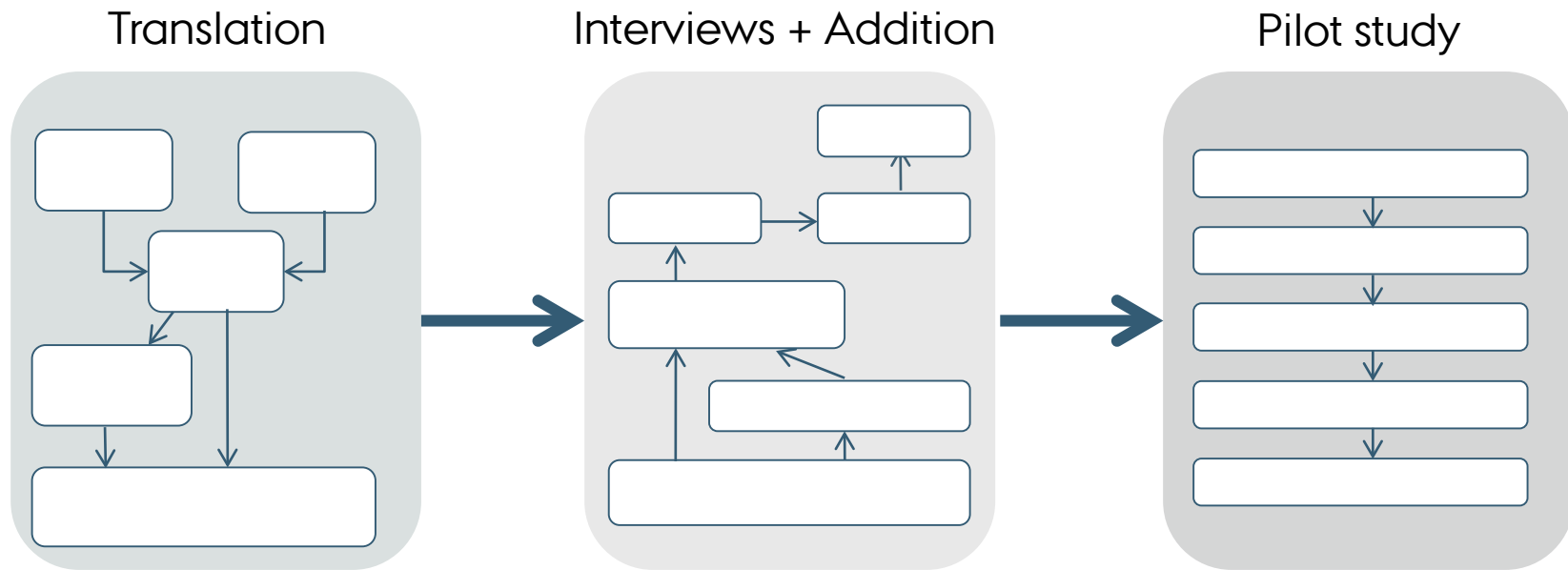
Rarely true | Somewhat true | Rarely true | Not true



THE DANISH VERSION



THE DANISH VERSION*: SEAM

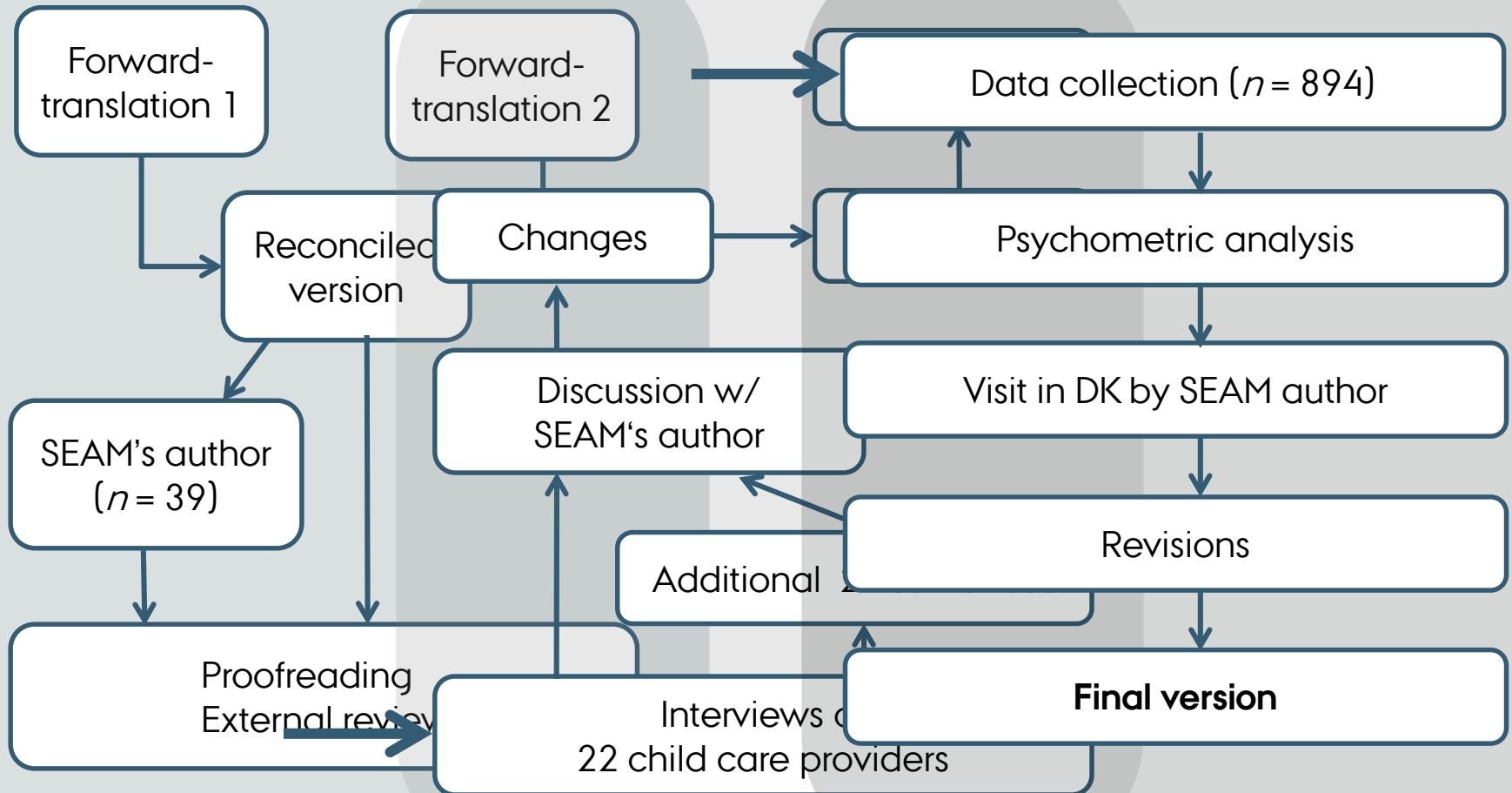


*Dewolf et al., 2009

THE DANISH VERSION*: SEAM



Translation Interviews + Addition Pilot study



*Dewolf et al., 2009

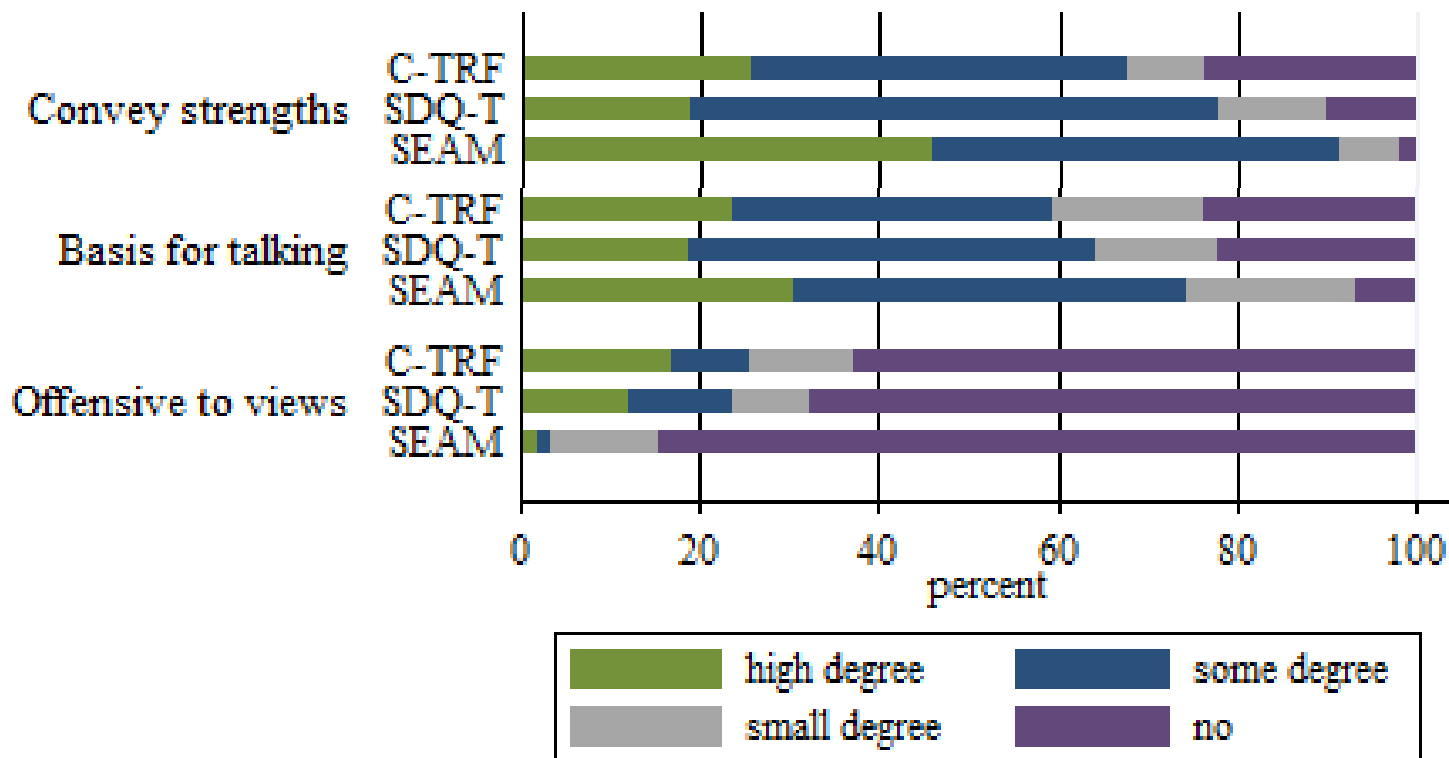
SEAM VALIDATION STUDY



- SDQ
 - Strengths and Difficulties Questionnaire
- C-TRF
 - Caregiver-Teacher Report Form
- Utility questions (clarity, relevance, and acceptability)

| | Developed for | No. of items | % pos. wording |
|-------|--|--------------|----------------|
| C-TRF | Extensive diagnostic questionnaire for psychopathology | 100 | Minimal |
| SDQ-T | Screenener for child psychopathology | 25+5 | 20 % |
| SEAM | Assessing and monitoring social-emotional and behavioral development in children with disabilities | 35-41 | 100 % |

USER PERSPECTIVE



CONCLUSION



Conclusion

- 3 out of 5 questions: SEAM more positively rated
- As SEAM was rated more positively, SEAM may lead to higher response rates in intervention studies of low risk samples

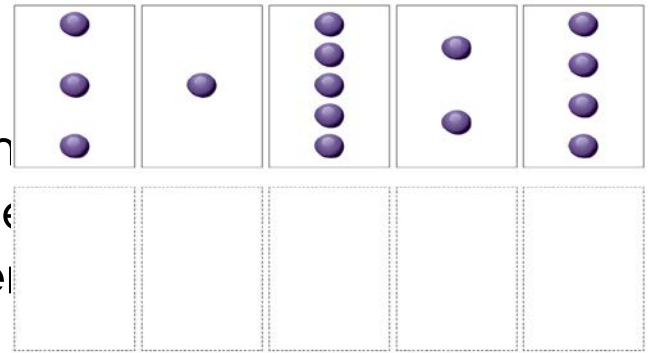
Assumptions of Rasch model (1 PL)

- Local dependency
 - Responses on one item depend on responses on another item in the scale. This results in redundant information in the scale and effects measurement precision and reliability.

- Differential item functioning

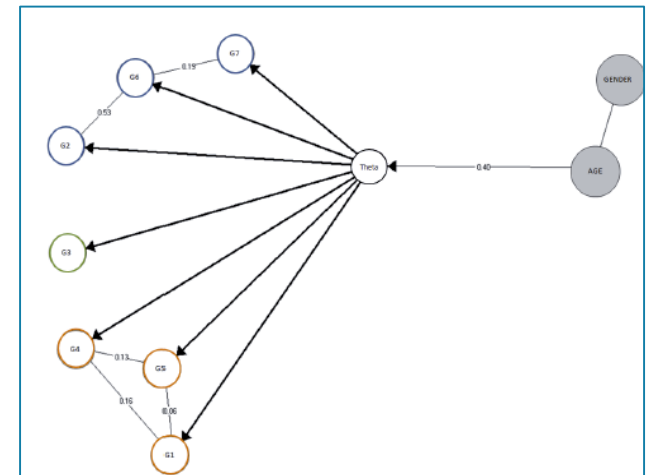
5 4 3 2 1

within the same group, where the underlying construct have been taken into account. Items that are gender or age related



Solution to violation of Rasch model

- If evidence of differential item functioning or local dependence
 - Eliminate misfitting items
 - Model interaction between items and exogenous variables by fitting so-called loglinear Rasch models



GRATIS VIDEN

- Webinars: hos forlagene
 - Ofte med udvikleren af redskabet – fx WISC-V
- Europæisk guideline:
 - *Ed. Evers et al. (2013). EFPA review model for the description and evaluation of psychological and educational tests*
- Databaser:
 - Fx www.psyktestsbarn.no Screener for skandinavisk brug af spørgeskemaer og test og sammenligner evt. studier med amerikanske normer?
 - National Child Traumatic Stress Network's measure review): <http://www.nctsn.net.org/resources/online-research/measures-review>

SØGNINGER (KRÆVER LOGIN)

- **PsycTESTS**

- indeholder både gratis og licensbeskyttede måleredskaber og oversigtsartikler om disse. PsycTESTS indeholder også oplysninger om psykometriske forhold så som normer, reliabilitets- og validitetsundersøgelser.
- <http://www.apa.org/pubs/databases/psyctests>

- **PsycINFO**

- Det er muligt at målrette søgning fx til et bestemt afsnit i artiklens metodebeskrivelse jf søgefunktionen *test and measures*,
- <http://www.apa.org/pubs/databases/psycinfo/>

- Se evt. mere om brug af PsycTESTS og PsycINFO i dette youtubeklip:

- <https://www.youtube.com/watch?v=7U6D8vKTTdI>

LITTERATUR MED AFSÆT I DK FORHOLD

- Madsen Sjö, N. *Hvilke validerede spørgeskemaer er egnede til at måle effekt af en intervention, der har fokus på det socio-emotionelle område?* Rockwoolfondens forskningsenhed www.rff.dk
- Kiil, A., Nielsen, J., & Rosholm, M. (2016). *Measuring Child Well-being An overview of potential measurement instruments*. Copenhagen: KORA. www.kora.dk
- Pontoppidan, M., & Niss, N. K. (2014). *Instrumenter til at måle små børns trivsel*. København: SFI - det Nationale Forskningscenter for Velfærd. www.sfi.dk
- Pædagogisk Psykologisk tidsskrif (in press)



TAK FOR I DAG!

MADSENSJO@GMAIL.COM