**The GO4KIDDS School Satisfaction Scale**

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**Objectives:**

Over the past 25 years, there has been significant progress in the educational options for children with developmental disabilities (DD). Indeed, all children with DD are ordinarily entitled to public schooling with suitable supports (Brown & Percy, 2007) in regular classes or in various types of special education classes. However, clinical experience (and a small body of research) suggests that some parents may be dissatisfied with their child's education. Knowledge of parents’ level of satisfaction with school is an important factor in determining whether the unique needs of these children are being met.

No standard measure of school satisfaction exists, leading to differences in approaches in the few researchers who have addressed the topic. The current study aims to establish a measure for school satisfaction in parents of children with severe/multiple DD, and provide evidence supporting its validity and reliability.

**Method:** Data for the current study were obtained from a CIHR-funded research program called Great Outcomes for Kids Impacted by Severe Developmental Disabilities (GO4KIDDS). This program explored the health, well-being, and social inclusion of children with severe/multiple DD nationwide. It included children with intellectual disability (ID), and Autism Spectrum Disorder (ASD). The GO4KIDDS School Satisfaction Scale is composed of nine questions about various aspects of the children’s school experience. Each item was rated on a 5-point Likert scale, ranging from *very dissatisfied* to *very satisfied.*

The validity portion of the study consisted of data from 417 parents of 4- to 20- year old children with severe/multiple DD (*N* = 417, *M* = 11.37, *SD* = 3.83), who had completed the GO4KIDDS Basic Survey (Perry & Weiss, 2008). The reliability portion was based on a subsample (*n* = 185) of participants, who had completed the GO4KIDDS Extended Survey. Reliability was determined by examining scale properties such as internal consistency, and item-total correlations. Validity was investigated in relation to the single-item measure of overall school satisfaction on the Basic Survey, also rated on a 5-point scale.

**Results:** The School Satisfaction Scale has good item-total correlations with the majority over .70, and high internal consistency (*α* = .93) with little change when an item is deleted. Further, there were strong positive correlations between scale items and the single-item measure of overall school satisfaction (.64 or above).

**Discussion/Conclusions:** Results show that the GO4KIDDS School Satisfaction Scale is a unidimensional and reliable measure. Despite the correlational nature of criterion-related validity, results also suggest that the measure is valid. This good measure of school satisfaction has the potential to help identify any existing problems in current school experiences. It is also likely to aid in the comparison of school satisfaction in parents of different groups of children with DD, or for examining the role of school satisfaction in relation to the quality of life of parents and children.

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