

# Translation and cross-cultural adaptation of the Chinese version of the Family-Professional Partnership Scale in early childhood special education

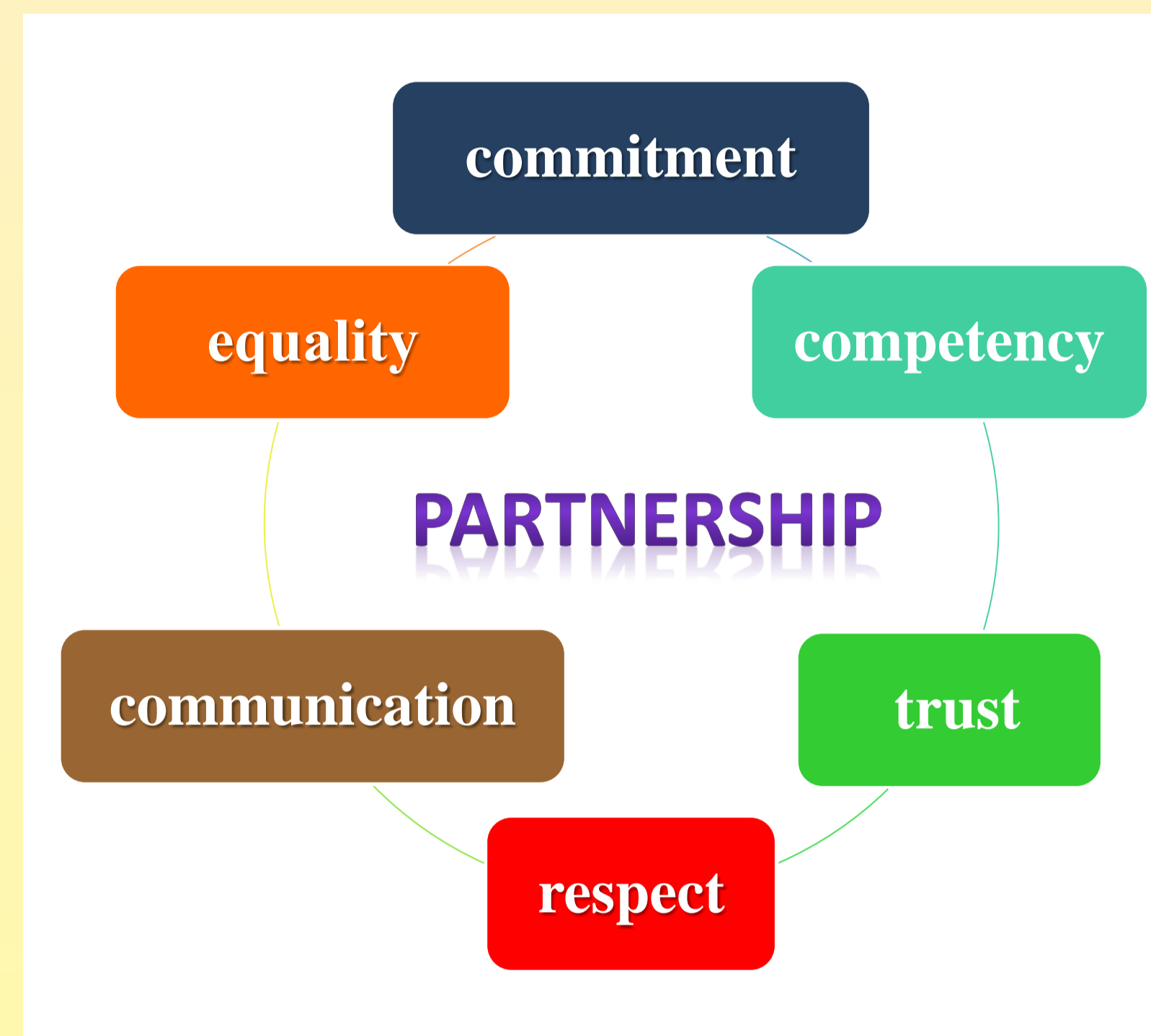
Yan-Chen Liu<sup>a</sup>, Lin-Ju Kang<sup>a,b</sup>, Ai-Wen Hwang<sup>a,b</sup>, Yu-Wei Hsu<sup>a</sup>

<sup>a</sup> Graduate Institute of Early Intervention, College of Medicine, Chang Gung University, Taoyuan, Taiwan

<sup>b</sup> Department of Physical Medicine and Rehabilitation, Chang Gung Memorial Hospital-Linkou, Taoyuan Taiwan

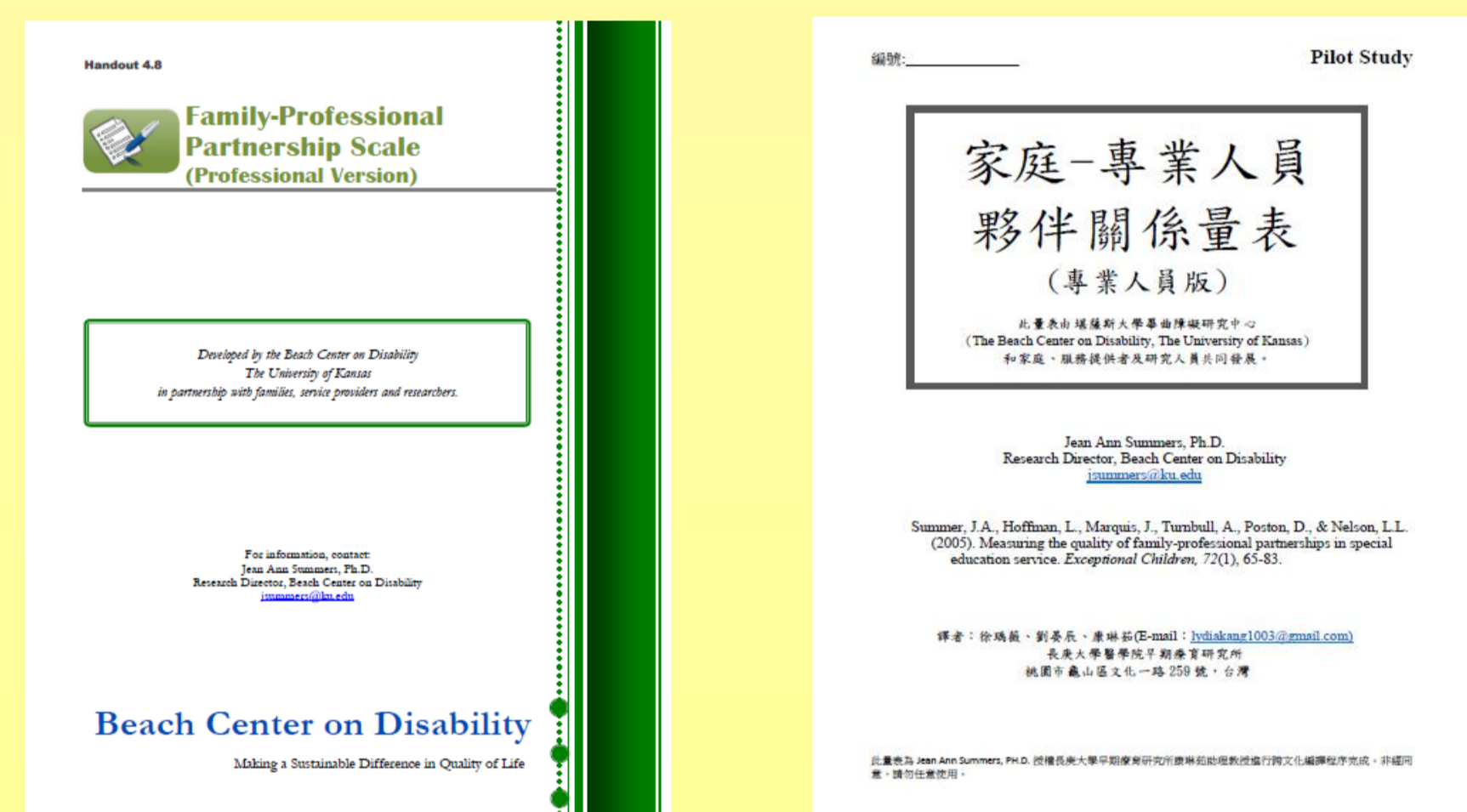
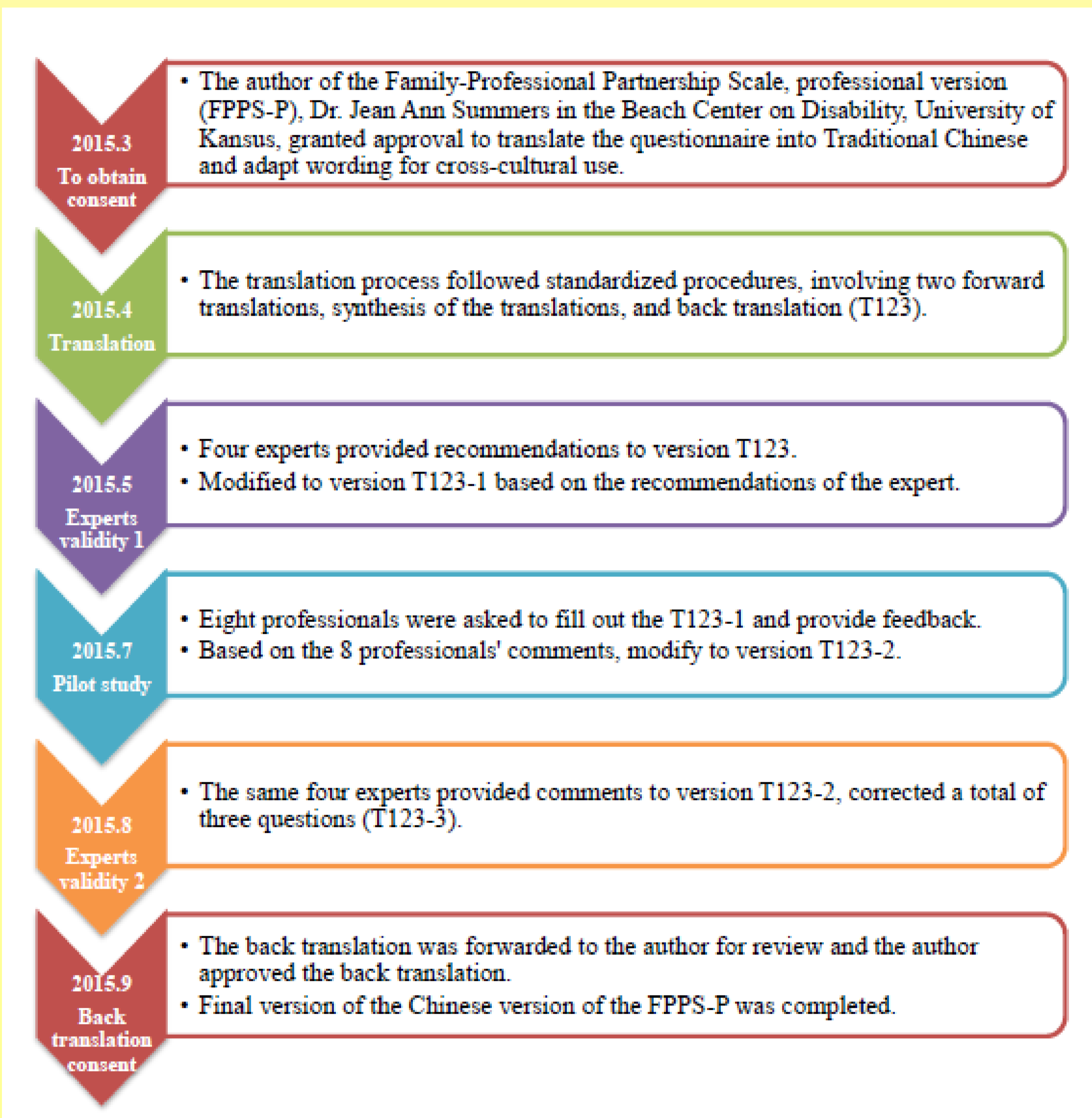
## 1. Background :

The quality of preschool special education services depends largely on whether special educators are able to build up good relationships with parents. In Taiwan, there is a lack of evaluation tool to measure partnership, resulting difficulty in quantifying family-professional partnership in practice. This study aimed at developing an evaluation tool for partnership between Taiwan early childhood special educators and parents. The processes of the translation and cross-cultural adaptation of the Chinese version of the Family-Professional Partnership Scale were described. This work will have implications for family and early childhood special educators in promoting the quality of care to children with special needs.



## 2. Methods :

The Family-Professional Partnership Scale, professional version (FPPS-P) is an 18-item questionnaire used to measure professional's satisfaction with their relationships with families.



| How satisfied are you with the way that you...                            | Very Dissatisfied        | Dissatisfied             | Neither                  | Satisfied                | Very Satisfied           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Help _____ gain skills or information to get what his/her child needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have the skills to help _____'s child succeed.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide services that meet the individual needs of _____'s child.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 您對於自己在執行下列事項的滿意程度為何？            | 非常<br>不滿意                | 不<br>滿意                  | 普<br>通                   | 滿<br>意                   | 非常<br>滿意                 |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 幫助 _____ 獲得能力或資訊以解決他/她孩子的需求。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 具有協助 _____ 的孩子達到目標的能力。       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 能夠提供滿足 _____ 的孩子個別需求的服務。     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 3. Results :

The Chinese version of the Family-Professional Partnership Scale, professional version, like the original version, includes 18 items on the total scale that contains two subscales: child-focused (9 items) and family-focused (9 items). The completion time for the questionnaire is around 8 to 10 minutes. Educators in pilot testing in general considered the questionnaire to be clear, concise, and easy to understand.

|                     | N  | Mean | Standard deviation | Minimum | Maximum |
|---------------------|----|------|--------------------|---------|---------|
| FPPS-P scores total | 10 | 4.12 | .44                | 3.61    | 5.00    |
| Child-focused       | 10 | 4.10 | .46                | 3.22    | 5.00    |
| Family-focused      | 10 | 4.15 | .52                | 3.56    | 5.00    |

Results of the pilot testing of the pre-final version conducted on 10 early childhood special educators.

## 4. Conclusion :

The Chinese version of the Family-Professional Partnership Scale, professional version has been shown to be feasible when using in early childhood special education in Taiwan. The questionnaire is short and easy to understand. Educators are able to fill out quickly during busy working hours. The items also help the educators in self-reflection about their relationships with the families. Our pilot results showed that educators were generally positive about their current partnership with the families. Educators are satisfied with the ways they help children with special needs on education, caring and problem solving, as well as on supporting, respect and listening to the parents. Our future plan is to recruit a larger sample to investigate the satisfaction level of educators toward their partnership with the families they serve.

Contact: Liu Yan-Chen email: xu.6u04pt6@gmail.com