

MANUAL

Administering, Scoring and Interpreting the Parent Experience of Assessment Scale (PEAS)

The Parent Experience of Assessment Scale (PEAS) is a self-report instrument designed to provide the clinician with information about parents' experience of their child's psychological assessment. The PEAS is composed of 24 items that are divided into six scales: New Understanding of Child, Parent Assessor Relationship and Collaboration, Child Assessor Relationship, Systemic Awareness, and Negative Feelings. It is designed for use with parents of children between the ages of 3 and 18.

Administration Instructions

The PEAS was designed to be completed by the child's primary caregiver (e.g., mother, father, guardian, grandparent, foster parent, shelter worker) who was most involved in the assessment. Please have this person fill out the PEAS immediately after the assessment has been completed and feedback has been provided. The PEAS takes approximately 5 minutes to complete and requires a 7th grade or higher reading level.

Scoring

If you wish to score the PEAS for your own use with clients, use the accompanying Excel Scoring Sheet. Select the Enter Scores worksheet by clicking on the tab on the lower left hand corner of the Excel file. Enter the corresponding rating, from 1-5, for each item in the "Score" column on the Enter Scores worksheet. If the client has omitted an item, enter a 0. The program automatically transposes reversed keyed items (marked by R on the item line) and sums the items for each scale.

The "Main Results" tab provides a graph and table of T-scores, percentiles, and descriptive ranges for each scale. T-scores have a mean of 50 and a standard deviation of 10. Scores in the top 80% of respondents (above T-score of 60) are considered above average. Scores in the lowest 20% of respondents (below T-score of 40) are considered below average. For the Negative Feelings scale, scores within the average to below average range are more desirable. A score above 60 on the Negative Feelings scale indicates above average negative feelings reported by the respondent.

The third worksheet, Results by Scale, groups the scores on the items by subscale. The "Score" column provides the item scores and the associated T-score is listed for each scale. All worksheets are locked so that the only data that can be entered is in the "Score" column, to preserve the integrity of the calculations and formulas.

Instruction Sheet for Interpreting The Parent Experience of Assessment Scale (PEAS)

You may wish to review the scores on the scales for an interpretation of the PEAS. Each of the scales has appropriate reliability and a significant correlation with general satisfaction (as measured by the CSQ). Interpretations of the five subscales are as follows:

Parent Assessor Relationship and Collaboration ($\alpha = .88$; $r = .48$): These items concern respondents' perceptions of their relationship with the assessor. Higher scores indicate that respondents felt comfortable, respected, heard, and informed by the assessor. This is the hierarchical, or general, factor assessed by the PEAS that influences the other subscales (see Development section below).

New Understanding of Child ($\alpha = .88$; $r = .64$): These items concern the extent to which respondents learned new information about their children. Higher scores indicate that respondents felt they gained valuable new understanding from the assessment. This scale is the most strongly correlated with general satisfaction.

Assessor-Child Relationship ($\alpha = .79$; $r = .45$): These items concern respondents' perceptions of their child's relationship with the assessor. Higher scores indicate that respondents felt that their child developed good rapport and was comfortable with the assessor.

Systemic Awareness ($\alpha = .80$; $r = .21$): These items reflect the extent to which the respondents have a systemic or transactional view of their child's problems. Higher scores indicate that respondents are more aware of how their family environment affects their child.

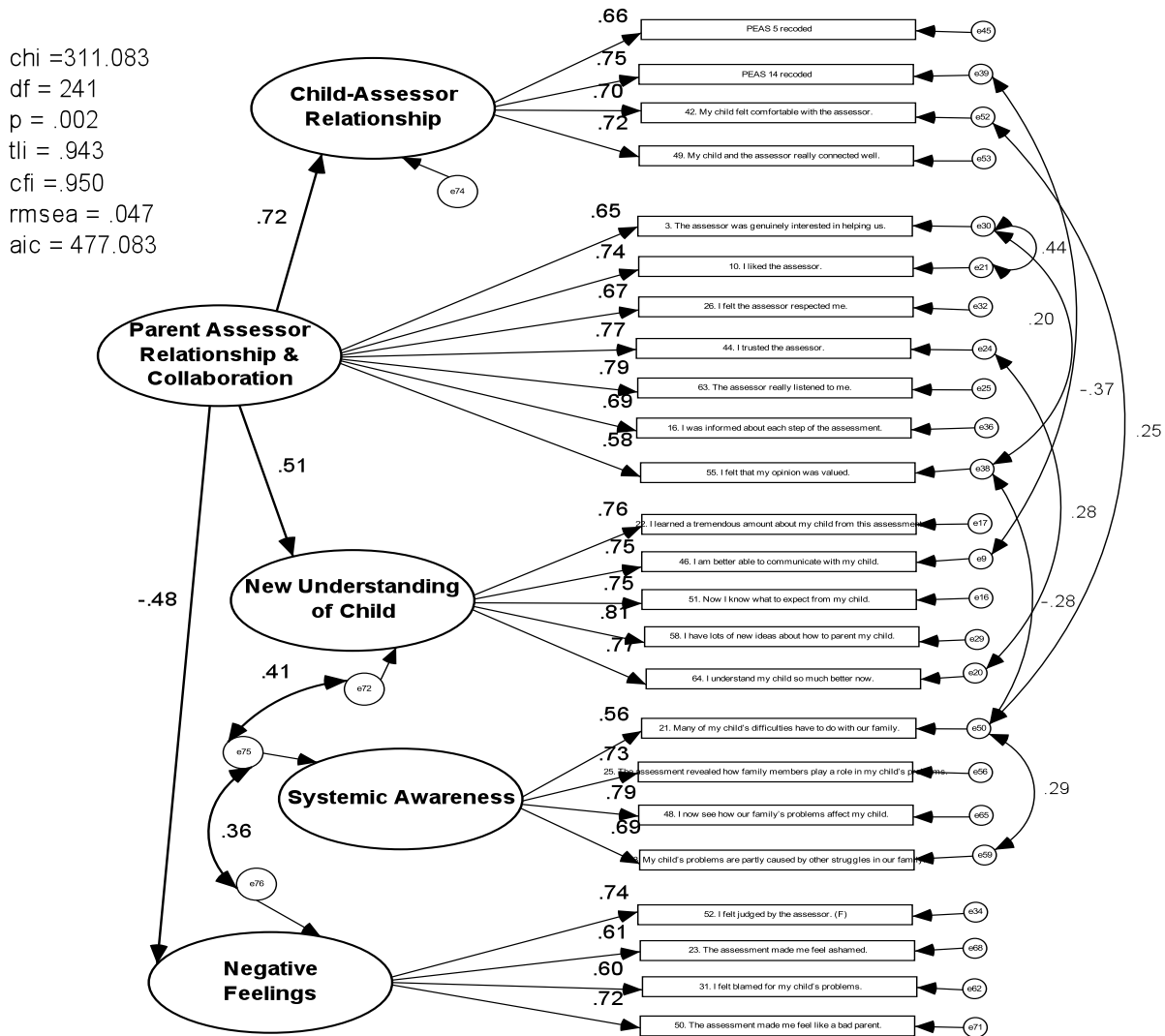
Negative Feelings ($\alpha = .76$; $r = -.24$): These items reflect negative feelings, such as guilt, judgment, or blame that the respondents may have felt during the assessment. Even when the overall assessment experience is positive, it is important to inquire about negative feelings. This is the only scale where higher scores indicate a more negative experience.

Development

The PEAS was developed using a sample of 134 respondents from various assessment sites (community center, school, private neuropsychological, private assessment). Confirmatory factor analysis was used to reduce the 63 item preliminary scale into its current 5-factor/scale form. A hierarchical model demonstrated the best fit, with the Parent Assessor Relationship and Collaboration factor as the hierarchical factor (or general factor) that is significantly related to all of the other subscales, with the exception of Systemic Awareness. The figure below provides the factor loadings, correlations, and item loadings for the best fitting PEAS model.

Invariance testing indicated that the PEAS is appropriate for use with both biological and nonbiological caregivers (e.g., foster parents, social workers, adoptive parents, guardians). All subscales met metric invariance, indicating that the same constructs are being measured across the parent respondent groups. Three of the subscales (Parent Assessor Relationship and Collaboration, Systemic Awareness, and Negative Feelings) had full intercept invariance, which met criteria for 'strong' factorial invariance. The New Understanding of Child and Child

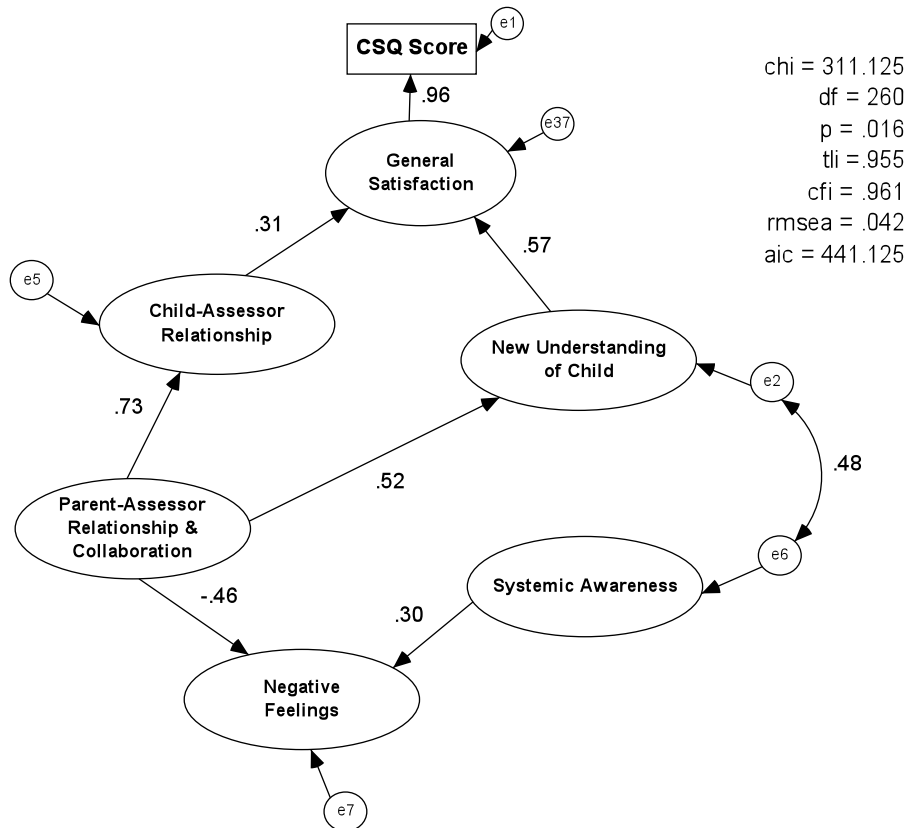
Assessor Relationship subscales met partial intercept invariance, meaning one item on each subscale had a different intercept, or starting point, for nonbiological parents than biological parents. Overall, it appears that the PEAS subscales are measuring the same constructs across parent respondent groups, and hence the measurement aspects of the revised PEAS are sufficient to compare latent variances and means.



The Cronbach alpha for the PEAS scales range from .76 to .88. All scales demonstrated significant ($p < .05$) correlation with general satisfaction scores from the CSQ. One advantage of the PEAS is that none of the scales demonstrated significant skewness or kurtosis, which allows for greater range of scores. There were no significant differences in scale scores based on child ethnicity, child gender, or respondent gender. The descriptive categories of below average, average, and high average are based on the means and standard deviations of the final scales from the development sample.

Structural equation modeling was used to investigate the relationships among PEAS subscales and general satisfaction. Initially, each subscale had a direct loading on general satisfaction (as

measured by the CSQ), but non-significant paths were removed. The final model indicates that Parent Assessor Relationship and Collaboration, as the hierarchical factor, has a direct effect on Child Assessor Relationship, New Understanding of Child, and Negative Feelings. New Understanding of Child had the greatest direct effect on general satisfaction, followed by Child Assessor Relationship. Parent Assessor Relationship and Collaboration had a strong indirect effect on general satisfaction through Child Assessor Relationship and New Understanding of Child. Systemic Awareness was positively correlated to New Understanding of Child, and had a direct effect on Negative Feelings. It appeared as though as Systemic Awareness increases, so can Negative Feelings. However, the Negative Feelings may be ‘balanced’ by Parent Assessor Relationship and Collaboration, which is associated with lower levels of Negative Feelings.



Overall, the Parent Assessor Relationship and Collaboration subscale is the foundational subscale of the PEAS and is the ‘general factor’ that influences three of the other subscales. It therefore indirectly affects parent satisfaction through the parent’s perception of the child/assessor relationship and learning new information (new conceptualization) about their child. Increasing systemic awareness may lead to an increase in negative feelings (i.e. guilt, shame, embarrassment), but a strong parent assessor relationship leads to lower levels of negative feelings.

PEAS Total Subscale Score Conversion to T-Scores

T-Score	Subscale Total Score				
	Parent Assessor Relationship & Collaboration	New Understanding of Child	Child Assessor Relationship	Systemic Awareness	Negative Feelings
≥ 75					≥ 13
74				20	
73					
72					
71				19	12
70					
69				18	
68					11
67					
66		25		17	
65					
64		24			10
63				16	
62	35		20		
61		23		15	
60					9
59	34				
58		22	19	14	
57	33				
56		21			8
55			18	13	
54	32				
53		20		12	
52					7
51	31	19	17		
50				11	
49					
48	30	18			
47			16	10	6
46	29	17			

45				9	
44			15		5
43	28		16		
42				8	
41					
40	27		15	14	4
39					7
38	26		14		
37					6
36				13	
35	25		13		
34					5
33			12	12	
32	24				
31					4
30	23		11		
29				11	
28					
27	22		10		
26					
25			9	10	
24	21				
23					
22			8	9	
21					
≤ 20	≤ 21		≤ 7		≤ 8