

THE CATALAN VERSION OF THE *SUPPORT INTENSITY SCALE (SIS)*: TRANSLATION AND STANDARDIZATION PROCESS


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Introduction Phases Validation Analysis Remarks

INTRODUCTION

- The reasons to translate and adapt SIS into Catalan are the same as those that encouraged the authors of the American version to elaborate it.
- Catalonia is an Autonomous Community in Spain, with seven million inhabitants with their own language, Catalan.
- This project was possible thanks to funding from the *Federació Catalana Pro Persones amb Retard Mental (APPS)*.

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PHASES OF THE PROJECT

Phase 1. Training workshop with Professor Robert Schalock and translation of the SIS into Catalan

Phase 2. Pilot test


Phase 3. Data analysis and writing up of the last version of the Catalan SIS


Phase 4. Validation of the SIS in the Catalan population with ID


- Selection of the sample
- Selection of the centres where people with ID are treated
- Contact with the centres in order to request their collaboration, expressing the confidential nature, informing about the objectives and steps to follow.
- Training of the interviewers

Phase 5. Analysis of the data relating to the validation

Phase 6. Drawing up of the Final Report and issuing of the SIS to the APPS

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SAMPLE: SELECTION CRITERIA

The sample was 352 people from all of Catalonia
 The main criteria selection were:

AGE	LIFE ENVIRONMENT
< 18	<ul style="list-style-type: none"> ▪ Independent Life Program (Support work, SWC)
20-29	<ul style="list-style-type: none"> ▪ Residential Home (SWC, OC, School)
30-39	<ul style="list-style-type: none"> ▪ Residence (Extended Support, Generalized Support)
40-49	<ul style="list-style-type: none"> ▪ Residence (Extended Support, Generalized Support)
50-59	<ul style="list-style-type: none"> ▪ Home behavioral disorders (Extended Support, Generalized Support, Intermittent Support)
60-69	<ul style="list-style-type: none"> ▪ Home behavioral disorders (Extended Support, Generalized Support, Intermittent Support)
> 69	<ul style="list-style-type: none"> ▪ People living at family home (School, Daily centre, OC, SWC)








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CHARACTERISTICS OF THE SAMPLE

VARIABLE	PERCENTAGE
Gender	
Female	44.03
Male	55.97
Intellectual Quotient	
<20	12.21
20-35	11.93
36-50	23.58
51-69	17.33
> 70	2.84
No data available	32.10
Location	
Urban	74.72
Rural	21.31
No data available	3.98







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FIELDWORK AND TRAINING OF THE INTERVIEWERS

- To obtain data we selected a group of centres and institutions representing a wide variety of services for people with ID.
- They received the material to apply the test, and two informed consent forms (one for the user (client), and another for the person or people that would be the informers).
- Those centres that agreed to participate, were asked to propose some staff members interested in taking part in the standardization process voluntarily.
- All the professionals that would act as interviewers attended an intensive training course.
- They had at most three months to apply the scale and give back the documentation (answer sheets and signed consent forms) to the research group.
- During this period, they had support by phone, email, or face-to face from the research group members.


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PROFILE OF INTERVIEWERS

VARIABLE	PERCENTAGE	
Gender		Number of interviewers = 45
Female	84	
Male	16	
Level of Studies		
Diploma	14	
Degree	79	
Others	7	
Type of post in centre/service		
Nurse	5	
Professional of reference	19	
Psychologist	44	
Social worker	7	
Others	25	
Years of Experience		
1-2	12	
3-4	41	
5	47	




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DISCAPACITAT I QUALITAT DE VIDA EN ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
INTERNAL CONSISTENCY RELIABILITY (I)						
Correlations between SIS Section 1 subscales and age and gender of sample						
SUBSCALES						
	Home living	Community living	Lifelong learning	Employment	Health And safety	Social activities
AGE	0.08	0.08	0.05	0.10	0.16	0.07
GENDER	-0.06	0.00	-0.06	-0.06	0.01	-0.03



DISCAPACITAT I QUALITAT DE VIDA EN ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
INTERNAL CONSISTENCY RELIABILITY (II)						
Reliability coefficients (Cronbach's alpha) for every SIS subscale scores and for SIS overall score						
SUBSCALES						
Home living	Community living	Lifelong learning	Employment	Health And safety	Social activities	OVERALL
0.93	0.96	0.96	0.96	0.92	0.94	0.97








DISCAPACITAT I QUALITAT DE VIDA ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
STANDARD ERROR OF MEASUREMENT						
Standard Errors of measurement for every SIS subscale and for SIS overall score						
SUBSCALES						
Home living	Community living	Lifelong learning	Employment	Health And safety	Social activities	OVERALL
0.77	0.63	0.60	0.56	0.85	0.74	2.64








DISCAPACITAT I QUALITAT DE VIDA ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
SIS NORMATIVE TABLE FOR CONVERTING SUBSCALE RAW SCORES TO STANDARD SCORES AND PERCENTILES (examples)						
USA VERSION					CATALAN VERSION	
Standard scores	A. HL	B. CL	C. LL	Percentile Rank	Standard scores	Percentile Rank
20				> 99	20	> 99
19	> 88	> 94		> 99	19	92
18	87-88	93-94		> 99	18	84-91
...
11	55-61	63-68	64-71	63	11	47-55
10	48-54	56-62	55-63	50	10	39-46
9	40-47	49-55	46-54	37	9	32-38
...
4	3-10	6-15	< 9	2	4	1-4
3	< 3	< 6		1	3	0
2				> 1	2	3-5

DISCAPACITAT I QUALITAT DE VIDA EN ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
SIS NORMATIVE TABLE FOR CONVERTING SUMS OF STANDARD SCORES TO A COMPOSITE STANDARD SCORES (examples)						
USA VERSION			CATALAN VERSION			
Total (Sum) of Activities Subscale Std. Scores	Support Needs Index (Composite Std. Score)	Percentile Rank	Total (Sum) of Activities Subscale Std. Scores	Support Needs Index (Composite Std. Score)	Percentile Rank	
103	150	> 99	105	145	100	
102	148	> 99	104	141	100	
101	147	> 99	103	141	100	
...	
70	111	77	70	108	70	
69	110	75	69	107	68	
68	109	73	68	106	67	
...	
8	40	< 1	16	59	< 1	
7	39	< 1	15	59	< 1	
6	38	< 1	14	55	< 1	
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DISCAPACITAT I QUALITAT DE VIDA EN ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
VALIDITY						
Correlations between SIS Section 1 subscales and indices of each person's support needs according to a Likert-type scale on support needs						
SUBSCALES						
Home living	Community living	Lifelong learning	Employment	Health And safety	Social activities	OVERALL
0.74	0.71	0.48	0.68	0.69	0.69	0.75
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DISCAPACITAT I QUALITAT DE VIDA ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
VALIDITY						
Correlations between SIS Section 1 subscales and intelligence quotient						
SUBSCALES						
Home living	Community living	Lifelong learning	Employment	Health And safety	Social activities	OVERALL
- 0.71	- 0.68	- 0.68	- 0.69	- 0.69	- 0.70	- 0.73
						

DISCAPACITAT I QUALITAT DE VIDA ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
VALIDITY						
Correlations between SIS Section 1 subscales and adaptive behavior (ICAP scale)						
SUBSCALES						
Home living	Community living	Lifelong learning	Employment	Health And safety	Social activities	OVERALL
- 0.71	- 0.72	- 0.42	- 0.61	- 0.69	- 0.69	- 0.73
						

DISCAPACITAT I QUALITAT DE VIDA ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
VALIDITY						
SIS scores according to low and high estimates of support needs (the Likert-type scale on support needs)						
	LOW ESTIMATE		HIGH ESTIMATE			
	Mean	Standard deviation	Mean	Standard deviation		
Home Living	6.78	2.00	11.87	2.35		
Community Living	6.58	1.89	11.82	2.30		
Lifelong Learning	6.72	2.12	11.72	2.32		
Employment	6.77	2.12	11.71	2.40		
Health and Safety	6.73	2.02	11.73	2.45		
Social Activities	6.85	2.01	11.74	2.50		
Support Needs Index	82.62	9.70	109.35	11.37		


DISCAPACITAT I QUALITAT DE VIDA ASPECTES EDUCATIUS		Introduction	Phases	Validation	Analysis	Remarks
DIFFICULTIES IN THE ADMINISTRATION OF SIS						
<ul style="list-style-type: none"> <input type="checkbox"/> People with a slight ID feel embarrassed with questions about actions they have sufficiently assumed. <input type="checkbox"/> Families of people with a sever ID feel embarrassed with questions on aspects their sons and daughters will not assume in the future. <input type="checkbox"/> Interviewers have had the need to agree the criteria of score (type of support, time and frequency) due to the diversity of the descriptors of items. It's important to train the interviewers. <input type="checkbox"/> In section 2, some of the items need to be redefined according the European culture and values. 						


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FUTURE PROPOSALS

- To promote the use of SIS among organizations and professionals.
- To look for commitment of administrations (mainly resources allocation).
- To train professionals and to do research.
- To develop individualized support plans to enhance personal outcomes.

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