ADAPTIVE BEHAVIOR: SOCIOCULTURAL CONDITIONS OF A FAMILY AND IT'S RELEVANCE TO PARENTAL ASSESSMENT OF CHILD'S ADAPTIVE BEHAVIOR

Chadimová L. 1, Točík J. 1,2, Jelínek J. 1,3, Seifert M. 1, Melicharová J. 1

1 National Institute For Education, Czech Republic, Prague
2 Central European Institute of Technology, Czech Republic, Brno
3 Charles University, Czech Republic, Prague

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Adaptive behavior is defined as social, conceptual and practical abilities that enable to handle demands of daily life. Internationally there are several instruments available to assess child’s adaptive behavior, however, no psychometrically sound norm-referenced instruments in Czech Republic. In our project we develop adaptive behavior rating scale that would 1) reflect life in Czech Republic, 2) apply to assessment of ID and 3) provide data for qualitative analysis of child’s special needs. Rating scale will evaluate adaptive behavior of children from 5 to 15 years in both family (parental form) and educational (teacher form) context.

The rating scale is aimed to be culturally fair towards largest minority group in Czech Republic, the Roma. Pilot studies are conducted on both majority sample and Roma control group to assess the DIF. Along with cultural fairness we evaluate impact of sociocultural conditions on adaptive behavior assessment. Construct is measured by self-reported parental scale (20 items), based on the Project of Early Care of Children from Culturally Disadvantaging Surroundings in the Field of Education (Ministry of Education Youth and Sports, 2005). We observed 3 main factors of sociocultural conditions – 1) socioeconomical status, 2) social and cultural capital and 3) consequences of family differences.

Based on analysis of 395 responses we described 4 groups zero to high sociocultural disadvantage. Controlled for nationality, age, parent education, special educational needs and sex we found negative relation between reported adaptive behavior and reported sociocultural disadvantage (ω2 = 0.027), membership in the lowest group predicted lower adaptive behavior (β = -0.21). Relation was stronger in self-regulation and social adaptation items (ω2 = 0.035, ω2 = 0.034, respectively) compared to practical and academical items (ω2 = 0.07, ω2 = 0.05, respectively). We found significant interaction with age, lower social disadvantage in younger children predicted lower parentally reported adaptive behavior.