# Special Olympics International Survey Protocols

These survey protocols will enable you to document the benefits of the Unified Sports programs, Inclusive Youth Leadership programs, and Whole School Engagement activities at the internationalscale for students, school administrators, and parents or caregivers of students. By gathering this type of information, you will have implementation and impact data to associate when talking to schools, community partners, and potential funders, and you will be able to make evidence-based decisions to improve your program’s implementation and maximize its impact.

The goal of these survey protocols is to provide you with multiple survey questions that can be used to help you measure your participants engagement and involvement. You may choose a select number of questions based on whether your program is just starting (new), has started (1-2 years), or mature (more than 2 years). With these protocols for students, school administrators, and parents/caregivers, you can get information on their experiences with social inclusion and how it is perceived in a community or school setting, their knowledge about intellectual disabilities, and their overall perception and experience with Unified Sports, Inclusive Youth Leadership, Whole School Engagement and other strategies as a whole.

Below are the various topics and sub headings that are covered within each survey protocol.

## Student Survey Protocols

**These protocols can be used for students with disabilities in a Special school (1), students without disabilities in a General school (2), and students with and without disabilities in a Combined school (3). A separate protocol for each of these settings is available. The table below shows the different constructs found in the student surveys, and which protocol (1, 2, 3) that construct is found in.**

|  |  |
| --- | --- |
| **Constructs** | **Protocol** |
| Student Background Information | 1, 2, 3 |
| Student Participation and Experience | 1, 2, 3 |
| * Unified Sports
* Inclusive Youth Leadership and Whole School Engagement
 |  |
| Student Engagement in Special Olympics | 1, 2, 3 |
| * Unified Sports
* Inclusive Youth Leadership and Whole School Engagement
 |  |
| Student Knowledge and Perception | 1, 3 |
| * Social Inclusion
* Disability and/or Intellectual Disability (3 only)
 |  |
| Student Experiences | 1, 3 |
| * Social Inclusion (3 only)
* Disability and/or Intellectual Disability (3 only)
 |  |
| Perceived Effects on School | 1, 2, 3 |
| * Social Inclusion (1, 3 only)
* Attitudes and Knowledge Towards Intellectual Disabilities
* School Climate (1 only)
* Academic Climate
 |  |
| Perceived Effects on Students | 1, 2, 3 |
| * Social Inclusion and School Engagement (3 only)
* Attitudes and Knowledge Towards Intellectual Disabilities (3 only)
* Health Outcomes
* Post-School Outcomes
 |  |

## School Administrator Survey Protocol

**These protocols are designed similar to the student survey protocol, but they can be used for coaches, general education teachers, special education teachers, and other school administrator staff. The table below shows the different constructs found in the student surveys, and which protocol (1 – Special, 2 – General, 3 – Combined) that construct is found in.**

|  |  |
| --- | --- |
| **Constructs** | **Protocol** |
| Survey Participant Background | 1, 2, 3 |
| Special Olympics Model and Key Partners | 1, 2, 3 |
| * Unified Sports/Inclusive Youth Leadership/Whole School Engagement – Participation and Experience
 |  |
| * Unified Sports/Inclusive Youth Leadership/Whole School Engagement – Perception of events/quality
 |  |
| * Unified Sports/Inclusive Youth Leadership/Whole School Engagement – Suggestions for improvements for events
 |  |
| Outcomes/Impacts | 1, 2, 3 |
| * Perceived Effects on Schools
 |  |
| * + Social Inclusion
	+ Attitudes and Knowledge Towards Intellectual Disabilities (3 only)
	+ School Climate
	+ Academic Climate (3 only)
 |  |
| * Perceived Effects on Students
 | 1, 2, 3 |
| * + Social Inclusion
	+ Attitudes and Knowledge Towards Intellectual Disabilities
	+ Health Outcomes
	+ Post-School Outcomes
 |  |

## Parent/Caregiver Survey Protocol

**These protocols are designed similar to the student survey protocol, but they can be used for parents, caregivers, or guardians of a student in the Unified Sports program. The table below shows the different constructs found in the student surveys, and which protocol (1 – Special, 2 – General, 3 – Combined) that construct is found in.**

|  |  |
| --- | --- |
| **Constructs** | **Protocol** |
| Background | 1, 2, 3 |
| Participation Activities | 1, 2, 3 |
| * Frequency of Events
* Experiences With Events
 |  |
| Outcomes/Impacts | 1, 2, 3 |
| * Perceived Effects on Schools
 |  |
| * + Attitudes and Knowledge Towards Intellectual Disabilities (3 only)
	+ Academic Climate
 |  |
| * Perceived Effects on Students
 | 1, 2, 3 |
| * + Social Inclusion and School Engagement
	+ Attitudes and Knowledge Towards Intellectual Disabilities (3 only)
	+ Health Outcomes
	+ Post-School Outcomes
 |  |

## Best Practices

Now that you’ve seen what the survey protocols have to offer, you must carefully choose the items from the survey bank that will help you with your evaluation. You may also choose to use the entire bank of questions depending on what type of population you serve at your school.

Here are some steps you can follow to construct your survey:

**Step 1.** First select the protocol for your stakeholder group of interest (student, school administrators, parent/caregiver) and the partnership and implementation model. For example, if you are going to interview a student with ID who attends a special needs school where the implementation model is a segregated school model, you will want to select the “SOI Survey Protocols\_Segregated Schools\_Special\_Student” document.

**Step 2.** Review the different headings within this protocol to decide which topics you want to ask respondents about in your survey. For example, you may be most interested in understanding the student’s engagement in Special Olympics. You would then select questions under this heading to include in your survey protocol.

**Step 4.** Select anywhere from 10-15 questions in total from this protocol that meet your research goals. On average, 10-15 questions equals a 15-20 minute survey, depending on the audience. If you want to have a shorter survey (~10 minutes), you may want to select up to 10 questions, again depending on the audience.

**Step 5.** The order of your survey items is important for this data collection method. After you have selected your items, where you place them in the survey matters. You must be attentive to the audience that you are surveying, and know that the order of questions can influence how people in your audience might respond.

It is useful to begin the survey with questions that the survey respondents will find interesting and engaging. That way it can help establish rapport with your audience and motivate them to continue to participate in the survey. Although background questions are presented first in the sample protocols, they should not be used as your first questions. Any demographic questions, such as education or age, should only be used to open a survey if they are needed to determine eligibility for the survey, or for routing respondents through particular survey items or sections.

**Step 6.** Be sure to end your survey with a closing statement such as “Thank you for participating!”. You want your respondents to feel like what they’re saying truly matters, and you can express that by writing a few words. Showing that you appreciate them and their responses will go a long way!