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The Positives Scale--English Version, 2010

- Authors: Fichten, Catherine; Asuncion, Jennison V.; Nguyen, Mai N.; Budd, Jillian; Amsel, Rhonda
- doi: [10.1037/t09134-000](https://doi.org/10.1037/t09134-000)
- Construct: Information and Communication Technology Needs
- Instrument Type: Rating Scale
- Purpose: The POSITIVES Scale was designed to assess how well the information and communication technology (ICT) needs for students with disabilities being met on and off campus.
- Administration Method: Paper
- Summary: The POSITIVES Scale (Postsecondary Information Technology Initiative Scale; Fichten et al., 2010) assessed how well the information and communication technology (ICT) needs for students with disabilities being met on and off campus. The 26 items were adapted from a questionnaire used to evaluate the accessibility of adaptive computer technologies used by junior/community college students (Fichten et al., 2007) and for disability service providers (Fossey et al., 2005). A principal components analysis with varimax rotation revealed three factors: ICTs at School Meet Student's Needs (12 items), ICTs at Home Meet Student's Needs (5 items), and E-learning ICTs Meet Student's Needs (9 items). Respondents were asked to indicate their level of agreement to statements (e.g. "My school has enough computers with internet access to meet my needs," "My school's loan program for computer technologies meets my needs," and "My school's web pages are accessible to me") using a 6-point Likert scale (1 = strongly disagree, 6 = strongly agree). Using university students with disabilities for the sample, the Cronbach's alpha for the three Subscales ranges from .786 to .910 and that it is .936 for the Total score. Convergent, discriminant, concurrent, and criterion-related validity was demonstrated. The online questionnaire took approximately 10 minutes to complete. (PsycTESTS Database Record (c) 2014 APA, all rights reserved)

Test Development Record

Unique Identifier

9999-09134-001

Reported in

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Test Location

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Construct

Information and Communication Technology Needs

Purpose

The POSITIVES Scale was designed to assess how well the information and communication technology (ICT) needs for students with disabilities being met on and off campus.

Alternate Test Name(s)

Postsecondary Information Technology Initiative Scale

Language

English

Author

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Format

Responses for the 26 items ranged from 1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Moderately Agree, 6 = Strongly Agree on 6-point Likert scale.

Number of items

The Positives Scale--English Version contains 26 items.

Administration Method

Paper;Electronic;

Administration Time

The online questionnaire took approximately 10 minutes to complete.

Permissions

May use for Research/Teaching

Fee

No

Commercial

No

Reliability

Internal Consistency: The Cronbach's alpha coefficients for the ICTs at school meet student's needs, ICTs at home meet student's needs, and e-Learning ICTs meet student's needs were .910, .786, and .814, respectively. The alpha coefficient for the overall scale was .936.

Validity

Convergent Validity: Moderate correlations among the three subscales and strong relationships between subscale and total scores. Discriminant Validity: No significant differences between female and male participants' POSITIVES Scale subscale and total scores. Concurrent Validity: Scores on Subscales 1 and 2 would be most closely related to scores on the criterion items. Criterion Validity: The POSITIVES Scale subscale and total scores were able to differentiate between students with psychological/psychiatric disabilities and students with multiple disabilities.

Factor Analysis

A principal components analysis with varimax rotation revealed three factors: ICTs at School Meet Student's Needs, ICTs at Home Meet Student's Needs, and E-learning ICTs Meet Student's Needs.

Population

Human; Male; Female

Population Details

Location: Canada

Sample: University and Junior/Community College Students

Age Group

Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs)

Setting

University

Keywords

Concurrent Validity; Convergent Validity; Criterion Validity; Disabilities; Discriminant Validity; E-Learning ICTs Meet Student's Needs Subscale; Factor Analysis; ICTs at Home Meet Student's Needs Subscale; ICTs at School Meet Student's Needs Subscale; Information and Communication Technology Needs; Internal Consistency; Test Development; The Positives Scale--English Version; Postsecondary Information Technology Initiatives Scale

Index Terms

[Communication](#); [Disabilities](#); [Distance Education](#); [Factor Analysis](#); [Home Environment](#); [Information Technology](#); [Likert Scales](#); [Measurement](#); [Rating Scales](#); [School Environment](#); [Special Needs](#); [Test Construction](#); [Test Reliability](#); [Test Validity](#)

PsycTESTS Classification

[6400 Human-Computer Interaction](#)

Release Date

20141208

Links

1. [Test](#)
 - [PDF](#)
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3. Source Document
[PsycINFO Record](#)

Index Terms

1. [Communication](#)
2. [Disabilities](#)
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The Positives Scale--English Version
Version Attached: Full Test

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Instrument Type:
Rating Scale

Test Format:

Responses for the 26 items ranged from 1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Moderately Agree, 6 = Strongly Agree on 6-point Likert scale.

Source:

Supplied by author.

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Positives Scale (Postsecondary Information Technology Initiative Scale) Print Version

For all statements, rate your level of agreement using the following scale.

1	2	3	4	5	6	[N/A]
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Not Applicable

Do not spend too much time on any one statement. Simply give the answer which best describes the general situation. Answer all items. If an item is not applicable to you, respond with not applicable.

1. _____ My school has enough computers with internet access to meet my needs
2. _____ The hours of access to computer technologies at my school meet my needs
3. _____ At my school, computer technologies are sufficiently up to date to meet my needs (e.g., grammar checking, adaptive mouse, software that reads what is on the screen)
4. _____ There are enough computer technologies in my school's specialized labs/centres for students with disabilities to meet my needs
5. _____ The availability of computer technologies in my school's general use computer labs meet my needs
6. _____ My school's loan program for computer technologies meets my needs
7. _____ Funding for computer technologies for personal use is adequate to meet my needs (e.g., government, foundation, rehab center, loan program)
8. _____ The technical support provided at my school for computer technologies meets my needs
9. _____ When I approach staff at my institution with problems related to the accessibility of computer technologies on campus they act quickly to resolve any issues (e.g., cannot see the PowerPoint presentation, cannot hear a video clip, need a grammar checker to write an essay)

10. ____ There is at least one person on staff at my school who has expertise in adaptive hardware and software (e.g., knowledgeable about software that reads what is on the screen, keeps up to date with the latest in adapted keyboards)
11. ____ The availability of technical support when I am not at school meets my needs (e.g., school IT help desk, vendor support)
12. ____ I know how to effectively use the computer technologies that I need
13. ____ Training provided by my school on how to use the computer technologies meets my needs
14. ____ Informal help is available at my school to show me how to use computer technologies if I need this
15. ____ Training available off campus on how to use computer technologies meets my needs
16. ____ When professors use eLearning, it is accessible to me (e.g., PowerPoint in the classroom, course notes on the web, CD-ROMs, WebCT)
17. ____ I have no problems when professors use eLearning for tests and exams (e.g., quizzes in WebCT)
18. ____ Distance education courses offered by my institution are accessible to me
19. ____ If I bring computer technology into the classroom I am able to use it (e.g., can plug it in)
20. ____ I feel comfortable using needed computer technologies in the classroom
21. ____ My school's interactive online services are accessible to me (e.g., registering, financial aid applications on the web)
22. ____ The accessibility of the library's computer systems meets my needs (e.g., catalogues, databases, CD-ROMs)
23. ____ My personal computer technologies are sufficiently up-to-date to meet my needs
24. ____ The physical access to computer technologies at my school meets my needs (e.g., adjustable table, wide enough doorway)
25. ____ My school's web pages are accessible to me
26. ____ The availability of electronic format course materials meets my needs (e.g., Word, PDF, MP3)

Citation. Fichten, C.S., Asuncion, J.V., Nguyen, M.N., Budd, J., & Amsel, R. (2009). POSITIVES Scale (Postsecondary Information Technology Initiative Scale) Print Version. Montreal: Adaptech Research Network <http://www.adaptech.org>