

STRENGTH IMPACT MEASURE DIFFERENCES

A brief guide to differences between the PROMIS® Strength Impact instruments:

PEDIATRIC	PARENT PROXY
PROMIS Pediatric Item Bank v1.0 – Strength Impact	PROMIS Parent Proxy Item Bank v1.0 – Strength Impact
PROMIS Pediatric Short Form v1.0 – Strength Impact 4a	PROMIS Parent Proxy Short Form v1.0 – Strength Impact 4a
PROMIS Pediatric Short Form v1.0 – Strength Impact 8a	PROMIS Parent Proxy Short Form v1.0 – Strength Impact 8a

ABOUT STRENGTH IMPACT

The PROMIS Strength Impact item banks assess a child’s self-reported capacity to perform functional activities of daily living that require significant amount of muscle force generation. The Strength Impact short forms are universal rather than disease-specific. All measures assess strength impact over the past seven days.

Strength Impact instruments are available for pediatric self-report (ages 8-17) and for parents serving as proxy reporters for their child (youth ages 5-17).

INTRODUCTION TO ASSESSMENT OPTIONS

There are two administration options for assessing Strength Impact: short forms and computer adaptive tests (CATs). When administering a short form, instruct participants to answer all of the items (i.e., questions or statements) presented. With a CAT, participant responses guide the system’s choice of subsequent items from the full item bank (12 items each for pediatric and parent proxy banks). Although items differ across respondents taking a CAT, scores are comparable across participants.

Some administrators may prefer to ask the same question of all respondents or of the same respondent over time, to enable a more direct comparability across people or time. In these cases, or when paper administration is preferred, a short form would be more desirable than a CAT. This guide provides information on all Strength Impact short form and CAT instruments.

CAT: A minimum number of items (5 for peds and parent proxy CATs) must be answered in order to receive a score for the Strength Impact CAT. The response to the first item will guide the system’s choice of the next item for the participant. The participant’s response to the second item will dictate the selection of the following question, and so on. As additional items are administered, the potential for error is reduced and confidence in the respondent’s score increases. CAT will continue until either the standard error drops below a specified level (on the T-score metric 4.0 for peds and parent proxy CATs), or the participant has answered the maximum number of questions (12), whichever occurs first.

CAT versus Short Form: Whether one uses a short form or CAT, the score metric is Item Response Theory (IRT), a family of statistical models that link individual questions to a presumed underlying trait or concept of strength

impact represented by all items in the item bank. When choosing between a CAT and short form, it is useful to consider the demands of computer-based assessment, and the psychological, physical, and cognitive burden placed on respondents as a result of the number of questions asked.

SELECTING A SHORT FORM

There are 2 pediatric and parent proxy short forms. Items were selected based on content and psychometric characteristics. In selecting between short forms, the difference is instrument length. The reliability and precision of the short forms within a domain is highly similar. If you are working with a sample in which you want the most precise measure, select the longest short form. If you have little room for additional measures but really wanted to capture something as a secondary outcome, select one of the shorter instruments (e.g., 4-item short form).

SELECTING A PEDIATRIC OR PARENT PROXY INSTRUMENT

In selecting whether to use the pediatric or parent proxy instrument for this domain, it is important to consider both the population and the domain which you are studying. Pediatric self-report should be considered the standard for measuring patient-reported outcomes among children. However, circumstances exist when the child is too young, cognitively impaired, or too ill to complete a patient-reported outcome instrument. While information derived from self-report and proxy-report is not equivalent, it is optimal to assess both the child and the parent since their perspectives may be independently related to healthcare utilization, risk factors, and quality of care.

SCORES

For most PROMIS instruments, a score of 50 is the average for the United States general population with a standard deviation of 10 because calibration testing was performed on a large sample of the general population. You can read more about the calibration and centering samples on HealthMeasures.net (<http://www.healthmeasures.net/score-and-interpret/interpret-scores/promis>). The T-score is provided with an error term (Standard Error or SE). The Standard Error is a statistical measure of variance and represents the “margin of error” for the T-score.

Important: *A higher PROMIS T-score represents more of the concept being measured.* For positively-worded concepts like strength impact, a T-score of 60 is one SD better than average. By comparison, a Strength Impact T-score of 40 is one SD worse than average.

STATISTICAL CHARACTERISTICS

There are four key features of the score for Strength Impact:

- **Reliability:** The degree to which a measure is free of error. It can be estimated by the internal consistency of the responses to the measure, or by correlating total scores on the measure from two time points when there has been no true change in what is being measured (for z-scores, reliability = $1 - SE^2$).
- **Precision:** The consistency of the estimated score (reciprocal of error variance).
- **Information:** The precision of an item or multiple items at different levels of the underlying continuum (for z-scores, information = $1/SE^2$).

- **Standard Error (SE):** The possible range of the actual final score based upon the scaled T-score. For example, with a T-score of 52 and a SE of 2, the 95% confidence interval around the actual final score ranges from 48.1 to 55.9 ($T\text{-score} \pm (1.96 * SE) = 52 \pm 3.9 = 48.1 \text{ to } 55.9$).

The final score is represented by the T-score, a standardized score with a mean of 50 and a standard deviation (SD) of 10.

In Figure 1, the two horizontal lines each represent a degree of internal consistency reliability (i.e., .90 or .95) typically regarded as sufficient for an accurate individual score. The shaded gray region marks the range of the scale where measurement precision is comparable to the reliability of .90 for the item bank, the 8-item and the 4-item form (represented by the black line, the red line and the green line, respectively).

Figure 1 also tells us where on the scale the form is most informative based upon the T-score: the item bank is more informative than the 8-item form, which is more informative than the 4-item form.

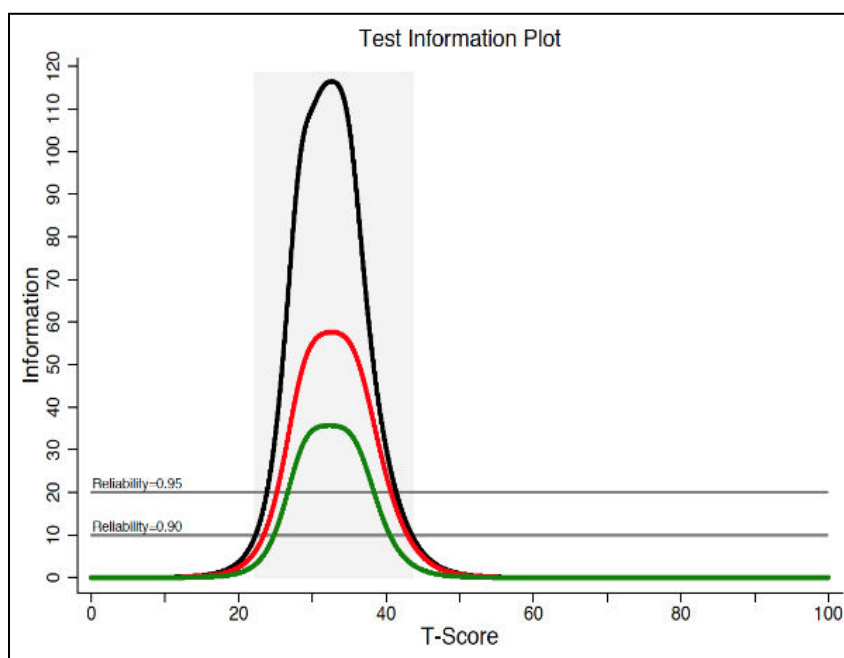


Figure 1

More information is available at www.HealthMeasures.net.

PREVIEW OF SAMPLE ITEM

Figure 2 is an excerpt from the paper version of the pediatric 8-item short form. This is the paper version format used for all Strength Impact instruments. It is important to note, CAT is not available for paper administration, though PDFs are available to review all included items.

In the past 7 days...		No days	1 day	2-3 days	4-5 days	6-7 days
PAC_S_015_PXR1	How many days was your child strong enough to carry heavy things with his/her hands?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PAC_S_018_PXR1	How many days was your child strong enough to go up and down stairs?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Figure 2



FREQUENTLY ASKED QUESTIONS (FAQs)

Q: I am interested in learning more. Where can I do that?

Review the HealthMeasures website at www.healthmeasures.net.

Q: Are these instruments available in other languages?

Yes! Look at the HealthMeasures website (<http://www.healthmeasures.net/explore-measurement-systems/promis/intro-to-promis/available-translations>) for current information on PROMIS translations.

Q: Can I make my own short form?

Yes, custom short forms can be made by selecting any items from an item bank. This can be scored using the Scoring Service (https://www.assessmentcenter.net/ac_scoring-service).