



Survey of Special Education Services

Monroe County Community School
Corporation

2007-2008 School Year

Survey Overview

Goals of the Survey included:

- Provide new Director of Special Education data regarding services in the district
- Provide a voice for stakeholders in the district
- Uncover stakeholder perceptions in key areas of service delivery.

Survey Overview

- Survey responses collected from:
 - Parents of students receiving special education services
 - Special educators
 - General educators
 - Building and district administrators
- School personnel completed survey online using Survey Monkey
- All parents received paper survey in mail (with return envelope enclosed)

Survey Overview

- All surveys based on 5-point Likert Scale regarding IEP process, transition needs, inclusive philosophy, quality of services.
- All surveys provided option to leave self-generated, written responses to specific questions and/or general concerns.

Survey Limitations

- Survey questions were not identical—we sought to obtain group-specific responses from each target group. This limits the ability to compare attitudes across groups.
- Response rate was inconsistent:
 - Parents:
 - Special educators:
 - General educators:
 - Administrators:

Survey Limitations

- No student input
- Choice of “Undecided” on rating scale resulted in unclear findings.
- “Undecided” was eliminated from calculations.

Full Survey Results

- Will be available online at:
www.mccsc.edu/sped/
- Self-generated, written responses will not be released in order to protect privacy of respondents and identified individuals.

Recurring Themes

- Inclusive Belief
- Training and Professional Development
- IEP Process
- Parent Voice

Inclusive Belief

Special educators and parents tend to see a district in which students are treated as valued members of the school community...

- Special Educators 91% agree/strongly agree
- Parents 81% agree/strongly agree

Students with disabilities have opportunities for developing and enhancing meaningful social relationships...

- Special Educators 93% agree/strongly agree
- Parents 83% agree/strongly agree

Inclusive Belief

Majority of respondents tend to view students with disabilities as included in general education classes, with supports, to the maximum extent possible:

- Special education teachers: 84% agree/strongly agree
- Parents: 75% agree/strongly agree
- *Although* 25 % of parents also disagree/strongly disagree

Training and Professional Development: *Special Educators*

The majority of special educators (90%) feel comfortable with their level of training for Learning Disabilities, ADHD, Autism Spectrum Disorder, Significant Disabilities, Speech/Language and others disorders

- 49% agree/41% strongly agree

Training and Professional Development: *General Educators*

General educators are mixed as to whether they are trained overall to fully include students with Learning Disabilities, ADHD, Autism Spectrum Disorder, Significant Disabilities, Speech/Language and others disorders:

- 49% Agree/ 10%strongly agree
- 32% Disagree /9%strongly disagree

...and in specific areas....:

- 64% A/SA in Learning Disabilities
- 59% A/SA in ASD
- 35% A/SA in Significant Disabilities

Implication: More training in specific areas of need

Training and Professional Development: *Parents*

How do parents view teachers' knowledge about their child's support needs?

- 65 % agree/strongly agree that *Special Education* teachers are knowledgeable in their child's support needs.
- 43% agree/strongly agree that *General Education* teachers are knowledgeable in their child's support needs.

Implication: Additional training for teachers, specifically general education teachers

Parents as Contributors

Special educators displayed a sense that parents are “valued contributors” in this district:

- 94% agree/strongly agree

However...

IEP Process: Parent Voice

While a significant number of parents indicated understanding & satisfaction with the IEP and evaluation process (63%), some parents feel devalued or dissatisfied.

- 63% felt their concerns were valued; 37% did not
- 66% felt the IEP addresses all identified areas of disabilities; 34% didn't.

Implication: Further discussion with stakeholders to fully address this issue....

Comments: *Parents*

Themes from *Parent* comments:

- Building/staff specific positive comments (!)
- Overall frustration with perceived lack of sufficient services (e.g., time), particularly related services
- Lack of regular communication with special education staff

Comments: *General Educators*

Themes from *General Educator* comments:

- Need for additional training in accommodations, strategies
- Concern that special education teachers are “spread too thin”

Comments: *Special Educators*

Themes from *Special Educator* comments:

- Case loads are too high
- Need for *more time* (e.g., time to consult with other staff, particularly related service providers)

What we have done so far....

- Increased SLP staffing and realigned assignments
- Increased OT staffing
- Reassigned special education staffing to reflect increased support for schools with greatest need
- Added paraeducators

Some activities to date~

- Special Education *Information Forums* for parents /staff
- Hosted IU Family Conference for students with ASD
- Co-sponsored *CHADD/MCCSC* on ADHD, ASD
- Summer Academy training initiative preschoolers & students with substantial needs
- Co-teaching/collaboration training with IU
- Co-sponsored statewide TEACCH training w/ IU
- New ISTART 7 IEP process
- Article 7 training, including case conference procedures

Activities to date, continued

- Crisis Prevention & Intervention training
- Statewide Collaboration on Roundtable: Evidence-Based Practices for Children & Youth with ASD
- Boys Town training
- Transition IEP training
- Monthly special education discussion sessions for teachers
- And other building-based training specific to student needs (e.g., autism spectrum disorders; bipolar disorder)

Next steps..

- Develop a system to determine general ed staff training needs
- Assess staffing levels at all schools
- Continue training in areas of disability; strategies to address deficits, and case conference procedures
- Follow up on Parent Voice concerns