

**Connecticut Department of Education
Bureau of Special Education**

2006-2007
Connecticut Special Education Parent Survey

Summary Report

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EXECUTIVE SUMMARY

Introduction

In spring 2007, the Connecticut State Department of Education, Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and involvement in special education. The 2006-2007 statewide survey represents the third year of distribution with an annual survey expected to continue until 2011.

Survey Design and Distribution

The parent survey questionnaire includes 40 survey items related to parents' experiences in six topic areas: 1) satisfaction with my child's special education program; 2) participation in developing and implementing my child's program; 3) my child's participation; 4) transition planning for preschoolers and secondary students; 5) parent training and support; and 6) my child's skills. In addition, an open-ended comment section at the end of the survey allows respondents to comment on their overall experiences with their child's special education program.

The 2006-2007 survey was sent to a total of 9,877 parents of children receiving special education services across 29 school districts. Overall, 2,020 surveys were returned, representing a response rate of 20.5%, with the survey response rate by individual school district ranging from just over 11.0% to a high of almost 40.0%.

Key Findings

Key findings of the quantitative section of the 2006-2007 parent survey are presented according to the following four themes: 1) areas of strength; 2) areas for improvement; 3) differences by demographics; and 4) differences by survey year. Readers should refer to the main report for a more complete description of the survey findings from which these highlights have been drawn, as well as a summary of open-ended comments.

Areas of Strength

- *General Satisfaction.* When asked directly about satisfaction with their child's overall special education program, 86.0% of survey respondents agreed they were satisfied with their child's program [Q1].
- *Communication.* The majority (92.1%) of survey respondents agreed they have the opportunity to talk with their child's teachers on a regular basis [Q2]. Slightly fewer (87.1%), but still a considerable majority of parents, agreed that in their child's school,

administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities [Q12].

- *IEP/PPT Process.* Over 90.0% of survey respondents reported they feel encouraged to give input and express their concerns at meetings to develop their child's IEP [Q13]. Similarly, 90.6% of parents agreed that their concerns are documented in the development of their child's IEP [Q15] and 91.1% of parents agreed that special education teachers make accommodations and modifications as indicated on their child's IEP [Q9].
- *Child's Participation.* When asked if their child has the opportunity to participate in school-sponsored activities such as field trips and assemblies, close to all (95.6%) survey respondents agreed with the statement [Q24]. Similarly, 90.5% of parents agreed their child has the opportunity to participate in extracurricular activities such as sports or clubs with children without disabilities [Q25].
- *Child's Future.* In general, parents expressed optimism concerning their child's future, as 85.7% of survey respondents indicated their child is learning skills that will enable him or her to be as independent as possible [Q39], and 86.6% of parents agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40].

Areas for Improvement

- *Support for Extracurricular Activities.* Approximately one-quarter (28.0%) of survey respondents disagreed that their child's school provides the supports necessary (such as extra staff) for their child to participate in extracurricular activities; while close to one-fifth (17.2%) of parents indicated they didn't know if such supports were available [Q27].
- *Secondary Transition Planning.* When asked if they were satisfied with the way secondary transition services were implemented for their child, 22.7% of survey respondents disagreed with the statement [Q29]. Similarly, when asked if the appropriate outside agencies have been invited to participate in secondary transition planning, 24.2% of parents disagreed and 17.2% of parents reported they didn't know [Q30].
- *Transition to Adulthood.* Among parents of children aged 15 or older, approximately one-third (33.6%) of parents disagreed that the PPT introduced planning for their child's transition to adulthood [Q31]. A comparable proportion (30.7%) disagreed that the PPT developed individualized goals related to their child's employment/postsecondary education, independent living, and community participation [Q34].
- *Parent Training.* Less than one-third (32.7%) of survey respondents indicated that in the past year, they have attended parent training or information sessions that addressed the needs of parents and of children with disabilities [Q35]. In addition, when asked if there are opportunities for training in their district, less than one-third (31.9%) of parents agreed and 29.1% of parents indicated they didn't know if such opportunities are available [Q37].

- *Parent Support.* Compared to parent training, even fewer survey respondents, less than one-quarter (24.7%), reported they are involved in a support network for parents of student with disabilities [Q36]. Similarly, when asked if a support network for parents of students with disabilities is available to them, just 30.0% of parents agreed and 35.4% of parents indicated they didn't know if a support network is available [Q38].

Differences by Demographics

- *Gender.* The gender of the survey respondent's child was not a significant determinant of parent response on any of the survey statements analyzed.
- *Race/Ethnicity.* Response patterns across parents of children of different racial/ethnic groups were fairly similar and race/ethnicity did not appear to be an important factor in the general satisfaction level reported by survey respondents.
 - In addition, when more sizeable differences in parent response by race/ethnicity did occur, there were no discernable trends of one racial group consistently answering survey statements more or less favorably than another.
- *Age.* The age of a survey respondent's child was a common determinant of variations in parents' responses to survey statements, with parents of younger children (ages 3-5 and ages 6-12) most often expressing a higher degree of satisfaction than parents of older children (ages 13-14, ages 15-17, and ages 18-21).
 - This inverse relationship between satisfaction and age was evident across almost all survey statements, with the magnitude of the difference greatest on statements concerning satisfaction with staff [Q8, Q10, and Q11] and with learned skills for the future [Q39 and Q40].
 - However, a noteworthy deviation from this pattern did occur in parent training and support, where parents of children at opposite ends of the age spectrum (ages 3-5 and ages 18-21) were most likely to agree they have attended parent training in the past year [Q35] and are involved in a support network for parents of students with disabilities [Q36].
- *Disability.* Variations in parent responses, when compared across the disability status of the respondent's child, were evident across almost all survey statements. The most consistent and largest differences occurred when parents of children with a speech and language impairment and parents of children with a developmental delay (relatively high levels of satisfaction) were compared to parents of children with an emotional disturbance (relatively low levels of satisfaction).
 - On survey statements regarding child participation [Q24-27], there were distinct differences in the ordering of parent responses by disability category. Most notably, parents of children with multiple disabilities, who as a group had

consistently reported satisfaction levels higher than other parents, reported comparatively lower levels of satisfaction; while parents of children with ADD/HD and parents of children with an other health impairment (OHI) ranked comparatively higher on this series of statements.

- Survey statements related to parent training and support also produced several deviations from the common response ordering and substantial differences in parent responses by child's disability were also evident. Parents of children with autism were almost twice as likely as parents of children with OHI to report they have attended parent training in the past year [Q35]. Similarly, parents of children with an intellectual disability/mental retardation (IDMR) and parents of children with autism were more than twice as likely to report involvement in a support network, compared to parents of children with ADD/HD, OHI, or a learning disability [Q36].

Differences by Survey Year

- A year-to-year comparison of parent survey outcomes between 2005-2006 and 2006-2007 revealed very few differences between the two years.
- In fact, on the majority of survey statements, less than 5 percentage points separated the proportion of parents to agree with survey statements in 2006-2007 and 2005-2006.
- All significant differences in parent response between the two years occurred in the parent training and support section of the survey.
 - Survey respondents in 2006-2007 were significantly less likely than respondents in 2005-2006 to report attendance or participation in parent training sessions and support groups, and were also less likely to report the availability of, and opportunity to participate in, such sessions and groups.

INTRODUCTION

In spring 2007, the Connecticut State Department of Education, Bureau of Special Education, conducted a statewide survey of parents of students receiving special education services, ages 3 through 21. The statewide survey is the continuation of an ongoing collaborative effort between the Bureau of Special Education and the Connecticut Parent Advisory Work Group to collect information on family satisfaction and involvement in special education. The 2006-2007 statewide survey represents the third year of distribution with an annual survey expected to continue until 2011.

This report summarizes findings from the 2006-2007 statewide survey and is organized into 7 sections. Section I presents an overview of survey development and distribution, including a brief description of the survey design and the sampling methodology employed. Section II includes the survey response and Section III presents the demographics of survey respondents. Findings from the survey analysis are provided in Sections IV-VII and include a summary of overall responses; differences by demographics; a summary of open-ended comments; and differences across survey years.

District-level parent survey data is reported in a supplemental district report which can be found on the CSDE website.

SURVEY DEVELOPMENT AND DISSEMINATION

Section I

Background

In 2004-2005, the first annual statewide Special Education Parent Survey was disseminated by the Connecticut State Department of Education (CSDE). The objectives of the survey were to identify, from the perspective of parents, areas of strength in Connecticut's special education programs, as well as areas in need of improvement. The development and implementation of the survey was a collaborative effort between the CSDE and the CT Parent Advisory Work Group. The Parent Work Group, which currently continues in its advisory role to CSDE, includes parents of students with disabilities and representatives from various parent support and advocacy organizations.

Following the first year of the statewide survey, the U.S. Department of Education, Office of Special Education Programs (OSEP) mandated that all states submit a six-year State Performance Plan (SPP) to evaluate their efforts to implement the requirements of the Individual with Disabilities Education Improvement Act (IDEA). As part of this plan, states were required to develop an annual reporting system for 20 indicators across special education, including the following indicator regarding parent involvement: *Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP Indicator 8)*.

In order to facilitate the collection of the necessary parent data, CSDE, in consultation with the Parent Advisory Work Group, made a series of slight modifications to the 2004-2005 parent survey. The most notable changes included the introduction of a sampling plan for survey distribution and the addition of a direct measure for SPP Indicator 8 (parent survey item 12). The revised survey, first distributed in 2005-2006, has effectively maintained the original objectives of the survey design while facilitating the collection of parent involvement data in compliance with OSEP reporting requirements¹.

Survey Design

The CT Special Education Parent Survey questionnaire includes 1) demographic items related to the child's age, gender, race/ethnicity, grade, primary eligibility for services, and type of placement; 2) 40 survey items related to parents' experiences with their child's special education program over the past 12 months; and 3) one open-ended item regarding parents' overall experiences with special education.

The parent survey items ask respondents to answer a series of statements in six topic areas: 1) satisfaction with my child's special education program; 2) participation in developing and implementing my child's program; 3) my child's participation; 4) transition planning for

¹ A complete description of modifications to the original survey design was provided in the 2005-2006 CT Special Education Parent Survey Summary Report, available on the CSDE website.

preschoolers and secondary students; 5) parent training and support; and 6) my child's skills. Respondents are asked to answer based on their experiences over the past 12 months on a 6-point Likert scale ranging from "strongly agree" to "strongly disagree," or to skip the statement by selecting "not applicable." The response option "don't know" is included on 11 survey items that ask factual information of the respondent.

Sampling Design

In response to the State Performance Plan (SPP), a sampling plan was designed to create a six-year cycle for survey distribution to a state representative sample of parents of students with disabilities. The sampling methodology was first tested with a limited sample (21 districts in 2005-2006) and then increased to 29 districts for the 2006-2007 distribution cycle. An approximate sample size of 30 districts is expected in each of the next four years, resulting in all 169 districts having received the survey by 2010-2011.

A two-stage stratified sampling design is used to randomly select school districts to participate in the survey sample. Districts are classified according to 1) the number of students receiving special education services in the district and 2) the District Reference Group (DRG)². A proportionate number of districts are randomly sampled from each stratum to obtain a yearly district sample. Once a district has been selected, it is removed from the list of districts eligible to receive the survey in the following year.

The number of parents surveyed in each district is determined by estimating the number of responses needed to ensure a representative sample of responses from each district. In 2006-2007, sampling occurred in the four largest districts (Norwich, West Hartford, Bridgeport, and Manchester), with parents selected based on an approach that considers the adequate representation of students across all grade levels³. In the remaining 25 districts, all parents of students with disabilities were included in the survey mailing.

Survey Distribution

The 2006-2007 survey mailing included an envelope with the student's name, a letter of instruction, the survey, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC), and a stamped returned envelope. Following the initial mailing of the survey questionnaire, a reminder letter was sent to each parent encouraging them to return their completed survey, or to contact the external evaluator directly if they had lost or needed a new questionnaire. All survey materials were printed double-sided with one side in English and one side in Spanish. (See Appendix A for a sample of the English side of the survey mailing.)

² District Reference Groups (DRGs) are a classification system used by the state to group together districts with public school students of similar socioeconomic status (SES). More information on the DRG classification system is available at http://www.csde.state.ct.us/public/cedar/databulletins/db_drg_06_2006.pdf.

³ A full description of the sampling design is provided in the *Connecticut State Performance Plan [Part B-SPP]* at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/State_Perf_Plan.pdf.

The deadline for returning completed surveys was June 6, 2007, although surveys received through October 1, 2007 were included in the final survey analysis.

Confidentiality

Glen Martin Associates, an external evaluation firm in Troy, NY, has worked closely with the CSDE and the Parent Advisory Work group since the first year of the annual statewide survey in order to ensure the confidentiality of all student level data. Student names and mailing addresses are provided to the CSDE by individual school districts. The student data is then provided to Glen Martin Associates and a unique confidential identification number is assigned to each potential survey respondent. This confidential system facilitates the reporting of district-level data, which is mandated by federal reporting requirements, while ensuring that no individual in the schools or districts can link a parent to his or her survey response.

RESPONSE RATE

Section II

The 2006-2007 survey was sent to a total of 9,877 parents of children receiving special education services across 29 school districts. The overall survey response rate was 20.5% (n=2,020), with the response rate by district ranging from a low of 11.6% in Bridgeport to a high of 39.1% in Sherman. Over 600 surveys were returned as undeliverable, representing 6.1% of the total mailing, with undeliverable surveys exceeding the number of surveys completed in both Windham and Bridgeport⁴.

Table II.1: Survey Response Rate

District	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
Sherman	92	36	39.1%	4	40.9%
Bozrah	62	19	30.6%	0	30.6%
Oxford	184	51	27.7%	3	28.2%
Cheshire	520	143	27.5%	5	27.8%
Regional 05	274	75	27.4%	1	27.5%
Brookfield	208	55	26.4%	2	26.7%
Stafford	168	43	25.6%	8	26.9%
Regional 16	243	62	25.5%	2	25.7%
Simsbury	692	174	25.1%	20	25.9%
West Hartford	736	181	24.6%	34	25.8%
Stonington	289	71	24.6%	15	25.9%
Cornwall	21	5	23.8%	1	25.0%
Colchester	379	90	23.7%	13	24.6%
Thompson	160	36	22.5%	7	23.5%
Branford	501	112	22.4%	24	23.5%
Sterling	81	18	22.2%	2	22.8%
Regional 19	184	40	21.7%	5	22.3%
Regional 08	166	35	21.1%	6	21.9%

Table is continued on the next page.

⁴ The reason for non-delivery was indicated on some but not all returned pieces. The most frequent reasons for non-delivery included incomplete address (no apartment or building number), and addressee not at current address (forwarding address unknown).

Table II.1: Survey Response Rate - continued

District	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
Suffield	254	50	19.7%	5	20.1%
New Milford	678	130	19.2%	15	19.6%
Naugatuck	587	106	18.1%	40	19.4%
Voluntown	67	12	17.9%	2	18.5%
Manchester	698	123	17.6%	50	19.0%
North Canaan	46	8	17.4%	0	17.4%
East Windsor	239	41	17.2%	31	19.7%
Winchester	264	45	17.0%	11	17.8%
Norwich	673	90	13.4%	76	15.1%
Windham	612	72	11.8%	116	14.5%
Bridgeport	799	93	11.6%	104	13.4%
Unknown	-	4	-	-	-
Total	9,877	2,020	20.5%	602	21.8%

Note: The adjusted response rate refers to the number of completed surveys returned divided by the number of respondents receiving the survey. Undeliverable surveys are not figured into the calculation of the adjusted response rate.

DEMOGRAPHICS

Section III

The following section presents demographic information for three groups: 1) students with disabilities whose parents returned a completed survey; 2) students with disabilities who attended school in 2006-2007 in one of the participating 29 districts; and 3) all students with disabilities (ages 3-21) in the state. Aggregated data at the district and state level were provided by the CSDE. For ease of interpretation, the table column headings (surveys received; district sample; and statewide) are referred to as *survey group*, *district group*, and *state group* in the text.

Student Characteristics

Table III.1 includes race/ethnicity data for the three student groups described above. Compared to their representation in both the *district group* and the *state group*, White not Hispanic students were over-represented in the *survey group*. Conversely, Hispanic students and Black not Hispanic students were underrepresented in the *survey group*. No considerable differences existed between the *district group* and the *state group*.

Table III.1: Child's Race/Ethnicity

Race/Ethnicity	Surveys Received		District Sample		Statewide	
	n	Percent	n	Percent	n	Percent
White not Hispanic	1,568	80.5%	7,998	62.7%	43,957	63.6%
Hispanic	205	10.5%	2,485	19.5%	12,765	18.5%
Black not Hispanic	106	5.4%	1,959	15.3%	10,877	15.7%
Asian/Pacific Islander	46	2.4%	239	1.9%	1,200	1.7%
Am. Indian/Alaskan Native	23	1.2%	82	0.6%	332	0.5%

Tables III.2, III.3 and III.4 include data by age, grade and gender, and show an approximately equal distribution of students across demographic categories for each of the three groups of students.

Table III.2: Child's Age

Age	Surveys Received		District Sample		Statewide	
	n	Percent	n	Percent	n	Percent
3 to 5	230	11.5%	1,271	10.0%	6,833	9.9%
6 to 12	840	42.2%	5,651	44.3%	31,359	45.4%
13 to 14	304	15.3%	2,019	15.8%	10,911	15.8%
15 to 17	460	23.1%	3,013	23.6%	15,898	23.0%
18 to 21	158	7.9%	807	6.3%	4,126	6.0%

Table III.3: Child's Grade Level

Grade Level	Surveys Received		District Sample		Statewide	
	n	Percent	n	Percent	n	Percent
Preschool	182	9.2%	774	6.1%	4,479	6.5%
Elementary	711	35.8%	4,713	36.9%	25,853	37.4%
Middle	470	23.7%	3,027	23.7%	16,568	24.0%
High	622	31.3%	4,249	33.3%	22,231	32.2%

Note: Survey respondents could also select "transition" in response to their child's grade. The state does not collect data on this grade category and therefore "transition" responses (n=57) were included with "high school" responses for the purpose of comparison.

Table III.4: Child's Gender

Gender	Surveys Received		District Sample		Statewide	
	n	Percent	n	Percent	n	Percent
Male	1,422	71.0%	8,809	69.0%	47,876	69.3%
Female	581	29.0%	3,954	31.0%	21,255	30.7%

Student Placement

Survey respondents were asked to provide information related to their child's type of placement. However, response options listed on the survey did not align with student placement data reported at the district and state level and therefore comparison data were not included in Table III.5.

Table III.5: Child's Type of Placement

Type of Placement	Surveys Received	
	n	Percent
Public	1,802	90.0%
Special Ed.-Out of District	119	5.9%
Residential	35	1.7%
Private/Parochial	13	0.6%
Out of State	4	0.2%
Hospital/Homebound	3	0.1%
Other Placement	27	1.3%

Primary Eligibility for Services

On the survey questionnaire, parents were asked to choose their child's primary eligibility for services as listed on the first page of their child's IEP. Respondents were asked to select only one category, or to select "don't know" or "to be determined." The majority (n=1,633) of survey respondents selected a single disability category for their child; however, close to one-fifth (n=351) selected more than one category, resulting in 2,498 disability

selections for 1,984 respondents⁵. Multiple responses occurred most frequently under the disability categories of ADD/HD; specific learning disability; other; and speech and language impairment (See Table III.6).

Table III.6: Surveys with Single and Multiple Selections for Child’s Disability Category

Disability Category	Surveys Received			
	With a Single Disability Selected		All Surveys	
	n	Percent	n	Percent
Specific Learning Disability	408	20.6%	560	28.2%
ADD/HD	251	12.7%	420	21.2%
Speech or Language Impaired	265	13.4%	375	18.9%
Autism	199	10.0%	233	11.7%
Intellectual Disability/Mental Retardation	76	3.8%	125	6.3%
Developmental Delay (ages 3-5 only)	62	3.1%	107	5.4%
Multiple Disabilities	66	3.3%	106	5.3%
Emotional Disturbance	57	2.9%	103	5.2%
Hearing Impairment	39	2.0%	59	3.0%
Other Health Impairment (OHI)	36	1.8%	45	2.3%
Visual Impairment	9	0.5%	28	1.4%
Orthopedic Impairment	8	0.4%	20	1.0%
Traumatic Brain Injury	7	0.4%	16	0.8%
Deaf-Blindness	6	0.3%	7	0.4%
Other	106	5.3%	226	11.4%
Don't Know	29	1.5%	44	2.2%
To Be Determined	9	0.5%	24	1.2%
Total	1,633	82.3%	2,498	-

Note: Percentages are based on the number of total respondents (n=1,984).

In order to compare the *survey group* to students in the *district group* and *state group*, the parent-reported disability for each child was aligned with the disability category as reported to CSDE on the child’s IEP form⁶. A comparison of disabilities across the three student groups is illustrated in Table III.7 and demonstrates a comparable proportion of students in each disability category for the *district group* and the *state group*, with more distinct differences noted in the *survey group*. Differences include an under-representation in the *survey group* of students with a learning disability, speech and language impairment; and emotional disturbance; and an over-representation in the *survey group* of students with autism.

⁵ The survey questionnaire lists ADD/HD as a sub-category of OHI (parents could choose “yes” or “no” for ADD/HD). For the purposes of this report (and in order to be consistent with aggregated data obtained by CSDE), survey responses listed under ADD/HD include parents who selected OHI and “yes” to ADD/HD; while survey responses listed under OHI include parents who selected OHI and “no” to ADD/HD. Consequently, parents who selected both OHI and ADD/HD are counted as selecting only *one* response category.

⁶ Disability categories were aligned using confidential IDs included on all survey mailings.

Table III.7: Child’s Disability Category

Disability Category	Surveys Received (IEP-Reported)		District Sample		Statewide	
	n	Percent	n	Percent	n	Percent
Specific Learning Disability	566	28.1%	4,145	32.5%	22,984	33.2%
Speech Language Impairment	361	17.9%	2,619	20.5%	14,598	21.1%
ADD/HD	200	9.9%	1,185	9.3%	5,916	8.6%
Emotional Disturbance	118	5.9%	995	7.8%	5,868	8.5%
Other Health Impairment	188	9.3%	947	7.4%	5,288	7.6%
Developmental Delay	150	7.4%	751	5.9%	3,837	5.6%
Autism	181	9.0%	661	5.2%	3,814	5.5%
Intellectual Dis./Mental Retardation	99	4.9%	552	4.3%	2,817	4.1%
Multiple Disabilities	64	3.2%	451	3.5%	2,389	3.5%
Hearing Impairment	38	1.9%	165	1.3%	773	1.1%
Orthopedic Impairment	37	1.8%	206	1.6%	400	0.6%
Visual Impairment	9	0.4%	54	0.4%	274	0.4%
Traumatic Brain Injury	2	0.1%	26	0.2%	117	0.2%
Deaf/Blindness	2	0.1%	6	0.0%	56	0.1%

Note: The "surveys received" column reflects the disability of respondents' children as reported to CSDE on the child's IEP form and does not necessarily reflect the disability selected on the survey. See Table III.6 for this information.

IEP-Reported versus Parent- Reported Disability

Surveys were also compared to examine the number of matches between parent-reported and IEP-reported disability information. Among survey respondents who selected a single disability category for their child, approximately one-half (50.9%) of respondents selected the same disability as listed on their child’s IEP (See Table III.8). The number of matches increased to 62.0% of respondents when surveys with more than one disability category selected were included.

The extent of agreement between parent-reported and IEP-reported disability information varied substantially depending on the disability category considered. The majority (85.1%) of respondents whose child’s primary IEP-reported disability was autism also reported autism as their child’s primary disability. In contrast, 5.4% of respondents whose child’s primary IEP-reported disability was an orthopedic impairment reported the same; and 12.2% of respondents whose child’s primary IEP-reported disability was OHI reported this disability as their child’s primary eligibility for services.

Table III.8: IEP-Reported versus Parent-Reported Child Disability Category

Disability Category	Surveys Received				
	IEP-Reported	With a Single Disability Selected		All Surveys	
	n	n	Percent	n	Percent
Specific Learning Disability	566	310	54.8%	375	66.3%
Speech Language Impairment	361	196	54.3%	225	62.3%
ADD/HD	200	126	63.0%	161	80.5%
Emotional Disturbance	118	45	38.1%	69	58.5%
Other Health Impairment	188	23	12.2%	24	12.8%
Developmental Delay	150	48	32.0%	71	47.3%
Autism	181	154	85.1%	169	93.4%
Intellectual Dis./Mental Retardation	99	61	61.6%	73	73.7%
Multiple Disabilities	64	28	43.8%	41	64.1%
Hearing Impairment	38	25	65.8%	30	78.9%
Orthopedic Impairment	37	2	5.4%	2	5.4%
Visual Impairment	9	5	55.6%	7	77.8%
Traumatic Brain Injury	2	2	100.0%	2	100.0%
Deaf/Blindness	2	0	0.0%	0	0.0%
Total	2,015	1,025	50.9%	1,249	62.0%

Note: The numbers reflected in the two columns "with a single disability selected" and "all surveys" do not match the respective columns in Table III.6 because this table includes only those surveys that matched the IEP-reported disability of their child.

SUMMARY OF SURVEY RESPONSES

Section IV

The following section provides an overall summary of survey responses presented according to the six topic areas on the survey questionnaire. All response tables include “totals” which aggregate the number of parents to select “strongly”; “moderately”; and “slightly” in the respective “agree”/“disagree” categories. These response categories were aggregated in order to facilitate a clear comparison of parent responses both within and across different topic areas of the survey. The identification of observable response patterns helps to highlight areas of satisfaction or concern, as recognized by parents’ agreement or disagreement with survey statements.

The total number of respondents (“n”) provided for each survey statement includes only those parents who selected a response other than “not applicable”. All percentages are based on this number (“n”) and not on the total number of parents to complete the survey. The number of parents to respond to each statement varied considerably across the 40-item survey, most notably on statements regarding translation services and transition planning. This variation should be considered when comparing results across individual statements in order to provide the appropriate context for interpreting survey findings. (See Appendix B for an overall survey response table which includes all data presented in this section.)

Satisfaction with My Child’s Program

Parents were asked to respond to a series of 11 survey statements in the topic area, “Satisfaction with My Child’s Program” (See Tables IV.1, IV.2, and IV.3). In general, respondents rated statements in this section of the survey high with limited variation across item responses.

- When asked directly about their satisfaction with their child’s overall special education program, 86.0% (n=1,714) of survey respondents agreed they were satisfied with their child’s program [Q1].

Table IV.1: Satisfaction with My Child’s Program

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
1. <i>I am satisfied with my child’s overall special education program.</i>	1,993	43.2%	32.9%	9.9%	86.0%	3.9%	4.4%	5.8%	14.0%	±

± Not a response option for this survey item.

Note: ST=“strongly”; MD=“moderately”; and SL=“slightly” for the respective “agree”/“disagree” categories.

- In addition, a majority (92.1%, n=1,837) of parents agreed they have the opportunity to talk with their child’s teachers on a regular basis [Q2] and a similar number (91.8%, n=1,797) of parents agreed that their child is accepted within the school community [Q5]. Close to two-thirds (59.4% and 60.1%, respectively) of parents strongly agreed with these two statements.

Table IV.2: Satisfaction with My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
2. <i>I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.</i>	1,994	59.4%	23.3%	9.5%	92.1%	2.9%	2.9%	2.1%	7.9%	±
3. <i>My child's school day has been shortened to accommodate his/her transportation needs.</i>	452	19.2%	9.7%	10.6%	39.6%	7.3%	3.8%	49.3%	60.4%	±
4. <i>My child has been sent home from school due to behavioral difficulties (not considered suspension).</i>	760	12.8%	4.9%	4.3%	22.0%	2.2%	2.4%	73.4%	78.0%	±
5. <i>My child is accepted within the school community.</i>	1,957	60.1%	23.5%	8.2%	91.8%	2.8%	2.7%	2.7%	8.2%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Respondents were somewhat less likely to agree with survey statements concerning their child’s IEP. When asked if their child’s IEP is meeting his or her educational needs, 84.3% (n=1,682) of parents agreed with the statement [Q6] and 85.1% (n=1,701) of parents agreed that all special education services identified in their child’s IEP have been provided [Q7]. Similarly, 84.8% (n=1,600) of parents agreed that teachers work together to assure that their child’s IEP is being implemented [Q11].

- When asked if their child’s teachers make accommodations as indicated on their child’s IEP, 91.1% (n=1,783) of parents agreed that special education teachers make such accommodations [Q9]; compared to 83.2% (n=1,548) of parents who agreed that general education teachers do the same [Q10].

Table IV.3: Satisfaction with My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
6. <i>My child's IEP is meeting his or her educational needs.</i>	1,995	43.0%	30.4%	10.9%	84.3%	4.9%	3.8%	5.8%	14.5%	1.2%
7. <i>All special education services identified in my child's IEP have been provided.</i>	1,999	49.3%	25.7%	10.2%	85.1%	4.9%	3.5%	5.0%	13.3%	1.6%
8. <i>Staff is appropriately trained and able to provide my child's specific program and services.</i>	2,001	49.5%	24.5%	11.1%	85.2%	4.2%	3.3%	5.5%	13.1%	1.7%
9. <i>Special education teachers make accommodations and modifications as indicated on my child's IEP.</i>	1,957	55.5%	25.7%	9.9%	91.1%	2.6%	1.7%	3.4%	7.7%	1.2%
10. <i>General education teachers make accommodations and modifications as indicated on my child's IEP.</i>	1,861	44.4%	24.9%	13.9%	83.2%	5.4%	4.2%	4.7%	14.2%	2.6%
11. <i>General education and special education teachers work together to assure that my child's IEP is being implemented.</i>	1,887	47.5%	25.8%	11.6%	84.8%	4.5%	3.7%	4.8%	12.9%	2.3%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Participation in Developing and Implementing My Child's Program

As discussed previously, the Connecticut State Department of Education is required to report in its annual submission of the State Performance Plan (SPP) evidence of school districts' efforts to facilitate parent involvement in the area of special education. Survey item Q12 (referred to as Indicator 8 in the SPP) is used as the direct measure of this effort.

- The majority (87.1%, n=1,718) of survey respondents agreed that in their child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities [Q12]⁷.

Table IV.4: Participation in Developing and Implementing My Child's Program

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
12. <i>In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.</i>	1,973	47.6%	26.1%	13.4%	87.1%	4.3%	3.2%	5.4%	12.9%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

In general, respondents reported a high level of agreement across the 11 additional statements in this section of the survey. More than 90% of parents agreed with 7 of the 11 statements regarding participation in their child's program, and at least one-half of all respondents strongly agreed with 9 of these statements (See Tables IV.5 and IV.6).

- The highest level of agreement was 96.0% (n=1,915) of parents who agreed they understand what is discussed at meetings to develop their child's IEP, with 68.0% (n=1,357) of parents indicating they strongly agreed with this statement [Q14].

Table IV.5: Participation in Developing and Implementing My Child's Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
13. <i>At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.</i>	1,997	63.9%	19.5%	8.5%	91.9%	2.7%	2.3%	3.2%	8.1%	±
14. <i>I understand what is discussed at meetings to develop my child's IEP.</i>	1,995	68.0%	21.3%	6.8%	96.0%	2.3%	0.8%	0.9%	4.0%	±
15. <i>My concerns and recommendations are documented in the development of my child's IEP.</i>	1,981	55.6%	25.0%	9.9%	90.6%	3.2%	2.4%	3.7%	9.4%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

⁷ This percentage slightly exceeds the target of 87.0% set by the CSDE in the State Performance Plan for the 2006-2007 school year.

While still a considerable majority, slightly fewer survey respondents (86.3%, n=1,705) agreed that the school district proposed programs and services to meet their child’s individual needs [Q18]. Similarly, 87.3% (n=1,729) of respondents agreed that they are encouraged to be an equal partner in the implementation of their child’s IEP [Q19].

- The smallest majority of respondents to agree with survey items in this section was the 83.5% (n=1,440) of parents who agreed that the school district proposed the regular classroom as the first placement option for their child [Q23]. However, despite this lower overall agreement, almost two-thirds (63.9%, n=1,102) of parents strongly agreed with the statement.

Table IV.6: Participation in Developing and Implementing My Child’s Program – continued

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
16. <i>My child's evaluation report is written in terms I understand.</i>	1,998	56.1%	26.0%	9.7%	91.8%	4.0%	1.9%	2.4%	8.2%	±
17. <i>PPT meetings for my child have been scheduled at times and places that met my needs.</i>	2,002	63.4%	18.9%	8.1%	90.4%	3.9%	2.4%	3.2%	9.6%	±
18. <i>At my child's PPT, the school district proposed programs and services to meet my child's individual needs.</i>	1,976	48.5%	24.9%	12.9%	86.3%	4.1%	3.8%	5.7%	13.7%	±
19. <i>When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.</i>	1,981	49.4%	24.0%	13.9%	87.3%	5.9%	3.1%	3.7%	12.7%	±
20. <i>I have received a copy of my child's IEP within 5 school days after the PPT.</i>	1,976	67.0%	17.6%	5.5%	90.0%	3.7%	1.6%	4.7%	10.0%	±
21. <i>If necessary, a translator was provided at the PPT meetings.</i>	210	65.7%	14.3%	5.2%	85.2%	3.8%	2.9%	8.1%	14.8%	±
22. <i>The translation services provided at the PPT meetings were useful and accurate.</i>	216	60.2%	24.1%	6.9%	91.2%	3.2%	0.0%	5.6%	8.8%	±
23. <i>The school district proposed the regular classroom for my child as the first placement option.</i>	1,725	63.9%	14.6%	5.0%	83.5%	1.6%	1.6%	7.5%	10.8%	5.7%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

My Child’s Participation

The overwhelming majority (95.6%, n=1,824) of survey respondents agreed that their child has the opportunity to participate in school-sponsored activities [Q24]; while a slightly smaller majority (90.5%, n=1,588) agreed that their child has the opportunity to participate in extracurricular activities with children without disabilities [Q25].

- Over three-quarters (82.2% and 76.1%, respectively) of parents strongly agreed with these two statements, representing the largest majority to select this response option across all survey statements.

However, when asked if their child’s school provides the supports necessary for their child to participate in extracurricular activities, almost one-third (28.0%, n=276) of parents disagreed with the statement [Q27].

- In addition, close to one-fifth (18.2%, n=179) of parents indicated they strongly disagreed such supports are provided and an equivalent number (17.2%, n=169) of parents indicated they didn’t know if the necessary supports are provided.

Table IV.7: My Child’s Participation

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
24. <i>My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events.</i>	1,908	82.2%	10.6%	2.9%	95.6%	1.4%	1.0%	1.9%	4.4%	±
25. <i>My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.</i>	1,755	76.1%	10.3%	4.0%	90.5%	2.4%	1.4%	5.7%	9.5%	±
26. <i>My child has been denied access to non-school sponsored community activities due to his/her disability.</i>	1,165	6.7%	3.2%	3.9%	13.8%	3.3%	4.5%	78.5%	86.2%	±
27. <i>My child’s school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities.</i>	984	35.4%	13.0%	6.4%	54.8%	5.5%	4.4%	18.2%	28.0%	17.2%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Transition Planning

The age-specific nature of transition planning naturally restricts the number of parents for which questions of this type are applicable. As a result, considerably fewer parents (less than one-half of all survey respondents) answered statements in this section of the survey. However, it should also be noted that an examination of the transition planning statements across age categories showed some respondents answered these statements regardless of the age of their child (See Appendix C.3 for survey statement results by age).

Consequently, results in this section should be interpreted with some caution. Nevertheless, when compared to survey responses previously discussed a higher level of dissatisfaction was evident in parents’ responses to statements regarding the transition planning component of their child’s special education program (See Table IV.8).

- While over three-quarters (77.3%, n=501) of survey respondents agreed they were satisfied with the secondary transition services provided for their child, a considerable number (22.7%, n=147) of parents disagreed with the statement [Q29].
- Similarly, approximately one-quarter (24.2%, n=108) of parents disagreed that outside agencies have been invited to participate in secondary transition planning, and close to

one-fifth (17.0%, n=76) of parents indicated they didn't know if outside agencies were invited [Q30].

- Among survey respondents whose child was age 15 at his/her last PPT meeting, one-third (33.6%, n=96) of respondents disagreed that the PPT introduced planning for their child's transition to adulthood, with one-fifth (20.3%, n=58) of respondents indicating they strongly disagreed with the statement [Q31].
- Similarly, among respondents whose child is age 15 or older, approximately one-third (30.7%, n=165) of parents disagreed that the PPT developed individualized goals related to employment and postsecondary education, with 17.5% (n=94) of parents indicating they strongly disagreed with the statement [Q34].

Table IV.8: Transition Planning

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>										
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	412	57.0%	17.5%	9.0%	83.5%	3.9%	2.2%	10.4%	16.5%	±
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	648	43.4%	21.9%	12.0%	77.3%	5.6%	4.6%	12.5%	22.7%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	447	32.7%	17.4%	8.7%	58.8%	3.4%	3.6%	17.2%	24.2%	17.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>										
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	286	35.0%	14.7%	16.8%	66.4%	7.0%	6.3%	20.3%	33.6%	±
<i>Answer only if your child is age 15 or older.</i>										
32. The school district actively encourages my child to attend and participate in PPT meetings.	736	68.5%	12.9%	6.5%	87.9%	3.3%	1.9%	6.9%	12.1%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>										
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	387	57.6%	19.4%	9.6%	86.6%	3.9%	4.4%	5.2%	13.4%	±
<i>Answer only if your child is age 15 or older.</i>										
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	538	37.9%	19.7%	11.7%	69.3%	7.8%	5.4%	17.5%	30.7%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

Parent Training and Support

Parents were asked to respond to a series of four survey statements regarding their experiences with “Parent Training and Support.” Again, compared to earlier topical areas of the survey, parents were more likely to disagree with items in this section, while a considerable percentage also indicated they didn’t know about support or parent training opportunities (See Table IV.9).

- Over two-thirds (67.3%, n=787) of survey respondents disagreed that in the past year, they have attended a parent training or information session that addressed the needs of parents and of children with disabilities [Q35].
- When asked if there are opportunities for training in their district, 39.0% (n=615) of parents disagreed, with the remaining responses evenly split between parents who agreed (31.9%, n=503) and those who indicated they didn’t know (29.1%, n=459) if such opportunities are available [Q37].
- Over three-quarters (75.3%, n=839) of parents disagreed that they are involved in a support network for parents of students with disabilities, with 64.2% (n=715) of respondents indicating they strongly disagreed with the statement [Q36].
- When asked if a support network for parents of students with disabilities is available to them, parent responses were fairly evenly split, with the greatest number, over one-third (35.4%, n=552) of parents, indicating they didn’t know if a support network is available [Q38].

Table IV.9: Parent Training and Support

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
35. <i>In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.</i>	1,169	17.5%	9.1%	6.1%	32.7%	4.5%	5.3%	57.5%	67.3%	±
36. <i>I am involved in a support network for parents of students with disabilities available through my school district or other sources.</i>	1,114	11.4%	7.2%	6.1%	24.7%	4.8%	6.3%	64.2%	75.3%	±
37. <i>There are opportunities for parent training or information sessions regarding special education provided by my child’s school district.</i>	1,578	13.8%	9.0%	9.1%	31.9%	4.2%	5.2%	29.5%	39.0%	29.1%
38. <i>A support network for parents of students with disabilities is available to me through my school district or other sources.</i>	1,559	13.9%	8.9%	7.6%	30.3%	3.1%	3.4%	27.8%	34.3%	35.4%

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

My Child's Skills

A majority (85.7%, n=1,560) of survey respondents agreed their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 86.6% (n=1,531) of parents agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40].

Table IV.10: My Child's Skills

CT Special Education Parent Survey Item	n	Agree				Disagree				Don't Know
		ST	MD	SL	Total	SL	MD	ST	Total	
39. <i>My child is learning skills that will enable him/her to be as independent as possible.</i>	1,820	50.3%	22.0%	13.4%	85.7%	4.5%	3.8%	6.0%	14.3%	±
40. <i>My child is learning skills that will lead to a high school diploma, further education, or a job.</i>	1,768	52.7%	22.2%	11.7%	86.6%	3.8%	3.0%	6.6%	13.4%	±

± Not a response option for this survey item.

Note: ST="strongly"; MD="moderately"; and SL="slightly" for the respective "agree"/"disagree" categories.

DIFFERENCES BY DEMOGRAPHICS

Section V

The findings presented in this section are based on results from a type of multivariate analysis known as an ordered logit model. This statistical technique evaluates the unique contribution of an explanatory variable (such as age) on the dependent variable (parent response) while holding fixed the influence of other explanatory variables (such as disability). Significant differences in parent response were examined by the child's gender, race/ethnicity, age, and disability; however, large discrepancies in the number of respondents per demographic group, especially among racial/ethnic and disability categories, makes such comparisons inherently difficult⁸. Consequently, the subsequent discussion focuses only on overall patterns and limits the presentation of results to those judged large enough in magnitude to be substantively meaningful to the reader.

Differences in parent response are presented across three demographic groups 1) child's race/ethnicity; 2) child's age; and 3) the child's disability. To provide context of the importance of each explanatory variable, the total number of statements in which statistically significant differences occurred is included for the three groups. Individual survey statements that highlight the overall trends in observed differences are then illustrated with a stacked bar chart. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar. The total number of respondents (n) for each demographic group includes all respondents who selected a response other than "not applicable" and "don't know."

Please see Appendix C for bar charts of all survey statements by demographic group, including gender, which is not discussed in this section as no statistically significant differences were found. Differences in parent responses across individual school districts were considered in a separate analysis and are discussed in a supplemental district report, which can be found on the CSDE website.

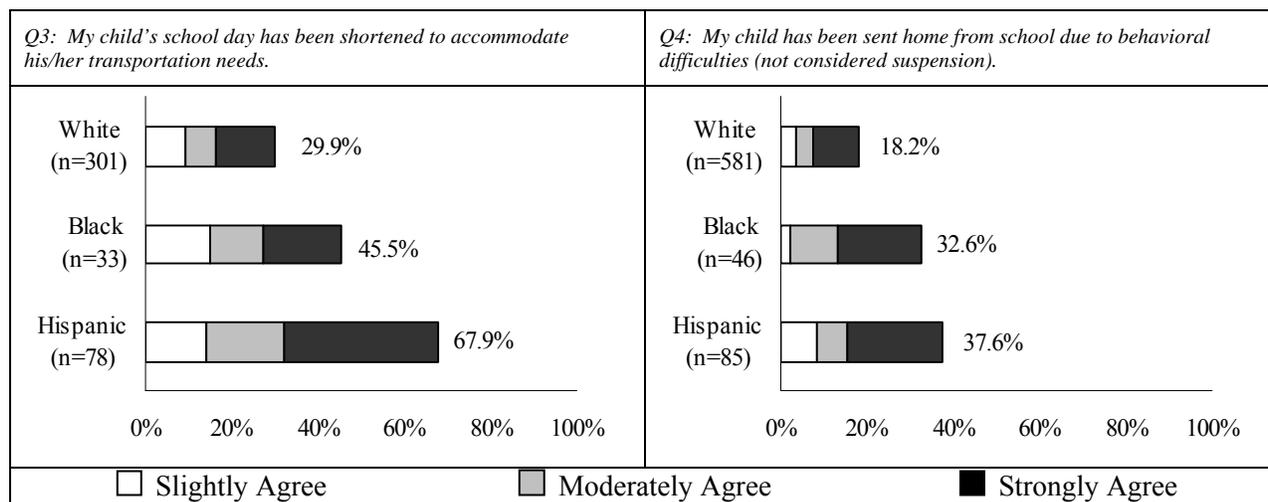
⁸ Thirty-one survey statements were analyzed by logistical regression with questions related to translation services (Q21-22) and transition planning (Q28-34) not included due to the small number of respondents. The statistical significance of specific within-group contrasts is not included in this report; however, complete statistical analyses are available from Glen Martin Associates upon request.

Child's Race

Overall, similar response patterns occurred across parents of children of different racial/ethnic groups, with no discernable trend of one group consistently answering more or less favorably than another. Observed differences by race/ethnicity were statistically significant on less than one-quarter (n=7) of the survey statements analyzed⁹. (See Appendix C.2 for bar charts of all survey statements by race/ethnicity.)

- Over two-thirds (67.9%) of parents of Hispanic children, compared to less than one-third (29.9%) of parents of White children, agreed that their child's school day has been shortened to accommodate his or her transportation needs [Q3].
- Parents of Hispanic children were also twice as likely as parents of White children to agree that their child has been sent home from school due to behavioral difficulties, 37.6% compared to 18.2%, respectively [Q4].

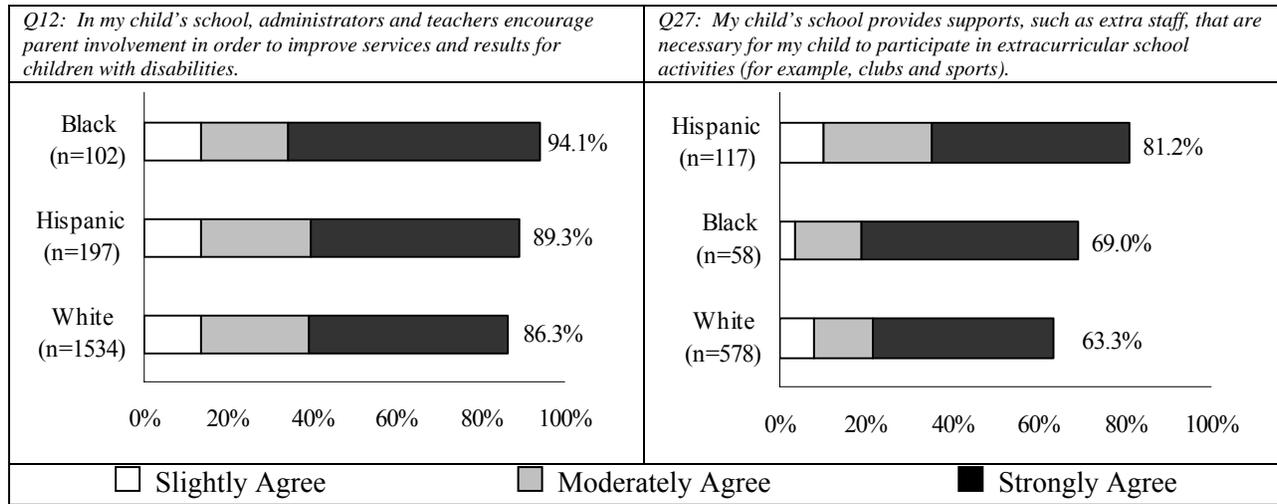
Table V.1: Question 3 and Question 4 by Child's Race/Ethnicity



- Ninety-four percent of parents of Black children, compared to 86.3% of parents of White children, agreed that teachers encourage parent involvement in order to improve services and results for children with disabilities, a difference of nearly 8 percentage points [Q12].
- Parents of Hispanic children were most likely to agree that their child's school provides the necessary supports for their child to participate in extracurricular school activities [Q27]. Parents of Hispanic children were approximately 12 percentage points more likely than parents of Black children and almost 18 percentage points more likely than parents of White children to agree with this statement.

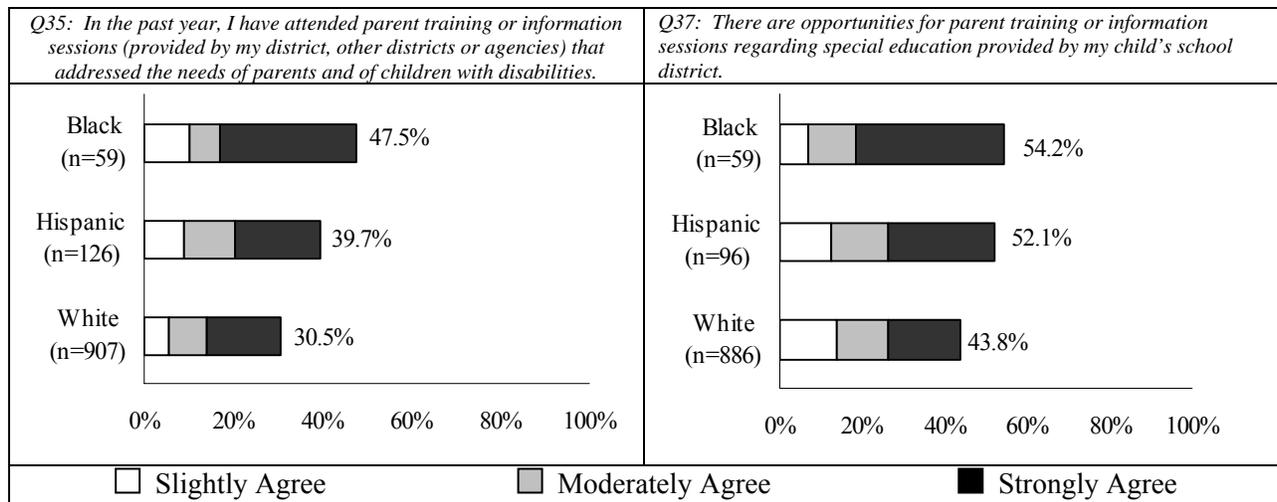
⁹ Results were statistically significant (p<.05) for Q3, Q4, Q12, Q23, Q27, Q35, and Q37.

Table V.2: Question 12 and Question 27 by Child's Race/Ethnicity



- When asked about parent training and support, close to one-half (47.5%) of parents of Black children indicated they had attended parent training or information sessions in the past year [Q35] and over one-half (54.2%) of parents of Black children indicated such opportunities exist in their district [Q37].
- In comparison, less than one-third (30.5%) of parents of White children reported they had attended parent training, 17 percentage points lower than parents of Black children. A somewhat smaller gap (roughly 10 percentage points) occurred on the second statement, with 43.8% of parents of White children indicating such opportunities exist in their district.

Table V.3: Question 35 and Question 37 by Child's Race/Ethnicity



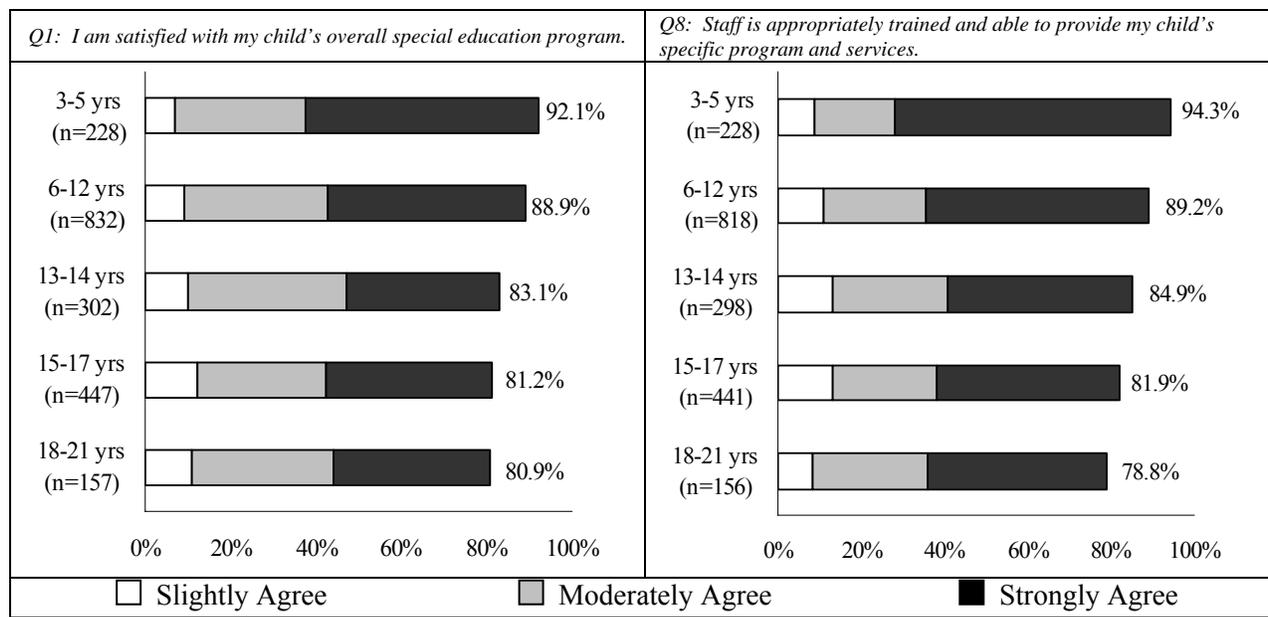
Child's Age

The age of a survey respondent's child was a more common determinant of variations in parents' responses to survey statements, with parents of younger children (ages 3-5 and ages 6-12) most often expressing a higher degree of satisfaction than parents of older children (ages 13-14, ages 15-17, and ages 18-21). This inverse relationship between satisfaction and age was evident across almost all survey statements, with the magnitude of the difference greatest on statements concerning satisfaction with staff [Q8, Q10, and Q11] and with learned skills for the future [Q39 and Q40].

Survey statements in which this relationship did not necessarily hold included two statements related to parent training and support (Q35 and Q36); where parents of children at opposite ends of the age spectrum (ages 3-5 and ages 18-21) were most likely to report agreement. Overall, observed differences in parent response by child's age were statistically significant on just over two-thirds (n=22) of the survey statements analyzed.¹⁰ (See Appendix C.3 for bar charts of all survey statements by child's age.)

- When asked about satisfaction with their child's overall special education program, 92.1% of parents of children ages 3-5 and 88.9% of parents of children ages 6-12 indicated they were satisfied with their child's program [Q1]. In comparison, just over 80.0% of parents of children ages 15-17 and parents of children ages 18-21 agreed with the statement.
- Close to 95.0% of parents of children ages 3-5, compared to less than 80.0% of parents of children ages 18-21 agreed that staff is appropriately trained and able to provide their child's specific program and services [Q8].

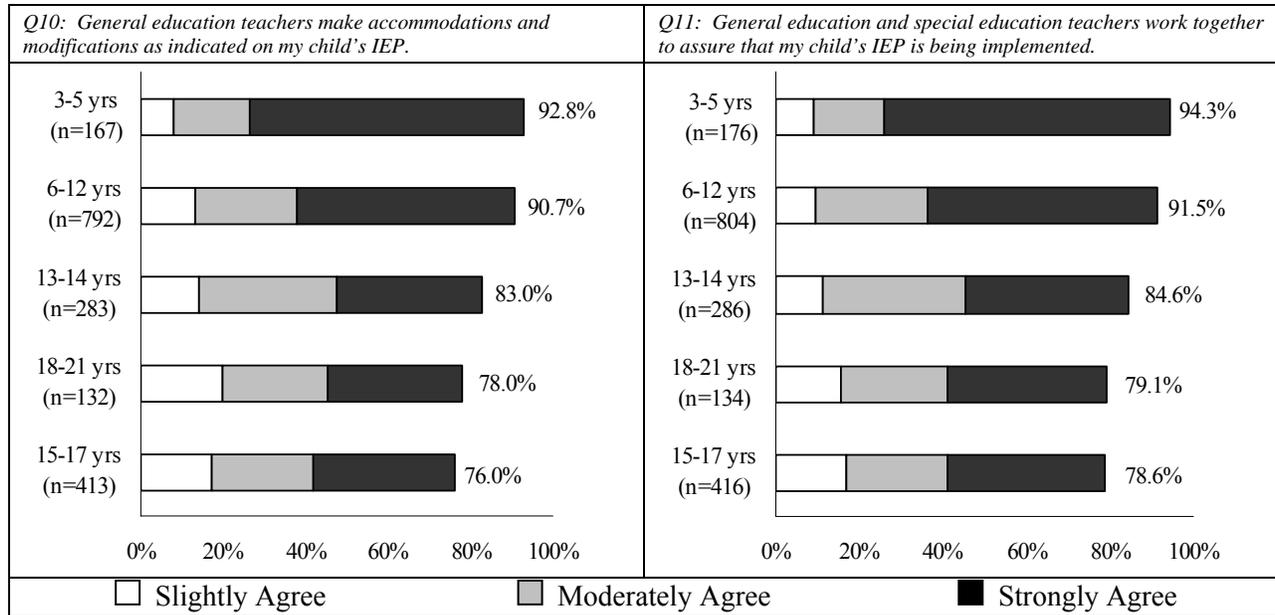
Table V.4: Question 1 and Question 8 by Child's Age



¹⁰ Results were statistically significant (p<.05) for Q1-2, Q4-13, Q17-19, Q23-25, Q35-36, and Q39-40.

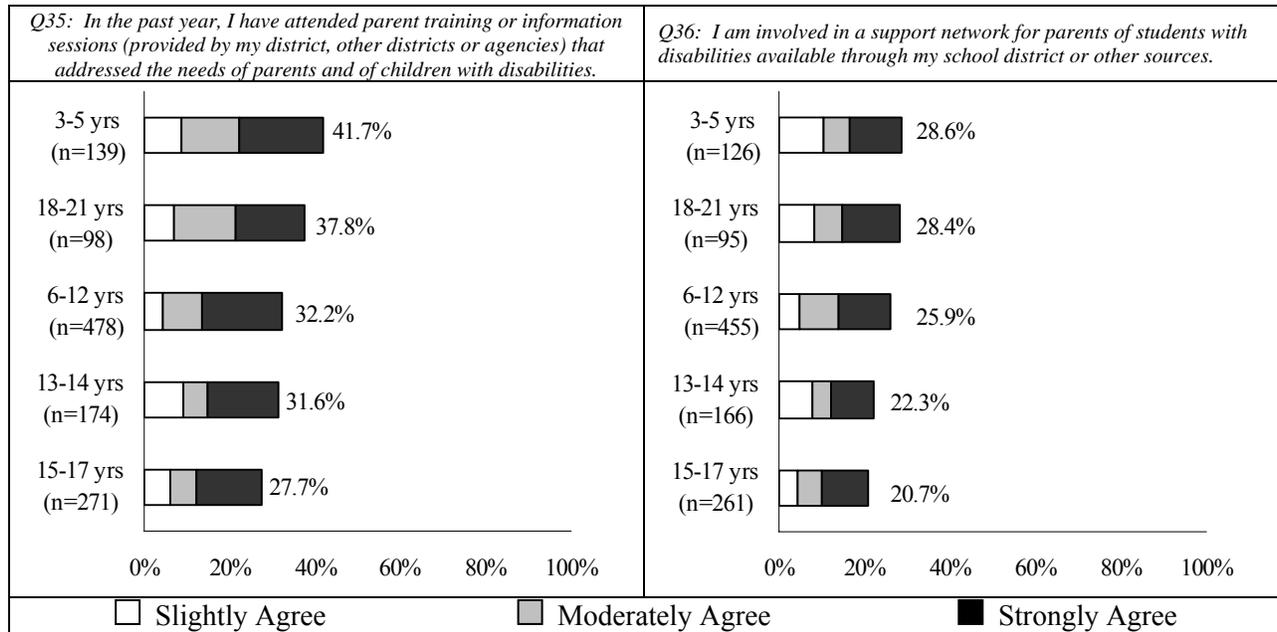
- A similar response pattern and a comparable size response gap (approximately 16 percentage points) also occurred when parents were asked if general education teachers make accommodations and modifications as indicated on their child’s IEP [Q10], and if general and special education teachers work together to assure that their child’s IEP is being implemented [Q11]. Over 90.0% of parents of younger children (ages 3-5 and ages 6-12), compared to fewer than 80.0% of parents of older children (ages 15-17 and ages 18-21) agreed with the statements.

Table V.5: Question 10 and Question 11 by Child’s Age



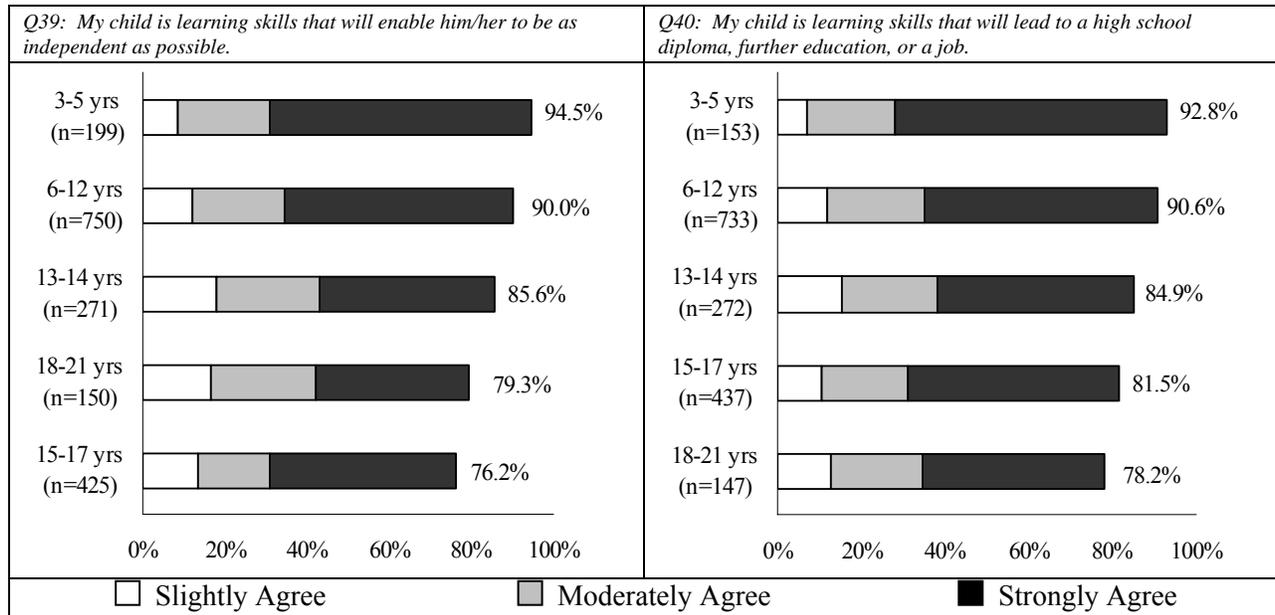
- Across all survey respondents, parents of children ages 3-5 and parents of children ages 18-21 were the most likely to indicate they had attended parent training or information sessions in the past year [Q35]. Just over one-quarter (27.7%) of parents of children ages 15-17 indicated the same, between 10 and 14 percentage points lower than parents of children ages 18-21 and parents of children ages 3-5, respectively.
- Regardless of the child’s age, parents were less likely to report involvement in a support network for parent of students with disabilities [Q36] than they were to report attendance at parent training. However, the pattern of responses was consistent between the two statements, with parents of children ages 3-5 and parents of children ages 18-21 most likely to agree with the statement; while parents of children ages 15-17 were the least likely to report such involvement.

Table V.6: Question 35 and Question 36 by Child's Age



- Lastly, differences in response patterns observed on earlier statements were also repeated on the final two statements of the survey. Almost 95.0% of parents of children ages 3-5 agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], roughly 15 percentage points higher than parents of children ages 18-21 and more than 18 percentage points higher than parents of children ages 15-17.
- When asked about skills that will lead to a high school diploma, further education, or a job [Q40], the gap was slightly smaller with parents of children ages 3-5 more likely than parents of children ages 15-17 and parents of children ages 18-21 to agree with this statement, a difference of approximately 10 and 15 percentage points, respectively.

Table V.7: Question 39 and Question 40 by Child's Age



Child's Disability

Differences in response patterns according to the disability status of the parent's child were evident across the entire survey, with observed differences statistically significant on close to all (n=26) of the 31 survey statements analyzed¹¹. Due to the considerable number of disability categories, response patterns by disability status are presented for each topical area of the survey. (Please see Appendix C.4 for bar charts of all survey statements by child's disability.)

Satisfaction with My Child's Program

In this section of the survey, parents of children with a speech and language impairment, developmental delay, or multiple disabilities reported higher levels of satisfaction than did parents of children in other disability categories. Parents of children in these three disability categories consistently reported satisfaction levels of 90.0% or greater. In contrast, satisfaction levels were below 90.0% on all survey statements among parents of children with an emotional disturbance, other health impairment (OHI) or ADD/HD, and were lower than 80.0% on several of the statements concerning general program satisfaction¹².

- When asked if they were satisfied with their child's overall special education program [Q1], parents of children with multiple disabilities were almost 20 percentage points more likely to agree with the statement than were parents of children with ADD/HD. Parents of children with a speech and language impairment and parents of children with a developmental delay also reported a higher level of agreement with the statement; while

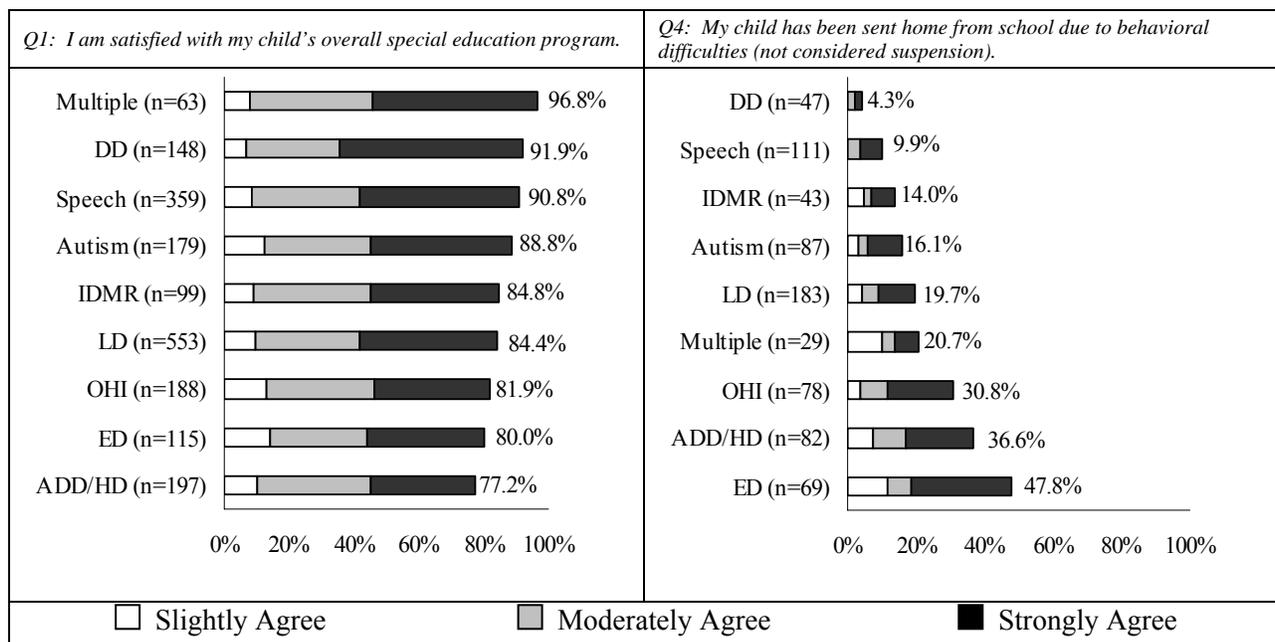
¹¹ Results were *not* statistically significant (p<.05) for Q3, Q13, Q14, Q16, and Q17.

¹² Two survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are therefore not included in this generalization.

parents of children with an emotional disturbance and parents of children with OHI were less likely to agree they were satisfied with their child’s overall program.

- Almost one-half (47.8%) of parents of children with an emotional disturbance reported their child has been sent home from school due to behavioral difficulties [Q4], considerably higher than all other groups of survey respondents. Somewhat less striking, but still noticeably higher than the average, about one-third (36.6% and 30.8%) of parents of children with ADD/HD and parents of children with OHI, respectively, also agreed with the statement. Conversely, fewer than 10.0% of parents of children with a speech and language impairment and parents of children with a developmental delay indicated their child has been sent home from school due to behavioral difficulties.

Table V.8: Question 1 and Question 4 by Child’s Disability



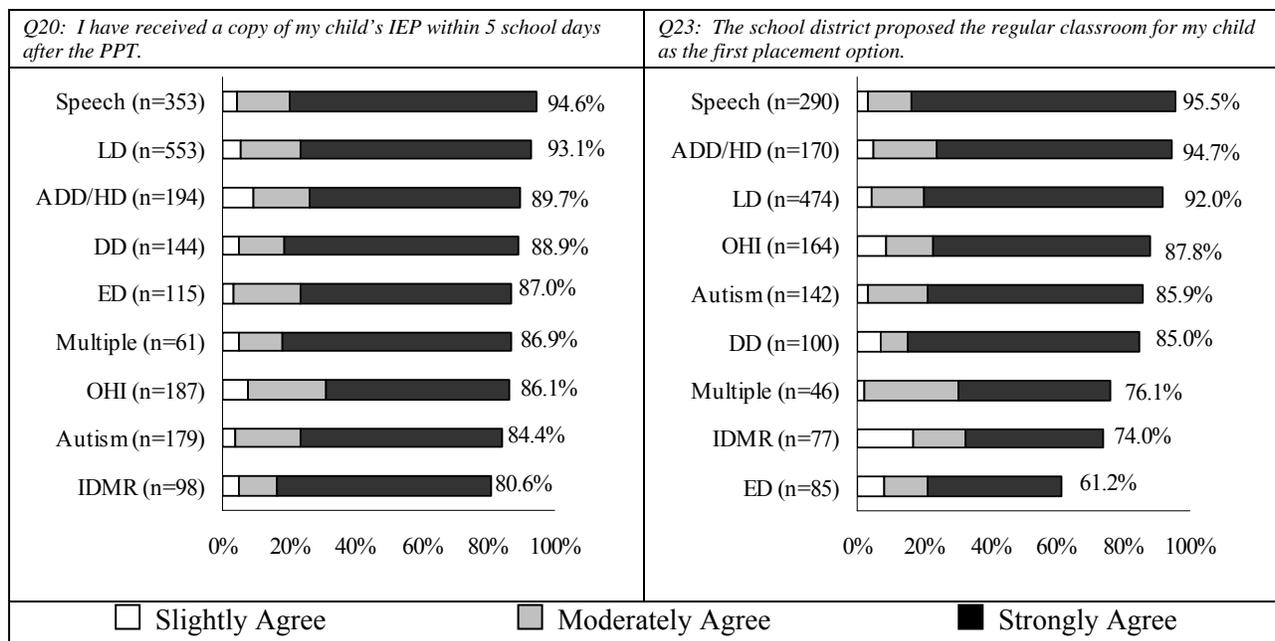
Participation in Developing and Implementing My Child’s Program

When compared to other topical areas of the survey, statements concerning participation in their child’s program commonly generated smaller differences in parent response by disability category. Despite being smaller in magnitude, response patterns were, for the most part, still consistent with those just mentioned under the general program satisfaction section of the survey. Parents of children with a speech and language impairment, multiple disabilities, or a developmental delay reported the highest levels of agreement; while parents of children with an emotional disturbance, OHI, or ADD/HD tended to report the lowest levels of agreement.

However, atypical response trends did occur, most notably showing lower levels of satisfaction among parents of children with multiple disabilities and parents of children with an intellectual disability/mental retardation (IDMR) and higher levels of satisfaction among parents of children with ADD/HD than previously evidenced.

- Parents of children with IDMR were considerably less likely to report they had received a copy of their child’s IEP within 5 school days [Q20]. Just over 80.0% of parents of children with IDMR agreed with the statement, between 12 and 14 percentage points lower than parents of children with a learning disability and parents of children with a speech and language impairment, respectively.
- Approximately 95.0% of parents of children with a speech and language impairment and parents of children with ADD/HD indicated that the school district proposed the regular classroom as the first placement option for their child [Q23]. In comparison, less than two-thirds (61.2%) of parents of children with an emotional disturbance and about three-quarters (74.0% and 76.1%) of parents of children with IDMR or multiple disabilities indicated the same.

Table V.9: Question 20 and Question 23 by Child’s Disability



My Child’s Participation

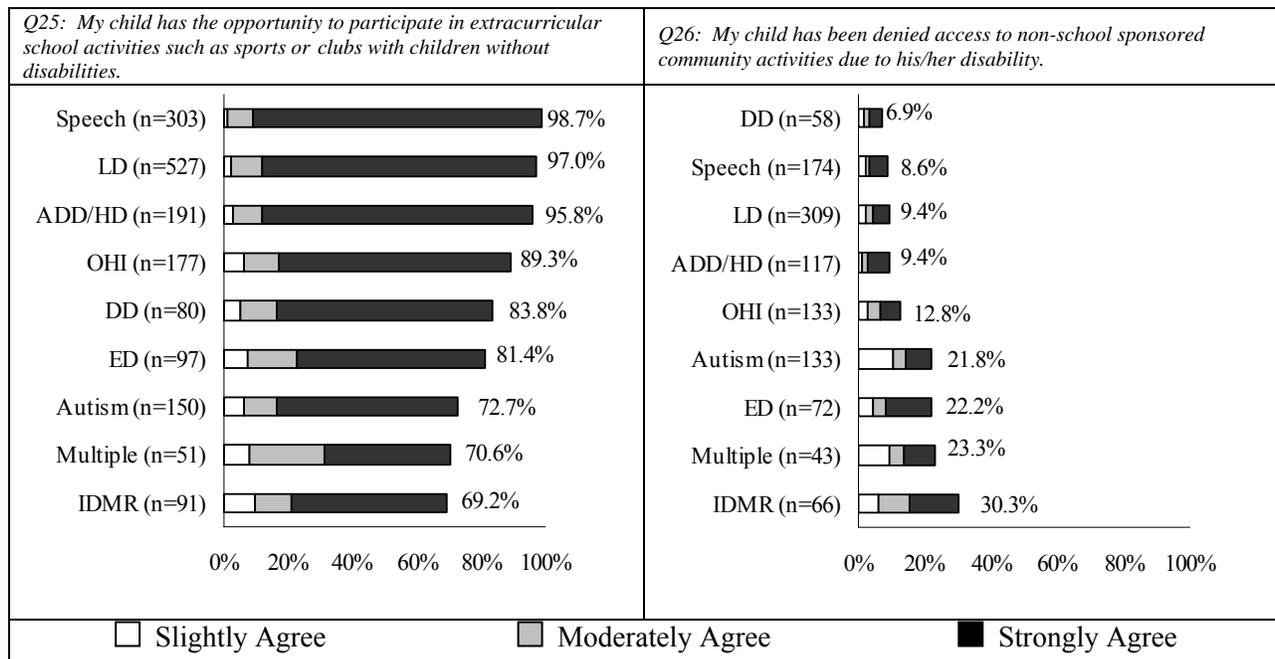
Statements in this section of the survey were clearly associated with distinct differences in parent response by child’s disability. Additionally, the ordering of responses by disability categories was also considerably different than that previously reported. Most notably, parents of children with multiple disabilities, who as a group had consistently reported satisfaction levels higher than other parents, reported comparatively lower levels of satisfaction on statements concerning their child’s participation. Conversely, when contrasted with earlier sections of the survey, parents of children with ADD/HD and parents of children with OHI ranked comparatively higher on this series of statements.

- Less than three-quarters of parents of children with autism (72.7%), parents of children with multiple disabilities (70.6%), and parents of children with IDMR (69.2%) agreed

that their child has the opportunity to participate in extracurricular school activities [Q25]. This represents a sizable response gap (between 23 to 30 percentage points) when compared to parents of children with a speech and language impairment, learning disability, or ADD/HD.

- The vast majority of parents (regardless of their child’s disability status) indicated that their child has *not* been denied access to non-school sponsored community activities due to his or her disability [Q26]. However, parents of children in four disability categories (IDMR, multiple disabilities, emotional disturbance, and autism) were considerably more likely than other parent groups to agree with this statement; with almost one-third (30.3%) of parents of children with IDMR reporting their child has been denied access.

Table V.10: Question 25 and Question 26 by Child’s Disability



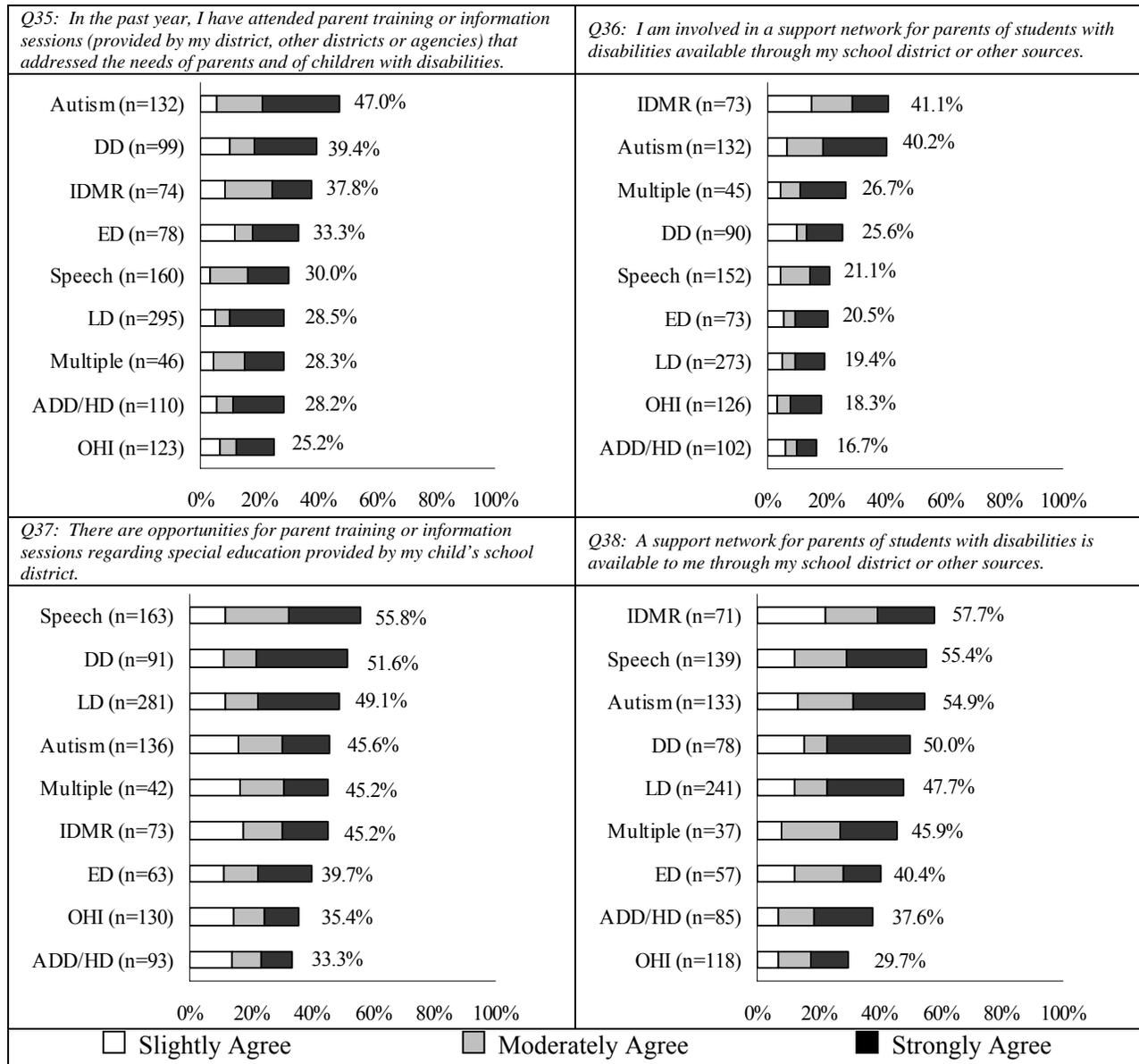
Parent Training and Support

The table on the following page illustrates the four survey statements dedicated to the topic of parent training and support. The first two questions refer to actual attendance or participation in parent training sessions [Q35] and support groups [Q36]; while the last two questions refer to the availability of, and opportunity to participate in, such sessions [Q37] and groups [Q38].

- Parents most likely to indicate they have attended parent training in the past year [Q35] included parents of children with autism (47.0%), parents of children with a developmental delay (39.4%), and parents of children with IDMR (37.8%). In contrast, roughly one-quarter (25.2%) of parents of children with OHI reported attendance at such events.

- Parents of children with autism and parents of children with IDMR were also most likely to indicate participation in a support network for parents of children with disabilities [Q36]. However, compared to parent training, survey respondents (regardless of their child’s disability status) were less likely to report involvement in a support network, including less than one-fifth of parents of children with a learning disability (19.4%), OHI (18.3%), or ADD/HD (16.7%).

Table V.11: Question 35 – Question 38 by Child’s Disability



As might be expected, the proportion of parents to agree with the first set of questions, concerning actual participation in parent trainings or support networks [Q35-36], was less than the proportion of parents to agree with the second set of questions, regarding the availability of such opportunities [Q37-38]. However, the magnitude of the difference between participation and awareness varied considerably based on the child’s disability. Most notably, parents of

children with a speech and language impairment and parents of children with a learning disability were considerably more likely to report opportunities for [Q37-38], rather than involvement in [Q35-Q36], parent training sessions and support networks.

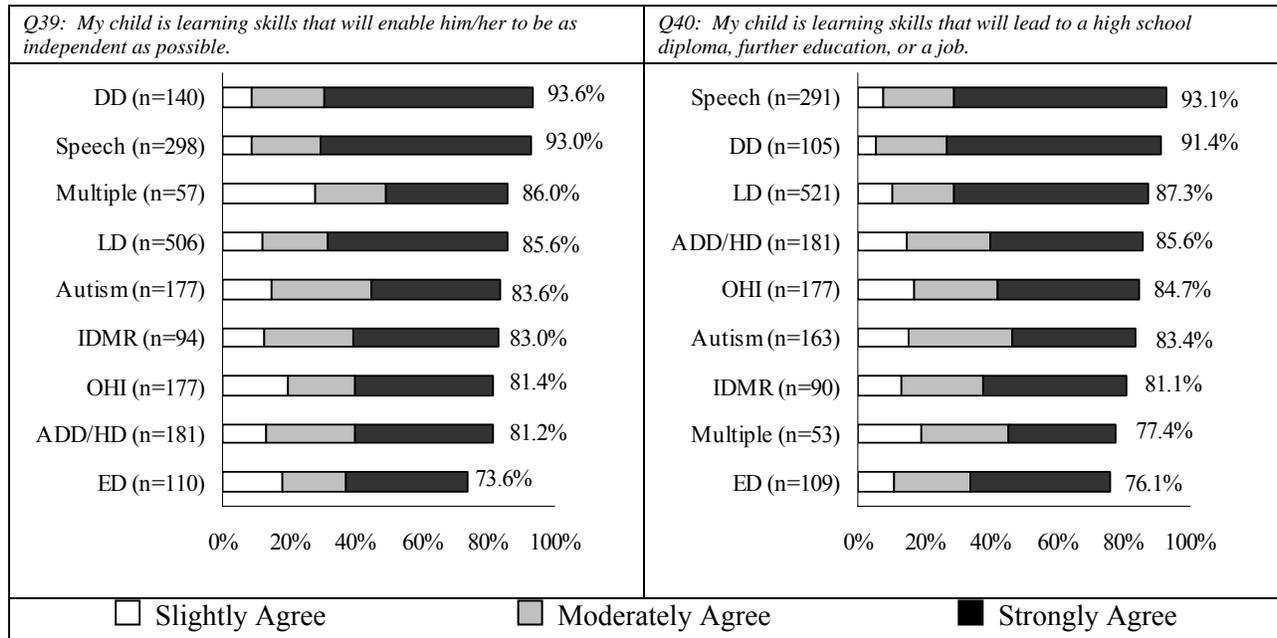
- While over one-half (55.8% and 57.7%) of parents of children with a speech and language impairment indicated opportunities for parent training [Q37] and support groups [Q38] were available, less than one-third (30.0%) reported having attended a parent training session [Q35] and less than one-quarter (21.1%) reporting being involved in a support network [Q36], a difference of roughly 26 and 34 percentage points, respectively.
- Similarly, while 49.1% of parents of children with a learning disability reported opportunities for parent training [Q37], less than one-third (28.5%) reported attendance at such events [Q35], a difference of nearly 21 percentage points. Likewise, parents of children with a learning disability were more than 28 percentage points more likely to report the availability of support groups in their district [Q38], than they were to report having been involved with such groups [Q36].

My Child's Participation

Finally, in the last section of the survey, sizable differences in parent response were evident when respondents were asked if their child is learning skills that will maximize their independence [Q39] and prospects for the future [Q40].

- Less than three-quarters (73.6%) of parents of children with an emotional disturbance agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39], approximately 20 percentage points lower than parents of children with a developmental delay and parents of children with a speech and language impairment.
- Similarly, just over three-quarters of parents of children with an emotional disturbance and parents of children with multiple disabilities agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]. Again, considerably lower than the 93.1% of parents of children with a speech and language impairment and 91.4% of parents of children with a developmental delay to agree with the statement.

Table V.13: Question 39 and Question 40 by Child's Disability



SUMMARY OF OPEN-ENDED COMMENTS

Section VI

An open-ended comment section was included at the end of the parent survey questionnaire to allow respondents to comment on their experiences with their child's special education program. Comments could refer to respondent's overall experiences and were not limited to the past twelve months. Of the 2,020 surveys returned, 871 included written comments, representing 43.1% of the total received. Surveys with written comments ranged from 26.9% of the surveys returned from Bridgeport to 65.5% of the surveys returned from Brookfield. (See Table VI.1 for the number of surveys received with comments by district.)

Responses were analyzed through a descriptive coding process which categorizes identifiable topics that occur with some regularity. Code categories were created to include main codes for general topic areas, and sub-codes for more specific comments. A final list of 100 codes was used, and individual written responses were assigned as few as one and as many as twelve codes.

In this section, tables include main codes in boldface type with sub-codes indented. In a few cases, sub-codes are further disaggregated (and appear in italics) to provide further detail. Examples of parent comments are reported verbatim (in *italics*), with the following exceptions: 1) In order to maintain confidentiality, all identifying information has been removed from written responses, and 2) Silent corrections have been made in order to improve readability.¹³ Open-ended summary tables by district are provided in a supplemental district report which can be found on the CSDE website.

Table VI.1: Surveys Received with Comments by District

District	Surveys Received	Surveys Received with Comments
Brookfield	36	65.5%
Suffield	32	64.0%
Bozrah	12	63.2%
Sherman	22	61.1%
Cornwall	3	60.0%
Regional 16	34	54.8%
Winchester	24	53.3%
Regional 19	21	52.5%
Stafford	22	51.2%
Stonington	35	49.3%
New Milford	64	49.2%

Table is continued on the next page.

¹³ The use of silent correction is outlined in the *Chicago Manual of Style*, 15th Edition (Chicago: The University of Chicago Press, 2003), 445-446.

Table VI.1: Surveys Received with Comments by District – continued

District	Surveys Received	Surveys Received with Comments
Cheshire	70	49.0%
Sterling	8	44.4%
Regional 05	33	44.0%
Colchester	38	42.2%
West Hartford	76	42.0%
Branford	47	42.0%
Voluntown	5	41.7%
Oxford	21	41.2%
Regional 08	14	40.0%
Simsbury	69	39.7%
North Canaan	3	37.5%
East Windsor	15	36.6%
Thompson	13	36.1%
Manchester	42	34.1%
Norwich	30	33.3%
Naugatuck	34	32.1%
Windham	23	31.9%
Bridgeport	25	26.9%
All Districts	871	43.1%

Pleased with Program

Among all parents who provided written responses, almost one-quarter (24.9%, n=217) expressed satisfaction with their child’s program and services. In over one-half (57.1%, n=124) of these comments, parents specifically indicated they were pleased with their child’s progress.

Table VI.2: Pleased with Program

Comment Code	n	Percent
Pleased with Program	217	24.9%
Child's Progress	124	14.2%
IEP/PPT Process	22	2.5%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Child’s Progress

- *My child progressed this school year positively.*
- *Overall we are happy with our school system and accredit our son's progress to their dedication and willingness to do what is necessary for our son's progress.*

IEP/PPT Process

- *My experience with the IEP has been a positive one. Thank you!*
- *My school district's annual PPT was used as an information session for the elementary school she will attend as a 1st grader. It was very thorough. I felt all PPT personnel present had her best interest as their number one priority.*

Additional Comments

- *I am generally pleased with the education being provided for my daughter. I believe her school is doing everything they can.*
- *They have a good grasp of my child's strengths and weaknesses, and plan services/strategies based on these. Very satisfied with overall services.*

Pleased with Staff

Parents reported being pleased with school staff in 28.0% (n=244) of written comments. Almost one-half (42.6%, n=104) of these comments specifically mentioned parents’ satisfaction with the school district or administration. Parents also noted they were pleased with the teaching staff in general (24.6%, n=60).

Table VI.3: Pleased with Staff

Comment Code	n	Percent
Pleased with Staff	244	28.0%
School District/Administration	104	11.9%
Teachers (No Specification)	60	6.9%
Special Education Teachers	49	5.6%
Specialized Staff	34	3.9%
Paraprofessionals/Aides	23	2.6%
Regular Education Teachers	6	0.7%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

School District/Administration

- *I believe that this school system is committed to my child in working with him to develop skills that he would need to be successful. I am very pleased.*
- *The school system has been very understanding and mostly cooperative in helping to find my son the appropriate education and residential placement.*

Teachers (No Specification)

- *I have been happy with the services provided at the school. All of the teachers are extremely dedicated to our kids and our family.*
- *Since moving to this school district (2004) I have had excellent communication, cooperation, and individual teacher efforts to help my child progress in school.*

Special Education Teachers

- *I am very satisfied with the special education staff. They have been remarkable!*
- *The special education staff at our child's school has been very responsive to her needs, and very willing to talk with us when we've had questions or concerns. We've been very impressed with the quality of the staff.*

Specialized Staff

- *The overall experience has been very good with his language/speech therapy. Keep up the good work. The special education is very good at his school; my child is doing a lot better.*
- *My daughter has a mild speech disability and has done great in her program this year. Her principal, speech therapist, and teacher have all been wonderful to help her overcome her stuttering.*

Paraprofessionals/Aides

- *The public schools have been wonderful for our son and us also. The teachers and aids are all great. They get our son to do more than we ever expected.*
- *The aides have been the key to my son's growth. They should be paid more and respected more! Thank you!*

Regular Education Teachers

- *All of the teachers both special education and regular classroom teachers have been helpful and wonderful throughout my child's school years. It's a wonderful school and he has had such a positive experience with everyone!*
- *My son has absolutely thrived this past year between his classroom teacher and his special education program.*

Additional Comments

- *I am very happy and thankful for the very important help and thanks to this help my grandson has learned a lot.*
- *To date, the staff and the program/school have been phenomenal. I am very happy so far with the services available to my child.*

Pleased with Communication and Parent Support

In 5.6% (n=49) of written comments, parents indicated being pleased with their school's communication and support network. Most frequently (59.2%, n=29), respondents specifically noted their satisfaction with staff to parent communication.

Table VI.4: Pleased with Communication and Parent Support

Comment Code	n	Percent
Pleased with Communication and Parent Support	49	5.6%
Staff to Parent Communication	29	3.3%
School's Involvement of Parents	17	2.0%
Parent and/or Support Groups Helpful	6	0.7%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Staff to Parent Communication

- *Overall extremely helpful and effective. I especially appreciate the teachers' availability to discuss progress and concerns!*
- *Everyone has been very helpful at our school for me and my son. I can call and make appointments for meetings whenever I feel I need to.*

School's Involvement of Parents

- *The special education department has been wonderful to us. Communication is excellent and we have always felt like part of a team in our son's education. We could not be happier!*
- *My child has been in a regular classroom since she was transferred from birth to three to the public school which she attends. The speech, OT and PT teachers who work with her are wonderful. They also keep me very involved in her progress.*

Parent and/or Support Groups Helpful

- *The group I'm working with is very supportive and willing to help me, so that I can help my son.*
- *The parent support system was helpful in elementary school.*

Pleased with Transition Process

Fourteen parents (1.6%) reported being satisfied with their child’s transition or with the transition staff. Comments indicated that parents were happy with vocational programs and that the transition process was smooth, causing little or no disruption to their child’s education.

Table VI.5: Pleased with Transition Process

Comment Code	n	Percent
Pleased with Transition Process	14	1.6%

Percent total is based on the 871 surveys with written responses.

Pleased with Transition Process

- *The special education teachers and staff have been excellent! They took those extra steps in working with our child to ensure success! It was wonderful working with them - our child has made a smooth transition to a secondary "community college" setting.*
- *This past 12 months my child transitioned from elementary to middle school. The transition has been fantastic. The school team(s) both worked together to coordinate planning, services and knowledge. The middle school has been excellent and overall we are extremely pleased with services provided and progress made.*

Somewhat Satisfied

Among parents who provided written comments, 4.9% (n=43) noted that they were somewhat satisfied with their child’s program and services. Of these individuals, 27.9% (n=12) specifically indicated that although their child had progressed to some extent, they considered this progress to be insubstantial or inadequate.

Table VI.6: Somewhat Satisfied

Comment Code	n	Percent
Somewhat Satisfied	43	4.9%
Progress Seen, But Not Adequate	12	1.4%
Mostly Dissatisfied, But Some Positives Noted	7	0.8%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Progress Seen, But Not Adequate

- *Overall our experience hasn't been terrible but there are areas for improvement. In high school it is difficult to communicate with teachers.*

- *My grandson has a speech problem and is also dyslexic. I feel that the things they are doing is good, but my biggest concern is that they are not working to help him with his dyslexic problem.*

Mostly Dissatisfied, But Some Positives Noted

- *I see limited effort from teachers except for the special education teacher.*
- *Overall a helpful experience - but staff can be condescending when addressing child/parent concerns. Also, aides and paras that work with students should have a degree in education (special education) in order to help!*

Additional Comments

- *I believe that my child’s school system is doing the best by him that they can given budget cuts and lack of financial support for the education system.*
- *My experience has not been bad, but I would like a little more effort to understand my daughter's difficulties, because I know in time she will do well.*

Change in Satisfaction

Parents indicated they experienced a change in their level of satisfaction in 9.9% (n=86) of written comments. The majority (70.9%, n=61) of these comments illustrated that respondents were previously dissatisfied, but became satisfied with their child’s program and services. Among comments indicating a change from dissatisfaction to satisfaction, parents most often (59.1%, n=36) noted that they became satisfied after changing their child’s school.

In fewer cases, parents (30.2%, n=26) indicated that they became dissatisfied, after previously being satisfied, with their child’s programs and services. Of these respondents, roughly three-fourths (73.1%, n=19), noted that they became dissatisfied with programs and services after their child moved to a new grade level.

Table VI.7: Change in Satisfaction

Comment Code	n	Percent
Change in Satisfaction	86	9.9%
Dissatisfied Previously, Now Satisfied	61	7.0%
<i>Change in Schools</i>	36	4.1%
<i>Fight for Care or Delay in Care</i>	10	1.1%
<i>Change in Grade Level</i>	9	1.0%
<i>Change in Teacher and/or Staff</i>	2	0.2%
Satisfied Previously, Now Dissatisfied	26	3.0%
<i>Change in Grade Level</i>	19	2.2%
<i>Change in Schools</i>	5	0.6%
<i>Change in Teacher and/or Staff</i>	1	0.1%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Dissatisfied Previously, Now Satisfied - Change in Schools

- *My son has improved vastly since transferring to his current school district. He feels better about himself and his education.*
- *It was not until I moved my son to an alternative high school that his grades greatly improved. Small classrooms and individual attention really helped!*

Dissatisfied Previously, Now Satisfied - Fight for Care or Delay in Care

- *My son was just recently diagnosed within the past 2 years. Since his diagnosis he has developed in a very positive way, but all those years before were horrible! I had to fight many years before someone finally helped and diagnosed him.*
- *Our current special education team works fine, but we were initially compelled to hire an attorney to obtain adequate services when transitioning from Birth to Three.*

Dissatisfied Previously, Now Satisfied - Change in Grade Level

- *My son had an amazing year this year. This is better than in previous years. It goes a long way when you have the regular education teacher that will work so closely with the special education teacher.*
- *Our experiences at the elementary and middle school level were horrendous. The high school staff has been wonderful in their support and understanding of my child's differences. My daughter is a success due to our experiences at her high school.*

Satisfied Previously, Now Dissatisfied - Change in Grade Level

- *Up through 6th grade he had great services. This has not been the case for the past 3 years.*
- *The elementary program/staff was wonderful! However, when my son went into 5th grade, everything fell apart.*

Satisfied Previously, Now Dissatisfied - Change in Schools

- *My son was doing well at his first school for 3 years, then he went to his current school and things came undone. I have no idea who you can talk to, to help with your child. The school doesn't want him to have a helper, the doctor and staff says yes.*
- *My child was dismissed from special services in December 2006; I was not impressed with their services. My child received services at another school in 2004/2005 and we were very pleased with their services and teachers.*

Problems with Program

In 23.5% (n=205) of the written comments, parents reported problems related to special education programs. Many (35.1%, n=72) of these respondents mentioned concerns with the IEP process – most (61.1%, n=44) specifically cited problems related to teachers not following the IEP. Children not being diagnosed soon enough and long delays in services was also reported by 32.2% (n=66) of parents who indicated problems with their child's program.

Table VI.8: Problems with Program

Comment Code	n	Percent
Problems with Program	205	23.5%
IEP Process	72	8.3%
<i>Teachers Do Not Follow IEP</i>	44	5.1%
Child not Diagnosed Soon Enough, Long Delay in Services	66	7.6%
Disagree with Staff's Assessment, Implementation of Services	64	7.3%
PPT Process	35	4.0%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

IEP Process - Teachers Do Not Follow IEP

- *IEP has never been honored. Most teachers have never been notified of child's condition.*
- *High school support could improve. General teachers do not always follow IEP (ex: extended time for tests). My son falls through the cracks if I don't stay on top of things.*

Child not Diagnosed Soon Enough, Long Delay in Services

- *My daughter's learning disability was evident early on in kindergarten and 1st grade, but testing was delayed by the school for 1 year. She could have gotten help much earlier.*
- *Timetable turn around between requests for testing, actual testing, results and implementation is too long.*

Disagree with Staff's Assessment, Implementation of Services

- *My child improved with his speech program, however, not as much as I would have liked. He was relieved from the program when I think he should have stayed in it to work on pronunciation. At 4th grade he still has letter sounds difficult to understand with his speech.*
- *My only big concern is that physical therapy ended after elementary school and he needs it just as much if not more now.*

PPT Process

- *When a PPT is scheduled all parties involved should show up.*
- *Overall, my experiences have been positive. Even though I enjoy all of my child's teachers/therapists I still find the PPT process to be anxiety producing. It's hard to walk into that room not knowing if he will continue to get the same level of services he received the previous year.*

Additional Comments

- *I don't believe the IEP is individualized. Goals and objectives are too broad, not specific.*
- *My child's IEP is unfortunately not sufficient for appropriate progress.*

Problems with Staff

Problems with staff were cited in 18.4% (n=160) of written comments. Of these responses, most (34.4%, n=55) illustrated parents' concerns with teachers in general. More specific comments regarding teachers referred to problems with regular educators (18.1%, n=29) and special educators (11.9%, n=19). More than one-half of the comments regarding unspecified teachers (52.7%, n=29) and one-third of comments concerning regular education teachers (34.5%, n=10) indicated teachers' lack of training or experience as parents' source of dissatisfaction.

Table VI.9: Problems with Staff

Comment Code	n	Percent
Problems with Staff	160	18.4%
Teachers (No Specification)	55	6.3%
<i>Lack of Training</i>	29	3.3%
<i>Unable to Meet Special Education Needs</i>	18	2.1%
Administration and/or School District	48	5.5%
Regular Education Teachers	29	3.3%
<i>Lack of Training</i>	10	1.1%
<i>Unable to Meet Special Education Needs</i>	10	1.1%
Special Education Teachers	19	2.2%
<i>Lack of Training</i>	4	0.5%
<i>Unable to Meet Special Education Needs</i>	4	0.5%
Specialized Staff	16	1.8%
Paraprofessionals/Aides	13	1.5%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Teachers (No Specification)

- *Teachers are not supportive. My son's needs are not being met. Teacher is always out. Communication between teacher and I is horrible. I had to bring up a skill that my son should have already learned last year.*
- *I find that the IEP is a good starting point but my son gets lost in a large classroom. I don't feel that the teachers and special education teachers have the time or patience to give him what he needs.*

Administration and/or School District

- *I am very disappointed in our school district because our son has been out-placed in other district's more than he has been in his own district. Until they provide an appropriate program for our children in the district, these children will not have a future especially if their parent's do not advocate for their children.*
- *My grandson left the school system because he was treated so poorly by the vice principal. His needs were neglected for a long time.*

Regular Education Teachers

- *General education teachers are not educated about autism and have punished my child for a disability related behavior.*
- *I am very discouraged with the way the general education teacher has handled my son.*

Special Education Teachers

- *My son had a teacher this year that did not push him. His special education teacher did nothing for him. We are hoping next year is better.*
- *Some faculty members (including special education teachers and other support staff) are rigid and often play the role of an administrator where discipline is concerned. My son's special education teacher did not play the part of an advocate.*

Specialized Staff

- *I have little to no contact with my son's OT, PT and speech teachers. Also, his sensory issues have not been addressed.*
- *Speech therapist has not always been available for sessions as per IEP - meetings and other conflicts have led to missed opportunities for service.*

Paraprofessionals/Aides

- *The teachers/aides don't give my child the proper help needed when she packs her homework before going home.*
- *The school system needs to have staff and paras that are educated to teach children with dyslexia.*

Problems with Communication and Parent Support

Parents reported problems with communication and parent support in 20.6% (n=179) of written responses. In these comments, just over one-third (38.0%, n=68) noted a need for more support, while 28.5% (n=51) of respondents indicated they were dissatisfied with staff to parent communication.

Table VI.10: Problems with Communication and Parent Support

Comment Code	n	Percent
Problems with Communication and Parent Support	179	20.6%
Need More Support	68	7.8%
Staff to Parent Communication	51	5.9%
Parents Not Adequately Heard	34	3.9%
Advocates Needed	32	3.7%
Communication Between Staff/Teachers/Schools	12	1.4%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Need More Support

- *Parental training programs are offered, but they are 1 1/2 hours away in an unfamiliar large city. The possibility of getting lost is very real.*
- *I am always looking for programs and support.*

Staff to Parent Communication

- *I feel there is a huge lack of communication between all teachers and parents.*
- *After the PPT the school was supposed to get back to me about several questions I had, they never followed up.*

Parents Not Adequately Heard

- *My child refuses to attend special placement at the alternative high school. My suggestions for out of district placements have been ignored. Child is getting no where educationally.*
- *Our school district states on their website that federal mandates are a burden. They laugh at parents when concerns are brought to the table.*

Advocates Needed

- *I have had to bring in an advocate and strongly fight for my daughter's education. She is still not getting all her subjects, when I brought it up I was told "SS is repetitive and she wasn't missing anything." However she has a B average for a class she is not taking.*
- *While our current special education team works fine, we were initially compelled to hire an attorney to obtain adequate services when transitioning from Birth to Three.*

Communication Between Staff/Teachers/Schools

- *My son attended high school outside of our regional school district, and was still considered a "regional student." I found a great lack of communication between the regional administrators and the high school.*
- *Better communication between teachers and special education facilitators is needed.*

Problems with Services

Problems with inadequate, inconsistent, or limited special education services was noted among 18.6% (n=162) of respondents. Among comments which referred to inadequate services, parents most frequently (47.1%, n=65) mentioned the need to fight or take the initiative to secure appropriate programs and services for their child. Parents also noted that inadequate services were a result of budget cuts or restraints (21.0%, n=29) and short staffing (19.6%, n=27).

Table VI.11: Problems with Services

Comment Code	n	Percent
Problems with Services	162	18.6%
Services Inadequate	138	15.8%
<i>Had to Fight for Services</i>	65	7.5%
<i>Budget Cuts</i>	29	3.3%
<i>Short Staffing</i>	27	3.1%
Speech or Occupational Therapy Services Lacking	24	2.8%
Services Inconsistent	14	1.6%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Services Inadequate - Had to Fight for Services

- *My son's special education program has not made any progress since 2nd grade. It has been a battle with the school from the beginning and still is after 5 years.*
- *As parents we had to fight very hard to have our child's needs properly met. Even then many of the objectives of the IEP were not followed by the school and modifications were never properly made.*

Services Inadequate - Budget Cuts

- *The school would not offer services because it would cost extra money. Regular teachers don't understand my child's autism. All they think about is to cut services and save the money.*
- *I was extremely pleased with Birth to Three, and I'm equally pleased with educators in the school system, but I feel they are stretched too thin due to budgetary constraints.*

Services Inadequate - Short Staffing

- *I believe there is not enough staff to go around.*
- *This year, a teacher's assistant left and was never replaced. With 27 kids in the class and a regular education teacher and a special education teacher, there were not enough hands to give extra help to my son, and I feel he did not reach his potential. All positions should be filled.*

Speech or Occupational Therapy Services Lacking

- *My son needs to have more speech and OT services; the overall service is very limited and not targeted to his needs.*
- *My son's transition from Birth to Three to public school was awful; he received no speech or motor therapy.*

Services Inconsistent

- *Information on the availability of vocational programs, the availability of funding and timelines for such programs is inconsistent.*

- *My experience has been horrible. My son received services from 3 years old. In 7th grade they tried to end his services, in 9th grade they did, in 10th grade he was eligible again. If special education is to be beneficial it must be started young and continued.*

Additional Comments

- *At the end of grade 10, my child lost all his credits due to skipping. They need a program for students who have trouble with going to school, but they don't have one. The school was aware of his situation but don't have much to offer.*
- *My son was continually doing poorly, the school responded with programs that did little to address his issues.*

Need for Additional Activities or Services

The need for additional activities or services was reported in 9.1% (n=79) of all written comments. Among respondents who reported that additional activities were needed (50.6%, n=40), most specifically mentioned the need for after-school and extra-curricular activities (52.5%, n=21). Almost one-half of parents (41.8%, n=33) indicated they needed to obtain outside services for their child.

Table VI.12: Need for Additional Activities or Services

Comment Code	n	Percent
Need for Additional Activities/Services	79	9.1%
Additional Activities Needed	40	4.6%
<i>After School Extracurricular Activities</i>	21	2.4%
<i>Summer Programming</i>	9	1.0%
<i>Child Excluded from Regular School Activities</i>	8	0.9%
<i>More Tutoring</i>	2	0.2%
Outside Services Needed for Child	33	3.8%
More Vocational Training Needed	8	0.9%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Additional Activities Needed - After School Extracurricular Activities

- *The school does not provide much opportunity for my child to participate in any activities with non-disabled kids. It's hard to find an after-school program for my pre-schooler.*
- *We would like our daughter to be involved with some type of group activity, i.e. scouting, after school activities such as a book club, arts and crafts, etc. during the school year.*

Additional Activities Needed - Summer Programming

- *We need summer school services for speech and language.*
- *I've asked for summer programs and was told that they only have programs for autistic children. That's wrong!*

Additional Activities Needed - Child Excluded from Regular School Activities

- *As my child gets older it is more difficult to include him in regular education classes and activities. More opportunities for inclusion in extra-curricular activities, the school claims the programs are available but in reality they don't work.*
- *Teachers excluded my son from some educational and recreational fieldtrips due to his disability.*

Outside Services Needed for Child

- *My husband and I had to seek outside testing for my daughter because the school didn't have the resources available to do extended testing.*
- *My child often did not receive her services because more important needs for other individuals came first. We've largely had to seek outside support and fortunately we had the means to do so.*

More Vocational Training Needed

- *We need more information for after high school such as training for a job so special education students can take care of themselves (housing, transportation, etc.).*
- *I feel my child needs a lot of help and support from the school and staff to help her learn to get a job and become successful in life.*

Needs of Specific Disability Not Met

In 7.0% (n=61) of written comments, parents indicated that the needs presented by their child's specific disability were not adequately addressed.

Table VI.13: Needs of Specific Disability Not Met

Comment Code	n	Percent
Needs of Specific Disability Not Met	61	7.0%
Learning Disability	14	1.6%
ADD/ADHD	12	1.4%
Autism	6	0.7%
Behavioral/Emotional	5	0.6%
Physical Disability	2	0.2%
Gifted	1	0.1%
Mild Disability	1	0.1%
Other Disability	21	2.4%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Learning Disability (LD)

- *My son has numerous LD issues and has made no progress in the 3 years he has been attending school. I welcome you to request his latest testing results to see for yourself!*
- *My child was promised an alphasmart in his classroom, but only has limited access while in his learning lab. The teacher is not very accommodating. I don't feel she acknowledges the LD - not educated in LD field.*

ADD/HD

- *Not many services offered for ADD/ADHD. Teachers appear to have a grasp on accommodations needed – but lack training as far as I can see.*
- *Although my child is an above average student and appears to not have problems, he struggles with ADHD. Privileges such as field trips are taken away due to actions cause by his disability. Children who suffer a great deal of ridicule and rejection would benefit immensely, if trainings were made mandatory for all staff members.*

Autism

- *My school district was not able to meet my son's needs. In middle school the teachers did not understand autism or how to include my son within the classroom setting. He is now in a special out of district program with no "typical" peers which is as important as his education.*
- *The school can't address the social issues associated with aspergers or high functioning autism, and our son has suffered unfairly as has his education. Our son has significant issues with social judgment and understanding how the world works, and has gotten no help.*

Behavioral/Emotional

- *I don't always feel that the school system understands my son's emotional needs, because often he can function as "normal" and other times he falls apart regardless of the medication and therapy he has.*
- *Regular education teachers do not "get it" when it comes to accommodations. They wouldn't expect a blind student to read non-Braille books, but when it comes to emotional/psychiatric disabilities, they feel my son is lazy or oppositional.*

Other Disability

- *I feel my son is not receiving all the services he should. He was diagnosed with central auditory processing disorder and the audiologist said he should receive speech therapy yet they discontinued it.*
- *During the past 12 months my son was in the town public school in 3rd grade. They were not able to meet his needs so he has started at another school.*

Instructional and Curricular Concerns

Concerns regarding instruction and curriculum were reported in 19.1% (n=166) of written responses. Most frequently, these parents indicated the need for instruction related to socialization and real life experiences (31.9%, n=53), as well as more individualized instruction (24.7%, n=41).

Table VI.14: Instructional and Curricular Concerns

Comment Code	n	Percent
Instructional and Curricular Concerns	166	19.1%
More Time Devoted to Socialization/Real Life Experiences	53	6.1%
<i>Concerns with Bullying: Distractions of Peers with Behavioral Problems</i>	22	2.5%
More Individualized Instruction Needed	41	4.7%
Further Accommodations Needed	33	3.8%
Reading and Writing Concerns	25	2.9%
More Should be Expected from Child	17	2.0%
More Special Education/Services Needed	13	1.5%
More Time Needed in Regular Education Classes	5	0.6%
Too Much Emphasis on Testing	4	0.5%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

More Time Devoted to Socialization/Real Life Experiences

- *Need to develop some type of social skills training/peer mentoring program. Academically he does well and there are resources to help - not a lot of resources at school for the social aspect.*
- *In special education there are 2 groups of kids, disabled and kids with behavior issues. There should be a class for each, because kids with disabilities copy the behavioral kids and don't realize what they're saying and doing because their brain is on overload.*

More Individualized Instruction Needed

- *I feel many times "special education" and "behavior problem" students are lumped together as one. Teacher tells me they forgot my son is special education, because he is not a behavior problem.*
- *I find that the IEP is a good starting point but my son gets lost in a large classroom. I don't feel that the teachers and special education teachers have the time or patience to give him what he needs.*

Further Accommodations Needed

- *New auditory equipment has been promised but not followed through.*
- *Our local school district is ill equipped to address the needs of children with complex education/vocational needs especially after age 12. There is nothing within the regular school program to accommodate children with developmental as well as medical needs.*

Reading and Writing Concerns

- *Even though school says she is making great progress, it is not enough! She still can't read and I swear she is dyslexic!*
- *Our child has not made any progress in reading. He is going into 7th grade and reads at the second grade level.*

More Should be Expected from Child

- *My daughter's work has been over modified. This has enabled her to believe she does not have to work hard because teachers will modify the work to accommodate her.*
- *Overall, I have great praise for my son's special education/case manager. I feel many regular education teachers teach to a lower standard with lower expectations.*

More Special Education/Services Needed

- *My son may have "MR" but there is no reason why he can not get a good education. I would really like to see him back in a group, like himself, to learn at his level and speed. Not in the mainstream classes.*
- *They told me there were no confined classrooms at any high school. They have my son in regular stream classes; he is struggling daily.*

More Time Needed in Regular Education Classes

- *In the early years (grade 1-6) my child was pulled from several regular classes like social studies, and science, in order to be placed in a special education room that only reinforced reading, writing and math. So as the years went by he did not have any background in social studies or science and could not pass any high school classes in those subjects.*
- *Teachers in higher level courses do not want to accommodate for a child with hearing/disability. My child is bright but is taking simplistic non-challenging classes. These classes contain a large group of unmotivated students with behavioral problems.*

Too Much Emphasis on Testing

- *I find the idea that my son had to take the CMT this year crazy - as he can't read at that level yet and won't succeed.*
- *The CAPT test is discriminatory to special education student's disability; their individualized programming does not support it. It only points out how different he/she is from the rest of the population, not to mention what it does to one's self-esteem should he/she recognize how different he/she is from everyone else.*

Additional Comments

- *Special education program does not focus on the school work being taught in the classroom but rather they focus on lessons from previous grades. I believe this is causing my daughter to fall further behind as opposed to catching up.*
- *My son has had a great deal of difficulty at his school; I don't think he is receiving what he needs for academic support.*

Dissatisfied with Transition

In 4.5% (n=39) of written responses, parents indicated they were dissatisfied with the transition process. Problems specifically related to the transition from one school year to the next were mentioned most often (84.6%, n=33).

Table VI.15: Dissatisfied with Transition

Comment Code	n	Percent
Dissatisfied with Transition	39	4.5%
From Year to Year	33	3.8%
<i>Out of High School</i>	8	0.9%
<i>Into 3-5 Years</i>	7	0.8%
<i>Into Middle School</i>	6	0.7%
<i>Into High School</i>	3	0.3%
<i>Into Grade K</i>	2	0.2%
Into Regular Classroom	3	0.3%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

From Year to Year – Out of High School

- *My child's transition services should have started at the age of 15. He is now 19 years old, a senior, and still nothing has been done.*
- *We feel the school district fell far short of providing a transition plan, and then flat out refused our request to provide services to age 21.*

From Year to Year – Into 3-5 Years

- *From the first transition meeting from Birth to Three until now every service put in place has been a fight.*
- *During the preschool special education program we thought the school would be offering more than they did leading us to keep asking for more help. This school year there was a lot of times we felt that we were in the dark especially in the beginning of the school year, as the school year continued it got better.*

From Year to Year – Into Middle School

- *Overall, it was not a positive year due to transition from elementary school to intermediate school and much less support offered.*
- *When my son went into 5th grade, everything fell apart. It was not a smooth PPT transition at all - hardly any assistance!*

Additional Comments

- *I am a bit fearful because transition services should have been discussed at our last PPT meeting. I am experiencing problems concerning transition services for my son.*
- *At the time of transition it was very difficult and I had to change my son's school three times. I think that they should be careful with the evaluations and decisions when they place him in a group to make sure it really works for him.*

Concerns with Child’s Progress or Future

Sixty-one parents (7.0%) noted concerns regarding their child’s progress or future. More than one-quarter (27.9%, n=17) of these respondents felt their child had made little or no progress.

Table VI.16: Concerns with Child’s Progress or Future

Comment Code	n	Percent
Concerns with Child's Progress or Future	61	7.0%
Child Promoted with Little or No Progress	17	2.0%
Child Stigmatized by Special Education Label	13	1.5%
Dissatisfied with Post-Secondary Options	7	0.8%
Little or No Progress Seen	6	0.7%

Percent totals are based on the 871 surveys with written responses. Indented sub-codes may not add up to the total of the main code (in bold) because respondents could be assigned multiple sub-codes.

Child Promoted with Little or No Progress

- *We feel that our son, who is currently a junior in high school, is not prepared to graduate next year, let alone have the skills to enable him to be independent and get a job.*
- *I sometimes feel that my child is being “pushed” through the system. Her quiet nature leads to “free passes” when teachers may need to work with her more.*

Child Stigmatized by Special Education Label

- *My son’s problem was that of embarrassment of what his peers would think of his involvement with any extra help - which he mostly declined because of this. I don’t feel that his regular teachers understood this.*
- *My child hates the “stigma” of being in special education and is sometimes teased by other students.*

Dissatisfied with Post-Secondary Options

- *I wish there was a little more active help with life after high school, jobs, transportation, aides, etc.*
- *Post secondary planning was useless - they had no ideas or suggestions beyond “apply to college.” No information on training/tech programs, gap years, etc.*

Little or No Progress Seen

- *The teachers keep saying she is making “slow and steady progress” but in fact she is regressing.*
- *My daughter has difficulty learning simple school work. She’s not learning what she needs to learn at her age. She’s in fourth grade and teachers said she is going to be left behind.*

Additional Comments

- *I have great concern for the children that will be placed in level 2 competitive classes in the fall. The class sizes will be larger 25-27 and taught at a much faster pace.*
- *I hope to be able to keep my daughter in the program for I believe we still need the public school to continue to help her for the school year 2007-2008.*

Other Comments or Concerns

Responses that could not otherwise be categorized were placed in this category, accounting for 4.9% (n=43) of all written comments. Comments regarding survey design were included in this category.

Table VI.17: Other Comments or Concerns

Comment Code	n	Percent
Other Comments and Concerns	43	4.9%

Percent total is based on the 871 surveys with written responses.

Other Comments

- *My son no longer participates in special education programs.*
- *There should be a law to allow parents to remain legally responsible for children up to the age of 21 not 18. They are not socially or mentally mature as other children of the same age.*

DIFFERENCES BY SURVEY YEAR

Section VII

The following discussion includes a year-to-year comparison of parent survey outcomes between 2005-2006 and 2006-2007. Implementation of the parent survey was done on a larger scale in 2006-2007, involving 8 more school districts and distributed to approximately 30% more parents than in the previous year (See Table VII.1). Despite the differences in scale, the demographic representation of survey respondents was similar between the two years. The most sizable differences occurred in race/ethnicity and age; with comparatively fewer parents of Black children and fewer parents of young children (ages 3-5) represented in the 2006-2007 response. (See Appendix D.1 for survey demographics by year.)

Table VII.1: Survey Response Rate by Year

Year	Districts	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
2005-2006	21	6,305	1,387	22.0%	240	22.9%
2006-2007	29	9,877	2,020	20.5%	602	21.8%

Note: The adjusted response rate refers to the number of complete surveys returned divided by the number of respondents receiving the survey. Undeliverable surveys are not figured into the calculation of the adjusted response rate.

A comparison of parent responses across the 40-item survey revealed very few differences between the two years¹⁴. Statistically significant differences occurred on just 4 of the 36 survey statements analyzed; with all significant differences occurring in the parent training and support section of the survey¹⁵. In addition, when comparing the two years, only 5 percentage points separated the proportion of parents to agree with each of the 32 remaining survey statements. Similarly, a comparison of written comments revealed no discernible differences between the two years. Consequently, the subsequent discussion is brief and focuses exclusively on the four survey statements dedicated to parent training and support.

Similar to previous sections of this report, the four statements are illustrated with a stacked bar chart. Each chart includes the percentage of respondents in each year to agree to the survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar. The total number of respondents (n) in each year includes all respondents who selected a response other than “not applicable” and “don’t know”. (See Appendix D.2 for bar charts of all survey statements by year.)

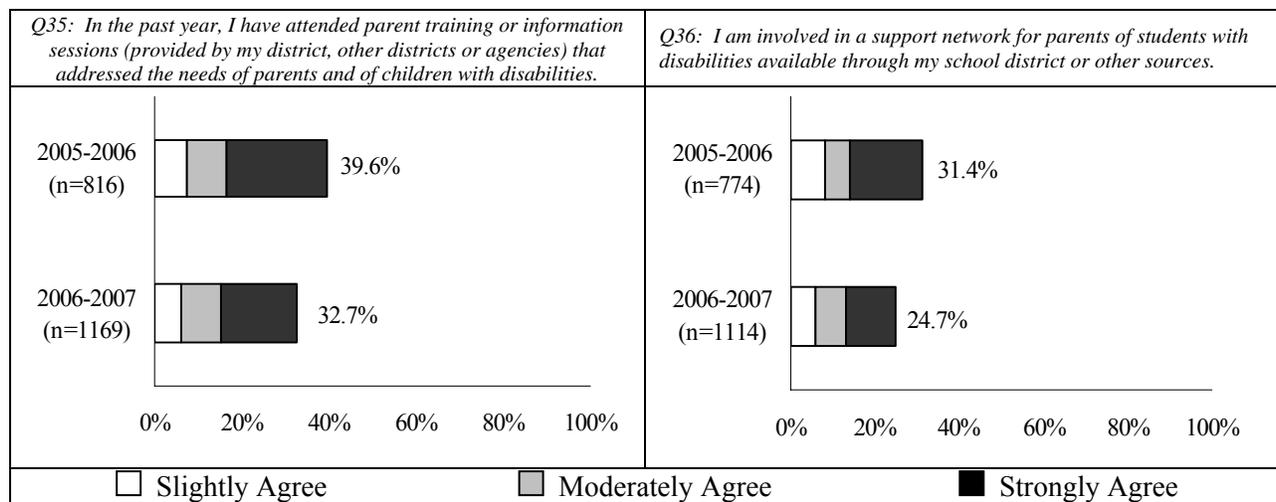
¹⁴ One slight, but noteworthy modification was made to the parent survey in 2006-2007. Survey statements related to transition planning were changed to instruct respondents to only answer particular statements if their child was age 15 at his/her last PPT meeting [Q31]; currently age 15 or older [Q32]; and age 15 or 16 at his/her last PPT meeting [Q33]. In 2005-2006, the respective ages were 13 and 14. As a result, these statements were not considered in the statistical analysis comparing survey responses between the two years.

¹⁵ Tests of significance ($p < .05$) were performed using chi-square.

Parents were asked to respond to a series of four survey statements regarding their experiences with “Parent Training and Support.” Survey respondents in 2006-2007 were significantly less likely than respondents in 2005-2006 to report attendance or participation in parent training sessions [Q35] and support groups [Q36] and were also less likely to report the availability of, and opportunity to participate in, such sessions [Q37] and groups [Q38].

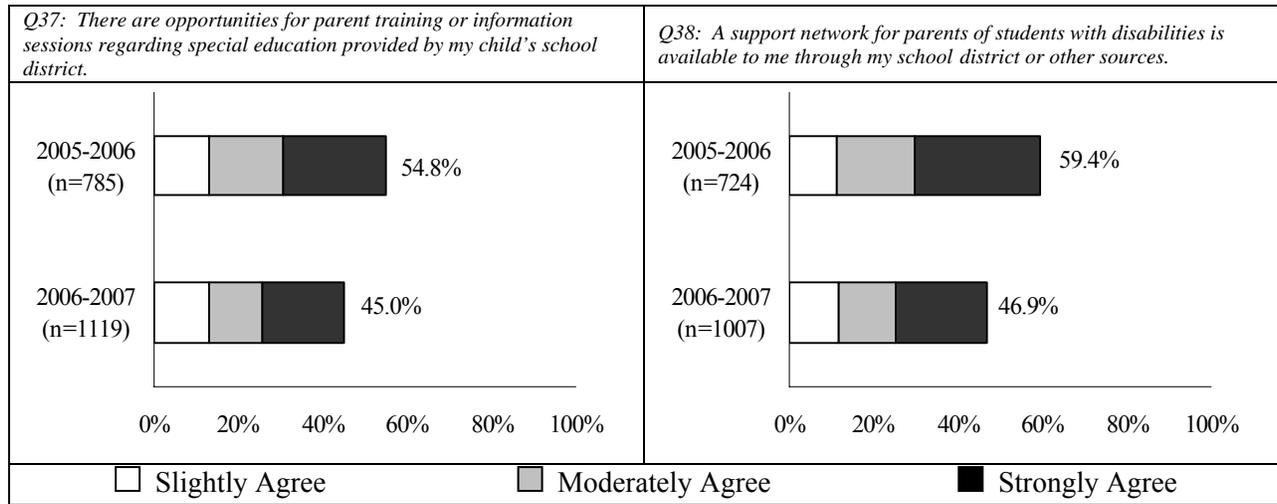
- When asked about attendance at parent training or information sessions, less than one-third (32.7%) of survey respondents in 2006-2007 reported they have attended parent training in the past year [Q35], approximately 7 percentage points lower than the proportion of respondents to agree with the statement in 2005-2006.
- Compared to parent training, survey respondents in both years, were less likely to report being involved in a support network for parents of students with disabilities [Q36]. Less than one-quarter (24.7%) of parents in 2006-2007 and approximately one-third (31.4%) of parents in 2005-2006 indicated they are involved in support network, roughly the same difference (about 7 percentage points) between the two years as on the previous statement.

Table VII.2: Question 35 and Question 36 by Year



- When asked if parent training or information sessions are provided by their child’s school district [Q37], 45.0% of parents in 2006-2007 agreed with the statement, compared to 54.8% of parents in 2005-2006, a difference of roughly 10 percentage points.
- Similarly, 46.9% of parents in 2006-2007 reported a support network for parents of students with disabilities is available to them [Q38], compared to 59.4% of parents in 2005-2006, a differences of approximately 13 percentage points.

Table VII.3: Question 37 and Question 38 by Year



APPENDIX A: 2006-2007 CT SPECIAL EDUCATION PARENT SURVEY



Please share your thoughts and experiences regarding your child's special education program. Information from this survey will be used to monitor progress in improving special education services in Connecticut.

Please mark the circles below to describe your child. If you have more than one child who receives special education services or who has an IEP, please complete the survey according to your experiences with the child identified on the front of your survey envelope. Please return the completed survey by JUNE 6th in the stamped envelope provided to:

SERC, Attn: Survey, 25 Industrial Park Road, Middletown, CT 06457-1520.

This information will help determine, as mandated by the U.S. Department of Education, whether the Parent Survey response properly represents the state as a whole. It will not be used to identify you, your child or your family in any way. All of your responses will be confidential. Only an independent evaluator will have direct access to this information.



Age	Gender	Race/Ethnicity [Choose One Only]	Grade Level
3 – 5 <input type="radio"/>	Male <input type="radio"/>	American Indian or Alaskan Native <input type="radio"/>	Pre-school <input type="radio"/>
6 – 12 <input type="radio"/>	Female <input type="radio"/>	Asian or Pacific Islander <input type="radio"/>	Elementary (includes Kindergarten) <input type="radio"/>
13 – 14 <input type="radio"/>		Black not Hispanic <input type="radio"/>	Middle <input type="radio"/>
15 – 17 <input type="radio"/>		Hispanic <input type="radio"/>	High <input type="radio"/>
18 – 21 <input type="radio"/>		White not Hispanic <input type="radio"/>	Transition/18-21 yrs. <input type="radio"/>

Primary Eligibility for Services [Choose One Only; Eligibility is listed on Page 1 of your child's IEP.]			
Autism	<input type="radio"/>	Orthopedic Impairment	<input type="radio"/>
Deaf-Blindness	<input type="radio"/>	Other Health Impairment (OHI) ADD/ADHD?	<input type="radio"/>
		<input type="radio"/> Yes <input type="radio"/> No	
Developmental Delay (ages 3-5 only)	<input type="radio"/>	Speech or Language Impaired	<input type="radio"/>
Emotional Disturbance	<input type="radio"/>	Traumatic Brain Injury	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	Visual Impairment	<input type="radio"/>
Intellectual Disability/Mental Retardation	<input type="radio"/>	To Be Determined	<input type="radio"/>
Specific Learning Disabilities	<input type="radio"/>	Other _____	<input type="radio"/>
Multiple Disabilities	<input type="radio"/>	Don't Know	<input type="radio"/>

Type of Placement [Choose One Only]			
Public School	<input type="radio"/>	Out-of-State	<input type="radio"/>
Out-of-District Special Education School	<input type="radio"/>	Hospital/Homebound	<input type="radio"/>
Residential School	<input type="radio"/>	Other _____	<input type="radio"/>
Private/Parochial	<input type="radio"/>		

Please report your experience with your child's special education program over the past 12 months.

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	○	○	○	○	○	○		○
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	○	○	○	○	○	○		○
3. My child's school day has been shortened to accommodate his/her transportation needs.	○	○	○	○	○	○		○
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	○	○	○	○	○	○		○
5. My child is accepted within the school community.	○	○	○	○	○	○		○
6. My child's IEP is meeting his or her educational needs.	○	○	○	○	○	○	○	○
7. All special education services identified in my child's IEP have been provided.	○	○	○	○	○	○	○	○
8. Staff is appropriately trained and able to provide my child's specific program and services.	○	○	○	○	○	○	○	○
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	○	○	○	○	○	○	○	○
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	○	○	○	○	○	○	○	○
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	○	○	○	○	○	○	○	○
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	○	○	○	○	○	○		○
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	○	○	○	○	○	○		○
14. I understand what is discussed at meetings to develop my child's IEP.	○	○	○	○	○	○		○
15. My concerns and recommendations are documented in the development of my child's IEP.	○	○	○	○	○	○		○
16. My child's evaluation report is written in terms I understand.	○	○	○	○	○	○		○
17. PPT meetings for my child have been scheduled at times and places that met my needs.	○	○	○	○	○	○		○

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	○	○	○	○	○	○		○
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	○	○	○	○	○	○		○
20. I have received a copy of my child's IEP within 5 school days after the PPT.	○	○	○	○	○	○		○
21. If necessary, a translator was provided at the PPT meetings.	○	○	○	○	○	○		○
22. The translation services provided at the PPT meetings were useful and accurate.	○	○	○	○	○	○		○
23. The school district proposed the regular classroom for my child as the first placement option.	○	○	○	○	○	○	○	○
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	○	○	○	○	○	○		○
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	○	○	○	○	○	○		○
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	○	○	○	○	○	○		○
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	○	○	○	○	○	○	○	○
Transition Planning for Preschoolers								
<i>Answer <u>only</u> if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	○	○	○	○	○	○		○
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	○	○	○	○	○	○		○
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	○	○	○	○	○	○	○	○
<i>Answer <u>only</u> if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	○	○	○	○	○	○		○

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
<i>Answer <u>only</u> if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
<i>Answer <u>only</u> if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
<i>Answer <u>only</u> if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

COMMENTS: Please use this space to comment on your experience with your child's special education program. These comments may refer to your experiences overall and are not limited to the past 12 months.

Thank you for your valuable response!

APPENDIX B: OVERALL SURVEY RESPONSE

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
Satisfaction with My Child's Program								
1. I am satisfied with my child's overall special education program.	1,993	43.2%	32.9%	9.9%	3.9%	4.4%	5.8%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	1,994	59.4%	23.3%	9.5%	2.9%	2.9%	2.1%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	452	19.2%	9.7%	10.6%	7.3%	3.8%	49.3%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	760	12.8%	4.9%	4.3%	2.2%	2.4%	73.4%	±
5. My child is accepted within the school community.	1,957	60.1%	23.5%	8.2%	2.8%	2.7%	2.7%	±
6. My child's IEP is meeting his or her educational needs.	1,995	43.0%	30.4%	10.9%	4.9%	3.8%	5.8%	1.2%
7. All special education services identified in my child's IEP have been provided.	1,999	49.3%	25.7%	10.2%	4.9%	3.5%	5.0%	1.6%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,001	49.5%	24.5%	11.1%	4.2%	3.3%	5.5%	1.7%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	1,957	55.5%	25.7%	9.9%	2.6%	1.7%	3.4%	1.2%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	1,861	44.4%	24.9%	13.9%	5.4%	4.2%	4.7%	2.6%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	1,887	47.5%	25.8%	11.6%	4.5%	3.7%	4.8%	2.3%
Participation in Developing and Implementing My Child's Program								
12. In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	1,973	47.6%	26.1%	13.4%	4.3%	3.2%	5.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	1,997	63.9%	19.5%	8.5%	2.7%	2.3%	3.2%	±
14. I understand what is discussed at meetings to develop my child's IEP.	1,995	68.0%	21.3%	6.8%	2.3%	0.8%	0.9%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	1,981	55.6%	25.0%	9.9%	3.2%	2.4%	3.7%	±
16. My child's evaluation report is written in terms I understand.	1,998	56.1%	26.0%	9.7%	4.0%	1.9%	2.4%	±
17. PPT meetings for my child have been scheduled at times and places that met my needs.	2,002	63.4%	18.9%	8.1%	3.9%	2.4%	3.2%	±

Table is continued on the next page.

Overall Survey Response - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	1,976	48.5%	24.9%	12.9%	4.1%	3.8%	5.7%	±
19. When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.	1,981	49.4%	24.0%	13.9%	5.9%	3.1%	3.7%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	1,976	67.0%	17.6%	5.5%	3.7%	1.6%	4.7%	±
21. If necessary, a translator was provided at the PPT meetings.	210	65.7%	14.3%	5.2%	3.8%	2.9%	8.1%	±
22. The translation services provided at the PPT meetings were useful and accurate.	216	60.2%	24.1%	6.9%	3.2%	0.0%	5.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,725	63.9%	14.6%	5.0%	1.6%	1.6%	7.5%	5.7%
My Child's Participation								
24. My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).	1,908	82.2%	10.6%	2.9%	1.4%	1.0%	1.9%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	1,755	76.1%	10.3%	4.0%	2.4%	1.4%	5.7%	±
26. My child has been denied access to non-school sponsored community activities due to his/her disability.	1,165	6.7%	3.2%	3.9%	3.3%	4.5%	78.5%	±
27. My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).	984	35.4%	13.0%	6.4%	5.5%	4.4%	18.2%	17.2%
Transition Planning for Preschoolers								
<i>Answer only if your child has transitioned from early intervention (Birth to Three System) to Preschool in the past 3 years.</i>								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	412	57.0%	17.5%	9.0%	3.9%	2.2%	10.4%	±
Transition Planning for Secondary Students								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	648	43.4%	21.9%	12.0%	5.6%	4.6%	12.5%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	447	32.7%	17.4%	8.7%	3.4%	3.6%	17.2%	17.0%
<i>Answer only if your child was age 15 at his/her last PPT meeting.</i>								
31. My child is age 15 and the PPT introduced planning for his/her transition to adulthood.	286	35.0%	14.7%	16.8%	7.0%	6.3%	20.3%	±

Table is continued on the next page.

Overall Survey Response - continued

CT Special Education Parent Survey Item	n	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW
<i>Answer only if your child is age 15 or older.</i>								
32. The school district actively encourages my child to attend and participate in PPT meetings.	736	68.5%	12.9%	6.5%	3.3%	1.9%	6.9%	±
<i>Answer only if your child was age 15 or 16 at his/her last PPT meeting.</i>								
33. My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school.	387	57.6%	19.4%	9.6%	3.9%	4.4%	5.2%	±
<i>Answer only if your child is age 15 or older.</i>								
34. My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate.	538	37.9%	19.7%	11.7%	7.8%	5.4%	17.5%	±
Parent Training and Support								
35. In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.	1,169	17.5%	9.1%	6.1%	4.5%	5.3%	57.5%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,114	11.4%	7.2%	6.1%	4.8%	6.3%	64.2%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,578	13.8%	9.0%	9.1%	4.2%	5.2%	29.5%	29.1%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,559	13.9%	8.9%	7.6%	3.1%	3.4%	27.8%	35.4%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	1,820	50.3%	22.0%	13.4%	4.5%	3.8%	6.0%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,768	52.7%	22.2%	11.7%	3.8%	3.0%	6.6%	±

± Not a response option for this survey item.

Note: The number of respondents (n) excludes those who selected "not applicable."

APPENDIX C: SURVEY RESPONSE BY CHILD DEMOGRAPHICS

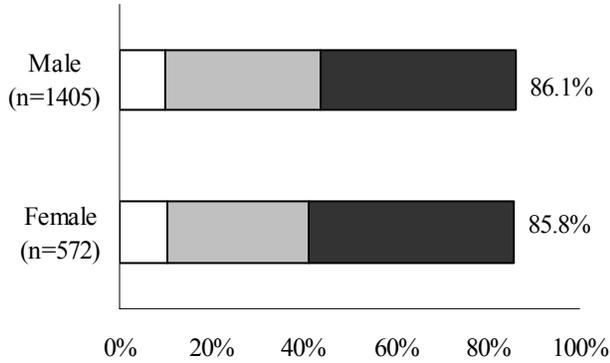
The following charts illustrate the response pattern of survey respondents by gender, age, race/ethnicity, and primary eligibility for services. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar¹⁶. The total number of respondents (n) for each demographic group includes all respondents who selected a response other than “not applicable” and “don’t know.”

The race/ethnicity categories of Asian/Pacific Islander and American Indian/Alaskan Native, as well as the disability categories of deaf-blindness, traumatic brain injury, and hearing, visual and orthopedic impairment are not included in the charts due to the small number of survey respondents in these categories. In addition, any demographic category with five or less responses to an individual survey statement is not included in the bar chart for that particular statement.

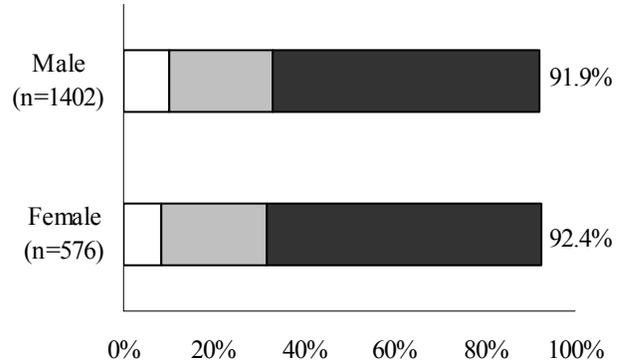
¹⁶ Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

APPENDIX C.1: CHILD'S GENDER

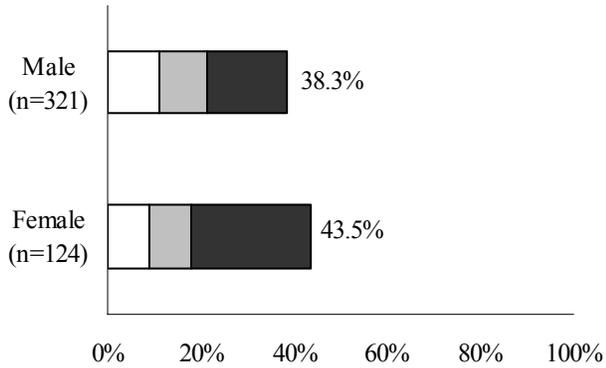
Q1: I am satisfied with my child's overall special education program.



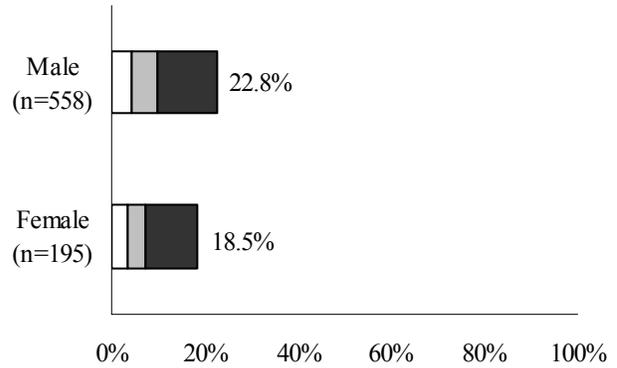
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



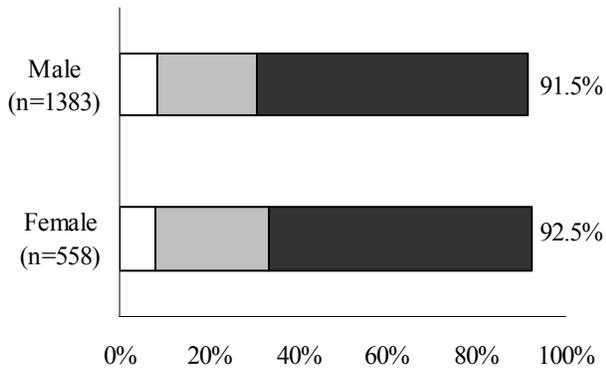
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



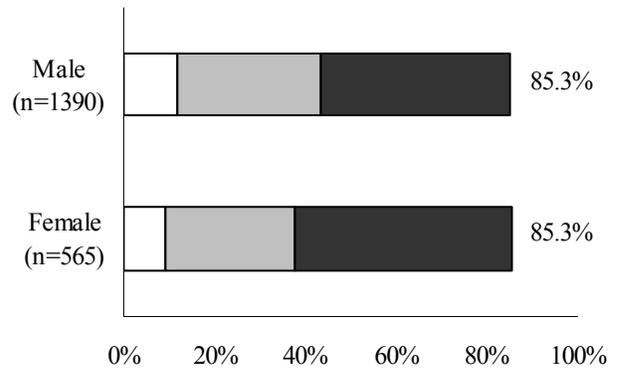
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



Q6: My child's IEP is meeting his or her educational needs.

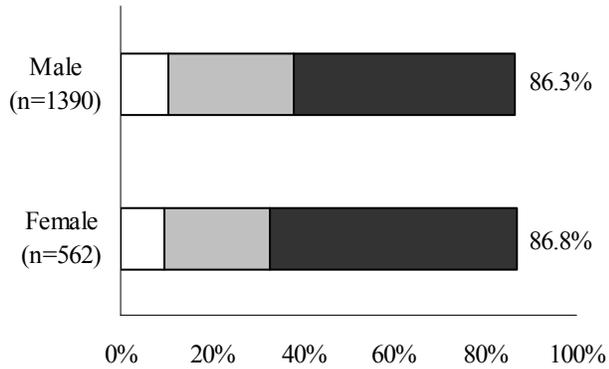


□ Slightly Agree

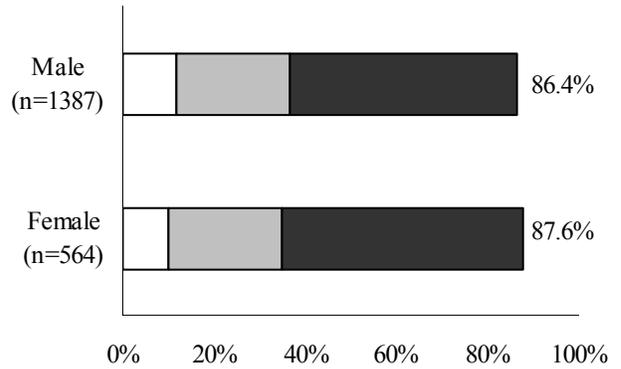
▒ Moderately Agree

■ Strongly Agree

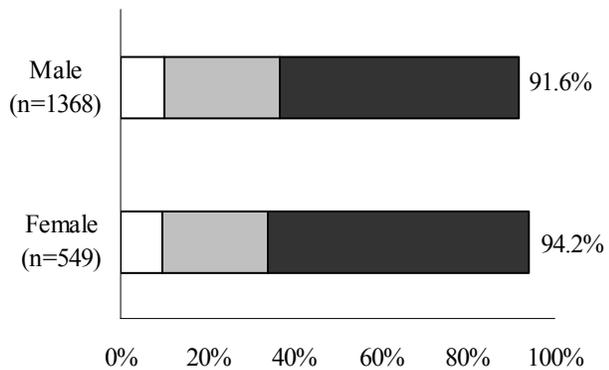
Q7: All special education services identified in my child's IEP have been provided.



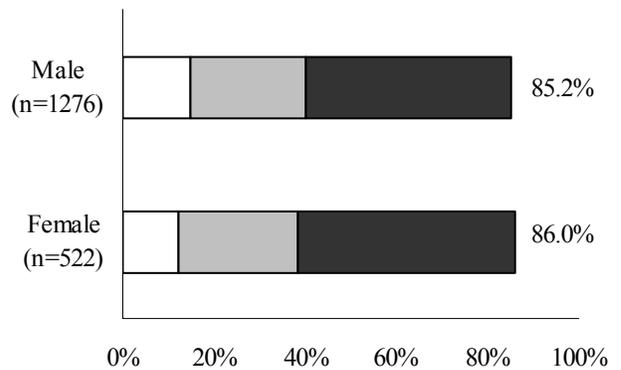
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



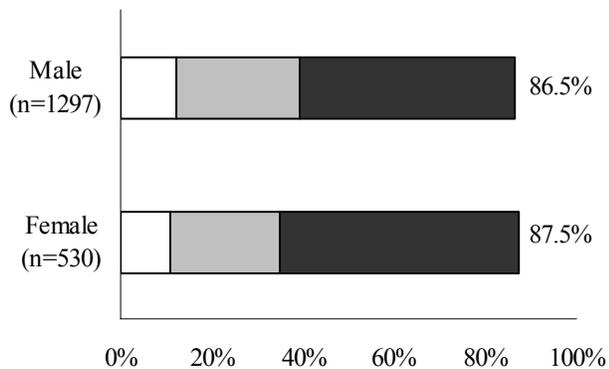
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



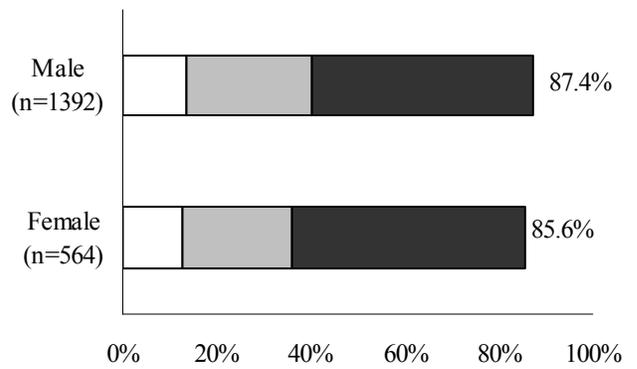
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

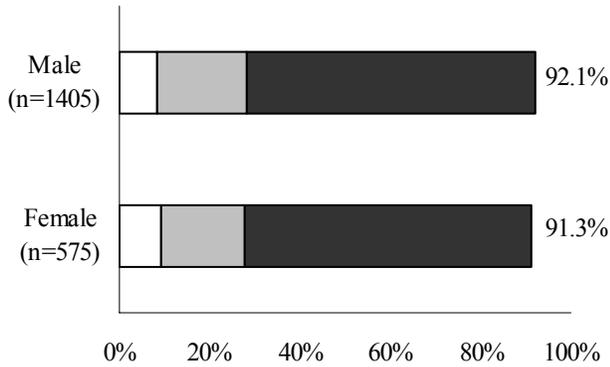


□ Slightly Agree

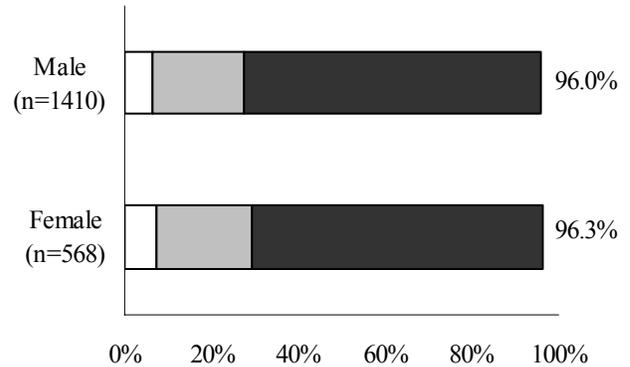
▒ Moderately Agree

■ Strongly Agree

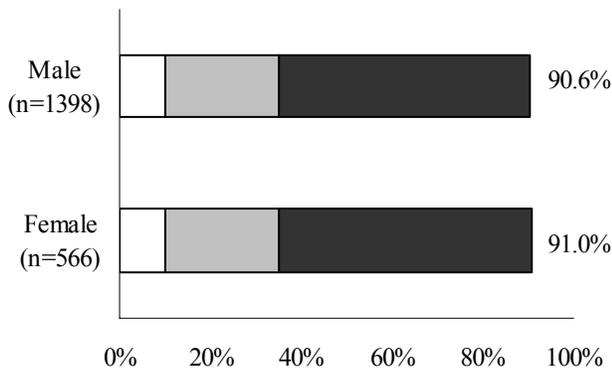
Q13: At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.



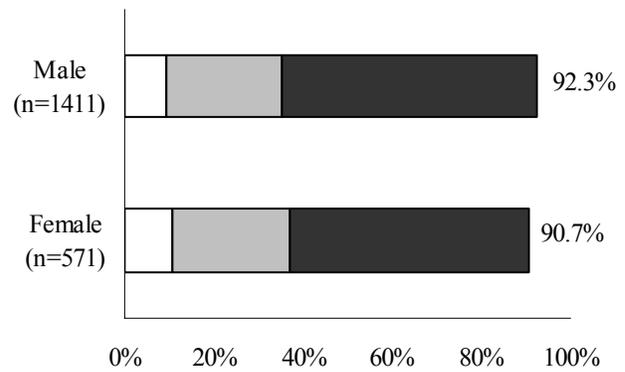
Q14: I understand what is discussed at meetings to develop my child's IEP.



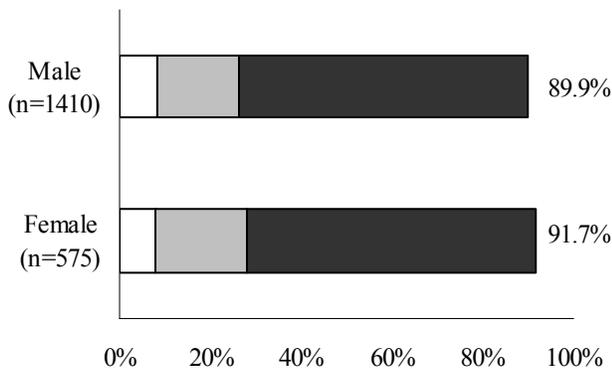
Q15: My concerns and recommendations are documented in the development of my child's IEP.



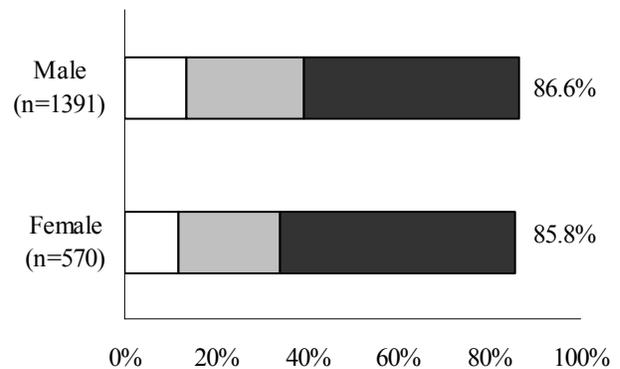
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

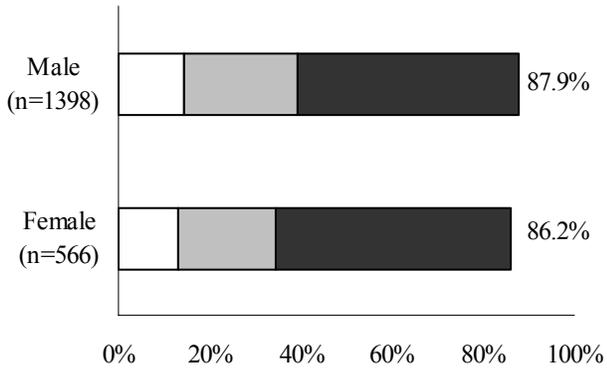


□ Slightly Agree

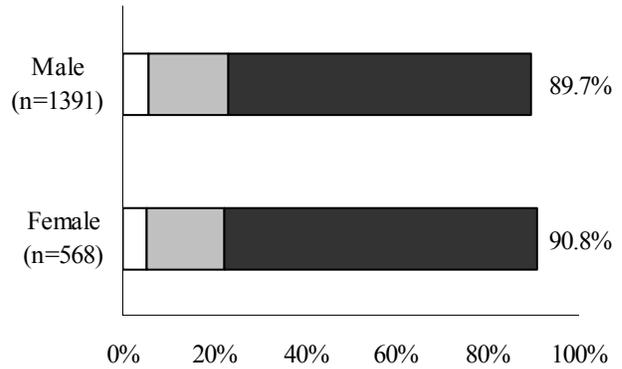
■ Moderately Agree

■ Strongly Agree

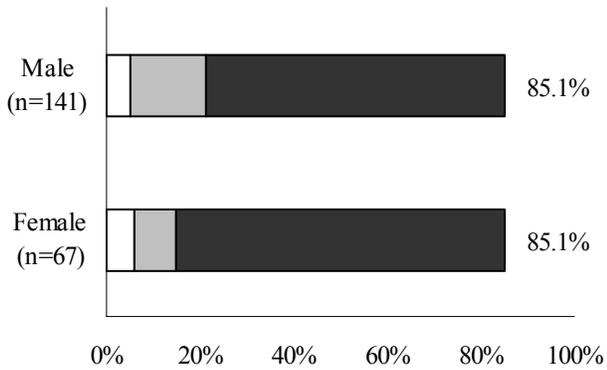
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



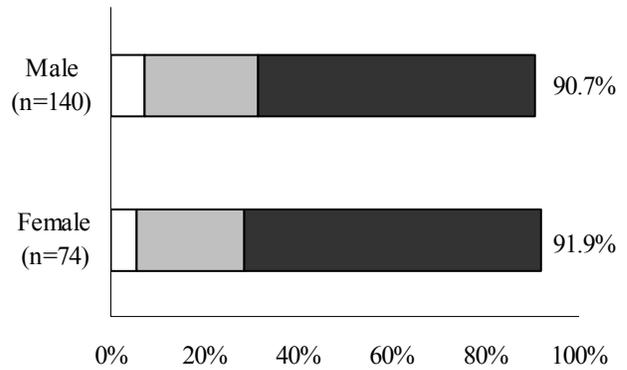
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



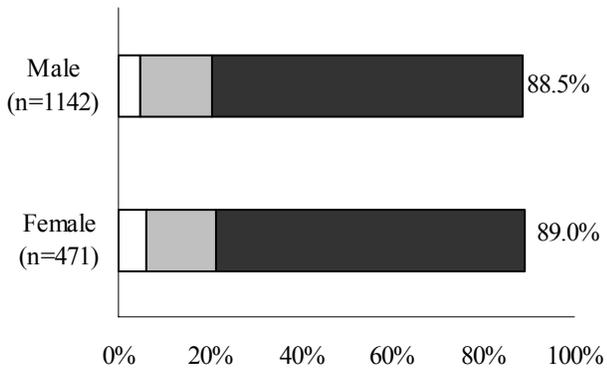
Q21: If necessary, a translator was provided at the PPT meetings.



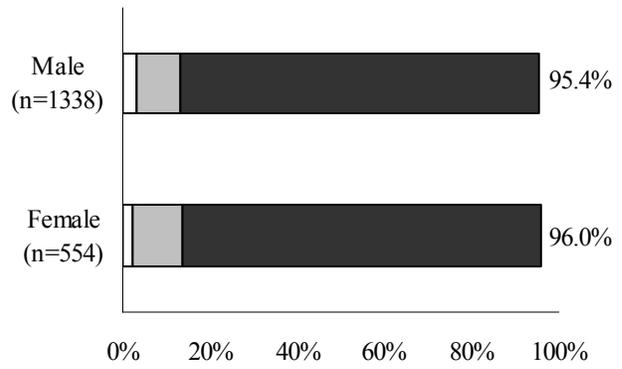
Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.



Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

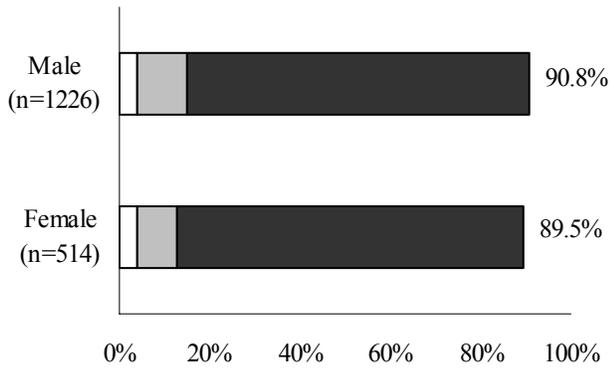


□ Slightly Agree

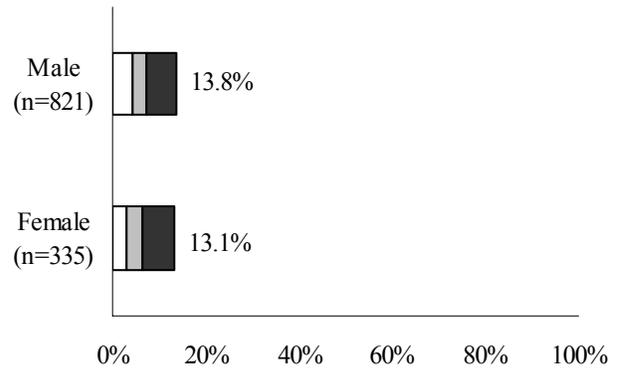
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■ Strongly Agree

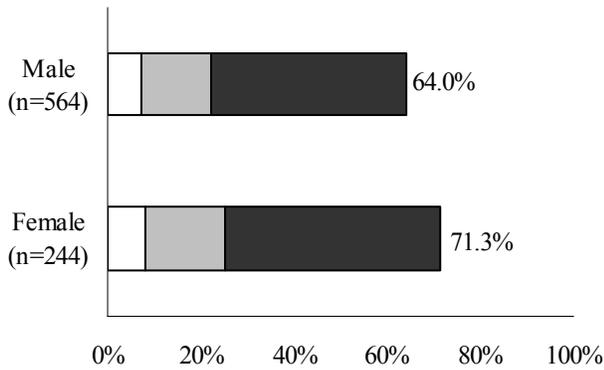
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



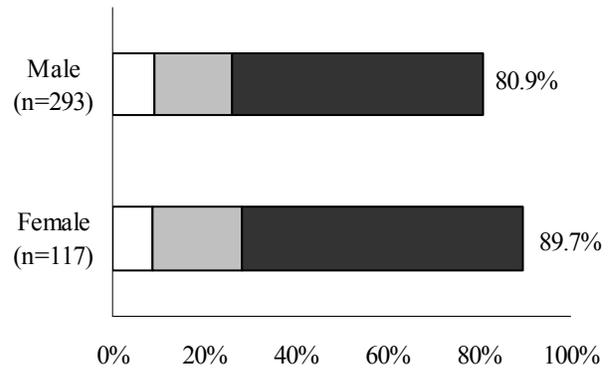
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



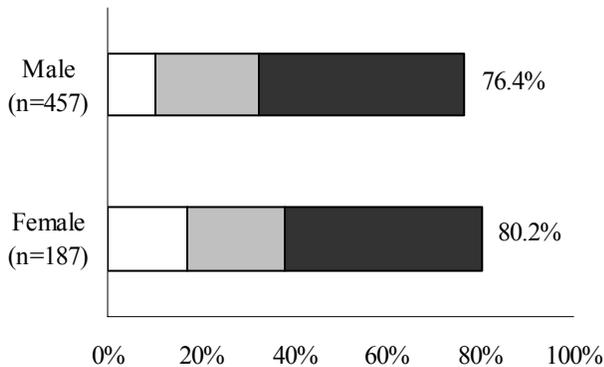
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



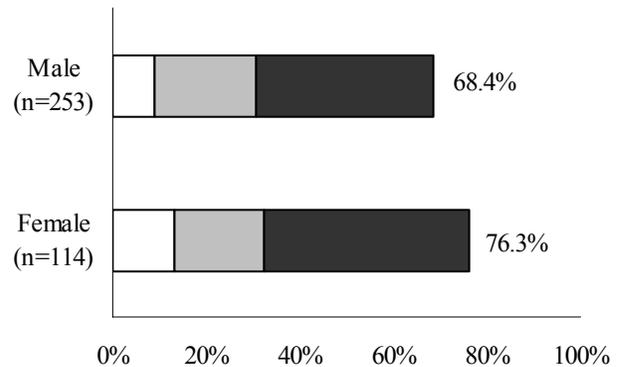
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (answer only if your child transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child.



Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.

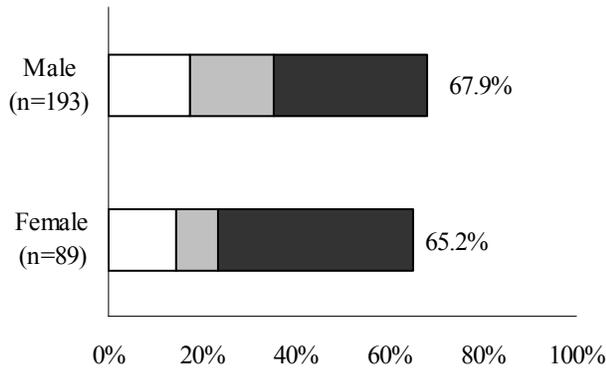


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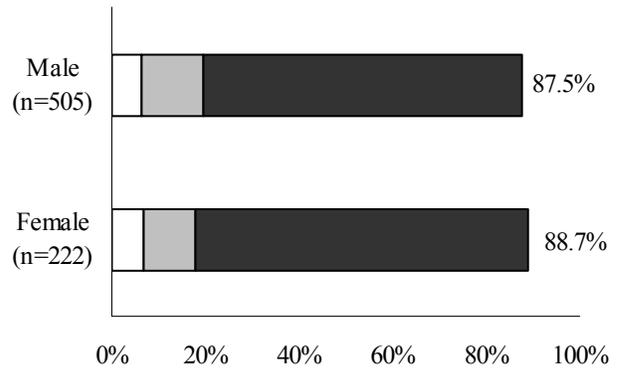
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■ Strongly Agree

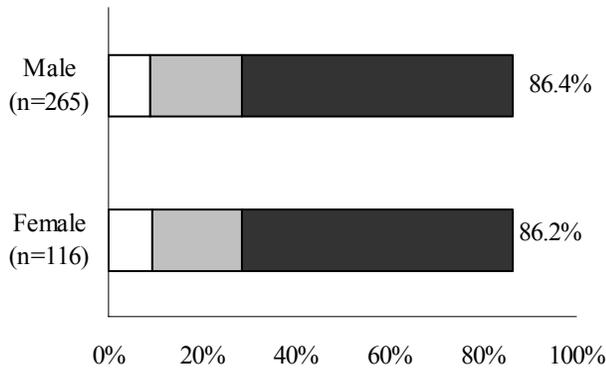
Q31: My child is age 15 and the PPT introduced planning for his/her transition to adulthood (answer only if your child was age 15 at his/her last PPT meeting).



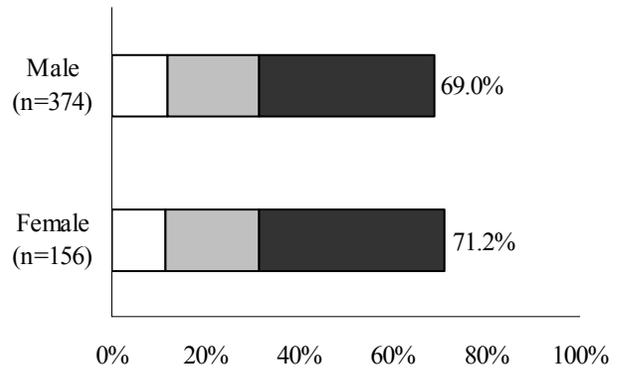
Q32: The school district actively encourages my child to attend and participate in PPT meetings (answer only if your child is age 15 or older).



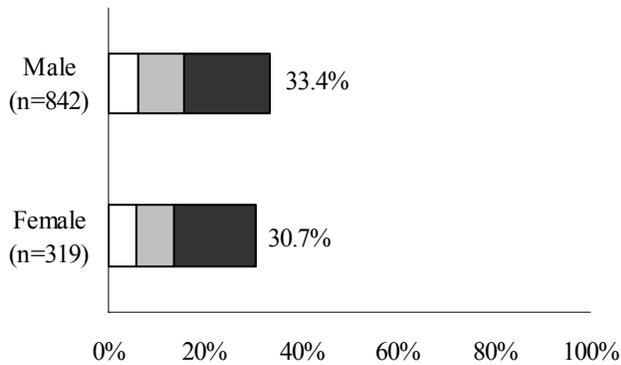
Q33: My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school (answer only if your child was age 15 or 16 at his/her last PPT meeting).



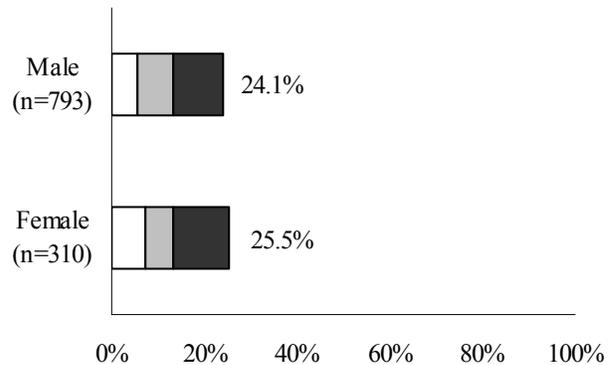
Q34: My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate (answer only if your child is age 15 or older).



Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.



Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

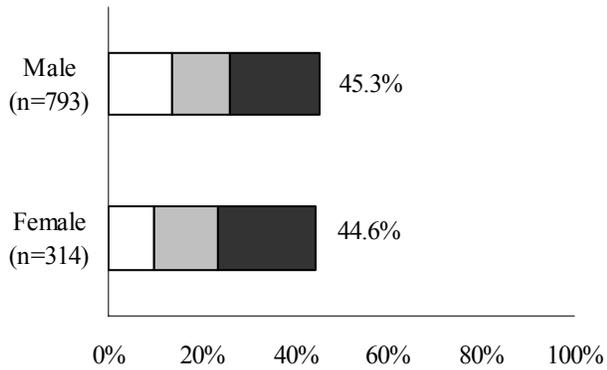


□ Slightly Agree

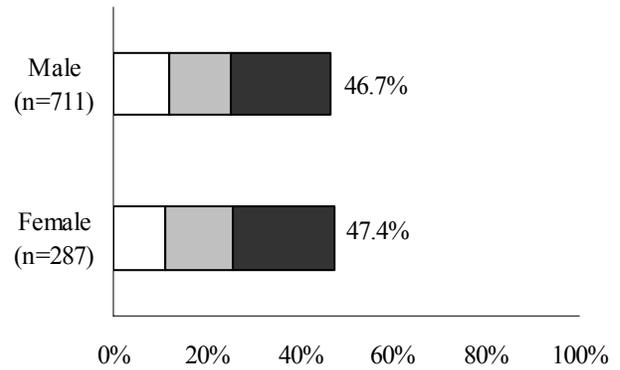
■ Moderately Agree

■ Strongly Agree

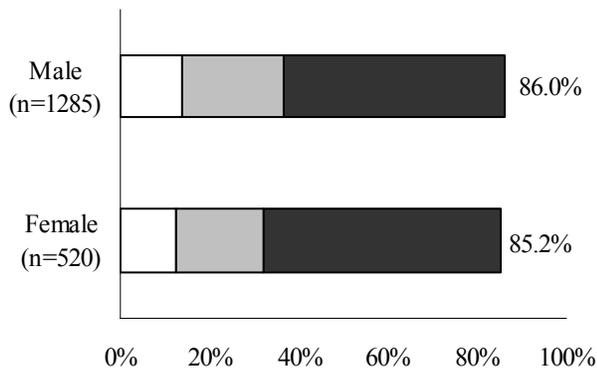
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



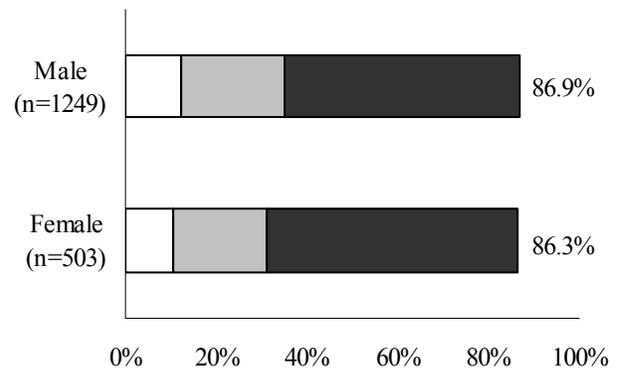
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



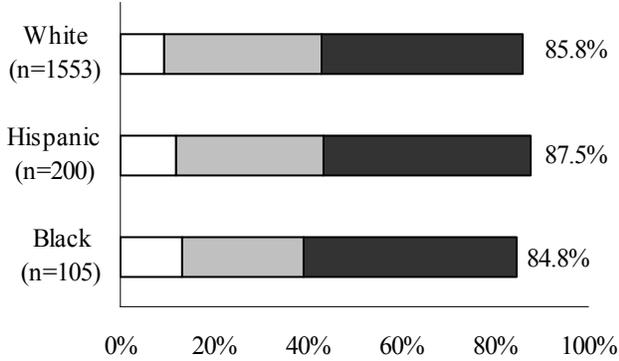
Slightly Agree

Moderately Agree

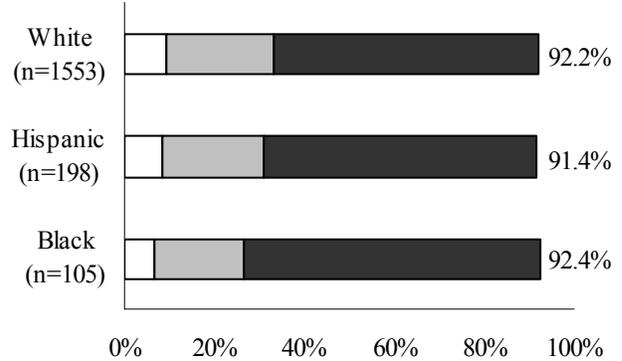
Strongly Agree

APPENDIX C.2: CHILD'S RACE/ETHNICITY

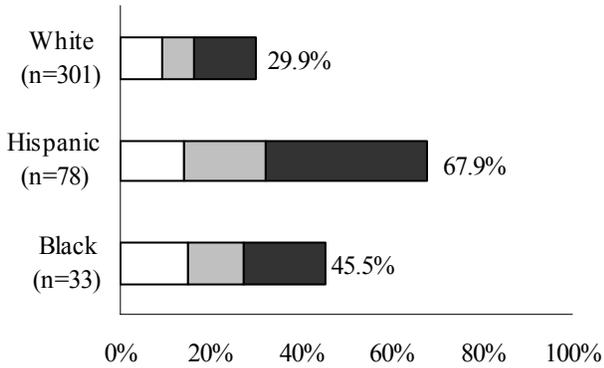
Q1: I am satisfied with my child's overall special education program.



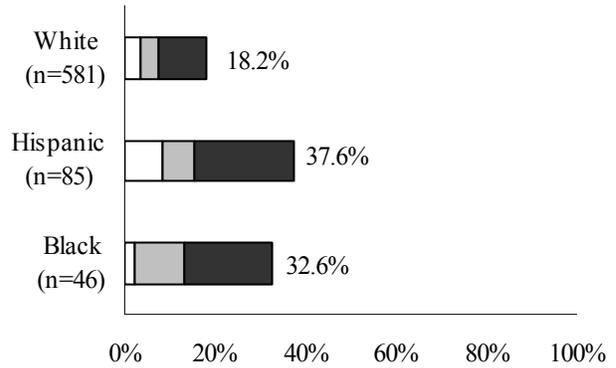
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



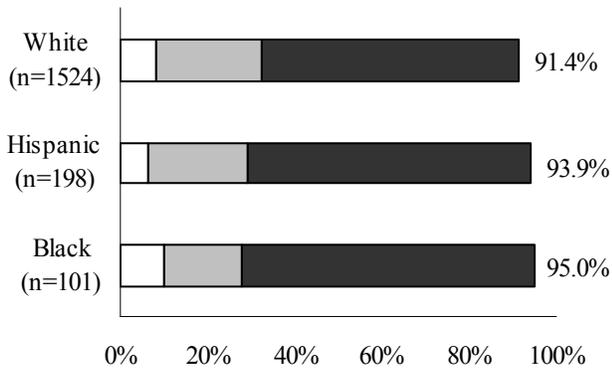
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



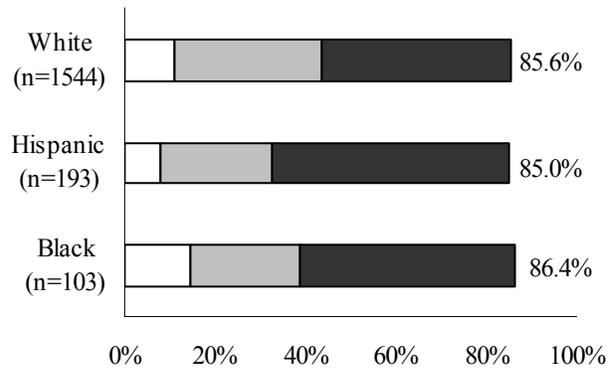
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



Q6: My child's IEP is meeting his or her educational needs.

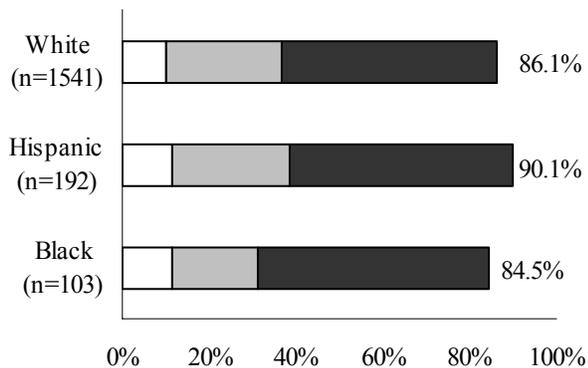


□ Slightly Agree

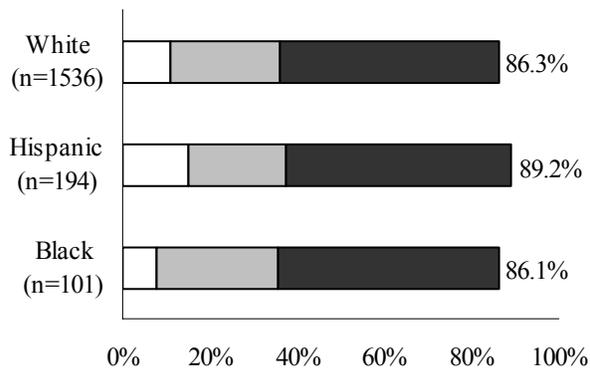
▒ Moderately Agree

■ Strongly Agree

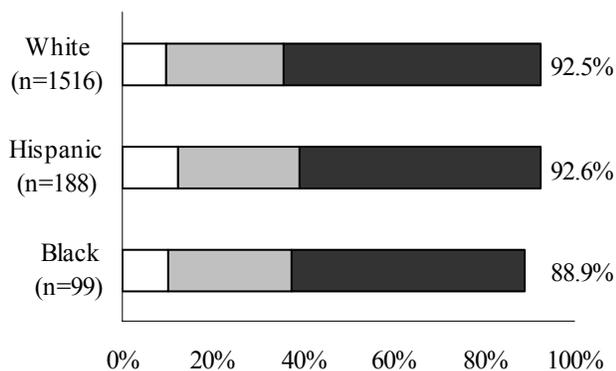
Q7: All special education services identified in my child's IEP have been provided.



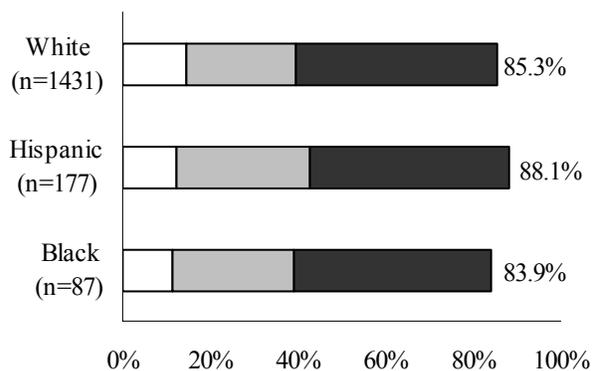
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



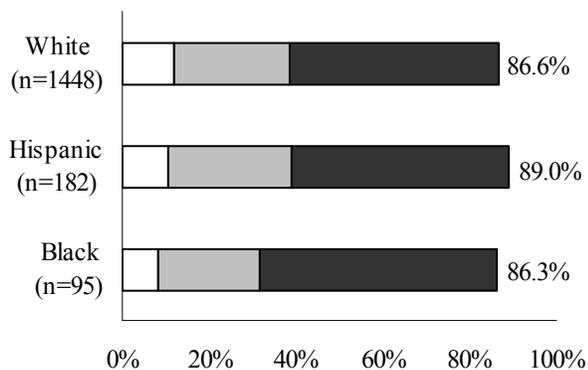
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



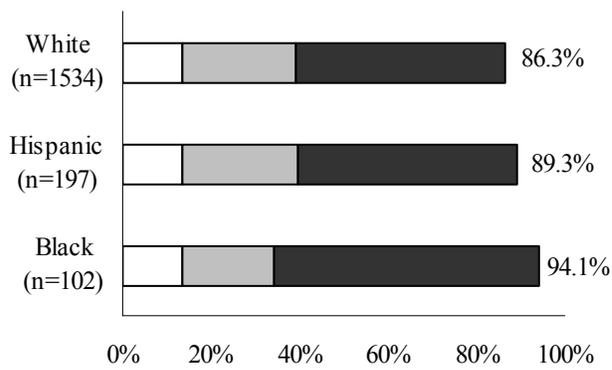
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

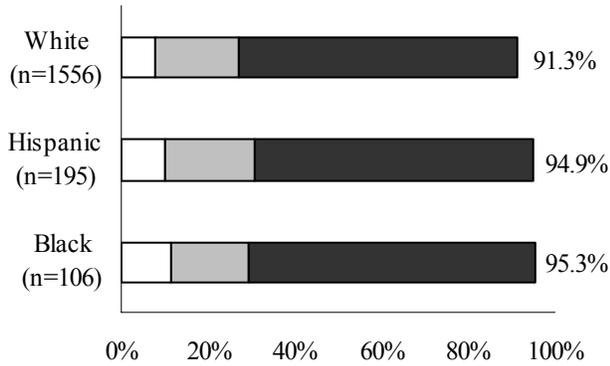


□ Slightly Agree

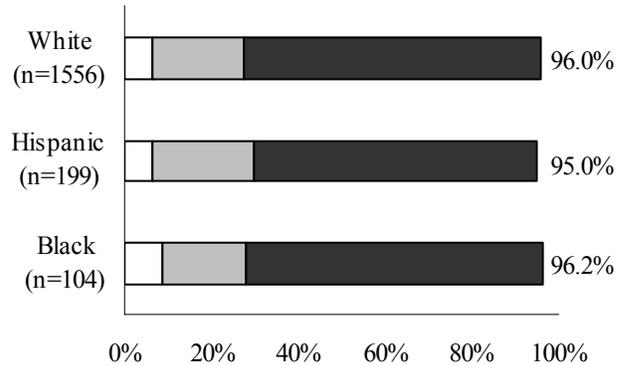
■ Moderately Agree

■ Strongly Agree

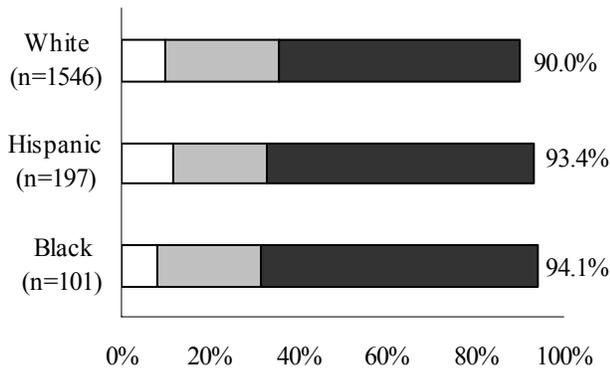
Q13: At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.



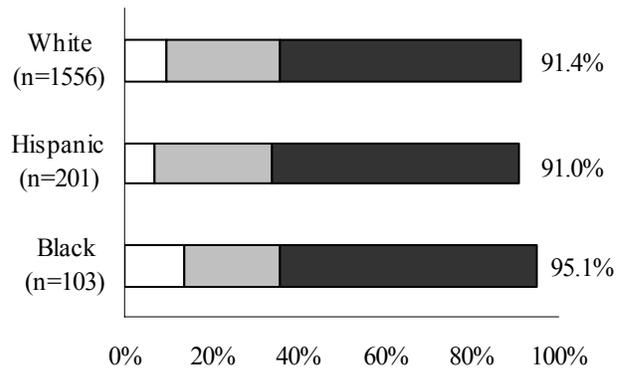
Q14: I understand what is discussed at meetings to develop my child's IEP.



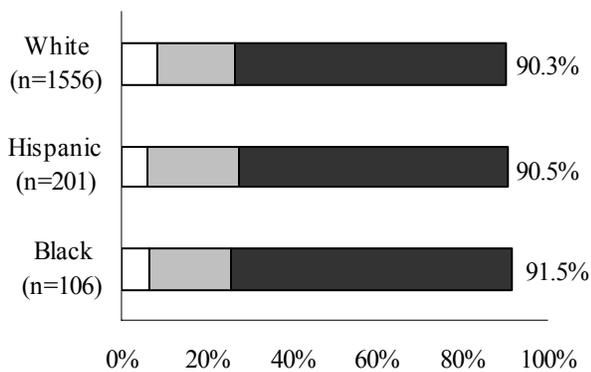
Q15: My concerns and recommendations are documented in the development of my child's IEP.



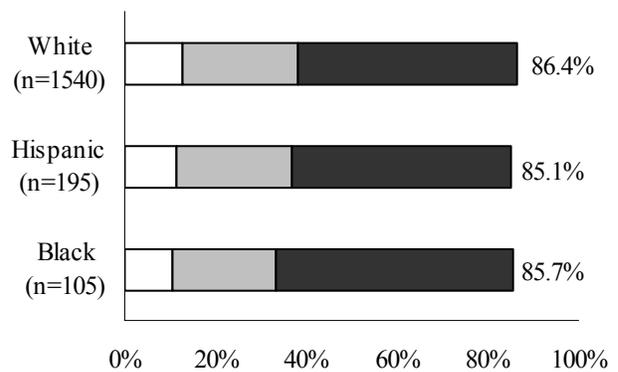
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

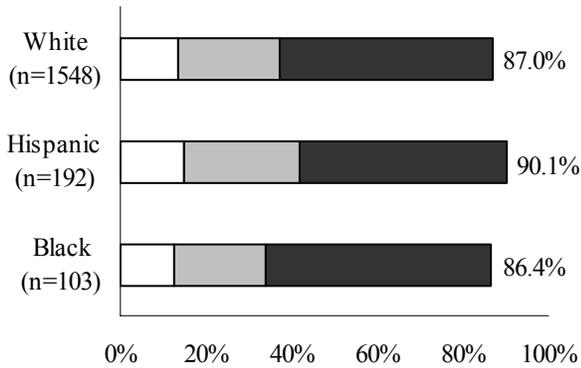


□ Slightly Agree

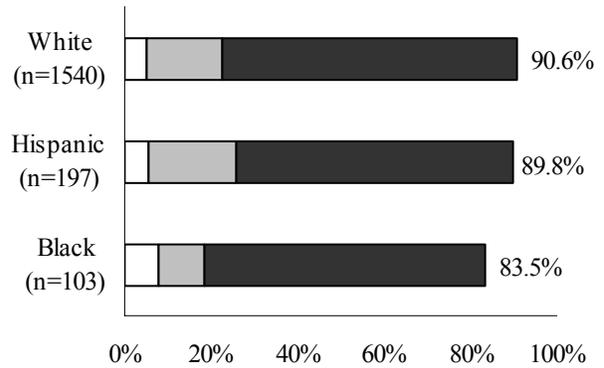
■ Moderately Agree

■ Strongly Agree

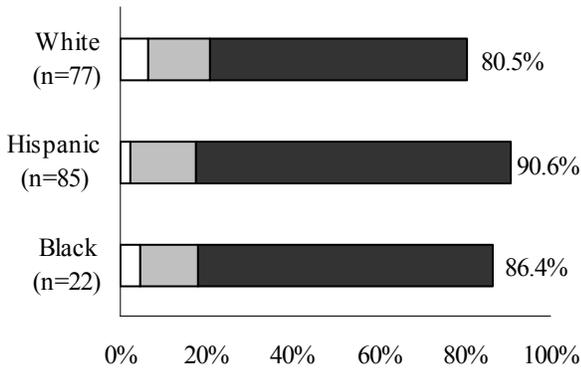
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



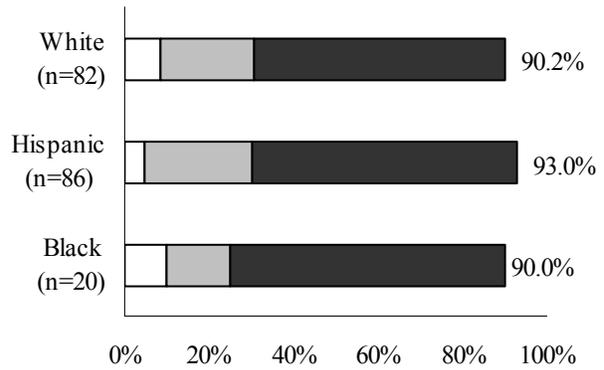
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



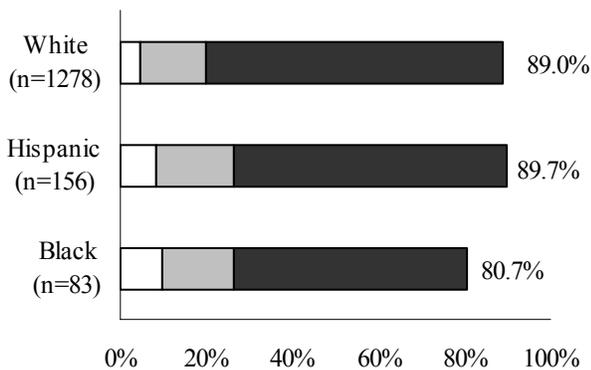
Q21: If necessary, a translator was provided at the PPT meetings.



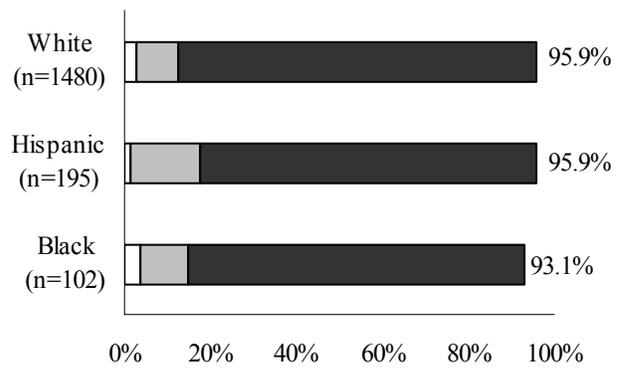
Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.



Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

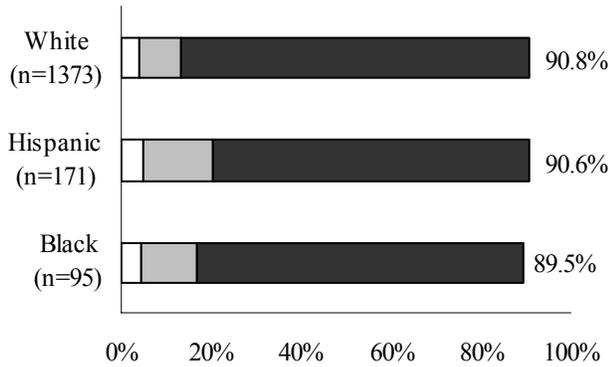


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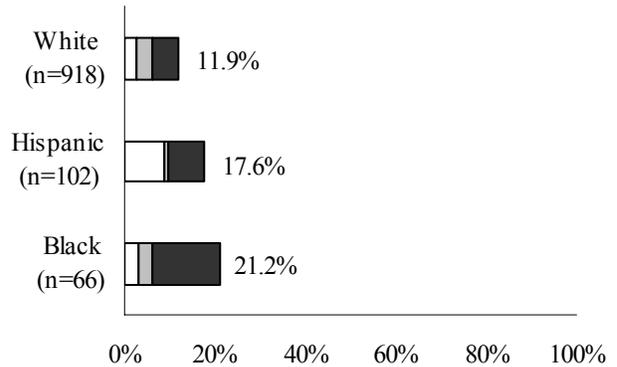
■ Moderately Agree

■ Strongly Agree

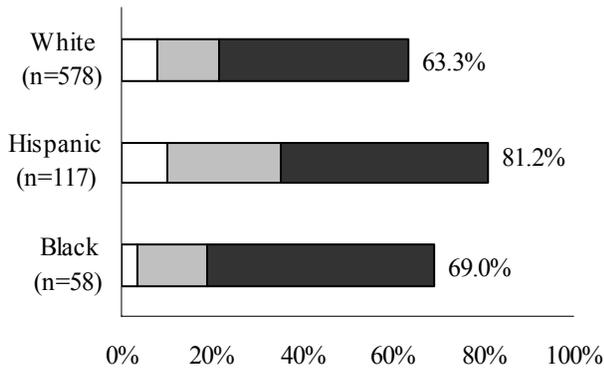
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



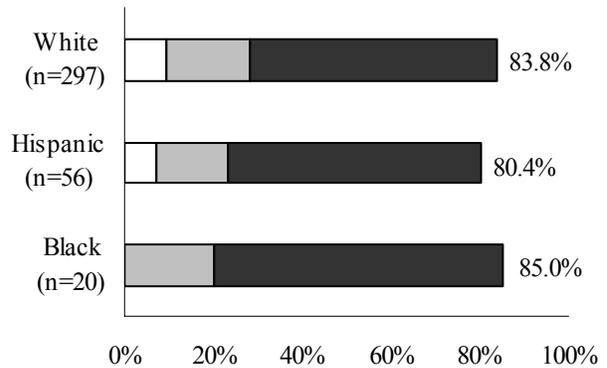
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



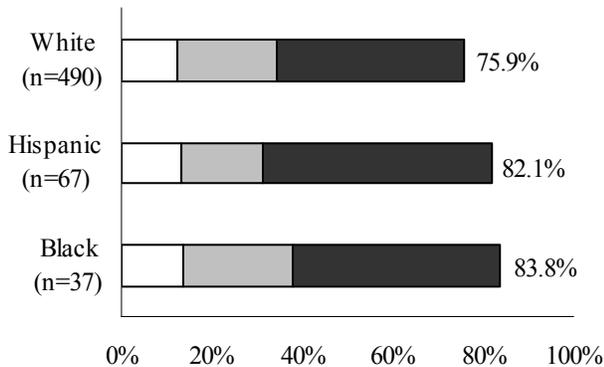
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



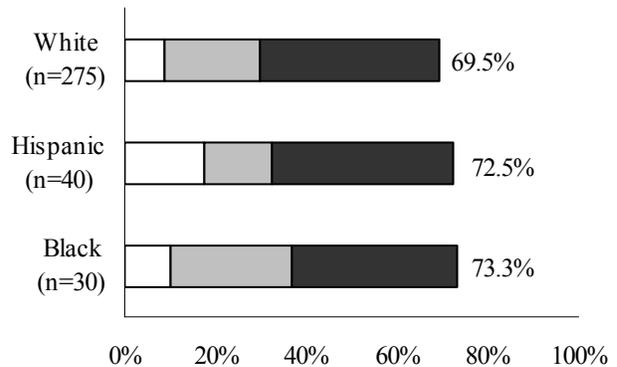
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (answer only if your child transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child.

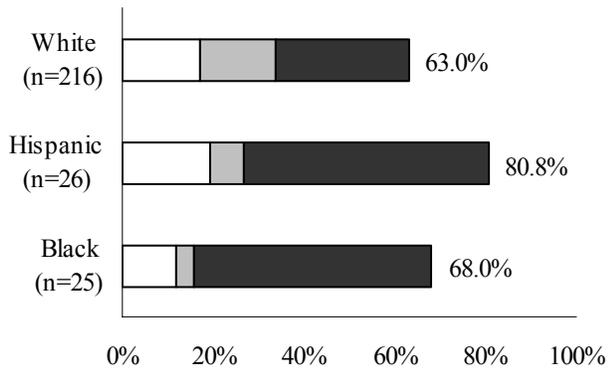


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.

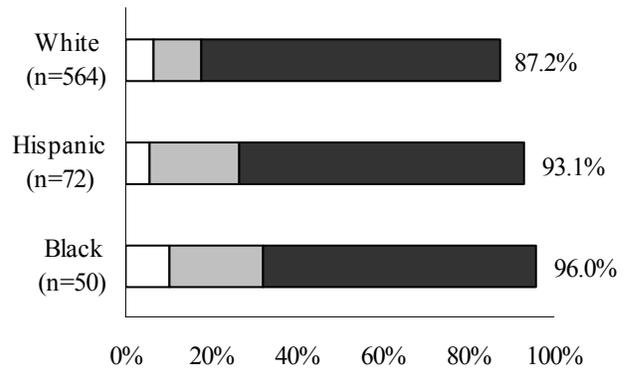


□ Slightly Agree □ Moderately Agree ■ Strongly Agree

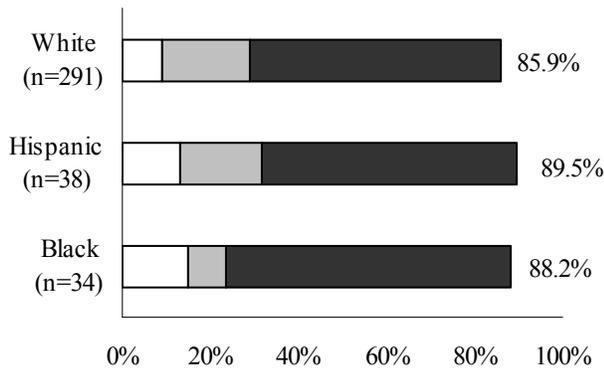
Q31: My child is age 15 and the PPT introduced planning for his/her transition to adulthood (answer only if your child was age 15 at his/her last PPT meeting).



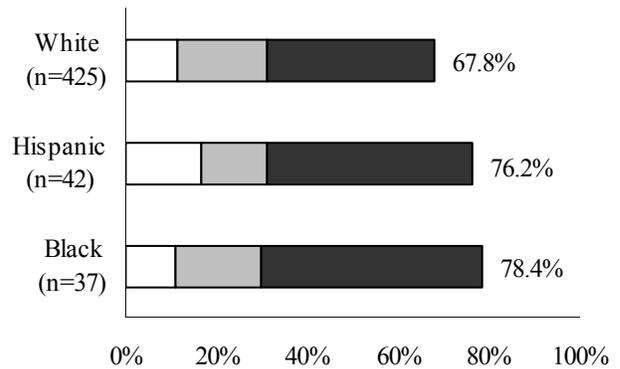
Q32: The school district actively encourages my child to attend and participate in PPT meetings (answer only if your child is age 15 or older).



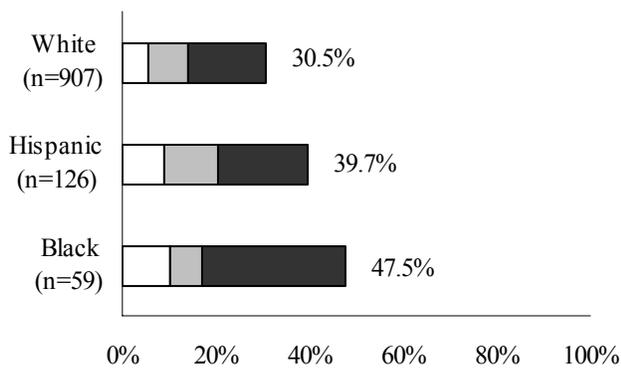
Q33: My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school (answer only if your child was age 15 or 16 at his/her last PPT meeting).



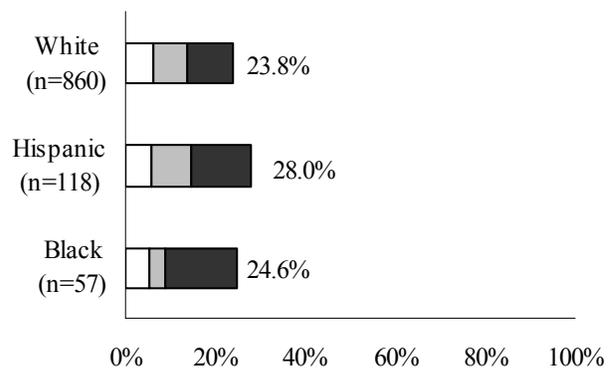
Q34: My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate (answer only if your child is age 15 or older).



Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.



Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

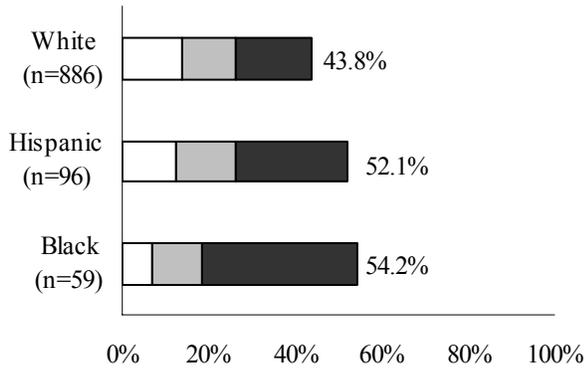


□ Slightly Agree

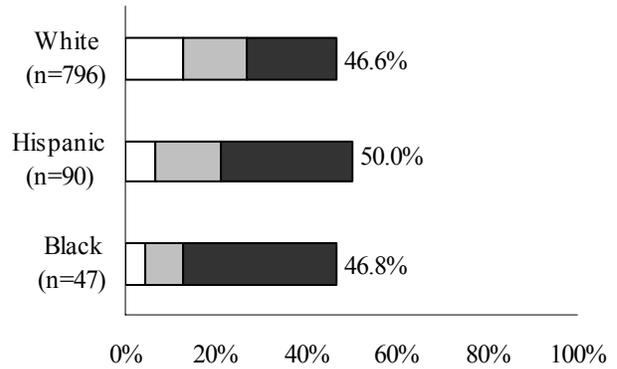
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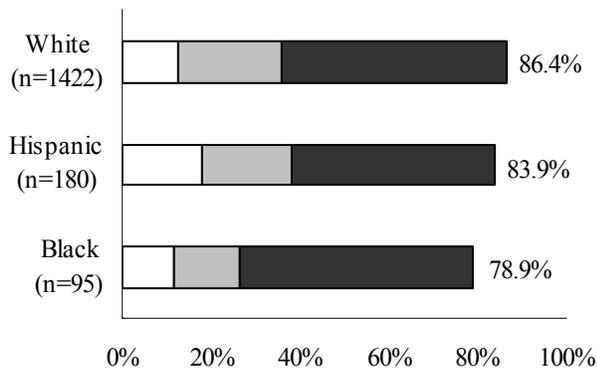
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



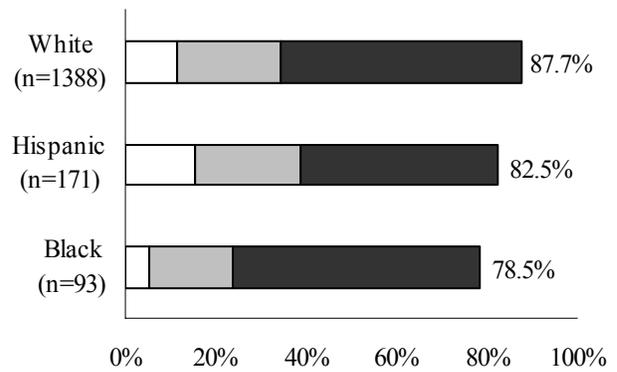
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



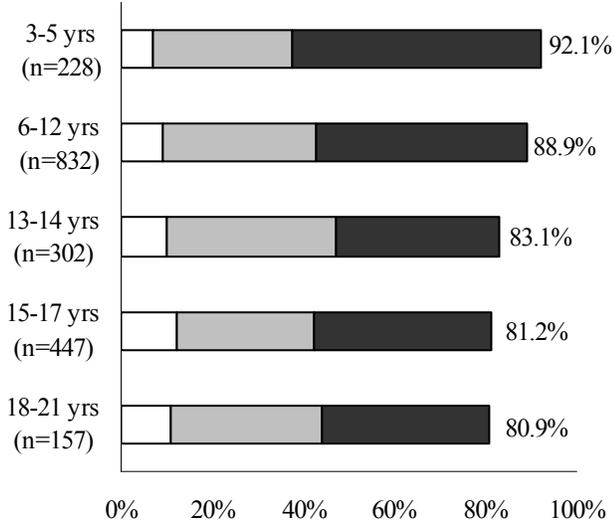
□ Slightly Agree

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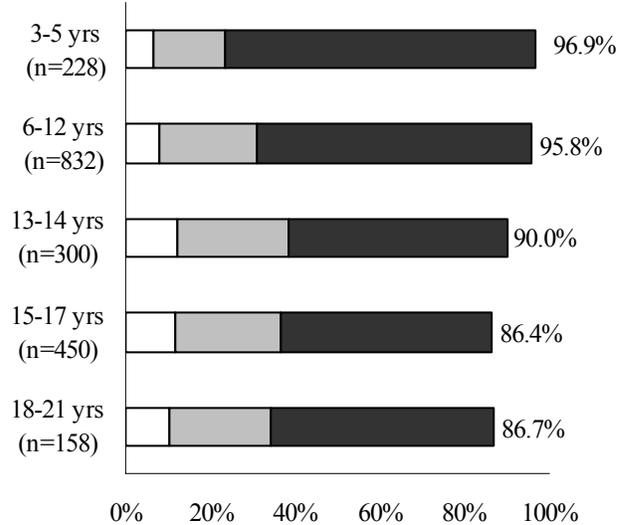
■ Strongly Agree

APPENDIX C.3: CHILD'S AGE

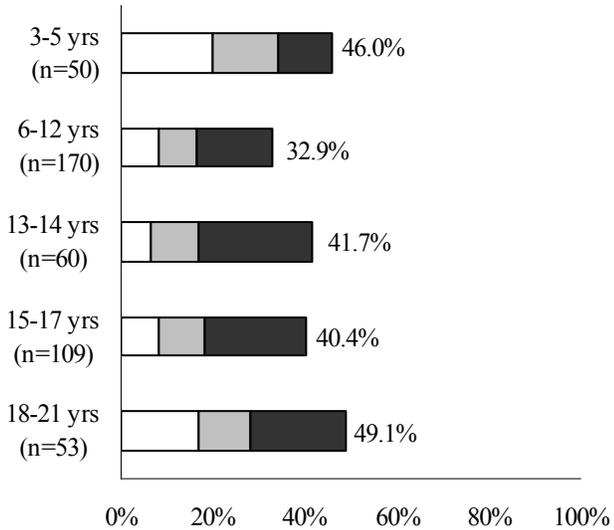
Q1: I am satisfied with my child's overall special education program.



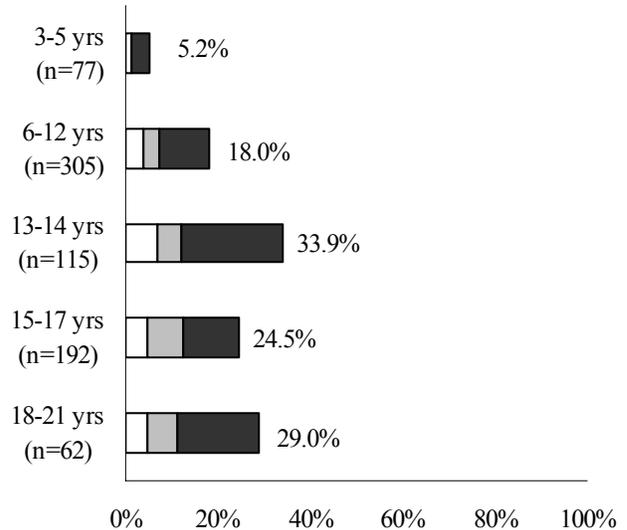
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



Q3: My child's school day has been shortened to accommodate his/her transportation needs.



Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).

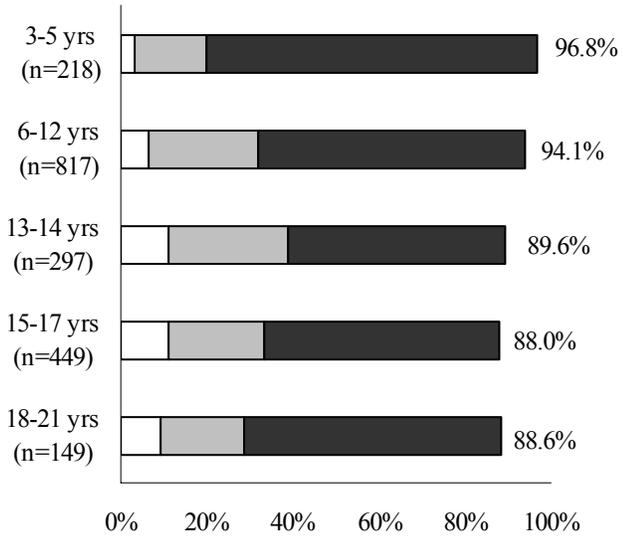


□ Slightly Agree

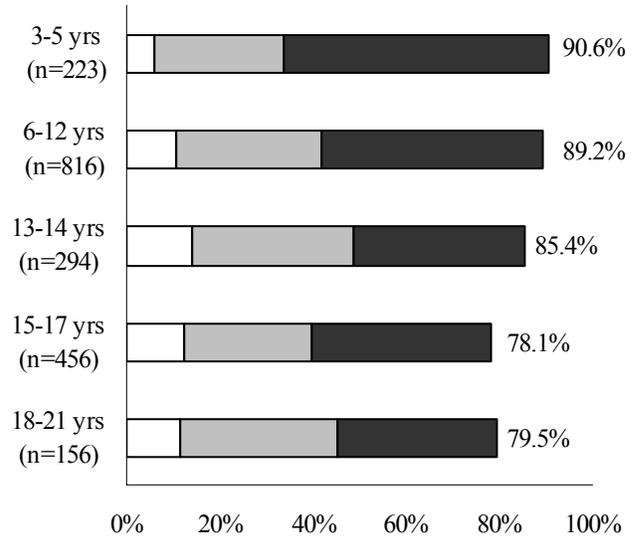
▒ Moderately Agree

■ Strongly Agree

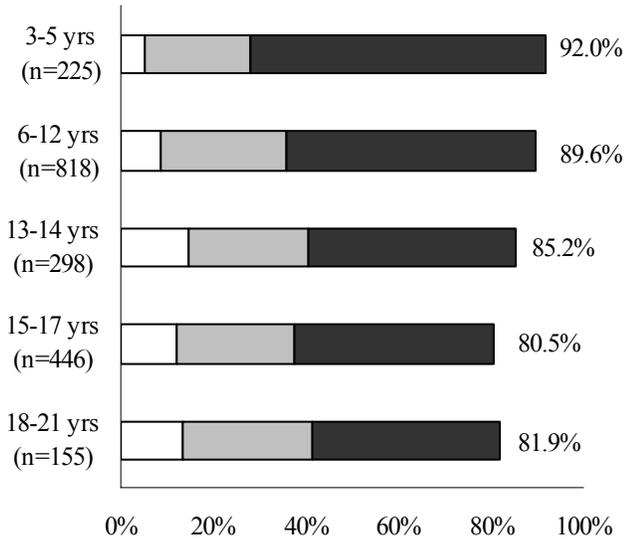
Q5: My child is accepted within the school community.



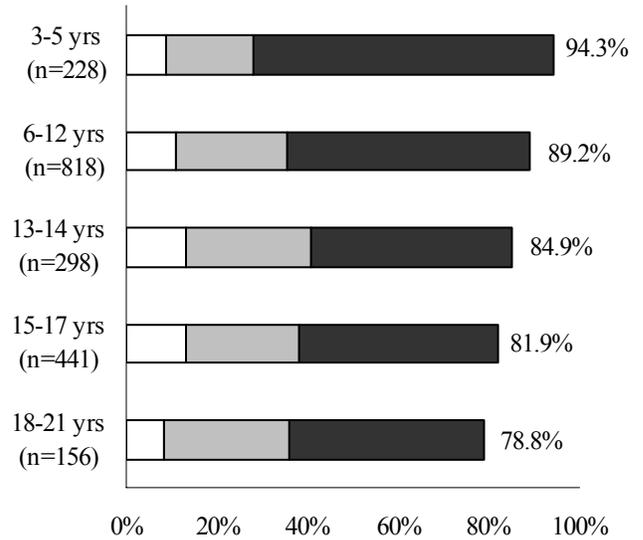
Q6: My child's IEP is meeting his or her educational needs.



Q7: All special education services identified in my child's IEP have been provided.



Q8: Staff is appropriately trained and able to provide my child's specific program and services.

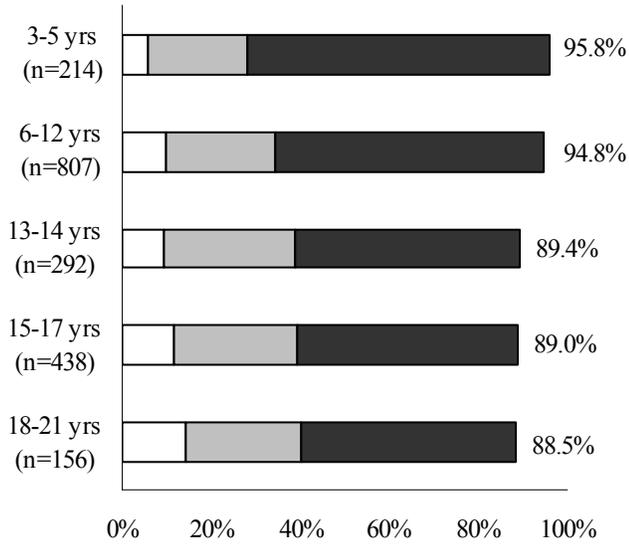


□ Slightly Agree

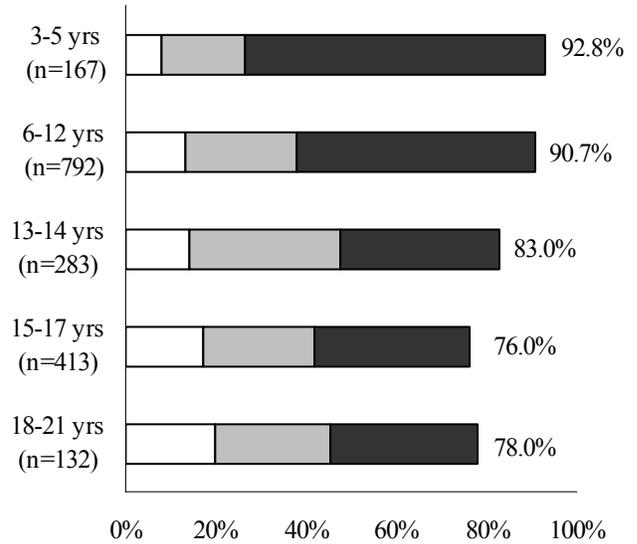
▒ Moderately Agree

■ Strongly Agree

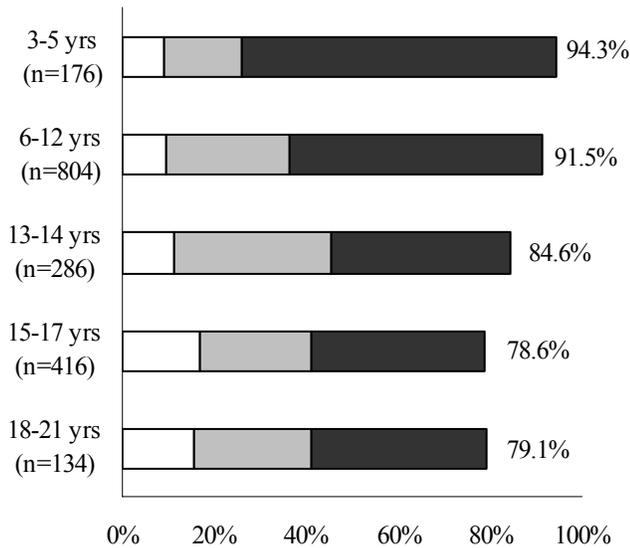
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



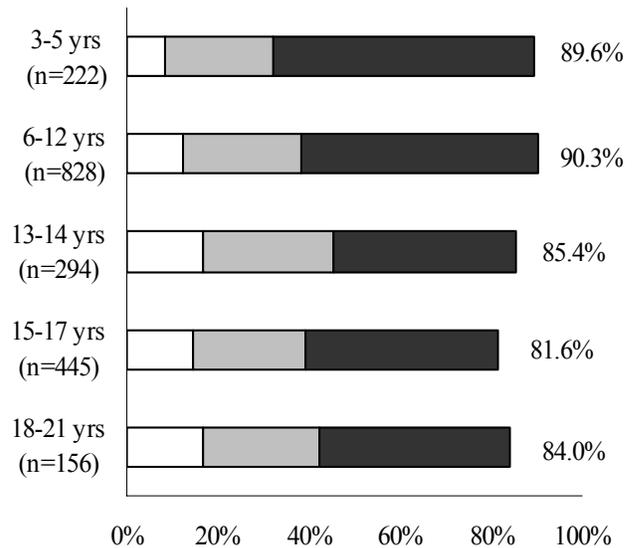
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

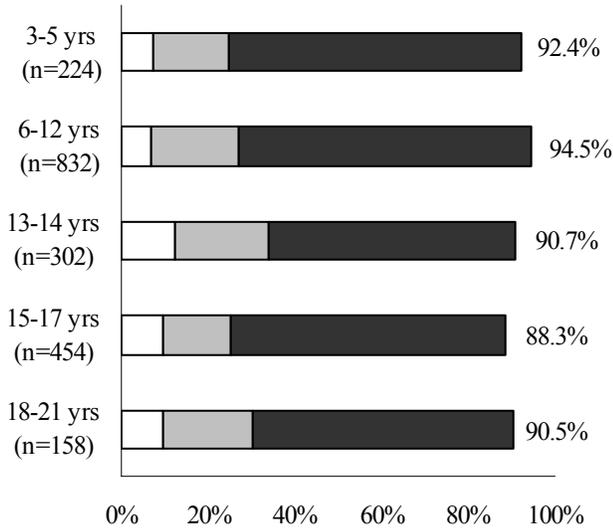


□ Slightly Agree

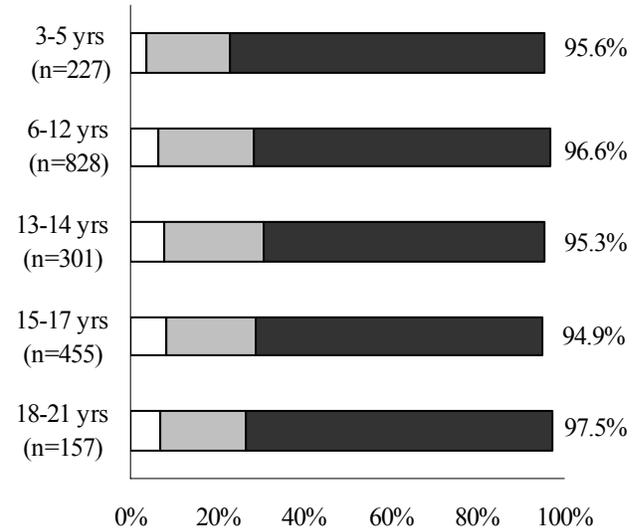
■ Moderately Agree

■ Strongly Agree

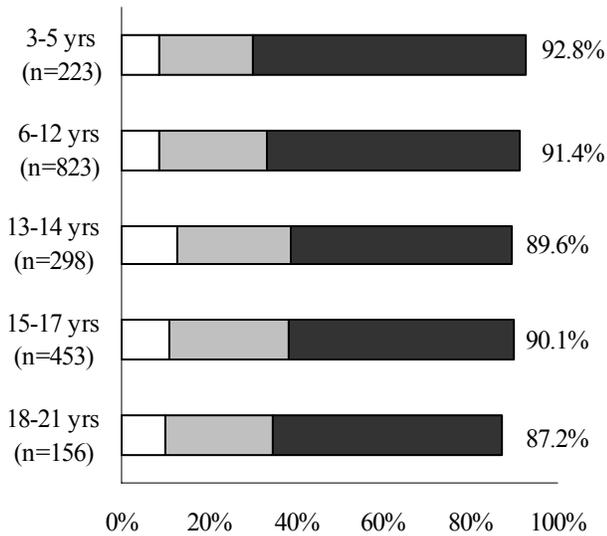
Q13: At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.



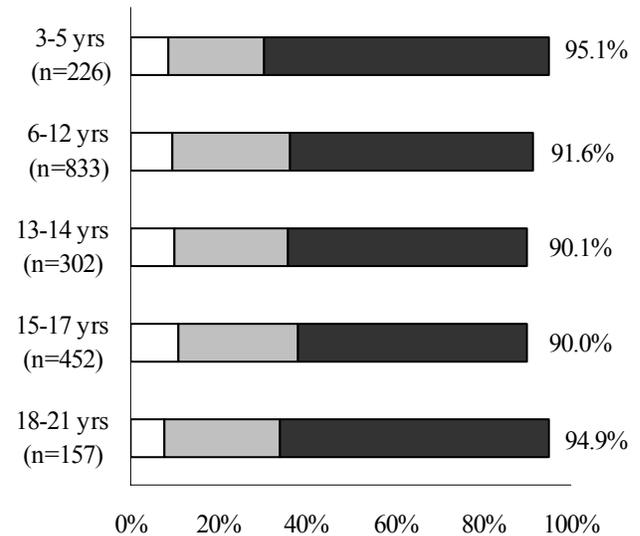
Q14: I understand what is discussed at meetings to develop my child's IEP.



Q15: My concerns and recommendations are documented in the development of my child's IEP.



Q16: My child's evaluation report is written in terms I understand.

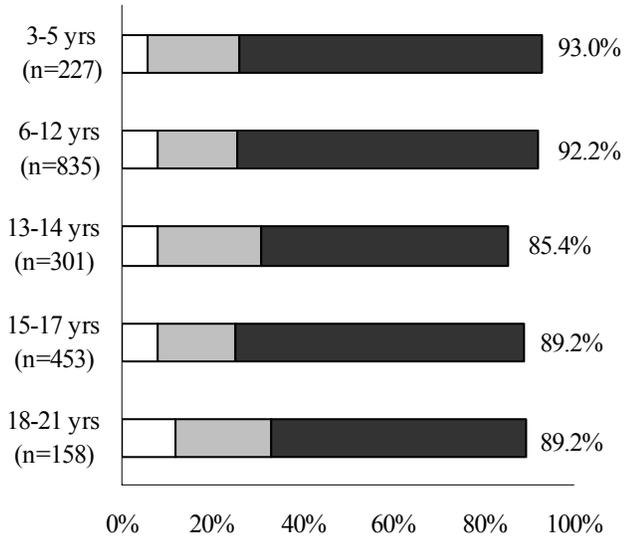


Slightly Agree

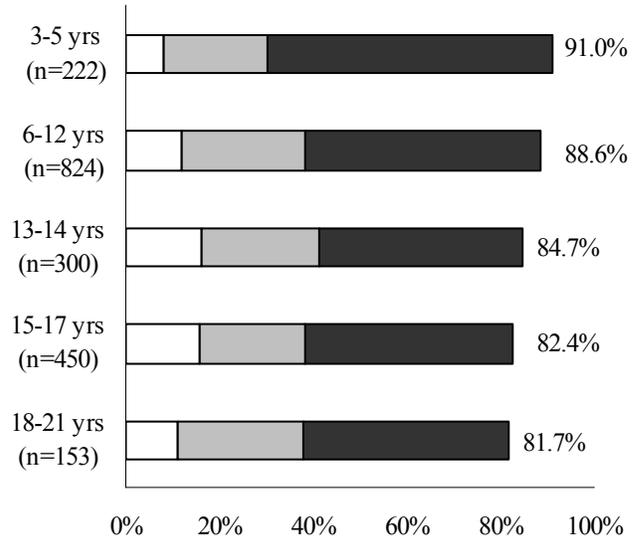
Moderately Agree

Strongly Agree

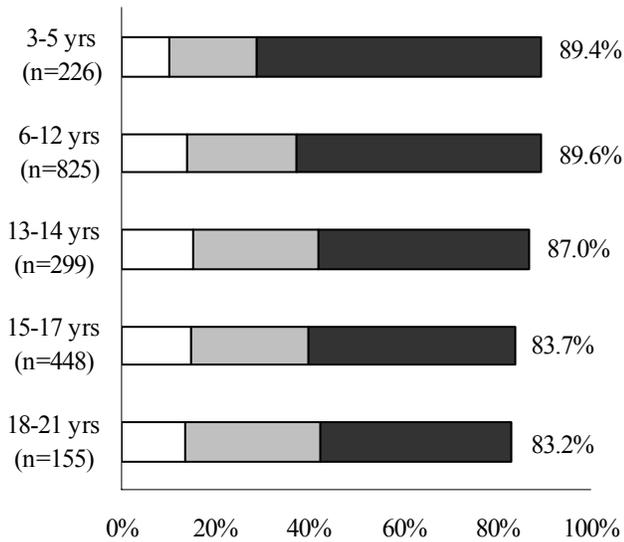
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



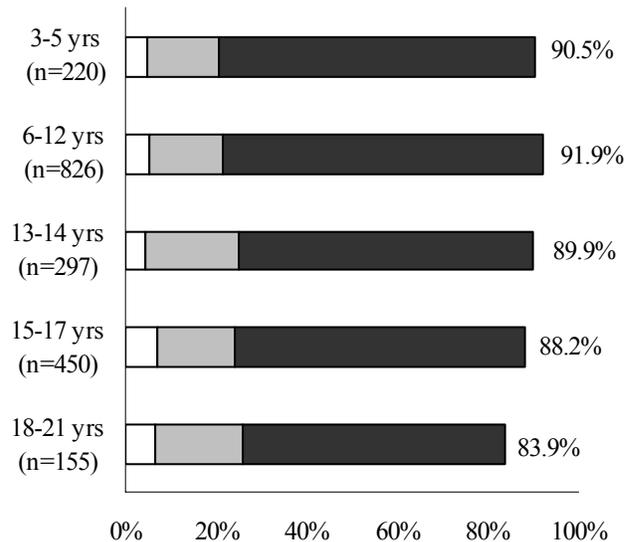
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Q20: I have received a copy of my child's IEP within 5 school days after the PPT.

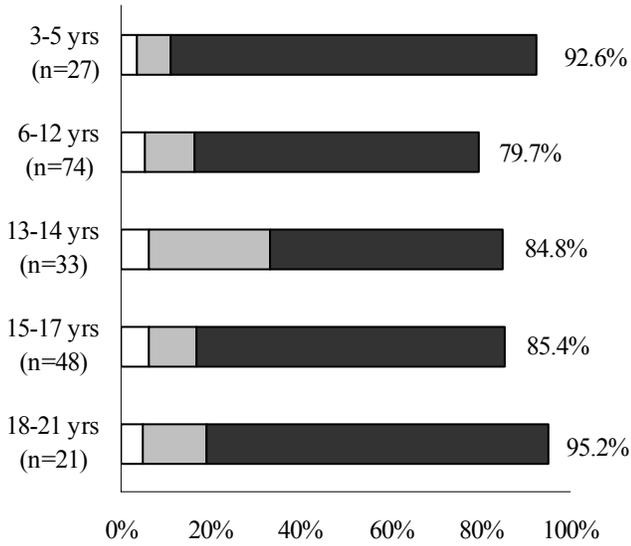


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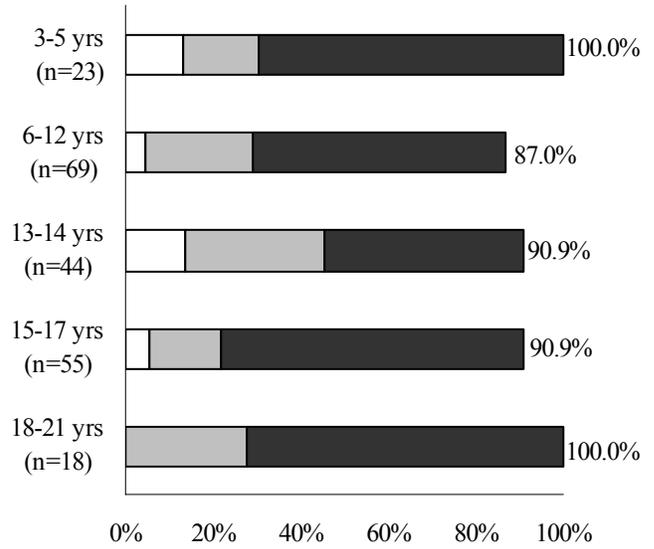
▒ Moderately Agree

■ Strongly Agree

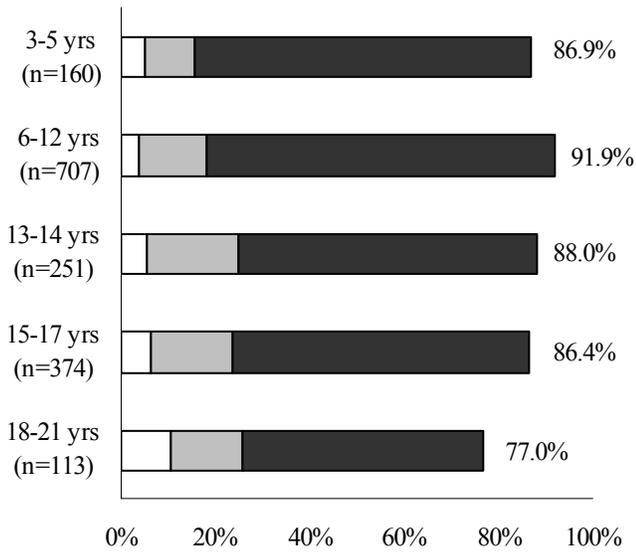
Q21: If necessary, a translator was provided at the PPT meetings.



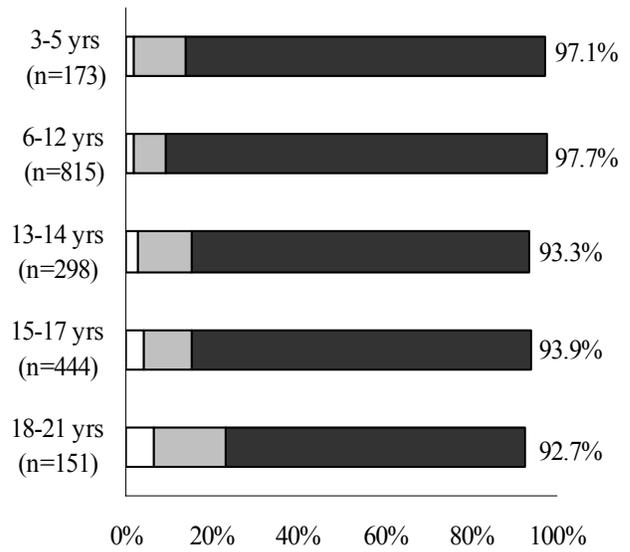
Q22: The translation services provided at the PPT meetings were useful and accurate.



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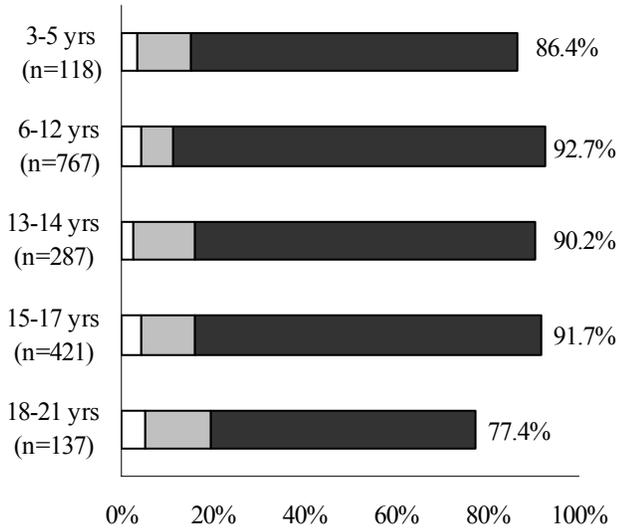


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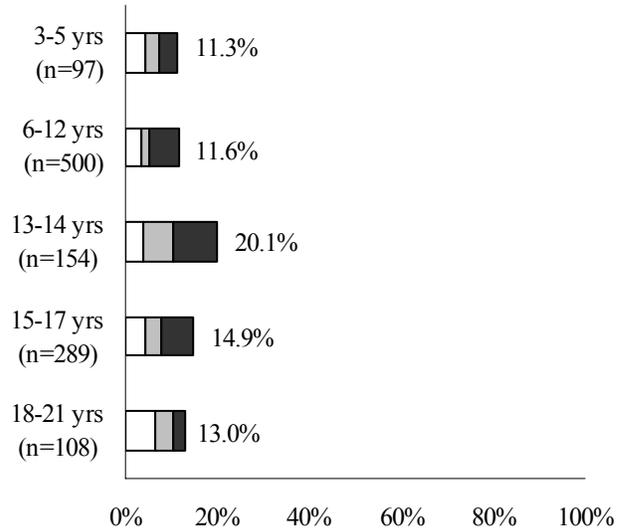
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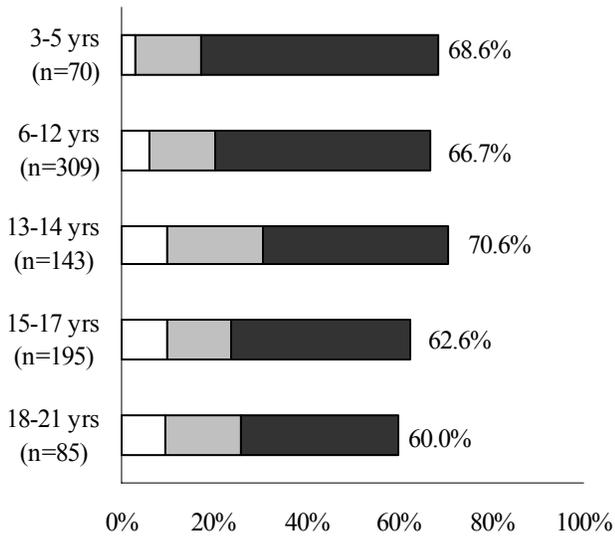
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



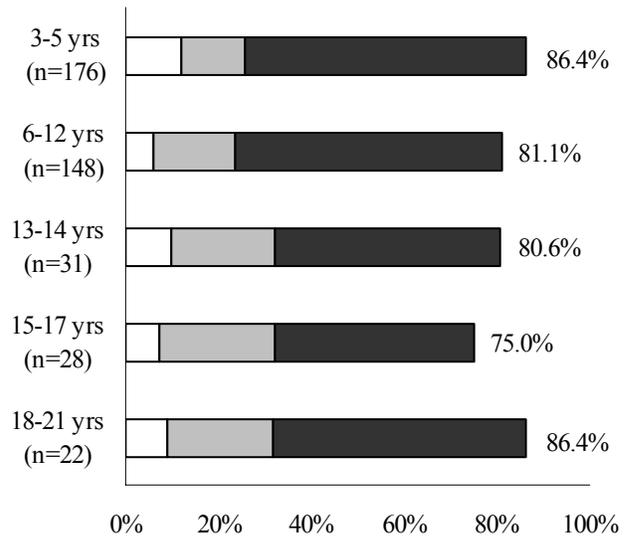
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (answer only if your child transitioned from early intervention to Preschool in the past 3 years).

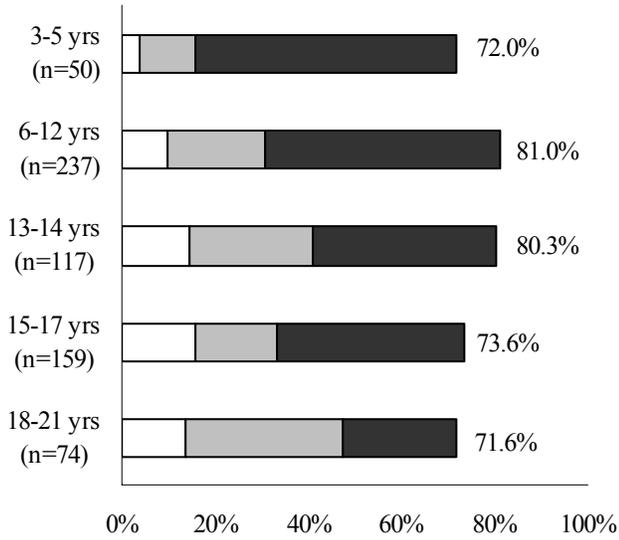


□ Slightly Agree

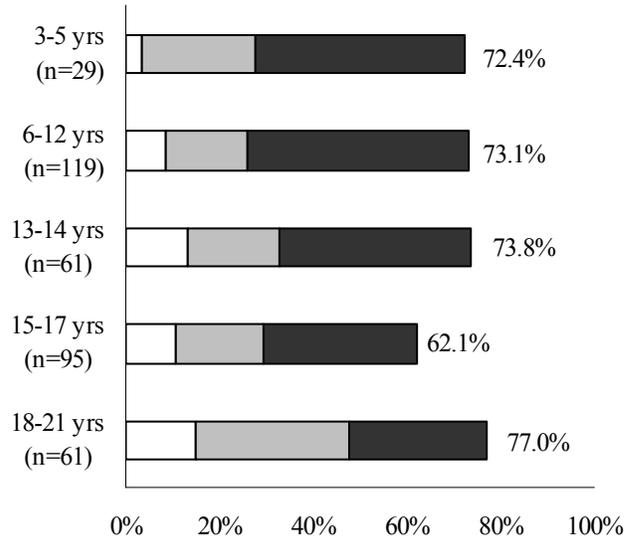
■ Moderately Agree

■ Strongly Agree

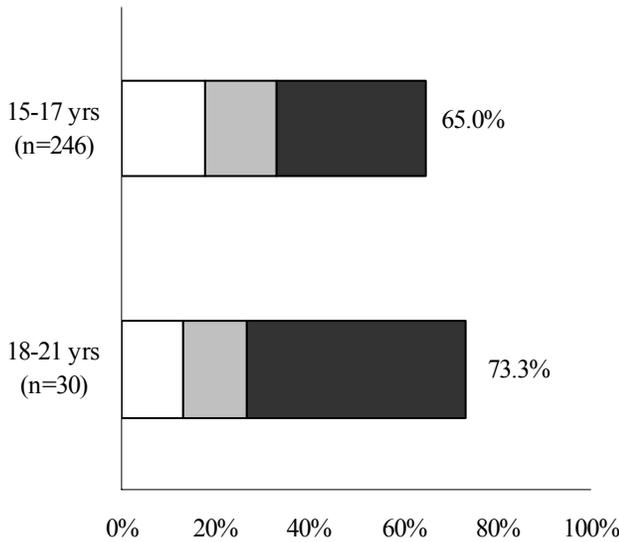
Q29: I am satisfied with the way secondary transition services were implemented for my child.



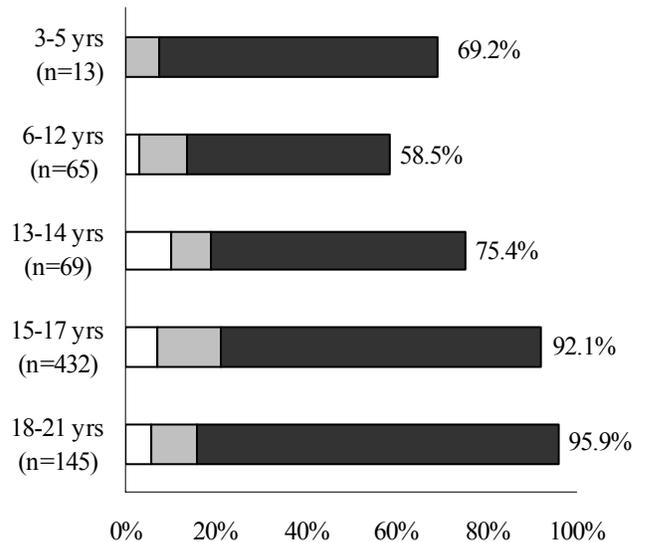
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.



Q31: My child is age 15 and the PPT introduced planning for his/her transition to adulthood (answer only if your child was age 15 at his/her last PPT meeting).

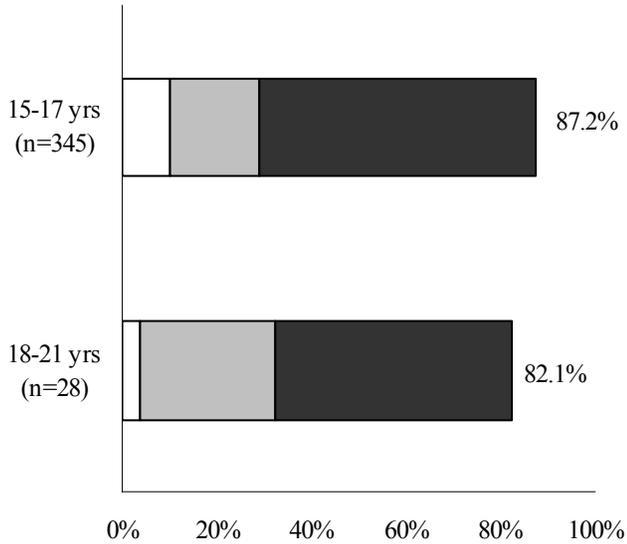


Q32: The school district actively encourages my child to attend and participate in PPT meetings (answer only if your child is age 15 or older).

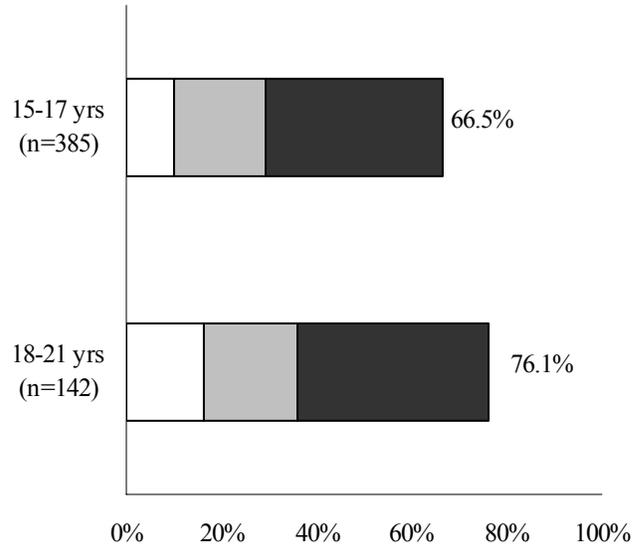


□ Slightly Agree □ Moderately Agree ■ Strongly Agree

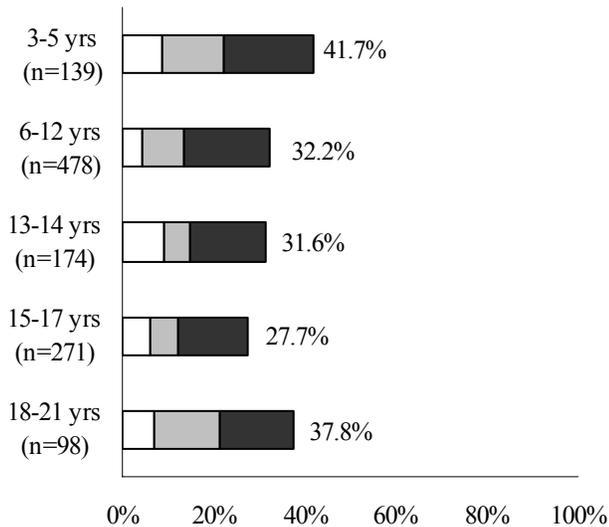
Q33: My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school (answer only if your child was age 15 or 16 at his/her last PPT meeting).



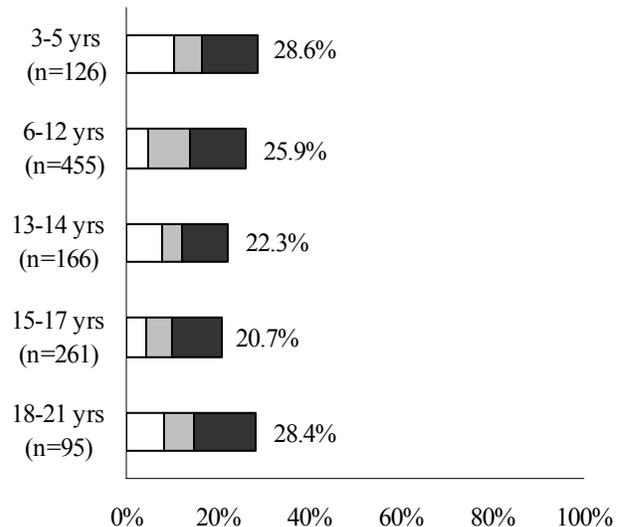
Q34: My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate (answer only if your child is age 15 or older).



Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.

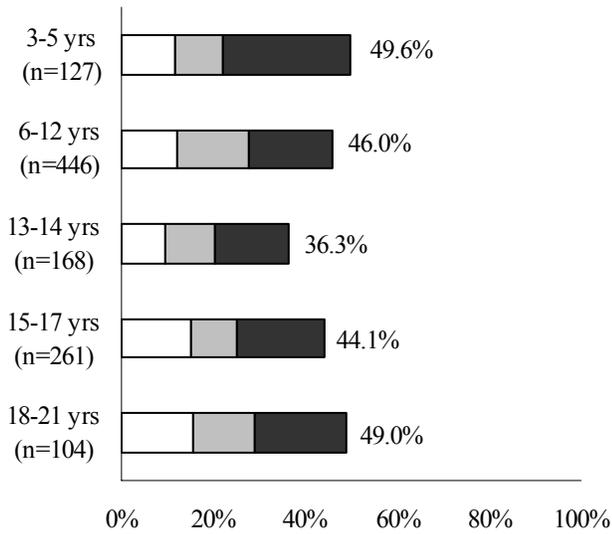


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

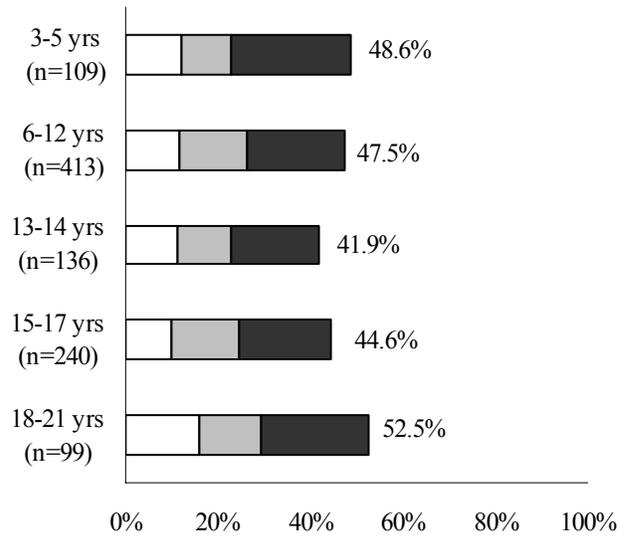


□ Slightly Agree □ Moderately Agree ■ Strongly Agree

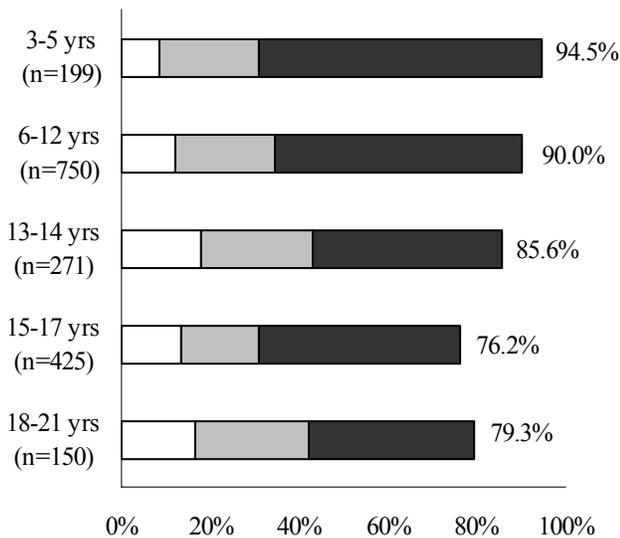
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



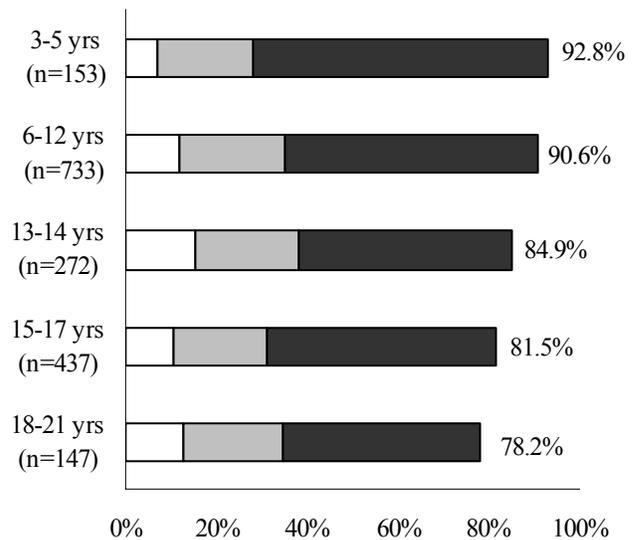
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



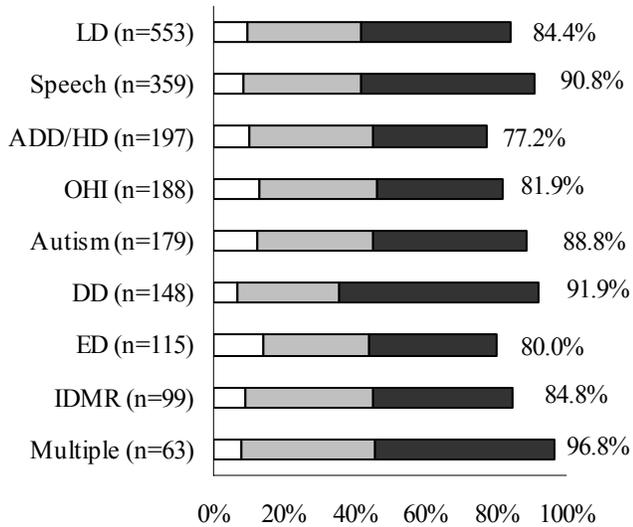
□ Slightly Agree

▒ Moderately Agree

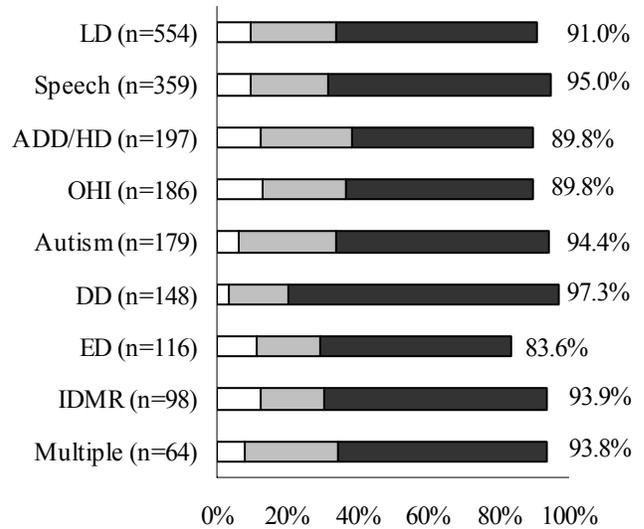
■ Strongly Agree

APPENDIX C.4: CHILD'S PRIMARY ELIGIBILITY FOR SERVICES*

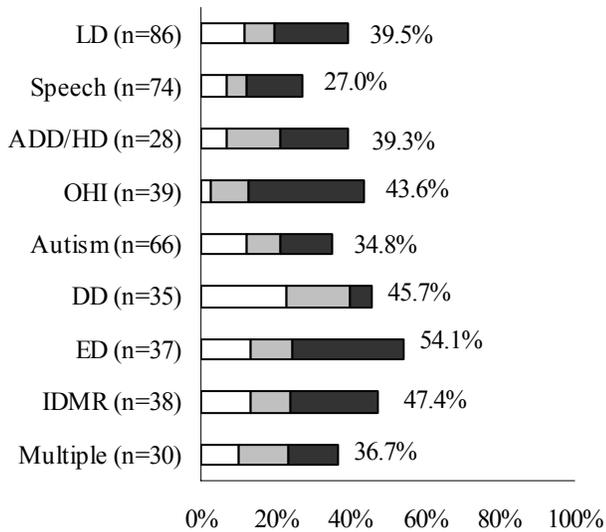
Q1: I am satisfied with my child's overall special education program.



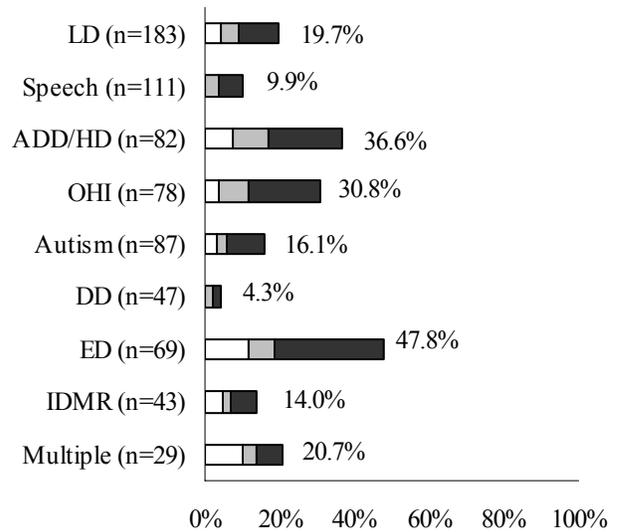
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



Q3: My child's school day has been shortened to accommodate his/her transportation needs.



Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



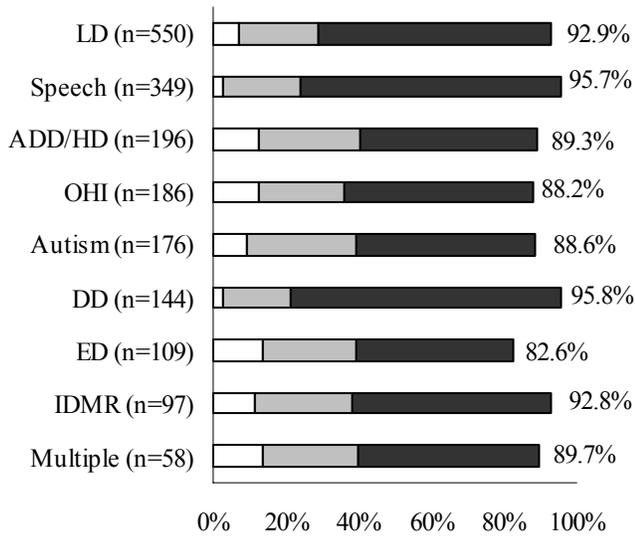
□ Slightly Agree

▒ Moderately Agree

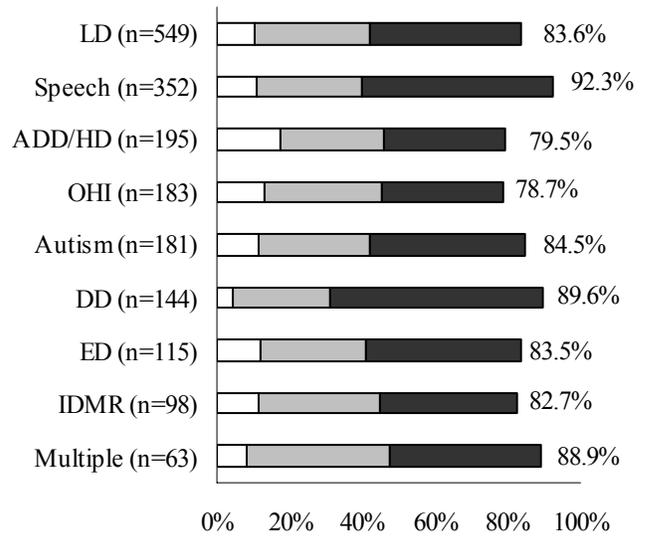
■ Strongly Agree

* Note: LD=specific learning disability; Speech=speech or language impairment; OHI=other health impairment; DD=developmental delay; ED=emotional disturbance; IDMR=intellectual disability/mental retardation; and Multiple=multiple disabilities.

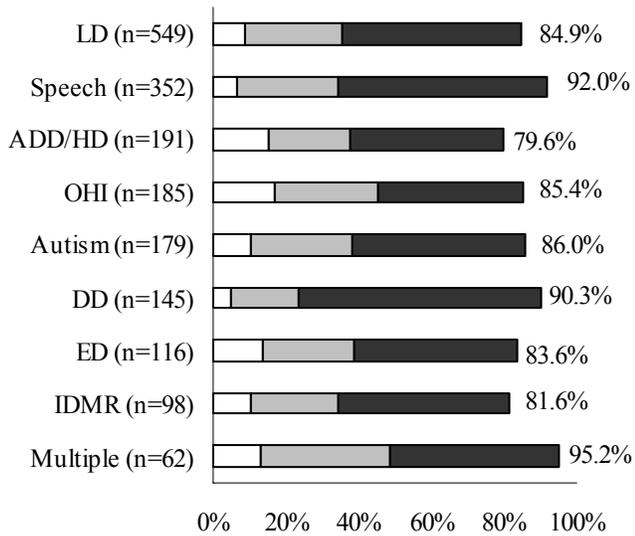
Q5: My child is accepted within the school community.



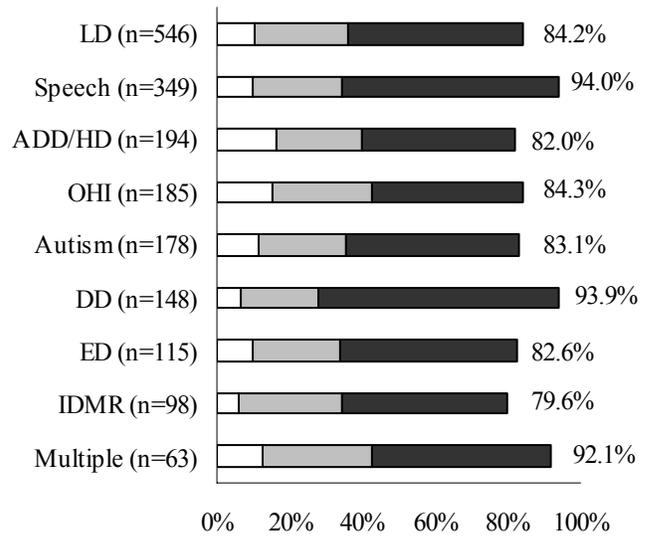
Q6: My child's IEP is meeting his or her educational needs.



Q7: All special education services identified in my child's IEP have been provided.

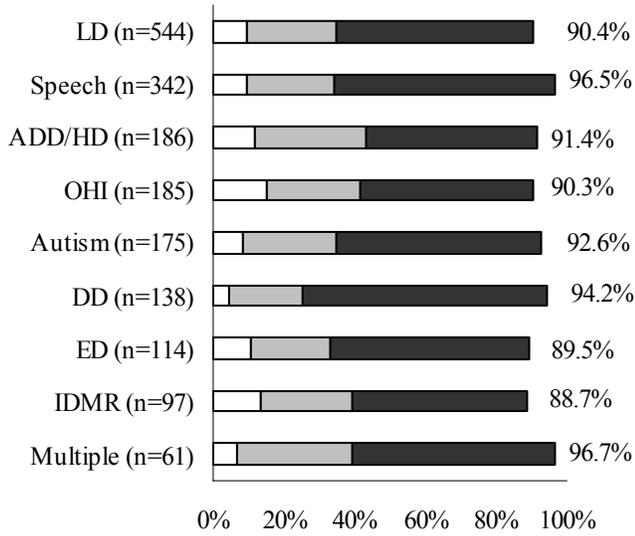


Q8: Staff is appropriately trained and able to provide my child's specific program and services.

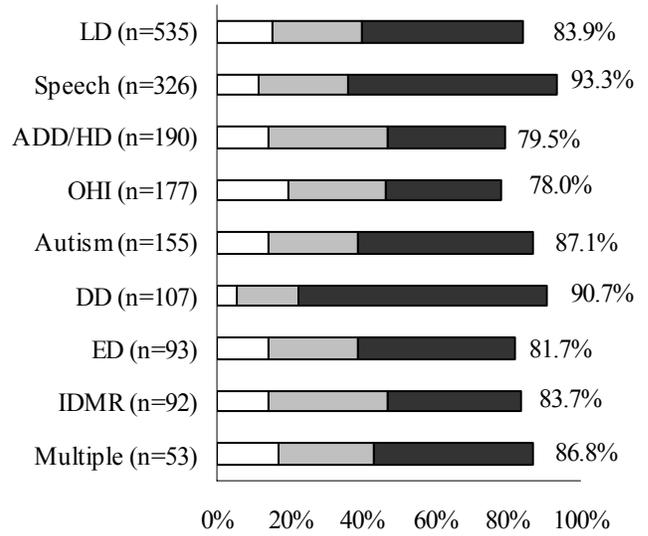


Slightly Agree
 Moderately Agree
 Strongly Agree

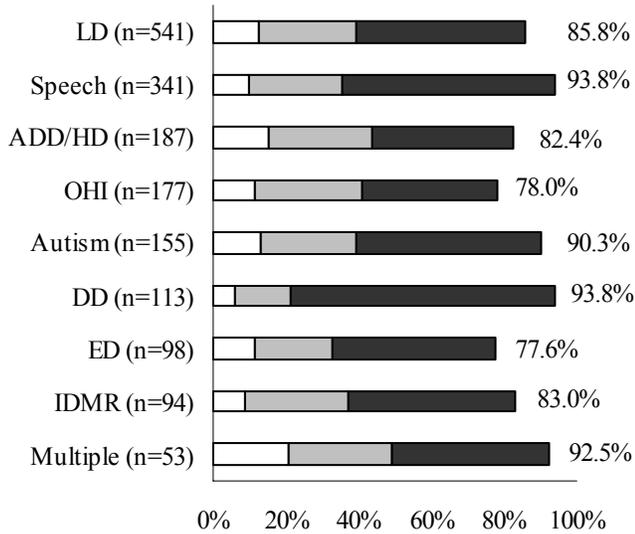
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



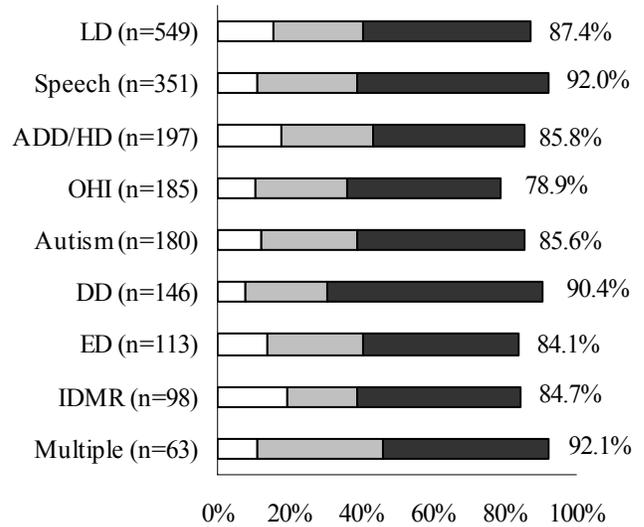
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.



Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

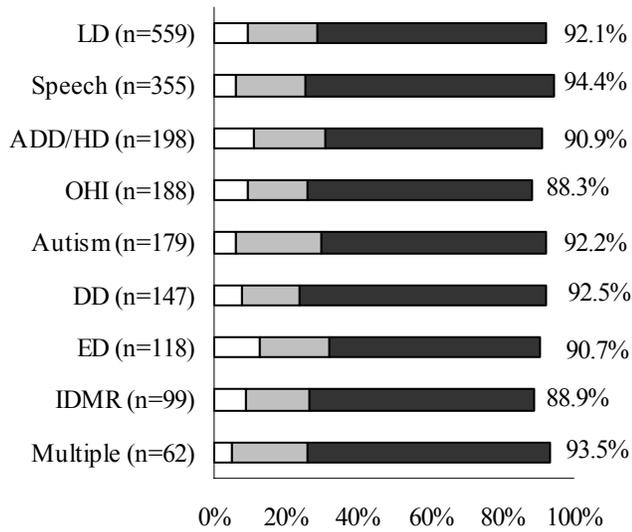


□ Slightly Agree

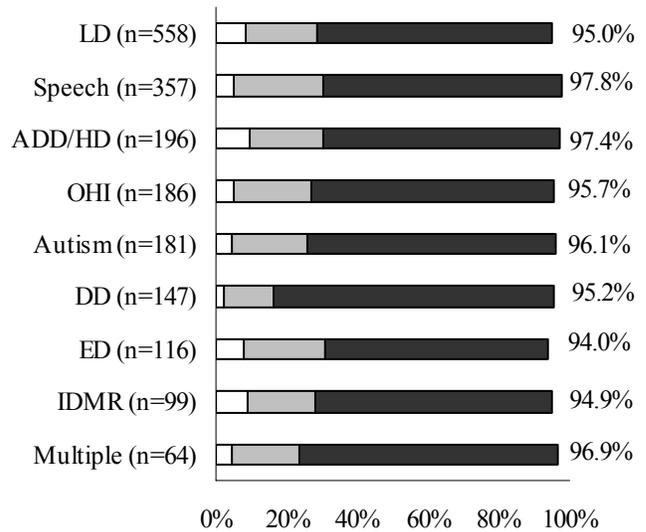
▒ Moderately Agree

■ Strongly Agree

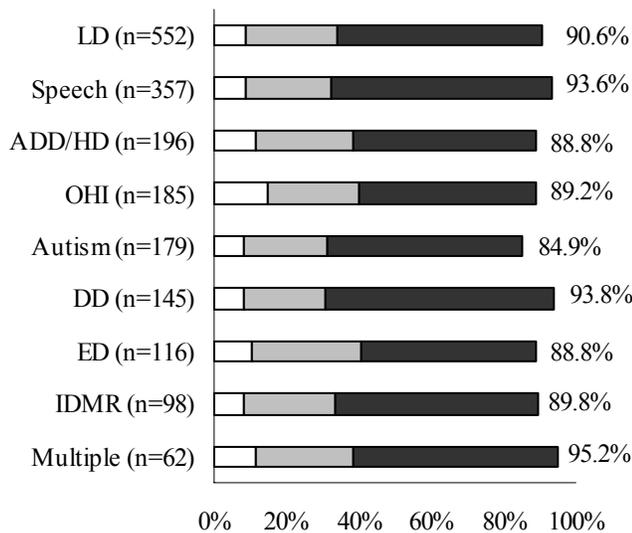
Q13: At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.



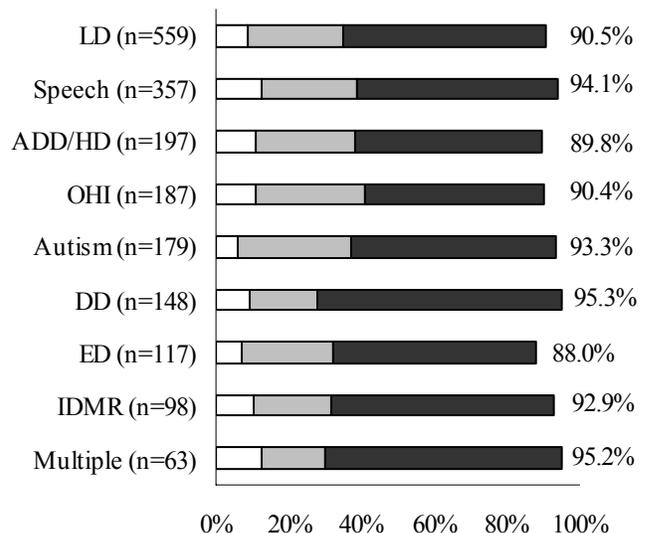
Q14: I understand what is discussed at meetings to develop my child's IEP.



Q15: My concerns and recommendations are documented in the development of my child's IEP.

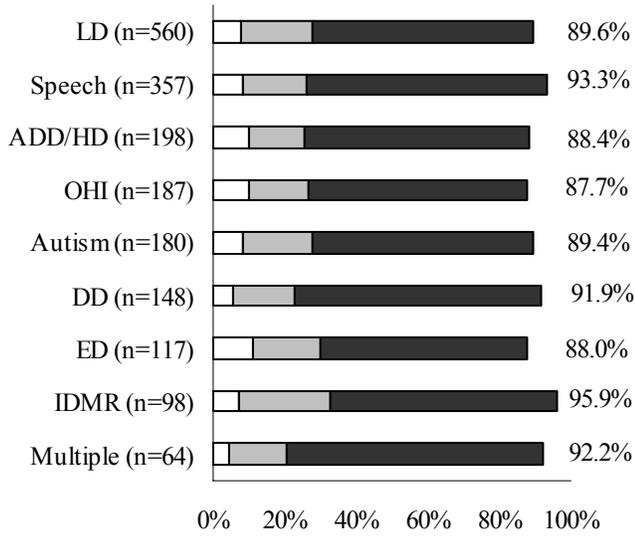


Q16: My child's evaluation report is written in terms I understand.

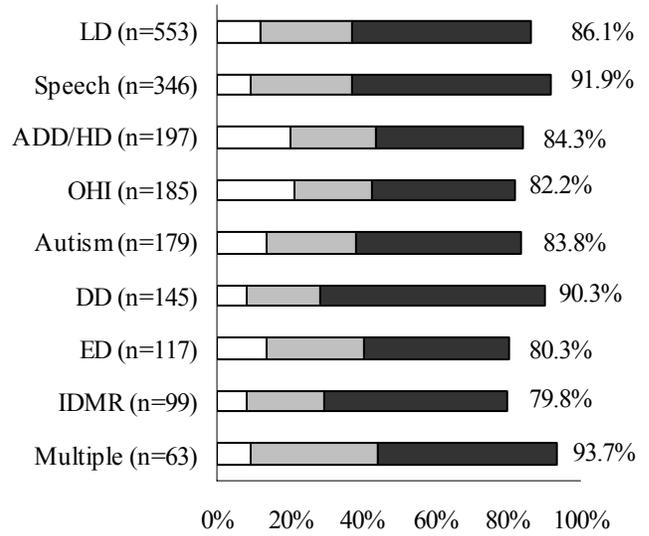


Slightly Agree
 Moderately Agree
 Strongly Agree

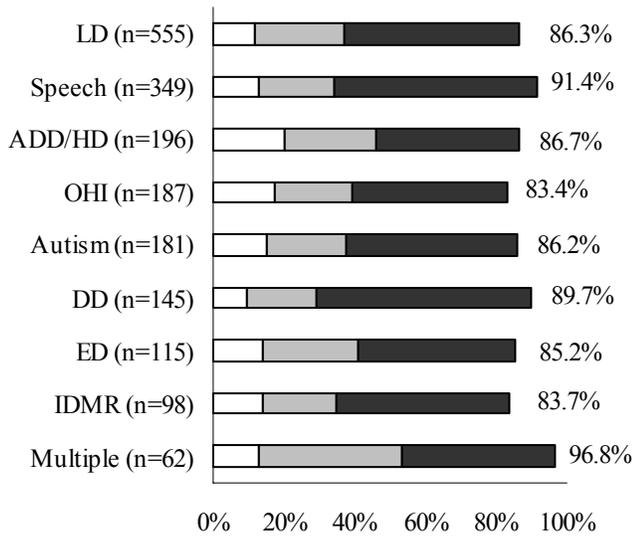
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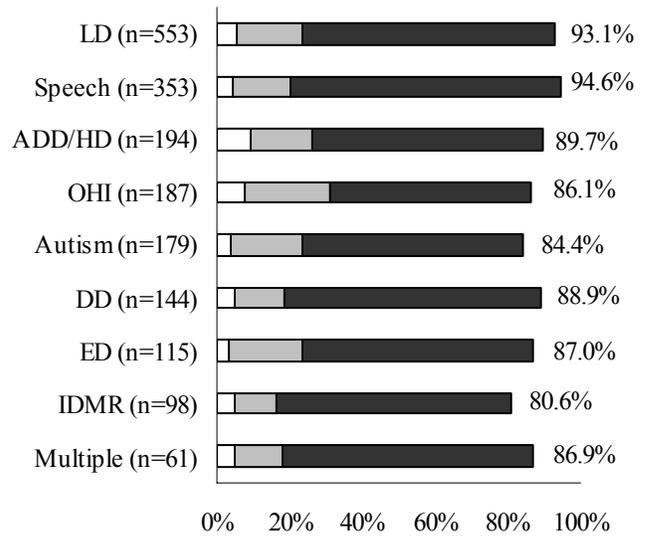
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



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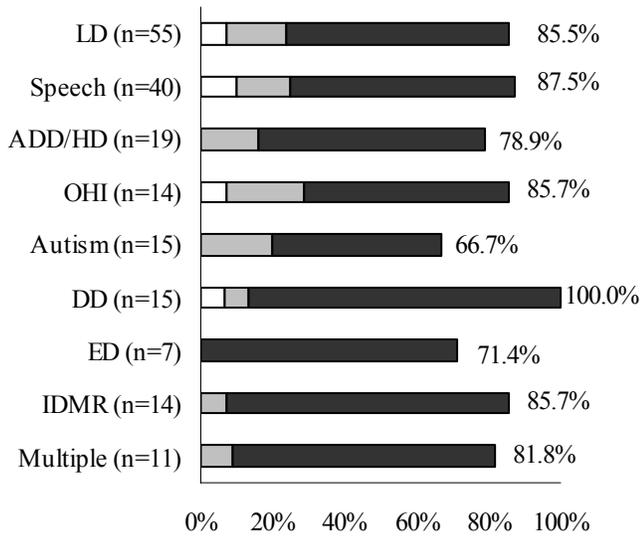


Q20: I have received a copy of my child's IEP within 5 school days after the PPT.

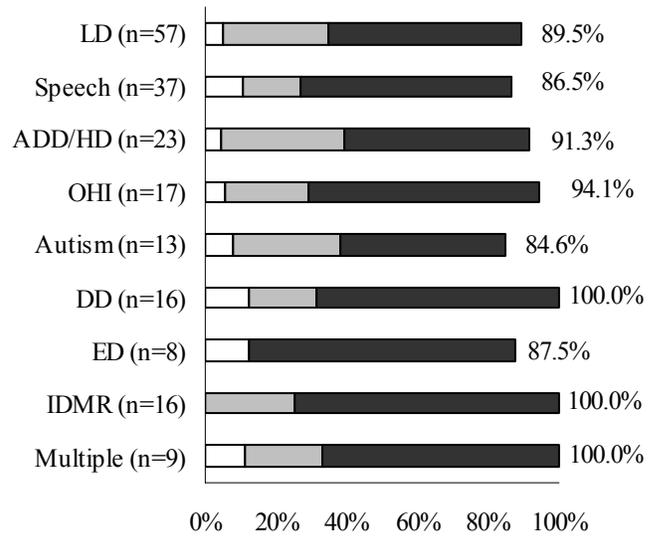


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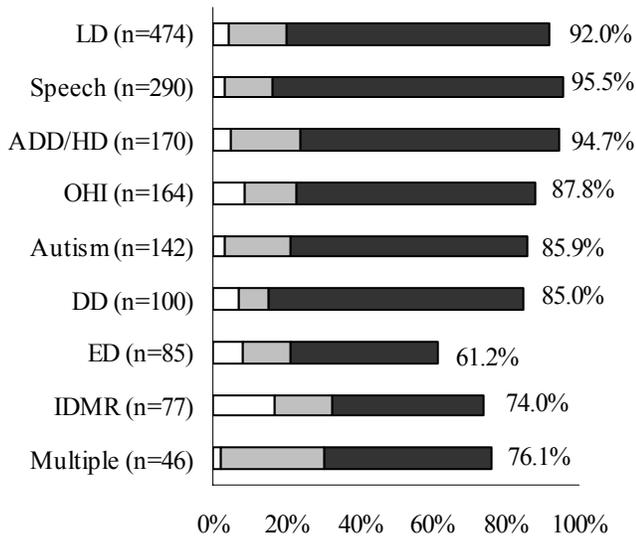
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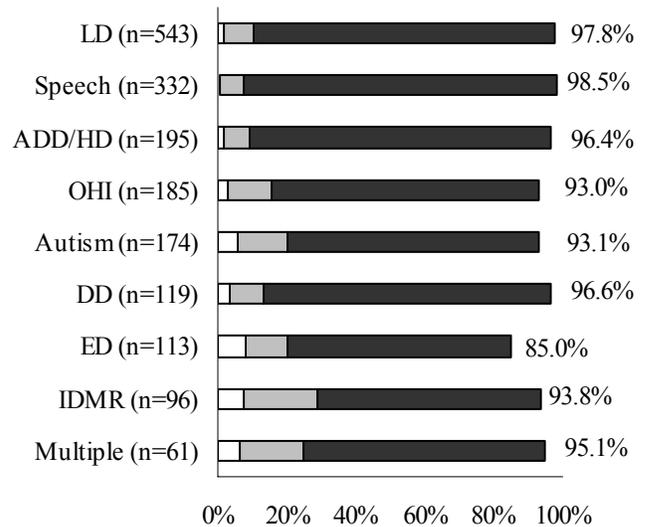
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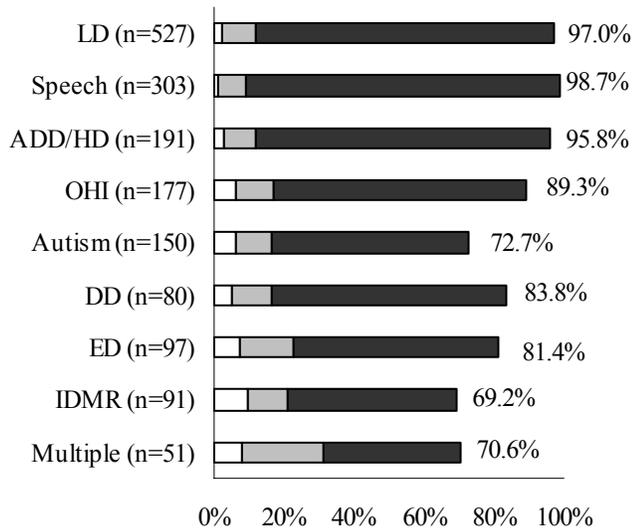


Slightly Agree

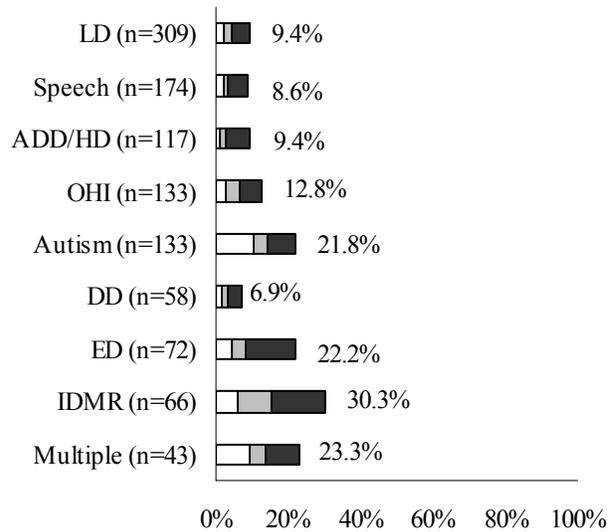
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Strongly Agree

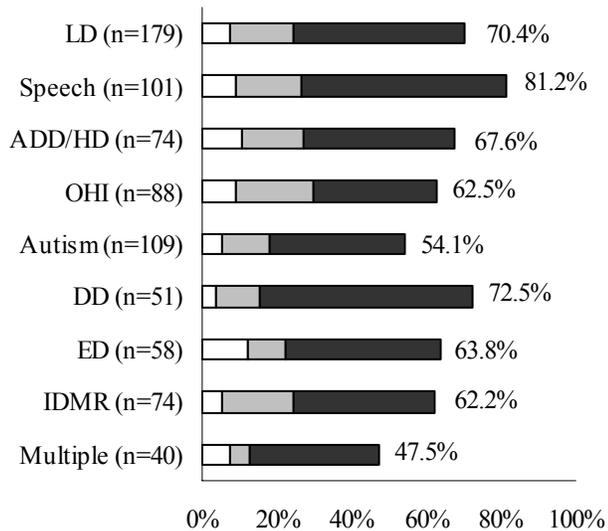
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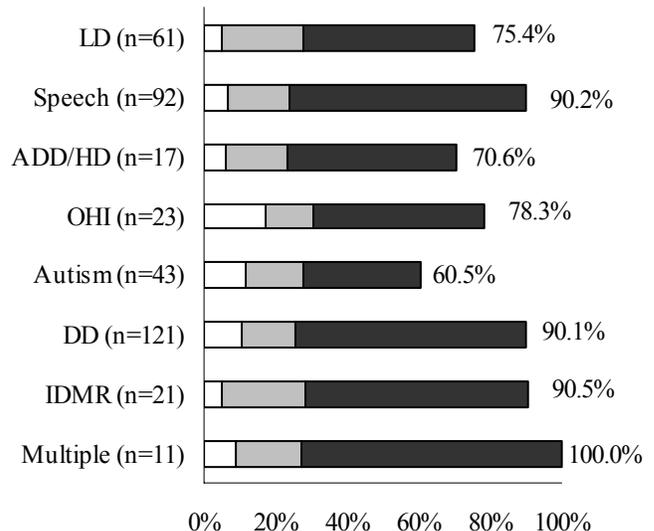
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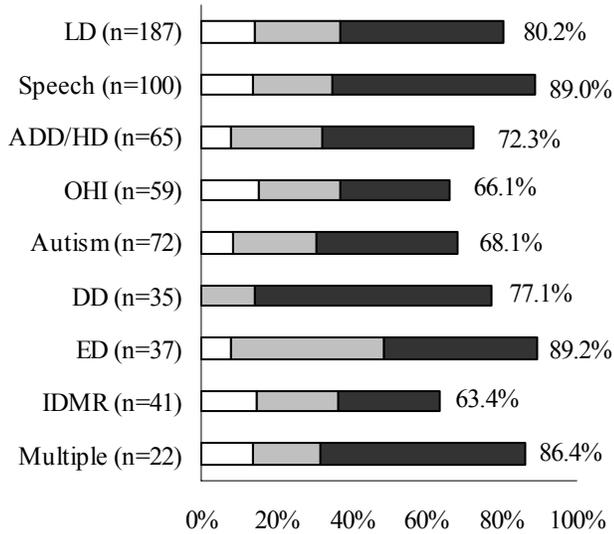


Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (answer only if your child transitioned from early intervention to Preschool in the past 3 years).

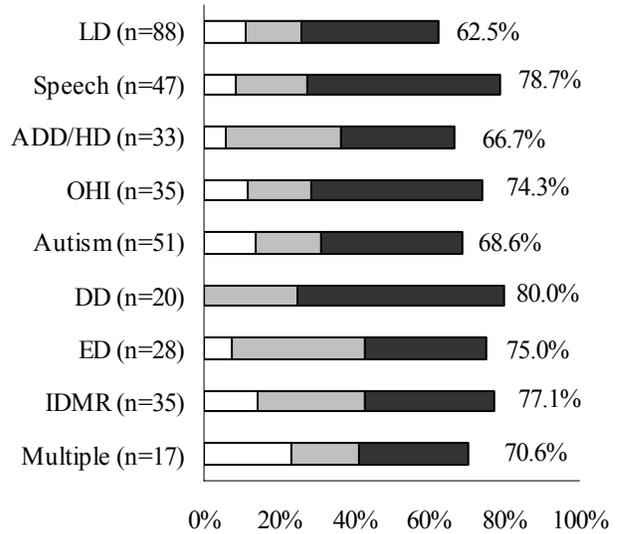


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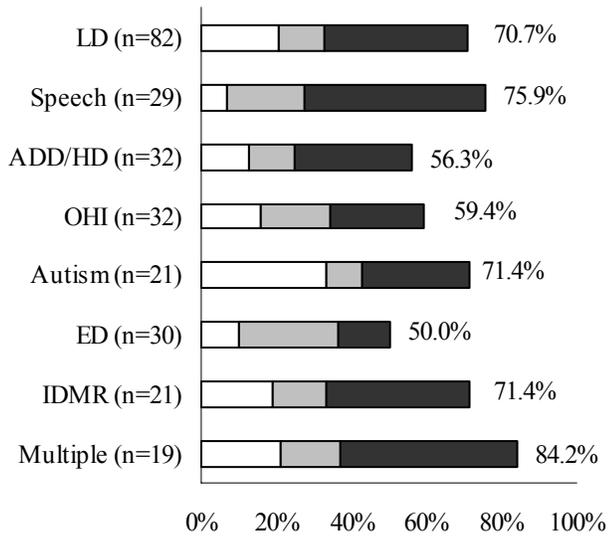
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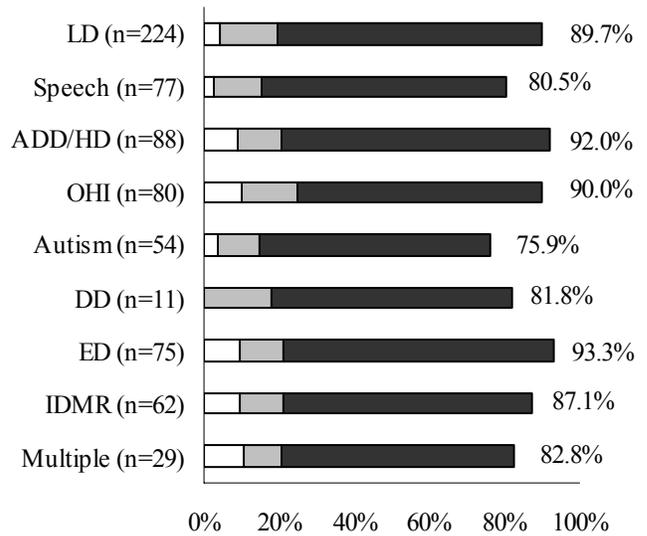
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.



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Q32: The school district actively encourages my child to attend and participate in PPT meetings (answer only if your child is age 15 or older).

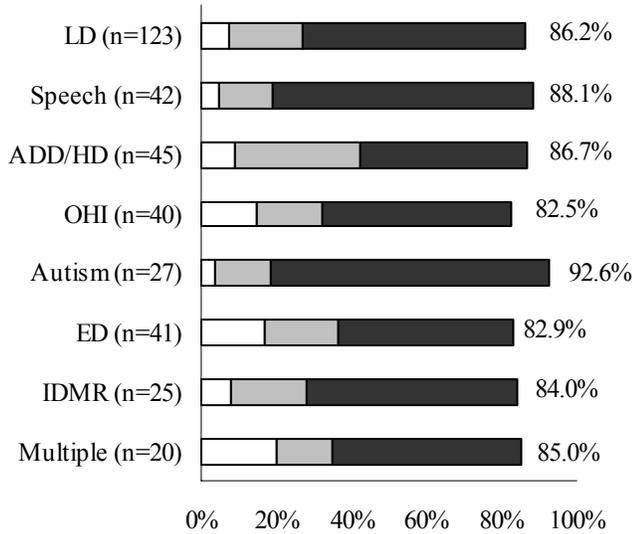


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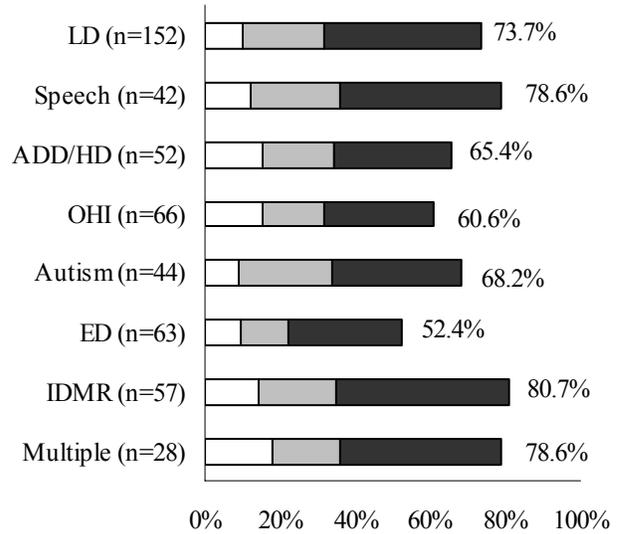
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■ Strongly Agree

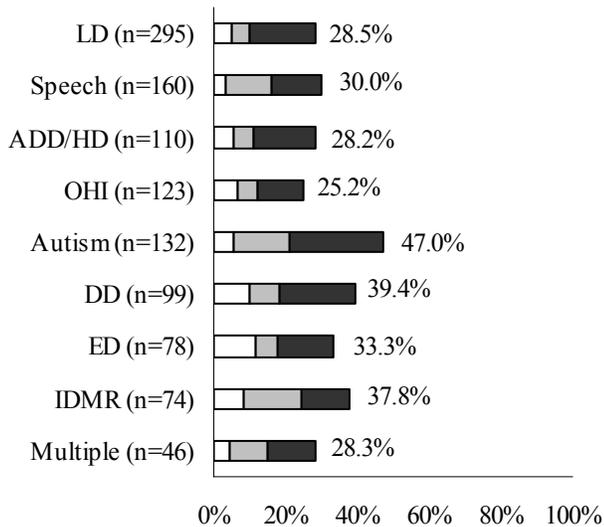
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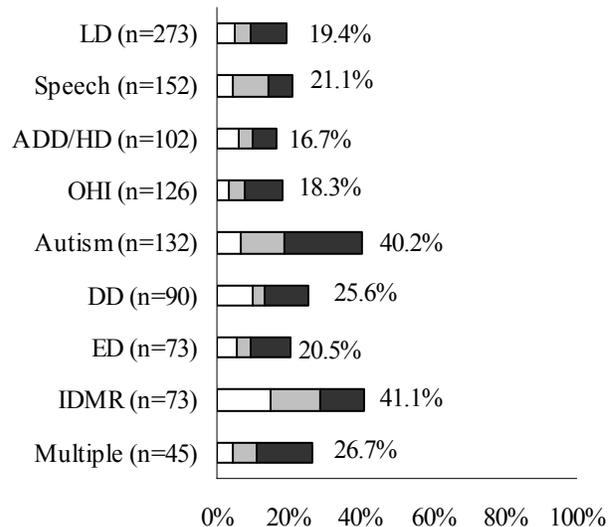
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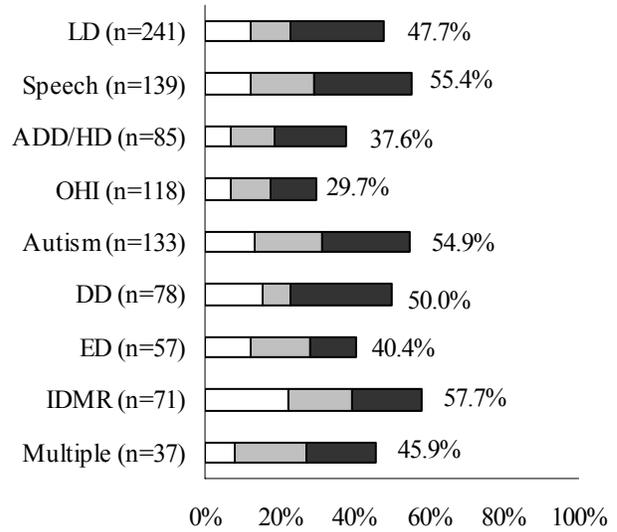
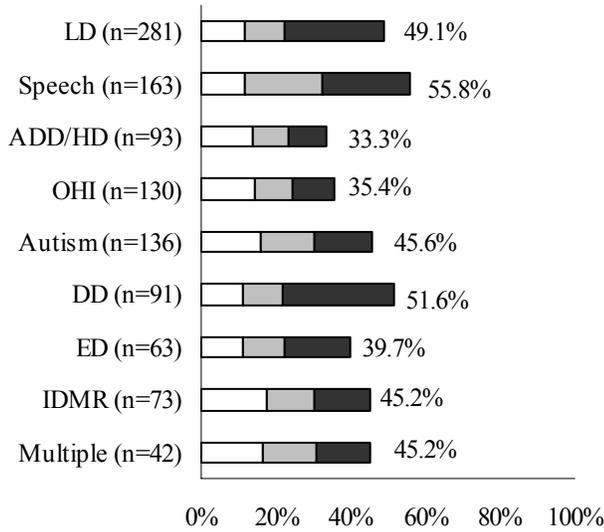
□ Slightly Agree

▒ Moderately Agree

■ Strongly Agree

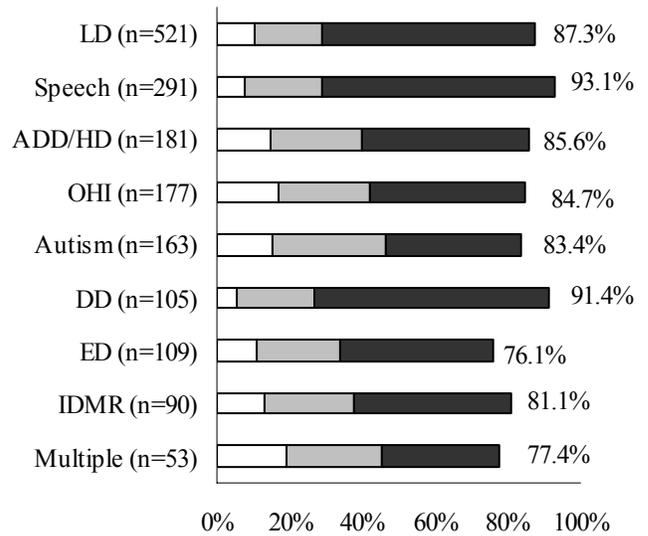
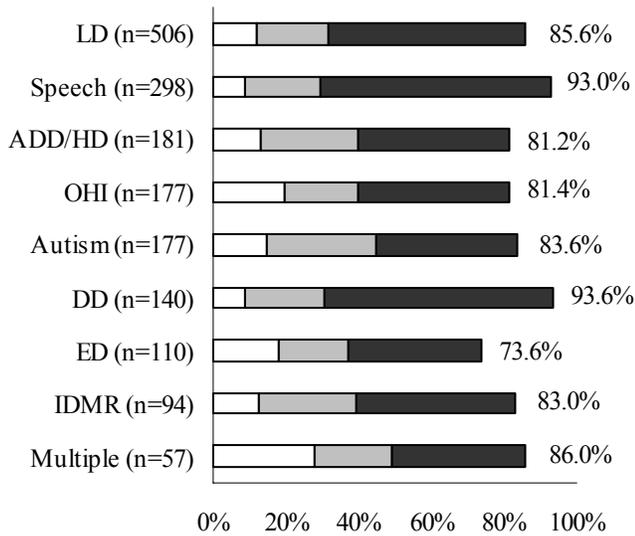
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.

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Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



□ Slightly Agree □ Moderately Agree ■ Strongly Agree

APPENDIX D: YEAR-TO-YEAR COMPARISON OF SURVEY RESULTS

The following appendix provides data from the past two distribution cycles (2005-2006 and 2006-2007) of the parent survey. Appendix D.1 includes information on the demographic representation of survey respondents by year; and Appendix D.2 includes stacked bar charts to illustrate the response pattern of survey respondents by year. Each bar chart presents the percentage of respondents to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar¹⁷. The total number of respondents (n) includes all respondents who selected a response other than “not applicable” and “don’t know.”

One slight, but noteworthy, modification was made to the parent survey in 2006-2007. Survey statements related to transition planning were changed to instruct respondents to only answer particular statements if their child was age 15 at his/her last PPT meeting [Q31]; currently age 15 or older [Q32]; and age 15 or 16 at his/her last PPT meeting [Q33]. In 2005-2006, the respective ages were 13 and 14. This modification should be considered when interpreting results between the two years on these particular survey statements.

¹⁷ Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

APPENDIX D.1: SURVEY DEMOGRAPHICS BY YEAR

Table D.1.1: Parent Survey Sampling Matrix

District Size	2005-2006		2006-2007	
	DRGs (A-D)	DRGs (E-I)	DRGs (A-D)	DRGs (E-I)
n < 100	Andover, Easton, Westbrook	Ashord, Chester, Sharon	Cornwall, Sherman	Bozrah, North Canaan, Sterling, Voluntown
100 ≥ n < 400	East Lyme, Canton, Orange, Preston, Shelton	Derby, North Stonington, Lebanon	Brookfield, Colchester Oxford, Regional 05, Regional 08, Regional 19, Stonington, Suffield	East Windsor, Regional 16, Stafford, Thompson, Winchester
400 ≥ n < 900	Madison, Wilton, Windsor	Killingly, New London	Branford, Cheshire, New Milford, Simsbury	Naugatuck, Norwich, Windham
n ≥ 900	--	New Britain, Waterbury	West Hartford	Bridgeport, Manchester

Note: The district size is based on the number of students (n) reported to CSDE as receiving special education services.

Table D.1.2: Survey Response Rate

Year	Districts	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
2005-2006	21	6,305	1,387	22.0%	240	22.9%
2006-2007	29	9,877	2,020	20.5%	602	21.8%

Note: The adjusted response rate refers to the number of complete surveys returned divided by the number of respondents receiving the survey. Undeliverable surveys are not figured into the calculation of the adjusted response rate.

Table D.1.3: Language of Surveys Received

Language	2005-2006		2006-2007	
	n	Percent	n	Percent
English	1,308	94.3%	1,960	97.0%
Spanish	79	5.7%	60	3.0%

Table D.1.4: Child's Race/Ethnicity

Race/Ethnicity	2005-2006		2006-2007	
	n	Percent	n	Percent
White not Hispanic	947	72.9%	1,568	80.5%
Hispanic	168	12.9%	205	10.5%
Black not Hispanic	130	10.0%	106	5.4%
Asian or Pacific Islander	31	2.4%	46	2.4%
Am. Indian or Alaskan Native	23	1.8%	23	1.2%

Table D.1.5: Child's Age

Age	2005-2006		2006-2007	
	n	Percent	n	Percent
3 to 5	197	14.7%	230	11.5%
6 to 12	640	47.7%	840	42.2%
13 to 14	200	14.9%	304	15.3%
15 to 17	235	17.5%	460	23.1%
18 to 21	71	5.3%	158	7.9%

Table D.1.6: Child's Grade Level

Grade Level	2005-2006		2006-2007	
	n	Percent	n	Percent
Preschool	165	12.3%	182	9.2%
Elementary	528	39.5%	711	35.8%
Middle	344	25.7%	470	23.7%
High	267	20.0%	565	28.5%
Transition	34	2.5%	57	2.9%

Table D.1.7: Child's Gender

Gender	2005-2006		2006-2007	
	n	Percent	n	Percent
Male	926	69.2%	1,422	71.0%
Female	413	30.8%	581	29.0%

Table D.1.8: Child's Type of Placement

Type of Placement	2005-2006		2006-2007	
	n	Percent	n	Percent
Public	1,198	89.7%	1,802	90.0%
Special Ed. - Out of District	69	5.2%	119	5.9%
Residential	14	1.0%	35	1.7%
Private/Parochial	19	1.4%	13	0.6%
Out of State	5	0.4%	4	0.2%
Hospital/Homebound	4	0.3%	3	0.1%
Other Placement	26	1.9%	27	1.3%

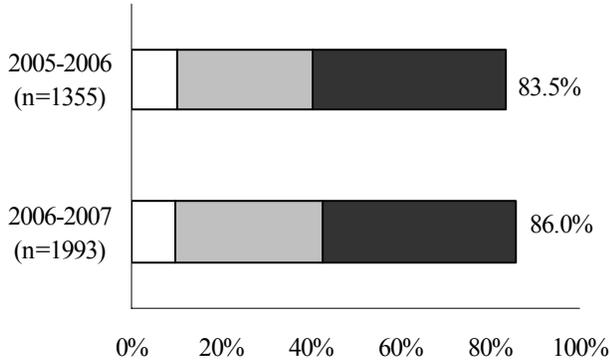
Table D.1.9: Child's Disability Category

Disability Category	2005-2006		2006-2007	
	n	Percent	n	Percent
Specific Learning Disability	367	27.5%	560	28.2%
ADD/HD	263	19.7%	420	21.2%
Speech or Language Impaired	272	20.4%	375	18.9%
Autism	154	11.5%	233	11.7%
Intellectual Disability/Mental Retardation	60	4.5%	125	6.3%
Developmental Delay (ages 3-5 only)	98	7.3%	107	5.4%
Multiple Disabilities	68	5.1%	106	5.3%
Emotional Disturbance	75	5.6%	103	5.2%
Hearing Impairment	31	2.3%	59	3.0%
Other Health Impairment (OHI)	76	5.7%	45	2.3%
Visual Impairment	24	1.8%	28	1.4%
Orthopedic Impairment	9	0.7%	20	1.0%
Traumatic Brain Injury	12	0.9%	16	0.8%
Deaf-Blindness	13	1.0%	7	0.4%
Other	158	11.8%	226	11.4%
Don't Know	34	2.5%	44	2.2%
To Be Determined	13	1.0%	24	1.2%

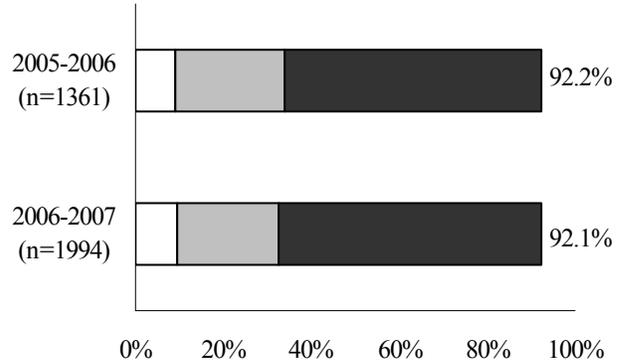
Note: Respective percentages are based on the number of respondents in 2005-2006 (n=1,335) and in 2006-2007 (n=1,984).

APPENDIX D.2: SURVEY RESPONSE BY YEAR

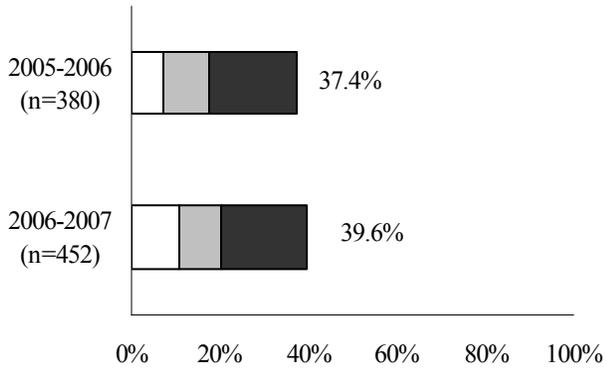
Q1: I am satisfied with my child's overall special education program.



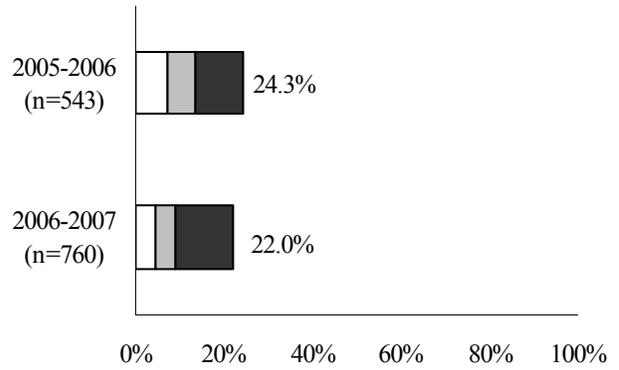
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



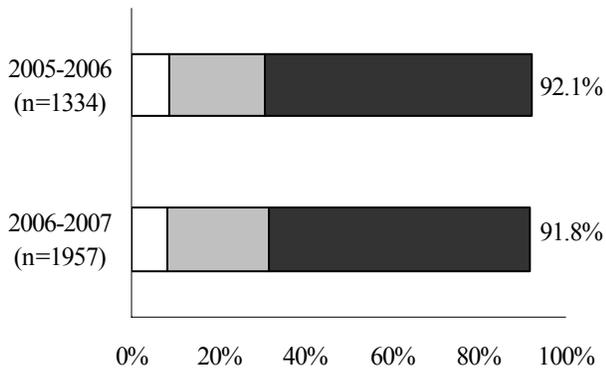
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



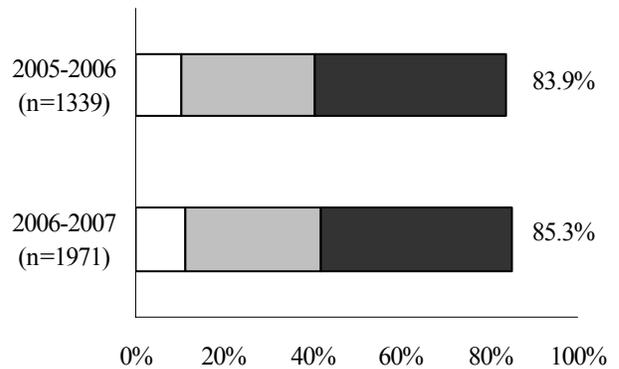
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



Q6: My child's IEP is meeting his or her educational needs.

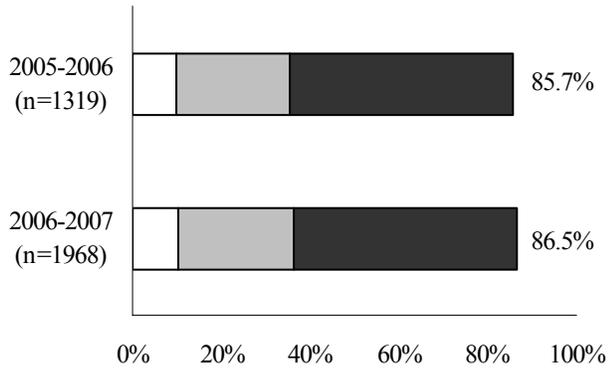


□ Slightly Agree

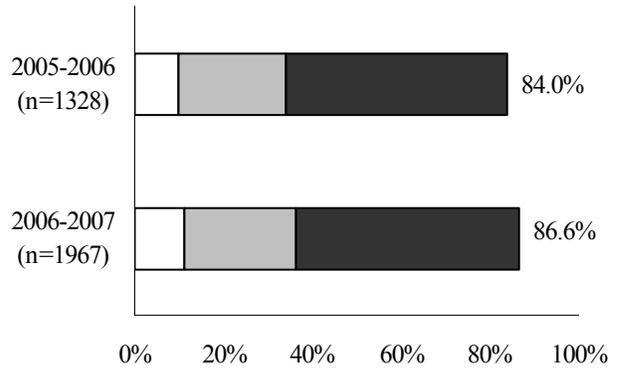
■ Moderately Agree

■ Strongly Agree

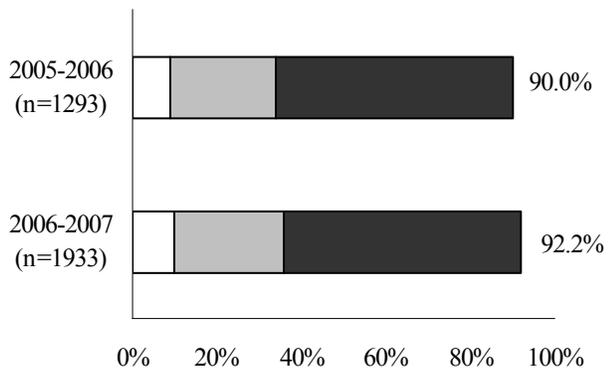
Q7: All special education services identified in my child's IEP have been provided.



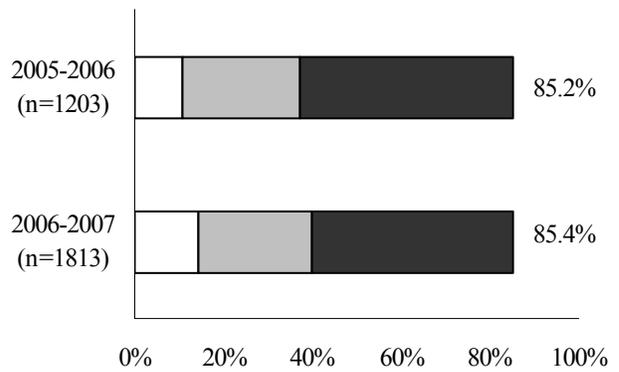
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



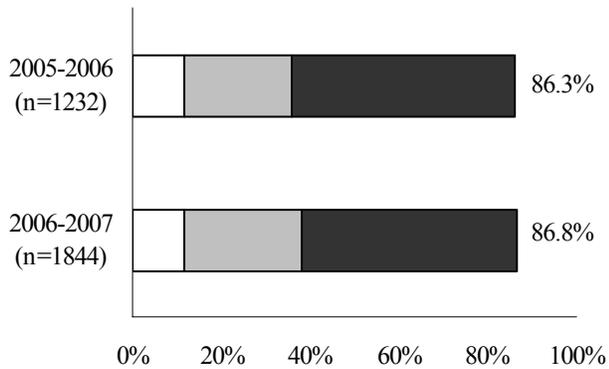
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



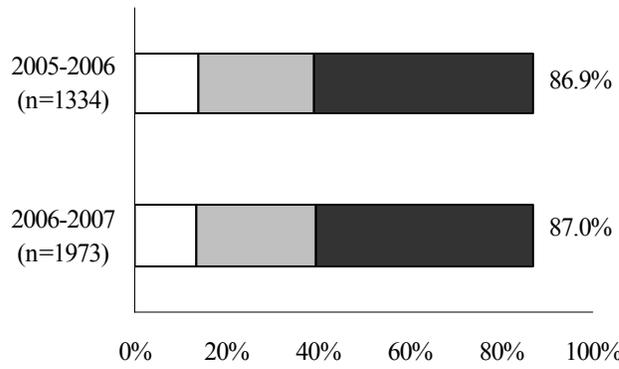
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



Q11: General education and special education teachers work together to assure that my child's IEP is being implemented.

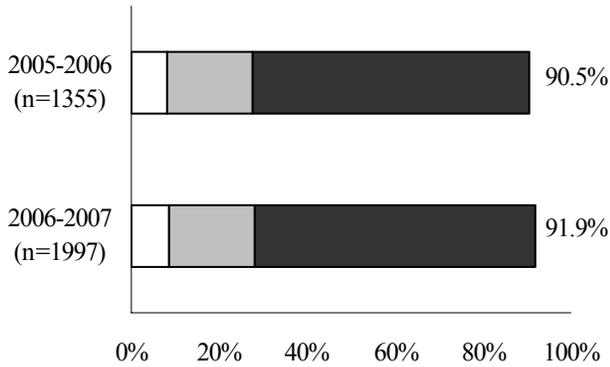


Q12: In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.

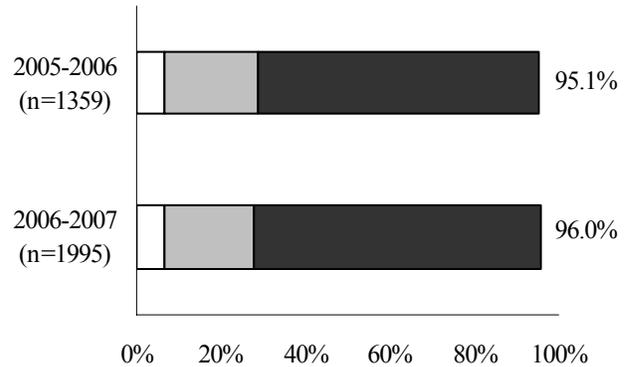


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

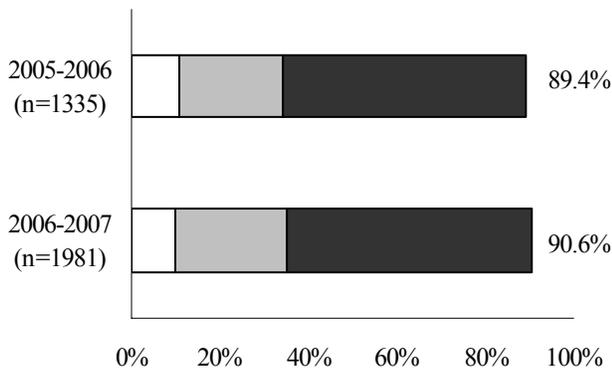
Q13: At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.



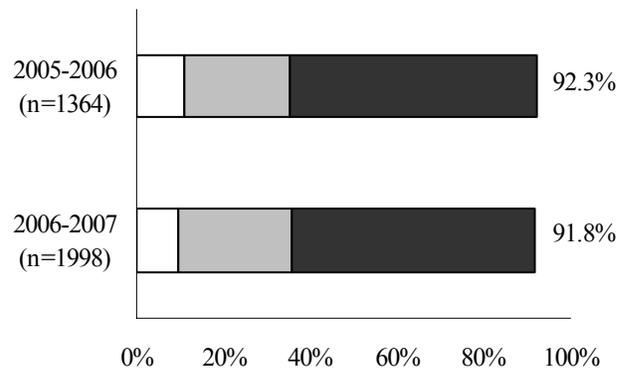
Q14: I understand what is discussed at meetings to develop my child's IEP.



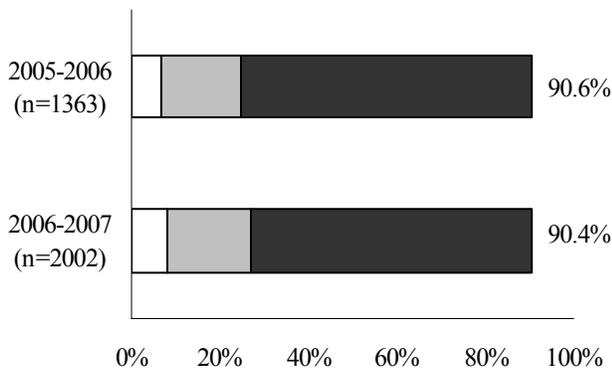
Q15: My concerns and recommendations are documented in the development of my child's IEP.



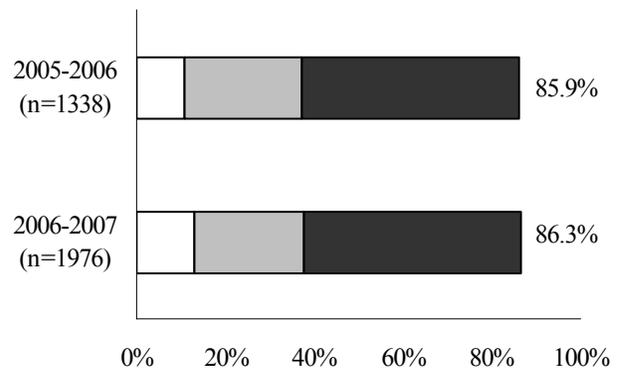
Q16: My child's evaluation report is written in terms I understand.



Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

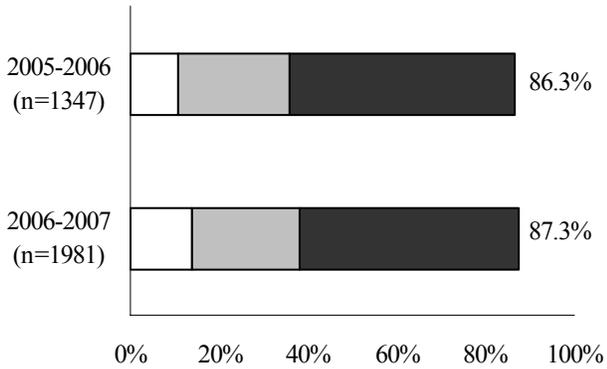


□ Slightly Agree

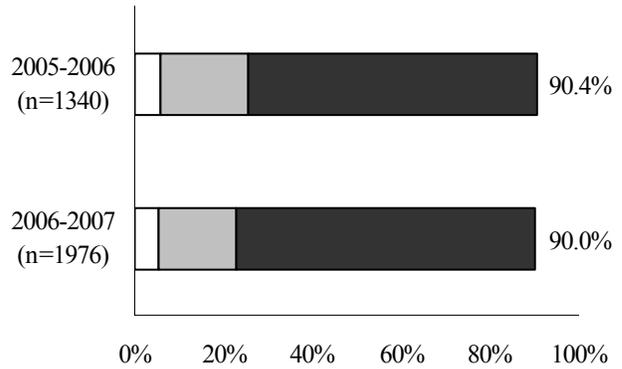
■ Moderately Agree

■ Strongly Agree

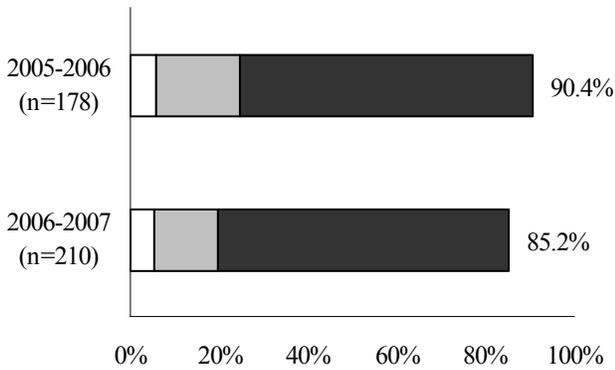
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



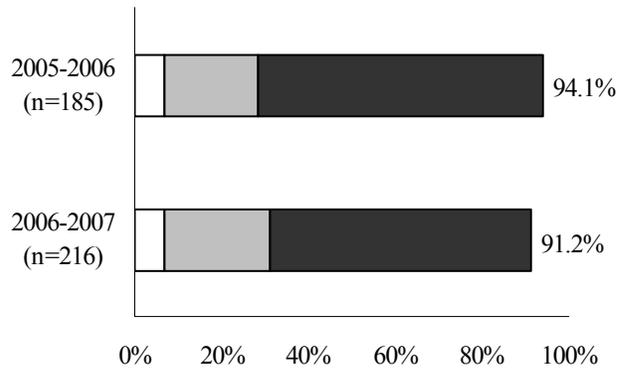
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



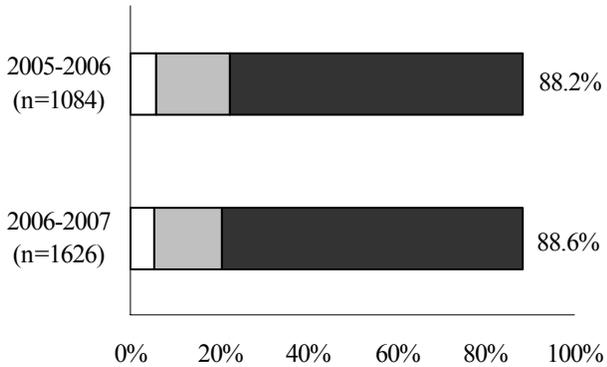
Q21: If necessary, a translator was provided at the PPT meetings.



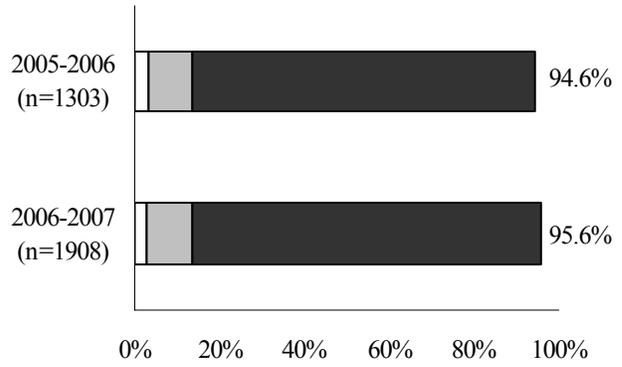
Q22: The translation services provided at the PPT meetings were useful and accurate.



Q23: The school district proposed the regular classroom for my child as the first placement option.

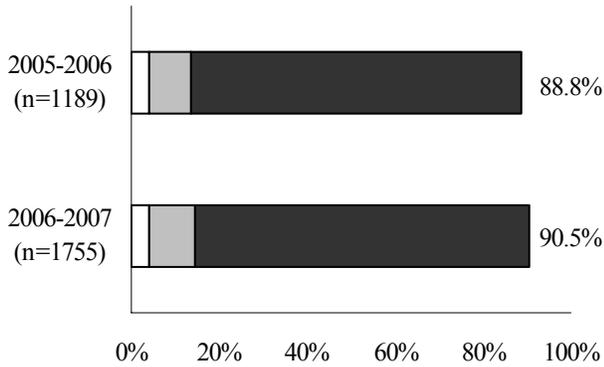


Q24: My child has the opportunity to participate in school-sponsored activities such as field trips, assemblies and social events (dances, sports events).

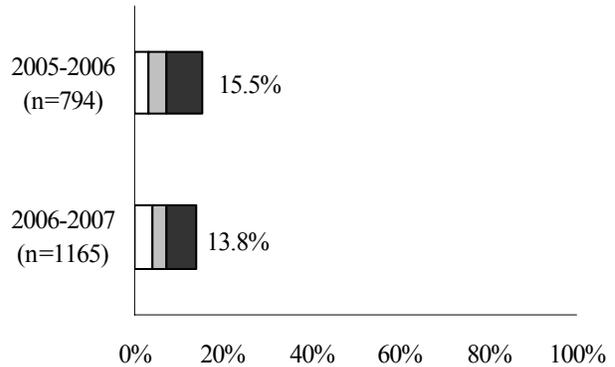


Slightly Agree
 Moderately Agree
 Strongly Agree

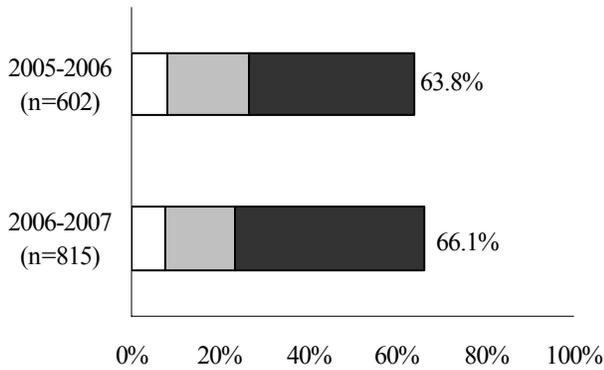
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



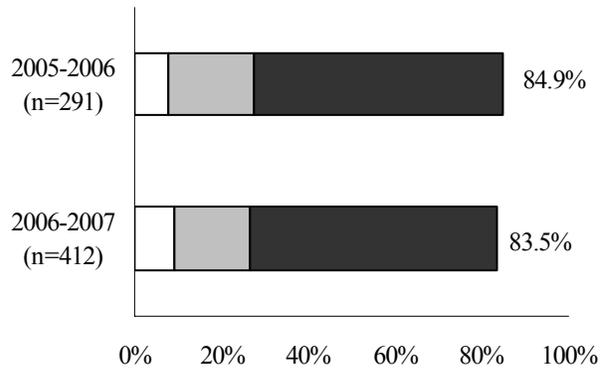
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



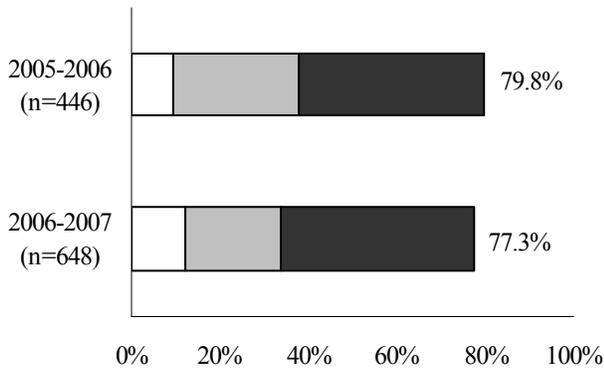
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



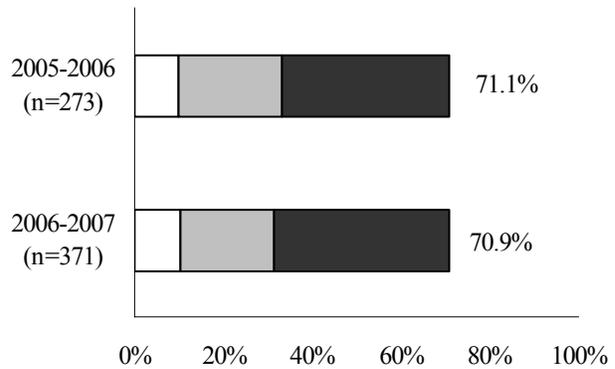
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (answer only if your child transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child.

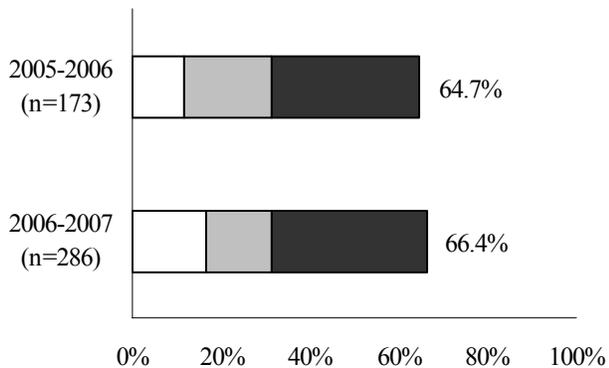


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.

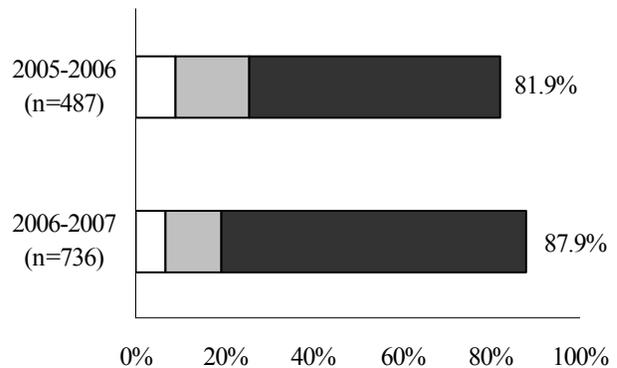


□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

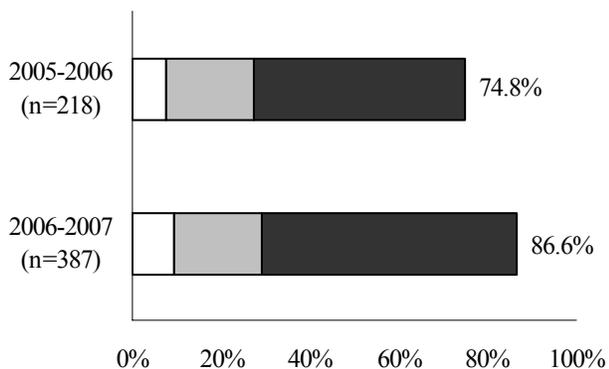
Q31: My child is age 15 and the PPT introduced planning for his/her transition to adulthood (answer only if your child was age 15 at his/her last PPT meeting).*



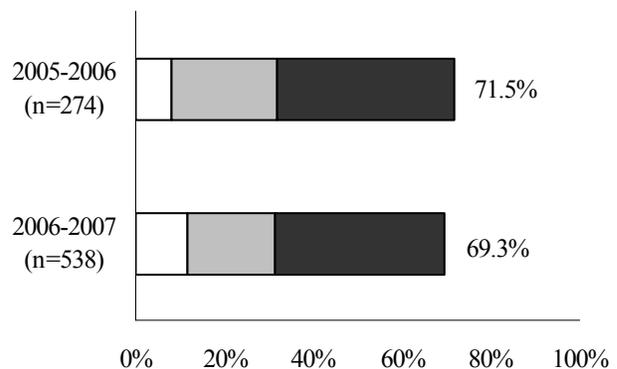
Q32: The school district actively encourages my child to attend and participate in PPT meetings (answer only if your child is age 15 or older).*



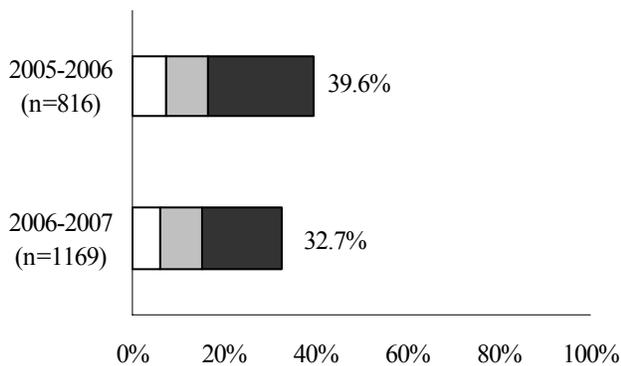
Q33: My child is age 15 or 16 and the PPT discussed an appropriate course of study at the high school (answer only if your child was age 15 or 16 at his/her last PPT meeting).*



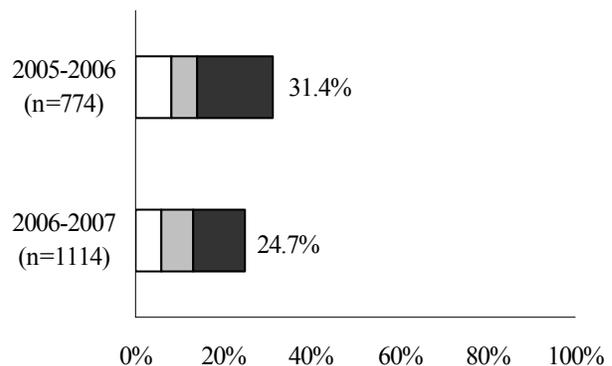
Q34: My child is age 15 or older and the PPT developed individualized goals related to employment/postsecondary education, independent living and community participation, if appropriate (answer only if your child is age 15 or older).



Q35: In the past year, I have attended parent training or information sessions (provided by my district, other districts or agencies) that addressed the needs of parents and of children with disabilities.



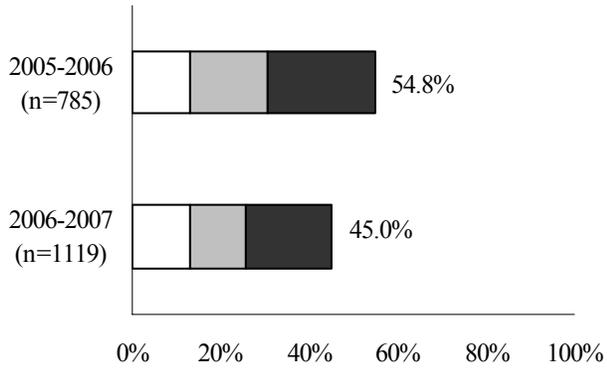
Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.



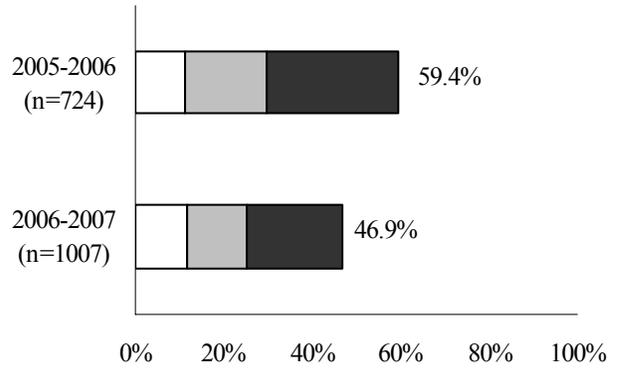
□ Slightly Agree ■ Moderately Agree ■ Strongly Agree

* Note: In 2005-2006, respondents were instructed to answer if their child was age 13 at his/her last PPT meeting [Q31]; currently age 13 or older [Q32]; and age 13 or 14 at his/her last PPT meeting [Q33].

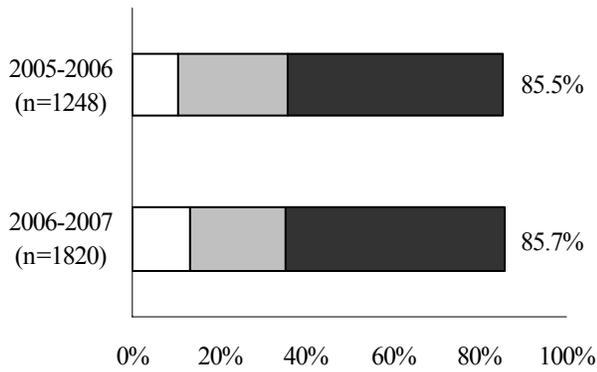
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



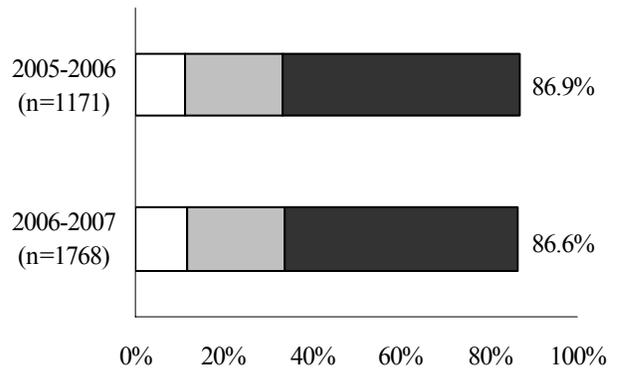
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



Q39: My child is learning skills that will enable him/her to be as independent as possible.



Q40: My child is learning skills that will lead to a high school diploma, further education, or a job.



□ Slightly Agree

■ Moderately Agree

■ Strongly Agree