

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

2007-2008
Connecticut Special Education Parent Survey

Summary Report

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EXECUTIVE SUMMARY

Introduction

In spring 2008, 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 2007-2008 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 2007-2008 survey was sent to a total of 10,323 parents of children receiving special education services across 31 school districts. Overall, 2,306 surveys were returned, representing a response rate of 22.3%, with the survey response rate by individual school districts ranging from just over 13.0% to slightly over 35.0%.

Key Findings

Key findings of the quantitative section of the 2007-2008 parent survey are presented according to the following three themes: 1) areas of strength; 2) areas for improvement; and 3) differences by demographics. 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 and differences across survey years.

Areas of Strength

- *General Satisfaction:* The majority (86.4%) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1].
- *Communication:* Over 90.0% of parents agreed that they have the opportunity to talk with their child's teachers on a regular basis [Q2]. Similarly, 88.4% of parents agreed that administrators and teachers in their child's school encourage parent involvement in order to improve services and results for children with disabilities [Q12].

- *IEP Process:* The overwhelming majority of parents agreed that they understand what is discussed at meetings to develop their child’s IEP [Q14], their input is encouraged at IEP meetings [Q13], and their concerns and recommendations are documented during the IEP process [Q15] (96.3%, 92.6% and 90.0%, respectively).
- *Child’s Participation:* The majority of survey respondents agreed that their child has the opportunity to participate in school-sponsored activities [Q24] and in extracurricular school activities with children without disabilities [Q25] (96.0% and 91.1%, respectively). Among parents of children ages 15 or older, over 90.0% agreed that the school district actively encourages their child to attend and participate in PPT meetings [Q32].
- *Child’s Future:* When asked about their child’s future, approximately 88.0% of parents agreed that their child is learning skills that will allow him or her to be as independent as possible [Q39] and will lead to a high school diploma, further education, or a job [Q40].

Areas for Improvement:

- *Support for Extracurricular Activities:* When asked if the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities, more than one-quarter (26.0%) of parents disagreed with the statement [Q27].
- *Secondary Transition Planning:* When parents of children ages 15 or older were asked if they are satisfied with secondary transition services, almost one-quarter (22.6%) of parents disagreed [Q29]. Approximately one-quarter (25.1%) of these parents also disagreed when asked if outside agencies have been invited to participate in secondary transition planning [Q30].
- *Transition to Adulthood:* Approximately one-quarter (24.4%) of parents with children ages 15 or older disagreed that the PPT introduced planning for their child’s transition to adulthood [Q31]. A comparable proportion (22.2%) of parents disagreed that the PPT developed individualized goals related to their child’s employment/postsecondary education, independent living, and community participation [Q34].
- *Parent Training:* Almost two-thirds (63.5%) of survey respondents disagreed when asked if they attended a parent training or information session that addressed the needs of parents and of children with disabilities within the past year [Q35]. In addition, when asked if there are opportunities for parent training in their district, more than one-third (36.6%) of parents disagreed [Q37].
- *Parent Support:* Compared to parent training, even more parent respondents, almost three-quarters (71.9%), disagreed when asked if they are involved in a support network for parents of students with disabilities [Q36]. Over one-third (35.1%) of parents indicated that they did not know if a support network is available to them through their school district or other sources [Q38].

Differences by Demographics

Disability: In general, a child's disability was a common determinant of variations found in parents' responses to survey statements. Parents of children with a speech and language impairment or developmental delay tended to report higher levels of satisfaction than parents of children with an emotional disturbance, autism, ADD/HD or an other health impairment (OHI).

- When asked if they are satisfied with their child's overall special education program [Q1], parents of children with a developmental delay were approximately 17 percentage points more likely to agree with the statement than parents of children with an emotional disturbance.
- Over 90.0% of parents of children with a developmental delay, speech and language impairment or an intellectual disability/mental retardation (IDMR) agreed that staff is appropriately trained and able to provide their child's specific program and services [Q8] compared to approximately three-quarters (74.4%) of parents of children with autism.
- Parents of children with IDMR and parents of children with autism were the most likely to agree they had attended parent training in the past year [Q35] and these same parents were also the most likely to report being involved in a support network for parents of students with disabilities [Q36].

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).

- Parents of children ages 3-5 were approximately 14 percentage points more likely to agree that their child's IEP is meeting his or her needs [Q6] compared to parents of children ages 15-17 and parents of children ages 18-21.
- Parents of children ages 3-5 were approximately 11 to 13 percentage points more likely to agree that staff are appropriately trained and able to provide their child's specific program and services [Q8] than parents of older children (ages 13-14, ages 15-17, and ages 18-21).

Race/Ethnicity: Response patterns across parents of children with 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.

Gender: In addition, the gender of the survey respondent's child was not a significant determinant of parent response on any of the survey statements analyzed.

INTRODUCTION

In spring 2008, 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 2007-2008 statewide survey represents the third year of distribution with an annual survey expected to continue until 2011.

This report summarizes findings from the 2007-2008 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 rate (overall and by district) 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 the state's efforts to implement the requirements of the Individuals with Disabilities Education Improvement Act (IDEA). The SPP guidelines required each state to establish (with broad input from various stakeholders) a data source and target for 20 indicators for student with disabilities, including the following indicator regarding parent involvement:

SPP Indicator 8: 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.

CSDE personnel, in consultation with the Parent Advisory Work Group and various stakeholders, subsequently decided that the existing 2004-2005 parent survey was an appropriate instrument for collecting parent involvement data for SPP Indicator 8. Prior to its distribution in 2005-2006, a series of slight modifications were made to the survey; most notably, survey item 12 was added to serve as the primary measure for the SPP indicator. In an effort to maintain the original objectives of the parent survey, additional survey revisions were limited to minor modifications.

Sampling Design

As part of the new OSEP directive, states were encouraged to use sampling in their efforts to collect reliable and accurate parent involvement data over the six-year period. As such, a complex sampling design (two-stage cluster sampling with stratification) was developed in late 2005 for the CT Special Education Parent Survey. The plan was created to generate a six-year cycle for survey distribution to a statewide representative sample of parents of students with disabilities. In the first stage of the sampling design, the state's 169 school districts (clusters) were stratified into one of eight stratum according to 1) the number of special education students

in the district and 2) the District Reference Group (DRG) classification of the district¹. A proportionate number of districts were randomly sampled from each stratum to obtain an initial sample of 21 districts in 2005-2006, followed by a sample of 29 districts in 2006-2007, 31 districts in the current year (2007-2008), and an average of 30 districts per year thereafter. Districts were sampled without replacement, ensuring that all districts received the survey just once over the 6-year period and that all 169 districts will have been surveyed by 2010-2011.

The second stage of the sampling design is implemented annually and selects students from districts chosen (in stage one of the sampling plan) to participate in the current year survey. The number of students needed to obtain stable estimates at the district level is considered and in most districts surveys are sent to all parents of students with disabilities. Over the past three years, surveys have been sent to all parents of students with disabilities in 69 of the 81 (85.2%) districts surveyed thus far. If a student sample is drawn from a particular district, the students are stratified by school level (elementary, middle, or high school) with the number of students randomly sampled at each level determined by disproportionate allocation (-15%, +5%, +10%, respectively).

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:

- Satisfaction with my child's special education program;
- Participation in developing and implementing my child's program;
- My child's participation;
- Transition planning for preschoolers and secondary students;
- Parent training and support; and
- 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 request factual information from the respondent.

Survey Distribution

In May of 2008, surveys were sent to all parents of students with disabilities in 25 of the 31 districts participating in the third year of the survey. Surveys were sent to a sample of parents

¹ The original sampling plan stratified districts by ERGs (Education Reference Groups). In 2006, CSDE replaced the ERG classification system with District Reference Groups (DRGs). DRGs are used by the state to group together LEAs with public school students of similar socioeconomic status (SES). However, the classification of districts by size (the number of special education students) was not updated and is based on 2004-2005 student data.

in the six largest participating districts (East Hartford, Fairfield, Glastonbury, Meriden, Southington, and Torrington) according to the sampling design previously discussed. The survey mailing included an envelope with the student's name, a letter of instruction, the survey questionnaire, 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 in both English and Spanish. (See Appendix E for a sample of the English version of the survey.) The deadline for returning completed surveys was June 9, 2008, although surveys received through October 1, 2008 were included in the final survey analysis.

Confidentiality

The external evaluation team has worked closely with the CSDE and the Parent Advisory Work Group since the first year of the annual statewide survey to ensure the confidentiality of all student level data. Student names and mailing addresses are provided to the external evaluators 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. Confidentiality edits are applied to district-level data if fewer than 20 survey responses are received from an individual district or if five or fewer parents respond to a particular survey item.

Strengths and Limitations

The audience for this report includes parents, district personnel, CSDE staff and other stakeholders interested in special education outcomes in Connecticut. Its purpose is to provide an informative summary of the broad views and opinions of a select group of parents of students with disabilities. The data presented here offers stakeholders the opportunity to generate hypotheses and explore potential casual relationships that could be compared with results from other data sources. However, this report is not meant to be a technical report and does not include a comprehensive statistical analysis of the survey data. As such, caution should be used in making inferences about the statewide special education population. (Further discussion regarding the representativeness of the sample, non-response bias, and measurement error is provided in Appendix A.)

SURVEY RESPONSE RATE

Section II

The 2007-2008 survey was sent to a total of 10,323 parents of children receiving special education services across 31 school districts. The overall survey response rate was 22.3% (n=2,306), with the response rate by district ranging from a low of 13.6% in East Hartford to a high of 36.4% in New Fairfield². Close to 500 surveys were returned undeliverable, representing 4.7% of the total mailing³.

Table II.1: Survey Response Rate

District	Surveys Sent	Surveys Received	Response Rate	Returned Undeliverable	Adjusted Response Rate
New Fairfield	343	125	36.4%	2	36.7%
Bolton	83	28	33.7%	3	35.0%
Willington	89	27	30.3%	3	31.4%
Woodbridge	80	24	30.0%	8	33.3%
Regional 01	63	17	27.0%	1	27.4%
Regional 14	232	62	26.7%	63	36.7%
Newington	499	131	26.3%	24	27.6%
Cromwell	204	53	26.0%	2	26.2%
Chaplin	27	7	25.9%	4	30.4%
Glastonbury	662	163	24.6%	30	25.8%
Avon	377	92	24.4%	8	24.9%
Southington	647	155	24.0%	2	24.0%
Fairfield	703	168	23.9%	8	24.2%
North Haven	508	121	23.8%	20	24.8%
Plainville	375	87	23.2%	12	24.0%
Lisbon	87	20	23.0%	1	23.3%
Canterbury	87	19	21.8%	3	22.6%
Regional 17	300	65	21.7%	8	22.3%
Regional 12	177	38	21.5%	23	24.7%
Wethersfield	416	89	21.4%	2	21.5%
Salem	71	15	21.1%	3	22.1%

Table is continued on the next page.

² Numbers and response rates differ slightly from those previously reported in the 2007-08 CT Special Education Parent Survey District Report. After the district report was completed, approximately 90 additional surveys were received and included in the overall analysis. In addition, it was subsequently discovered that 50 duplicate surveys had been sent to the East Hartford School District. The duplicates were treated as “not eligible”(per the AAPOR 2008 Standard Definitions) thus reducing the total mailing to 10,323 surveys and the East Hartford mailing to 664 surveys.

³ 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
Middletown	661	139	21.0%	67	23.4%
Wolcott	321	67	20.9%	4	21.1%
Torrington	622	126	20.3%	0	20.3%
East Haddam	193	39	20.2%	2	20.4%
Bethel	338	68	20.1%	5	20.4%
Regional 06	152	29	19.1%	3	19.5%
Ansonia	328	59	18.0%	30	19.8%
Griswold	259	45	17.4%	10	18.1%
Meriden	755	129	17.1%	65	18.7%
East Hartford	664	90	13.6%	74	15.3%
Unknown	-	9	-	-	-
Total	10,323	2,306	22.3%	490	23.5%

Note: Districts have been sorted in descending order based on their response rate in column 4. The adjusted response rate (column 6) 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)⁴.

⁴ The response rates listed in columns 4 and 6 were computed according to American Association for Public Opinion Research (AAPOR 2008) standard definitions for RR2 and RR6, respectively.

DEMOGRAPHICS

Section III

The following tables include the demographic characteristics of students with disabilities as reported by survey respondents. A comparison to the demographic characteristics of students with disabilities in the statewide population can be found in Appendix A.

Table III.1: Race/Ethnicity

Child's Race/Ethnicity	n	Percent
White not Hispanic	1,817	81.8%
Hispanic	202	9.1%
Black not Hispanic	136	6.1%
Asian/Pacific Islander	51	2.3%
Am. Indian/Alaskan Native	14	0.6%

Table III.2: Age

Child's Age	n	Percent
3 to 5	267	11.7%
6 to 12	1,020	44.8%
13 to 14	385	16.9%
15 to 17	460	20.2%
18 to 21	143	6.3%

Table III.3: Grade Level

Child's Grade Level	n	Percent
Preschool	229	10.1%
Elementary	836	36.9%
Middle	567	25.1%
High	567	25.1%
Transition	64	2.8%

Table III.4: Gender

Child's Gender	n	Percent
Male	1,588	69.4%
Female	699	30.6%

Table III.5: Type of Placement

Child's Type of Placement	n	Percent
Public	2,052	89.8%
Special Ed. - Out of District	144	6.3%
Private/Parochial	31	1.4%
Residential	19	0.8%
Hospital/Homebound	6	0.3%
Out of State	3	0.1%
Other	30	1.3%

Table III.6: Disability

Child's Disability	n	Percent
Specific Learning Disabilities	641	28.2%
OHI - ADD/ADHD	499	22.0%
Speech or Language Impaired	459	20.2%
Autism	287	12.6%
Multiple Disabilities	131	5.8%
Intellectual Disability/Mental Retardation	123	5.4%
Emotional Disturbance	111	4.9%
Other Health Impairment (OHI)	94	4.1%
Developmental Delay (ages 3-5 only)	93	4.1%
Hearing Impairment	39	1.7%
Visual Impairment	25	1.1%
Orthopedic Impairment	15	0.7%
Traumatic Brain Injury	11	0.5%
Deaf-Blindness	6	0.3%
Don't Know	84	3.7%
To Be Determined	49	2.2%
Total Selected	2,667	-

Note: Survey respondents were asked to select one disability; however, 285 respondents chose multiple disabilities for their child. The percentages included above are based on the number of total respondents (n=2,271) and therefore do not add up to 100%.

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 parent satisfaction or concern.

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 high⁵.

- The majority (86.4%, n=1,968) of survey respondents agreed that they are satisfied with their child’s overall special education 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>	2,278	43.5%	33.5%	9.4%	86.4%	3.8%	4.3%	5.5%	13.6%	±

± 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 (92.5%, n=2,114) of parents agreed that they have the opportunity to talk with their child’s teachers on a regular basis [Q2] and a similar number (91.5%, n=2,035) of parents agreed that their child is accepted within the school community [Q5].

⁵ Two of the 11 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 the generalizations in this section.

When compared to all other statements in this topic area, parents were most likely to choose the strongly agree rating for these two statements (61.3% and 60.4%, respectively).

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>	2,285	61.3%	22.1%	9.1%	92.5%	2.8%	2.8%	2.0%	7.5%	±
3. <i>My child's school day has been shortened to accommodate his/her transportation needs.</i>	526	19.4%	8.0%	7.6%	35.0%	4.4%	2.3%	58.4%	65.0%	±
4. <i>My child has been sent home from school due to behavioral difficulties (not considered suspension).</i>	921	10.5%	4.3%	3.9%	18.8%	2.3%	2.2%	76.8%	81.2%	±
5. <i>My child is accepted within the school community.</i>	2,224	60.4%	23.0%	8.1%	91.5%	2.9%	2.7%	2.9%	8.5%	±

± Not a response option for this survey item.

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

The majority of respondents also indicated agreement on the survey statements concerning their child’s IEP. When asked if their child’s IEP is meeting his or her educational needs, 84.6% (n=1,937) of parents agreed with the statement [Q6]. However, although the majority answered favorably, more parents disagreed with this statement (14.7%, n=337), compared to all other items in this section of the survey.

- A majority (85.3%, n=1,950) of parents also agreed that all special education services identified in their child’s IEP have been provided [Q7]. Similarly, 86.3% (n=1,830) 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, 89.8% (n=2,023) of parents agreed that special education teachers make such accommodations [Q9]; compared to 84.3% (n=1,771) 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. My child’s Individualized Education Plan (IEP) is meeting his or her educational needs.	2,290	42.3%	31.4%	11.0%	84.6%	4.1%	4.6%	5.9%	14.7%	0.7%
7. All special education services identified in my child’s IEP have been provided.	2,286	51.7%	25.6%	8.0%	85.3%	4.5%	3.9%	4.5%	13.0%	1.7%
8. Staff is appropriately trained and able to provide my child’s specific program and services.	2,296	48.8%	26.7%	8.9%	84.4%	4.1%	3.5%	5.9%	13.5%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child’s IEP.	2,253	56.9%	25.3%	7.5%	89.8%	2.9%	3.1%	2.4%	8.4%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child’s IEP.	2,101	45.8%	26.7%	11.8%	84.3%	5.2%	3.4%	4.5%	13.0%	2.7%
11. General education and special education teachers work together to assure that my child’s IEP is being implemented.	2,121	49.6%	25.2%	11.5%	86.3%	3.3%	3.6%	4.0%	10.9%	2.8%

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 (CSDE) 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 (88.4%, n=1,990) of survey respondents agreed that administrators and teachers in their child’s school encourage parent involvement in order to improve services and results for children with disabilities [Q12]⁶.

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. In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	2,251	50.5%	25.9%	12.0%	88.4%	3.9%	3.2%	4.4%	11.6%	±

± Not a response option for this survey item.

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

⁶ This percentage slightly exceeds the target of 87.1% set by the CSDE in the State Performance Plan for the 2007-2008 school year.

In general, respondents reported a high level of agreement across the 11 additional statements in this section of the survey. More than 90.0% 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 10 of these statements (See Tables IV.5 and IV.6).

- The highest level of agreement was 96.3% (n=2,202) of parents who agreed that they understand what is discussed at meetings to develop their child’s IEP, with 68.3% (n=1,562) 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>	2,282	64.7%	20.2%	7.8%	92.6%	2.4%	2.1%	2.8%	7.4%	±
14. <i>I understand what is discussed at meetings to develop my child’s IEP.</i>	2,287	68.3%	22.0%	6.1%	96.3%	1.8%	0.9%	1.0%	3.7%	±
15. <i>My concerns and recommendations are documented in the development of my child’s IEP.</i>	2,255	57.3%	23.5%	9.1%	90.0%	3.6%	2.8%	3.5%	10.0%	±

± Not a response option for this survey item.

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

- While still a considerable majority, slighter fewer survey respondents (83.0%, n=1,611) 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 (62.5%, n=1,213) of parents strongly agreed with the statement.
- Across all statements in this section of the survey, the largest number of parents to disagree with a particular statement was the 13.6% (n=307) who disagreed that the school district proposed programs and services to meet their child’s individual needs [Q18]. However, this statement still received an overall positive rating from the majority (86.4%, n=1,950) of parents.

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>	2,291	56.7%	25.8%	9.7%	92.3%	3.6%	2.0%	2.1%	7.7%	±
17. <i>PPT meetings for my child have been scheduled at times and places that met my needs.</i>	2,293	63.7%	20.9%	7.1%	91.6%	3.5%	1.7%	3.1%	8.4%	±
18. <i>At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.</i>	2,257	49.2%	27.4%	9.7%	86.4%	4.3%	3.5%	5.8%	13.6%	±
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>	2,266	50.7%	26.5%	11.3%	88.5%	5.0%	2.4%	4.1%	11.5%	±
20. <i>I have received a copy of my child's IEP within 5 school days after the PPT.</i>	2,259	69.3%	17.8%	5.5%	92.6%	2.8%	1.0%	3.6%	7.4%	±
21. <i>If necessary, a translator was provided at the PPT meetings.</i>	203	66.5%	17.2%	4.9%	88.7%	2.5%	2.0%	6.9%	11.3%	±
22. <i>The translation services provided at the PPT meetings were useful and accurate.</i>	233	67.8%	16.3%	9.0%	93.1%	2.6%	1.7%	2.6%	6.9%	±
23. <i>The school district proposed the regular classroom for my child as the first placement option.</i>	1,941	62.5%	15.4%	5.2%	83.0%	2.5%	1.3%	6.2%	10.0%	7.0%

± 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

In this section of the survey, parents responded to statements concerning their child’s opportunity to participate in school and community sponsored activities. The overwhelming majority (96.0%, n=2,084) of survey respondents agreed that their child has the opportunity to participate in school-sponsored activities [Q24]. Similarly, the majority (91.1%, n=1,859) of parents also agreed that their child has the opportunity to participate in extracurricular school activities with children without disabilities [Q25].

- Over three-quarters (82.5% and 76.7%, 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 the school provides supports, such as extra staff, that are necessary for their child to participate in extracurricular activities, more than one-quarter (26.0%, n=303) of parents disagreed with the statement [Q27].

- Close to one-fifth (16.6%, n=193) of parents indicated they strongly disagreed such supports are provided and an equivalent number (17.2%, n=200) of parents indicated they did not 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 (dances, sport events).</i>	2,171	82.5%	10.3%	3.2%	96.0%	1.1%	0.6%	2.3%	4.0%	±
25. <i>My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.</i>	2,041	76.7%	10.4%	4.0%	91.1%	1.9%	1.7%	5.3%	8.9%	±
26. <i>My child has been denied access to non-school sponsored community activities due to his/her disability.</i>	1,378	5.6%	2.5%	2.4%	10.5%	3.7%	4.7%	81.1%	89.5%	±
27. <i>My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (clubs, sports).</i>	1,165	34.8%	13.9%	8.1%	56.8%	5.0%	4.5%	16.6%	26.0%	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

In the transition planning section of the survey, parents responded to statements focused on preschool and secondary transition activities and services. 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 answered statements in this section. Parents were asked to answer the transition questions only if their child had transitioned from early intervention to preschool in the past three years [Q28] or their child was age 15 or older at his or her last PPT meeting [Q29-Q34]. An examination of the transition planning statements across age categories did reveal that some respondents answered these questions even if their child was not in the specified age range. These responses were excluded from the analysis (See Appendix C.2 for survey statement results by age).

Due to the fewer number of parents responding to the questions in this section, the results 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 secondary transition planning for their child (See Table IV.8).

- Eighty four percent (n=307) of parents agreed that they were satisfied with the transition activities provided for their child when he or she left the Birth to Three system [Q28]. This is slightly greater than the 77.4% (n=363) of survey respondents who agreed that they were satisfied with the secondary transition services provided for their child [Q29].
- Approximately one-quarter (25.1%, n=89) of parents disagreed that outside agencies have been invited to participate in secondary transition planning [Q30]. Similarly, 24.4% (n=113) of parents disagreed that the PPT introduced planning for their child’s transition to adulthood [Q31].

- However, the overwhelming majority (92.5%, n=492) of parents agreed that the school district actively encourages their child to attend and participate in PPT meetings, with almost three-quarters (70.5%, n=375) of parents indicating they strongly agreed with the statement [Q32]. The majority (88.5%, n=464) of parents also agreed that the PPT discussed an appropriate course of study at the high school for their child [Q33].

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>(Only answer Q28 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.	365	61.6%	16.2%	6.3%	84.1%	1.9%	1.9%	12.1%	15.9%	±
<i>(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)</i>										
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	469	36.9%	26.0%	14.5%	77.4%	5.8%	4.1%	12.8%	22.6%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	354	33.1%	19.8%	13.0%	65.8%	5.1%	5.1%	15.0%	25.1%	9.0%
31. The PPT introduced planning for my child's transition to adulthood.	464	37.1%	22.4%	16.2%	75.6%	5.0%	5.6%	13.8%	24.4%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	532	70.5%	17.1%	4.9%	92.5%	2.1%	1.3%	4.1%	7.5%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	524	56.3%	24.2%	8.0%	88.5%	3.8%	3.1%	4.6%	11.5%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	472	39.6%	25.0%	13.1%	77.8%	5.3%	4.0%	12.9%	22.2%	±

± 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 did not know if support or parent training opportunities are available (See Table IV.9).

- Almost two-thirds (63.5%, n=850) of survey respondents disagreed when asked if they attended a parent training or information session that addressed the needs of parents and of children with disabilities within the past year [Q35].

- When asked if there are opportunities for training in their district, 36.6% (n=656) of parents disagreed, with the remaining responses evenly split between parents who agreed (33.1%, n=593) and those who indicated they did not know (30.3%, n=543) if such opportunities are available [Q37].
- Almost three-quarters (71.9%, n=926) of parents disagreed when asked if they are involved in a support network for parents of students with disabilities, with 61.8% (n=796) 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 (35.1%, n=629) of parents, indicating they did not 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>	1,338	19.3%	8.4%	8.7%	36.5%	3.5%	4.3%	55.8%	63.5%	±
36. <i>I am involved in a support network for parents of students with disabilities available through my school district or other sources.</i>	1,288	13.3%	6.9%	7.9%	28.1%	4.7%	5.4%	61.8%	71.9%	±
37. <i>There are opportunities for parent training or information sessions regarding special education provided by my child's school district.</i>	1,792	15.3%	9.7%	8.1%	33.1%	4.2%	4.8%	27.6%	36.6%	30.3%
38. <i>A support network for parents of students with disabilities is available to me through my school district or other sources.</i>	1,791	17.4%	9.2%	7.3%	33.9%	3.3%	4.4%	23.4%	31.0%	35.1%

± 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

In the final section of the survey, parents were asked to respond to two statements regarding the skills their child is acquiring in school. A majority (87.9%, n=1,805) of survey respondents agreed that their child is learning skills that will enable him/her to be as independent as possible [Q39]. Similarly, 88.0% (n=1,707) 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>	2,054	51.6%	24.2%	12.0%	87.9%	3.3%	4.0%	4.8%	12.1%	±
40. <i>My child is learning skills that will lead to a high school diploma, further education, or a job.</i>	1,940	54.1%	22.5%	11.4%	88.0%	3.6%	2.9%	5.5%	12.0%	±

± 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

In this section, differences in parent response are presented across three demographic groups 1) child's disability; 2) child's age; and 3) child's race/ethnicity. Individual survey statements that highlight the overall trends in observed differences have been 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."

In considering which differences to discuss in this section, two factors were considered, 1) the magnitude of the difference in parent response, and 2) the results of a type of multivariate analysis known as an ordered logit model. An ordered logit model evaluates the unique contribution of an explanatory variable (such as disability) on the dependent variable (in this case, parent response) while holding fixed the influence of other explanatory variables (such as age). However, large discrepancies in the number of respondents per demographic group, especially among racial/ethnic and disability categories; as well as the complex sampling design of the survey, makes such comparisons inherently difficult⁷. As such, 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.

Bar charts of all survey statements by demographic group including gender (which is not discussed in this section as there was no evidence of substantial differences) can be found in Appendix C. Differences in parent responses across individual school districts were considered in a separate analysis and are discussed in a supplemental district report located on the CSDE website.

⁷ Thirty-nine survey statements were analyzed by logistic regression with one question related to transition planning (Q28) not included due to the small number of respondents. The statistical program STATA was used for all analyses. The clustering and stratification of the sampling design was incorporated into the logistic regression; however, the data was not weighted for probability of selection or nonresponse. As a result, estimates may be biased with respect to the overall special education population.

Child's Disability

In general, a child's disability appeared to be a substantial and common determinant of variations found in parents' responses to survey statements. Due to the considerable number of differences, response patterns by disability status are presented for each topical area of the survey. (See Appendix C.1 for bar charts of all survey statements by child's disability.)

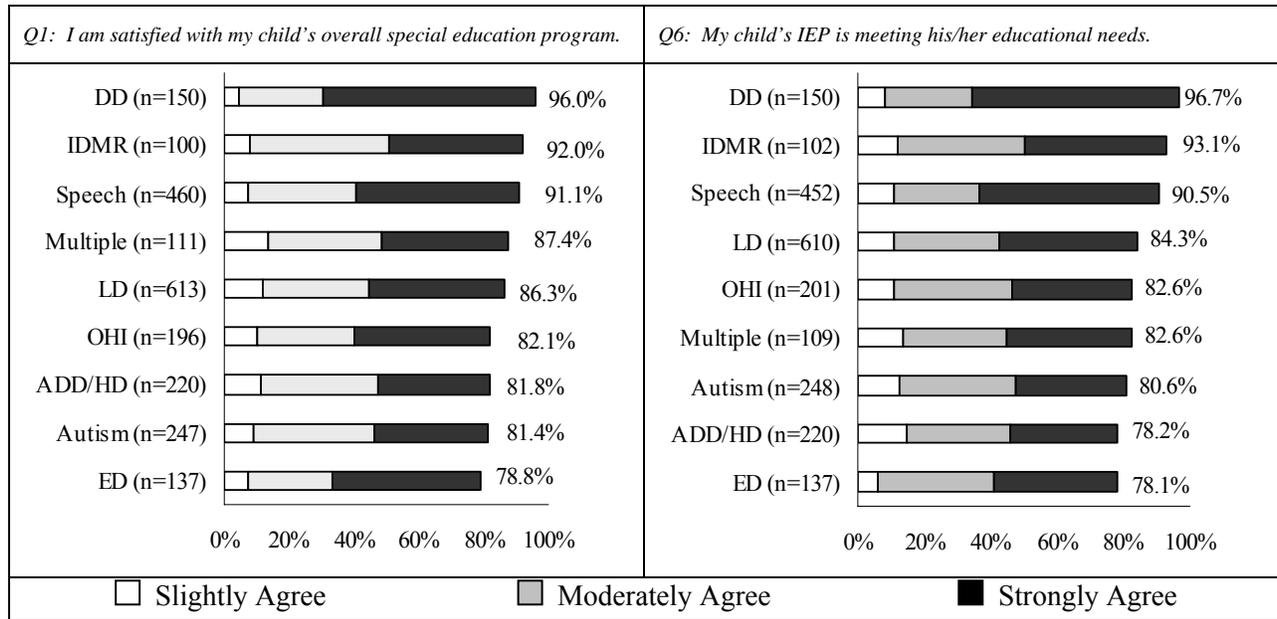
Satisfaction with My Child's Program

In this section of the survey, parents of children with a speech and language impairment, with a developmental delay (DD) or with an intellectual disability/mental retardation (IDMR) generally 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 the majority of survey statements among parents of children with ADD/HD, autism, an emotional disturbance (ED), or an other health impairment (OHI)⁸.

- When asked if they are satisfied with their child's overall special education program [Q1], parents of children with a developmental delay were over 17 percentage points more likely to agree with the statement than parents of children with an emotional disturbance, 96.0% compared to 78.8% respectively. Similarly, more than 90.0% of parents of children with a speech and language impairment and parents of children with IDMR also agreed with the statement; while just over 80.0% of parents of children with autism, ADD/HD, or OHI agreed they are satisfied with their child's overall program.
- A similar response pattern was evident when parents were asked if their child's Individualized Education Plan (IEP) is meeting his or her educational needs [Q6]. Parents of children with a developmental delay were approximately 19 percentage points more likely to agree with this statement than parents of children with ADD/HD and parents of children with an emotional disturbance.

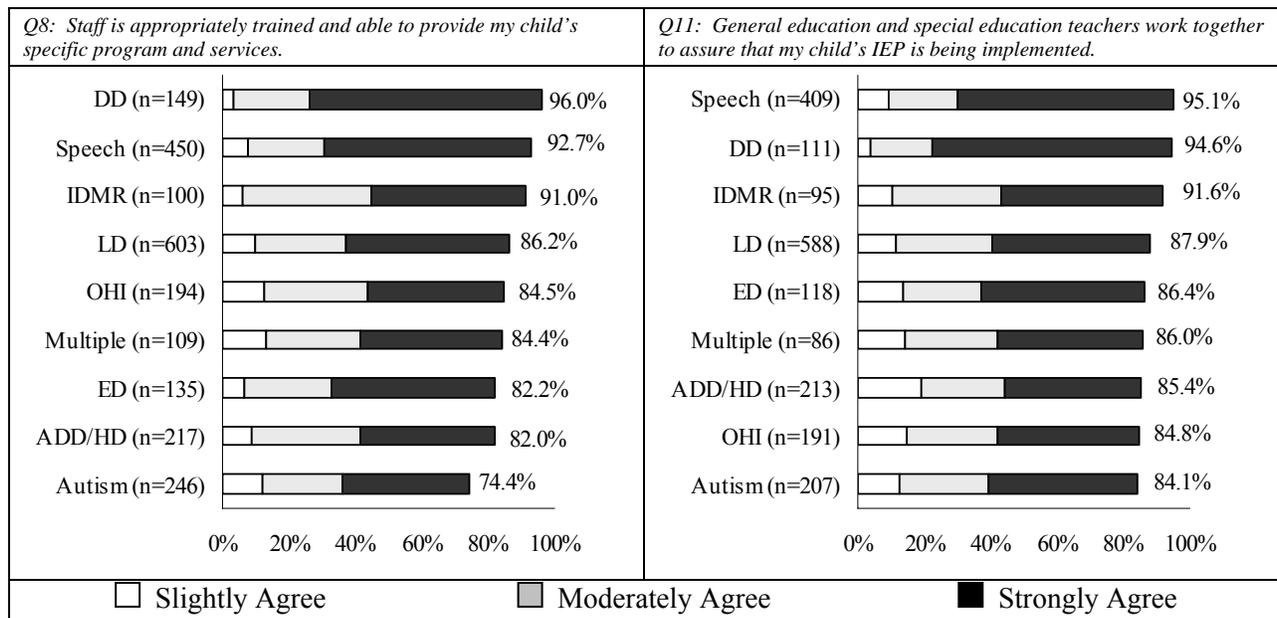
⁸ Two survey statements (Q3 and Q4) are negatively-keyed items (a high level of agreement represents a high level of dissatisfaction) and are therefore not included in this generalization.

Table V.1: Question 1 and Question 6 by Child's Disability



- Parents of children with a developmental delay also tended to answer more favorably to survey questions regarding the training of staff [Q8] and the extent to which general education and special education teachers work together to assure their child's IEP is being implemented [Q11] (96.0% and 94.6% in agreement, respectively). Parents of children with autism tended to answer the least favorably regarding these statements compared to other parents surveyed (74.4% and 84.1% in agreement, respectively).

Table V.2: Question 8 and Question 11 by Child's Disability

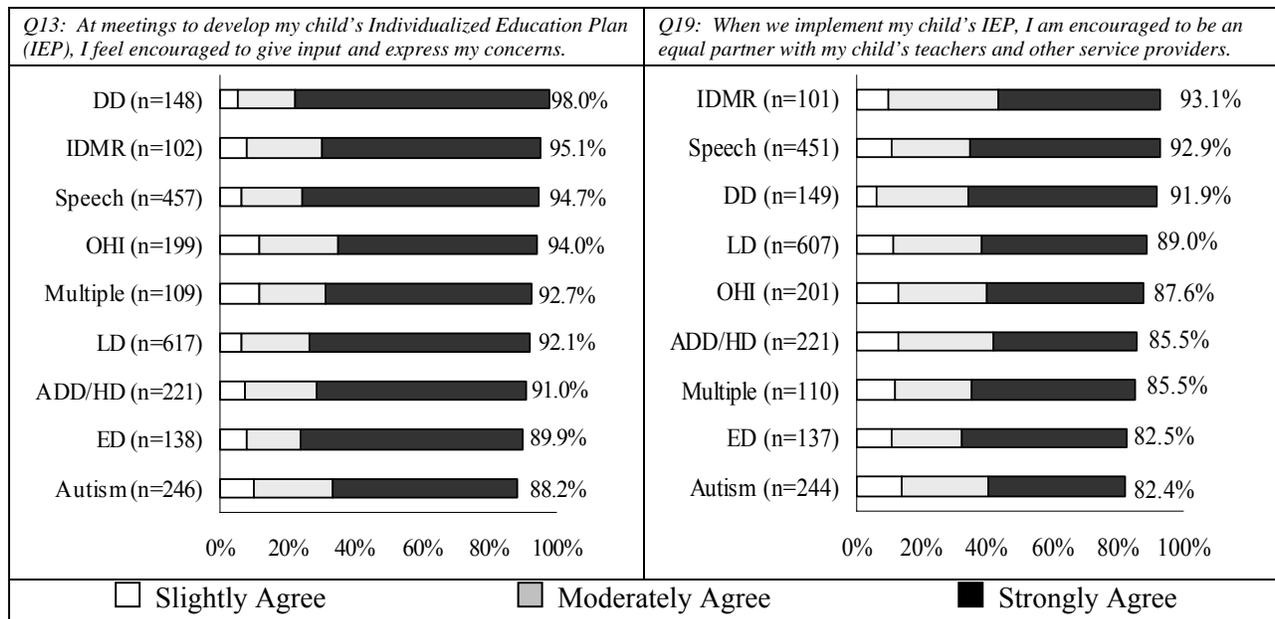


Participation in Developing and Implementing My Child's Program

When compared to other topical areas of the survey, statements concerning parents' 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 and a developmental delay generally reported higher levels of satisfaction than did parents of children with autism or parents of children with an emotional disturbance. Unlike the trends noted previously, parents of children with OHI or ADD/HD answered slightly more favorably in this section than in the prior survey section.

- Parents of children with autism or with an emotional disturbance were the least likely to report that they felt encouraged to give input and express their concerns during meetings regarding the development of their child's IEP (88.2% and 89.9%, respectively) [Q13]. In contrast, parents of children with a developmental delay or IDMR answered the most favorably to this question.
- Similarly, when asked about the implementation of the IEP, parents of children with autism or with an emotional disturbance again answered the least favorably compared to other parents [Q19]. Only parents of children with IDMR, a speech and language impairment, or a developmental delay agreed over 90.0% of the time to this statement.

Table V.3: Question 13 and Question 19 by Child's Disability

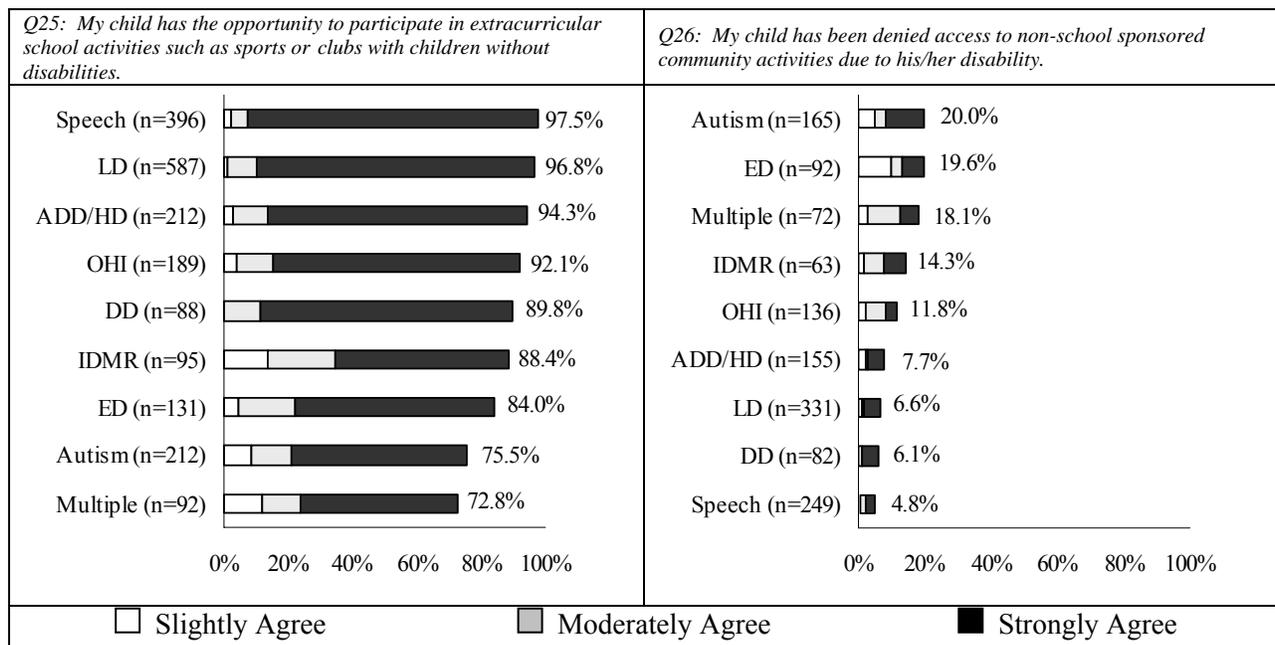


My Child's Participation

Similar to previous sections of the survey, parents of children with autism were less likely to agree with the statements in this section as compared to other parents surveyed. However, unlike the answers given to some of the previous survey questions, parents of children with ADD/HD tended to be more favorable about their child's experience with various activities while parents of children with multiple disabilities tended to be much less favorable.

- About three-quarters of parents of children with autism and parents of children with multiple disabilities agreed that their child has the opportunity to participate in extracurricular school activities (75.5% and 72.8%, respectively) [Q25]. This represents a sizable response gap when compared to parents of children with a speech and language impairment or a learning disability (between 21 and 25 percentage points).
- 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 three disability categories (autism, emotional disturbance, and multiple disabilities) were considerably more likely to agree with this statement. Parents of a child with a speech and language impairment were the least likely to agree with this statement.

Table V.4: Question 25 and Question 26 by Child's Disability

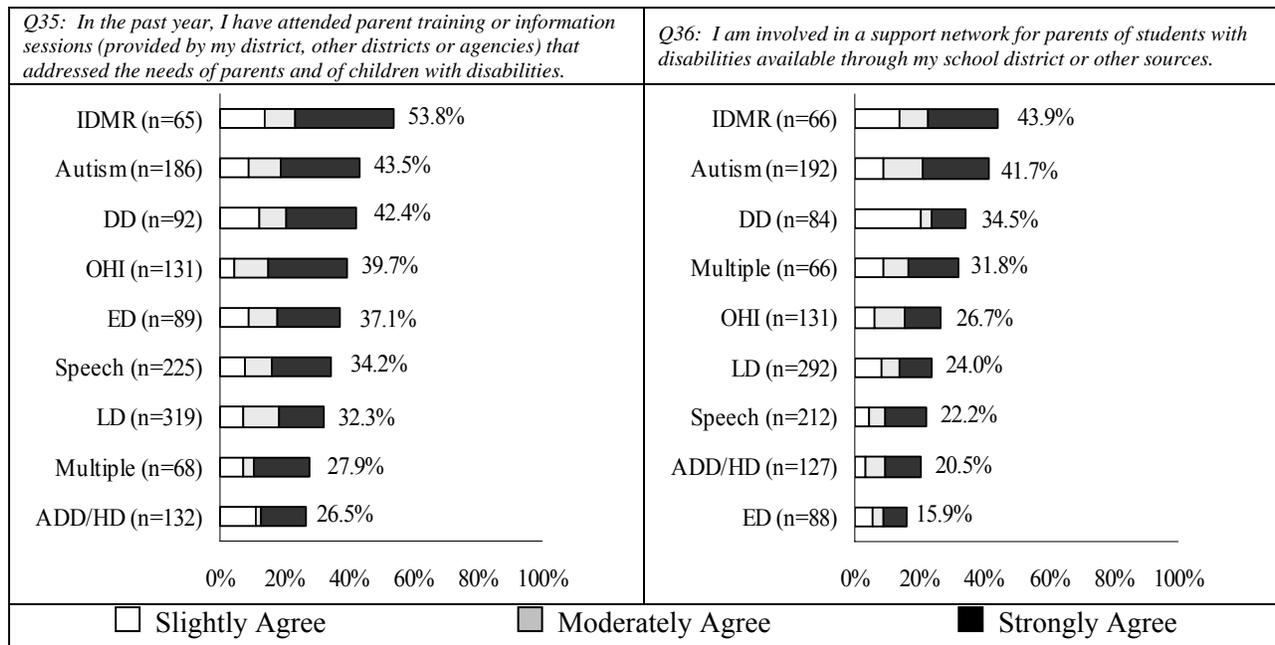


Parent Training and Support

The following tables illustrate 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 of children with IDMR (53.8%), with autism (43.5%), or with a developmental delay (42.4%) were the most likely to indicate that they attended a parent training or information session in the past year [Q35]. In contrast, approximately one-quarter of parents of children with ADD/HD (26.5%) or multiple disabilities (27.9%) noted that they attended such meetings.
- Parents of children with IDMR or autism were also most likely to indicate participation in a support network [Q36]. However, compared to parent training, survey respondents (regardless of their child’s disability status) were generally less likely to report involvement in a support network, including less than one-fifth (15.9%) of parents of children with an emotional disturbance and 20.5% of parents of children with ADD/HD.

Table V.5: Question 35 to Question 36 by Child’s Disability

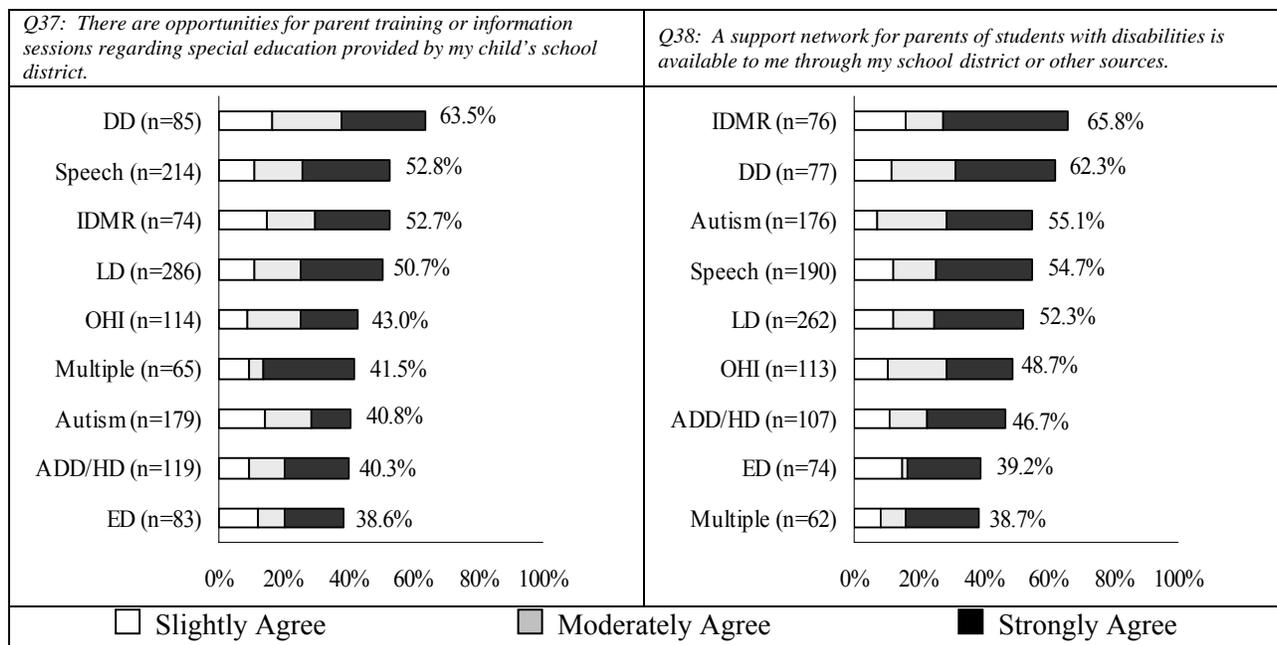


As might be expected, the proportion of parents to agree with the first set of questions, concerning actual participation in parent trainings or support networks [Q35-36], was less than the proportion of parents to agree with the second set of questions, regarding the availability of these opportunities [Q37-38]. 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, parents of children with a learning disability, and parents of children with a developmental delay 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 (52.8% and 54.7%) of parents of children with a speech and language impairment indicated that opportunities for parent training [Q37] and support groups [Q38] were available, about one-third (34.2%) reported having attended a parent training session [Q35] and about one-fifth (22.2%) reported being involved in a support network [Q36]. This revealed a difference of 19 and 33 percentage points, respectively, between awareness and attendance.
- A similar trend in responses was evident for parents of children with a learning disability. While 50.7% of parents of children with a learning disability reported opportunities for parent training [Q37], less than one-third (32.3%) reported attendance at such events [Q35], a difference of over 18 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].

Table V.6: Question 37 to Question 38 by Child’s Disability

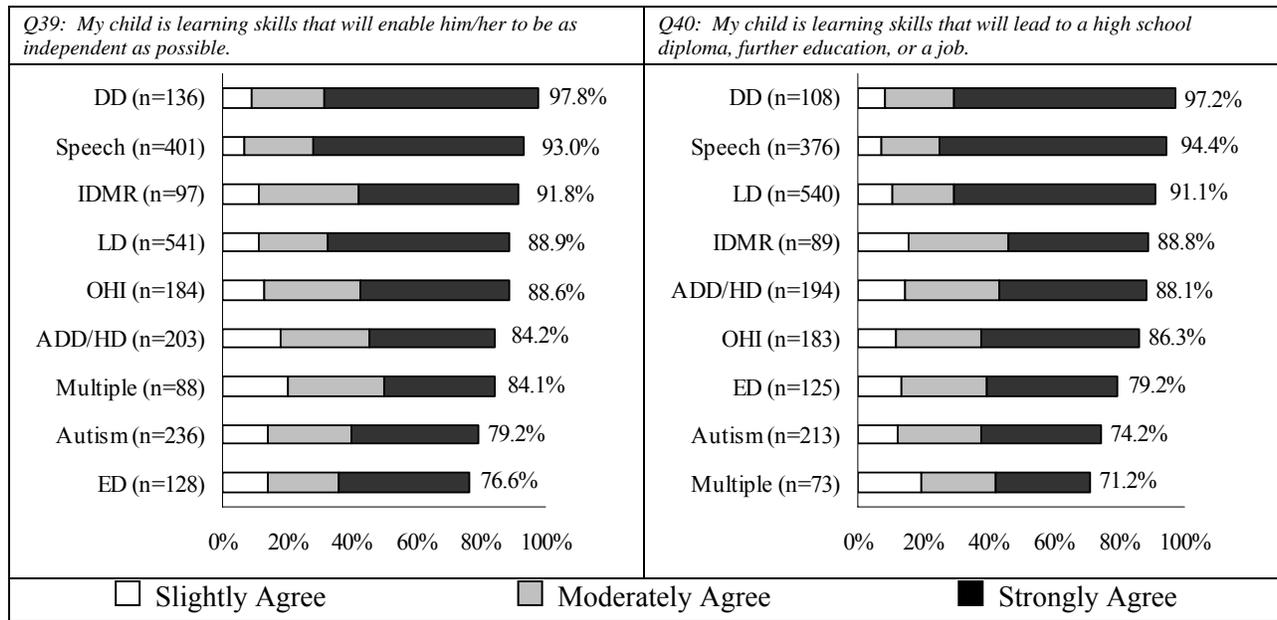


My Child's Skills

Finally, the last section of the survey asked parents whether the skills their child was learning would maximize their independence [Q39] and improve their prospects for the future [Q40].

- Slightly more than three-quarters (76.6% and 79.2%, respectively) of parents of children with an emotional disturbance and parents of children with autism agreed that their child is learning skills that will enable him or her to be as independent as possible [Q39]. This was approximately 20 percentage points lower than parents of children with a developmental delay.
- Similarly, approximately three-quarters of parents of children with an emotional disturbance, autism, or multiple disabilities agreed that their child is learning skills that will lead to a high school diploma, further education, or a job [Q40]. Again, this was considerably lower than the 97.2% of parents of children with a developmental delay and 94.4% of parents of children with a speech or language impairment to agree with this statement about their child's future.

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

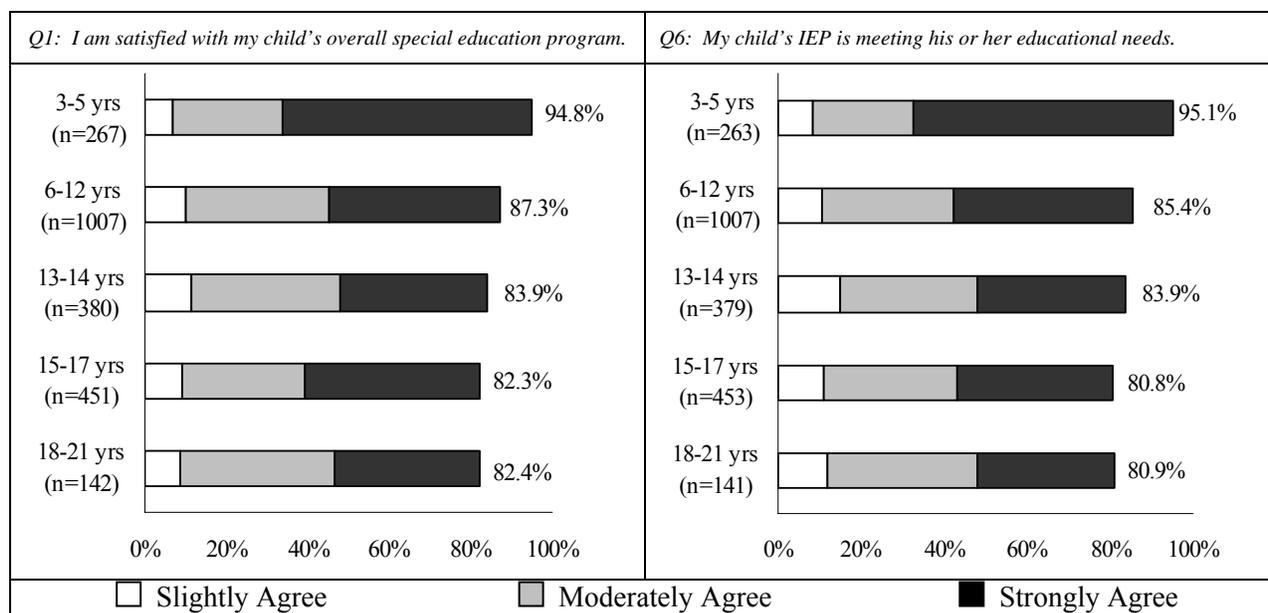


Child's Age

Among survey respondents, parents of younger children (ages 3-5 and ages 6-12) were more likely to express 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. (See Appendix C.2 for bar charts of all survey statements by child's age.)

- When asked about satisfaction with their child's overall special education program, 94.8% of parents of children ages 3-5 and 87.3% of parents of children ages 6-12 indicated that they are satisfied with their child's program [Q1]. In comparison, just over 80.0% of parents of children ages 13-14, ages 15-17, and ages 18-21 agreed with the statement (83.9%, 82.3%, and 82.4% respectively).
- Parents of children ages 3-5 were approximately 14 percentage points more likely to agree that their child's IEP is meeting his or her needs compared to parents of children ages 15-17 and parents of children ages 18-21 [Q6].

Table V.8: Question 1 and Question 6 by Child's Age

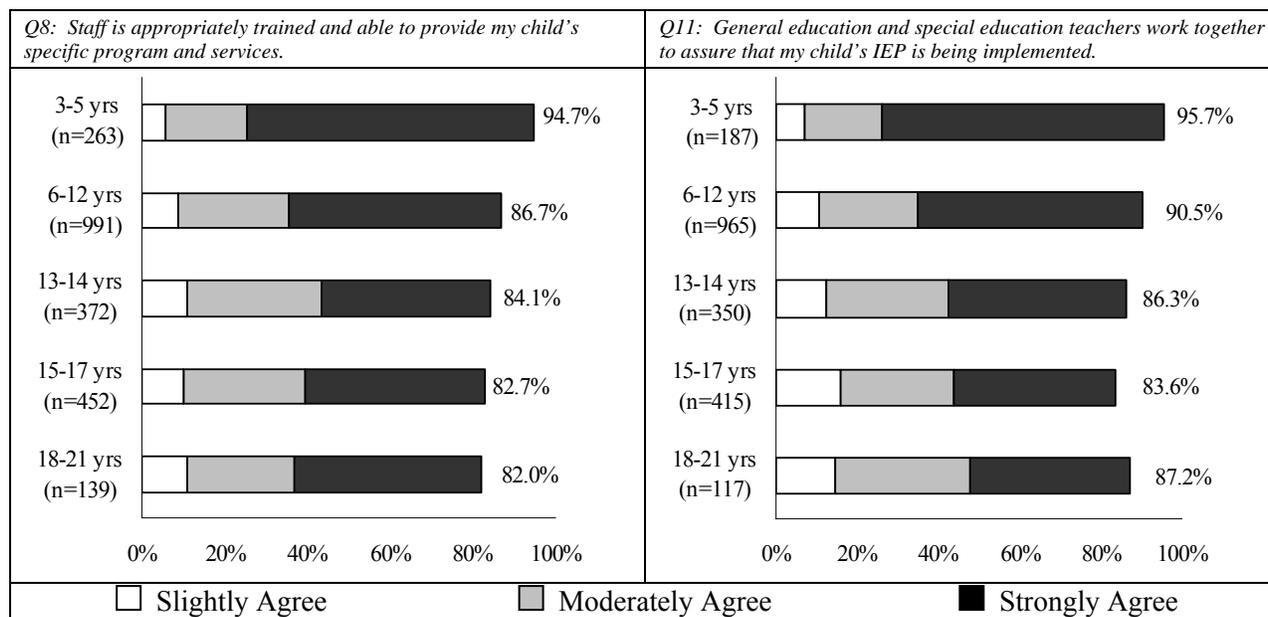


A similar distribution of responses occurred when parents were asked if staff is appropriately trained and able to provide their child's specific program and services [Q8], and whether their child's general education and special education teachers work together to assure that their child's IEP is being implemented [Q11].

- Parents of children ages 3-5 were approximately 11 to 13 percentage points more likely to agree that staff are appropriately trained and able to provide their child's specific program and services than parents of older children (ages 13-14, ages 15-17, and ages 18-21).

- Both parents of 3-5 year olds and 6-12 year olds were more likely to agree that general education and special education teachers work together than were parents of older students. Specifically, 95.7% and 90.5% of parents of younger students answered favorably; approximately 3 to 12 percentage points higher than parents of older students (ages 13-14, ages 15-17, and ages 18-21).

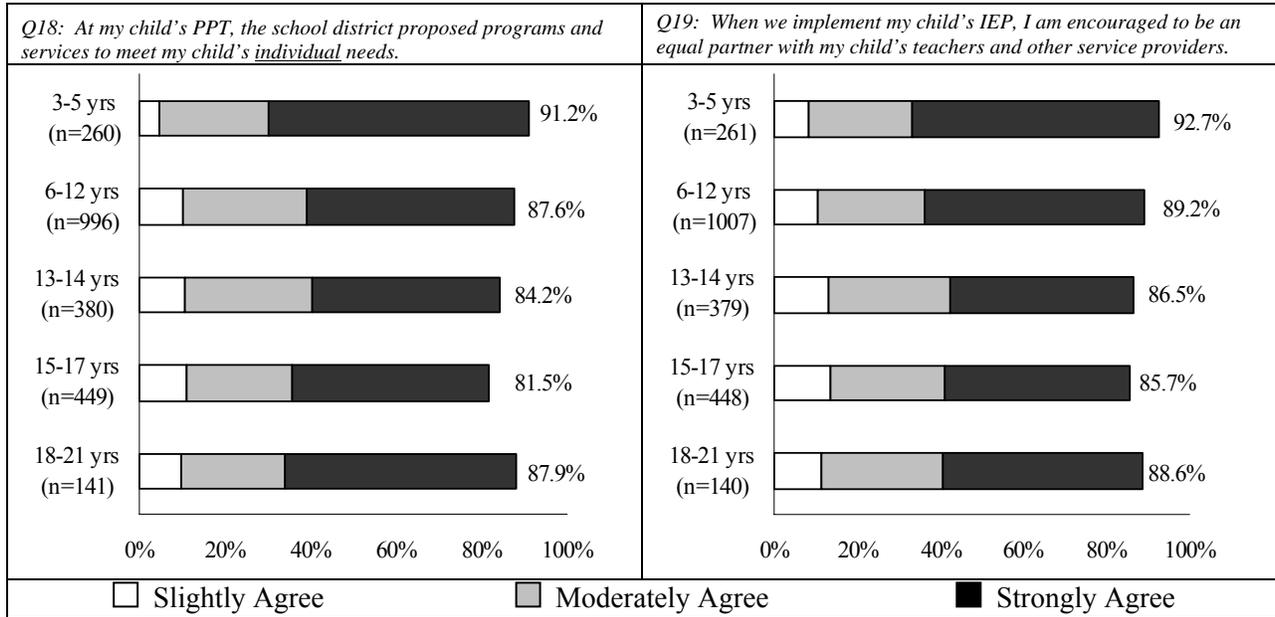
Table V.9: Question 8 and Question 11 by Child’s Age



Statements in the survey section “Participation in Developing and Implementing My Child’s Program” [Q12-23] generated smaller differences in parent response by age category than statements in other sections of the survey. Although smaller in magnitude, some differences in agreement still remained.

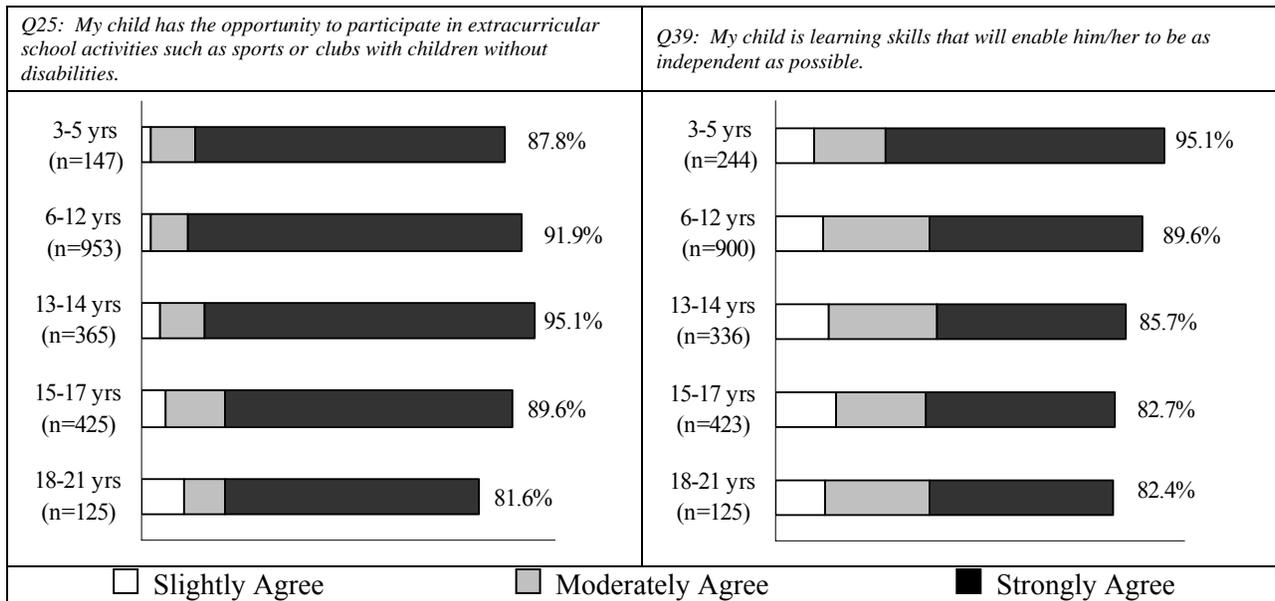
- For example, 91.2% of parents of 3-5 year olds agreed that the school district had proposed programs and services that met their child’s individual needs. This was 3 and 10 percentage points higher than parents of 18-21 year olds and 15-17 year olds, respectively. [Q18].
- Similarly, when parents were asked whether they felt they are encouraged to be an equal partner in the implementation of their child’s IEP, 92.7% and 89.2% of parents with 3-5 years olds and 6-12 years olds, respectively, agreed to this statement [Q19]. Although the gap in satisfaction was smaller than some prior questions, a lower percentage of parents with 13-14 year olds and 15-17 year olds answered favorably to this statement (more specifically, 86.5% and 85.7%).

Table V.10: Question 18 and Question 19 by Child's Age



- In contrast to prior survey questions, parents of 3-5 year olds answered less favorably than parents of 6-12 and 13-14 year olds, when asked if their child has the opportunity to participate in extracurricular activities [Q25]. Eighty-eight percent of parents of 3-5 year olds agreed versus 91.9% and 95.1% of parents of 6-12 and 13-14 year olds, respectively.
- Lastly, compared to parents of older children (ages 13-14, ages 15-17, and ages 18-21), a higher percentage of parents with children ages 3-5 and parents with children ages 6-12 agreed that the skills their child is learning will enable him/her to be as independent as possible, a difference of approximately 9 to 13 percentage points [Q39].

Table V.11: Question 25 and Question 39 by Child's Age

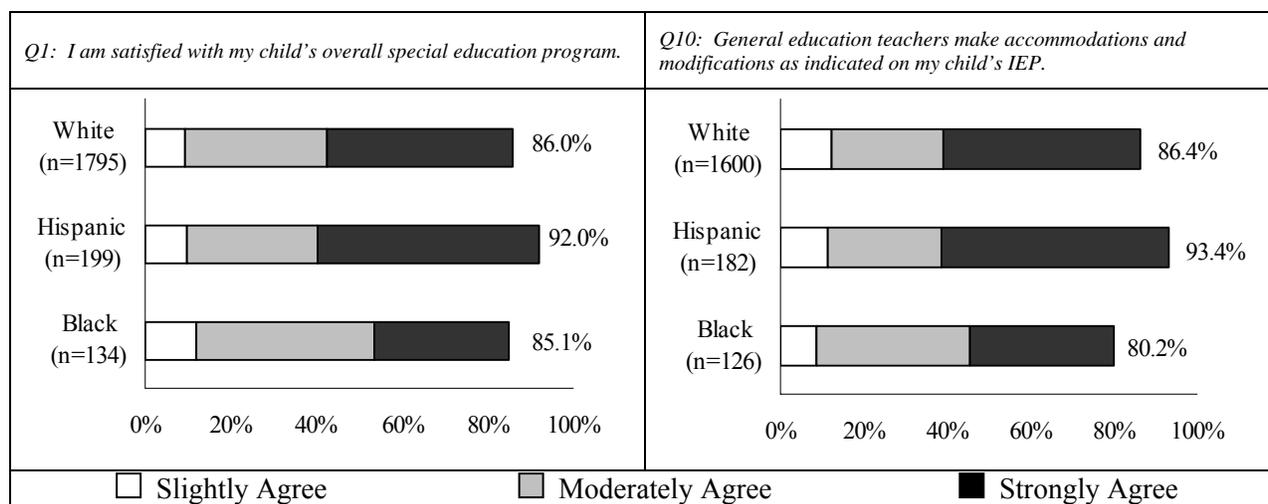


Child's Race

Overall, response patterns revealed a slight difference in how parents of children from different racial and ethnic groups answered the survey questions. Generally, parents of Hispanic children tended to answer more favorably than parents of White children, whereas parents of Black children answered less favorably than parents of White children. (See Appendix C.3 for bar charts of all survey statements by race/ethnicity.)

- Over 90.0% of parents of Hispanic children agreed that they are satisfied with their child's overall special education program, compared to 86.0% and 85.1% of parents of White children and parents of Black children, respectively [Q1].
- Similarly, when asked if general education teachers make accommodations as indicated on their child's IEP, 93.4% of parents of Hispanic children agreed to this statement compared to 86.4% of parents of White children and 80.2% of parents of Black children [Q10].

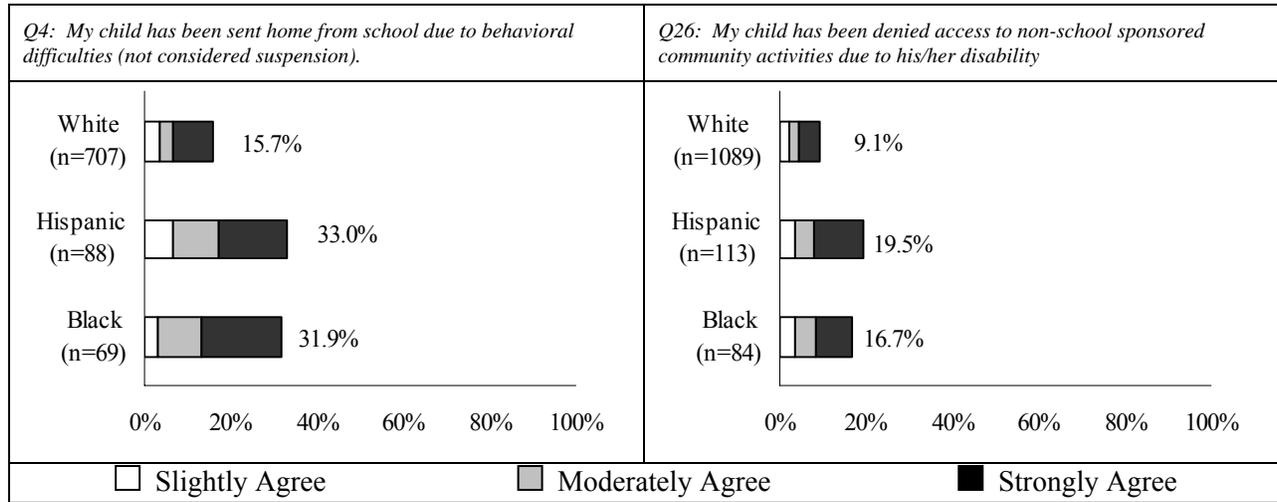
Table V.12: Question 1 and Question 10 by Child's Race/Ethnicity



Despite the generally positive ratings given by parents of Hispanic children, there were a few statements in which these parents responded less favorably than parents of White children.

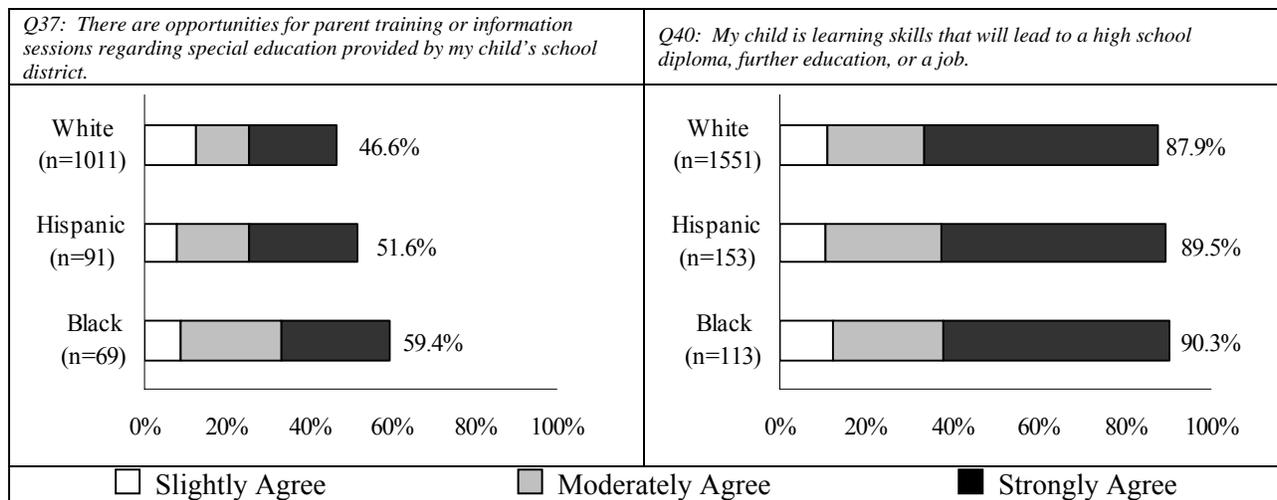
- Parents of Hispanic children were approximately twice as likely as parents of White children to agree that their child has been sent home from school due to behavioral difficulties, 33.0% compared to 15.7%, respectively [Q4].
- Likewise, parents of Hispanic children were approximately twice as likely as parents of White children to agree that their child has been denied access to non-school sponsored activities due to their child's disability, 19.5% compared to 9.1%, respectively [Q26].

Table V.13: Question 4 and Question 26 by Child's Race/Ethnicity



- However, when asked if opportunities for parent training or information sessions regarding special education are provided by their child's school district, parents of Hispanic children and parents of Black children (51.6 % and 59.4% respectively) agreed with this statement slightly more than parents of White children [Q37].
- Finally, parents responded fairly similar across the race categories when they were asked if their child is learning skills that will lead to a high school diploma, further education, or a job. Parents of Black children were slightly more likely to agree with this survey statement compared to parents of White children (a difference of less than 3 percentage points) [Q40].

Table V.14: Question 37 and Question 40 by Child's Race/Ethnicity



SUMMARY OF OPEN-ENDED COMMENTS

Section VI

An open-ended comment section was included at the end of the parent survey to allow respondents to comment on their experience with their child's special education program. Comments in this section could refer to respondent's overall experiences and were not limited to the past twelve months. Of the 2,306 surveys returned, 966 included written comments on the open-ended section, representing 41.9% of the total surveys received. The percentage of surveys that contained comments ranged from 30.0% of the surveys returned by parents in Lisbon to 71.4% of the surveys returned by parents in Chaplin. Three surveys containing comments were returned without the district identifying codes. (See Table VI.1 for the number of surveys received with comments by district.)

Responses were analyzed through a descriptive coding process which categorized identifiable topics that occurred with some regularity. Code categories created included main codes for general topic areas, and sub-codes for more specific comments. A final list of 94 codes was used, and individual written responses were assigned as few as one and as many as 17 codes.

In this section, tables are organized by topical categories and include main codes in boldface type, sub-codes indented, and more specific sub-codes italicized. 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 were made in order to improve readability.⁹ Additional comments were included at the end of some categories when respondents replied more generally to that subject.

⁹ 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

District	Surveys Received with Comments	
	n	% of District Total
Chaplin	5	71.4%
Willington	15	55.6%
Regional 06	16	55.2%
Salem	8	53.3%
Regional 12	20	52.6%
Wethersfield	46	51.7%
Wolcott	34	50.7%
Bolton	14	50.0%
Middletown	63	45.3%
Torrington	57	45.2%
Fairfield	74	44.0%
East Haddam	17	43.6%
Regional 14	27	43.5%
Cromwell	23	43.4%
Southington	67	43.2%
North Haven	52	43.0%
Canterbury	8	42.1%
Woodbridge	10	41.7%
Regional 01	7	41.2%
Glastonbury	67	41.1%
New Fairfield	50	40.0%
Avon	36	39.1%
Regional 17	25	38.5%
Newington	49	37.4%
Plainville	31	35.6%
Ansonia	21	35.6%
Griswold	16	35.6%
Bethel	24	35.3%
East Hartford	31	34.4%
Meriden	44	34.1%
Lisbon	6	30.0%
Unknown	3	33.3%
Total	966	41.9%

Pleased with Program

Among all parents who provided written responses, over one-third (34.0%, n=328) expressed satisfaction with their child’s program and services. Of those 328 parents, approximately one-half (48.5%, n=159) specifically indicated they were pleased with their child’s progress.

Table VI.2: Pleased with Program

Comment Code	n	Percent
Pleased with Program	328	34.0%
Child's Progress	159	16.5%
IEP/PPT Process	13	1.3%

Note: Percent totals are based on the 966 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 son has made progress during the school year, and even though he is not ready to go onto 1st grade, the progress he has made is significant.*
- *We moved to another town two years ago, and I am very happy with my child’s progress in his goals as well as his treatment as a person.*

IEP/PPT Process

- *I love that my son is invited to the PPT meetings and shares his opinions.*
- *I have been pleased with the PPT team. It isn’t adversarial at all, but informative and team-like in its approach.*

Additional Comments

- *Overall, we are satisfied with the program and happy with the level of services which are individually tailored to our son’s needs.*
- *The out of district placement has been extremely positive for our daughter, much better than anything the public school could have provided.*

Pleased with Staff

Parents reported being pleased with school staff in 24.2% (n=234) of written comments. These parents most frequently noted satisfaction with the teaching staff, in general (40.6%, n=95).

Table VI.3: Pleased with Staff

Comment Code	n	Percent
Pleased with Staff	234	24.2%
Teachers (No Specification)	95	9.8%
Special Education Teachers	55	5.7%
Specialized Staff	39	4.0%
School District/Administration	37	3.8%
Regular Education Teachers	17	1.8%
Paraprofessionals/Aides	15	1.6%

Note: Percent totals are based on the 966 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)

- *I have had a great high school teacher helping me with my son's learning for the last four years, which will continue until he is 21.*
- *I am thrilled with the services my child receives. The teachers and support staff are very caring and attentive. We have definitely benefited.*

Special Education Teachers

- *My son's special education teacher is the best! Not only is she concerned about him doing well academically, she is concerned about him as a person, which sometimes is more important.*
- *My daughter was identified in first grade and is a successful eighth grader due to the hard work of the special education teachers, her hard work, and early intervention.*

Specialized Staff

- *My child has exceeded any expectations I had due to the dedication and determination of his teachers. He has wonderful occupational, physical, and speech therapists who work tirelessly with him in order to make him more self-sufficient.*
- *The speech pathologists, school psychiatrists, and teachers throughout the last 6 years of my child's school life have offered me great advice and professional insights which have immensely benefited my family's interaction with my child and his therapy in the home environment.*

School District/Administration

- *The school board has been very accommodating.*
- *In general, teachers and administration have been very pleasant to deal with.*

Regular Education Teachers

- *The general education and special education teachers are wonderful and very helpful. My child is getting the extra help and support that he needs.*
- *The special education teacher and regular teacher seem to work together well in our school.*

Paraprofessionals/Aides

- *My daughter's paraprofessional aide is great at helping with her mainstream classes. She is now 21 and will be graduating.*
- *We have been provided with a fabulous paraprofessional who is very committed to my son. This makes a big difference in his education.*

Additional Comments

- *My child has received excellent services from all of the staff at her school. They all have gone above and beyond to help her in the last two years.*
- *I am very pleased with the school staff, policies, and quality of education.*

Pleased with Communication and Parent Support

In 6.8% (n=66) of written comments, parents indicated that they were pleased with their school's communication and support network. These parents especially noted their satisfaction with staff's willingness to involve parents in their child's education (47.0%, n=31).

Table VI.4: Pleased with Communication and Parent Support

Comment Code	n	Percent
Pleased with Communication and Parent Support	66	6.8%
School's Involvement of Parents	31	3.2%
Staff to Parent Communication	24	2.5%
Parent and/or Support Groups Helpful	14	1.4%

Note: Percent totals are based on the 966 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's Involvement of Parents

- *The teachers/staff have always made themselves available to me and together we worked to benefit my child....*
- *His teachers helped me to help him at home in the same capacity as at school and he has increased his comprehension and reading skills by almost 20 points.*

Staff to Parent Communication

- *I am pleased with his progress and the fact that the school staff keeps me informed with my child's progress and concerns.*
- *I am satisfied as a parent to have the opportunity to transport him to and from school and also have great interaction with the teachers and staff that work with my child.*

Parent and/or Support Groups Helpful

- *I have participated in training information sessions in the past. They were helpful, but I choose not to be involved in parent networks or support groups. I am invited continually.*
- *I joined the special education PTA. Many of the emails I receive are helpful and it has been a great resource.*

Pleased with Transition Process

Thirteen parents (1.3%) reported being satisfied with their child’s transition or with the transition staff. Comments indicated that parents were happy 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	13	1.3%

Note: Percent total is based on the 966 surveys with written responses.

Pleased with Transition Process

- *My town really helped my son transition last year to outplacement. Everyone was wonderful.*
- *This year, we requested an extended school day and community based transition plan and the school complied with enthusiasm. This was a huge step forward.*

Somewhat Satisfied

Among parents who provided written comments, 6.7% (n=65) noted that they were somewhat satisfied with their child’s program and services. Of these individuals, 24.6% (n=16) specifically indicated that although their child had progressed to some extent, they considered the progress to be insubstantial or inadequate.

Table VI.6: Somewhat Satisfied

Comment Code	n	Percent
Somewhat Satisfied	65	6.7%
Progress Seen, But Not Adequate	16	1.7%
Mostly Dissatisfied, But Some Positives Noted	9	0.9%

Note: Percent totals are based on the 966 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, I feel the special education program is working for him. I have noticed improvement, although it is at a slow rate. My son definitely needs the one-on-one attention that he is receiving for certain subjects.*

- *Although special education did improve during the past 12 months, I do feel there is more that could be done.*

Mostly Dissatisfied, But Some Positives Noted

- *The special education team did what they could, but this really delayed her learning experience.*
- *In fairness, the district and school did do many things well, but they also failed to take seriously some of her specific needs which I tried to specify.*

Additional Comments

- *I have been satisfied overall with the extra help given, but I don't think it was individualized enough.*
- *My child's primary issue is speech-related and that is being addressed properly but her issue with rocking was brushed off during our initial IEP meeting.*

Change in Satisfaction

Parents indicated they experienced a change in their level of satisfaction in 12.6% (n=122) of written comments. The majority of parents (77.9%, n=95) who noted experiencing a change were previously dissatisfied, but later became satisfied with their child's program and services. Among comments indicating a change from dissatisfaction to satisfaction, 40.0% (n=38) noted that they became satisfied after changing their child's school.

In fewer cases, 23.0% of parents (n=28) indicated that they became dissatisfied, after previously being satisfied, with their child's programs and services. Of the parents who became dissatisfied, just under two-thirds (60.7%, n=17) 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	122	12.6%
Dissatisfied Previously, Now Satisfied	95	9.8%
<i>Change in Schools</i>	38	3.9%
<i>Fight for Care or Delay in Care</i>	26	2.7%
<i>Change in Grade Level</i>	20	2.1%
<i>Change in Teacher and/or Staff</i>	9	0.9%
Satisfied Previously, Now Dissatisfied	28	2.9%
<i>Change in Grade Level</i>	17	1.8%
<i>Change in Schools</i>	7	0.7%
<i>Change in Teacher and/or Staff</i>	3	0.3%

Note: Percent totals are based on the 966 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

- *The education program my child is in now is great. My child isn't being suspended from school like he was at the regular high school.*
- *My child's education has improved, now that he is placed in the correct setting. This school system is 100% better than other towns my son had been in.*

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

- *I had to fight for a year to get him the help but once I won, it's been great!*
- *Although the district may seem to want to do the right thing, every year it feels like a fight to get what is needed and it eventually happens with persistence.*

Dissatisfied Previously, Now Satisfied - Change in Grade Level

- *Our experience with the special education program has been much better in middle school and high school. I don't feel like my child got what was needed when he was in elementary school.*
- *The middle school experience has been a big improvement over the inept, frustrating and ineffective elementary school experience.*

Dissatisfied Previously, Now Satisfied – Change in Teacher and/or Staff

- *Our school district has a new director who is being helpful and is very good at working with us. The director before made us uncomfortable, so this year has been a better one.*
- *My past 12 months have been very positive. The school psychologist and special education team are all new to my son. Prior to this, the team in place was not very effective in helping the classroom teacher, resulting in frustration and a lot of negative PPT meetings. A positive and effective special education team is critical to the success of the program.*

Satisfied Previously, Now Dissatisfied - Change in Grade Level

- *My child's experience with special education services from K-6 was wonderful. When she began high school they all fell apart.*
- *Our daughter had help through elementary and middle school but with the high school there was fighting every step. Now that she will turn 18 she plans to drop out and try for a GED.*

Satisfied Previously, Now Dissatisfied - Change in Schools

- *My son had a developed sensory program and when he transferred schools these services were completely stopped even though I repeatedly requested that the OT at the new school provide a sensory diet. OT service consults have also not been provided. This has been disappointing and a failure to provide FAPE to my child.*
- *Ever since we moved to a new school it has been such a challenge in participating in her activities at school due to transportation. There's no bus that goes to this school which is so far away from home.*

Satisfied Previously, Now Dissatisfied – Change in Teacher and/or Staff

- *I wish the high school special education teachers were as proactive as the elementary and middle school ones.*
- *In the elementary school you are allowed much more access to the teachers and because it is usually only 1 or 2 teachers everyone knows the child’s disability and the best way to help. It is much different in the middle school. Some teachers feel they shouldn’t have to deal with children with needs.*

Problems with Program

In 20.8% (n=201) of the written comments, parents reported problems related to special education programs. Of those reporting problems, 39.3% (n=79) mentioned concerns with the IEP process, with most, 65.8% (n=52) specifically citing problems related to teachers not following the IEP.

Table VI.8: Problems with Program

Comment Code	n	Percent
Problems with Program	201	20.8%
IEP Process	79	8.2%
<i>Teachers Do Not Follow IEP</i>	52	5.4%
Disagree with Staff’s Assessment, Implementation of Services	69	7.1%
Child not Diagnosed Soon Enough, Long Delay in Services	59	6.1%
PPT Process	34	3.5%

Note: Percent totals are based on the 966 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

- *We found that most of our concerns in the past were when regular education teachers didn’t implement the IEP until it was brought to their attention!*
- *There has been a great deal of difficulty in fulfilling what is written in the IEP. The hours were not being met nor were the content areas adequately assessed.*

Disagree with Staff’s Assessment, Implementation of Services

- *I am somewhat dissatisfied with the services provided at my son’s school. We have discussed appropriate punishment for his misbehavior on many occasions and they still reward him by suspending him from school.*
- *I was more upset that at her 12th grade PPT they exited my daughter from IEP and placed her in a 504 category even though her health issues had gotten worse.*

Child not Diagnosed Soon Enough, Long Delay in Services

- *I am only upset that it took so many years to identify him when I knew something wasn't right.*

- *My son’s initial evaluation took 1 year; it was supposed to be completed in 45 days. This has always bothered me.*

PPT Process

- *I feel that another PPT in the middle of the year would be helpful.*
- *Every PPT is a battle. A battle between my son’s many medical providers, myself, and the school district who feel they know better.*

Problems with Staff

Problems with staff were cited in 13.5% (n=130) of written comments. Of these responses, 30.8% (n=40) of parents’ recounted problems with regular education teachers, indicating their lack of training or ability to meet their child’s special education needs as the source of dissatisfaction.

Table VI.9: Problems with Staff

Comment Code	n	Percent
Problems with Staff	130	13.5%
Regular Education Teachers	40	4.1%
<i>Unable to Meet Special Education Needs</i>	18	1.9%
<i>Lack of Training</i>	12	1.2%
Teachers (No Specification)	37	3.8%
<i>Unable to Meet Special Education Needs</i>	19	2.0%
<i>Lack of Training</i>	14	1.4%
Administration and/or School District	29	3.0%
Paraprofessionals/Aides	21	2.2%
Special Education Teachers	19	2.0%
<i>Unable to Meet Special Education Needs</i>	9	0.9%
<i>Lack of Training</i>	4	0.4%
Specialized Staff	13	1.3%

Note: Percent totals are based on the 966 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.

Regular Education Teachers

- *Regular education teachers are not always tolerant and/or willing to implement all aspects of IEP.*
- *I have not been thrilled with the communication or modifications made by the regular classroom teacher. I do not feel they understand his disability.*

Teachers (No Specification)

- *Some teachers have not received, or accepted, training on how to deal with a person like my son and; therefore, have created difficult interactions as a result of their responses to him.*

- *Teachers today don't seem to care or want to put the time into making sure children can read and write.*

Administration and/or School District

- *I am very disappointed with the school's special education administrator. He is uncooperative, will not provide information on what is available to my child's needs, and resists offering services that my child is supposed to have.*
- *Lack of administrative participation in PPT (only teacher, speech and gym teacher present for the full meeting). Assistant vice principal made a brief 20 minute appearance in a 2 1/2 hour meeting.*

Paraprofessionals/Aides

- *I believe more training needs to be provided for the paraprofessionals working with children. A degree should be required.*
- *I don't feel the paraprofessional is spending quality time with my child.*

Special Education Teachers

- *This year a new special education teacher was assigned and was very ineffective in follow-through of PPT items. For example, the goal to write assignments in a planner was never done except when I required it.*
- *His special education teacher was not equipped to provide services needed and the constant change and switching of programs negated [my child's] success.*

Specialized Staff

- *I feel that the speech teacher could have done more with him through the year to develop his sounds.*
- *The school's OT is unprepared and overworked, and is not in the building all week. If she is late time is not made up. One-on-one therapy time is often split. Many weeks the group PT class is just skipped. There is little concern for sensory issues, motor planning, etc.*

Problems with Communication and Parent Support

Parents reported problems with communication and parent support in 20.5% (n=198) of written responses. In these comments, just under one-half (42.4%, n=84) noted a need for more support, while 22.7% (n=45) of respondents indicated they were dissatisfied with staff to parent communication. Additionally, 17.2% (n=34) expressed the need for an advocate to assist parents or provide parental support.

Table VI.10: Problems with Communication and Parent Support

Comment Code	n	Percent
Problems with Communication and Parent Support	198	20.5%
Need More Support	84	8.7%
Staff to Parent Communication	45	4.7%
Advocates Needed	34	3.5%
Communication Between Staff/Teachers/Schools	33	3.4%
Parents Not Adequately Heard	33	3.4%

Note: Percent totals are based on the 966 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

- *More parental training through the school would help. There are opportunities for parent to parent discussions, but we need expert MA and PhD level advice from school officials.*
- *I feel that the administration tends to not fully explain the IEP to parents, leaving many of the available resources up to the parents to find. Administration does not offer what extra [resources] may be available within the IEP in order to save money for the school system!*

Staff to Parent Communication

- *Lack of communication between school and parents. The school really needs to improve in this area.*
- *The district did not have any collateral material that went with the program and there was no collaboration or reinforcement between the school and home.*

Advocates Needed

- *When I pressed further and enlisted the help of an advocate I discovered that [my daughter] had been labeled “other health impaired” without the aid of testing to determine exactly what the problem was.*
- *The special education for my son is finally on track! It took a private attorney, private evaluators, and a ton of out of pocket money to get him labeled and then [get him] the correct program.*

Communication Between Staff/Teachers/Schools

- *My only negative comment is that at the high school level there is a lack of communication.... Staff does not pass information so that teachers know which of their students have an IEP.*
- *My son does not have a regular education teacher in the school district, though he does attend a 3 year old pre-K class twice a week. This does not provide the opportunity for the speech and language pathologist to speak to his preschool teachers. We parents are the connection between the two.*

Parents Not Adequately Heard

- *I have begged, pleaded, asked for help and got no response... I have offered to sign a release to not hold the school financially responsible for it.*
- *Parents have been informed that the district intends to ignore parental requests to be fully informed of the district's proposal for our son's program and that the district intends to ignore parental input for our son's program. Instead, the district will implement whatever the professional staff within the district and consultants maintained by the district recommend.*

Additional Comments

- *When we finally brought in a parent assistant, it was definitely not appreciated.*
- *I would have liked to know that I had the right to agencies or resources as a parent, not to mention [the right to have] an advocate or guardian be with me in EPT meetings to make sure, truthfully, my child's needs are met.*

Problems with Services

Problems with inadequate, inconsistent, or limited special education services was noted among 14.0% (n=135) of respondents. Out of those parents, 71.1% (n=96) referred to the services as inadequate. Among parents who commented about inadequate services, 36.5% (n=35) mentioned the need to take the initiative to secure appropriate programs and services for their child, 30.2% (n=29) blamed budget cuts or restraints, and 26.0% (n=25) noted short staffing led to the delivery of inadequate services.

Table VI.11: Problems with Services

Comment Code	n	Percent
Problems with Services	135	14.0%
Services Inadequate	96	9.9%
<i>Had to Fight for Services</i>	35	3.6%
<i>Budget Cuts</i>	29	3.0%
<i>Short Staffing</i>	25	2.6%
Speech or Occupational Therapy Services Lacking	34	3.5%
Services Inconsistent	23	2.4%

Note: Percent totals are based on the 966 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 family has been fighting with the school district for 2.5 years. The speech department has a very high turnover therefore my child doesn't always receive the services he needs.*
- *It has been one fight after another to get services and keep them.*

Services Inadequate - Budget Cuts

- *Budget concerns within the school district always seem to be the determining factor in the services provided.*
- *It's a battle because of money and the lack of resources in comparison to the amount of children who need services. My last PPT has led me to file for mediation and to file a formal complaint with the department of special education.*

Services Inadequate - Short Staffing

- *My son would miss two or more weeks of speech classes in a row more than once as the teacher was out and no substitute was provided.*
- *The special education teacher seems stressed out and worn. In one of her classes there are so many children there is barely room for enough desks. She apparently needs another aide as there are 15-16 children in her class with all different types of disabilities and needs. [The teacher] only has one aide that is not full-time.*

Speech or Occupational Therapy Services Lacking

- *We strongly disagree with 1 hour or 1/2 hour of speech, occupational, and physical therapies a week! Maybe 1 hour or 1/2 hour daily....*
- *Although my child receives therapy, the sessions have often been cancelled due to scheduled meetings on the therapists' end. An occasional rescheduling has occurred but not often.*

Services Inconsistent

- *My child had three different special education teachers, the last was a substitute. This led to inconsistent instruction.*
- *The special education services should have had more consistency and follow-through in 4th and 5th grade.*

Additional Comments

- *Special education is less than adequate.*
- *Services are only offered if the program already exists. My daughter needed reading support but because it is not offered in grades 6-8, she did not get it. It was not recommended at her 6th, 7th, or 8th grade PPT, and I did not understand the test results fully to ask for it.*

Need for Additional Activities or Services

The need for additional activities or services was reported by 10.0% (n=97) of parents who provided written comments. Among respondents who reported that additional activities were needed (57.7%, n=56), more than one-third (37.5%, n=21) specifically mentioned the need for after-school and extracurricular activities.

Table VI.12: Need for Additional Activities or Services

Comment Code	n	Percent
Need for Additional Activities/Services	97	10.0%
Additional Activities Needed	56	5.8%
<i>After School Extracurricular Activities</i>	21	2.2%
<i>Summer Programming</i>	18	1.9%
<i>More Tutoring</i>	12	1.2%
<i>Child Excluded from Regular School Activities</i>	11	1.1%
Outside Services Needed for Child	37	3.8%
More Vocational Training Needed	7	0.7%

Note: Percent totals are based on the 966 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

- *I wish there were after-school activities appropriate for special needs teens. Parents who work full-time have a hard time leaving kids home alone. Frequently these children do not have friends to socialize with.*
- *The only negative input I have is due to the timing of my grandson’s transportation and the location of the out of district school, which is a wonderful and exceptional school. It does make it harder for him to join in afterschool clubs and sports teams.*

Additional Activities Needed - Summer Programming

- *Our school system has recently cut the summer program from 6 weeks to an unacceptable 2 weeks. [I am] very disappointed!*
- *My son does qualify for summer services, but I feel that the services in the summer are not quite as good. It seems to be less organized and not as much preparation is put into lessons.*

Additional Activities Needed - More Tutoring

- *My husband and I help him with his reading and homework but we sometimes feel he may need additional help from a tutor.*
- *While my daughter is completely mainstreamed, she still needs help developing study habits that will benefit her for a lifetime. She would also benefit from a one-on-one tutor for post-teaching in major subjects.*

Additional Activities Needed - Child Excluded from Regular School Activities

- *The only problem I have is that the students are excluded from participating in the same afterschool activities at the mainstream schools.*
- *I feel they should make his day a bit more involved with the other children. I understand it is hard with a child like my son, but it would be nice to see.*

Outside Services Needed for Child

- *My daughter has been in special education for the last five years and is still at a second grade level. I finally went outside the school system and got her a private tutor. She has made a lot of progress. It seems the school system should have to foot part of the bill since they couldn't provide what works for my daughter.*
- *The school has not been as helpful as they should have been. We have taken him on our own for evaluation and treatment.*

More Vocational Training Needed

- *I am concerned that he receives some kind of vocational training that will help him earn some income in the future.*
- *I was told job training would be done and they insisted the only jobs they could get him were in areas he didn't want or have an interest in. I kept being told it would only be another 2 weeks (5 times) before this or that would be changed or done.*

Needs of Specific Disability Not Met

In 5.4% (n=52) of written comments, parents indicated that the needs presented by their child's specific disability were not adequately addressed. Several comments mentioned the need for more staff training focused on their child's specific disability.

Table VI.13: Needs of Specific Disability Not Met

Comment Code	n	Percent
Needs of Specific Disability Not Met	52	5.4%
Autism	15	1.6%
Learning Disability	13	1.3%
ADD/ADHD	11	1.1%
Behavioral/Emotional	4	0.4%
Gifted	2	0.2%
Other Disability	12	1.2%

Note: Percent totals are based on the 966 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.

Autism

- *Teachers have little knowledge of autism and how to effectively teach a child with autism.*
- *The school district is not familiar with my child. They assume all kids with autism have the same needs.*

Learning Disability

- *There was plenty of special education help. For example, tutors, extra time, and extra help with teachers. However, none of it addressed [my child's] original problems with processing information.*
- *My son is not learning any skill related to dyslexia.*

ADD/ADHD

- *I feel the school system is great at dealing with my child's learning disability, but are very poor at dealing with his extreme ADHD symptoms.*
- *I feel that my child would have benefited greatly from a homework help club for children with ADHD specifically. A regular homework help afterschool club is way too distracting for a child with ADHD.*

Behavioral/Emotional

- *My son has a learning disability and an emotional disorder in which he acts out and as a result has been suspended numerous times and is currently under an expulsion hearing.*
- *We have caught staff lying to our child, people yelling at her while she is in medical crisis to "stop manipulating and snap out of it." We called DCF who stated that the staff member's actions/words to our child were at best unethical and at worst grounds to sue and get her fired.*

Gifted

- *My son is at risk for dropping out of high school because the school cannot meet the needs of a child who is both intellectually gifted and has ADHD.*
- *At age 4 and 7 my child was tested for hyperactivity among others. He showed he had a very high IQ but many other discrepancies showed up in kindergarten sight words. He reads at a 5th grade level but is unable to read kindergarten sight words. Because of his high IQ (157) he does not qualify for services.*

Other Disability

- *I am very unhappy that teachers in the private school system do not understand the needs of a deaf/hearing-impaired child and the emotional suffering that the child endures.*
- *Because my child is a "good kid" (often referred to as an "angel"), I feel that his special needs are not taken as seriously as those of students with behavioral issues. I feel that my child is falling through the cracks academically.*

Instructional and Curricular Concerns

Concerns regarding instruction and curriculum were reported in 21.3% (n=206) of written responses. Of these parents, 33.0% (n=68) indicated the need for additional accommodations, while 28.2% (n=58) noted a need for more socialization and real life experiences for their child. Among those who expressed concerns regarding socialization and real life experiences, almost one-half (43.1%, n=25) cited concerns that their child was being bullied or distracted by peers with behavioral problems.

Table VI.14: Instructional and Curricular Concerns

Comment Code	n	Percent
Instructional and Curricular Concerns	206	21.3%
Further Accommodations Needed	68	7.0%
More Time Devoted to Socialization/Real Life Experiences	58	6.0%
<i>Concerns with Bullying: Distractions from Peers with Behavioral Problems</i>	25	2.6%
More Should be Expected from Child	27	2.8%
More Special Education/Services Needed	22	2.3%
More Individualized Instruction Needed	21	2.2%
More Time Needed in Regular Education Classes	21	2.2%
Reading and Writing Concerns	19	2.0%
Too Much Emphasis on Testing	4	0.4%

Note: Percent totals are based on the 966 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.

Further Accommodations Needed

- *The special education program could be enhanced by using Montessori materials that were originally developed for use with special needs children. Examples include: sandpaper letters, metal insets, and math material; more tactile materials should be used.*
- *My child has made no progress in this school year, as he has had no direct instruction from a certified teacher. This school year his regular education teacher feels children like him should be educated in a special classroom and I was encouraged not to participate at school events and not allowed to chaperone field trips.*

More Time Devoted to Socialization/Real Life Experiences

- *He's becoming more down on himself because his peers view him differently. They make fun of him, tease him, and call him names.*
- *I believe my son had a great educational experience at his high school. However, his experience lacked in social and living skills training which I feel is very important since he has Aspergers.*

More Should be Expected from Child

- *My child is receiving help in school, but I don't agree with the teachers reading the lessons to him and completing most of the writing for him. He's receiving high grades,*

only because of the help he receives. [He is] a 4th grader reading on 1st grade level. It's deceiving when someone looks at his grades. I don't believe he's ready for 5th grade.

- *Sometimes it seemed the bar was set too low. Some of the modifications and classes he was assigned (again, in middle school, perhaps 1st year high school) seem far too easy.*

More Special Education/Services Needed

- *My town's school district does not have an appropriate program for my son. He has been placed out of the district.*
- *Connecticut is making it difficult for children to qualify for services. More remedial programs are needed. Especially for kids who need the help but don't qualify.*

More Individualized Instruction Needed

- *Special education and general teachers in middle school have too many students in their core programs. Not enough individual attention or one-on-one interaction.*
- *Please understand that every child is an individual and does not fit into "a box".... Every child is unique and so are his/her needs, even if they mirror many diagnoses. Every child also has a personal life going on as well as a disability, so please remember to see the person and not just the disability.*

More Time Needed in Regular Education Classes

- *I'm unsatisfied with my child being taken out of a regular classroom and put into a self-contained reading class. I would prefer for her to be educated in the regular classroom.*
- *I think children are pulled out of their normal classes too much! Some of this should be conducted after school, one-on-one.*

Reading and Writing Concerns

- *I feel more time should be used in the teaching of reading and writing. We are going into sixth grade in fall of '08 and our reading level is only second and third grade.*
- *Perhaps more time in classes for reading, writing, and arithmetic, and less time with things like science, social studies, etc. ... Without the basics of reading, writing, arithmetic, and critical thinking it will be difficult for him to excel in any area of study.*

Too Much Emphasis on Testing

- *Too much emphasis is placed on test results and not enough on her actual issues.*
- *More state and federal mandated tests in elementary through high school will not help with education of learning-disabled students. These tests often test a student with learning disabilities on knowledge, skills, and grade levels that do not fit into his/her IEP. If a public school must meet a child's IEP then mandated tests must be carefully examined to see how they meet a child's IEP.*

Dissatisfied with Transition

In 2.3% (n=22) of written responses, parents indicated they were dissatisfied with the transition process in their child’s school. Of those dissatisfied, seven parents noted problems specifically related to the transition from one school year to the next.

Table VI.15: Dissatisfied with Transition

Comment Code	n	Percent
Dissatisfied with Transition	22	2.3%
From Year to Year	7	0.7%
<i>Into Middle School</i>	6	0.6%
<i>Out of High School</i>	5	0.5%
<i>Into 3-5 Years</i>	3	0.3%

Note: Percent totals are based on the 966 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 – Into Middle School

- *The transition from elementary to middle school has been difficult.*
- *Throughout the years my daughter has had adequate support. I feel that the area most lacking is the middle school years where transition planning was minimal and the schedule too rigid.*

From Year to Year – Out of High School

- *Transition is not being adequately addressed. Academically, things are okay but unless his independence and life skills needs are addressed, he will fail at college, career, etc.*
- *Overall my experience with the transitional area between graduation and adulthood has left a very sour taste in my mouth and I wouldn’t recommend these areas of service to anyone else at all!*

From Year to Year – Into 3-5 Years

- *Less accountability is noted during transition from Birth to Three to preschool.*
- *Birth to Three transition was not good.*

Additional Comments

- *When a child is transitioning from preschool to elementary, from elementary to middle and from middle to high school, there needs to be more information for parents.*
- *The one major problem we encountered was when he transitioned to 3rd grade and the new special education teacher allowed his support to “bottom out.” That year we saw a terrible regression in our son’s behavior.*

Concerns with Child’s Progress or Future

Seventy-eight parents (8.1%) who provided written comments noted concerns regarding their child’s progress or future. Just about one-third (30.8%, n=24) of these respondents felt their child had made little or no progress, while 14.1% (n=11) of parents stated that their child was being promoted to higher grade levels with 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	78	8.1%
Little or No Progress Seen	24	2.5%
Child Promoted with Little or No Progress	11	1.1%
Child Stigmatized by Special Education Label	11	1.1%
Dissatisfied with Post-Secondary Options	8	0.8%

Note: Percent totals are based on the 966 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.

Little or No Progress Seen

- *I am not pleased with the progress that has been made. My child will attend Catholic school next year.*
- *There has been no improvement with my son in the last 12 months.*

Child Promoted with Little or No Progress

- *My daughter has been passed on to the next grade several times when she should have been retained.*
- *Since ADHD makes him functional they push him through; a 13 year old reading at 3rd grade level with a 120 IQ.*

Child Stigmatized by Special Education Label

- *Being in the special education program has destroyed my son’s self-confidence.*
- *Our son was sometimes stigmatized, particularly in middle school. Although he was in “regular” classes he was clearly separate (in terms of teacher oversight) from the rest of the class. [This was] noticeable to him and his classmates.*

Dissatisfied with Post-Secondary Options

- *School counselors need more training in regards to post graduate schools available for special needs students. They see more [students with different needs], and would eventually learn the best fitting schools based on the child’s ability/disabilities.*
- *I have real concerns about what programs are in CT for him after high school. Due to the severity of his problems he will definitely continue to require services but no one seems to be able to offer a program to meet his needs - including DCF.*

Additional Comments

- *I think my son can get a high school diploma, but it doesn't mean he'll have the skills he needs for an independent life.*
- *I am often consumed by worry about how my child will be affected socially as she grows older. I want her school years to be a positive experience.*

Other Comments or Concerns

Responses that could not otherwise be categorized were placed in this category, accounting for 4.5% (n=43) of all written comments.

Table VI.17: Other Comments or Concerns

Comment Code	n	Percent
Other Comments or Concerns	43	4.5%

Note: Percent total is based on the 966 surveys with written responses.

Other Comments or Concerns

- *Teachers spent too much time doing required paperwork, which takes energy away from actually teaching the students.*
- *These questions and surveys are good, but don't impact the school system at all, based on what I've been seen in the past years.*

DIFFERENCES BY SURVEY YEAR

Section VII

The following discussion compares 2007-2008 parent survey outcomes to outcomes from the prior two years (2005-2006 and 2006-2007)¹⁰. As previously discussed, this year's parent survey was sent to 31 districts, up from 29 districts in 2006-2007, and 21 districts in 2005-2006. As can be seen in the following table, response rates have remained fairly stable across the three years. (See Appendix D.1 for a comparison of survey respondent 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%
2007-2008	31	10,323	2,306	22.3%	490	23.5%

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 survey responses in 2007-2008 to parent responses in 2006-2007 and in 2005-2006 revealed very few differences¹¹. When the current year's responses (2007-2008) were compared to the prior year, 33 of the 35 questions were separated by less than five percentage points. In addition, when comparing the 2007-2008 survey responses with responses from the first wave of the survey (2005-2006), the majority of questions (30 of 35) were also separated by less than five percentage points.

Similarly, there were very few, if any, quantifiable differences in the topics discussed by parents in the open-ended comment section from year-to-year. Slight differences included a small increase in the number of parents in 2007-2008 that commented they were pleased with communication and parent support and a small increase in the number that indicated they were previously dissatisfied but are now satisfied with their child's special education services. In addition, parents in 2007-2008 were slightly less likely to report that the needs of their child's specific disability were not being met or that they were dissatisfied with the transition process.

As a result of the small magnitude of differences across survey years (in regards to both parent responses and comments) the subsequent discussion is brief and focuses on four survey statements in which differences were largest. The first pair of statements ask respondents about their child's experiences at school and in the community; whereas, the second pair of statements

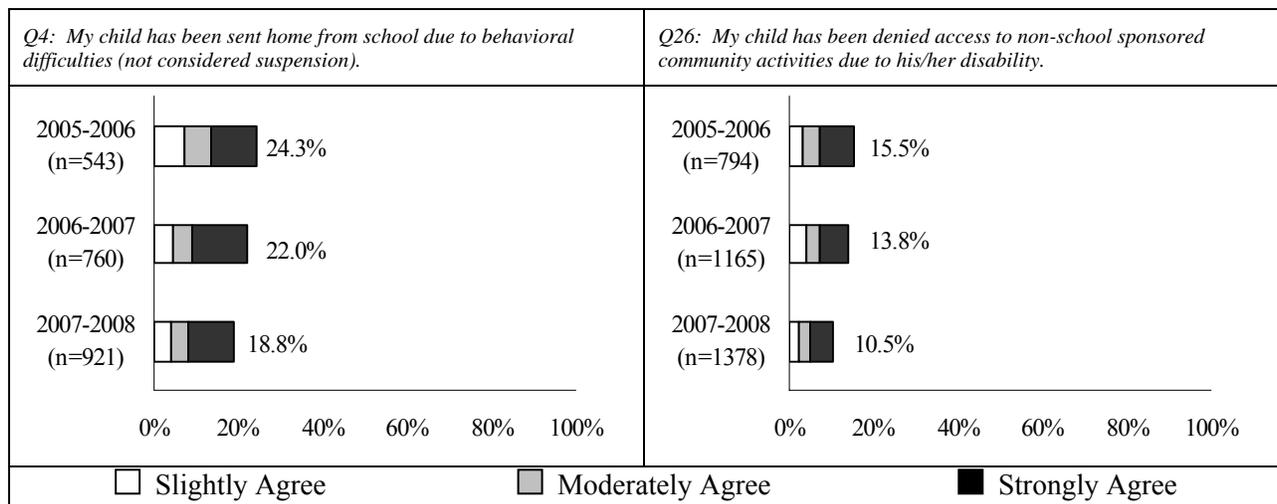
¹⁰ Differences in outcomes between 2005-2006 and 2006-2007 were analyzed in the prior year's report and are not discussed in this section.

¹¹ It should be noted that the instructions related to transition planning have changed slightly each year. In 2007-2008, respondents were instructed to only answer Q29-Q34 if their child was age 15 or older at his/her last PPT meeting. In 2006-2007, parents were instructed to only answer Q31 if their child was age 15 at his/her last PPT meeting; only answer Q32 if their child was currently age 15 or older; and to only answer Q33 if their child was age 15 or 16 at his/her last PPT meeting. In 2005-2006, the respective ages were 13 and 14.

refers to the parent’s involvement in their child’s program. (See Appendix D.2 for bar charts of all survey statements by year.)

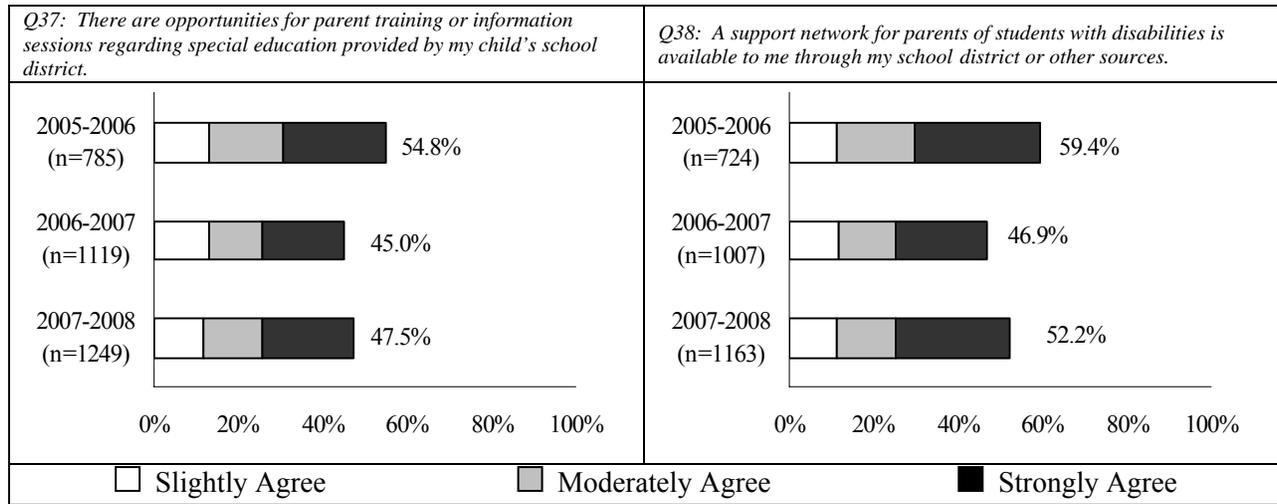
- In 2007-2008, fewer parents responded that their child has been sent home from school due to behavioral difficulties [Q4] compared to 2005-2006, a decrease of approximately 6 percentage points.
- Additionally, when parents were asked whether their child has been denied access to non-school sponsored community activities due to his/her disability [Q26], the proportion of parents to agree also decreased in 2007-2008 compared to the previous two years (10.5% compared to 13.8% for 2006-2007 and 15.5% for 2005-2006).

Table VII.2: Question 4 and Question 26 by Year



- When asked if parent training or information sessions are provided by their child’s school district [Q37], 47.5% of parents in 2007-2008 agreed with the statement, compared to 54.8% of parents in 2005-2006, a difference of roughly 7 percentage points.
- Similarly, 52.2% of parents in 2007-2008 reported a support network for parents of students with disabilities is available to them [Q38], compared to 59.4% in 2005-2006, a difference of approximately 7 percentage points.

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



APPENDIX A: METHODOLOGICAL AND DATA LIMITATIONS

There are a number of important methodological and data issues that should be considered when interpreting the CT Special Education Parent Survey results. Like all sample surveys, the data collected in the parent survey are an estimate of the true proportion in the population. Consequently, survey results are always subject to some degree of error or bias. Survey error is defined as the “systematic deviation of the survey-estimated value from the true population value; typically composed of two components – sampling error and nonsampling error¹².” The following section discusses two potential sources of nonsampling survey error – nonresponse bias and measurement error – followed by a discussion of sample bias and its relationship to the representativeness of the parent survey sample.

Nonresponse Bias

Nonresponse bias is associated with two components – the response rate and the degree to which those who respond to a survey are systematically different from those who do not respond. This year’s parent survey response rate was 22.3% and although comparable to other statewide parent survey response rates; it would still be considered relatively low and suggest that the potential for nonresponse bias should be assessed¹³. The second component of nonresponse bias is much more difficult to measure as it requires estimating the degree to which differences in respondent and nonrespondent characteristics (such as the child’s disability) may affect the variable of interest (survey response). However, by comparing the response rates of key subgroups of the target population, we can gain insight as to differences that do exist and theorize where the potential for bias may be greatest.

The following set of tables include the demographic characteristics (race, age, and disability) of students with disabilities for all parents included in the 2007-2008 survey sample¹⁴. “Respondents” include all parents of children with disabilities who returned a completed survey in the allotted time frame; whereas “nonrespondents” include all parents who were mailed, but did not return a completed survey (including those who may have not received the survey due to an undeliverable address). All tables show the demographic distribution for students in both groups as well as the difference between the groups (the % of respondents minus the % of nonrespondents). A positive (+) difference indicates that a particular demographic category is over-represented in the respondent group whereas a negative (-) difference indicates that the characteristic is under-represented in the respondent group. The margin of error of the difference represents the 95% confidence interval around the estimate (for example, if the difference is +5% with a margin of error of $\pm 1\%$, we can be 95% confident that the true difference is between +4% and +6%)¹⁵.

¹² Office of Management and Budget. *Standards and Guidelines for Statistical Surveys*. (September 2006).

¹³ The National Center for Education Statistics (NCES) suggests that any survey with a response rate less than 85% be evaluated for nonresponse bias.

¹⁴ CSDE demographic data was aligned with confidential IDs included on all survey mailings. All data presented in this section reflects state-reported data and therefore may not necessarily align with parent-reported data in Section II. Ten surveys were returned with missing IDs and are therefore not included in the analysis.

¹⁵ Gender was also tested but no significant differences were found.

Table A.1 includes a comparison of the race distribution for 2007-2008 parent survey respondents and nonrespondents. These data suggest that parents of White students were more likely to respond to the survey (i.e., over-represented in the respondent group) when compared to parents of Black and Hispanic students, whom were under-represented in the respondent group.

Table A.1: Response Rate by Race

Child's Race/Ethnicity	Respondents (n=2,296)	Nonrespondents (n=8,026)	Difference	Margin of Error of Difference
White not Hispanic*	82.2%	73.3%	+8.9%	± 1.8%
Hispanic*	8.7%	13.6%	(4.9%)	± 1.4%
Black not Hispanic*	6.5%	10.6%	(4.1%)	± 1.2%
Asian/Pacific Islander	2.3%	2.0%	+0.4%	± 0.7%
Am. Indian/Alaskan Native	0.3%	0.5%	(0.2%)	± 0.3%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=87.3$, $df=4$, $p=.0009$.

Table A.2 suggests that parents of younger children (ages 3 to 5 and 6 to 12) were more likely to respond to the survey (over-represented in the respondent group) when compared to parents of children ages 15 to 17 and parents of children ages 18 to 21, whom were underrepresented in the respondent group. This trend is consistent with response rates from prior surveys and the survey sampling plan was designed to account for this trend by purposively oversampling parents of older children.

Table A.2 Response Rate by Age

Child's Age	Respondents (n=2,296)	Nonrespondents (n=8,026)	Difference	Margin of Error of Difference
3 to 5*	14.4%	9.6%	+4.8%	± 1.6%
6 to 12*	47.7%	44.1%	+3.6%	± 2.3%
13 to 14	15.6%	17.1%	(1.5%)	± 1.7%
15 to 17*	18.7%	24.3%	(5.6%)	± 1.9%
18 to 21*	3.6%	4.8%	(1.2%)	± 0.9%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=76.9$, $df=4$, $p=.000$.

Among particular disability categories, parents of children with autism showed the largest over-representation of parents in the respondent group; whereas parents of children with learning disabilities showed the largest under-representation among respondents. Although of a smaller magnitude, parents of children with a developmental delay, other health impairment, multiple disabilities, or an intellectual disability/mental retardation were over-represented in the respondent group while parents of children with an emotional disturbance were under-represented (See Table A.3).

Table A.3 Response Rate by Disability

Child's Age	Respondents (n=2,296)	Nonrespondents (n=8,026)	Difference	Margin of Error of Difference
Specific Learning Disabilities*	27.0%	33.4%	(6.4%)	± 2.1%
Speech or Language Impaired	20.0%	20.8%	(0.8%)	± 1.9%
Autism*	10.8%	5.5%	+5.3%	± 1.4%
OHI - ADD/HD	9.6%	10.7%	(1.1%)	± 1.4%
Other Health Impairment (OHI)*	8.8%	7.4%	+1.4%	± 1.3%
Developmental Delay (ages 3-5 only)*	6.5%	4.8%	+1.7%	± 1.1%
Emotional Disturbance*	6.1%	8.9%	(2.8%)	±1.2%
Multiple Disabilities*	4.8%	3.7%	+1.1%	± 1.0%
Intellectual Disability/Mental Retardation*	4.4%	3.4%	+1.0%	± 0.9%
Hearing Impairment	1.1%	0.1%	+1.0%	± 0.5%
Orthopedic Impairment	0.3%	0.2%	+0.1%	± 0.2%
Visual Impairment	0.3%	0.2%	+0.1%	± 0.2%
Traumatic Brain Injury	0.2%	0.1%	+0.1%	± 0.2%
Deaf-Blindness	0.2%	0.1%	+0.1%	± 0.2%

Note: A * denotes statistical significance at the 95% confidence interval; $\chi^2=148.7$, $df=13$, $p=.000$.

Measurement Error

Measurement error is typically characterized as the difference between the observed value of a variable and the true value of that variable. In general, the source of measurement error can come from four primary sources; the questionnaire, the data collection method, the interviewer (if applicable), and the respondent¹⁶. Although the following examples from the 2007-2008 parent survey do not necessarily identify a “source of error”, they do provide evidence of reporting inconsistencies that could potentially bias survey results. Both examples refer to the instructions given on the survey as to how parents should select the appropriate disability for their child.

On the survey questionnaire, parents were asked to select only one disability category to identify their child’s disability. However, as can be seen in the following table, although the majority (87.5%) of survey respondents did select just one disability, close to 300 parents identified at least two disabilities for their child. Of those respondents who selected multiple categories, a learning disability was chosen over one-half (57.2%) of the time; followed by OHI-ADD/ADHD (47.0%) and a speech or language impairment (42.8%) (See Table A.4). As a result, it becomes difficult to interpret differences in survey responses across disabilities, as parents appearing in multiple groups would bias the results.

¹⁶ Office of Management and Budget. *Statistical Working Paper 31: Measuring and Reporting Sources of Error in Surveys*. (July 2001).

Table A.4: Surveys with Single and Multiple Disability Selections

Disability Category	Number of Disabilities Selected by Parent			
	One		More than One	
	n	Percent	n	Percent
Specific Learning Disabilities	478	24.1%	163	57.2%
OHI - ADD/ADHD	365	18.4%	134	47.0%
Speech or Language Impaired	337	17.0%	122	42.8%
Autism	260	13.1%	27	9.5%
Multiple Disabilities	104	5.2%	27	9.5%
Intellectual Disability/Mental Retardation	96	4.8%	27	9.5%
Emotional Disturbance	63	3.2%	48	16.8%
Other Health Impairment (OHI)	79	4.0%	15	5.3%
Developmental Delay (ages 3-5 only)	65	3.3%	28	9.8%
Hearing Impairment	21	1.1%	18	6.3%
Visual Impairment	6	0.3%	19	6.7%
Orthopedic Impairment	4	0.2%	11	3.9%
Traumatic Brain Injury	7	0.4%	4	1.4%
Deaf-Blindness	3	0.2%	3	1.1%
Don't Know	72	3.6%	12	4.2%
To Be Determined	26	1.3%	23	8.1%
Total Disability Categories Selected	1,986	100.0%	681	-

Note: Percentages are based on the number of respondents in each column: 1,986 respondents selected one disability (n=1,986) for their child; whereas 285 respondents identified multiple (n=681) disabilities .

In addition, parents were asked on the survey questionnaire to choose the disability category that corresponds with the disability category listed on their child’s IEP form (which school districts report to the CSDE). The responses indicated by parents were compared (through a confidential ID system) to the disability of the child as reported to CSDE. Again, although it’s not clear where the error is occurring, it is evident that the parent’s designation of their child’s disability was not always consistent with what is on record. Among survey respondents who selected a single disability category for their child, almost one-third (30.8%) identified a disability different than the one listed on their child’s IEP, for a match rate of 69.2% (See Table A.5).

Table A.5: Survey-Reported versus IEP-Reported Child Disability

Disability Category	Total	Match to IEP	
	n	n	Percent
Specific Learning Disabilities	478	358	74.9%
OHI - ADD/ADHD	365	161	44.1%
Speech or Language Impaired	337	271	80.4%
Autism	260	212	81.5%
Multiple Disabilities	104	57	54.8%
Intellectual Disability/Mental Retardation	96	64	66.7%
Other Health Impairment (OHI)	79	52	65.8%
Developmental Delay (ages 3-5 only)	65	53	81.5%
Emotional Disturbance	63	54	85.7%
Hearing Impairment	21	17	81.0%
Traumatic Brain Injury	7	2	28.6%
Visual Impairment	6	4	66.7%
Orthopedic Impairment	4	0	0.0%
Deaf-Blindness	3	1	33.3%
Don't Know	72	-	-
To Be Determined	26	-	-
Total	1,986	1,306	69.2%

Note: The survey response options "don't know" (n=72) and "to be determined" (n=26) are not available at the CSDE level and are not included in the calculation of the percent total for "match to IEP."

Sample Bias and Representativeness of Survey Sample

The concept of representativeness is often mischaracterized to mean that particular demographics of the sample, such as age, gender, and race precisely “match” the characteristics of the population. Although a good sample will most likely closely resemble the larger population, “it will be *representative* in the sense that each sampled unit will represent the characteristics of a *known number of units* in the population.¹⁷” It is the known (and random) probability of selection that leads to precise estimates, thus enabling inferences to be made about the larger population.

The parent survey sample is a probability sample with observations (both districts and students) sampled with unequal probabilities of selection. As a result, the survey can not be generalized to the larger population unless the data are properly weighted. Additional complexities of the survey design, such as stratification (by DRG and size) and clustering (districts are sampled first) also need to be incorporated into the design in order to avoid sample biases. Although the stratification and clustering of the design were considered in all analyses, the data were not weighted for probability of selection or to account for nonresponse¹⁸.

¹⁷ Lohr, Sharon. *Sampling: Design and Analysis*. Pacific Grove: Brooks/Cole Publishing Company, 1999.

¹⁸ STATA was used to analyze all survey data. However, weighting of the data was considered beyond the scope of this report.

However, as mentioned briefly in Section I, the report does provide an informative summary of the broad views and opinions of a select group of parents of student with disabilities. In addition, the survey itself serves as adequate reporting instrument for the collection of parent involvement data for SPP Indicator 8. It should also be noted that the analysis of unweighted survey data for SPP/APR indicators has been deemed acceptable by the National Post Outcomes Center as long as the results are not used to make inferences about the larger special education population¹⁹. Consequently, a statistical analysis of the representativeness of the sample to the larger special education population is not presented in this report and the demographics that follow are for reference only²⁰.

Table A.6: Child’s Race/Ethnicity: Statewide and Sample

Child's Race/Ethnicity	Statewide (n=68,989)	Sample (n=10,323)	Difference
White not Hispanic	62.4%	75.3%	+12.9%
Hispanic	19.2%	12.5%	(6.7%)
Black not Hispanic	16.1%	9.7%	(6.4%)
Asian/Pacific Islander	1.8%	2.0%	+0.2%
Am. Indian/Alaskan Native	0.5%	0.4%	(0.0%)

Table A.7: Child’s Age: Statewide and Sample

Child's Age	Statewide (n=68,989)	Sample (n=10,323)	Difference
3 to 5	11.1%	10.7%	(0.4%)
6 to 12	46.1%	44.9%	(1.2%)
13 to 14	15.6%	16.8%	+1.2%
15 to 17	22.3%	23.1%	+0.8%
18 to 21	4.9%	4.6%	(0.4%)

¹⁹Garrison-Mogren, R. *Post-School Outcomes: Response Rates and Nonresponse Bias*. October 2007. www.psocenter.org. The National Post School Outcomes Center is a project funded by OSEP. It is a collaborative effort of the Technical Assistance and Consulting Services and Secondary Special Education and Transition Unit at the University of Oregon.

²⁰ Given the oversampling of parents of older students with disabilities we would expect the age and grade distribution of the sample to differ from that of the general population.

Table A8: Child's Grade: Statewide and Sample

Child's Grade	Statewide (n=68,989)	Sample (n=10,323)	Difference
Preschool	6.7%	6.5%	(0.2%)
Elementary	37.2%	34.5%	(2.7%)
Middle	23.8%	25.6%	+1.9%
High	32.3%	33.4%	+1.1%

Table A9: Child's Gender: Statewide and Sample

Child's Gender	Statewide (n=68,989)	Sample (n=10,323)	Difference
Male	69.1%	68.8%	(0.2%)
Female	30.9%	31.2%	+0.2%

Table A10: Child's Disability: Statewide and Sample

Child's Disability	Statewide (n=68,989)	Sample (n=10,323)	Difference
Specific Learning Disabilities	32.3%	31.9%	(0.4%)
Speech or Language Impaired	21.0%	20.6%	(0.4%)
OHI - ADD/HD	8.8%	10.4%	+1.6%
Emotional Disturbance	8.5%	8.3%	(0.2%)
Other Health Impairment (OHI)	7.8%	7.7%	(0.1%)
Developmental Delay (ages 3-5 only)	5.9%	5.2%	(0.7%)
Autism	6.4%	6.7%	+0.3%
Intellectual Disability/Mental Retardation	3.9%	3.6%	(0.3%)
Multiple Disabilities	3.5%	3.9%	+0.4%
Hearing Impairment	1.1%	1.0%	(0.1%)
Orthopedic Impairment	0.2%	0.2%	+0.0%
Visual Impairment	0.4%	0.2%	(0.1%)
Traumatic Brain Injury	0.2%	0.1%	(0.1%)
Deaf-Blindness	0.1%	0.1%	+0.1%

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.	2,278	43.5%	33.5%	9.4%	3.8%	4.3%	5.5%	±
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	2,285	61.3%	22.1%	9.1%	2.8%	2.8%	2.0%	±
3. My child's school day has been shortened to accommodate his/her transportation needs.	526	19.4%	8.0%	7.6%	4.4%	2.3%	58.4%	±
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	921	10.5%	4.3%	3.9%	2.3%	2.2%	76.8%	±
5. My child is accepted within the school community.	2,224	60.4%	23.0%	8.1%	2.9%	2.7%	2.9%	±
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	2,290	42.3%	31.4%	11.0%	4.1%	4.6%	5.9%	0.7%
7. All special education services identified in my child's IEP have been provided.	2,286	51.7%	25.6%	8.0%	4.5%	3.9%	4.5%	1.7%
8. Staff is appropriately trained and able to provide my child's specific program and services.	2,296	48.8%	26.7%	8.9%	4.1%	3.5%	5.9%	2.1%
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	2,253	56.9%	25.3%	7.5%	2.9%	3.1%	2.4%	1.8%
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	2,101	45.8%	26.7%	11.8%	5.2%	3.4%	4.5%	2.7%
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	2,121	49.6%	25.2%	11.5%	3.3%	3.6%	4.0%	2.8%
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.	2,251	50.5%	25.9%	12.0%	3.9%	3.2%	4.4%	±
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	2,282	64.7%	20.2%	7.8%	2.4%	2.1%	2.8%	±
14. I understand what is discussed at meetings to develop my child's IEP.	2,287	68.3%	22.0%	6.1%	1.8%	0.9%	1.0%	±
15. My concerns and recommendations are documented in the development of my child's IEP.	2,255	57.3%	23.5%	9.1%	3.6%	2.8%	3.5%	±
16. My child's evaluation report is written in terms I understand.	2,291	56.7%	25.8%	9.7%	3.6%	2.0%	2.1%	±

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
Participation in Developing and Implementing My Child's Program (con't)								
17. PPT meetings for my child have been scheduled at times and places that met my needs.	2,293	63.7%	20.9%	7.1%	3.5%	1.7%	3.1%	±
18. At my child's PPT, the school district proposed programs and services to meet my child's <u>individual</u> needs.	2,257	49.2%	27.4%	9.7%	4.3%	3.5%	5.8%	±
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.	2,266	50.7%	26.5%	11.3%	5.0%	2.4%	4.1%	±
20. I have received a copy of my child's IEP within 5 school days after the PPT.	2,259	69.3%	17.8%	5.5%	2.8%	1.0%	3.6%	±
21. If necessary, a translator was provided at the PPT meetings.	203	66.5%	17.2%	4.9%	2.5%	2.0%	6.9%	±
22. The translation services provided at the PPT meetings were useful and accurate.	233	67.8%	16.3%	9.0%	2.6%	1.7%	2.6%	±
23. The school district proposed the regular classroom for my child as the first placement option.	1,941	62.5%	15.4%	5.2%	2.5%	1.3%	6.2%	7.0%
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).	2,171	82.5%	10.3%	3.2%	1.1%	0.6%	2.3%	±
25. My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.	2,041	76.7%	10.4%	4.0%	1.9%	1.7%	5.3%	±
26. My child has been denied access to non-school sponsored community activities due to his or her disability.	1,378	5.6%	2.5%	2.4%	3.7%	4.7%	81.1%	±
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).	1,165	34.8%	13.9%	8.1%	5.0%	4.5%	16.6%	17.2%
Transition Planning for Preschoolers								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)								
28. I am satisfied with the school district's transition activities that took place when my child left Birth to Three.	365	61.6%	16.2%	6.3%	1.9%	1.9%	12.1%	±

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
Transition Planning for <u>Secondary</u> Students								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
29. I am satisfied with the way <u>secondary</u> transition services were implemented for my child.	469	36.9%	26.0%	14.5%	5.8%	4.1%	12.8%	±
30. When appropriate, outside agencies have been invited to participate in <u>secondary</u> transition planning.	354	33.1%	19.8%	13.0%	5.1%	5.1%	15.0%	9.0%
31. The PPT introduced planning for my child's transition to adulthood.	464	37.1%	22.4%	16.2%	5.0%	5.6%	13.8%	±
32. The school district actively encourages my child to attend and participate in PPT meetings.	532	70.5%	17.1%	4.9%	2.1%	1.3%	4.1%	±
33. The PPT discussed an appropriate course of study at the high school for my child.	524	56.3%	24.2%	8.0%	3.8%	3.1%	4.6%	±
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	472	39.6%	25.0%	13.1%	5.3%	4.0%	12.9%	±
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.	1,338	19.3%	8.4%	8.7%	3.5%	4.3%	55.8%	±
36. I am involved in a support network for parents of students with disabilities available through my school district or other sources.	1,288	13.3%	6.9%	7.9%	4.7%	5.4%	61.8%	±
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	1,792	15.3%	9.7%	8.1%	4.2%	4.8%	27.6%	30.3%
38. A support network for parents of students with disabilities is available to me through my school district or other sources.	1,791	17.4%	9.2%	7.3%	3.3%	4.4%	23.4%	35.1%
My Child's Skills								
39. My child is learning skills that will enable him/her to be as independent as possible.	2,054	51.6%	24.2%	12.0%	3.3%	4.0%	4.8%	±
40. My child is learning skills that will lead to a high school diploma, further education, or a job.	1,940	54.1%	22.5%	11.4%	3.6%	2.9%	5.5%	±

± 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

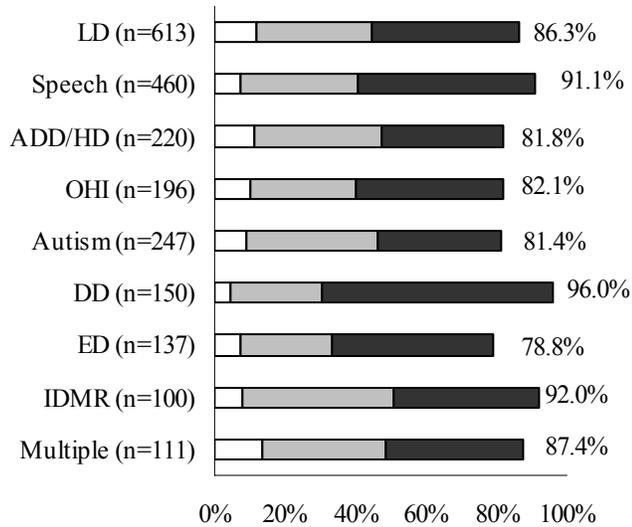
The following charts illustrate the response pattern of survey respondents by primary eligibility for services, age, race/ethnicity, and gender. Each chart includes the percentage of respondents within a demographic category to agree to a survey statement (length of the bar); with the strength of the agreement (slightly, moderately, and strongly) represented by the shading of the bar²¹. 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.

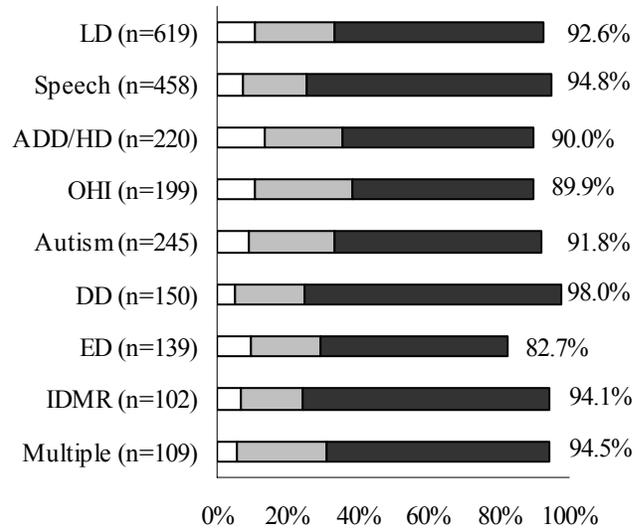
²¹ Presenting the information in this format (only representing agreement) allows for a quick visual comparison of response patterns; however, the percentage of respondents to disagree can be found by simply subtracting the percent to agree from 100%.

APPENDIX C.1: CHILD'S PRIMARY ELIGIBILITY FOR SERVICES*

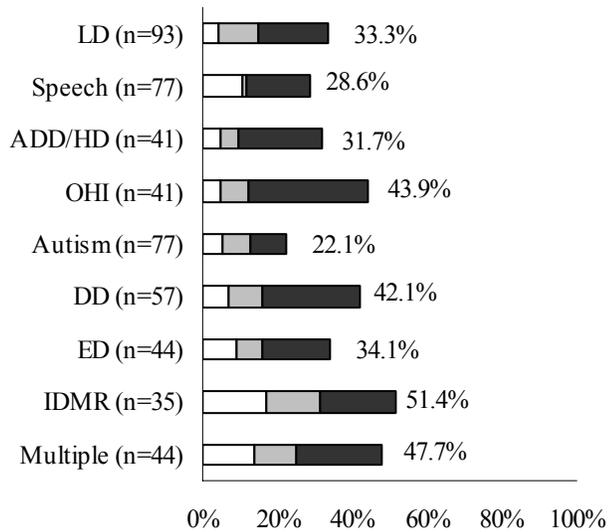
Q1: I am satisfied with my child's overall special education program.



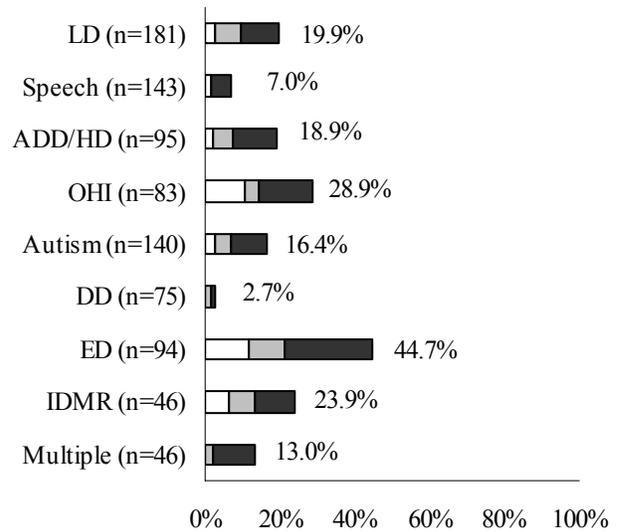
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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).



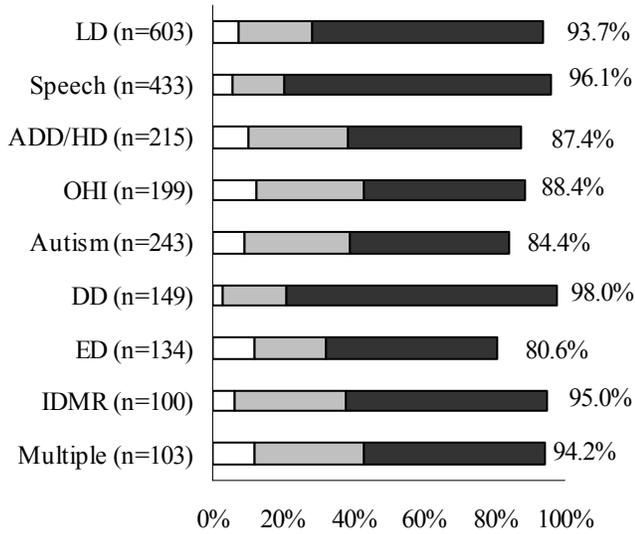
□ Slightly Agree

▒ Moderately Agree

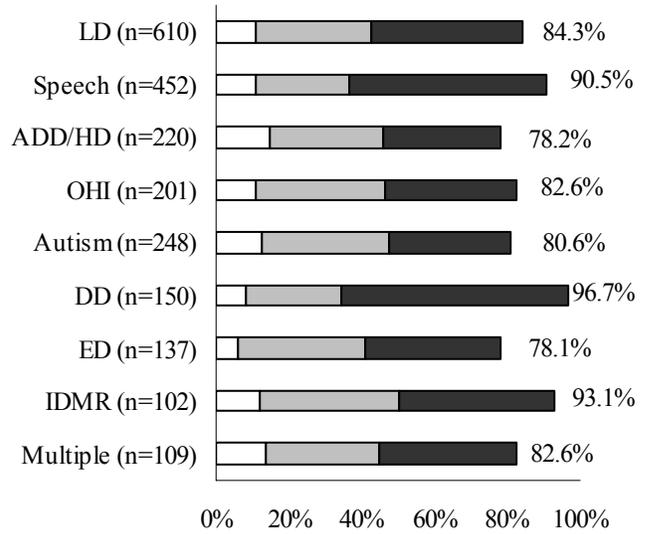
■ Strongly Agree

* 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.

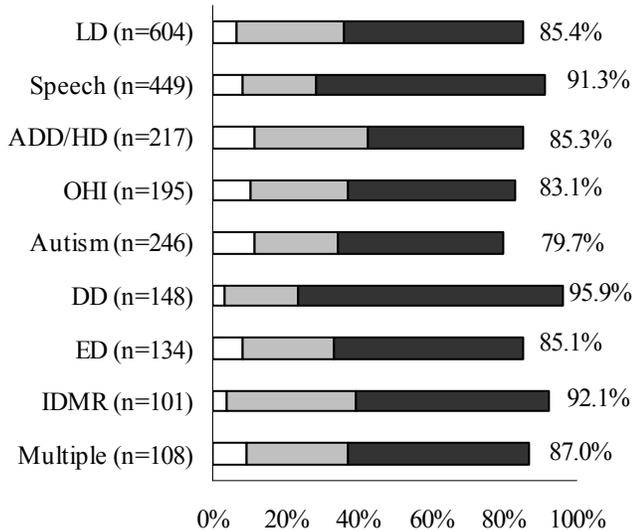
Q5: My child is accepted within the school community.



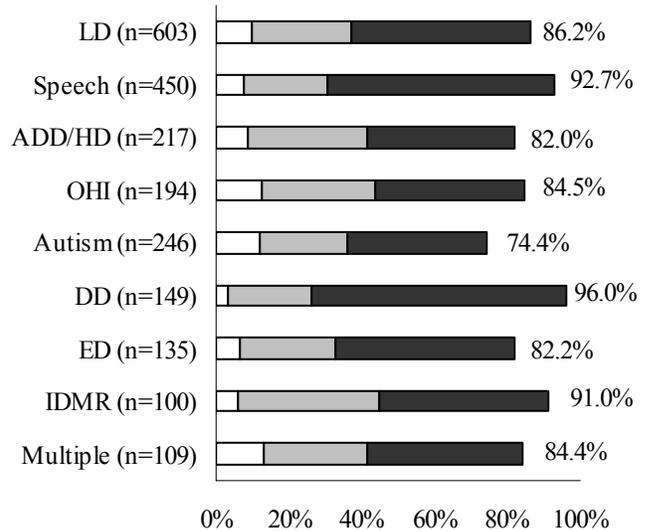
Q6: My child's IEP is meeting his/her educational needs.



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

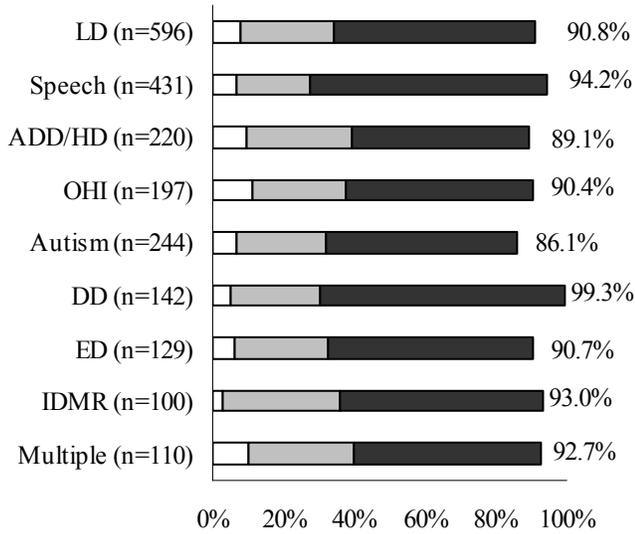


Q8: Staff is appropriately trained and able to provide my child's specific program and services.

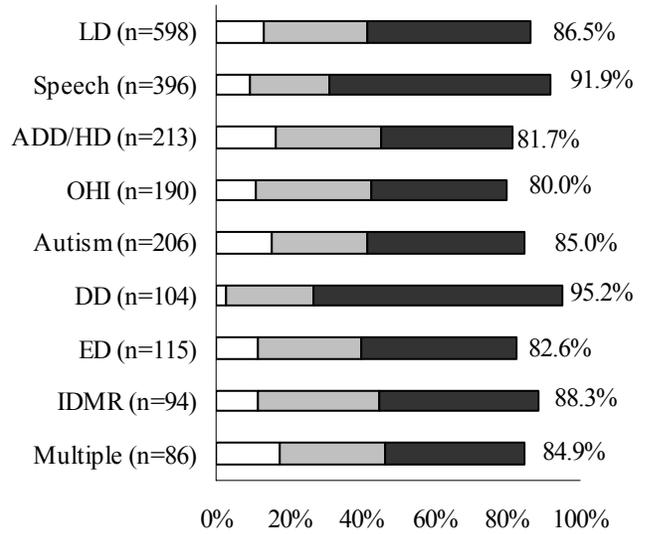


Slightly Agree
 Moderately Agree
 Strongly Agree

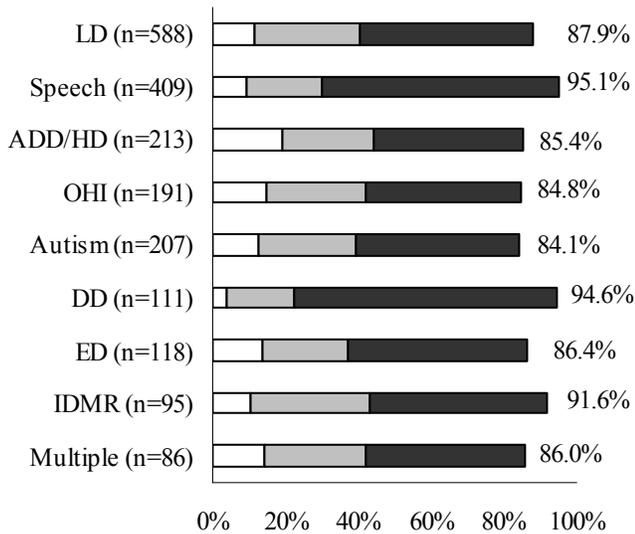
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



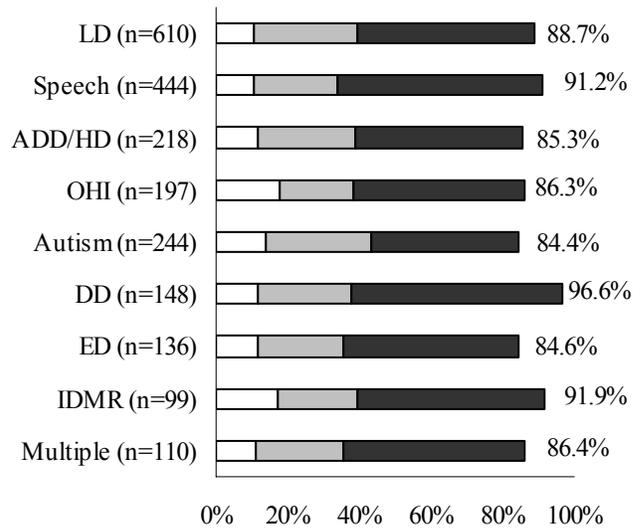
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

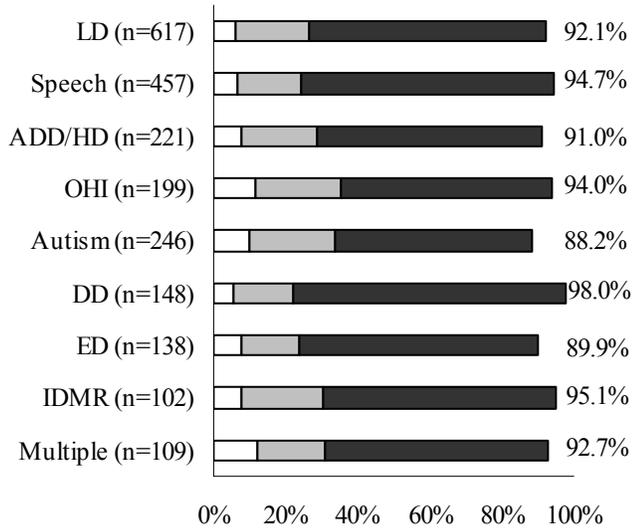


□ Slightly Agree

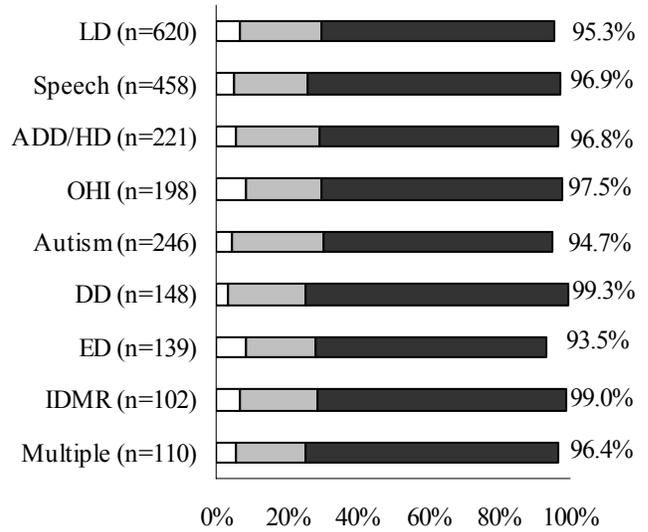
▒ Moderately Agree

■ Strongly Agree

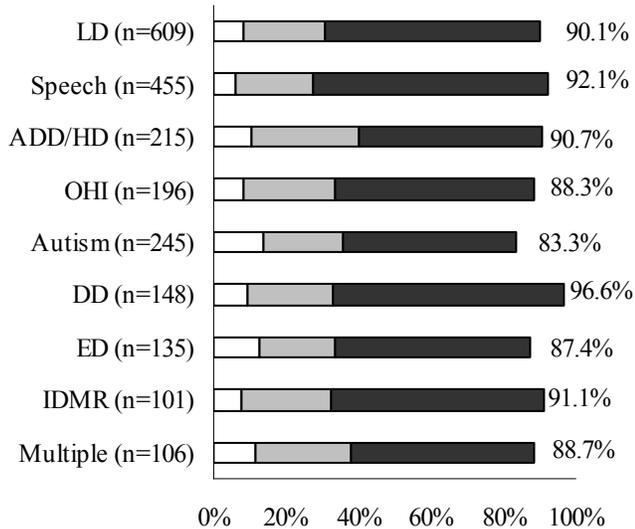
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



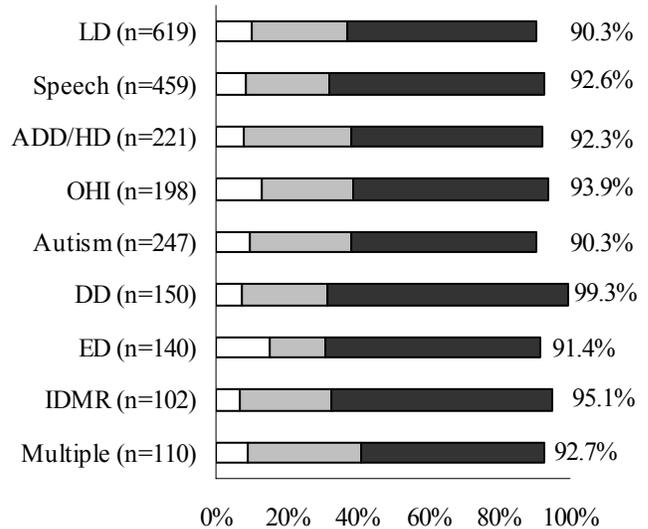
Q14: I understand what is discussed at meetings to develop my child's IEP.



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.

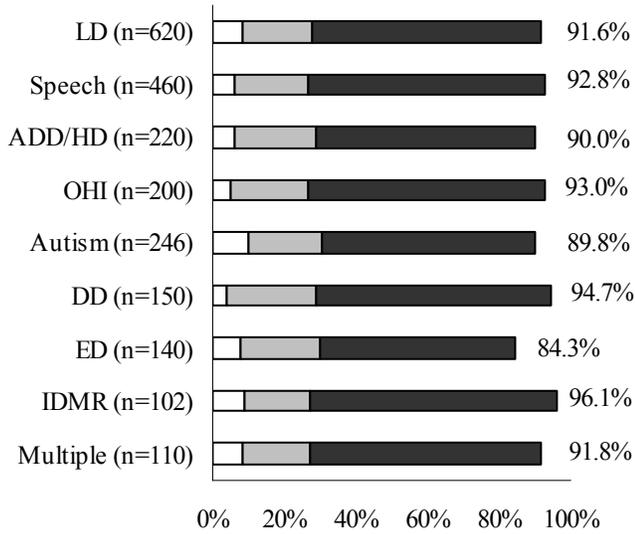


Slightly Agree

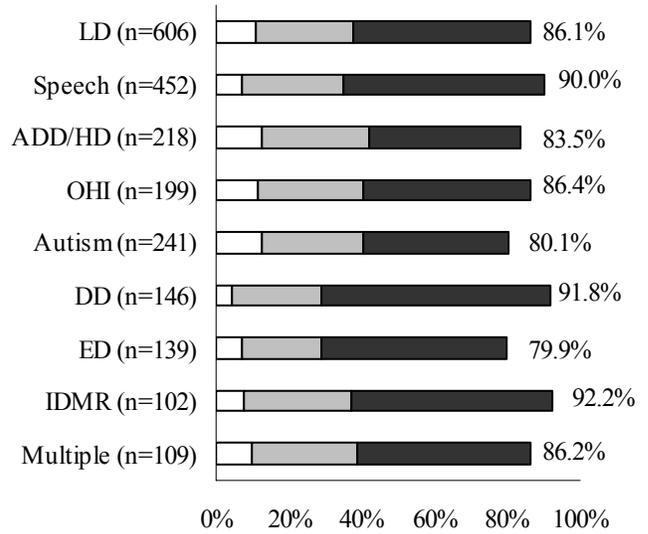
Moderately Agree

Strongly Agree

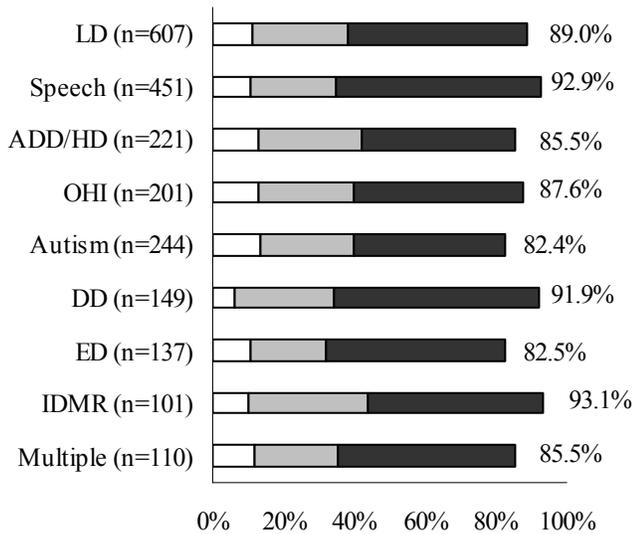
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



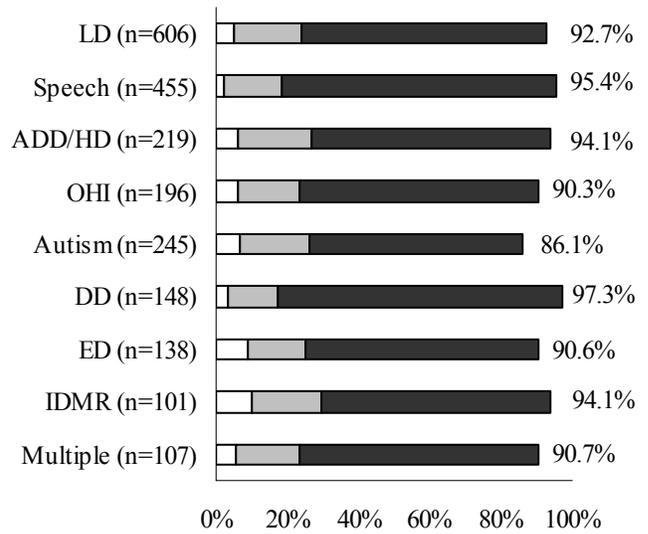
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



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.

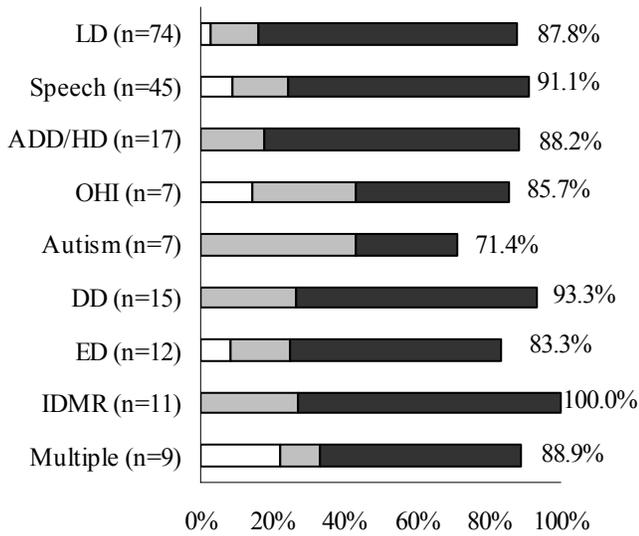


□ Slightly Agree

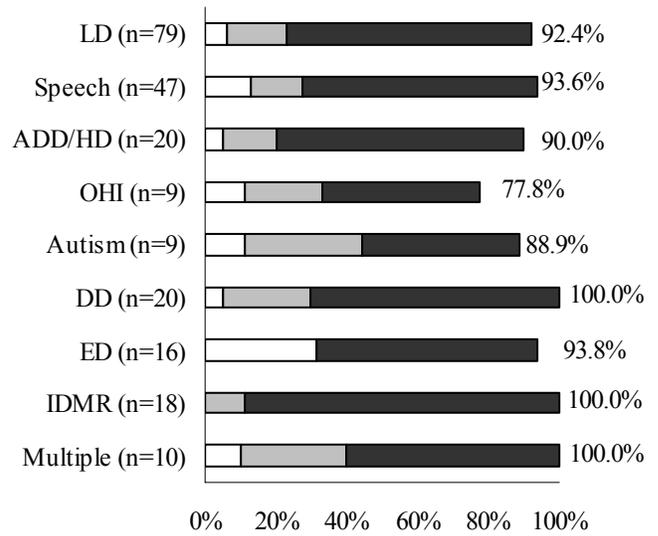
▒ Moderately Agree

■ Strongly Agree

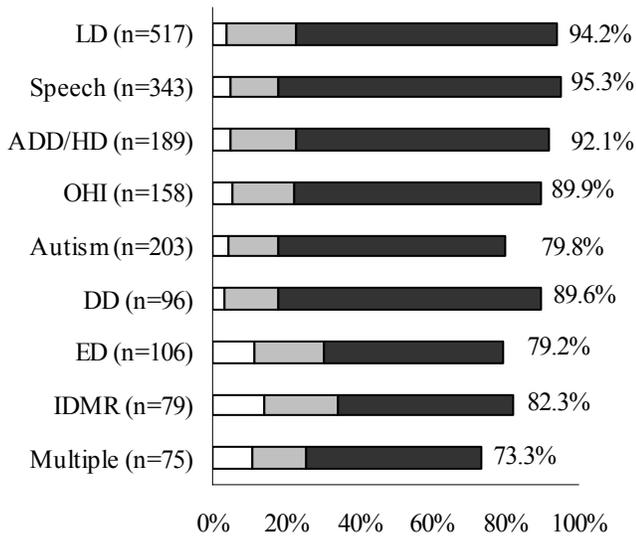
Q21: If necessary, a translator was provided at the PPT meetings.



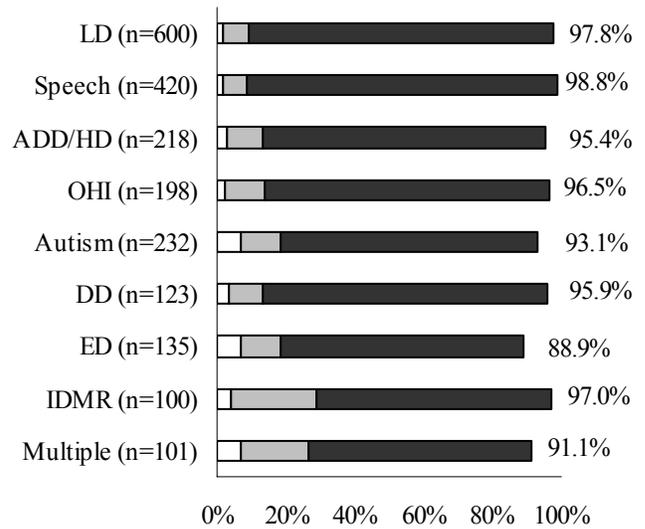
Q22: The translation services provided at the PPT meetings were useful and accurate.



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).

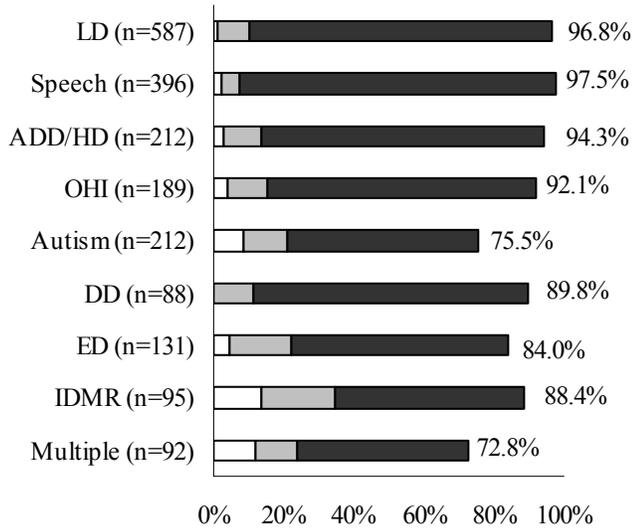


□ Slightly Agree

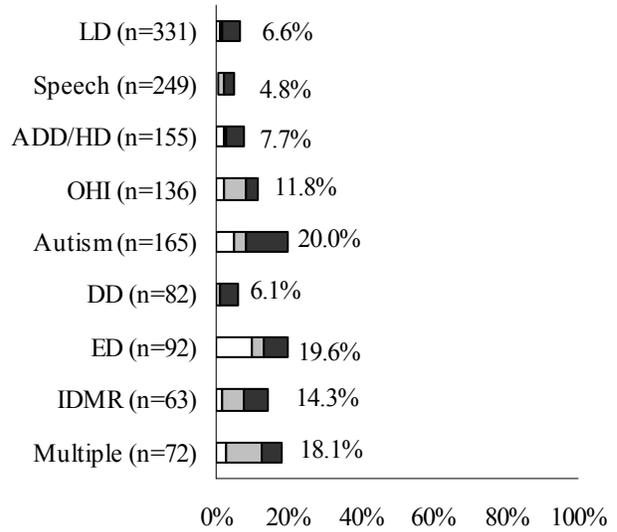
■ Moderately Agree

■ Strongly Agree

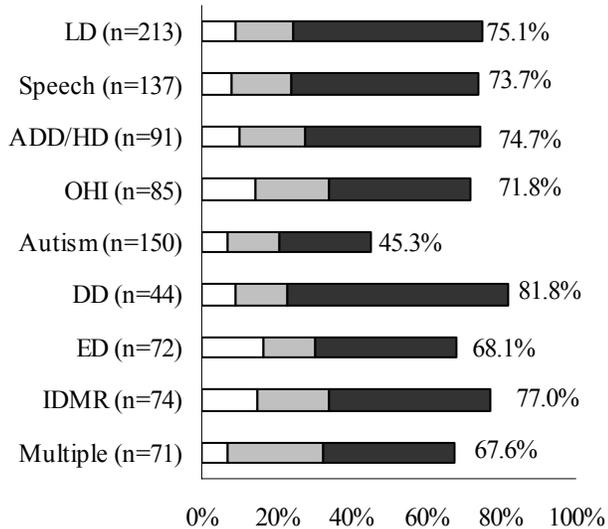
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



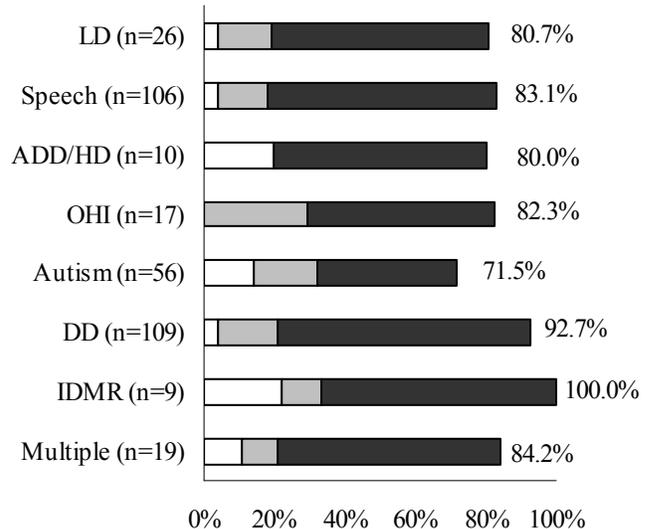
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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 (only answer if your child transitioned from early intervention to Preschool in the past 3 years).

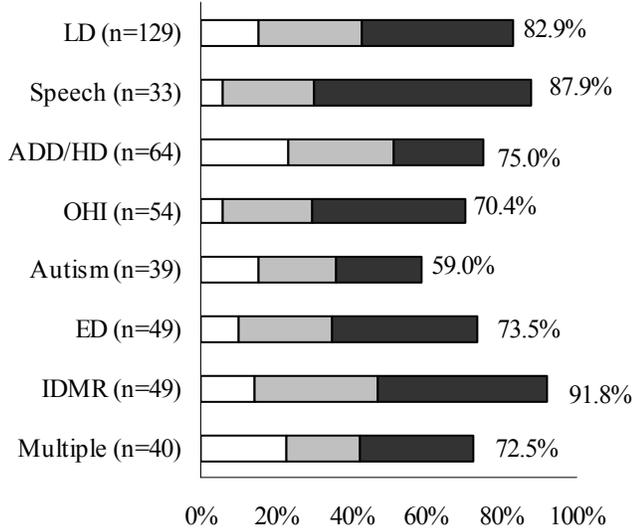


□ Slightly Agree

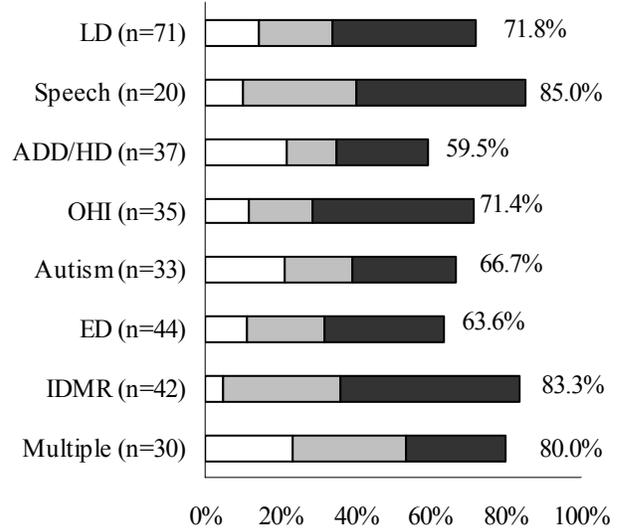
▒ Moderately Agree

■ Strongly Agree

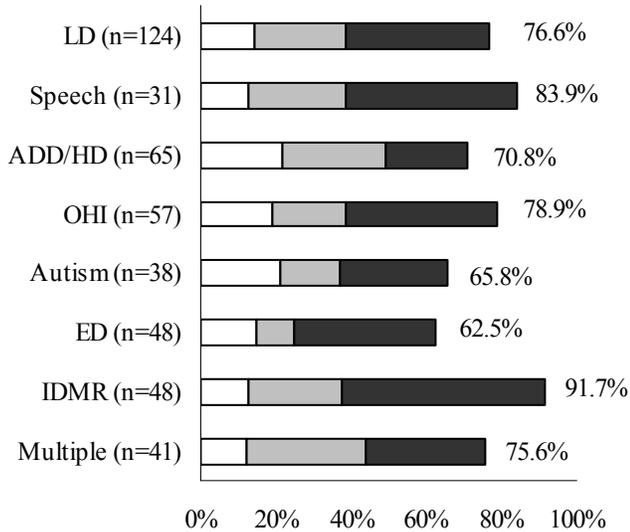
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



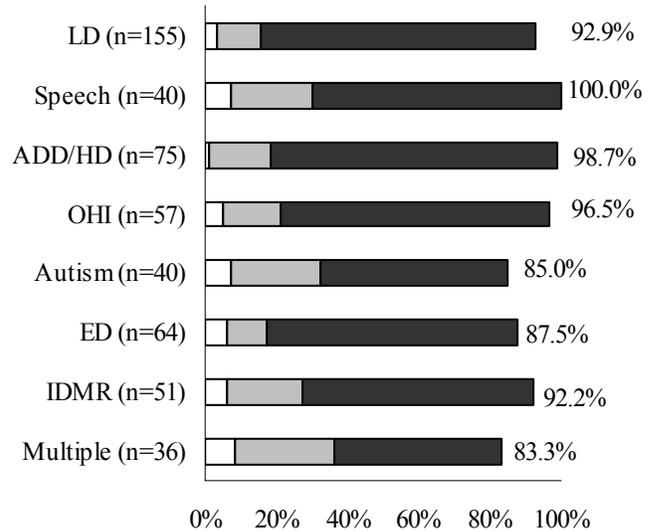
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).

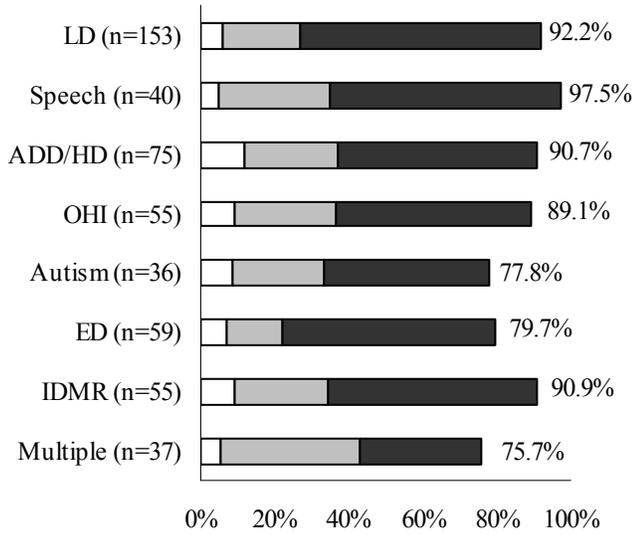


□ Slightly Agree

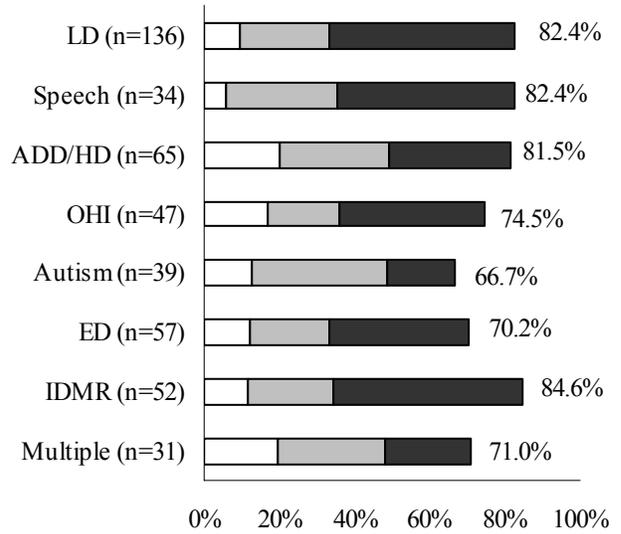
▒ Moderately Agree

■ Strongly Agree

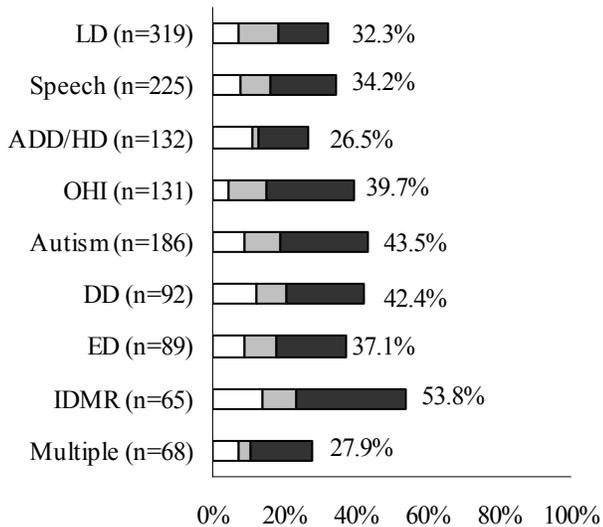
Q33: The PPT discussed an appropriate course of study at the high school (only answer if your child was age 15 or older at his/her last PPT meeting).



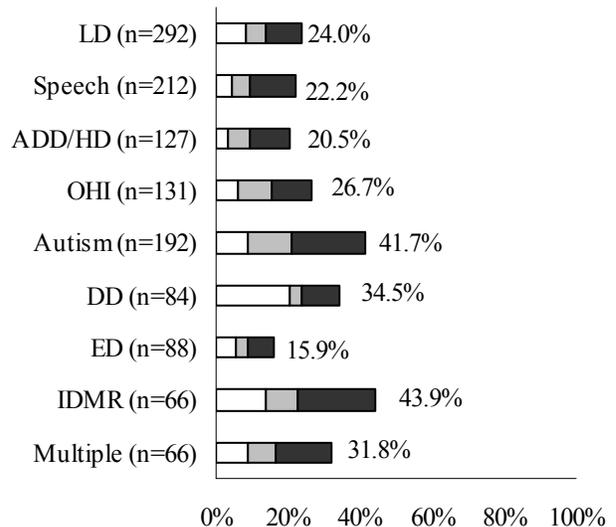
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.

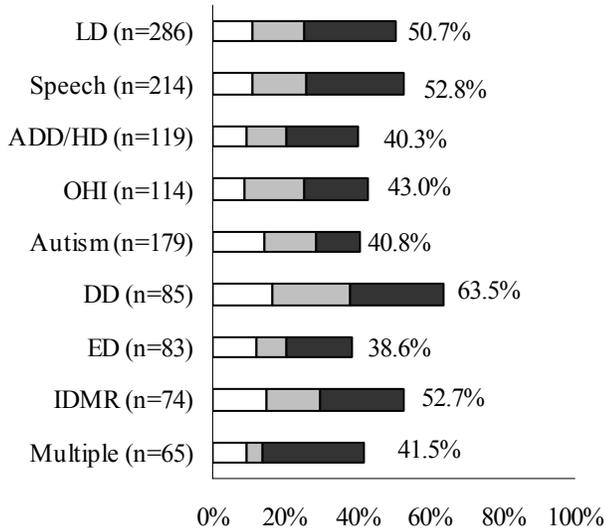


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

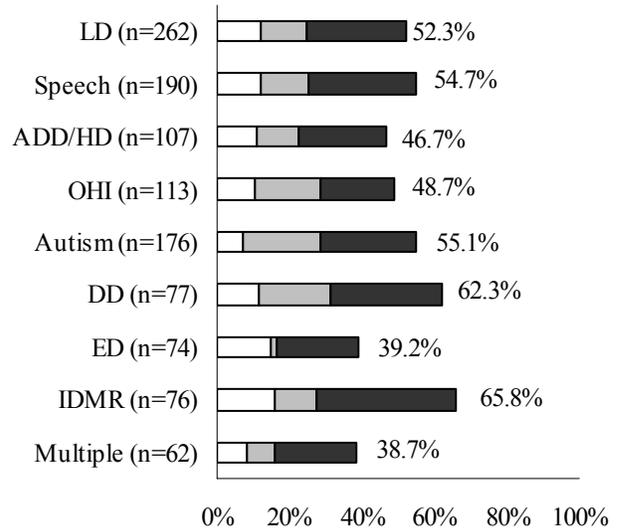


□ Slightly Agree □ Moderately Agree ■ Strongly Agree

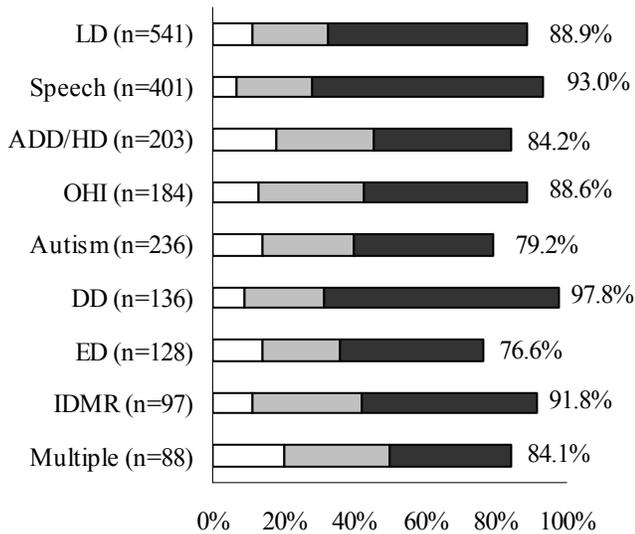
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



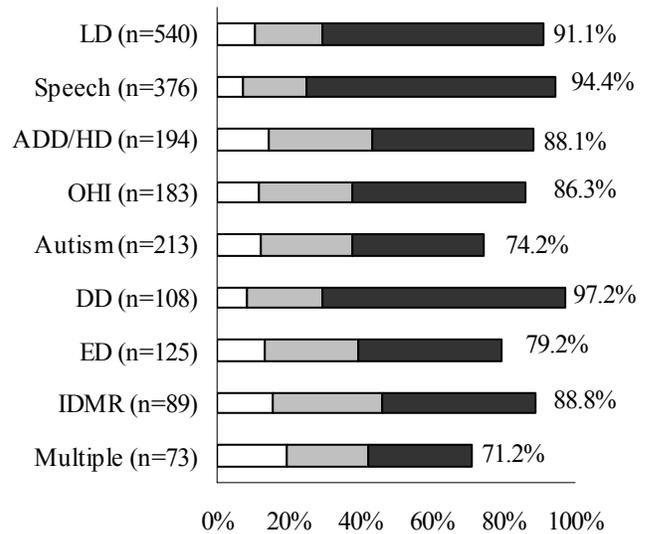
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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.



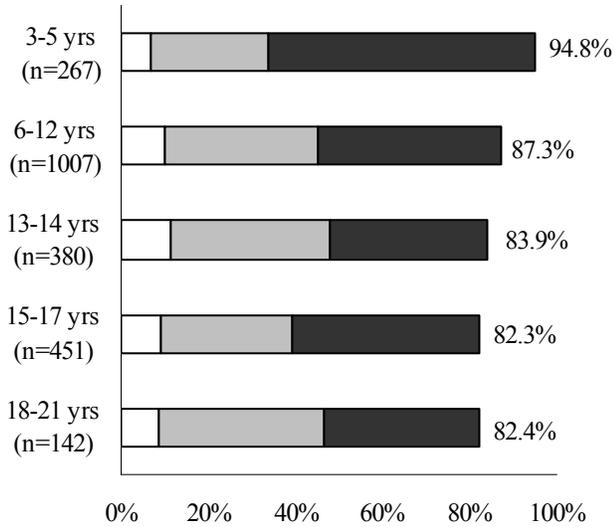
□ Slightly Agree

▒ Moderately Agree

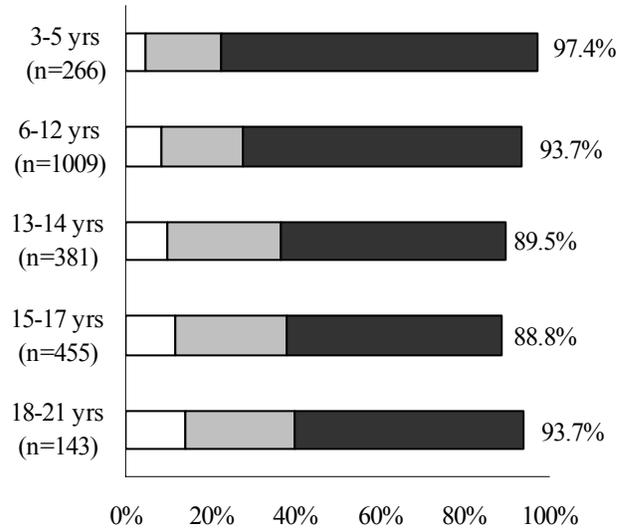
■ Strongly Agree

APPENDIX C.2: CHILD'S AGE

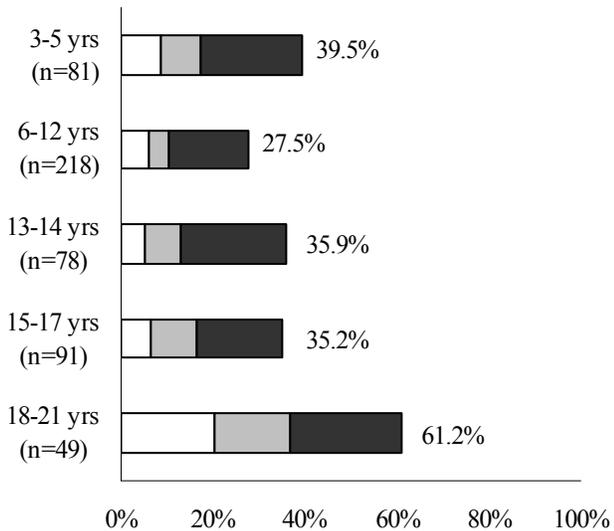
Q1: I am satisfied with my child's overall special education program.



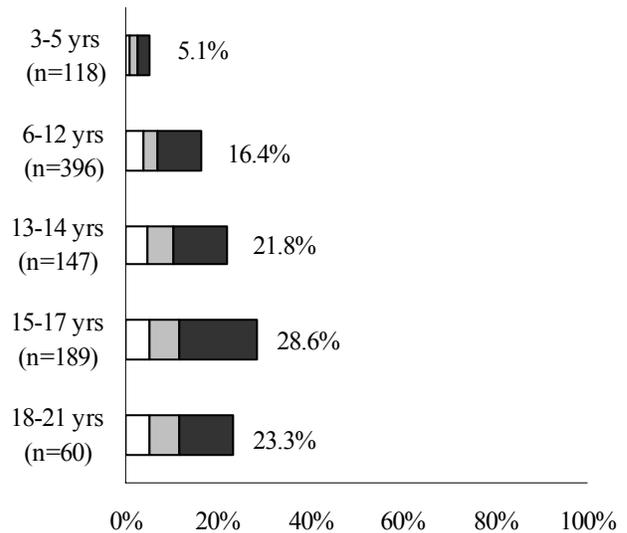
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



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).

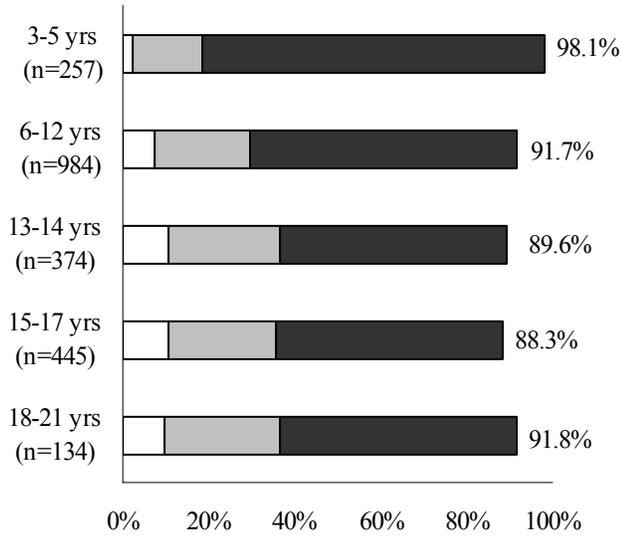


□ Slightly Agree

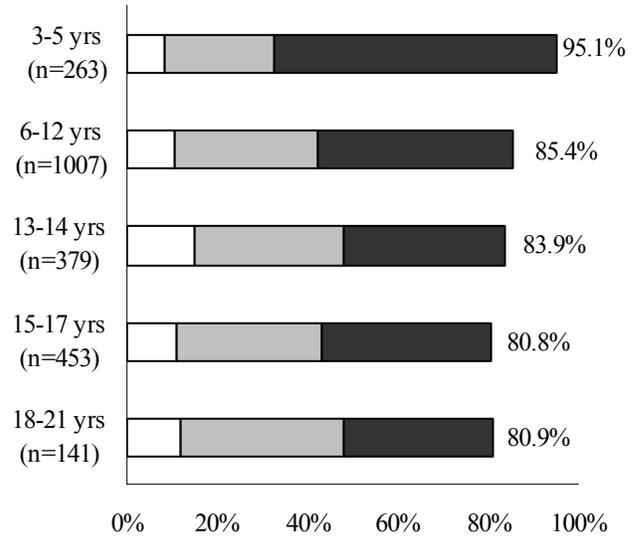
▒ Moderately Agree

■ Strongly Agree

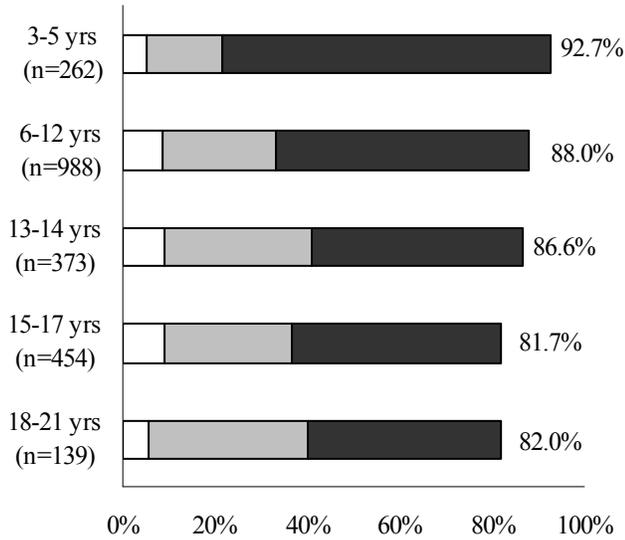
Q5: My child is accepted within the school community.



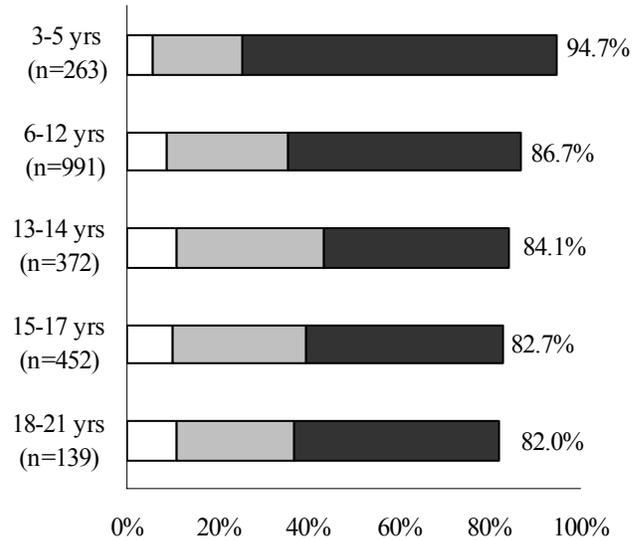
Q6: My child's IEP is meeting his/her educational needs.



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.

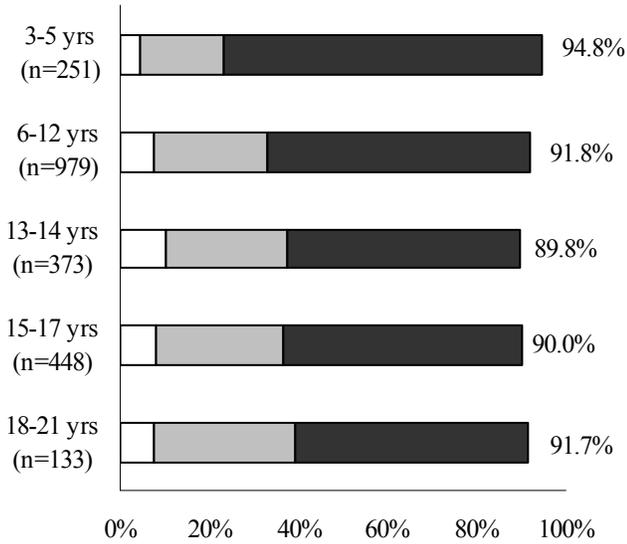


□ Slightly Agree

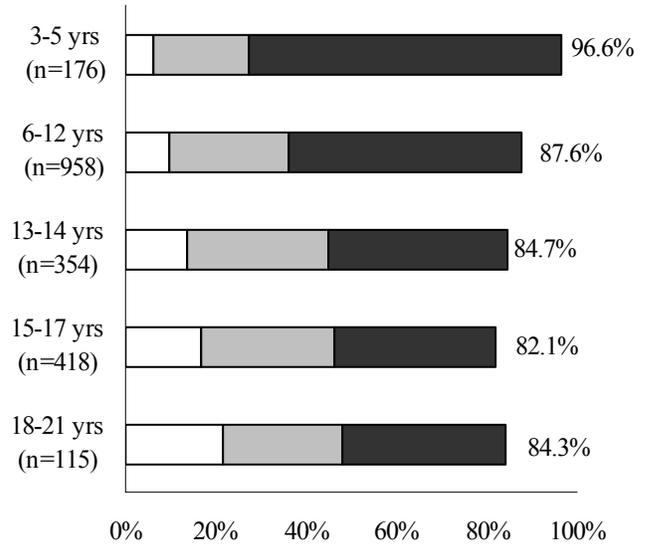
▒ Moderately Agree

■ Strongly Agree

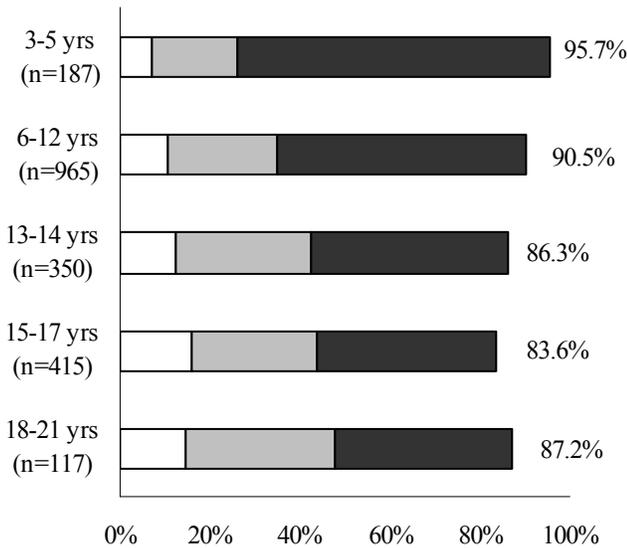
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



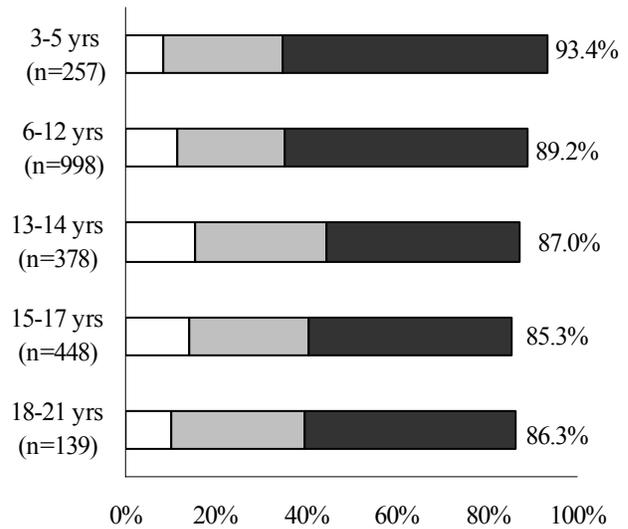
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

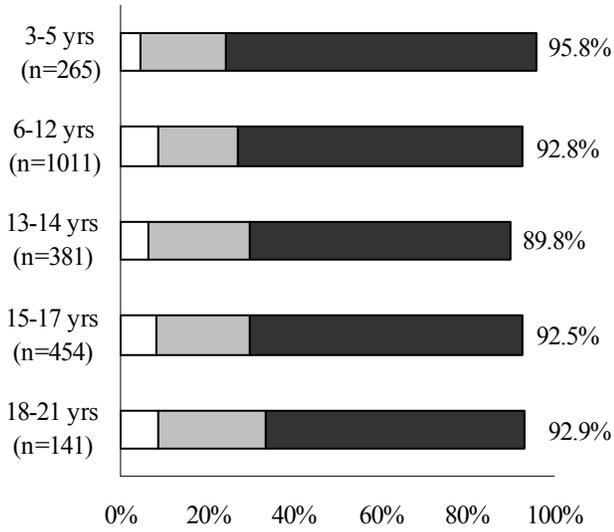


□ Slightly Agree

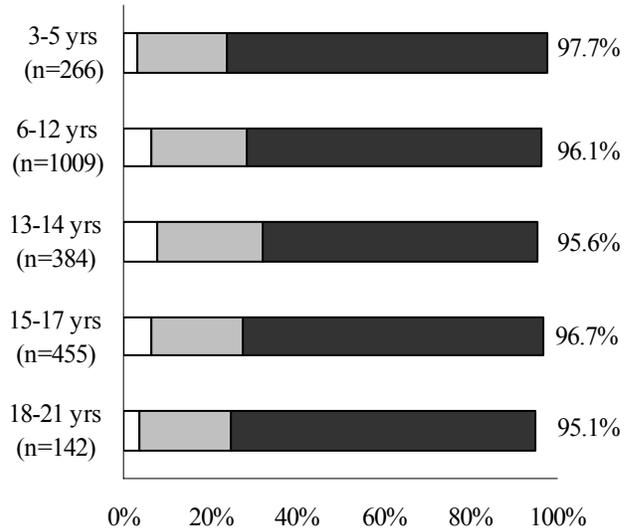
■ Moderately Agree

■ Strongly Agree

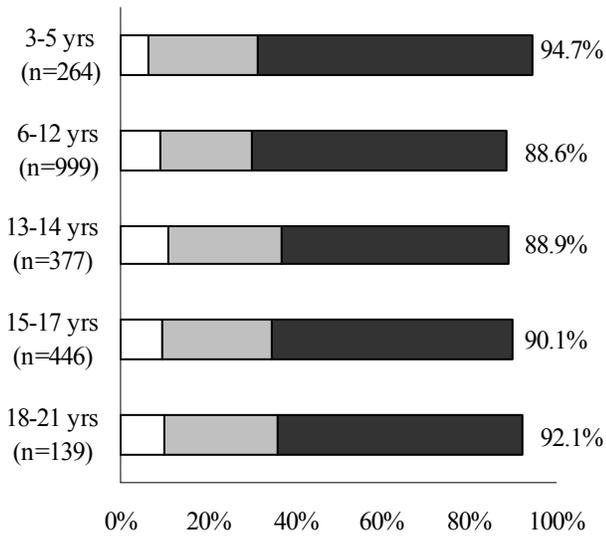
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



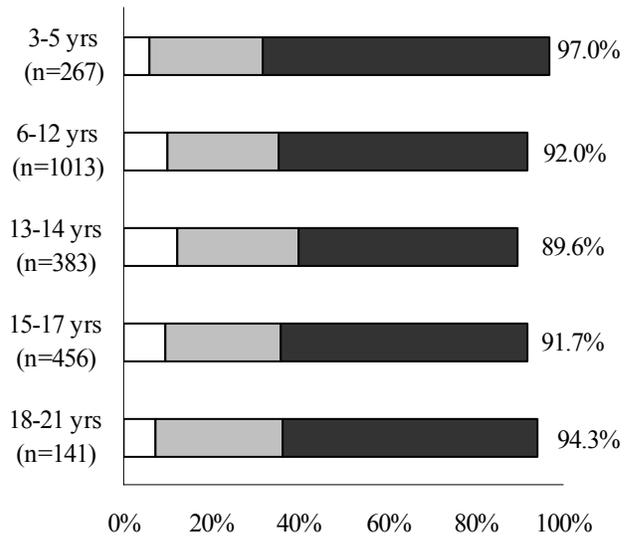
Q14: I understand what is discussed at meetings to develop my child's IEP.



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.

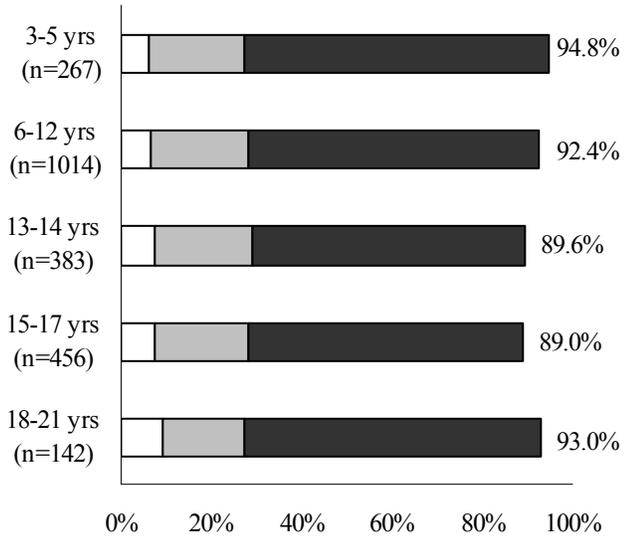


Slightly Agree

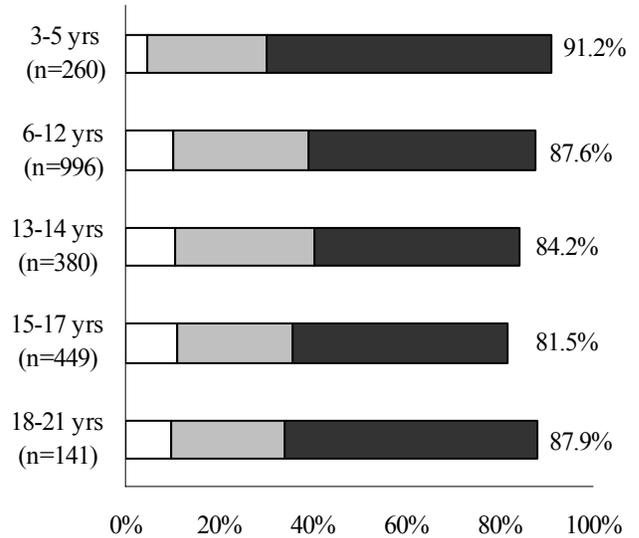
Moderately Agree

Strongly Agree

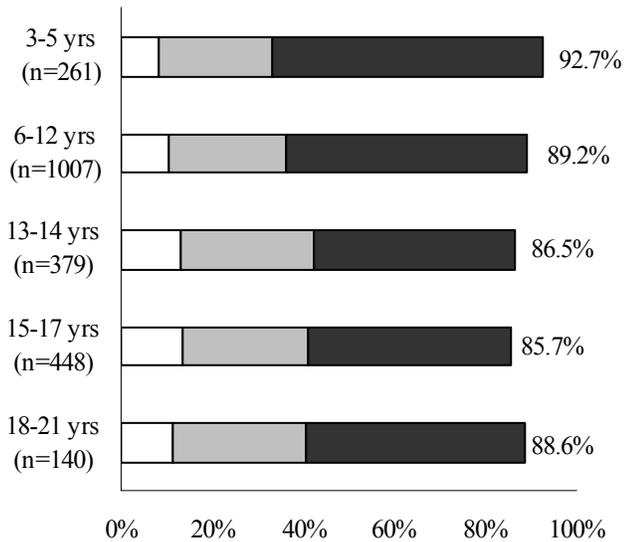
Q17: PPT meetings for my child have been scheduled at times and places that met my needs.



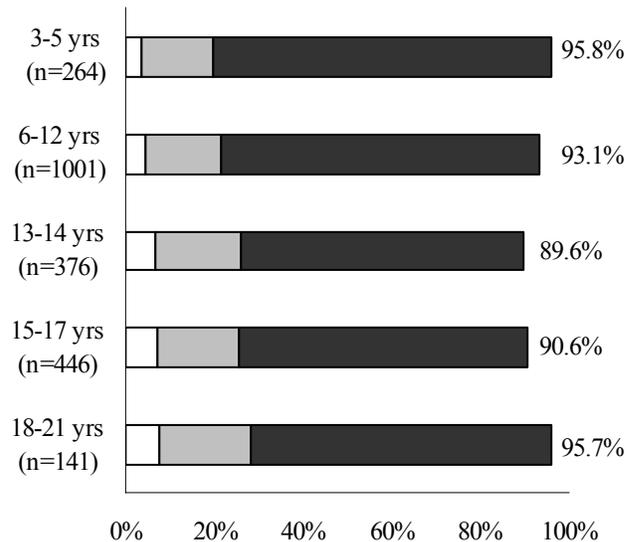
Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.



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.

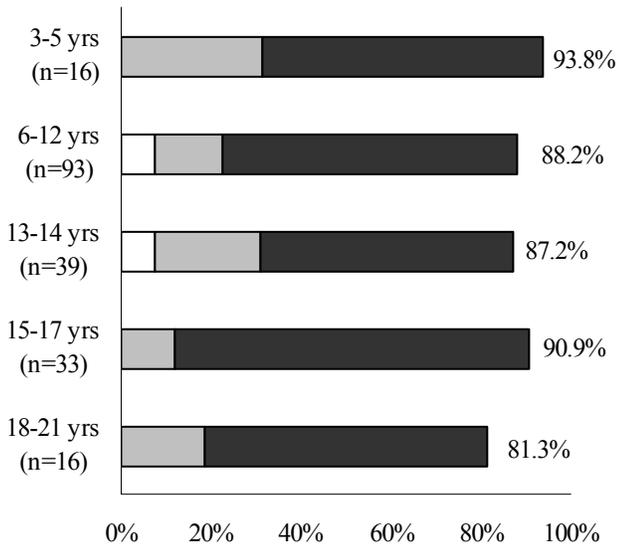


□ Slightly Agree

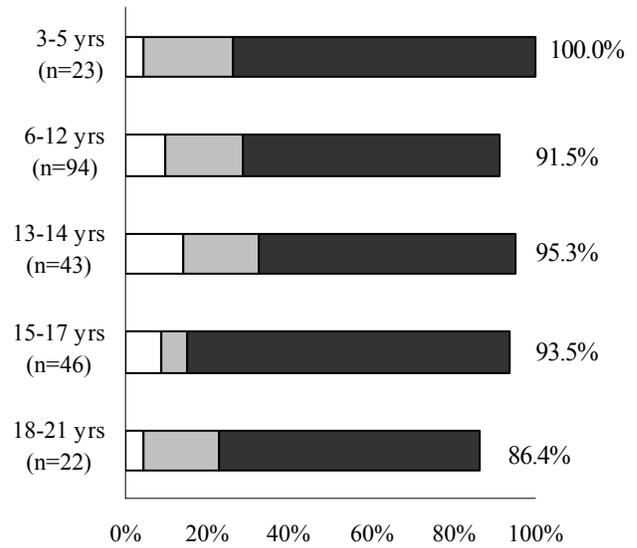
▒ Moderately Agree

■ Strongly Agree

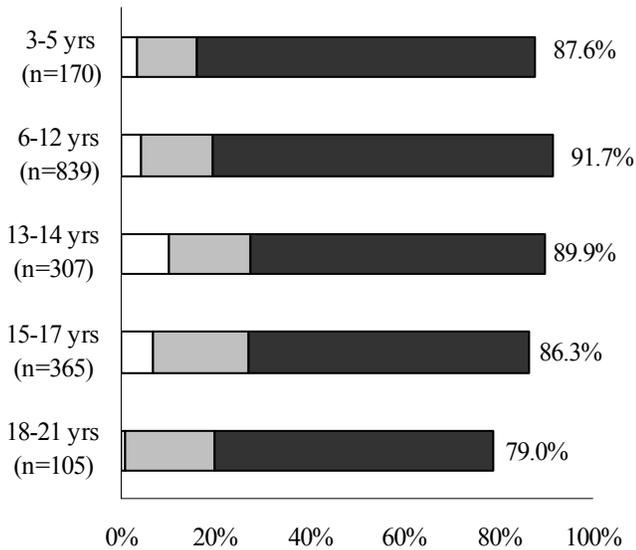
Q21: If necessary, a translator was provided at the PPT meetings.



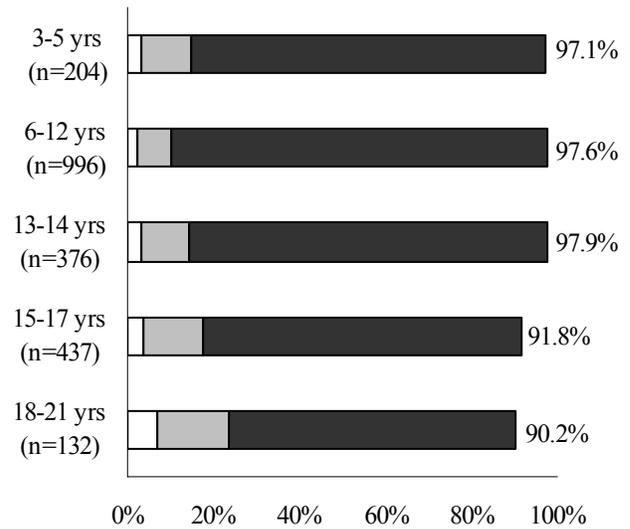
Q22: The translation services provided at the PPT meetings were useful and accurate.



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).

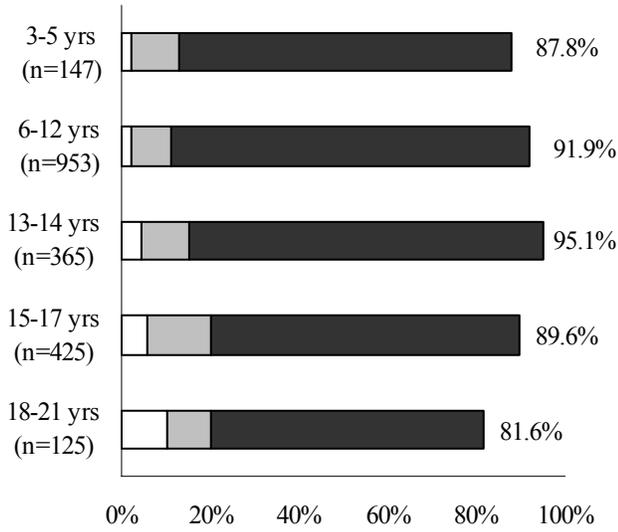


□ Slightly Agree

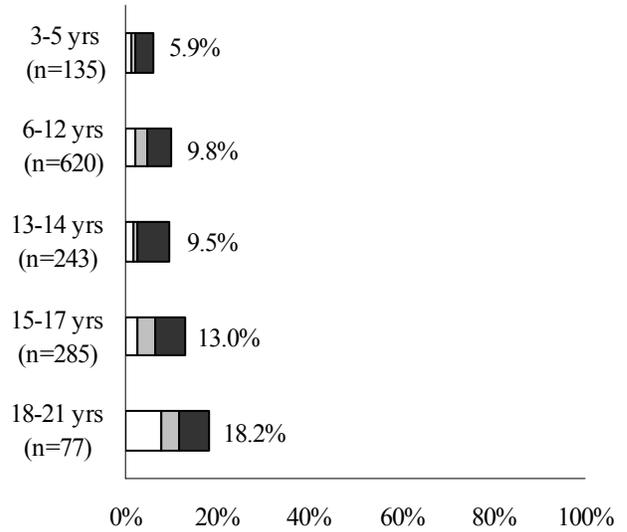
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■ Strongly Agree

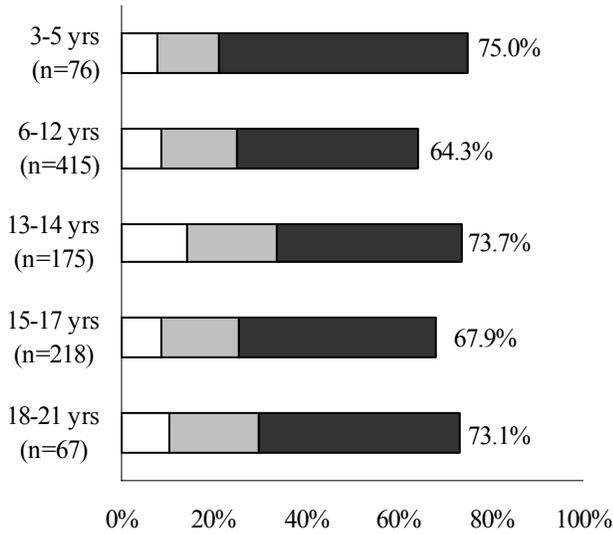
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



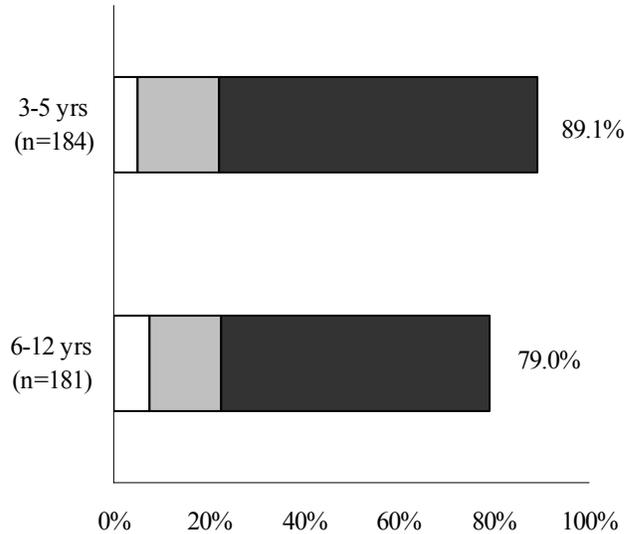
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



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 (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).

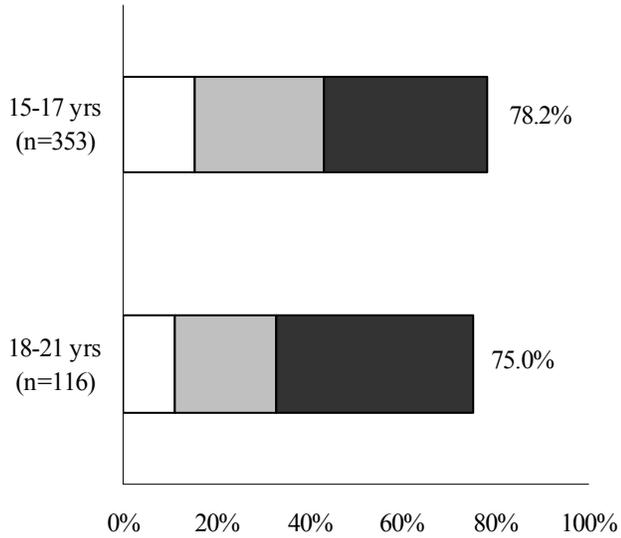


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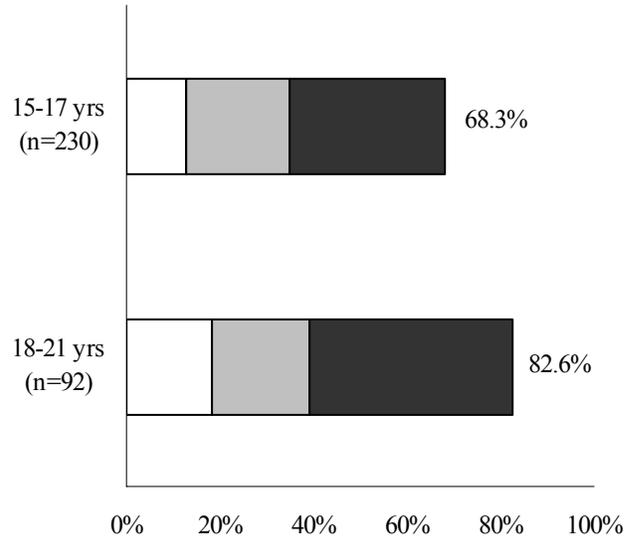
■ Moderately Agree

■ Strongly Agree

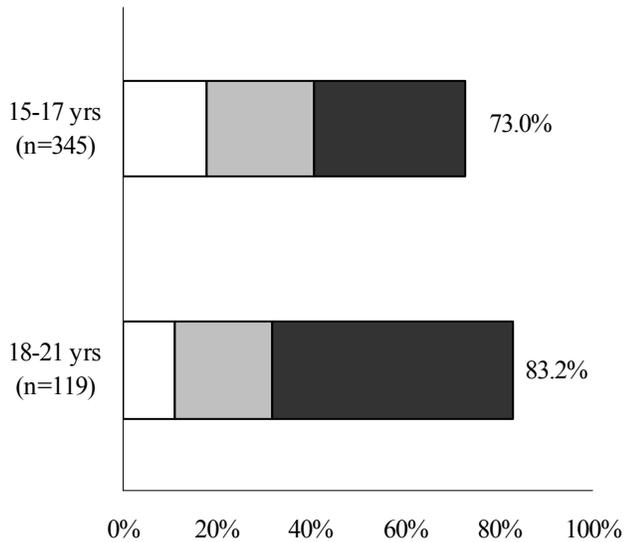
Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



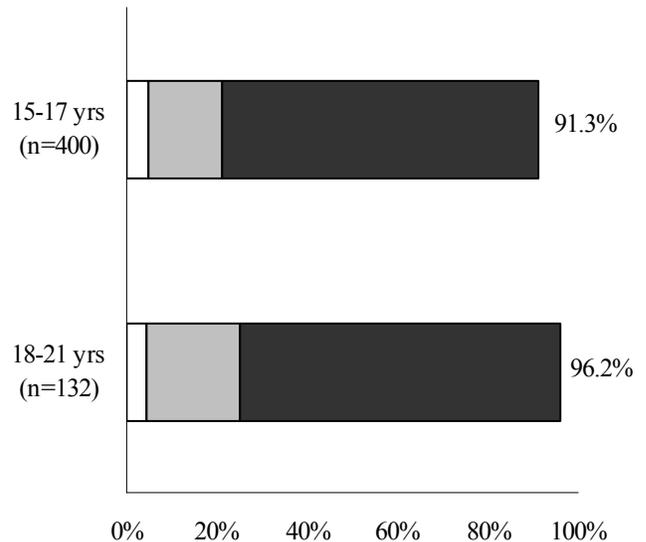
Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).



Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).

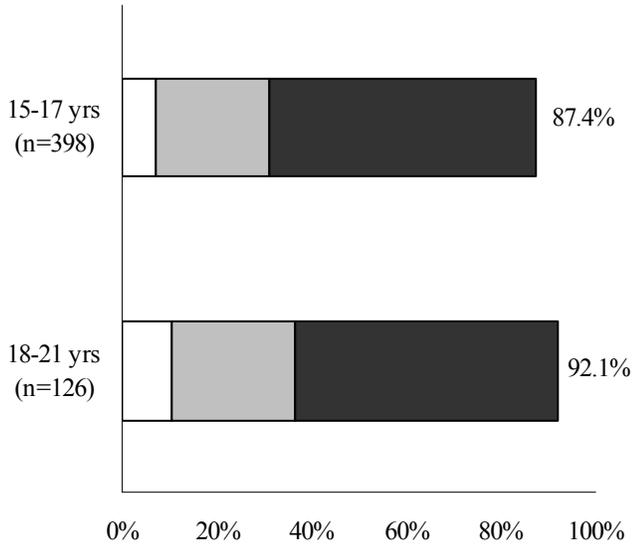


□ Slightly Agree

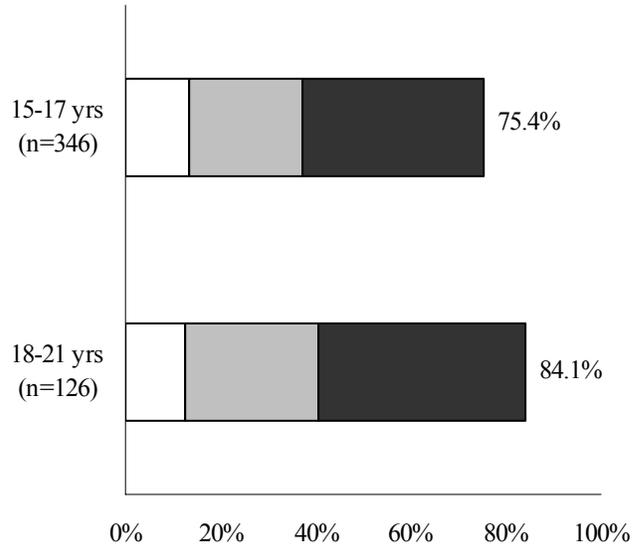
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■ Strongly Agree

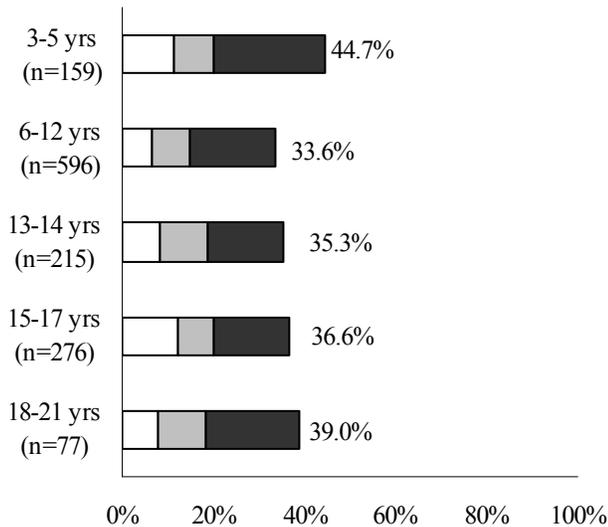
Q33: The PPT discussed an appropriate course of study at the high school (only answer if your child was age 15 or older at his/her last PPT meeting).



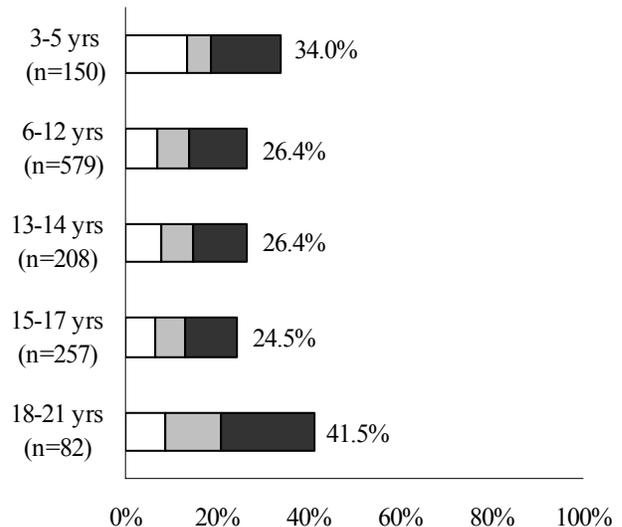
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.

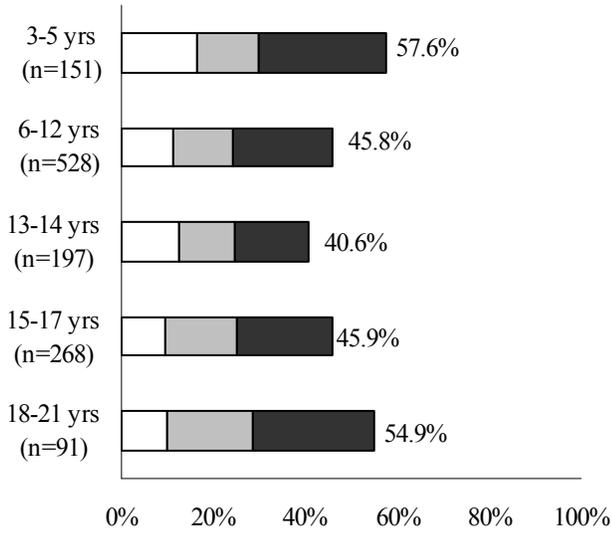


Q36: I am involved in a support network for parents of students with disabilities available through my school district or other sources.

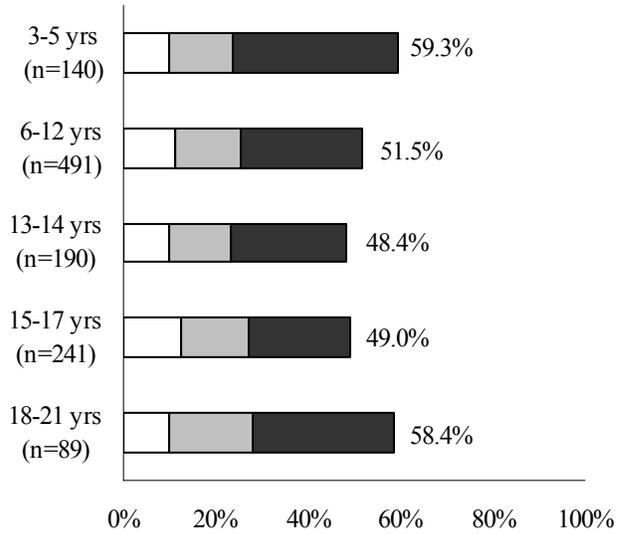


□ Slightly Agree □ Moderately Agree ■ Strongly Agree

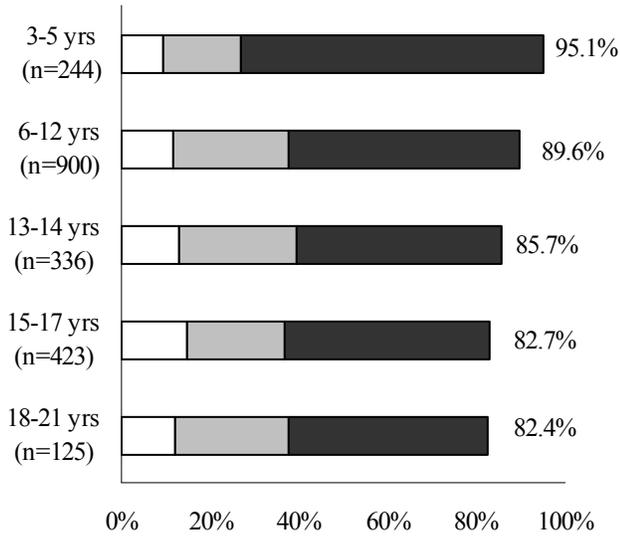
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



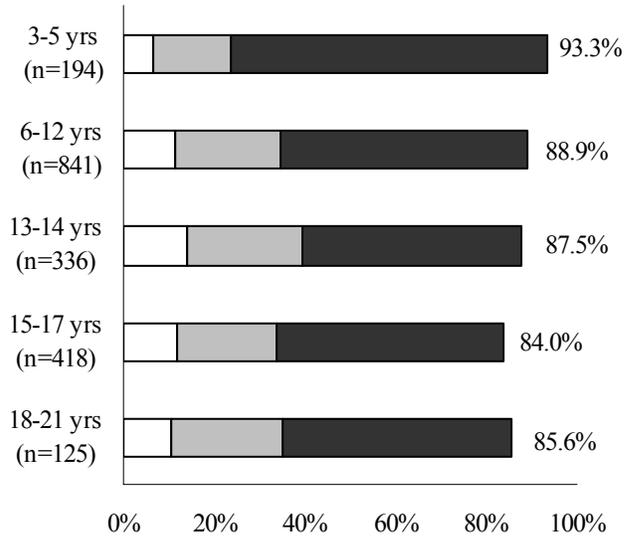
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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.



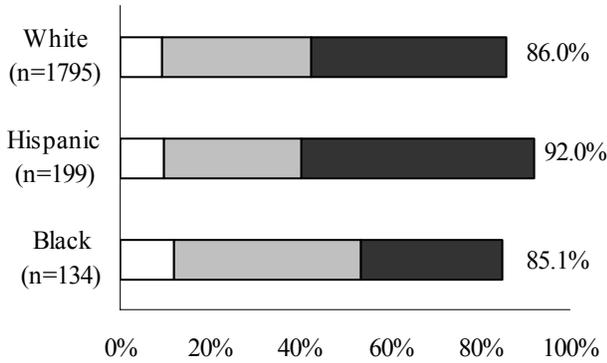
□ Slightly Agree

▒ Moderately Agree

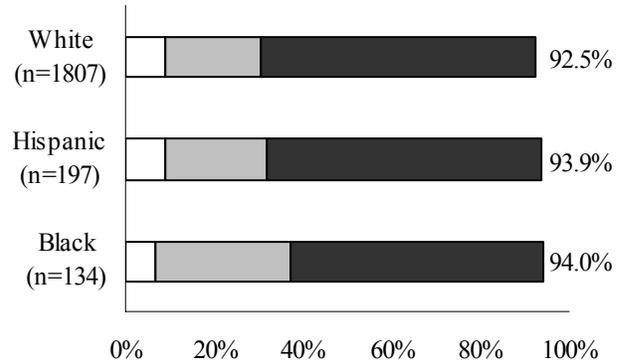
■ Strongly Agree

APPENDIX C.3: CHILD'S RACE/ETHNICITY

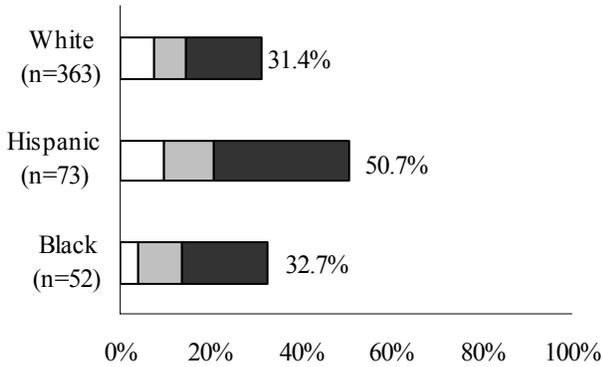
Q1: I am satisfied with my child's overall special education program.



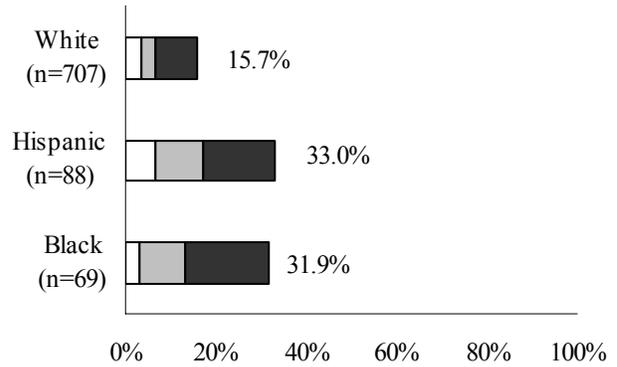
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



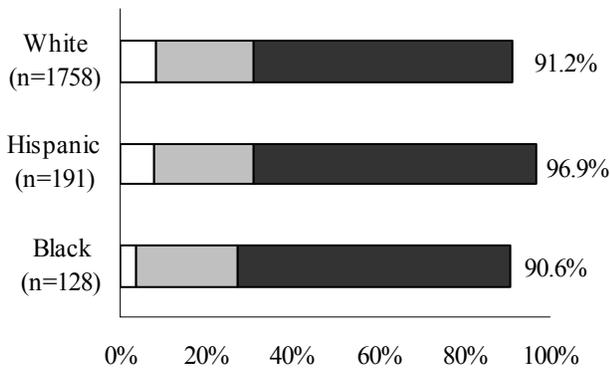
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



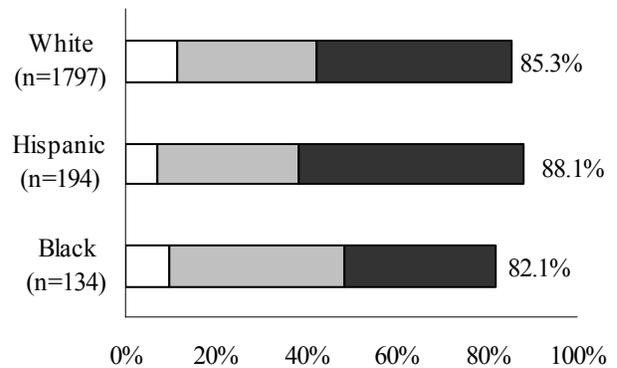
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

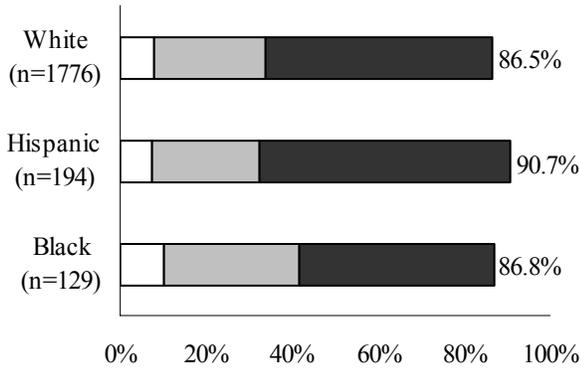


□ Slightly Agree

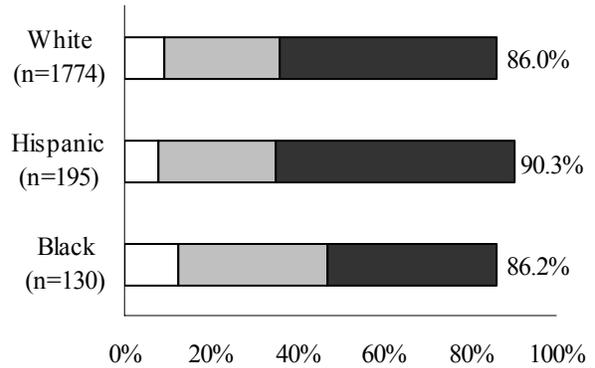
■ Moderately Agree

■ Strongly Agree

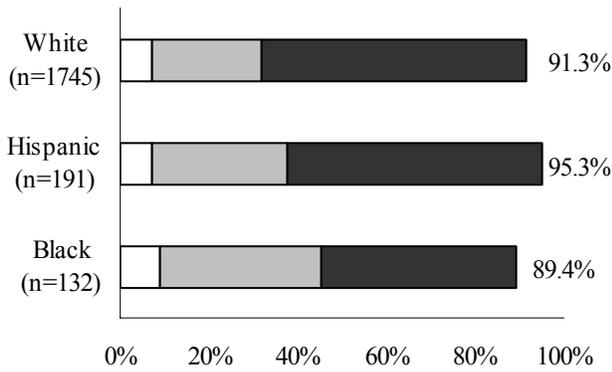
Q7: All special education services identified in my child's IEP have been provided.



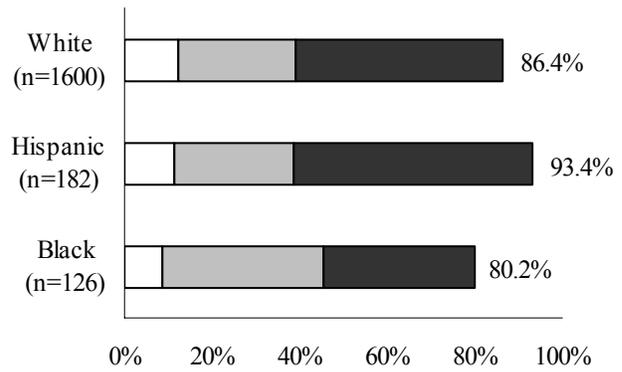
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



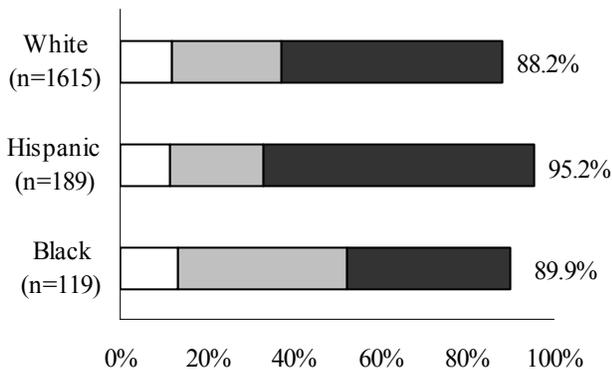
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



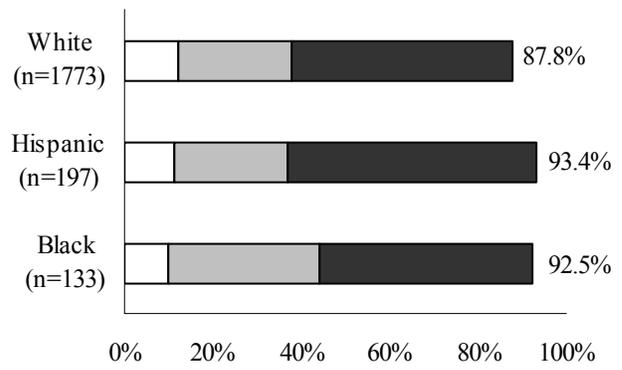
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

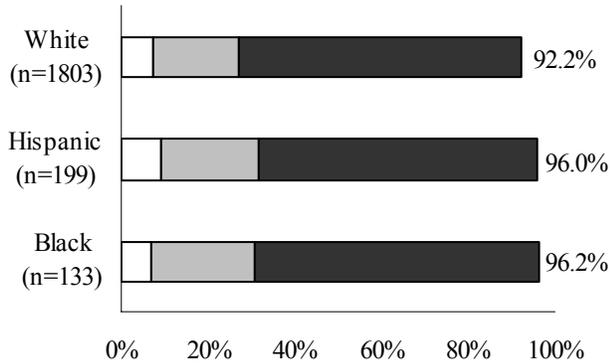


□ Slightly Agree

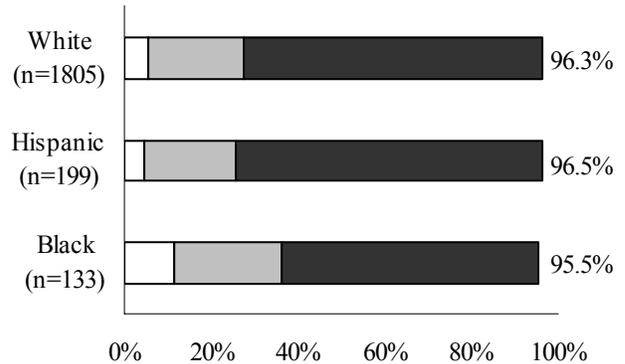
■ Moderately Agree

■ Strongly Agree

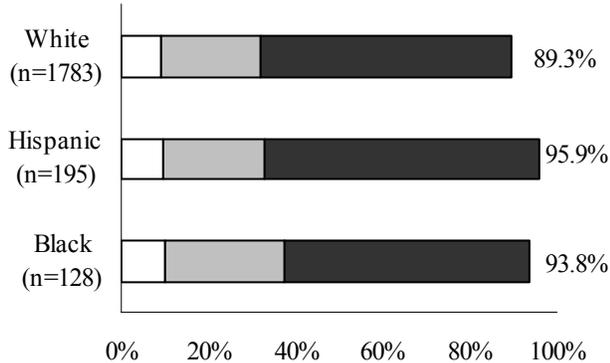
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



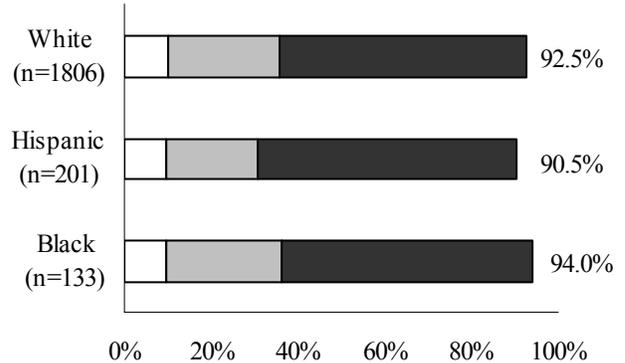
Q14: I understand what is discussed at meetings to develop my child's IEP.



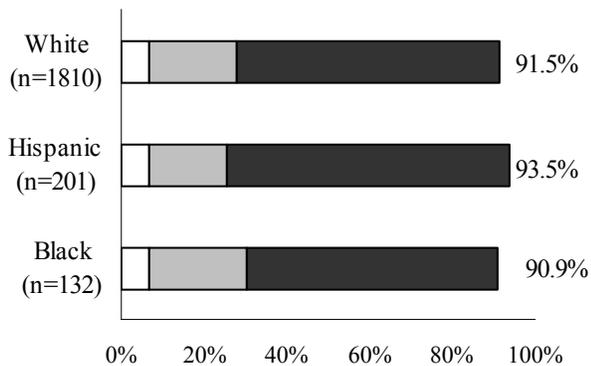
Q15: My concerns and recommendations are documented in the development of my child's IEP.



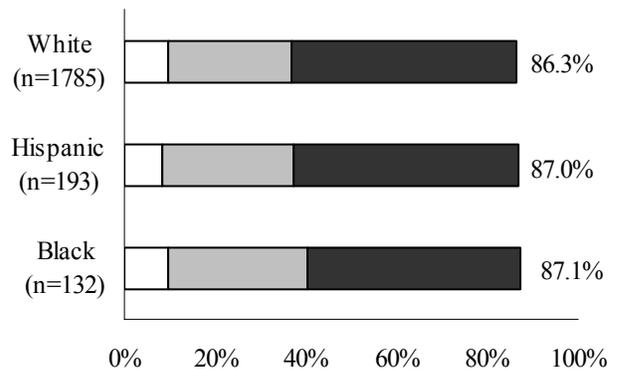
Q16: My child's evaluation report is written in terms I understand.



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.

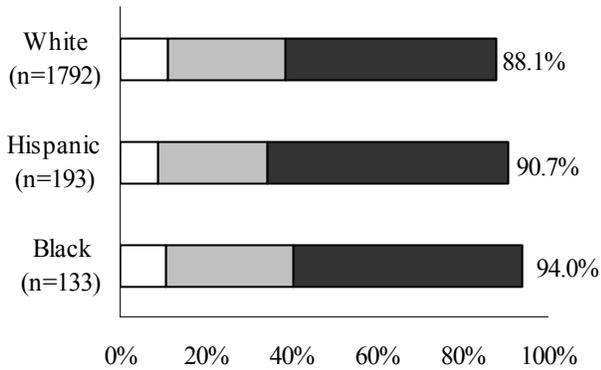


□ Slightly Agree

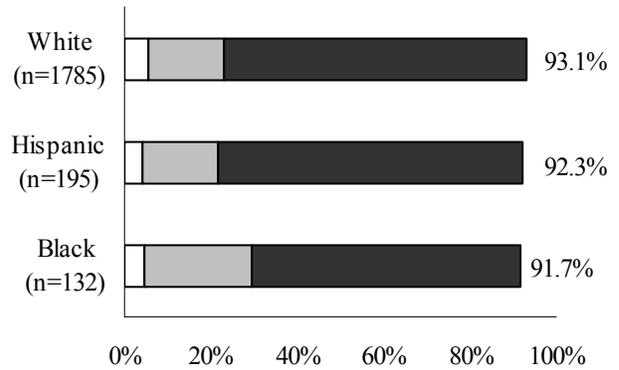
■ Moderately Agree

■ Strongly Agree

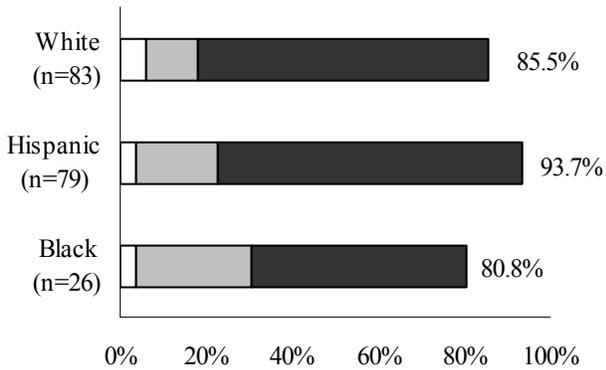
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



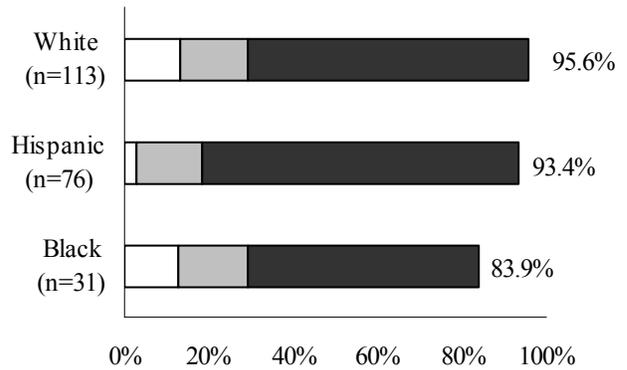
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



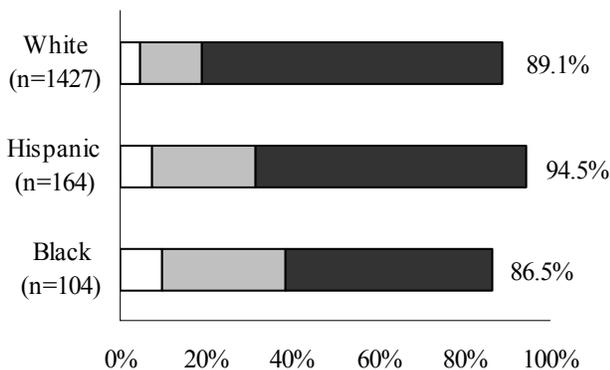
Q21: If necessary, a translator was provided at the PPT meetings.



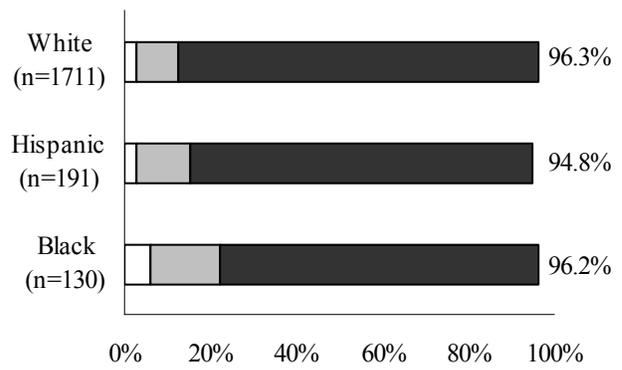
Q22: The translation services provided at the PPT meetings were useful and accurate.



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



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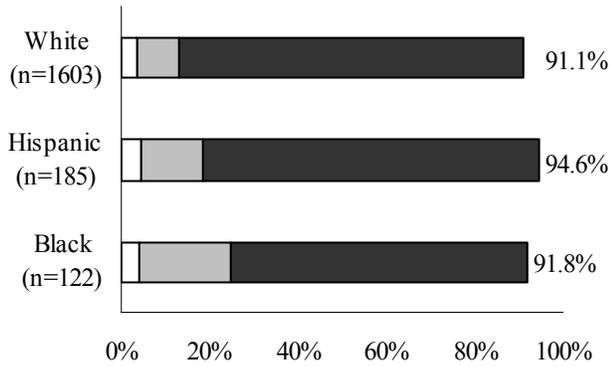


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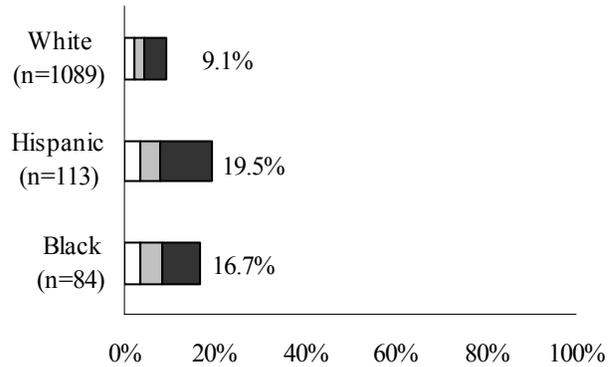
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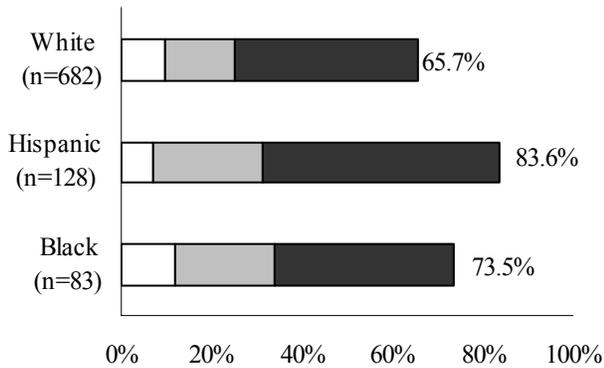
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



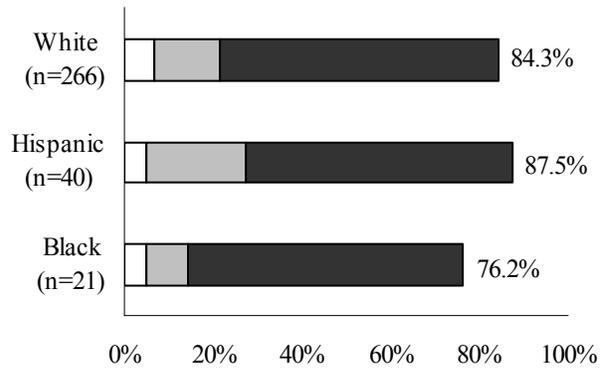
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



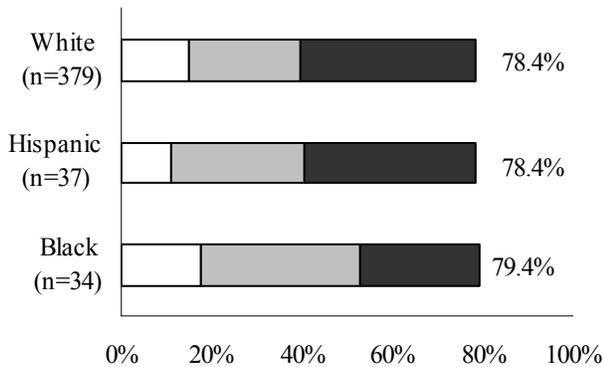
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



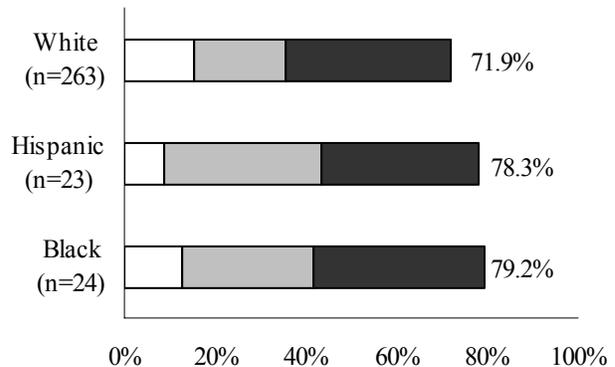
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

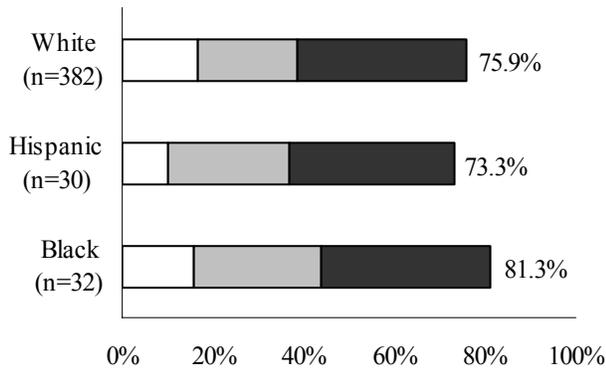


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).

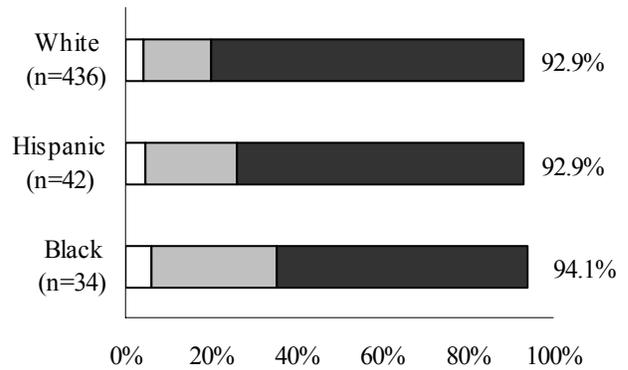


Slightly Agree
 Moderately Agree
 Strongly Agree

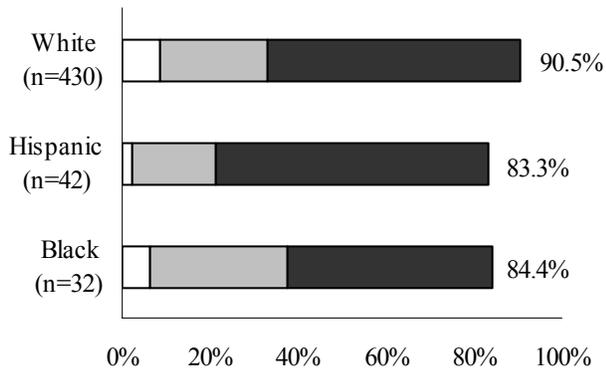
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



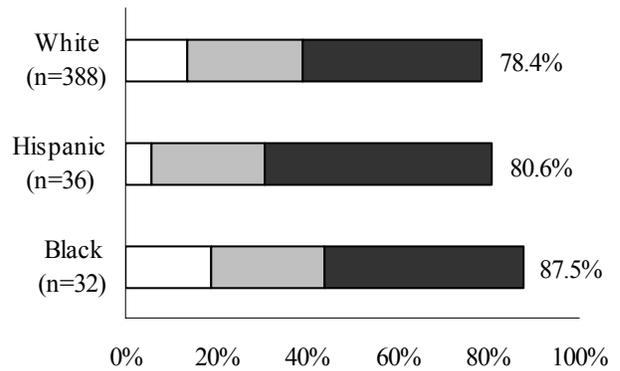
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



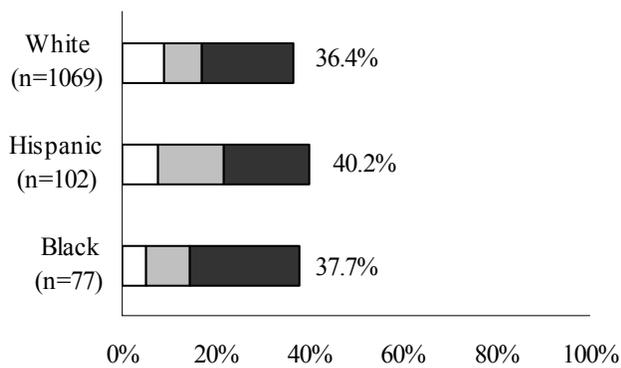
Q33: The PPT discussed an appropriate course of study at the high school for my child (only answer if your child was age 15 or older at his/her last PPT meeting).



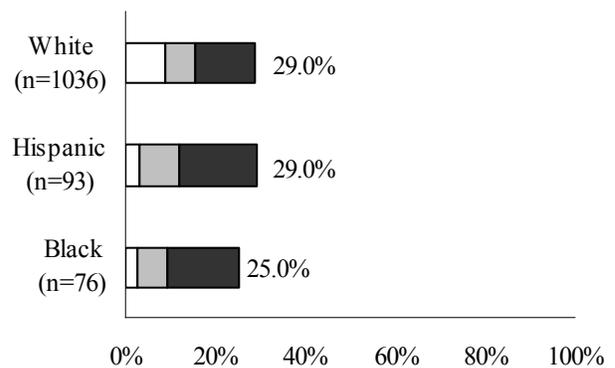
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.

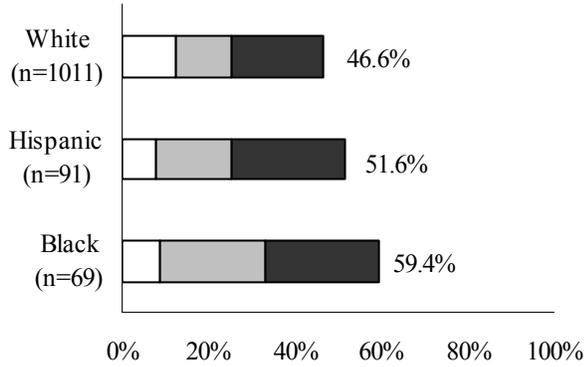


□ Slightly Agree

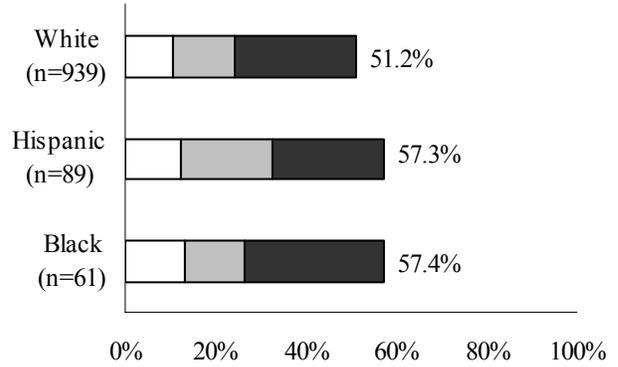
▒ Moderately Agree

■ Strongly Agree

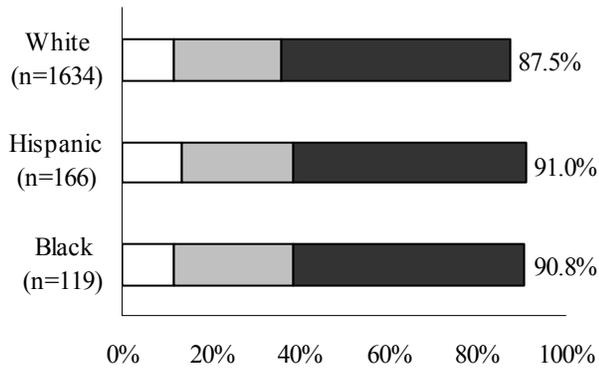
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



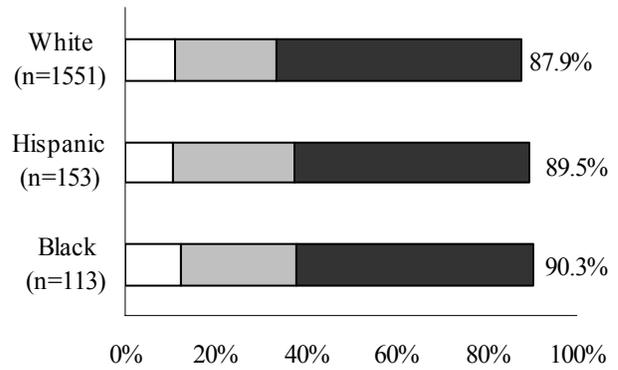
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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.



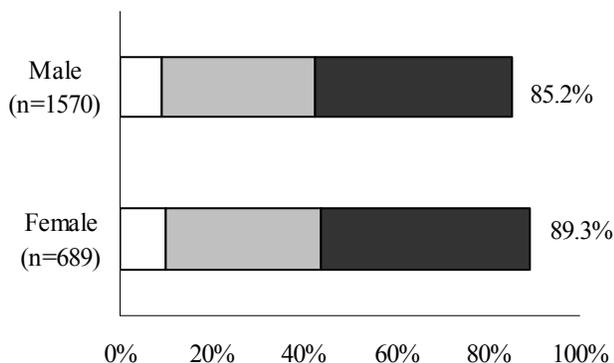
Slightly Agree

Moderately Agree

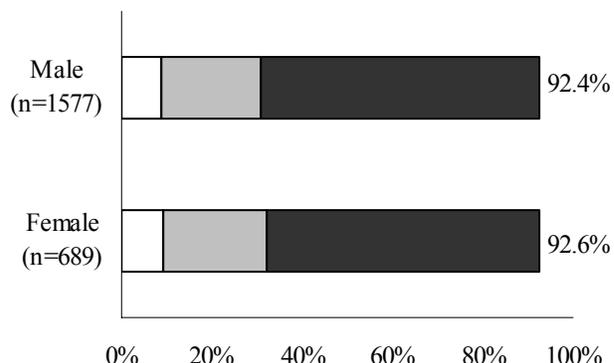
Strongly Agree

APPENDIX C.4: CHILD'S GENDER

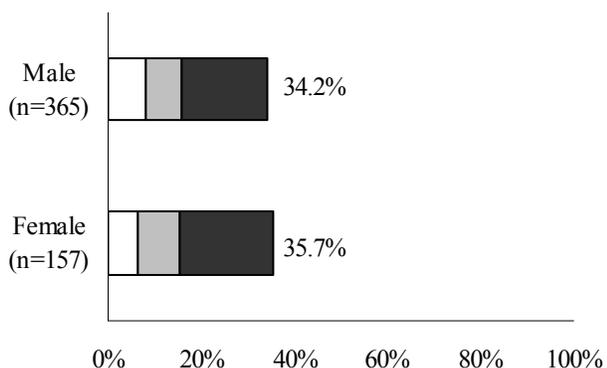
Q1: I am satisfied with my child's overall special education program.



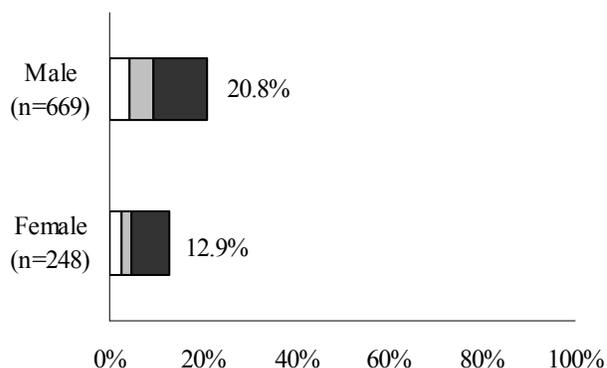
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



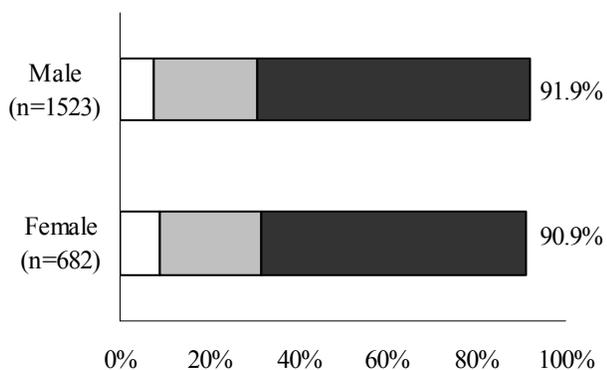
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



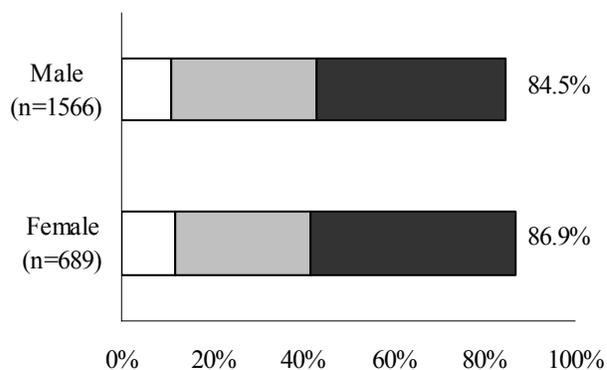
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

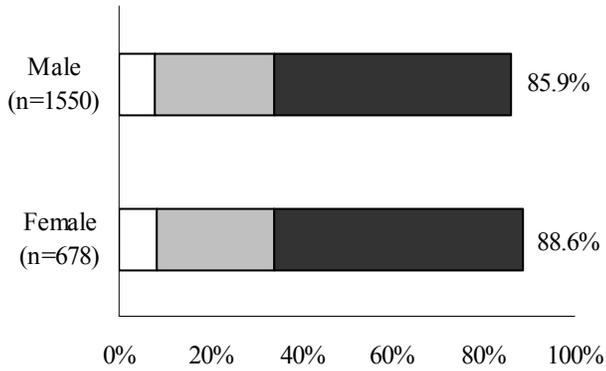


□ Slightly Agree

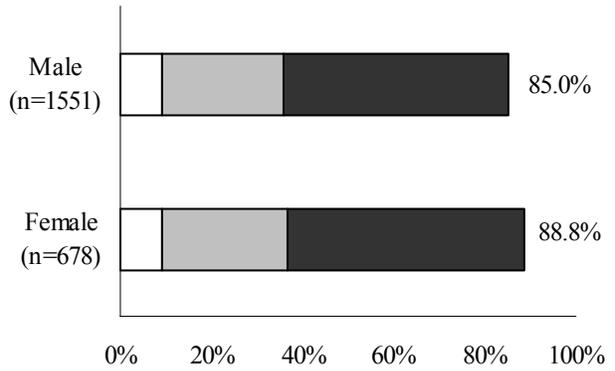
■ Moderately Agree

■ Strongly Agree

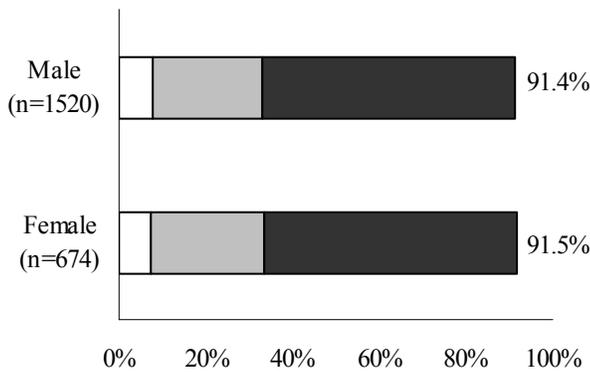
Q7: All special education services identified in my child's IEP have been provided.



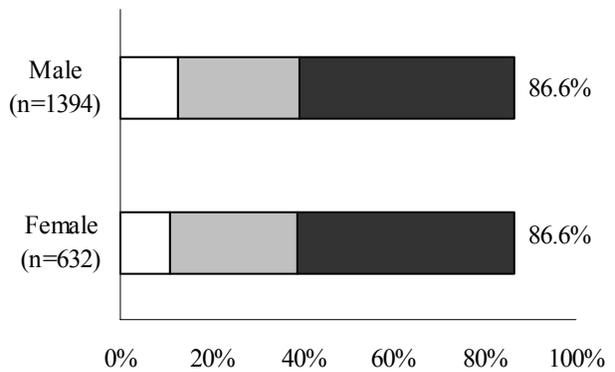
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



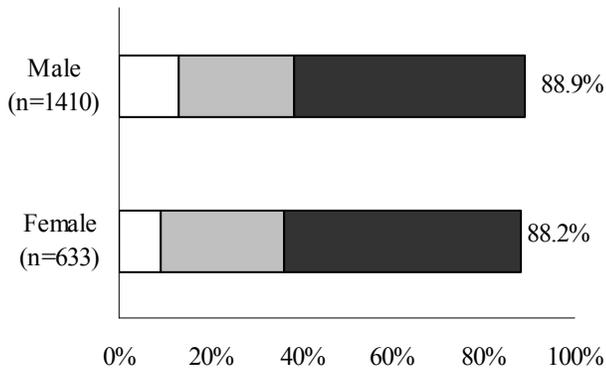
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



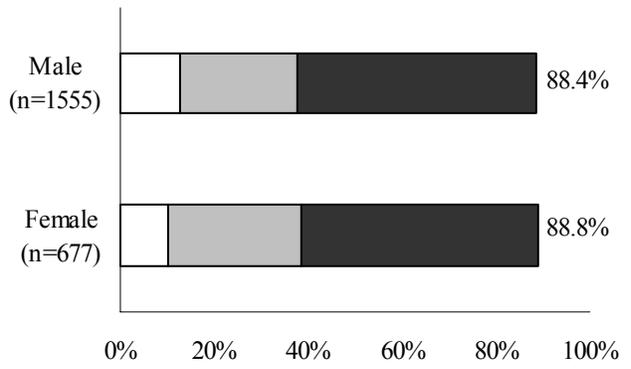
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

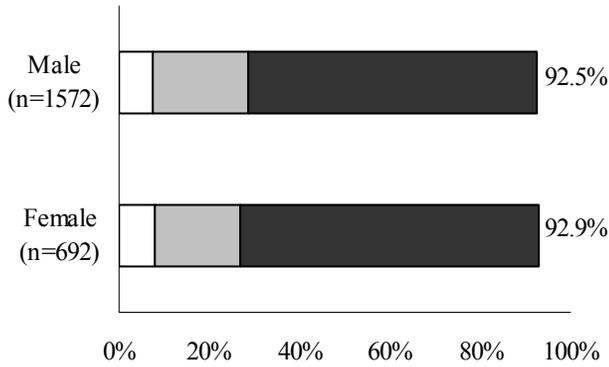


□ Slightly Agree

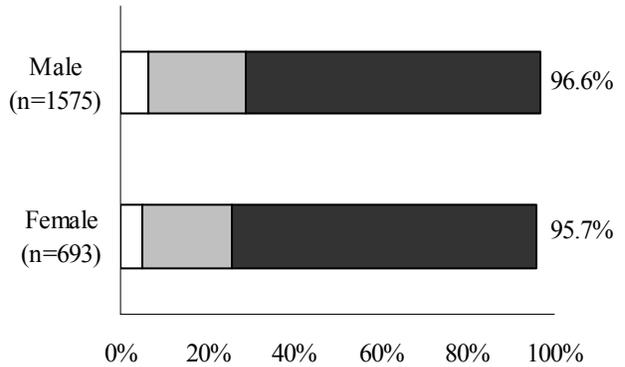
■ Moderately Agree

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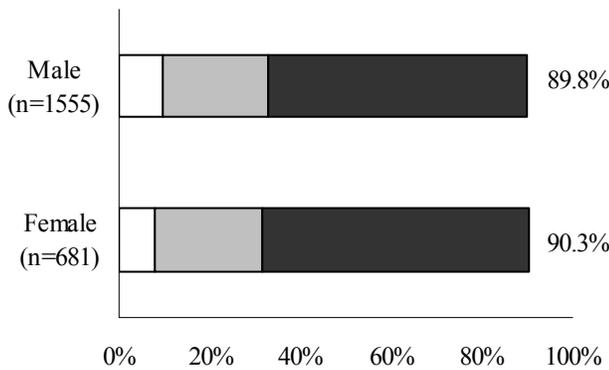
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



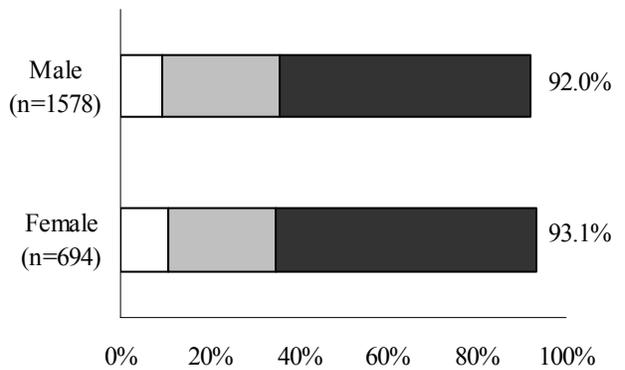
Q14: I understand what is discussed at meetings to develop my child's IEP.



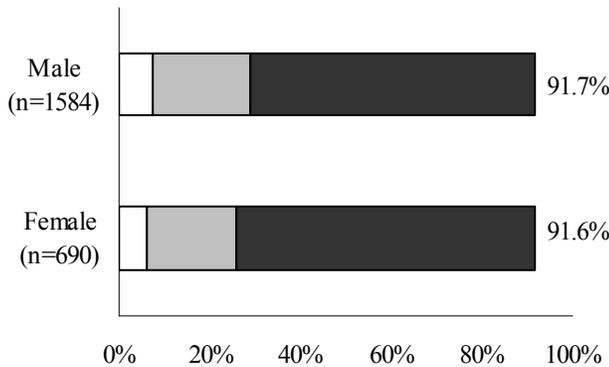
Q15: My concerns and recommendations are documented in the development of my child's IEP.



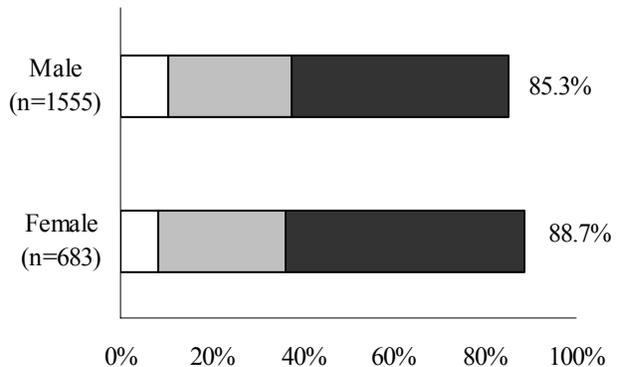
Q16: My child's evaluation report is written in terms I understand.



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.

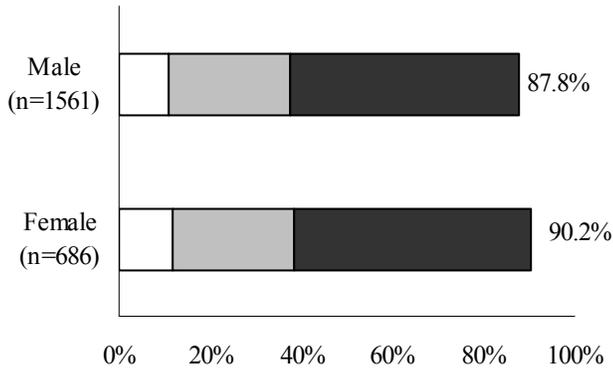


□ Slightly Agree

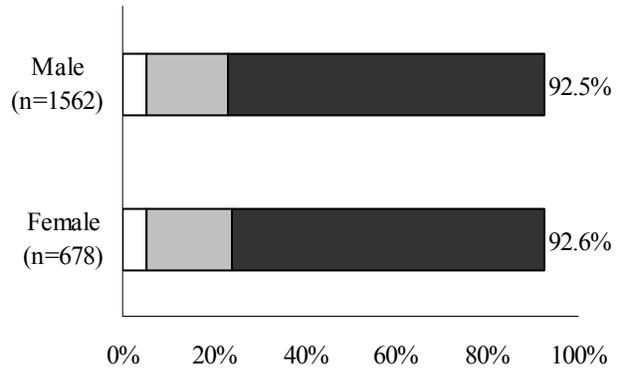
▒ Moderately Agree

■ Strongly Agree

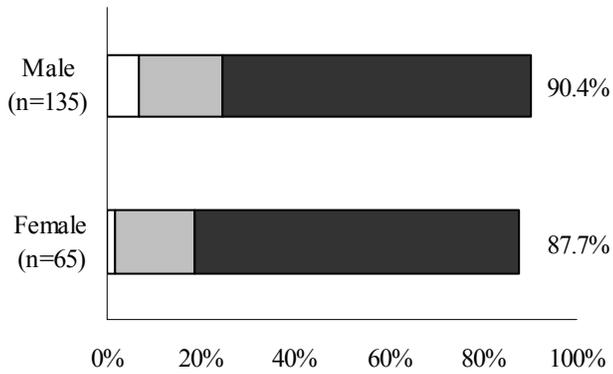
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



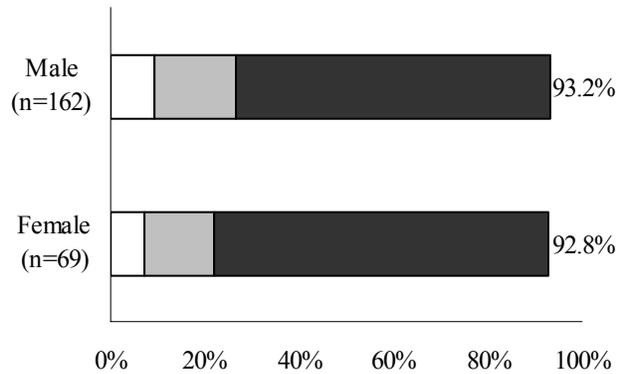
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



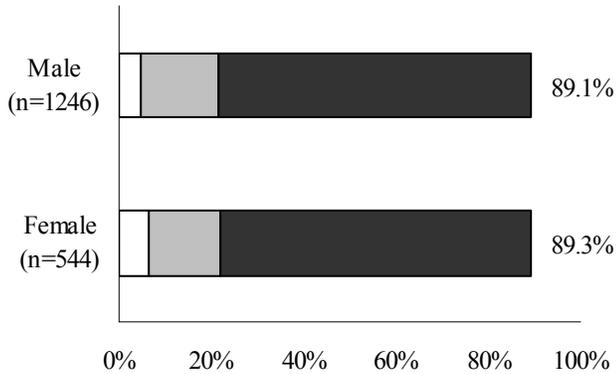
Q21: If necessary, a translator was provided at the PPT meetings.



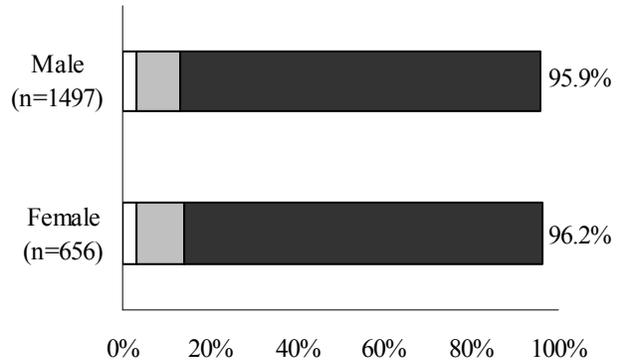
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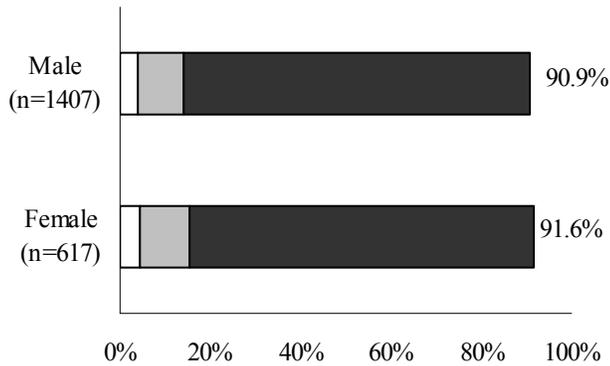


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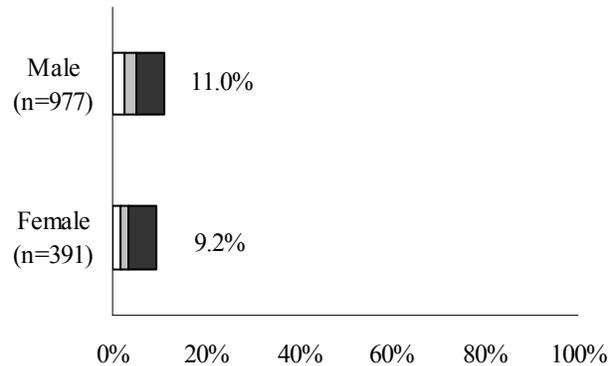
■ Moderately Agree

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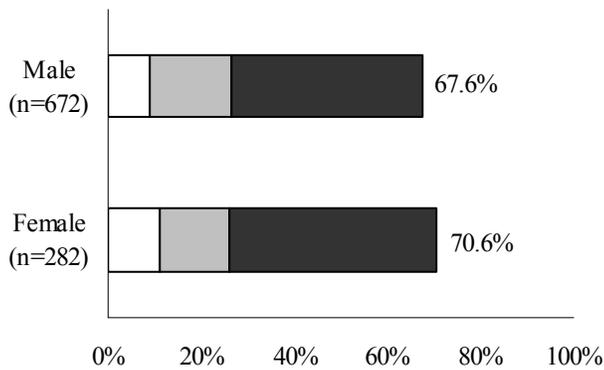
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



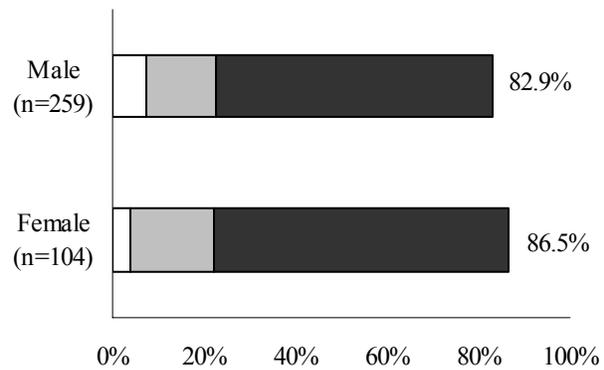
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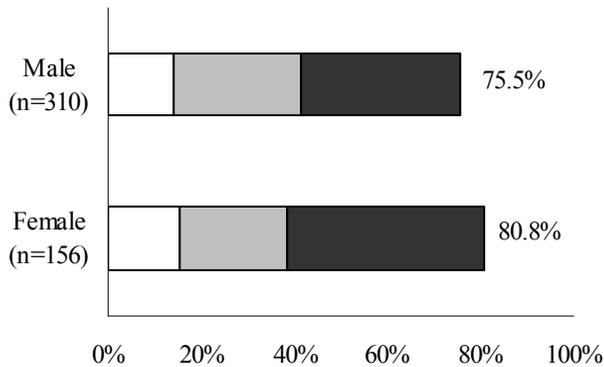
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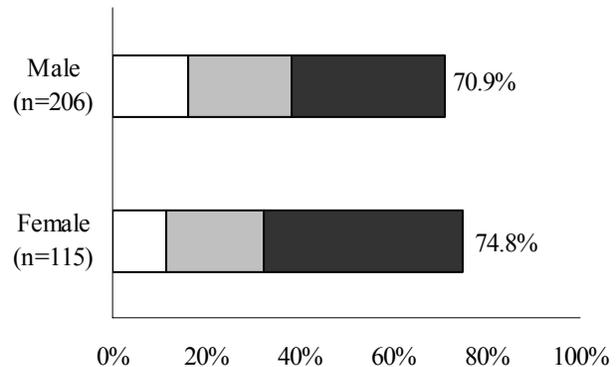
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three (only answer if your child has transitioned from early intervention to Preschool in the past 3 years).



Q29: I am satisfied with the way secondary transition services were implemented for my child (only answer if your child was age 15 or older at his/her last PPT meeting).

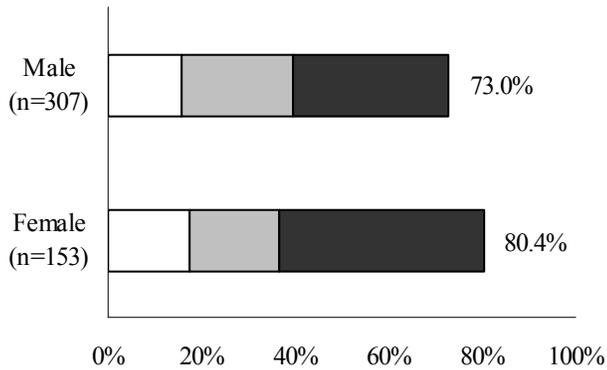


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning (only answer if your child was age 15 or older at his/her last PPT meeting).

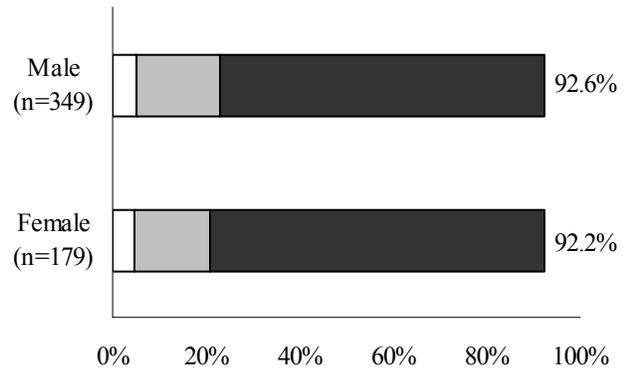


Slightly Agree
 Moderately Agree
 Strongly Agree

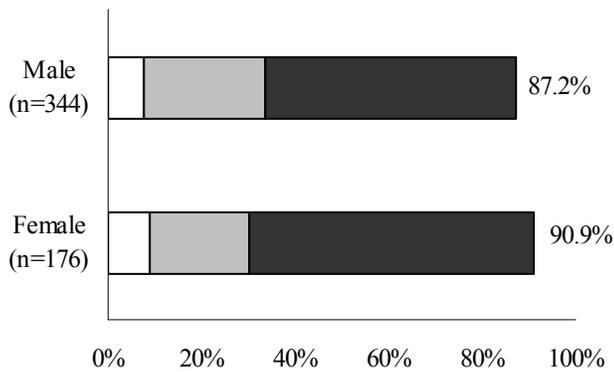
Q31: The PPT introduced planning for my child's transition to adulthood (only answer if your child was age 15 or older at his/her last PPT meeting).



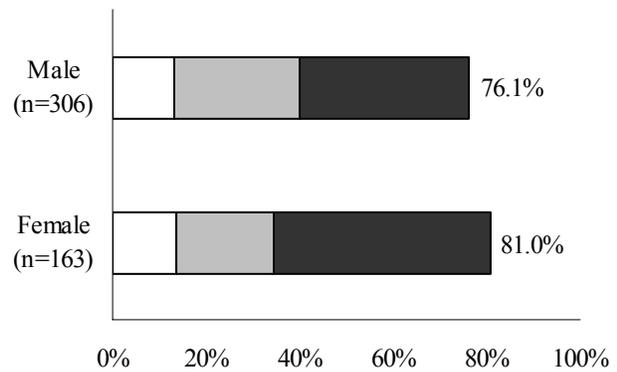
Q32: The school district actively encourages my child to attend and participate in PPT meetings (only answer if your child was age 15 or older at his/her last PPT meeting).



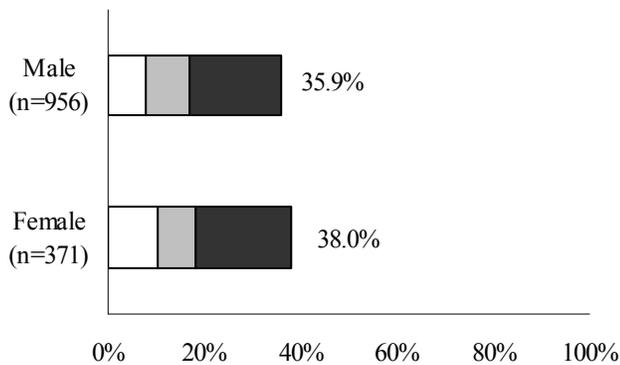
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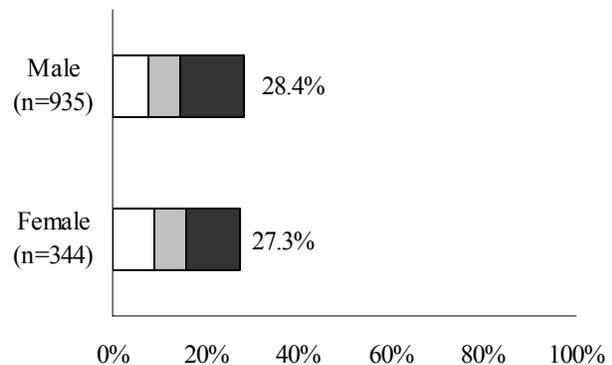
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate (only answer if your child was age 15 or older at his/her last PPT meeting).



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.

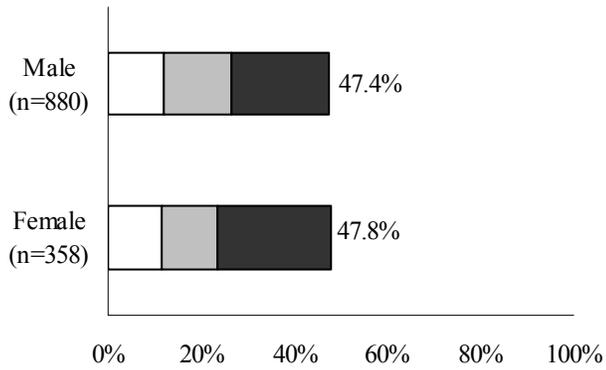


□ Slightly Agree

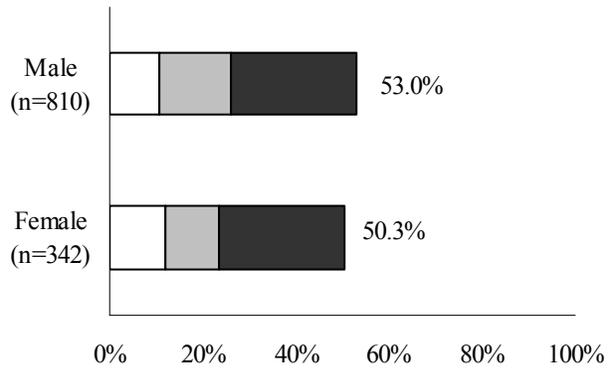
▒ Moderately Agree

■ Strongly Agree

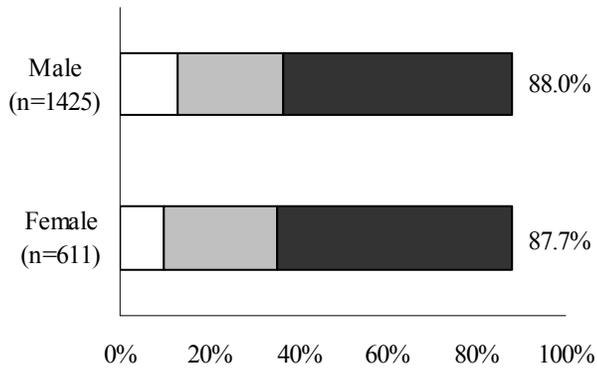
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



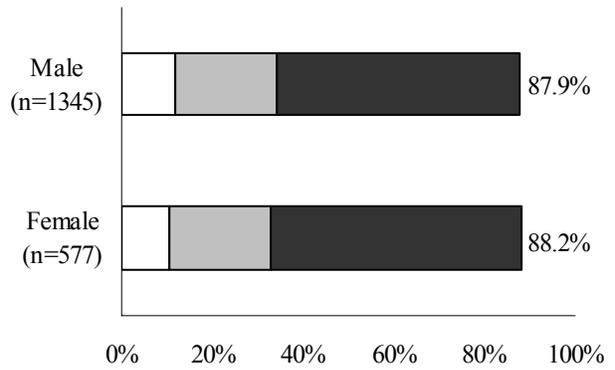
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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 D: YEAR-TO-YEAR COMPARISON OF SURVEY RESULTS

The following appendix provides data from the past three distribution cycles (2005-06, 2006-07, and 2007-08) of the parent survey. Appendix D.1 includes information on the demographics 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 bar. The total number of respondents (n) includes all respondents who selected a response other than “not applicable” and “don’t know.”

In 2007-2008, survey respondents were instructed to answer the secondary transition questions [Q29-Q34] only if their child was age 15 or older at their last PPT meeting. The specified age ranges for the prior two years were slightly different (See Table D.1). As a result, the comparison across years for these five questions should be interpreted with some caution.

Table D.1: Changes in Age Restrictions Across Survey Years

Question Number	Specified Age	
	2005-2006	2006-2007
Q29	No restriction	No restriction
Q30	No restriction	No restriction
Q31	Age 13 at last PPT meeting	Age 15 at last PPT meeting
Q32	Age 13 or older	Age 15 or older
Q33	Age 13 or 14 at last PPT meeting	Age 15 or 16 at last PPT meeting
Q34	Age 15 or older	Age 15 or older

APPENDIX D.1: SURVEY DEMOGRAPHICS BY YEAR

Table D.1.1: Parent Survey Sampling Matrix

District Size	2005-2006		2006-2007		2007-2008	
	DRGs (A-D)	DRGs (E-I)	DRGs (A-D)	DRGs (E-I)	DRGs (A-D)	DRGs (E-I)
n < 100	Andover Easton Westbrook	Ashford Chester Sharon	Cornwall Sherman	Bozrah North Canaan Sterling Voluntown	Bolton Salem Woodbridge	Canterbury Chaplin Lisbon Regional 01 Willington
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	Avon Bethel Cromwell New Fairfield North Haven Regional 12 Regional 14 Regional 17	Ansonia East Haddam Griswold Plainville Regional 06
400 ≤ n < 900	Madison Wilton Windsor	Killingly New London	Branford Cheshire New Milford Simsbury	Naugatuck Norwich Windham	Glastonbury Newington Southington Wethersfield	Torrington Middletown Wolcott
n ≥ 900	--	New Britain Waterbury	West Hartford	Bridgeport Manchester	Fairfield	East Hartford Meriden

Note: The sampling plan was developed in 2005-06. As a result, district size reflects the number of students (n) reported to CSDE as receiving special education services in 2004-05 (the most recent data available at the time).

Table D.1.2: Race/Ethnicity

Child's Race/Ethnicity	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
White not Hispanic	947	72.9%	1,568	80.5%	1,817	81.8%
Hispanic	168	12.9%	205	10.5%	202	9.1%
Black not Hispanic	130	10.0%	106	5.4%	136	6.1%
Asian or Pacific Islander	31	2.4%	46	2.4%	51	2.3%
Am. Indian or Alaskan Native	23	1.8%	23	1.2%	14	0.6%

Table D.1.3: Age

Child's Age	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
3 to 5	197	14.7%	230	11.5%	267	11.7%
6 to 12	640	47.7%	840	42.2%	1,020	44.8%
13 to 14	200	14.9%	304	15.3%	385	16.9%
15 to 17	235	17.5%	460	23.1%	460	20.2%
18 to 21	71	5.3%	158	7.9%	143	6.3%

Table D.1.4: Grade Level

Child's Grade Level	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
Preschool	165	12.3%	182	9.2%	229	10.1%
Elementary	528	39.5%	711	35.8%	836	36.9%
Middle	344	25.7%	470	23.7%	567	25.1%
High	267	20.0%	565	28.5%	567	25.1%
Transition	34	2.5%	57	2.9%	64	2.8%

Table D.1.5: Gender

Child's Gender	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
Male	926	69.2%	1,422	71.0%	1,588	69.4%
Female	413	30.8%	581	29.0%	699	30.6%

Table D.1.6: Type of Placement

Child's Type of Placement	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
Public	1,198	89.7%	1,802	90.0%	2,052	89.8%
Special Ed. - Out of District	69	5.2%	119	5.9%	144	6.3%
Residential	14	1.0%	35	1.7%	19	0.8%
Private/Parochial	19	1.4%	13	0.6%	31	1.4%
Out of State	5	0.4%	4	0.2%	3	0.1%
Hospital/Homebound	4	0.3%	3	0.1%	6	0.3%
Other	26	1.9%	27	1.3%	30	1.3%

Table D.1.7: Language of Surveys Received

Language	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
English	1,308	94.3%	1,960	97.0%	2,262	98.1%
Spanish	79	5.7%	60	3.0%	44	1.9%

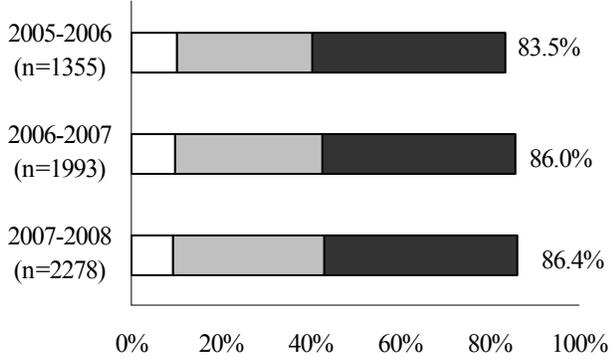
Table D.1.8: Disability

Child's Disability	2005-2006		2006-2007		2007-2008	
	n	Percent	n	Percent	n	Percent
Specific Learning Disability	367	27.5%	560	28.2%	641	28.2%
ADD/HD	263	19.7%	420	21.2%	499	22.0%
Speech or Language Impaired	272	20.4%	375	18.9%	459	20.2%
Autism	154	11.5%	233	11.7%	287	12.6%
Intellectual Disability/Mental Retardation	60	4.5%	125	6.3%	123	5.4%
Developmental Delay (ages 3-5 only)	98	7.3%	107	5.4%	93	4.1%
Multiple Disabilities	68	5.1%	106	5.3%	131	5.8%
Emotional Disturbance	75	5.6%	103	5.2%	111	4.9%
Hearing Impairment	31	2.3%	59	3.0%	39	1.7%
Other Health Impairment (OHI)	76	5.7%	45	2.3%	94	4.1%
Visual Impairment	24	1.8%	28	1.4%	25	1.1%
Orthopedic Impairment	9	0.7%	20	1.0%	15	0.7%
Traumatic Brain Injury	12	0.9%	16	0.8%	11	0.5%
Deaf-Blindness	13	1.0%	7	0.4%	6	0.3%
Other	158	11.8%	226	11.4%	-	-
Don't Know	34	2.5%	44	2.2%	84	3.7%
To Be Determined	13	1.0%	24	1.2%	49	2.2%

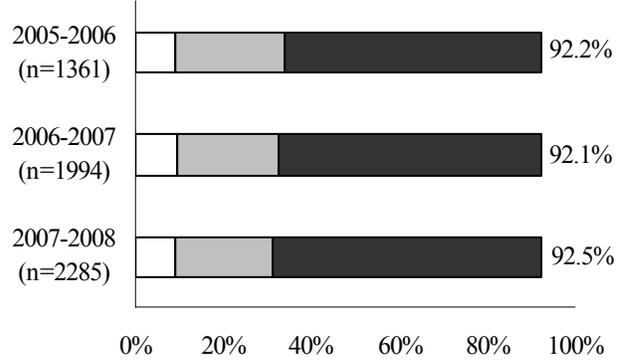
Note: Respective percentages are based on the number of respondents in 2005-2006 (n=1,335); 2006-2007 (n=1,984); and in 2007-2008 (n=2,271). "Other" was not an available response option on the 2007-2008 survey questionnaire.

APPENDIX D.2: SURVEY RESPONSE BY YEAR

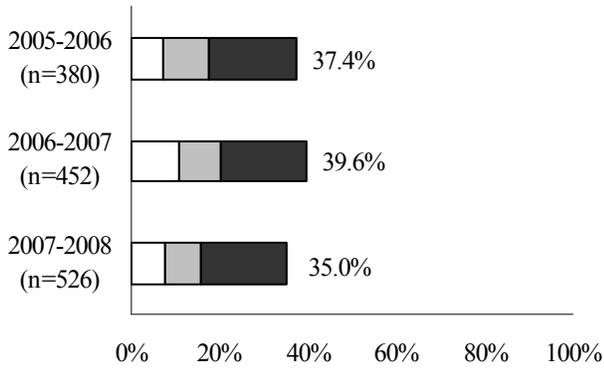
Q1: I am satisfied with my child's overall special education program.



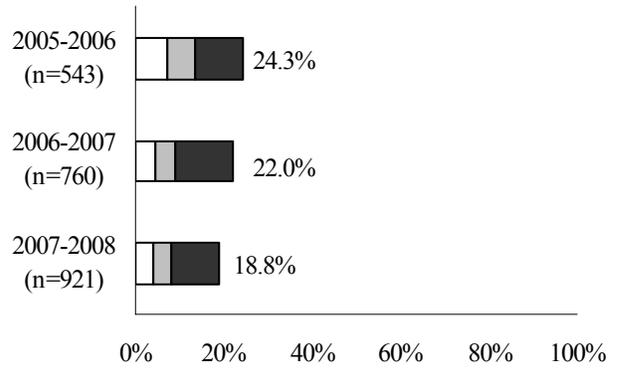
Q2: I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.



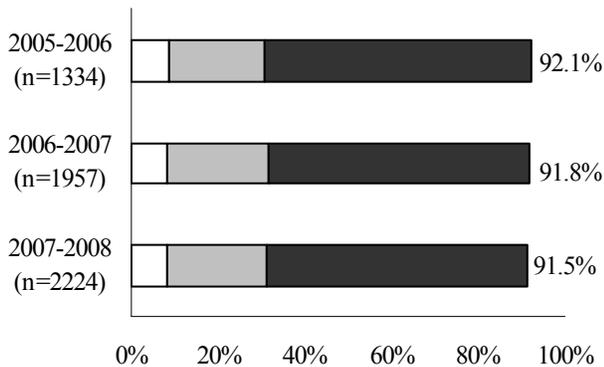
Q3: My child's school day has been shortened to accommodate his/her transportation needs.



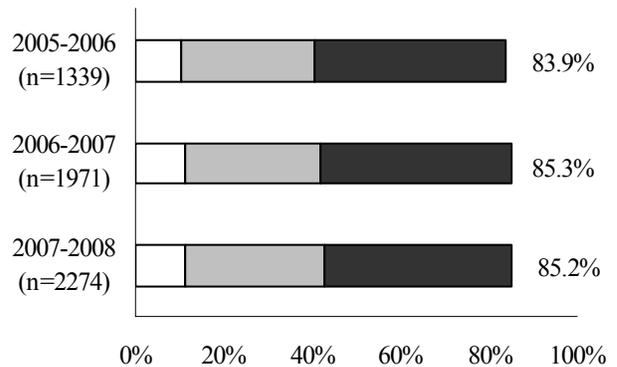
Q4: My child has been sent home from school due to behavioral difficulties (not considered suspension).



Q5: My child is accepted within the school community.



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

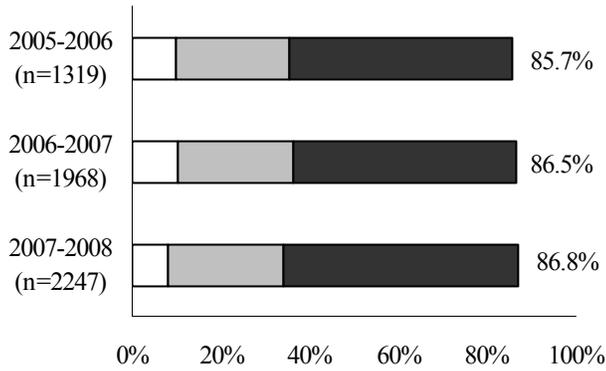


□ Slightly Agree

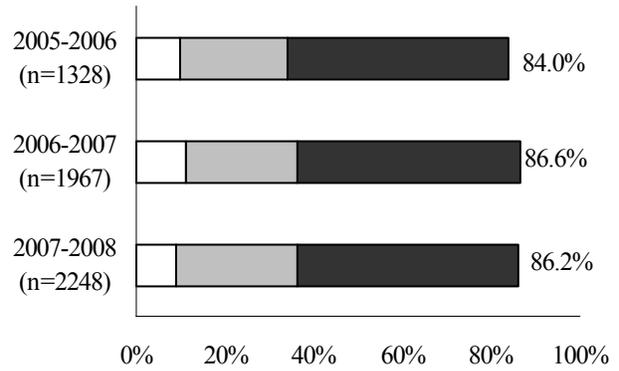
■ Moderately Agree

■ Strongly Agree

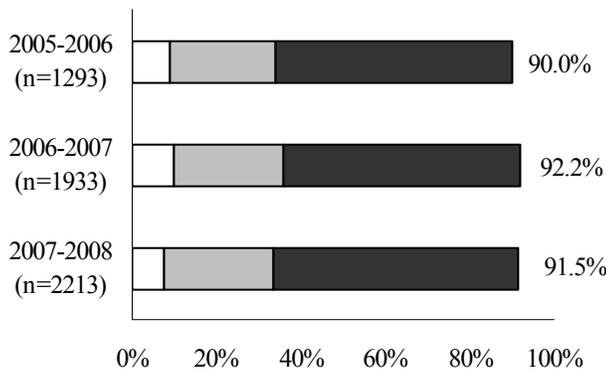
Q7: All special education services identified in my child's IEP have been provided.



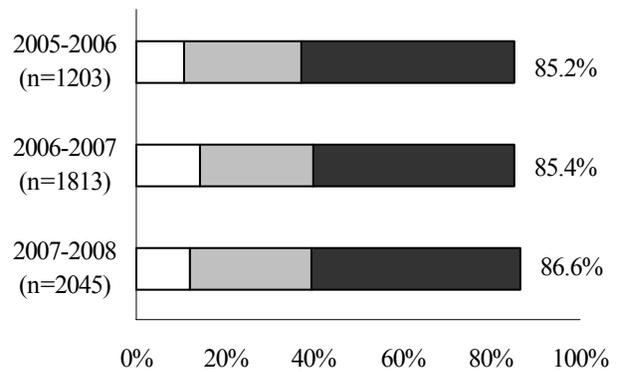
Q8: Staff is appropriately trained and able to provide my child's specific program and services.



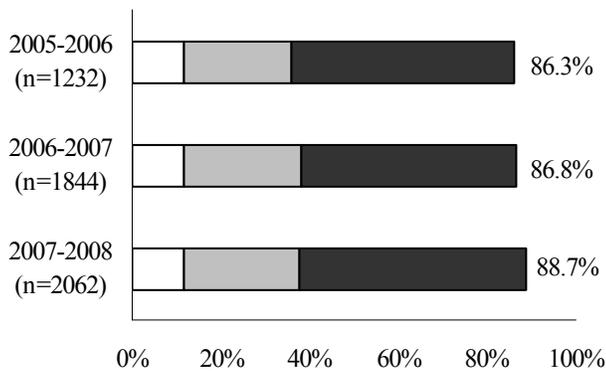
Q9: Special education teachers make accommodations and modifications as indicated on my child's IEP.



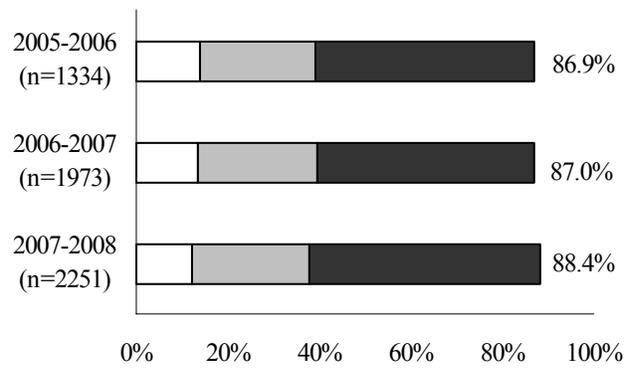
Q10: General education teachers make accommodations and modifications as indicated on my child's IEP.



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.

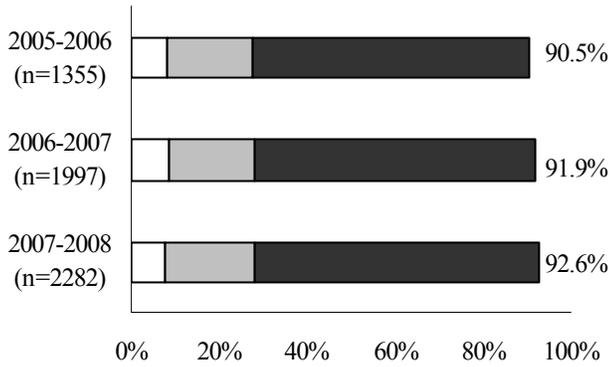


□ Slightly Agree

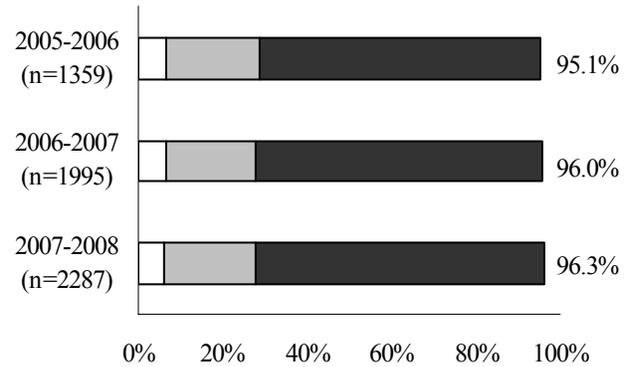
■ Moderately Agree

■ Strongly Agree

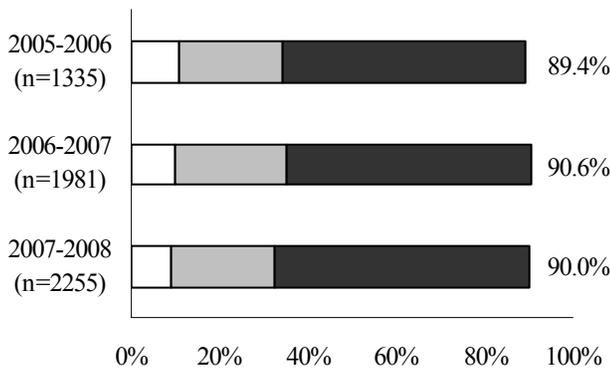
Q13: At meetings to develop my child's IEP, I feel encouraged to give input and express my concerns.



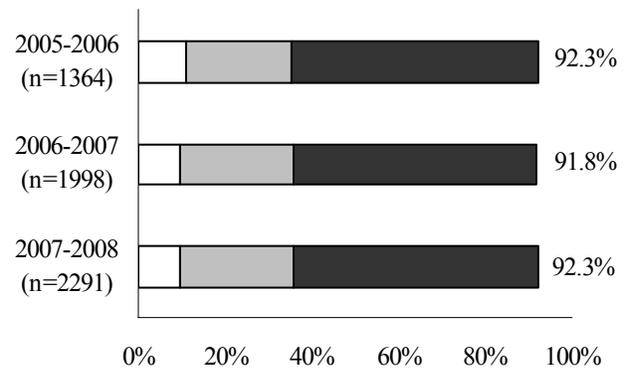
Q14: I understand what is discussed at meetings to develop my child's IEP.



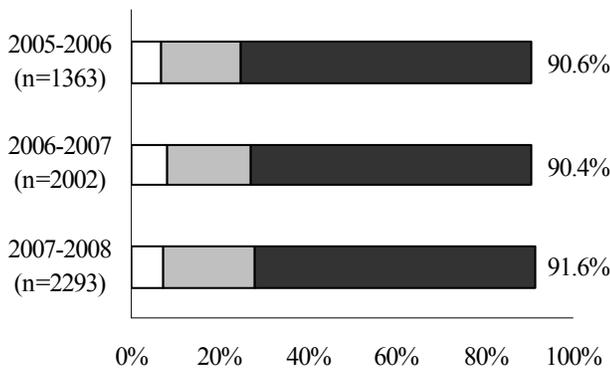
Q15: My concerns and recommendations are documented in the development of my child's IEP.



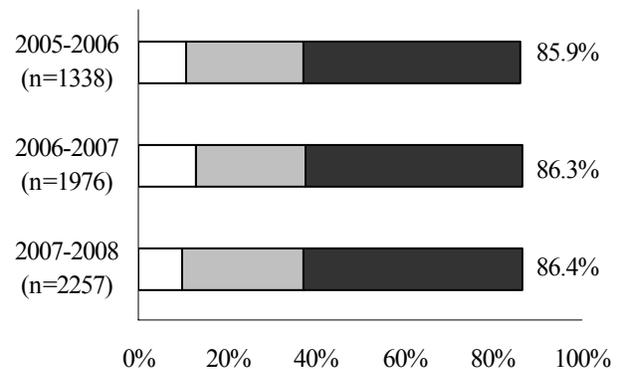
Q16: My child's evaluation report is written in terms I understand.



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

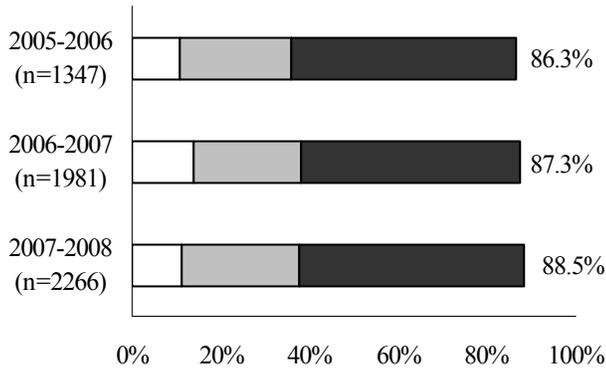


Q18: At my child's PPT, the school district proposed programs and services to meet my child's individual needs.

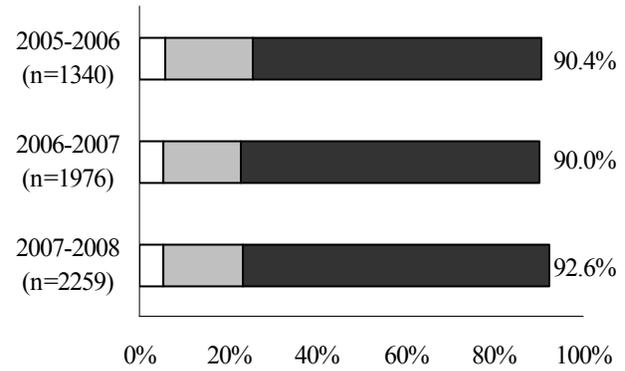


Slightly Agree
 Moderately Agree
 Strongly Agree

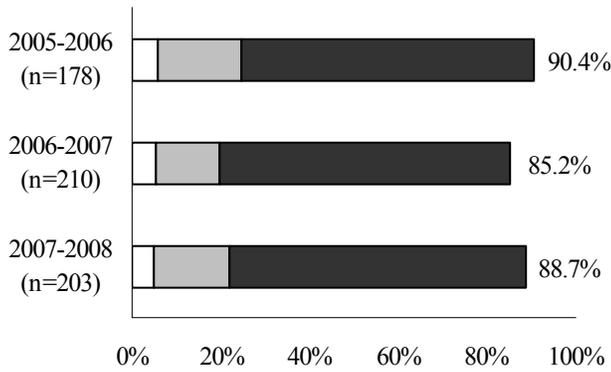
Q19: When we implement my child's IEP, I am encouraged to be an equal partner with my child's teachers and other service providers.



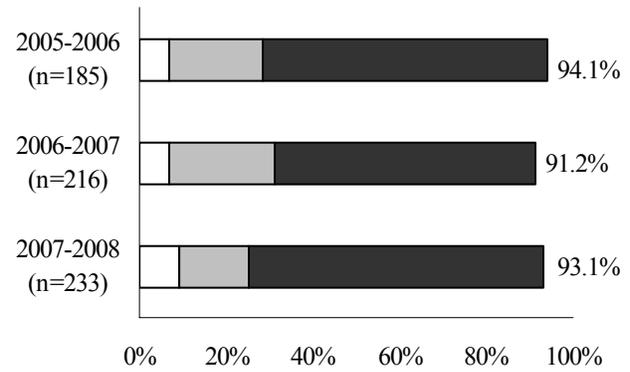
Q20: I have received a copy of my child's IEP within 5 school days after the PPT.



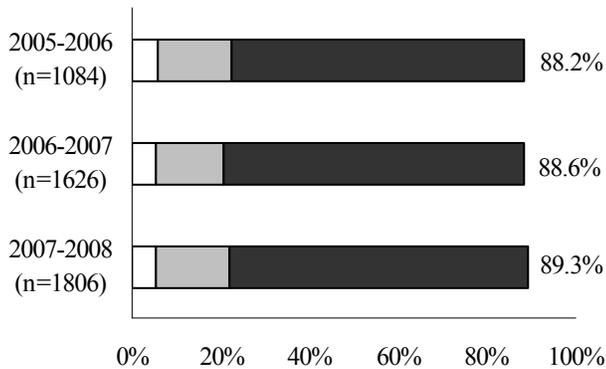
Q21: If necessary, a translator was provided at the PPT meetings.



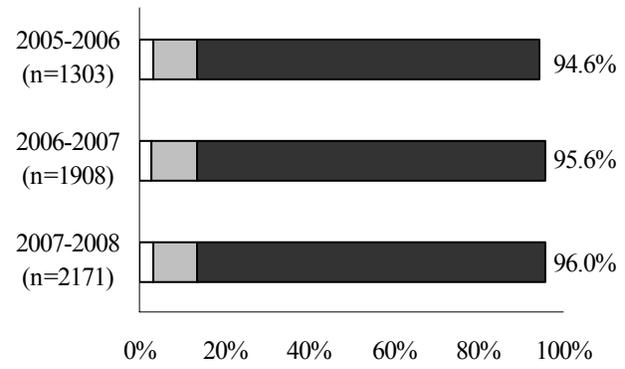
Q22: The translation services provided at the PPT meetings were useful and accurate.



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).

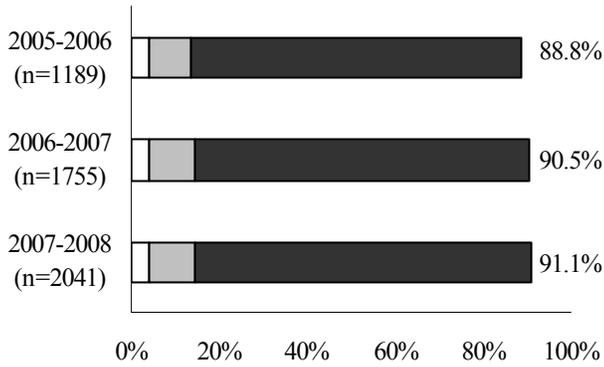


□ Slightly Agree

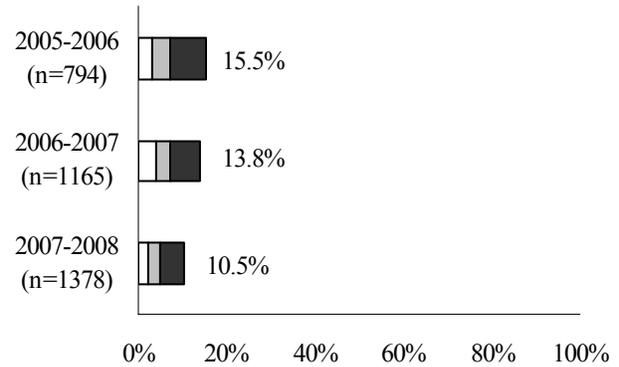
■ Moderately Agree

■ Strongly Agree

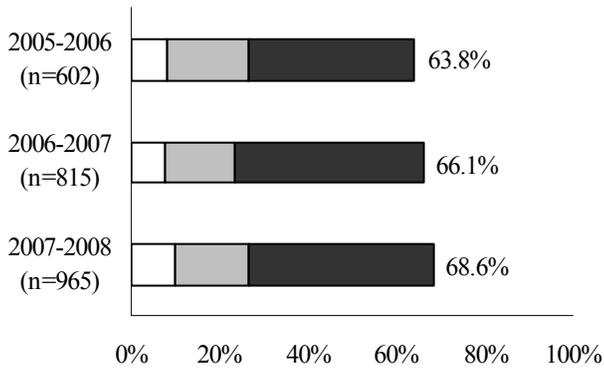
Q25: My child has the opportunity to participate in extracurricular school activities such as sports or clubs with children without disabilities.



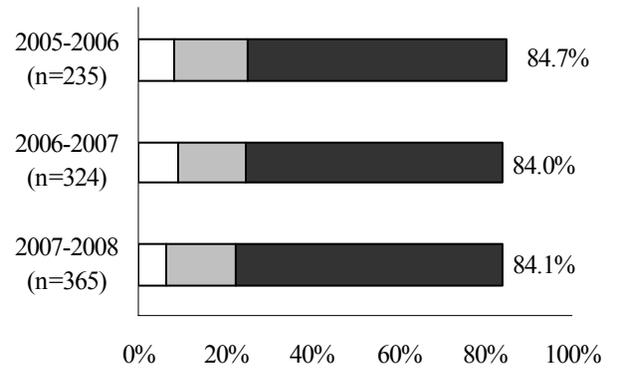
Q26: My child has been denied access to non-school sponsored community activities due to his/her disability.



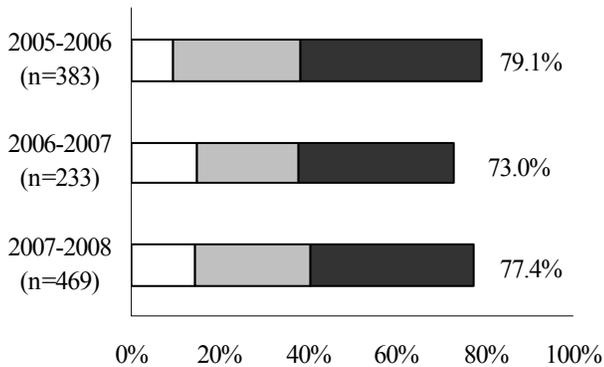
Q27: My child's school provides supports, such as extra staff, that are necessary for my child to participate in extracurricular school activities (for example, clubs and sports).



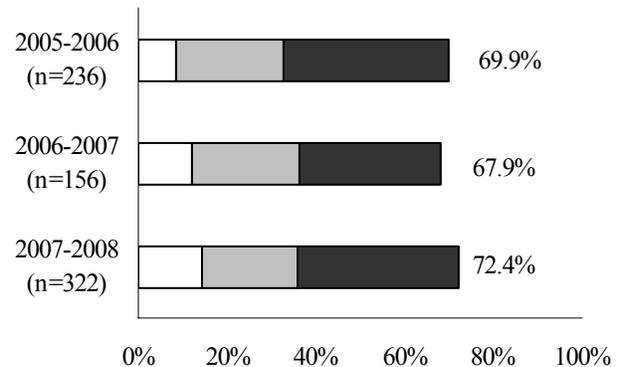
Q28: I am satisfied with the school district's transition activities that took place when my child left Birth to Three.



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

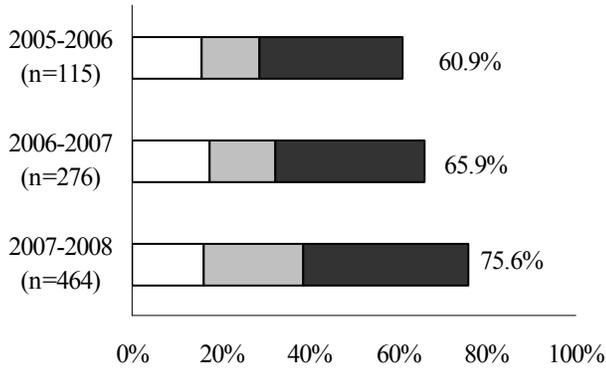


Q30: When appropriate, outside agencies have been invited to participate in secondary transition planning.

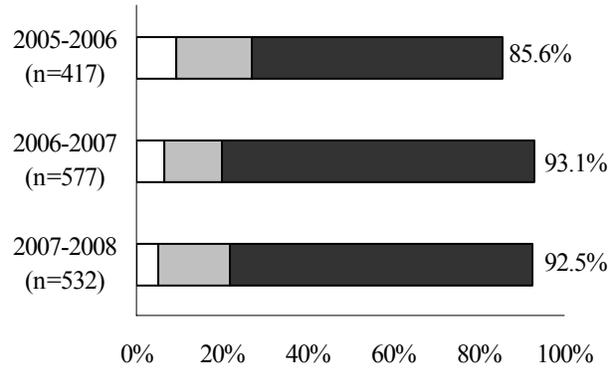


Slightly Agree
 Moderately Agree
 Strongly Agree

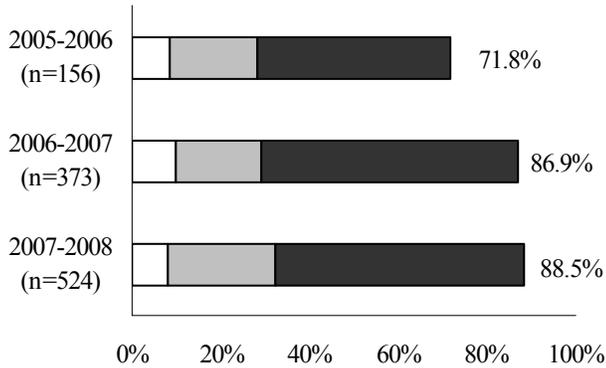
Q31: The PPT introduced planning for my child's transition to adulthood.



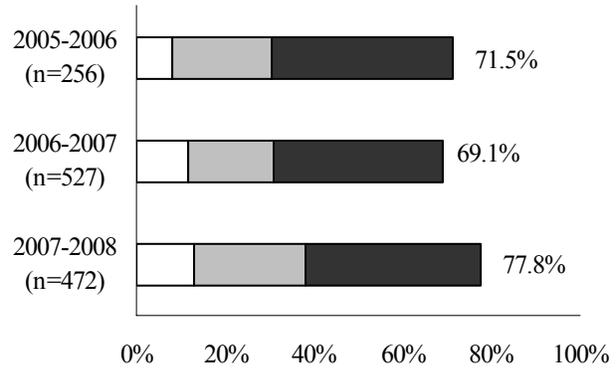
Q32: The school district actively encourages my child to attend and participate in PPT meetings.



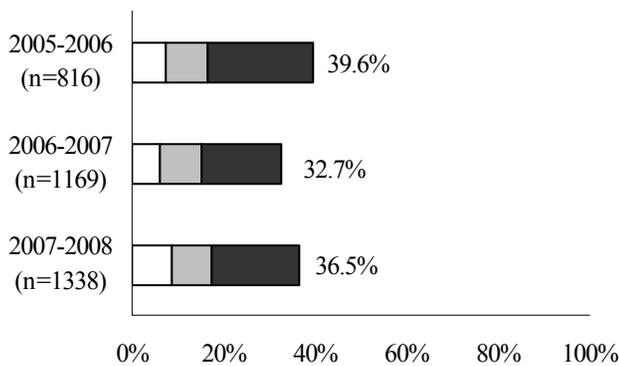
Q33: The PPT discussed an appropriate course of study at the high school.



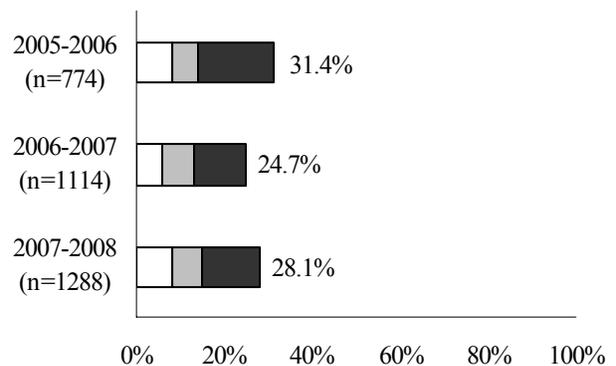
Q34: The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.



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.

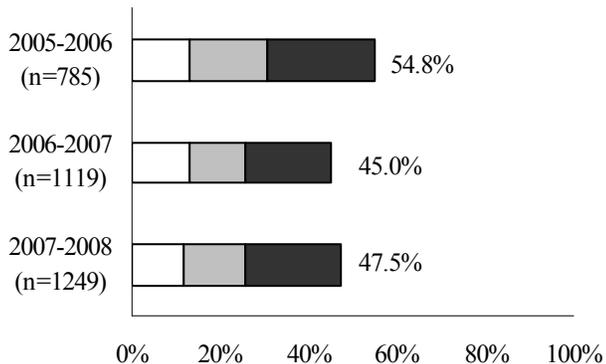


□ Slightly Agree

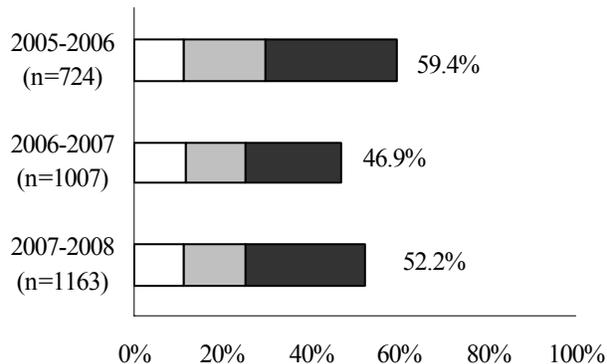
▒ Moderately Agree

■ Strongly Agree

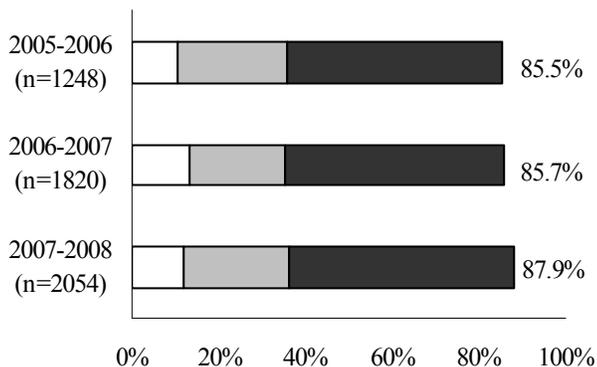
Q37: There are opportunities for parent training or information sessions regarding special education provided by my child's school district.



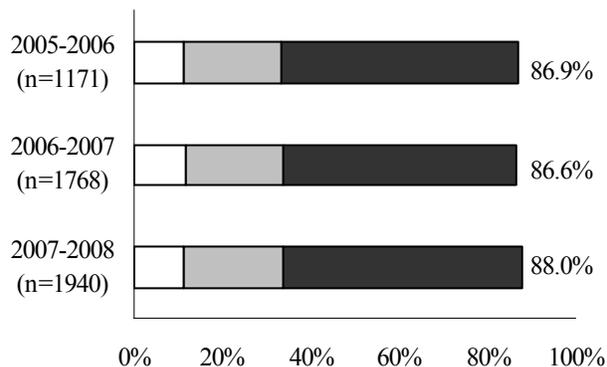
Q38: A support network for parents of students with disabilities is available to me through my school district or other sources.



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 E: 2007-2008 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 9, 2008 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 Disability [Choose One Only; Disability is listed on Page 1 of your child’s IEP.]			
Autism	<input type="radio"/>	Specific Learning Disabilities	<input type="radio"/>
Deaf-Blindness	<input type="radio"/>	Speech or Language Impaired	<input type="radio"/>
Developmental Delay (ages 3-5 only)	<input type="radio"/>	Traumatic Brain Injury	<input type="radio"/>
Emotional Disturbance	<input type="radio"/>	Visual Impairment	<input type="radio"/>
Hearing Impairment	<input type="radio"/>	Other Health Impairment (OHI)	<input type="radio"/>
Intellectual Disability/Mental Retardation	<input type="radio"/>	OHI – ADD/ADHD	<input type="radio"/>
Multiple Disabilities	<input type="radio"/>	To Be Determined	<input type="radio"/>
Orthopedic Impairment	<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.	<input type="radio"/>		<input type="radio"/>					
2. I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	<input type="radio"/>		<input type="radio"/>					
3. My child's school day has been shortened to accommodate his/her transportation needs.	<input type="radio"/>		<input type="radio"/>					
4. My child has been sent home from school due to behavioral difficulties (not considered suspension).	<input type="radio"/>		<input type="radio"/>					
5. My child is accepted within the school community.	<input type="radio"/>		<input type="radio"/>					
6. My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	<input type="radio"/>							
7. All special education services identified in my child's IEP have been provided.	<input type="radio"/>							
8. Staff is appropriately trained and able to provide my child's specific program and services.	<input type="radio"/>							
9. Special education teachers make accommodations and modifications as indicated on my child's IEP.	<input type="radio"/>							
10. General education teachers make accommodations and modifications as indicated on my child's IEP.	<input type="radio"/>							
11. General education and special education teachers work together to assure that my child's IEP is being implemented.	<input type="radio"/>							
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.	<input type="radio"/>		<input type="radio"/>					
13. At meetings to develop my child's Individualized Education Plan (IEP), I feel encouraged to give input and express my concerns.	<input type="radio"/>		<input type="radio"/>					
14. I understand what is discussed at meetings to develop my child's IEP.	<input type="radio"/>		<input type="radio"/>					
15. My concerns and recommendations are documented in the development of my child's IEP.	<input type="radio"/>		<input type="radio"/>					
16. My child's evaluation report is written in terms I understand.	<input type="radio"/>		<input type="radio"/>					
17. PPT meetings for my child have been scheduled at times and places that met my needs.	<input type="radio"/>		<input type="radio"/>					

CT Special Education Parent Survey	STRONGLY Agree	MODERATELY Agree	SLIGHTLY Agree	SLIGHTLY Disagree	MODERATELY Disagree	STRONGLY Disagree	DON'T KNOW	NOT APPLICABLE
Participation in Developing and Implementing My Child's Program (con't)								
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								
(Only answer Q28 if your child has transitioned from the early intervention (Birth to Three System) to Preschool in the past 3 years.)								
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								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
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.	○	○	○	○	○	○	○	○
31. The PPT introduced planning for my child's 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
Transition Planning for Secondary Students (con't)								
(Only answer Q29-Q34 if your child was age 15 or older at his/her last PPT meeting.)								
32. The school district actively encourages my child to attend and participate in PPT meetings.	<input type="radio"/>		<input type="radio"/>					
33. The PPT discussed an appropriate course of study at the high school for my child.	<input type="radio"/>		<input type="radio"/>					
34. The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation, if appropriate.	<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"/>					
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"/>					
37. There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	<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"/>							
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"/>					
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"/>					

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!