Dear Paraprofessional,

We need your input (it should only take about 10 minutes or less). Your school is participating in a grant funded by U.S. Department of Education (Office of Special Education Programs). This grant is called Project EVOLVE (Expanding and Validating Options for Learning through Variations in Education). Project EVOLVE is being administered by the Center on Disability and Community Inclusion at the University of Vermont. The main purpose of Project EVOLVE is to develop, implement, and evaluate alternatives for supporting students with disabilities in general education classes.

The questionnaire attached to this letter includes a series of questions to collect information that will be helpful in schoolwide planning efforts. Specifically, this information along with information being collected from teachers, special educators, school administrators, and parents of students with disabilities is designed to help inform your school’s planning team as they explore new and more effective models for supporting all students.

You will notice that the first 11 questions ask for demographic information; please respond based on current information. There is a space in the top left corner for you to write the date. The other 17 questions ask your opinion about a variety of topics and practices. Please base your responses on your personal experiences. We are asking for your overall perspectives. We realize that your responses would likely be different for different people or that you might respond differently to statements that include two parts, so please feel free to write comments on the page if they might help clarify the meaning of your responses.

Thank you for taking the time to complete this questionnaire and returning it within the next two weeks in the envelope provided to the person listed below. All of your responses will be confidential and anonymous. If you have any questions, please contact me.

Sincerely,

Michael F. Giangreco
Research Professor
802-656-1144
Michael.Giangreco@uvm.edu
More information about this project is available online at www.uvm.edu/~cdci/evolve/

Please Return Questionnaire to:
Michael F. Giangreco
University of Vermont
Center on Disability and Community Inclusion
101 Cherry St., Ste. 450
Burlington, VT 05401
Project EVOLVE
Special Education Paraprofessional Questionnaire
(Responses are confidential; data will be presented in ways to maintain anonymity)

D1. Circle one: Male or Female?
D2. Primary assignment? Circle one: Individual (typically one student at a time) Program/Group
D3. List school(s) where you work: ____________________________________________________________
D4. Grade(s) you support: _________________________________________________________________
D5. What is your highest level of education? ___________________________
D6. Years of experience as a paraprofessional? ______________
D7. Total number of students on IEPs that you assist: __________
D8. How many special education teachers do you assist? __________
D9. How many general teachers (including special areas such as music, art, and physical education) do you assist (e.g., work with them in their classrooms)? __________

D10. For each of the major role categories listed below, please indicate the approximate distribution of time that you, as a paraprofessional, spend (totaling to 100%).
Please review all categories first before responding.
   a. Clerical Support (e.g., photocopying, attendance) __________%  
   b. Supervision (e.g., cafeteria, playground, hallways, bus duty) __________%  
   c. Personal Care (e.g., bathroom support, dressing, feeding) __________%  
   d. Behavior Support (e.g., implement positive behavior support plan) __________%  
   e. Implementing instruction planned and supervised by a teacher or special educator __________%  
   f. Engaging in self-directed activities not planned and supervised by a teacher or special educator (e.g., planning lessons or activities, implementing instruction you planned, making adaptations or accommodations, communicating with families) __________% 
   g. Other (Please specify: ) __________%  

TOTAL = 100%

D11. Excluding your scheduled breaks (e.g., lunch), on average, what percentage of your time is spent in close proximity (within 3 ft.) of students with disabilities you are assigned to assist.

___________%
ONLY COMPLETE the following questions if your primary assignment is as a special education paraprofessional (working primarily with students who have disabilities and have IEPs)

For each of the following statements, please circle one response that most closely reflects your perspective about what DOES happen, rather than what you feel SHOULD happen. Responses should be based on the school where you work and your personal experiences. Feel free to write any clarifying comments on these pages.

1. I am concerned that my close proximity to students with disabilities may be unnecessary or may be interfering with teacher or peer interactions.
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

2. When I work with students who have disabilities, we are separated from the activities of the rest of the class (e.g., we are located at the back or side of the classroom).
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

3. I have been provided with explicit information about the IEP goals for students with disabilities and am sure exactly which parts of the general education curriculum the student is expected to learn.
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

4. I (or other paraprofessionals) provide most of the instruction that the students with disabilities receive (rather than the majority being provided by teachers or special educators).
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

5. The classroom teachers I work with are involved with students with disabilities who are placed in their classes (e.g., spend as much time teaching them as students without disabilities).
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

6. As a paraprofessional I make curricular or instructional decisions or make adaptations to activities without always having oversight by the teacher or special educator.
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

7. I worry that students with disabilities I work with are unnecessarily dependent on me or other paraprofessionals.
   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

Please continue to next page .........................
8. I have as much or more frequent communication with the parents of the students with disabilities than does the classroom teacher or special educator.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

9. When I am absent from school (e.g., because of illness) it results in either: (a) a “lost day” at school for my students with disabilities because others don’t know what to do (e.g., instruction, personal care, behavior support); (b) the child stays home from school; or (c) the parent is asked to be the substitute paraprofessional.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**SPECIAL INSTRUCTION:** If you indicated Agree or Strongly Agree above, please circle the letter or letters above, a, b, or c, to indicate which variation is most common in your situation.

10. I make many decisions on my own. For example, during a teacher-led lesson I feel free to remove a student with a disability from the lesson if I think it is not appropriate or change to a different activity, without needing to interrupt the teacher to ask if it is OK.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

11. Students with disabilities spend more than half of their social time at school (e.g., lunch, playground, free-time, hall passing) with me or other paraprofessionals.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

12. Students with disabilities think of me or other paraprofessionals as some of their primary “friends” at school, rather than their classmates.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

13. Some students with disabilities communicate, through their language or behavior, that they find paraprofessional support offered to them unwanted.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**SPECIAL INSTRUCTION:** If you indicated Agree or Strongly Agree above, please indicate if this happens most frequently with certain types of students (e.g., age, disability category, gender).

14. I am asked to provide academic support to students in subjects where I feel I am either under-skilled, unskilled, or uncomfortable (e.g., math, foreign language).

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

*Please continue to next page ..........................
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15. I am asked to provide *other support* to students in areas where I feel I am either under-skilled, unskilled, or uncomfortable (e.g., mobility, personal care, behavior support).

Don’t Know       Strongly Disagree       Disagree       Agree       Strongly Agree

16. Teachers and special educators spend time doing clerical tasks (e.g., photocopying) while I am teaching students with disabilities.

Don’t Know       Strongly Disagree       Disagree       Agree       Strongly Agree

17. At progress reporting time, teachers and special educators rely on me to provide information because I know more about the student’s current performance.

Don’t Know       Strongly Disagree       Disagree       Agree       Strongly Agree

**Additional Comments:**