Project EVOLVE
Parent of a Student with a Disability
Questionnaire

D1. My child is? Circle one Female or Male

D2. I am this child’s: Circle one: Mother Father Other (please specify: ______________________)

D3. List the School your child attends: ___________________________________________________________

D4. Grade your child is in: ______________________

D5. Your child’s age: ______________________

D6. Disability category (if known) on your child’s IEP: __________________________________________

D8. Does your child receive support from a special education paraprofessional (e.g., teacher aide/assistant) in general education classes? Circle: YES or NO

D9. If you answered YES to the previous question, circle the option below, a or b, which most closely reflects your child’s paraprofessional supports:
   a. Full-time, Individually assigned/one-on-one
   b. Classroom support shared with other students

D10. Do paraprofessionals who work with my child attend team meetings about my child?
    Circle one: Never Infrequently Frequently Always

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 your child attends and your personal experiences. Feel free to write any clarifying comments on these pages.

1. Students with disabilities are educated in the school they would attend if they were not disabled.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

2. Students are placed in chronologically-age appropriate general education classes and the number of students with disabilities in those classes is naturally proportional (e.g., no more than 10 to 15% have disabilities).

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

3. The school has a well functioning schoolwide support system to provide needed assistance to students with and without disabilities.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

Please continue to next page .........................
4. Students with disabilities are physically situated within classrooms to facilitate their participation with classmates and instruction by the classroom teacher (e.g., not isolated in the back or side of the room).

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

5. Teachers in our school have positive attitudes about including students with a full range of disabilities as members of their classroom community.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

6. Teachers think it is their role to provide instruction for students with a full range of disabilities who are placed in their classrooms, rather than primarily serving as hosts.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

7. Teachers have the knowledge and skills to successfully differentiate instruction for mixed-ability groups that include students with and without disabilities, within the context of typical class activities.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

8. Teachers have working conditions (e.g., class size, class composition, materials, supports) that facilitate including and instructing students with a full range of disabilities in their classrooms.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

9. Special education teachers have working conditions (e.g., manageable caseload size, caseload composition, materials, manageable number of paraprofessionals to supervise) that facilitate individualized special education for students on their caseload.

   Don’t Know Strongly Disagree Disagree Agree Strongly Agree

10. Special educators have the knowledge of the general education curriculum and standards and the skills to successfully individualize curriculum for students with disabilities.

    Don’t Know Strongly Disagree Disagree Agree Strongly Agree

11. Special educators have the knowledge and skills to successfully differentiate instruction within the context of class activities for mixed-ability groups that include students with and without disabilities (e.g., within same activity students learn what is appropriate for them).

    Don’t Know Strongly Disagree Disagree Agree Strongly Agree

Please continue to next page ..........................

Page 2 of 4
12. Teachers and special educators schedule time to work with students who have disabilities and collaborate with each other by assigning paraprofessionals to noninstructional support tasks (e.g., clerical, attendance, lunch, playground supervision) and professionally planned and supported instruction (e.g., practice sessions).

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

13. Teachers and special educators are familiar enough with all the students in the classroom, the curriculum, and instructional approaches, that the temporary exchange of primary roles can occur without major disruption to students with or without disabilities.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

14. Teachers and special educators are familiar enough with the various educational and support needs of the students with disabilities in the classroom that the temporary absence of a paraprofessional can occur without major disruption to students with or without disabilities.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

15. Families are well informed about how the school defines appropriate and potentially inappropriate roles of paraprofessionals.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

16. Families are well informed about the potential benefits and drawbacks of providing paraprofessional supports.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

17. Families are well informed about information the school considers to determine whether paraprofessional supports should be included in their child’s IEP.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

18. Parents and students with disabilities (when appropriate) participate as team members in developing and implementing the IEP.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

19. Students with and without disabilities (when age-appropriate) are actively involved in making decisions about their own supports in schools.

Don’t Know  Strongly Disagree  Disagree  Agree  Strongly Agree

*Please continue to next page*
20. Classmates with and without disabilities have opportunities to provide natural supports (e.g., help each other) to each other or cross-age peers (e.g., students from different grades).

<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>

Additional Comments: