D1. Circle one: Male or Female?
D2. List School(s) where you work: ____________________________________________
D3. Grade(s) you teach: ______________________________________________________
D4. Subjects you teach (all academic areas or specify): ____________________________
D5. What is your highest level of education? ________________________
D6. Years of experience as a teacher? ________________
D7. How many paraprofessionals do you work with in your classes? ____________
D8. For each of the major role categories listed below, please indicate the approximate distribution of time that the special education paraprofessionals (with whom you work) spend their time (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 they planned, making adaptations or accommodations, communicating with families) ________ %
   g. Other (Please specify: ____________________________________________) ________ %

TOTAL = 100%
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. 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

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

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

Page 2 of 4
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.

Don’t Know    Strongly Disagree    Disagree    Agree    Strongly Agree

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

Please continue to next page ..........................
Page 3 of 4
16. Families are well informed about the potential benefits and drawbacks of providing paraprofessional supports.

<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>

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

<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>

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

<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>

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

<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>

20. Classmates with and without disabilities have opportunities to provide natural supports to each other or cross-age peers.

<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: