



Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project

ACCEPT Project Student Survey Summary

January 2013

The faculty from Central Piedmont Community College (CPCC) and the University of North Carolina at Charlotte (UNCC) are currently collaborating to infuse early intervention and early childhood special education content, instruction, and practices into early childhood education coursework within the Associate in Applied Science (AAS) degree program in Early Childhood Education offered through CPCC. On May 10, 2012, faculty from CPCC and UNCC ACCEPT Team members collaborated to select special education resources that would be included in each of seven CPCC Early Childhood courses. Collaboration included creating, for each infused course, matrices providing information on resources and course calendars designed to reflect special education content infusion before and after the implementation of the ACCEPT Project.

At the beginning of the Fall 2012 semester, a survey was administered to students in each of the infused early childhood courses to provide baseline data for evaluating the effect of infusion on “perceived preparedness” to carry out tasks in twenty-two competency areas. The survey was re-administered at the end of the semester. In addition to items addressing special education content, demographic information questions were also included to provide a basis for describing the students registered for the targeted CPCC Early Childhood coursework during the first full-implementation phase of the project. Usable responses were received from 192 students at the beginning of the semester and 74 students at the end of the semester.

Participants

Distribution of students across pre-test and post-test groups was similar for gender ($X^2 = 1.35$, $df = 1$, $p > .05$), ethnicity ($X^2 = 8.18$, $df = 7$, $p > .05$), highest level of previous education ($X^2 = 4.66$, $df = 7$, $p > .05$), number of semesters attended ($X^2 = 1.20$, $df = 2$, $p > .05$), courses completed ($X^2 = 6.45$, $df = 5$, $p > .05$), current job environment ($X^2 = 5.38$, $df = 5$, $p > .05$), intent to earn an associate degree ($X^2 = 0.76$, $df = 2$, $p > .05$), and intent to transfer to four-year institution ($X^2 = 0.44$, $df = 2$, $p > .05$). At the end of the semester, about 15% more students indicated currently working with young children than at the beginning of the semester.

Pre-test. Students providing selected demographic information included 95.4% ($n = 167$) females and 4.6% ($n = 8$) males; 38.3% ($n = 67$) were between the ages of 16 and 24, and 61.7% ($n = 108$) were older than 25 years of age. Ethnicity of the respondents included 48.6% ($n = 84$) African American or Black, 37.0% ($n = 64$) White or Caucasian, 4.6% ($n = 8$) Hispanic or Latino, 4.0% ($n = 7$) Asian or Pacific Rim, and 1.7% ($n = 3$) American Indian or Alaska Native; 2.3% ($n = 4$) were from other ethnic backgrounds.

Responses to the question, “*Before entering this community college, what was your highest level of education?*”, indicated that 43.3% ($n = 74$) of the students had earned a high school diploma, 35.1% ($n = 60$) had taken some college coursework, 5.8% ($n = 10$) had earned a Bachelor’s (4 year) degree, 5.3% ($n = 9$) had a certificate, 5.3% ($n = 9$) an Associate’s (2-year) degree, 2.3% ($n = 4$) less than a high school diploma, 1.8% ($n = 3$) a Master’s degree, and 1.2% ($n = 2$) a Doctorate or Professional degree. Responses to the question regarding number of semesters the students had attended CPCC indicated that 39.4% ($n = 67$) had attended 1-2 semesters, 32.4% ($n = 55$) 3-4 semesters, and 28.2% ($n = 48$) 5 or more semesters. Participant responses also indicated that 61.8% ($n = 107$) completed 0-3 courses at CPCC, 18.5% ($n = 32$) completed 4-6 courses, 8.1% ($n = 14$) 7-9 courses, and 11.6% ($n = 20$) completed 10 or more courses.

Of students responding to the question about their current job environment, 51.9% ($n = 97$) reported that they currently worked with young children ages 0 to 5 years with 54.7% ($n = 70$) working at a center, 24.2% ($n = 31$)

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in another setting, 10.2% ($n = 13$) at a family child care or group child care home, 7.0% ($n = 9$) in a public school setting, and 1.6% ($n = 2$) at a Head Start facility. Responding to the question asking if they intended to earn an associate's degree in early childhood from CPCC, 73.1% ($n = 128$) responded "yes," 13.7% ($n = 24$) were undecided, and 13.1% ($n = 23$) answered "no." When asked if they planned to transfer to a four-year institution, 41.5% ($n = 73$) answered "yes," 33.0% ($n = 58$) were undecided, and 25.1% ($n = 45$) answered "no."

Post-test. Students ($N = 74$) completing the survey at the end of the semester included 91.7% ($n = 66$) females and 8.3% ($n = 6$) males; 22.5% ($n = 6$) were between the ages of 16 and 24 and 77.5% ($n = 55$) were older than 25 years of age. The reported ethnicity of this group was 49.3% ($n = 36$) African American or Black, 30.1% ($n = 22$) White or Caucasian, 8.2% ($n = 6$) Hispanic or Latino, 5.5% ($n = 4$) Asian or Pacific Rim, and 1.4% ($n = 1$) American Indian or Alaska Native.

Responses to the question, "*Before entering this community college, what was your highest level of education?*," indicated that 41.1% ($n = 30$) of the participants had earned a high school diploma, 39.7% ($n = 29$) had taken some college coursework, and 8.2% ($n = 6$) had earned a Bachelor's (4 year) degree, and 1.4% ($n = 1$) had a certificate, 5.5% ($n = 4$) an Associate's (2-year) degree, 2.7% ($n = 2$) a Master's degree, and 1.4% ($n = 1$) a Doctorate or Professional degree. Responses to the question regarding number of semesters participants had attended CPCC indicated that 32.9% ($n = 24$) had attended 1-2 semesters, 32.9% ($n = 24$) 3-4 semesters, and 34.2% ($n = 25$) 5 or more semesters. Participant responses also indicated that 48.6% ($n = 35$) completed 0-3 courses at CPCC, 19.4 ($n = 14$) completed 4-6 courses, 8.3% ($n = 6$) 7-9 courses, and 23.6% ($n = 17$) completed 10 or more courses.

Of participants responding to the question about their current job environment, 67.6% ($n = 50$) reported that they currently worked with young children ages 0 to 5 years with 50.0% ($n = 32$) working at a center, 21.9% ($n = 14$) in another setting, 14.1% ($n = 9$) at a family child care or group child care home, 7.8% ($n = 5$) in a public school setting, and 16.3% ($n = 4$) at a Head Start facility. Responding to the question asking if they intended to earn an associate's degree in early childhood from CPCC, 71.6% ($n = 53$) responded "yes," 17.6% ($n = 13$) were undecided, and 10.8% ($n = 8$) answered "no." When asked if they planned to transfer to a four-year institution, 45.9% ($n = 34$) answered "yes," 31.1% ($n = 23$) were undecided, and 23.0% ($n = 17$) answered "no."

Procedure

A comprehensive review of early childhood competency-focused literature in both general and special education was conducted and forty-four competency items were identified. The ACCEPT Project research team reviewed the pool of items to document any overlapping or duplicate content. The survey was refined by content reviewers with at least 35 years of experience in early childhood-special education among them. The reviewers provided feedback on (a) adequacy of overall coverage, (b) distinctiveness of each item, (c) clarity of each item, and (d) whether any items needed to be added or deleted. This activity was followed with a pilot study in which one CPCC instructor and students in her Language and Literacy course provided an additional level of feedback and opinions regarding item coverage and comprehensiveness. After each of the content validity checks, the survey instrument was refined to a final version consisting of 22 items representing 8 topics (see Table 1).

Instrument. The survey used Likert-type scale ratings with the stem: "Please provide a rating for each item based on your perceived preparedness." The response choices were (a) Strongly Disagree, (b) Disagree, (c) Agree, and (d) Strongly Agree. The pre-test survey was disseminated online via *SurveyShare* or distributed during the first class session in hard copy. Instructors informed students to complete the survey once and multiple responses were not allowed from the same email address for the pre-test on-line administration. The number of students enrolled in the 10 targeted classes (including two sections of two of the infused courses) was 219. Pre-test responses were analyzed from students who completed either an electronic (on-line, $n = 117$, 60.9%) or a paper (in-class, $n = 75$, 39.1%) version of the survey; the overall pre-test survey sampling was approximately 88%. All completed post-tests ($n = 74$) were collected using the on-line survey.

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To obtain summary scores for subsequent analyses, we averaged responses across items within each topic. Pre-test and post-test Internal consistency reliability estimates (Cronbach's α) for the total ($r_{xx} = .99$) and topic ($Range = .92-.95, .92-97$ respectively) scores were high.

Design and Data Analysis

We used a quasi-experimental group comparison to summarize similarities and differences in student perceptions from the beginning to the end of the semester. We obtained descriptive statistics for pretest and posttest surveys and compared average ratings on topic scores using independent group t -test and effect size statistics.

Results

Pre-test rating summaries including means and standard deviations reflecting "perceptions of preparedness" are in Table 2. The mean for all statements was above 2.86, indicating that most students agree or strongly agree with all items reflecting perceived preparedness on the survey. The statements "*I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members;*" "*I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings);*" "*I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth;*" and, "*I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons*" received high perceived preparedness scores (i.e., more teachers agreed or strongly agreed with those statements than others). Statements related to more specific disability practices (e.g., "*I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA;*" "*I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders;*" "*I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices;*" and "*I am prepared to use appropriate educational terminology regarding student, programs, roles, and instructional activities*") received lower perceived preparedness scores (i.e., more teachers strongly disagreed or disagreed with those statements than others).

Post-test rating summaries including means and standard deviations reflecting "perceptions of preparedness" are in Table 3. The mean for all statements was above 3.17, indicating that most students agreed or strongly agreed with items reflecting perceived preparedness at the end than at the beginning of the semester. Faculty efforts to improve student knowledge of person-first language and to include classroom activities in which students discussed appropriate education terminology resulted in the statement "*I am prepared to use appropriate educational terminology regarding student, programs, roles, and instructional activities*" receiving one of the highest perceived preparedness scores ($M = 3.42, SD = 0.73$) compared to one of the lowest on the pre-test ($M = 3.02, SD = 0.92$). The statement "*I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholder*" which received a lower perceived preparedness score than others on the pre-test ($M = 3.00, SD = 0.98$) also was one of the items receiving a high perceived preparedness score on the post-test ($M = 3.41, SD = 0.70$) compared to others. The statement "*I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA*" received a lower score compared to others for both the post-test ($M = 3.17, SD = 0.73$) and the pre-test ($M = 2.86, SD = 1.02$). A potential explanation for this finding is that, although content and activities related to characteristics and educational implications of each Category of Disability under IDEA was definitely infused in coursework, information about etiology or cause of disabilities was not due to time constraints.

Means, standard deviations, t -statistics, and effect sizes comparing pretest and posttest topic scores are in Table 4. Posttest scores were consistently higher than pretest scores (see Figure 1). Statistically significant differences

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were observed for the *Laws, Policies, and Procedures*, *Instructional Strategies*, *Family-Community Relations*, and *Professional-Ethical Behavior* topics although the effect sizes for these comparisons reflected small practical differences.

Lessons Learned

Although the practical significance of changes observed from pretest to posttest was small (i.e., effect sizes less than .40), the positive trends in these differences were encouraging especially because pretest scores were so high. Another challenge to raising post-test scores was the fact that early childhood coursework was rich with content and activities before the infusion process and there was no extra time to “add-on” infused content. Successfully blending special education content and activities with required goals, objectives, and core curriculum took much effort on the part of CPCC instructors.

The statistically significant higher post-test score reflected in the *Laws, Policies, and Procedures* topic may very well have been influenced by the focus on infusing content related to specific disability areas defined by the Individuals with Disabilities Education Act (IDEA). While the content and activities in some courses addressed best practices for all children, other courses such as Introduction to Early Childhood Education, Child, Family, and Community, and Health, Safety, and Nutrition covered topics more specific to the field of special education such as the history of federal special education legislation, special education federal laws and state regulations added to federal statutes, and the special education referral process.

The professional development provided to faculty on December of 2011 and November of 2012 on the Center to Mobilize Early Childhood Knowledge (CONNECT) Modules could be a factor in the statistically significant differences reflected in the *Instructional Strategies*, *Family-Community Relations*, and *Professional-Ethical Behavior* topics. Module 1, *Embedded Interventions*, includes activities and guides, handouts, videos and audios related to instructional strategies designed to help children participate in a variety of early learning opportunities and environments. Module 3, *Communication for Collaboration*, and Module 4, *Family-Professional Partnerships*, provided many ideas and resources for instructors related to helping paraprofessionals acquire skills to enhance collaboration with professionals and families as well as build trusting family-professional partnerships.

Paraprofessionals are playing an increasingly prominent role in reinforcing and building on teachers' efforts to provide the supports and services children with disabilities need to participate in general education classroom activities as learners who belong, who can meet high expectations, and who can take positions of leadership. ACCEPT Project survey findings indicate that infusing special education content within the associate degree program in early childhood education at a targeted state-supported community college resulted in increased perceived preparedness of participating students to effectively identify developmental difficulties and enhance the education of children with disabilities.

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Table 1
Student Survey

| Topic | Item |
|---|---|
| <p>Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.</p> | <p>1. I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.</p> |
| | <p>2. I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.</p> |
| | <p>3. I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.</p> |
| <p>Develop and use instructional strategies to meet the needs of individual learners.</p> | <p>4. I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.</p> |
| | <p>5. I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.</p> |
| | <p>6. I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.</p> |
| <p>Build skills to promote child development and learning and lead to life and school success.</p> | <p>7. I am prepared to build early cognitive skills including oral communication and literacy skills.</p> |
| | <p>8. I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.</p> |
| | <p>9. I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.</p> |
| <p>Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.</p> | <p>10. I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities).</p> |
| | <p>11. I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).</p> |

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| Topic | Item |
|---|---|
| Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners. | 12. I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher). |
| | 13. I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. |
| | 14. I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons. |
| Build student skills to promote successful social interactions. | 15. I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings). |
| | 16. I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities. |
| | 17. I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team. |
| Build child, family, and community relationships that promote child development and learning. | 18. I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs. |
| | 19. I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. |
| | 20. I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. |
| Engage in professional and ethical practice at all times. | 21. I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees. |
| | 22. I am prepared to participate as a team member to enhance communication and problem-solving. |

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Table 2
Summary of Fall 2012 Student Survey Pre-test Responses

| The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it. | Perceived Preparedness Rating | | | | | |
|---|-------------------------------|------|------|------|------|------|
| | SD | D | A | SA | M | SD |
| Topic 1: Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities. | | | | | | |
| I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders. | 10.6 | 15.9 | 36.5 | 37.0 | 3.00 | 0.98 |
| I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices. | 10.1 | 17.5 | 33.9 | 38.6 | 3.01 | 0.98 |
| I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities. | 7.4 | 18.9 | 37.9 | 35.8 | 3.02 | 0.92 |
| Topic 2: Develop and use instructional strategies to meet the needs of individual learners. | | | | | | |
| I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. | 7.4 | 7.9 | 42.9 | 41.8 | 3.19 | 0.87 |
| I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. | 12.7 | 21.7 | 32.8 | 32.8 | 2.86 | 1.02 |
| I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations. | 10.5 | 14.7 | 35.1 | 39.8 | 3.04 | 0.98 |
| Topic 3: Build skills to promote child development and learning and lead to life and school success. | | | | | | |
| I am prepared to build early cognitive skills including oral communication and literacy skills. | 6.8 | 6.8 | 42.6 | 43.7 | 3.23 | 0.85 |
| I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. | 7.9 | 13.8 | 36.0 | 42.3 | 3.13 | 0.93 |
| I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places. | 6.3 | 7.4 | 41.6 | 44.7 | 3.25 | 0.85 |

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| The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it. | Perceived Preparedness Rating | | | | | |
|---|-------------------------------|-----|------|------|------|------|
| | SD | D | A | SA | M | SD |
| Topic 4: Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts. | | | | | | |
| I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities). | 6.4 | 9.6 | 41.7 | 42.2 | 3.20 | 0.86 |
| I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher). | 6.3 | 9.5 | 40.2 | 43.9 | 3.22 | 0.86 |
| Topic 5: Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners. | | | | | | |
| I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher). | 7.4 | 9.0 | 41.8 | 41.8 | 3.18 | 0.88 |
| I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. | 6.4 | 3.7 | 41.2 | 48.7 | 3.32 | 0.83 |
| I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons. | 6.3 | 3.7 | 42.9 | 47.1 | 3.31 | 0.82 |
| Topic 6: Build student skills to promote successful social interactions. | | | | | | |
| I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings). | 5.3 | 3.7 | 43.3 | 47.6 | 3.33 | 0.79 |
| I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities. | 6.4 | 8.0 | 39.9 | 45.7 | 3.25 | 0.86 |

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| The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it. | Perceived Preparedness Rating | | | | | |
|--|-------------------------------|------|------|------|------|------|
| | SD | D | A | SA | M | SD |
| I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team. | 6.8 | 11.6 | 41.1 | 40.5 | 3.15 | 0.88 |
| Topic 7: Build child, family, and community relationships that promote child development and learning. | | | | | | |
| I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs. | 9.1 | 9.7 | 38.2 | 43.0 | 3.15 | 0.94 |
| I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. | 5.9 | 5.3 | 35.8 | 52.9 | 3.36 | 0.83 |
| I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. | 7.0 | 12.4 | 37.8 | 42.7 | 3.16 | 0.90 |
| Topic 8: Engage in professional and ethical practice at all times. | | | | | | |
| I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees. | 8.0 | 2.7 | 56.9 | 32.4 | 3.14 | 0.81 |
| I am prepared to participate as a team member to enhance communication and problem-solving. | 6.9 | 2.7 | 57.4 | 33.0 | 3.16 | 0.78 |

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Table 3
Summary of Fall 2012 Student Survey Post-Test Responses

| The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it. | Perceived Preparedness Rating | | | | | |
|---|-------------------------------|-----|------|------|------|------|
| | SD | D | A | SA | M | SD |
| Topic 1: Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities. | | | | | | |
| I am prepared to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders. | 4.1 | 0.0 | 47.3 | 48.6 | 3.41 | 0.70 |
| I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices. | 5.5 | 5.5 | 42.5 | 46.6 | 3.30 | 0.81 |
| I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities. | 4.2 | 1.4 | 42.3 | 52.1 | 3.42 | 0.73 |
| Topic 2: Develop and use instructional strategies to meet the needs of individual learners. | | | | | | |
| I am prepared to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher. | 4.1 | 0.0 | 45.9 | 50.0 | 3.42 | 0.70 |
| I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. | 4.2 | 6.9 | 56.9 | 31.9 | 3.17 | 0.73 |
| I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations. | 4.1 | 1.4 | 49.3 | 45.2 | 3.36 | 0.71 |
| Topic 3: Build skills to promote child development and learning and lead to life and school success. | | | | | | |
| I am prepared to build early cognitive skills including oral communication and literacy skills. | 4.1 | 0.0 | 46.6 | 49.3 | 3.41 | 0.70 |
| I am prepared to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs. | 4.1 | 1.4 | 47.3 | 47.3 | 3.38 | 0.72 |
| I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places. | 4.1 | 0.0 | 45.2 | 50.7 | 3.42 | 0.71 |

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| The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it. | Perceived Preparedness Rating | | | | | |
|---|-------------------------------|-----|------|------|------|------|
| | SD | D | A | SA | M | SD |
| Topic 4: Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts. | | | | | | |
| I am prepared to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities). | 4.1 | 1.4 | 47.3 | 47.3 | 3.40 | 0.70 |
| I am prepared to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher). | 4.1 | 0.0 | 46.6 | 49.3 | 3.41 | 0.70 |
| Topic 5: Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners. | | | | | | |
| I am prepared to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher). | 4.1 | 0.0 | 49.3 | 46.6 | 3.38 | 0.70 |
| I am prepared to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth. | 4.1 | 0.0 | 46.6 | 51.4 | 3.43 | 0.70 |
| I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons. | 4.1 | 0.0 | 45.9 | 50.0 | 3.42 | 0.70 |
| Topic 6: Build student skills to promote successful social interactions. | | | | | | |
| I am prepared to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings). | 4.1 | 1.4 | 35.2 | 55.4 | 3.46 | 0.73 |
| I am prepared to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities. | 4.1 | 1.4 | 43.2 | 51.4 | 3.42 | 0.72 |

ACCEPT Project Student Survey

| The topics below describe general areas relevant to special education. Please read each of the related items and circle the rating that best reflects your perception related to it. | Perceived Preparedness Rating | | | | | |
|--|-------------------------------|-----|------|------|------|------|
| | SD | D | A | SA | M | SD |
| I am prepared to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team. | 4.1 | 0.0 | 49.3 | 46.6 | 3.38 | 0.70 |
| Topic 7: Build child, family, and community relationships that promote child development and learning. | | | | | | |
| I am prepared to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs. | 4.1 | 0.0 | 40.5 | 55.4 | 3.47 | 0.71 |
| I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members. | 5.6 | 0.0 | 34.7 | 59.7 | 3.49 | 0.88 |
| I am prepared to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. | 4.1 | 0.0 | 44.6 | 51.4 | 3.43 | .70 |
| Topic 8: Engage in professional and ethical practice at all times. | | | | | | |
| I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees. | 4.2 | 0.0 | 37.5 | 58.3 | 3.41 | .70 |
| I am prepared to participate as a team member to enhance communication and problem-solving. | 4.2 | 0.0 | 38.0 | 57.7 | 3.38 | 0.70 |

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Table 4
Comparison of Pre-Test and Post-Test Topic Scores

| Topic | Pre-Test | | Post-Test | | Obtained <i>t</i> | <i>ES</i> |
|--------------------------------|----------|------|-----------|------|--------------------|-----------|
| | Mean | SD | Mean | SD | | |
| Laws, Policies, and Procedures | 2.98 | 0.92 | 3.32 | 0.69 | -2.79 ¹ | 0.36 |
| Instructional Strategies | 3.01 | 0.90 | 3.27 | 0.69 | -2.26 ¹ | 0.29 |
| Child Development | 3.18 | 0.82 | 3.37 | 0.69 | -1.80 | 0.24 |
| Instructional Planning | 3.19 | 0.85 | 3.36 | 0.71 | -1.50 | 0.20 |
| Assessment Data | 3.24 | 0.80 | 3.40 | 0.68 | -1.48 | 0.19 |
| Social Interactions | 3.22 | 0.82 | 3.41 | 0.70 | -1.76 | 0.23 |
| Family-Community Relations | 3.17 | 0.86 | 3.43 | 0.71 | -2.32 ¹ | 0.30 |
| Professional-Ethical Behavior | 3.13 | 0.79 | 3.38 | 0.81 | -2.23 ¹ | 0.31 |

¹ $p < .05$; $ES = (M_{\text{Posttest}} - M_{\text{pretest}}) / SD_{\text{Pretest}}$

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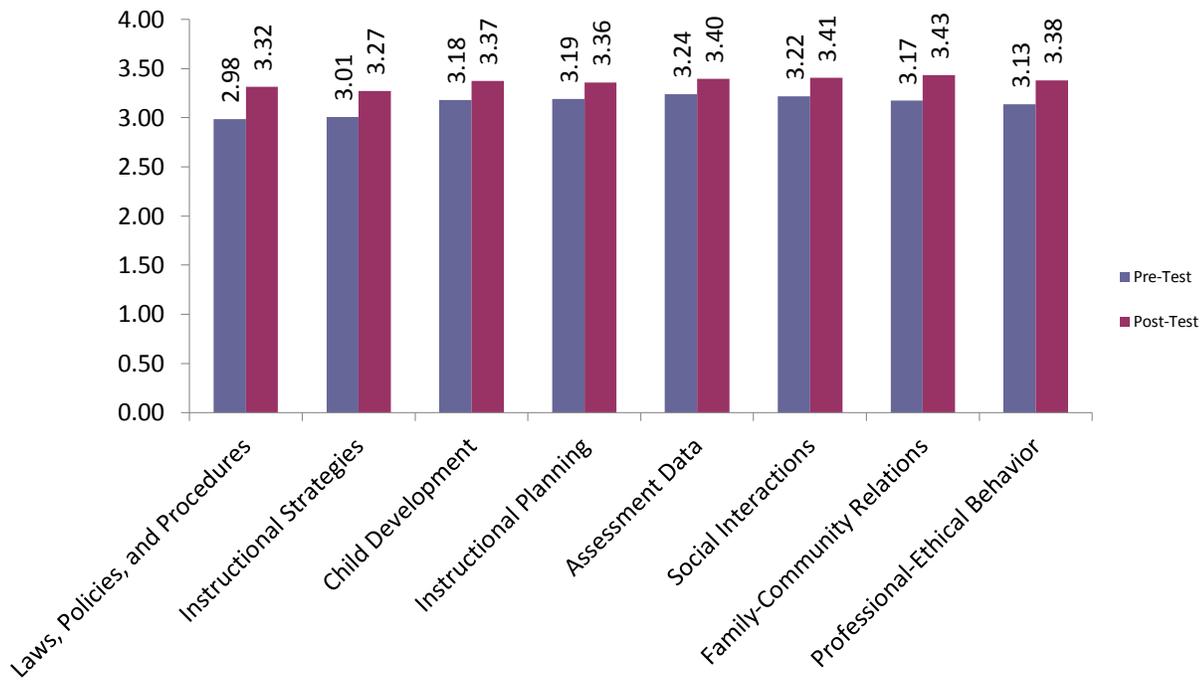


Figure 1. Comparison of average responses across topics included in survey.