



Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project

ACCEPT Project Student Survey Summary

Fall 2014

The faculty from Gaston College (Gaston) and the University of North Carolina at Charlotte (UNC Charlotte) 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 Gaston. In July, 2014, faculty from Gaston and UNC Charlotte ACCEPT Team members collaborated to discuss early childhood program core curriculum, courses that would be infused with special education content and activities in the fall of 2014 and spring of 2015, and opportunities that would be provided to scholars to work with children with disabilities in inclusive early childhood settings.

At the beginning of the Fall 2014 semester, a survey was administered to students in six 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 Gaston Early Childhood coursework during the first full-implementation phase of the project. Usable responses were received from 101 (66.9%) of the students at the beginning of the semester and 50 (33.1%) students at the end of the semester.

Participants

Similar numbers of students indicated that they were currently working with young children at the beginning of the semester and at the end of the semester ($\chi^2 = 0.56$, $df = 1$, $p > .05$). Student participation across pre-test and post-test administrations was also similar for ethnicity ($\chi^2 = 0.26$, $df = 4$, $p > .05$), highest level of previous education ($\chi^2 = 3.6$, $df = 4$, $p > .05$), current job environment ($\chi^2 = 2.90$, $df = 4$, $p > .05$), and intent to earn an associate degree ($\chi^2 = 2.2$, $df = 2$, $p > .05$). Pre-test and post-test participation was not similar for intent to transfer to four-year institution ($\chi^2 = 6.50$, $df = 2$, $p < .05$).

Pre-test demographic information. Individuals providing selected demographic information were between the ages of 16 and 24 (55.4%, $n = 56$) and 44.6% ($n = 45$) were older than 25 years of age. Ethnicity of the respondents included 68.8% ($n = 68$) White or Caucasian, 21.2% ($n = 21$) African American or Black, 3% ($n = 3$) Hispanic or Latino, 3% ($n = 3$) Asian or Pacific Rim, and 4% ($n = 4$) were from other ethnic backgrounds.

Responses to the question, “*Before entering this community college, what was your highest level of education?*” indicated that 68.7% ($n = 68$) of the students had earned a high school diploma, 19.2% ($n = 19$) had taken some college coursework, 3% ($n = 3$) had an Associate’s (2-year) degree, 6.1% ($n = 6$) had a certificate, and 3% ($n = 3$) had less than a high school diploma. Responses to the question regarding number of semesters the students had attended Gaston indicated that 56.6% ($n = 56$) had attended 1-2 semesters, 22.2% ($n = 22$) 3-4 semesters, and 21.2% ($n = 21$) 5 or more semesters.

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Participant responses also indicated that 74.2% ($n = 72$) completed 0-3 courses at Gaston, 9.3% ($n = 9$) completed 4-6 courses, 5.2% ($n = 5$) 7-9 courses, and 11.3% ($n = 11$) completed 10 or more courses.

Sixty scholars indicated that they were working at one of the following places: (a) 56.7% ($n = 34$) working at a center; (b) 30.0% ($n = 18$) working in other settings; (c) 8.4% ($n = 5$) working in the public school setting; (d) 3.4% ($n = 2$) working at a family child care or group child care home; and (e) 1.5% ($n = 1$) working at a Head Start facility. Forty-six (45.5%) scholars indicated that they were *currently working with young children*.

Of scholars responding to the question asking if they intended to earn an associate's degree in early childhood from Gaston, 86% ($n = 86$) answered "Yes," 8% ($n = 8$) were undecided, and 6% ($n = 6$) answered "No." When asked if they planned to transfer to a four-year institution, 33% ($n = 33$) answered "Yes," 41% ($n = 41$) were undecided, and 26% ($n = 26$) answered "No."

Post-test demographic information. Students ($N = 50$) completing the survey at the end of the semester were between the ages of 16 and 24 (48%, $n = 24$) or older than 25 years of age (52.0%, $n = 26$). The reported ethnicity of this group was 70% ($n = 35$) White or Caucasian, 20% ($n = 10$) African American or Black, 4% ($n = 2$) Hispanic or Latino, .2% ($n = 1$) Asian or Pacific Rim, and 4% ($n = 2$) were from other ethnic backgrounds.

Responses to the question, "*Before entering this community college, what was your highest level of education?*" indicated that 59.2% ($n = 29$) of the participants had earned a high school diploma, 28.6% ($n = 14$) had taken some college coursework, 8.2% ($n = 4$) had a certificate, and 4.1% ($n = 2$) an Associate's (2-year) degree. Responses to the question regarding number of semesters participants had attended Gaston indicated that 40% ($n = 20$) had attended 1-2 semesters, 44% ($n = 22$) 3-4 semesters, and 16% ($n = 8$) 5 or more semesters. Participant responses also indicated that 48% ($n = 24$) completed 0-3 early childhood courses at Gaston, 18% ($n = 9$) completed 4-6 early childhood courses, 10% ($n = 5$) 7-9 courses, and 24% ($n = 12$) completed 10 or more courses.

Forty-nine scholars indicated that they were working at one of the following places: (a) 69.4% ($n = 34$) at a center; (b) 18.4% ($n = 9$) working in other settings; (c) 4.0% ($n = 2$) working in the public school setting; (d) 2.0% ($n = 1$) working at a family child care or group child care home; and (e) 6.2% ($n = 3$) working at a Head Start facility. Twenty-six (52%) scholars indicated that they were *currently working with young children*.

Of scholars responding to the question asking if they intended to earn an associate's degree in early childhood from Gaston, 76% ($n = 38$) answered "Yes," 14% ($n = 7$) were undecided, and 10% ($n = 5$) answered "No." When asked if they planned to transfer to a four-year institution, 52% ($n = 26$) answered "Yes," 22% ($n = 11$) were undecided, and 26% ($n = 13$) answered "No."

Procedure

A comprehensive review of early childhood competency-focused literature in both general and special education was conducted and 44 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 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 standard 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 a *SurveyShare* link sent in an email by each instructor to her students. Instructors informed students to complete the survey once and multiple responses were not allowed from the same email address. To obtain summary scores for subsequent analyses, we averaged responses across items within each topic. Pre-test ($r_{xx} = .98$) and post-test ($r_{xx} = .99$) total internal consistency reliability estimates based on standardized items (i.e., when all scale items are standardized to have equal means and variances) were high.

Results

Pre-test rating summaries including means and standard deviations reflecting “perceptions of preparedness” are in Table 2. The mean for each item was above 3.0, indicating that most students agreed or strongly agreed with all items reflecting perceived preparedness on the survey. Ninety percent of scholars indicated that they agreed or strongly agreed to the following ACCEPT Standard items:

- I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.
- 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.
- 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 maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.
- I am prepared to participate as a team member to enhance communication and problem-solving.

Statements receiving the lowest perceived preparedness scores (e.g., less than 80% of students) were as follows:

- I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.
- I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.
- 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.

- I am prepared to promote child development and learning through varied delivery of instruction” received lower perceived preparedness scores.

Post-test rating summaries including means and standard deviations reflecting “perceptions of preparedness” are in Table 3. The mean for all statements was above 3.0, indicating that post-infusion, most students agreed or strongly agreed with all items reflecting perceived preparedness on the survey. Ninety percent of scholars indicated that they agreed or strongly agreed to the following competency statements:

- 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.
- 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.
- I am prepared to build early cognitive skills including oral communication and literacy skills.
- 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.
- I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.
- 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).
- 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).
- 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.
- I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.
- 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 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.
- 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.

- 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 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.
- I am prepared to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.
- I am prepared to participate as a team member to enhance communication and problem-solving.

There were no statements receiving perceived preparedness scores of less than 80% of students and those receiving less than 90% were in the high 80%.

Means, standard deviations, *t*-statistics, and effect sizes comparing pretest and posttest topic scores are in Table 4. Pretest and posttest scores were similarly high across topics (see Figure 1) and effect sizes reflecting practical differences were small.

Lessons Learned

Because of the variation in the number of students responding to the pre-infusion and post-infusion student survey, gains in perceived preparedness may not necessarily reflect effects of infusion but rather the difference in perceived preparedness between scholars who were not able to complete coursework fall semester and those who were. Pre-infusion there were only five items in which more than 90% scholars indicated perceived preparedness and there were four items in which student perceived preparedness scores were less than 80%. Post infusion, there were 17 items in which more than 90% scholars indicated perceived preparedness and there were no items in which student perceived preparedness scores were less than 80%. Other than characteristics of scholars able to finish coursework, increased perceived preparedness over a wide range of competency items may be the result of any or all of the following factors.

Infusion of Content and Skills. Instead of choosing a topic area, and designating a few courses in which that topic would be covered thoroughly, Gaston instructors choose to cover each topic area across all of their core courses. For instance, instead of assigning Topics 4 and 5 (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) and (Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners) primarily to EDU 259 Curriculum Planning, they embedded concepts and competency items related to this topic area within lessons on early intervention in EDU 119 Early Childhood Education; use of assistive technology in EDU 153 Health, Safety, and Nutrition; understanding children's behavior in EDU 146 Child Guidance; and adapting and modifying art activities in EDU 151 Creative Activities. This approach may have resulted in more students learning special education content and skills across topic areas.

Infusion of Activities. Instructors at Gaston College spent a great deal of their time planning activities that would provide opportunities for scholars to demonstrate learned content and skills while simulating life in early childhood settings. One such activity was observed when a UNC Charlotte

ACCEPT team member visited a classroom in February of 2015. Scholars working in small groups were asked to create a description of a child with a disability, choose an activity that they would be planning for their preschool class, and indicate how they would make sure that all children could participate in this activity, especially the child they had described. This activity not only gave scholars a chance to use their learnings related to 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), but also to refer to previous learnings related to local, state and federal policies; use of appropriate educational terminology, rights, and responsibilities; strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem; best practices for early childhood special education; varied delivery of instruction; formative assessment; and use of technology, among other areas. This focus on activities that helped scholars blend and apply their learnings may have resulted in the development of a broader knowledge base for students.

Professional Development. For each core course infused, a community college instructor serves as “point person.” Each community college point person is paired with a university ACCEPT team member point person with expertise in the content of that course. These pairs review and discuss course texts and objectives and use the website searchable database and individualized course matrices to select resources for infusion, decide where they will be embedded, and determine activities in which they will be used. At Gaston College, much time was spent in face-to-face collaborative meetings where point people discussed each topic area, resources available, and how they might be embedded in the early childhood curriculum for that specific course. For instance, in the past, whole group professional development workshops included at least one and a half hours reviewing a comprehensive website like the CONNECT Modules with all instructors. At Gaston, instructors preferred to have a brief overview (15 minutes) of a comprehensive website and then break up in pairs to individualize the information for their courses, learning styles, and interests. We spent very little time together as a group, except to socialize. Because of this increase in time spent collaborating to meet the individual needs of our instructors, we may have helped them attain a better understanding of how resources with information in different topic areas could be embedded in their coursework.

Infused Course Syllabi. We believe the best way to capture data on the number, quality, and use of infusion is through ACCEPT project infused course syllabi. Each syllabus reflects in its first column, the week and course text chapter or topic taught; in the second column, special education content taught, activities completed, and resources used pre-infusion; and in the third column, special education content taught, activities completed, and resources used post-infusion. These syllabi capture not only the type of resources infused but also how they are used (e.g., anticipatory set, presentation of new content or skills, enhancing previously taught content and skills, modeling, checking for understanding, guided practice, independent practice, among others). Our Gaston College program director requested that instead of building infused syllabi collaboratively during infusion that UNC Charlotte ACCEPT team members build syllabi before infusion began and share them with their point people. Although instructors did not use all the resources on the syllabi we created, seeing the syllabi helped them understand the infusion process and that the use of resources would not be an add-on or a special module but embedded within the content, skills, and activities of their already-existing curriculum. We found more resources were infused across coursework at Gaston and that they were truly embedded.

Searchable Database. Although matrices were a good first step to introducing instructors to resources we believed would fit in their coursework, they were static and did not allow instructors to find

resources when they modified instruction to meet learner needs and interests. The searchable data base provided instructors and scholars with the freedom to find resources independently. For instance, Gaston instructors posted the ACCEPT website address on their online platform so that scholars could use its resources to complete assignments. This may have resulted in increased use of resources and knowledge of special education content not necessarily represented on matrices or syllabi.

Resources. Not only were all resources made more available to instructors on the searchable data base but the quality and quantity of resources increased in our third year of implementation. For instance, we began the ACCEPT Project in 2011 and at that time had to carefully screen YouTube videos because, other than the CONNECT Modules, few websites offered clips of teacher evidence-based practices being modeled in early childhood settings. Now, there is a plethora of these videos on a number of reputable websites (e.g., Center on the Developing Child at Harvard University; Professional Development Program at Rockefeller College, Early Childhood and Training Program Video Library; Center for Early Childhood Education; The Iris Center; Colorado Department of Education Result Matter Video Library; Teaching Channel: Video Playlist Early Childhood Education; and Illinois Early Learning Project). A broader selection of quality resources may have resulted in scholars having a broader understanding of content and skills across topic areas.

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>	<ol style="list-style-type: none"> <li data-bbox="678 346 1471 472">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. <li data-bbox="678 472 1471 598">2. I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices. <li data-bbox="678 598 1471 714">3. I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.
<p>Develop and use instructional strategies to meet the needs of individual learners.</p>	<ol style="list-style-type: none"> <li data-bbox="678 714 1471 861">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. <li data-bbox="678 861 1471 987">5. I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA. <li data-bbox="678 987 1471 1102">6. I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.
<p>Build skills to promote child development and learning and lead to life and school success.</p>	<ol style="list-style-type: none"> <li data-bbox="678 1102 1471 1207">7. I am prepared to build early cognitive skills including oral communication and literacy skills. <li data-bbox="678 1207 1471 1354">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. <li data-bbox="678 1354 1471 1449">9. I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.
<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>	<ol style="list-style-type: none"> <li data-bbox="678 1449 1471 1638">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). <li data-bbox="678 1638 1471 1774">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).

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.

Table 2

Summary of Fall 2014 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.	3.0	16.0	52.0	29.0	3.07	0.76
I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.	4.0	22.0	45.0	29.0	2.99	0.82
I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.	4.0	16.2	47.5	32.3	3.08	0.80
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.	23.1	10.2	58.2	28.6	3.12	0.71
I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	6.1	27.6	42.9	23.5	2.84	0.86
I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	3.0	15.2	52.5	29.3	3.08	0.75
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.	2.0	9.2	55.1	33.7	3.20	.69
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.	2.0	15.3	53.1	29.6	3.10	0.73
I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.	2.0	5.1	59.6	33.3	3.24	0.64

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	10.2	52.0	33.7	3.15	0.77
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).	3.2	12.6	49.5	34.7	3.16	0.76
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).	3.0	9.0	53.0	35.0	3.20	0.73
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.	3.0	5.0	61.0	31.0	3.20	0.67
I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.	5.1	4.0	57.6	33.3	3.19	0.74
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).	2.0	7.1	54.5	36.4	3.25	0.68
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.	2.1	12.4	50.5	35.1	3.19	0.73

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.	2.0	14.1	54.5	29.3	3.11	0.71
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.	3.0	15.0	53.0	29.0	3.08	0.75
I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	3.0	1.0	62.0	34.0	3.27	0.63
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.	3.0	13.0	57.0	27.0	3.08	0.72
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.	2.0	6.9	49.5	41.6	3.31	0.69
I am prepared to participate as a team member to enhance communication and problem-solving.	2.0	3.0	52.5	42.4	3.35	0.64

Table 3

Summary of Fall 2014 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.	6.0	0.0	60.0	34.0	3.22	0.74
I am prepared to use federal, state, and local policies for confidential communication about early intervention team practices.	5.9	3.9	58.8	31.4	3.16	0.76
I am prepared to use appropriate educational terminology regarding students, programs, roles, and instructional activities.	5.9	2.0	64.7	27.5	3.14	0.72
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.	56.1	59.2	34.7	33.3	3.22	0.74
I am prepared to apply knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	5.9	7.8	52.9	33.3	3.14	0.80
I am prepared to apply knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	8.0	2.0	60.0	30.0	3.12	0.80
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.	5.9	0.0	56.9	37.3	3.25	0.74
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.	5.9	2.0	58.8	33.3	3.20	0.75
I am prepared to embed learning opportunities in everyday routines, relationships, activities, and places.	6.0	0.0	54.0	39.2	3.28	0.76

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).

6.1 0.0 59.2 34.0 3.22 0.74

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).

8.2 0.0 61.2 30.6 3.14 0.80

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).

5.9 0.0 62.7 31.4 3.20 0.72

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.

6.0 0.0 62.0 32.0 3.20 0.73

I am prepared to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.

5.9 0.0 64.7 29.4 3.18 0.71

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).

5.9 0.0 62.7 31.4 3.20 0.72

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.

6.0 4.0 56.0 34.0 3.18 0.77

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.	5.9	3.9	56.9	33.3	3.18	0.77
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.	6.1	0.0	61.2	32.7	3.20	0.74
I am prepared to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	6.1	0.0	61.2	32.7	3.20	0.74
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.	6.0	2.0	66.0	26.0	3.12	0.72
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.	4.0	0.0	60.2	36.0	3.28	0.67
I am prepared to participate as a team member to enhance communication and problem-solving.	6.1	0.0	59.2	34.7	3.22	0.74

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	3.04	0.73	3.15	0.72	-0.91 ¹	0.15
Instructional Strategies	2.99	0.69	3.10	0.77	-0.85 ¹	0.16
Child Development	3.13	0.67	3.22	0.74	-0.77 ¹	0.13
Instructional Planning	3.11	0.79	3.18	0.74	-0.57 ¹	0.09
Assessment Data	3.19	0.65	3.17	0.72	0.14 ¹	0.03
Social Interactions	3.16	0.67	3.16	0.73	-0.02 ¹	0.00
Family-Community Relations	3.11	0.67	3.13	0.75	-0.18 ¹	0.03
Professional-Ethical Behavior	3.30	0.68	3.16	0.81	-1.13 ¹	0.21

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

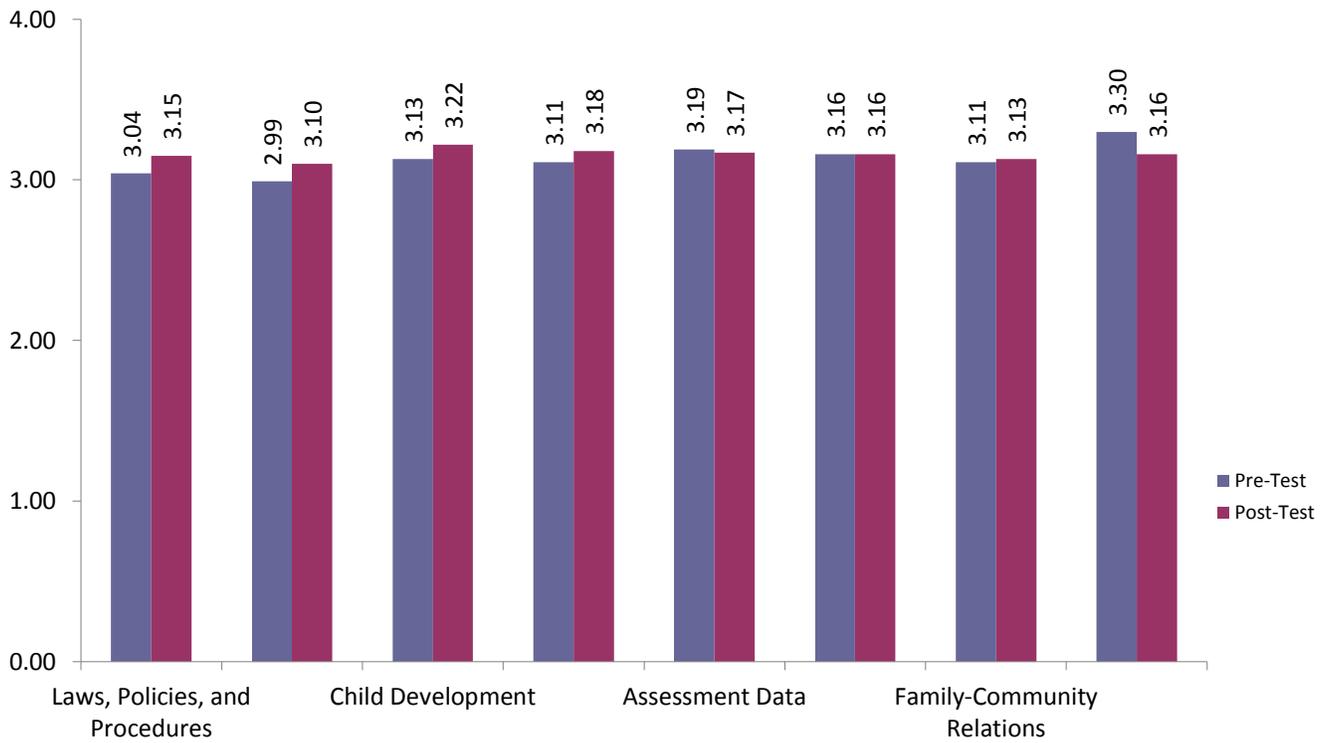


Figure 1. Comparison of average responses across topics included in survey.