

# SRI International

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February 1999

## **SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY (SEELS)**

### **EXISTING INSTRUMENT ANALYSIS**

**SRI Project 3421**

SEELS is being designed under Task Order 6 to SRI International and the Research Triangle Institute under the Office of Special Education Programs' Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities.



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## **THE SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY (SEELS)**

### **Analysis of Questionnaire Items Across Surveys**

February, 1999

**Analysis of Questionnaire Items Across Surveys**

The purpose of this task is to assemble interview items that have been used in existing surveys and that might be appropriate for use in the Special Education Elementary Longitudinal Study (SEELS). The value of SEELS as a study of students in special education will be maximized to the extent that SEELS data for students in special education can be compared to other populations, particularly students of similar ages in general education.

Two types of surveys have been reviewed and are reported here: parent interviews, and questionnaires completed by teachers and/or principals about schools and school programs. The two accompanying matrices report items from selected surveys that pertain to high priority SEELS research questions in each of the domains of the SEELS conceptual framework (see Special Education Elementary Longitudinal Study Revised Timeline and Data Collection, Sample, and Analysis Plans, December 1998; The Special Education Elementary Longitudinal Study Priorities Among Research Questions, February 1999; available at [www.sri.com//seels/](http://www.sri.com//seels/)

SEELS instrument are expected to be submitted for OMB clearance in August, 1999.

**COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS**

**Parent questionnaires reviewed from the following surveys that were reviewed:**

- National Early Intervention Longitudinal Study (NEILS), 1998 and following
- National Longitudinal Transition Study of Special Education Students (NLTS), 1987, 1990
- National Educational Longitudinal Study, 1988 (NELS:88), 8<sup>th</sup> grade cohort.
- National Household Education Survey, Parent and Family Involvement in Education, 1996
- National Health Interview Survey and Child Disability Supplement, 1994
- Early Childhood Longitudinal Study, Kindergarten Cohort, 1999 and following
- National Household Education Survey, School Safety Survey, 1993
- National Household Education Survey, Early Childhood Program Participation, 1995

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>What are students' identified disabilities?</b>							
A8a, 9a-b. Was CHILD's need for special service due to a diagnosed condition? What is his/her diagnosed condition? A8b,9b Have any professionals mentioned CHILD having a developmental problem or delay? For example, a delay in learning to talk or walk, a problem understanding things, or a delay in his/her emotional or behavioral development? What is the developmental problem or delay? A8c, 9c. Why did CHILD need early intervention?	A6a-b. For what learning problems or other disabilities has CHILD gotten special services? Which of these has been CHILD's main learning problem or disability?	47. In your opinion, does your 8 <sup>th</sup> grader have any of the following problems? [visual handicap not corrected by glasses, hearing problem, deafness, speech problem, orthopedic problem (examples), other physical disability, specific learning problem, emotional problem].	PJ1. Nnow I have a few questions about CHILD's health. Has a doctor or other health professional ever told you that CHILD was developmentally delayed? PJ2. Does CHILD have any of the following disabilities? A specific learning disability? Mental retardation. A speech impairment, A serious emotional disturbance? Deafness or another hearing impairment? Blindness or another visual impairment. An orthopedic impairment? Another health impairment lasting 6 months or more.	B13a. What condition causes this (limitation in activities because of an impairment or health problem)? Is this limitation caused by any other specific condition? Which of these conditions would you say is the main cause of this limitation?  H1a. Does anyone in the family now have...(read 23 specific ailments)? Who was this? H2a read cats. of eye, ear, leg, arm problems. H3a-6a Read cats. of illness	CHQ.115. Has CHILD been evaluated by a professional in response to [his/her] ability to pay attention or learn? CHQ.120. Did you obtain a diagnosis of a problem from a professional? CHQ.125. What was the diagnosis?		M3. Has a doctor or other health professional ever told you that CHILD was developmentally delayed? M4 Does CHILD have any of the following disabilities: Specific learning disability? Mental retardation? A speech impairment? Serious emotional disturbance? Deafness? Another hearing impairment? Blindness? Another visual impairment? An orthopedic impairment? Another health impairment lasting 6 months or more?
			PJ3. Does CHILD have any physical, emotional, or mental condition that limits or interferes with his/her ability to do regular school work? To take part in sports, games, or other activities with children his/her age?	IIB1a/2A. Does anyone in the family have: a learning disability, cerebral palsy, cystic fibrosis, Down syndrome, mental retardation, muscular dystrophy, spina bifida, autism, hydrocephelus? Who is this?	CHQ.150. Has CHILD been evaluated by a professional in response to [his/her] overall activity level? CHQ.155. Did you obtain a diagnosis of a problem from a professional? CHQ.160. What was the diagnosis?		M5. (Does/Do) CHILD'S disability/disabilities) affect his/her ability to learn?

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are students' identified disabilities (continued)?							
			PJ4. Does CHILD's disability/ies affect his/her ability to learn?	IIE91. During the past 12 mos., did NAME have (list 10 mental disorders and substance abuse)?	CHQ.210. Has CHILD been evaluated by a professional in response to [his/her] ability to communicate? CHQ.215. Did you obtain a diagnosis of a problem from a professional?		
				IIG15a/c. Do you think that CHILD now has any problems or delays in emotional or behavioral development? Have any doctors or health care professionals discussed or mentioned NAME having a problem or delay in emotional or behavioral development?			
				H2a. Does anyone in the family now have (stammering or stuttering, any other speech defect)? Who is this?			
				II4n. Does NAME have serious difficulty learning how to do things that most other people their age are able to learn?			
				IIG15a/c. Do you think that CHILD now has any problems or delays in speech or language development? Have any doctors or health care professionals discussed or mentioned NAME having a problem or delay in speech or language development?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are students' identified disabilities (continued)?							
				IIG20a. Does NAME now have any physical, mental, or emotional problem that make it difficult to chew, swallow, or digest?			
				IIG15a/c. Do you think that CHILD now has any problems or delays in understanding things, that is delays in cognitive or mental development? Have any doctors or health care professionals discussed or mentioned NAME having a problem or delay in understanding things?			
				H2a. Does anyone in the family now have... (a missing finger, hand or arm, toe, foot or leg, a missing joint, a clubfoot, permanent stiffness or any deformity of the foot, leg or back)? Who is this?			
				IIG2a. Do you think that NAME has any significant problems or delays in physical development? Have any doctors or health care professionals discussed or mentioned NAME's problem or delay in physical development?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What is the pattern over time of students' disability classification?							
A9e. When last we spoke in MONTH/ YEAR, you told us (FILL) as the reason(s) CHILD was receiving special services. Has CHILD been identified as having any additional diagnoses or delays? What are they?							
What are the implications of disability for student functioning in terms of students' abilities to hear, see, and function physically?							
B1a-c,e, g. Compared with other children about the same age, would you say CHILD hears normally, or does or may have a hearing problem? Has CHILD's hearing been tested by a professional? Was a hearing problem diagnosed by a professional? Is CHILD's hearing low mild, moderate, or severe to profound? How well does CHILD hear with the hearing device? Would you say s/he hears normally, has a little trouble hearing, has a lot of trouble hearing, or doesn't hear at all?				H2a. Does anyone in the family now have... (deafness in one or both ears; any other trouble hearing with one or both ears? Who is this? IIA1d. Does anyone in the family have any trouble hearing what is said in normal conversation (even when wearing a hearing aid)? Is NAME able to hear loud noises?	CHQ.230. Does CHILD have difficulty hearing and understanding speech in a normal conversation? CHQ.235. Have you had CHILD'S hearing evaluated by a professional? CHQ.245. Did you obtain a diagnosis of a problem from a professional?		
B4. How well does CHILD use his/her arms and hands? Would you say s/he uses both his/her arms and hands normally, has a little trouble using one or both, has a lot of trouble using one or both, or has no use at all of one or both of his/her arms or hands?				H1a. Does anyone in the family now have... (paralysis of any kind)? Who is this?			



COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are the implications of disability for student functioning in terms of students' abilities to hear, see, and function physically (continued)?							
B2a-c,f, g. How is CHILD's eyesight. Would you say s/he sees normally without glasses, or does or may have a vision problem? Has CHILD's vision been tested by a professional? Was a vision problem diagnosed by a professional? How well does CHILD see with glasses? Would you say s/he sees normally, has a little trouble seeing, or has a lot of trouble seeing? How well can CHILD see without glasses? (same cats.)				H2a. Does anyone in the family now have... (list vision disorders) or any other trouble seeing with one or both eyes, even when wearing glasses? Who is this? IIA1a. Does anyone in the family have serious difficulty seeing, even when wearing glasses or contact lenses? Is NAME legally blind?	CHQ.285. Now I want to ask you about CHILD'S vision. Does CHILD have difficulty seeing objects in the distance or letters on paper? CHQ.290. Has CHILD'S vision been evaluated by a professional? CHQ.300. Did you obtain a diagnosis of a problem from a professional?		
B5. How well does CHILD use his/her legs and feet? Would you say s/he uses both his/her legs and feet normally, has a little trouble using one or both, has a lot of trouble using one or both, or has no use at all of one or both of his/her arms or hands?				IID1a/2a. Does NAME have any difficulty lifting something as heavy as 10 lbs., such as a full bag of groceries? Walking up 10 steps without resting? Walking a quarter of a mile, about 3 city blocks? Standing for about 20 minutes? Bending down from a standing position to pick up an object from the floor, for example, a shoe? Reaching up over the head or reaching out as if to shake someone's hand? Using fingers to grasp or handle something such as picking up a glass from a table? Holding a pen or pencil?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are the implications of disability for student functioning in terms of students' abilities to hear, see, and function physically (continued)?							
B24a-j Hand use milestones for infants/toddlers.				IIG18a. Because of a physical, mental, or emotional problem, does NAME now have any difficulty participating in strenuous activity, such as running or swimming, compared with other children their age? Has the problem or condition which causes NAME to have difficulty participating in strenuous activity been going on or is it expected to go on for at least 12 mos.?			
B23a-m. Mobility milestones for infants/toddlers				IIH4/7/8/15e/20. Can NAME hold his/her head up without support? Can NAME sit upright without leaning against anything? Has NAME ever crawled or crept on hands or stomach? Does NAME walk without holding on to anything? Does NAME walk rapidly or run?			
What are students' strengths?							
B7-15. Some children: are good at paying attention to things and staying focused on what they are doing. Like to do things on their own even if it's hard. Try to finish things, even if it takes a long time.					CHQ.095-105. For the next set of questions, please base your answer on how CHILD compares to other children of the same age. CHILD is inde-pendent and takes care of him/herself . . . Does CHILD pay attention . Does CHILD learn, think, and solve problems . . .		

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NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are students' special education and broader treatment histories?							
A15. About how many mos. old was CHILD when you first tried to get early intervention services?	A8. About how old was CHILD when s/he started getting special services from a professional for this difficulty?	38. Did your 8 <sup>th</sup> grader attend any of the following pre-first-grade programs? (daycare, nursery or pre-school, Head Start, kindergarten).			CHQ.375. How old was CHILD when [this service/the earliest of these services] began?		
A10a-c. How many mos. old was CHILD when s/he was first diagnosed with this (any of these) conditions(s)? How many mos. old was CHILD when the delay(s) was/were first identified? How many mos. old was CHILD when the concern(s) was/were first identified? A11. About how many mos. old was CHILD when someone was first concerned about his/her health or development?	A8. About how old was CHILD when s/he started having this difficulty?			IIC8a. How old was CHILD when s/he first had a problem with bathing or showering? Eating? Using the toilet?	CHQ.340. Prior to this school year, did CHILD ever receive therapy services or take part in a program for children with disabilities? CHQ.345. I'm going to read a list of services. For each service, please tell me if CHILD or your family ever received this service before this school year to help with CHILD'S special needs. Speech or language therapy, Occupational therapy, Physical therapy, Vision services, Social work services, Psychological services, Home visits, Parent support or training, Special class with other children some or all of whom also had special needs, Private tutoring or schooling for learning problems, Instruction in Braille, Instruction in sign language, Cued Speech, ASL, TOCO		

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are students' demographic characteristics, including age, gender, ethnicity, and primary language?							
AV4-6. I have his/her birthday as... Is that correct? What is his/her correct birthdate?	A2a-b. How old is CHILD? What is CHILD's date of birth?		PA1-2. Before we begin, I'd like to confirm his/her age. In what month and year was CHILD born? That would mean that CHILD is (AGE). Is that right?	A3. What is NAME'S date of birth? (Asked for all persons "living or staying" in the household.)	INQ.060. I have recorded that CHILD was born on [DATE OF BIRTH]. Is that correct?	P1. Before we begin, I'd like to confirm his/her age. In what month and year was CHILD born?	
AV3. Is CHILD male or female?	A1. Is CHILD male or female?				INQ.050. I have CHILD recorded as [male/female]. Is that correct?		
A6. Is CHILD...? (Read 7 ethnicity cats..)	A6. What is CHILD's ethnic background? Is s/he... (6 cats.)?			L4a. What is the number of the group or groups which represents CHILD's race? (16 cats.)		P2. Is CHILD ... (race categories)? P3. Is s/he of Hispanic origin?	
	A2. Does CHILD usually speak English at home, or does s/he usually speak another language?	22. Is any language other than English spoken in your home? What languages other than English are spoken in your home? (12 cats). Of these languages, which is most often spoken in your home? What is the main language people in your home usually speak?	What language does CHILD speak most at home? (English, Spanish, Spanish and English equally, another language, SPECIFY. CHILD doesn't speak) Categories not read.		PLQ.020. Is any language other than English regularly spoken in your home? PLQ.030. Is English also spoken in your home? PLQ.040. What languages other than English are spoken in your home? PLQ.060. What is the primary language spoken in your home? How often [do/does [you/child] use [non-English language] in speaking to [child/you/]?		
		27. What language do you usually speak to your 8 <sup>th</sup> grader in your home? What language does your 8 <sup>th</sup> grader usually speak to you in your home?	PA4. What language do you speak most at home? PL1. What was the first language CHILD's mother learned to speak? What language does CHILD's mother speak most at home now?				

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are students' experiences with health insurance in terms of whether they are covered, kind of coverage (private, Medicaid, managed care), adequacy of coverage?							
A22-25. Is CHILD now covered by health insurance from an employer or union, or that your family buys directly? Is CHILD covered by (STATE's) government-assisted health insurance, such as (FILL)? . Is CHILD covered by any other health insurance program? Is any of CHILD's coverage through an HMO? Have you had to change insurance plans or buy extra insurance for CHILD because of his/her special needs?	F9. In the past 12 mos., has your household gotten money or benefits from Medicaid?						
A26a. Have you tried to get your insurance or health plan to pay for something for CHILD but they wouldn't pay? What wouldn't your insurance pay for? Was it diagnostic procedures or tests, surgery, special equipment, therapy services, or something else?							
How frequently have students changed schools?							
		40. How many time has your 8 <sup>th</sup> grader changed schools since s/he entered first grade? Do not count changes that occurred as a result of promotion to one grade or level or a move from one elementary school building to a middle school building in the same district.	PD11. Since the beginning of this school year, has CHILD been in the same school?				

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—HOUSEHOLD CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What is the composition of households in which students in special education live in terms of number and relationships of adults and children, presence of other members with disabilities, marital status?							
F1. How many persons live in your household?		2. Altogether, how many people are dependent upon you (or you and your spouse/partner)? Count everyone—include in-dividuals not living with you and your spouse/partner—who receives one half or more of their financial support from you or your spouse/partner. Do not include yourself or your spouse/partner.		A1a. What are the names of all persons living or staying here? What is NAME of EACH ADULT relationship to...?	FSQ.020. We have listed that you and CHILD live in this household. Please tell me the first names and ages of all the other people who normally live here. FSQ.060. Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?	S6. Starting with yourself, please tell me the ages and first names of all people who normally live in your household.	
F2. How many adults are there in the household, including you?		78. Does your 8 <sup>th</sup> grader have another parent (biological or adoptive) who lives outside of your home?					
F3. How many children are in the household, including CHILD?	F2. How many children are now part of the household?	3a/b. We would like to know how many brothers and sisters your 8 <sup>th</sup> grader has. Please consider all siblings, in-cluding half- and step- and adoptive brothers and sisters. How many of these siblings are presently living in the home?					
S6-7. What is your relation to CHILD? (9 cats., differentiated by gender of respondent) F27. What is the relationship of the other adult(s) in the household to CHILD? (7 cats.)		1A. What is your relationship and that of your spouse/partner to CHILD?	PAINTRO. PA5-7Now I'd like to ask how the people in your household are related to CHILD. (For each member) How is PERSON related to CHILD? 11 categories. Are you CHILD's birth mother, adoptive mother, stepmother, or foster mother (or father)?		FSQ.120. What is [your/NAME's] relationship to CHILD?		

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What is the composition of households in which students in special education live in terms of number and relationships of adults and children, presence of other members with disabilities, marital status (continued)?							
S8a-c. Does CHILD live with you now? (If no) Where does (he/she) live? (If in hospital/special school) Where does CHILD live when he/she is not (in the hospital/at the special school)?	A2. Where does CHILD live now? (22 cats.). A4. IF IN FACILITY, How long has CHILD lived there? IIC1-3. Where does NAME live now? (12 cats.) Do you want NAME to be living there now, or do you wish s/he could live somewhere else? Has NAME lived anywhere else in the past 12 mos.? Where else has NAME lived in the past 12 mos.? (12 cats.)	1B. How much of the time does CHILD live with you? (all, more than half time, half of the time, less than half time, none of the time)					
F12a-c. Do you now have a partner or spouse living with you? Are you married to that person? What is that person's relationship to CHILD? (13 cats.)	F1. Is this a one-parent or two-parent household?	7. What is your current marital status? (divorced, widowed, separated, never married, marriage-like relationship., married)		L7. Is EACH ADULT now married, widowed, divorced, separated, or has NAME ever been married?	FSQ.110. Do you have a spouse or partner who lives in this household? FSQ.120. Who in the household is your spouse or partner?		N1. What is [your/(CHILD'S) (mother's/stepmother's/foster mother's)] marital status?
F19/23. Does CHILD's biological mother/father live in the household with (him/her)?							
F5a-c. Do any of these children have a special need, delay, or disability? How many other children have a special need, delay, or disability? Which child has special needs? (Record on list of ages of children)	F3-4. Do other children in the household besides CHILD have a learning problem or other disability? Does the head of the household have a learning problem or other disability?			III.1a. Do you consider yourself or anyone in your family to have a disability? Who is this?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—HOUSEHOLD CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are the socioeconomic characteristics of households of students in special education in terms of parent education, employment, benefit program participation, experience with welfare reform, household income, housing arrangement and adequacy, and transportation adequacy?							
F10/17. What is the highest year or grade you finished in school? What is the highest year or grade your spouse/ partner finished in school? (7 cats.) F22/26. What is the highest year or grade CHILD’s biological mother/father finished in school? (7 cats.)	F5. What is the highest year or grade the head of household finished in school? (7 cats.)	30/31. What is the highest level of education you have completed? (13 cats). What is the highest level of education your spouse/ partner has completed?	PL3. What is the highest grade or year of school that you (CHILD’s mother) completed?  PL4. Do you (does she) have a high school diploma or its equivalent, such as a GED?	L2a. What is the highest grade or year of regular school EACH ADULT has ever attended?	PEQ.020. What [is/was] the highest grade or year of school that [you/ child’s biological/adoptive mother/father] have/has completed? PEQ.030. Do you/does child’s biological/adoptive mother/father have a high school diploma or its equivalent, such as a GED?	P99. What is the highest grade or year of school that [you/child’s mother] completed? P100. Did [you/she] receive a high school diploma or equivalent?	N7. What is the highest grade or year of school that [you/(CHILD’S) (mother/stepmother/foster mother)] completed? N7Ov. (Did you/Did she) earn a vocational or technical diploma after leaving high school? N8. (Do you/Does she) have a high school diploma or its equivalent, such as a GED?
F6a/13a. Do you (does your partner/spouse) have a paid job now? F6b/13b. In an average week, about how many hours do you (does your partner/spouse) work for pay? (hours, or 3 cats.)	F6. Does the head of household have a paying job now? F7. In an average week, about how many hours does the head of household work for pay?	32-34. During the past week, were you working full-time (35 hours or more) or part-time? (f-t, p-t, had job not at work, no job). Which one of these best describes your current situation? (unemp. Disabled., retired, in-school, keeping house, none). Have you ever held a regular job (including self-employment)? Please describe your present or most recent job. If you hold more than 2 jobs, describe only 1 job, that you consider to be your main job. (18 cats). Same series for spouse/partner	PL5. During the past week, did you /did CHILD’s mother work at a job for pay? PL6. Were you/was she on leave or vacation from a job? PL7. About how many total hours per week do you (does she) usually work for pay, counting all jobs? PL8. In the past 12 months, how many months if any have you (has she) worked for pay? PL9. Have you (has she) been actively looking for work in the past 4 weeks? (same for father)	D1a-b. During (specified 2 weeks) did EACH ADULT work at any time at a job or business, not counting work around the house? Even though NAME did not work during those 2 weeks, did s/he have a job or business?	EMQ.020-050. During the past week, did [you/name] work at a job for pay? [Were you/was name] on leave or vacation from a job? How many jobs [do you/does name] have now? About how many total hours per week [do you/ does name] usually work for pay, counting all jobs? EMQ.130-140. What kind of business or industry [is/was] this? What kind of work [are/is/were/was] [you/name] doing? EMQ.170. Between CHILD’S birth and when s/he entered kinder-garten, did [you/child’s mother] work outside the home for pay?	P101. During the past week, did [you/child’s mother/stepmother/foster mother] work at a job for pay?	N9. During the past week, did [you/(CHILD’S) mother/stepmother/foster mother] work at a job for pay?



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NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>What are the socioeconomic characteristics of households of students in special education in terms of parent education level and current education activities, employment, benefit program participation, experience with welfare reform, household income, housing arrangement and adequacy, and transportation adequacy (continued)?</b>							
F28a. My next questions are about government benefits you or others in your household may receive. Do you or anyone in the household now receive money from AFDC, TANF, or the state welfare program? F28b, b1. Did you or anyone in the household get any of these welfare benefits anytime in the last year? Who got those welfare benefits in the past year? Was it you, someone else in the household, or both you and someone else in the household? F28c-d. Did you stop getting these welfare benefits because you started working, got married, or some other reason? Did you start working because you wanted to or because your welfare benefits were ending?	F9. In the past 12 mos., has your household gotten money or benefits from any of the following programs? (SSDI, SS Survivors Benefits, SSI, AFDC, public. Assistance, Food Stamps, unemployment insurance, WIC, other)				WPQ.030-070. When [you were/child's mother was] pregnant with CHILD, did [you/she]receive any WIC benefits? Did CHILD receive any WIC benefits as an infant or child? In the past 12 months, have your or anyone in your household received Aid to Families with Dependent Children – sometimes called AFDC or ADC, Temporary Assistance for Needy Families, sometimes called TANF [or (state AFDC program name)]? During those 12 months, how long did [someone in] your household receive AFDC [or (state AFDC program name)]? Since CHILD was born, have you or anyone in your household ever received AFDC [or (state AFDC program name)]?		P7. In the past <u>12 months</u> , has your family received funds or services from any of the following programs? How about... Women, Infants, and Children (WIC), Food Stamps, or Aid to Families with Dependent Children (AFDC)?
F29, 30. Do you or anyone in the household receive food stamps now? Do you now get food or food vouchers from WIC?					WPQ.080-100. In the past 12 months, have your or anyone in your household received food stamps? During those 12 months, how long did [someone in] your household receive food stamps? Since CHILD was born, have your or anyone in your household ever received food stamps?		

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—HOUSEHOLD CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>What are the socioeconomic characteristics of households of students in special education in terms of parent education level and current education activities, employment, benefit program participation, experience with welfare reform, household income, housing arrangement and adequacy, and transportation adequacy (continued)?</b>							
F31a-c. Do you now receive money for CHILD from the Sup. Sec. Inc. or SSI program? Did you ever get money for CHILD from the SSI program? Did you stop getting money from SSI for CHILD because your household income was too high, or CHILD no longer qualified? (Both allowed)							
F35a-e. In studies like these, households are some-times grouped according to income. Pls tell me which group best describes the total income of all persons in your household over the past year, including salaries or other earnings, money from public assistance, retirement, and so on for all house-hold members. Was your income in the past year \$25K or less, or more than \$25K? Was it... (5 cats. up to \$25K)? Was it \$50K or less, or more than \$50K? Was it... (5 cats. 25 to \$50K; or 6 cats. above \$50K).	F8. We want to group households by income. Think of the income the household got in 1986 from all sources before taxes. Was this...(6 cats. through 50K or 2 cats. under or over 25K)	80. What was your total family income from all sources in 1987? (If you are not sure about the amount please estimate). 15 cats; none, 5 <10K, 3 10-25, 4 25-100; 2 100 or more) 81. How many wage earners in your household contributed to the family income reported above?		L81. Was the total combined family income during the past 12 mos., that is yours, READ NAMES, more or less than \$20,000? Include money from jobs, Social Security, retirement income, unemployment payments, public assistance, and so forth. Also include income from interest dividends, net income from business, farm, or rent, and any other money income received. Of these income groups (26 cats.), which letter best represents the total combined family income during the past 12 mos.?	EMQ.180. Since CHILD was born, was there any time in which [hi/her] family had serious financial problems or was unable to pay the monthly bills? EMQ.190. During how many years or months since s/he was born has CHILD’S family had serious financial problems?	P123. In studies like this, households are sometimes grouped according to income. Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members. Is your household income . . .	P8. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members. s
F34. How well does your current transportation meet your family’s needs? (Excellent to poor)							

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—NONSCHOOL FACTORS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
PRESENCE AND PARTICIPATION							
To what extent do students in special education participate in organized group activities?							
E28. Are there any <u>other</u> children’s <u>group</u> activities that CHILD goes to <u>regularly</u> , such as story hours, play groups, gym programs, or other preschool programs? E29. What is that [are those]?	F2-3. In the past 12 mos., has CHILD belonged to any school or other group, like sports teams, Scouts, a church group, or band? What kinds of groups has CHILD belonged to in the past 12 mos.?	60. Has your 8 <sup>th</sup> grader attended classes outside of his or her regular school to study any of the following? Art, music, dance, language, religion, history and culture of his/her ancestors, computer skills, other.	P117. During this school year, has CHILD participated in any activities outside of school, such as music lessons, church or temple youth group, scouting or organized team sports, like soccer?			P77. During this school year, has CHILD participated in any school activities such as sports teams, band or chorus, school clubs, or student government?	
		63. Since your 8 <sup>th</sup> grader began the first grade, has s/he been involved in any of the following non-school activities? Boy or Girl Scouts, cub scouts or brownies, campfire or bluebirds. Boys Club, Girls Club, religious group, YMCA YWCA, Jewish com. center. little League or other sports teams, 4-H Club, community-based group.				P78. During this school year, has CHILD participated in any out-of-school group activities such as scouting, church or temple youth group, or non-school team sports like Little League?	
What are after school care experiences and needs of students in special education?							
		71-73. Does your 8 <sup>th</sup> grader usually come home directly after school? Are any of the following people at home when your 8 <sup>th</sup> grader returns home from school? mother/female guardian, father/male guardian, other adult relative, a sitter, an adult neighbor, older brother/sister, younger brother/sister, no one is at home.			CCQ.260. Is CHILD now attending a day care center or a before or after school program at a school or in a center on a regular basis? CCQ.265. [Other than Head Start, has] CHILD ever attended a day care center, nursery school, preschool, prekindergarten, or before or after school program at a school or in a center on a regular basis?		D1. Is CHILD now receiving care from a relative on a regular basis (including care provided before or after school)? D10. On school days, does CHILD receive that care before school, after school, or both?

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—NONSCHOOL FACTORS—HOUSEHOLD CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What are after school care experiences and needs of students in special education (continued)?							
		73. Where does your 8 <sup>th</sup> grader usually go after school? neighbor's house, sitter's house, relative's house, friend's house, after school program, extracurricular activities, organized sports, home to a job, some other place.					
USE OF ACCOMMODATIONS, ADAPTATIONS, ENRICHMENTS, OR COMPENSATIONS TO ACHIEVE OUTCOMES							
What services and supports do families provide for their children in special education outside of their school programs?							
		61. Do you or your 8 <sup>th</sup> grader take part in any of the following activities (Mark 2 each, 1 for you and 1 for your child). borrow books from the public library, attend concerts or other musical events, go to art museums, to go science museums, go to history museums.	P14. FOR GRADE 6 and ABOVE . In the past month, has anyone in your family done the following things with CHILD? Visited a library, gone to a play, concert, or other live show? Visited an art gallery, museum, or historical site? Visited a zoo or aquarium? Done other things, such as talked with CHILD about his/her family history or ethnic heritage. Attended an event sponsored by a community ethnic or religious group. Attended an athletic or sporting even in which CHILD was not a player?				
C8-9. Are any of these home services paid for by you or your insurance or are they all paid for some other way? What services or therapies that you get at home does your family or insurance pay for? (15 cats.) Same sequence for center-based services (C14-15) and services provided in other settings (C18-19).				IIC6a. You said that CHILD gets help, needs to be reminded, or needs someone close by when (name daily living skills). Is any of this help paid for? IIG11g. Is this (physical or occupational therapy) paid for? Who pays for this therapy? (10 cats.) How much did the family pay for this therapy during the past 2 weeks?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—NONSCHOOL FACTORS—HOUSEHOLD CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>What medical or other disability-related assistive devices do students use?</b>							
A19. Is CHILD now regularly taking any prescription medicine for a specific condition or problem?				IIG3a. Does NAME now have a physical, mental, or emotional problem for which s/he regularly takes prescription medication?			
A20a-b. Does CHILD use any kind of medical device, like an oxygen tank, catheter, or a breathing monitor? What is the device?				IIG7a. Does NAME now need special medical equipment in order to breathe? IIG21a. Does NAME now need special medical equipment to assist with eating or toileting?			
B1f. Was a hearing aid or other kind of hearing device prescribed for CHILD?	E14. In the past 12 mos., has CHILD used any of the following because of his/her disability? His s/he used: A TDD, TTY or teletype (telecommunications device for the deaf), a telephone amplifier, a hearing aid, closed captioned television, a hearing dog, voice aids, any other device to help with hearing problems?			Does anyone in the family now use a hearing aid? IIA3. (Besides a hearing aid), does NAME now use an amplifier for the phone, a TDD, TTY or teletype, closed caption TV, assistive listening or signaling devices, an interpreter, or any other equipment for people with hearing impairments?			
B2e. Were glasses prescribed to help CHILD see?	E16. In the past 12 mos. has CHILD used any of the following because of his/her disability: a seeing- eye dog, large-print or Braille readers, an opticon or optical scanner, a computer designed to compensate for a disability, any other device to help with problems seeing?			IIA1f. Does NAME now use telescopic lenses, Braille, readers, a guide dog, white cane, or any other equipment for people with visual impairments?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>What medical or other disability-related assistive devices do students use at school that require school staff attention (continued)?</b>							
B6. Does CHILD use any equipment to help him/her get around, such as crutches, a walker, or a wheelchair?	E15. In the past 12 mos. has CHILD used any of the following because of his/her disability: a wheel chair; crutches, a cane, or walker; Have there been any changes to the car? Has s/he used prosthetics or orthotics, such as leg braces or an artificial limb? Has she used a computer designed to compensate for a disability? Has s/he used any other devices to help get around?			III7a. Does anyone in the family now use an aritificial leg, foot, arm, or hand? Who is this?  II5a/6a. Does anyone in the family now use any of these aids to get around: a cane, crutches, walker, medically prescribed shoes, a wheelchair, or a scooter? Who is this? Does anyone in the family now use a brace of any kind? Who is this?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—NONSCHOOL FACTORS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
FAMILY INVOLVEMENT							
To what extent do parents of students in special education engage in activities at home that support students' educational and social development?							
		69. Do you have a computer in your home that your 8 <sup>th</sup> grader uses for educational purposes?					
		65. Are there family rules that are enforced for your 8 <sup>th</sup> grader about any of the following activities: maintaining a certain grade average, doing homework, doing household chores.	PG2. During this school year, how often did you (or other adult household members) help him/her with his/her homework? Would you say never, less than once a week, 1 to 2 times a week, 3 to 4 times a week, or 5 or more times a week?  PK6. During the past week, has CHILD watched or listened to the national news with you (or other adult household members)?		HEQ.010. Now I'd like to talk with you about CHILD's activities with family members. In a typical week, how often do you or any other family members do the following things with CHILD? Read books to CHILD?, Tell stories to CHILD: Sing songs with CHILD? Help CHILD do arts and crafts? Involve CHILD in household chores, like cooking, cleaning, setting the table, or caring for pets?. Play games or do puzzles with CHILD? Talk about nature or do science projects with CHILD? Build something or play with construction toys with CHILD? Play a sport or exercise together?	PY85. During the last week, have you talked with CHILD about school activities or events or school projects?	

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—NONSCHOOL FACTORS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
To what extent do parents of students in special education engage in activities at home that support students' educational and social development (continued)?							
		66. Parents differ in how much they talk to their children about what they do in school. How often do you or your spouse/partner talk with your 8 <sup>th</sup> grader about his/her experiences in school? (not at all, rarely, occ., regularly)	PI1. Now I'd like to talk with you about CHILD's activities with family members in the past week. How many times have you or someone in your family read to CHILD in the past week? Would you say not at all, once or twice, 3 or more times, or every day?				
		68. How often do you or your spouse/partner talk with your 8 <sup>th</sup> grader about his/her educational plans for after h.s.? (not at all, rarely, occ., regularly)	PI3. (FOR ELEMENTARY STUDENTS) In the past week, has anyone in your family done the following things with CHILD. Told him/her a story? Involved him/her in household chores like cooking, cleaning, setting the table, or caring for pets? Worked on arts and crafts with him/her. Worked on a project with CHILD that you didn't think of as a chore, like building, making, or fixing something? Played a game, sport, or exercised together? IF YES, How many times, Would you say one or two times, or three or more?				
		64. Are there family rules about any of the following television-related activities: what program s/he may watch, how early or late s/he may watch TV, how many hours s/he may watch TV, how many hours s/he may watch TV on school days.	PI8. Are there family rules for CHILD about what time CHILD goes to bed on school nights? Rules about the amount of time s/he is allowed to watch television? Rules about what television programs s/he is allowed to watch?				



COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—NONSCHOOL FACTORS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
To what extent do parents of students in special education engage in activities at home that support students’ educational and social development (continued)?							
		68. How often do you or your s/p help your 8 <sup>th</sup> grader with his/her homework? (seldom or never, once/twice a month, once/twice a week, almost every day)					
What are parents’ expectations for students’ futures?							
	H1-4. How likely do you think it is that CHILD will: graduate from high school and get a regular high school diploma? (Def. will, prob. will, prob. won’t, def. won’t) Graduate from a 4-year college? Graduate from a 2-year or junior college? Eventually will get a paid job?		PE10. Do you think CHILD will attend school after high school? Graduate from a 4-year college?		PIQ.120. How far in school do you expect CHILD to go?	PY84. Do you think CHILD will . . .Graduate from high school,. Attend school after high school, Graduate from a 4-year college?	

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
GENERAL							
What is the student's grade level?							
	A12. What is NAME's grade level?		PB4. What grade or year is CHILD attending? PB5. What grade would CHILD be in if s/he were attending school (school with regular grades)?			S9. What grade or year of school is CHILD attending?	A11. What grade or year is CHILD attending?
PROGRAM PARTICIPATION							
To what extent do students who had been in special education exit from special education over time? What are the other school programs in which students in special education participate?							
C43. Is CHILD now receiving any special services like special education, preschool, or therapy services? (after transition)		49. Is your 8 <sup>th</sup> grader currently enrolled in any of the following special programs/services: bilingual ed., Eng. as a 2 <sup>nd</sup> lang., special services for orthopedically handicapped students, special education services for students with learning disabilities. 51. Is your 8 <sup>th</sup> grader currently enrolled in a gifted or talented program?		IIJ3. Is CHILD now receiving special education services. Special education is teaching designed to meet the individual needs of a child with special needs. It is paid for by the public school system and may take place at a regular school, a special school, a private school, at home, or at a hospital.			
CLASSROOM CHARACTERISTICS							
What are all the settings in which students spend the school day and how is time distributed among them??							
			PB2. Some parents decide to education their children at home rather than sending them to school. Is CHILD being schooled at home?				
ACCOMMODATIONS, ADAPTATIONS, ENRICHMENTS, OR COMPENSATIONS							
What medical or other disability-related assistive devices do students use at school that require school staff attention? (SEE NON-SCHOOL FACTORS FOR DEVICES USED. NO RELEVANT QUESTIONS IN OTHER SURVEYS REGARDING USE AT SCHOOL.)							

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>What related services do students in special education receive?</b>							
C20. Is CHILD now getting any speech, occupational, or physical therapy?	B1-6. Has CHILD ever had training in job skills, career counseling, help in finding a job, or any other vocational education? Has s/he had any job training or help in the past 12 mos.? (5 cats.) Same questions for speech or language therapy, personal counseling or therapy, occupational therapy or other instruction in life skills; help from a tutor, reader, or interpreter; physical therapy, mobility training, or other help with physical disabilities; special help with trans-portion; hearing-loss therapy, paid personal attendant, case manager.	48. Has your 8 <sup>th</sup> grader ever received special services for any or all of the following? (vis. handicap., hearing problem., deafness, speech problem., orthopedic prob., other physical prob., specific learning disability, emotional prob.		IIG8a/c. Does NAME now go to a counselor, psychiatrist, psychologist, or social worker on a regular basis? Has NAME's counseling gone on or is it expected to go for at least 12 mos.?  II3a/4a/9a. During the past 12 mos., has NAME received any physical therapy?  II10a. During the past 12 mos., has NAME received any occupational therapy?			
	B44. In the past 12 mos., has CHILD had a case manager at school or in a service agency?			IIF6a/8a. During the past 12 mos., did NAME have a case manager? Does NAME have a court-appointed legal guardian?			
				IIF2a. During the past 12 mos., did NAME go to a day activity center for persons with disabilities which provides social, recreational and developmental activities during normal working hours? Is NAME now on a waiting list for a day activity center?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What related services do students in special education receive (continued)?							
D1. Did anyone from the EI program help you...(list of 15 family services). IF NO, Did you need this service?	A5. (IF live in institution) Is CHILD getting any of the following kinds of help at this place? (list 12 services)			IIF1a/d. Some programs help people with disabilities to develop skills and opportunities for paid employment. During the past 12 mos., did NAME participate in a sheltered workshop, transitional work training, or supported employment?			M7. Is CHILD receiving services for his/her (disability/disabilities) from... Your local school district. A state or local health or social service agency. A doctor or clinic. Some other source.
C7a-c. How many people regularly come to your home to provide early intervention or therapy services? About how much time does that person spend in your home? Is that per week or per month?	B2. For about how long has s/he had this job training or help? Has CHILD had any of this job training or help in the past 12 mos.? During this period, about how many hours per day/week/month did the job training take place? Same sequence for 7 other services)			IIG11k-l. How many days during the past 2 weeks did (physical or occupational) therapist work with NAME/ Pls estimate the hours per day that (therapist) did therapy with NAME. Include therapy that is part of another activity such as play.			
C11. How many different early intervention programs is CHILD going to now? We want to know the total hours a week CHILD spends at all programs.							

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
TRANSITIONS							
What preparation or support for the transition from elementary to middle and middle to high schools do students in special education receive? How well did it prepare students for the transition?							
C41. Before CHILD’s third birthday, did someone from CHILD’s EI program talk about options for preschool or other services CHILD might get when s/he turned 3. Encourage you to visit preschools, centers, or other service programs that might serve your child when s/he turns 3. Suggest options for pre-school or other programs where CHILD would be included with children who do not have special needs. Help with developing a written plan for services CHILD would get after s/he turned 3.							
C54. How well did the EI program prepare your family for the change in services (after transition)? 4 cats.							
C44. Is CHILD now receiving more service than before s/he turned 3, about the same amount of service as before, or less service than before?							

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
FAMILY INVOLVEMENT							
What is the level of contact between teachers and students' families?							
		57. Since your 8 <sup>th</sup> grader's school opened last Fall, how many times have you been contacted by the school about the following: your 8 <sup>th</sup> grader's academic performance, your 8 <sup>th</sup> grader's academic program for this year, your 8 <sup>th</sup> grader's course selection for h.s., placement; decisions regarding your 8 <sup>th</sup> grader's h.s. program, your 8 <sup>th</sup> grader's behavior in school, participating in school fund raising activities, obtaining information for school records such as your address or work telephone number, doing volunteer work such as supervising lunch or chaperoning a field trip. (none, 1 or 2, 3 or 4, >4). Same series for you or your spouse/partner contacting school.	PF1. Now I'd like to ask you about your family's involvement with CHILD's school. Since the beginning of this school year, have you or (CHILD's other adult family members) attended a general school meeting, for example, an open house, a back-to-school night or a meeting of a parent-teacher organization. Gone to a regularly scheduled parent-teacher conference with CHILD's teacher or other meeting with CHILD's teacher. Attended a school or class event, such as a play or sports event or science fair because of CHILD? Acted as a volunteer at the school or served on a committee? IF didn't do first two things, ask Has CHILD's school had this type of meeting this school year?		PIQ.020. Did CHILD'S school or teacher send home information about any of the following when CHILD started kindergarten? A. how to prepare CHILD for kindergarten? B. topics or skills that are part of the kindergarten program? C. what to do if CHILD will be late or absent from school? D. how to get in touch with a teacher or school staff to discuss any concerns or questions about CHILD?	P89. Since the beginning of this school year, have you [or (CHILD's) (mother/stepmother/foster mother/father/stepfather/foster father)] . . .A. attended a general school meeting, for example, back to school night or a meeting of a parent-teacher organization? B. attended a school or class event such as a play, sports event, or science fair? C. acted as a volunteer at the school or served on a school committee?	
		59. Do you and your spouse/partner do any of the following at your 8 <sup>th</sup> grader's school? Belong to a parent-teacher organization, attend meetings of a parent-teacher organization, take part in the activities of a parent-teacher organization, act as a volunteer at the school, belong to any other org. with several parents from your 8 <sup>th</sup> grader's school (for example, neighborhood or religious organizations).	PF3. During this school year, how many times have you (or other adults in family) gone to meetings or participated in activities at CHILD's school? Record number.		PIQ.030. Have you met CHILD'S teacher yet?	P90. During this school year, has a teacher contacted you about any schoolwork problems CHILD has had in school? P91. During this school year, has a teacher contacted you about any behavior problems CHILD has had in school?	

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What is the level of contact between teachers and students’ families (continued)?							
			PF5. We’re also interested in the times the school contacted you without your having contacted them first. During this school year, have any of CHILD’s teachers or his/her school sent your family personal notes? Provided newsletters, memos, or notices addressed to all parents, called you on the phone? Have they done that one to two times or three or more times?				
To what extent do families participate in IEP meetings?							
C1. Are you aware of a written plan that describes goals for CHILD and the services s/he should receive? It may have been called an IFSP, Child and Family Service Plan, or something like that.				IIJ4. Does CHILD now have an Individual Education Plan or IEP?  IIJ7. Does CHILD now have an Individual Family Service Plan or IFSP?			M8. Is CHILD receiving services for his/her (disability/disabilities)...t hrough an individualized family services plan or (IFSP), or from any other source?
C2. Who came up with the goals or outcomes for CHILD on his/her service plan? Was it mostly your family, mostly the professionals, or you and the professionals together?							
C3,4. Who decided on the kind of (amount of )services for CHILD? Was it mostly your family, mostly the professionals, or you and the professionals together?							

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
GENERAL							
What are the characteristics of schools that serve students in special education?							
	A10/12. Has CHILD been enrolled in junior or senior high school in the past 12 mos.						
	A11. In the past 12 mos., has CHILD been enrolled in a special school? By special school, we mean a school for students with learning problems or other disabilities who are of junior or senior high school age?						
	A12. Is CHILD now enrolled or will s/he be enrolled in the fall in this (junior/senior high, special) school?						
	A13. What is the name of the school that NAME (is now/has been enrolled in in the past 12 mos.)? Where is that located? IIB8. What is the full name of the junior or senior high school that NAME (is now attending/last attended)? Where is that located?						
	A16. Do you think NAME will be going to a junior or senior high school or a special school in the next 12 mos.?						
	IIB9. Which of the following best describes NAME's school: regular school that serves a wide variety of students, a school that only serves students with disabilities, a vocational technical school, or some other type of school?						



COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS—SCHOOL CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
SCHOOL CLIMATE							
How safe are the schools that serve students in special education?							
		74. How much do you agree or disagree with each of the following statements concerning your 8 <sup>th</sup> grader's school? The school is a safe place. (4 cats.)				Have you heard of any of the following things happening during this school year? PY26. Things being stolen from lockers or desks? PY29. Money or other things being taken directly from students or teachers by force or threat at school or on the way to or from school this school year? PY34. Any incidents of bullying during this school year? For example, do some students pick on others a lot or can they make other students do things like give them money? PY39. Any students or teachers being physically attacked, or involved in fights, during this school year?	
						PY97. Would you say [CHILD's/your] school . . Is safer than your neighborhood, about as safe, or not as safe as your neighborhood?	

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL PROGRAMS—SCHOOL CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
How safe are the schools that serve students in special education (continued)?							
						P54. Have you done any of the following things to help CHILD avoid trouble: Told him/her not to travel a certain route to school? Had (him/her) take a different kind of transportation? Told (him/her) not to wear certain clothing or jewelry? Set limits on the amount of money (he/she) may take to school? Talked about how to avoid trouble? PY55. Do you know if CHILD's school takes any particular measures to ensure the safety of students? For example, does the school have . security guards? metal detectors? locked doors during the day? a requirement that visitors sign in? limits on going into restrooms? teachers assigned to supervise the hallway? regular locker checks? hall passes required to leave class?	
To what extent are schools reporting feeling pressure to have students succeed academically and focus on instruction as the school's highest priority?							
		74. How much do you agree or disagree with each of the following statements concerning your 8 <sup>th</sup> grader's school? The school places a high priority on learning. (4 cats.)		q			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—SCHOOL CHARACTERISTICS

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
FAMILY INVOLVEMENT							
What actions does the school take to encourage/support family involvement in the school?							
			PF6. For each statement that I read you, please tell me how well CHILD's school has been doing the following things during this school year: Makes you aware of chances to volunteer at the school. Provides workshops, materials, or advice about how to help CHILD learn at home. Provides information about how to help CHILD with his/her homework. Provides information on how to help CHILD plan for college. Would you say the school does this very well, just OK, or doesn't do it at all.				
			PF8-9. Does CHILD's school include parents on committees or in other groups that made decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies? At CHILD's school, do parents have a real say in school policy decisions?				

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
ACADEMIC AND FUNCTIONAL LITERACY							
What is the academic functioning/performance of students in special education?							
B34-36. Can CHILD recognize all of the letters of the alphabet, Most of them, some of them, or none of them? How high can CHILD count? (6 cats. up to 100) In the past week, how often did CHILD look at books on his/her own? (4 cats.).	E12. How well does CHILD do each of the following things on his/her own without help? Look up telephone numbers in the phone book and use the phone, tell time on a clock with hands, read and understand common signs like STOP, MEN, WOMEN, or danger, count change? (4 cats.)		PE3. Now I would like to ask you about CHILD's grades during this school year. Overall, across all subjects does CHILD get mostly A's, B's, C's, D's, F's, or does CHILD's school not give these grades.	IJJ2. Does CHILD have significant problems at school with understanding instructional materials?		P79. Compared with other children in [his/her] class, how would you CHILD is doing in [his/her] schoolwork this year?	C8. Compared to other children in [his/her] class, how would you say CHILD is doing in [his/her] schoolwork this year? Would you say . . .
	D12. How well has CNILD done in his/her classes or programs in the past 12 months? Would you say s/he has gotten mostly A's, about half As and half Bs, mostly Bs, About half Bs and half Cs, mostly Cs, about half Cs and half Ds, or mostly Ds or below?		PE4. Would you describe CHILD's work at school as excellent, above average, average, below average, or failing?				
			PE5. Since September, have any of CHILD's teachers at school contacted you (or name other adults) about any problems that CHILD was having there?				
			E7. Have any of his/her teachers or his/her school contacted you (or other named adults) about any problems s/he is having with school work this year.				

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
What is the level of engagement in school of students in special education as indicated by attendance, classroom behavior, being enrolled in or dropped out of school?							
	A14, 15, IIB6. Did NAME graduate, voluntarily leave school, was s/he suspended or expelled or is s/he older than the school age limit? What were his/her reasons for leaving school? IIB7. Why did s/he leave school? What was NAME's grade level when s/he last attended school?		PB1. Now I'd like to talk with you about (CHILD's) school experiences. Is CHILD attending (or enrolled in) (school/nursery school, kindergarten, or school)?				A9. Now I'd like to talk with you about (CHILD's) school experiences. Is CHILD attending (school/nursery school, kindergarten, or school)?
	IIB10. Did/has NAME go/gone to junior or senior high school continuously, or did/has s/he ever leave/left school and then go/gone back?		PG1. Now I have some questions about CHILD's homework. How often does CHILD do homework at home. Would you say never, less than once a week, 1 to 2 times week, 3 to 4 times a week, or 5 or more times a week?				
	IIB4. When did NAME last attend high school (or special school)?						

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
How well do students in special education communicate?							
B3a-c. Compared with other children about the same age, how well does CHILD make his/her needs known to you and others? Would you say s/he... (communicates just as well as other children, to doesn't communicate at all)? How does CHILD make his/her needs known to you? Does s/he use words, sounds that are not words, gestures including pointing, anything else? When CHILD talks to people s/he doesn't know well, is s/he (very easy to understand to very hard to understand)?				IIA3a. Does anyone in the family have serious difficulty communicating so that people outside the family understand? Does NAME have any difficulty communicating so that family members understand? Does NAME have difficulty communicating basic needs, such as hunger and thirst, to family members? What condition causes NAME difficulty communicating or understanding other people?			
B1h-j. Is CHILD learning to understand or use sign language, lip reading, cued speech, oral speech? Is the sign language that CHILD is learning to use American Sign Language, signed English, or some other sign language system? Do any other members of CHILD's household use sign language to communicate with him/her?				IIH9/10/23. Is CHILD able to show what s/he wants by pointing at something, reaching out to be picked up, making special noises, or saying words? Does CHILD ever respond to people talking or playing with him/her by making sounds, faces, or saying words? Does NAME talk in phrases or sentences most of the time? Is s/he able to show that s/he likes or dislikes something by actions such as shaking his/her head or using gestures? Is NAME able to use words to show what s/he likes or dislikes, such as "want that" or "no want?"			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
How well do students in special education communicate (continued)?							
B29-30 Expressive and receptive language milestones for infants and toddlers				IIJ2. Does CHILD have significant problems at school with communicating with teachers and other students?			
What are students' past academic experiences in terms of previous grade promotion and retention?							
		41-43. Was your 8 <sup>th</sup> grader ever skipped a grade in school. Did your 8 <sup>th</sup> grader skip a grade because of parental request, school request, other reason. What grade(s) did s/he skip?	PE8-9. Since starting kindergarten, has CHILD repeated any grades? What grade or grades did s/he repeat?				C11. Since starting first grade, has CHILD repeated any grades? C12. What grade or grades did CHILD repeat?
		44-46. Was your 8 <sup>th</sup> grader ever held back a grade in school. Was your 8 <sup>th</sup> grader held back because of parental request, school request, other reason? What grade(s) was s/he held back?					
PERSONAL AND SOCIAL ADJUSTMENT							
To what extent are students in special education socially engaged?							
B37 How often has CHILD been invited to play at another child's house? (4 cats.)	F1. About how many days a week does CHILD usually get together with friends outside of school (other than those s/he lives with, if lives independently) (6 cats.)	62. Please list the first names or nick names of your 8 <sup>th</sup> grader's close friends and indicate whether the friend attends school with your 8 <sup>th</sup> grader and whether you know the parent/s of that child.					

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
To what extent are students in special education personally well adjusted?							
B7-15. Some children are fairly quiet and passive and it takes a lot to get them to react to things. Does this sound very much like CHILD, a little like him/her, or not like him/her? Some children: are jumpy and get easily startled by things like loud noises or quick movements. Are good at paying attention to things and staying focused on what they are doing. Like to do things on their own even if it's hard. Are very active and excitable and have trouble sitting still. Try to finish things, even if it takes a long time. Get easily involved in every-day things that go on at home, like... Get very distracted by sights and sounds and can't screen them out very well. Show interest when adults are nearby by talking to them or approaching them.				IIE1a-8. Is NAME frequently depressed or anxious? Have a lot of trouble concentrating long enough to complete everyday tasks? Have serious difficulty coping with day-to-day stresses? Get frequently confused, disoriented or forgetful? Have phobias or unreasonably strong fears, that is, a fear of something or some situation where most people would not be afraid? During the past 12 mos., did any of these problems seriously interfere with ability to work or attend school or to manage day-to-day activities?	SSQ.010. I am going to read you a list of statements describing things that children sometimes do. For each statement, I want you to tell me how often CHILD acts in this way. How often does CHILD: Easily join others in play? Respond appropriately to teasing? Make and keep friends? Comfort or help others? Worry about things? Listen carefully to others? Act sad? Control [his/her] temper? Cooper-ate with family members? Keep working at something until s/he is finished? Argue with others? Fight with others? Show interest in a variety of things? Have a tantrum when s/he does not get his/her way? Concentrate on a task and ignore distractions? Easily become angry? Appear to be lonely? Help with chores? Have a problem being accepted and like by others? Act impulsively? Show low self-esteem??		



COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
To what extent do students in special education get along with others?							
B16. Would you say that CHILD has no trouble playing with other children, has some trouble playing with other children, or has a lot of trouble playing with other children?		50. Has your 8 <sup>th</sup> grader even been considered to have a behavior problem at school?	PE6. Have any of CHILD’s teachers or his/her school contacted you (or other named adults) about any behavior problems s/he is having in school this year?	IIE1a-8. Does NAME have a lot of trouble getting along with other people in social or recreational settings?	How often is CHILD: Eager to learn new things? Hyperactive? Creative in work or in play		
B17. Would you say that CHILD is not at all, sometimes, or often physically aggressive with other children?							
B18. Would you say that CHILD rarely has temper tantrums, sometimes has temper tantrums, or often has temper tantrums?				IIG18a. Because of a physical, mental, or emotional problem, does NAME now have any difficulty playing or getting along with others their age?			
CONTRIBUTION AND CITIZENSHIP							
To what extent do students in special education abide by rules?							
	F4. Has CHILD ever been arrested?  C13. Has CHILD been fired from a paid job in the past 12 months?		PE11-12. Has CHILD ever had an in- or out-of-school suspension or been expelled from school? IF YES, Has CHILD been suspended, expelled? Was that this school year?	IJJ2. Does CHILD have significant problems at school with paying attention in class, following rules or controlling his/her behavior?			
To what are students in special education involved in volunteer/community service activities?							
	C19-20. Has CHILD done any volunteer work, not including work around the house, in the past 12 months? What kinds of volunteer work has CHILD done in the past 12 months?						

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
<b>RESPONSIBILITY AND INDEPENDENCE</b>							
<b>How independent are students in special education in terms of self-care, mobility, and household activities?</b>							
B25-28. Independence milestones for infants and toddlers	E11. How well does CHILD do each of the following things on his/her own without help: dress him/herself completely, feel him/herself completely, get places outside the home, like to school, to a nearby store or park, or to a neighbor's house. (4 cats.)			IIC1a. Because of a physical, mental, or emotional problem, does anyone in the family get help from another person in: bathing or showering, dressing, eating, getting in and out of bed or chairs, using the toilet, including getting to the toilet, getting around inside the home? Who is this?			
	E13. When the following chores need doing, about how often, on his/her own, does CHILD: Fix his/her own breakfast or lunch, buy a few things at the store like groceries of other things s/he needs, do laundry, straighten up his/her own room or living area? (4 cats.)	65. Are there family rules that are enforced for your 8 <sup>th</sup> grader about any of the following activities: doing household chores.		IIC10a. Because of a physical, mental, or emotional problem, does NAME get help or supervision from another person with preparing their own meals; shopping for personal items, such as toilet items or medicine; managing money, such as keeping track of expenses or paying bills; using the telephone; doing heavy work around the house, like scrubbing floors, washing windows, or doing heavy yard work; doing light work around the house like doing dishes, straightening up, light cleaning, or taking out the trash?			
<b>How do students in special education spend their leisure time? (SEE NONSCHOOL FACTORS SECTION)</b>							
<b>To what extent are p;der students in special education beginning to take on adult roles in terms of employment and household formation?</b>							
	C1-3. Has CHILD had a work-study job in the past 12 months; that is, a job s/he does as part of the school program or that s/he does for school credit? What did s/he do? Did CHILD get paid for this work?						

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
To what extent are p;der students in special education beginning to take on adult roles in terms of employment and household formation (continued)?							
	C4-10. Does CHILD now do any work for which s/he gets paid other than (his/her work study job or) work around the house? How many of these paid jobs does CHILD have? At which job does s/he spend the most time? What does s/he do? Does CHILD do this work at a sheltered workshop, that is, a place where most of the other workers are disabled? About how long as CHILD had this job? About what is his/her pay for this work. About hom many hours a week does CHILD usually work at this job?						
	C11-13. Now I would like you to think about all of the paid jobs that CHILD has now, not including work around the house. About how many hours a week does CHILD usually work at paid jobs? What is the longest time CHILD has ever had a paid job?						
PHYSICAL HEALTH							
How healthy are students in special education in terms of general health, emergency room visits, overnight hospitalizations?							
A18. Compared with other children about the same age, would you say CHILD's health is... (excellent to poor)?				E4. Would you say CHILD's health in general is... (excellent to poor)?			M2. In general, would you say that (CHILD'S) health is...
A27. Since we last spoke, how many nights has s/he stayed overnight in a hospital?				A61-b. Since a year ago, was CHILD a patient in a hospital overnight? How many different times did CHILD stay in any hospital overnight or longer since a year ago?			

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
SATISFACTION							
How satisfied do parents of students in special education report being with children’s schools and school programs and services?							
C24. How well do the professionals who work with CHILD communicate with each other about his/her needs and services? Do you think their communication is excellent, good, fair, or poor?		74. How much do you agree or disagree with each of the following statements concerning your 8 <sup>th</sup> grader’s school? The homework assigned is worthwhile; my 8 <sup>th</sup> grader: is challenged at school; is working hard at school, enjoys school. The standards set by the school are realistic, the school is: preparing students well for h.s.; preparing students well for college. Parents have an adequate say in setting school policy; parents work together in supporting school policy. (4 cats.)	PE1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements: CHILD is challenged at school. CHILD enjoys school. CHILD’s teachers maintain good discipline in the classroom. In CHILD’s school, most students and teachers respect each other. The principal and assistant principal maintain good discipline at CHILD’s school. CHILD’s school welcomes my family’s involvement with the school. CHILD’s school makes it easy to be involved there.			P83. Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very satisfied . . .With the school CHILD attends this year? With the teachers CHILD has this year? With the academic standards of the school? With the order and discipline at the school?	
C25. Do you feel you were offered services that were highly individualized to your child’s needs, somewhat individualized, or not individualized at all?		75. How satisfied are you with the education your 8 <sup>th</sup> grader has received up to now? very, somewhat, not at all.	PE2. Is CHILD’s school understanding of the needs of families who don’t speak English?	IIG11j. How satisfied are you with this (physical or occupational) therapy? (4 cats.)			
C29. I have good feelings about the professionals who work with children with special needs and their families. The EI professionals giving services to my family: respect the values and cultural background of my family; ignore my opinions; make me feel optimistic and hopeful about CHILD’s future. (Strongly agree to strongly disagree)			PF6. For each statement that I read you, please tell me how well CHILD’s school has been doing the following things during this school year? Lets you know between report cards how CHILD is doing in school. Helps you understand what children at CHILD’s age are like. Would you say the school does this very well, just OK, or doesn’t do it at all?				

COMPARISON OF PARENT INTERVIEW ITEMS ACROSS SURVEYS—STUDENT OUTCOMES

NEILS	NLTS	NELS:88	NHES: 96 Parent/ Family Involvement in Ed.	NHIS	ECLS-K	NHES:1993 School Safety	NHES:1995 EC Program Participation
How satisfied do parents of students in special education report being with children’s schools and school programs and services (continued)?							
C55. How satisfied are you with the process of leaving EI? 4 cats.							
D2. Overall, how would you rate the help and information your family has received through EI? 4 cats.							
C5. How did you feel about your involvement in the decisions about CHILD’s services? Do you feel you wanted to be more involved, were involved about the right amount, or wanted to be less involved?							
C21a. How would you rate the amount of therapy services CHILD is getting. Would you say it is more than needed, about the right amount, or less than needed? C22a. Same question for “other early intervention services							

**COMPARISON OF SCHOOL-BASED DATA COLLECTION SURVEY ITEMS ACROSS SURVEYS**

Instruments:  
NLTS=National Longitudinal Transition Study (teacher survey & student records), 1987, 1990  
NELS:88=National Education Longitudinal Study 8<sup>th</sup> grade cohort (teacher survey), 1988  
SASS=Schools and Staffing Survey (teacher , principal, and district surveys)  
ICD=International Center on Disability III (teacher survey),  
ECLS=Early Childhood Longitudinal Study (teacher survey)

\* Miscellaneous Instruments include:  
Working in Special Education (WISE)  
Evaluation of California’s Healthy Start school-linked services initiative (HS), 1993  
National Survey of Local Special Education Directors (NSLSED)  
NAEP Reading and Writing Teacher, 8<sup>th</sup> grade (NAEP)  
Michigan Department of Education Survey (MDES)  
National Longitudinal Survey of Schools, Teacher Survey (NLSS-T), 1998  
National Longitudinal Survey of Schools, Principal Survey (NLSS-P), 1998

Student Characteristics

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are students' identified disabilities?					
	A15. A. What are this student's disabilities? B. What is his/her primary disability (for purposes of classifying special education students)?				1. Which of the following best describes the disability(ies) for which this student received special education this school year?
What is the pattern over time of students' special education disability classification?					
	A14. Does this student receive special education services? (In other words, does this student have a current IEP and/or receive special education or related services, including monitoring by special education staff?)				
What are the broader treatment histories of students in special education?					
					2. When was this student first determined eligible for special education or related services? Before kindergarten; During kindergarten; During grade 1; Don't know Other (please specify)

SCHOOL PROGRAMS					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
GENERAL					
What are students' grade levels?					
	A2. What is this student's current grade level?				
CLASSROOM CHARACTERISTICS					
What are all of the settings in which students spend their school days and how is time distributed among them?					
	D1. Does this student now spend any part of the school day in regular education academic classes (where the majority are non-special education students)?				5. Was this student's primary placement a general education classroom?
	E1. Does this student now spend any part of the school day in a special education class in which all students are special education students? E2. Thinking about all of the special education classes this student is presently attending, which of the following types of classes are included in this student's special education program? All day special education class; Tutoring; Prevocational or vocational class; Nonvocational replacement class; Supplemental class Learning strategies or study skills Other (please describe)				6. Approximately what percentage of the total weekly hours in school did this student receive special education and related services outside of a general education classroom?



SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of the classrooms where students in special education are instructed?					
Working in Special Education: c. How many of your current students have particularly severe physical or sensory impairments? d. How many of your current students have particularly challenging feeding and toileting needs, or require ongoing monitoring due to health needs (for example, seizures)? e. How many of your current students have particularly challenging behavior problems? f. How many of your current students do you perceive to be "limited English proficient"? g. In addition to your special education students, approximately how many non-special education students do you work with in some capacity during a typical week?	3a. What are all of the settings in which this student received educational services in the school year indicated on the cover sheet? (Please circle one number in column A) 3b. In which setting did this student spend the most time? (Circle one number in column B. Special school for the disabled; Self-contained special education class Regular education classes; Resource room or pull-out services Hospital/mental health facility; Homebound; Other (specify) Equal amount of time in two or more settings circled in column A (specify the settings)	2.1. What is the title and period or hour of the class?  2.3 How many students are enrolled in this class?  2.6 How many Limited English Proficiency (LEP) students are assigned to this class?	36. In what grade levels are the students in your classes at THIS school?  38a. At THIS school, how many students were enrolled in the class or program you taught during your most recent FULL WEEK of teaching?	8. How many students do you have in a typical class? 9. How many of these students have a disability?	6. As of today's date, how many children in each of your classes belong to each of the following racial-ethnic groups? 7. As of today's date, how many boys and girls are there in each of your classes?
NAEP: 1. How many students are in this class? 2. Are students assigned to this class by ability? 3. What is the reading ability level of the students in this class? 4. What is the writing ability level of the students in this class?	D3. How many of each of the following are in this class? Teachers and teacher aides Non-special education students Special education students Total students	2.2Which of the following best describes the achievement level of the 8 <sup>th</sup> graders in this class compared with the average 8 <sup>th</sup> grade student in this school? This class consists primarily of students with: Higher levels; average levels; lower levels; widely differing; don't know.	34. Write in your estimate of the percentage of students in your DESIGNATED CLASS who were at each level of academic ability for their age and grade Much above the NATIONAL average; Somewhat above the national average; At national average; Somewhat below the national average; Much below national average Not applicable	11. Are there children in your classroom that are not yet identified as having a disability, or are not receiving services? (Yes, no, not sure)	12. At this point in the school year, how would you rate the behavior of the children in each of your classes? Group misbehaves very frequently and is almost always difficult to handle Group misbehaves frequently and is often difficult to handle. Group misbehaves occasionally Group behaves well Group behaves exceptionally well.
			33. Which of the following describe your designated class? Mark all that apply. Heterogeneous; Homogeneous Remedial; Special education Gifted; Academic/college preparatory Advanced placement/college credit Honors course; Vocational Bilingual; None of the above		

**SCHOOL PROGRAMS (continued)**

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of the classrooms where students in special education are instructed (continued)?					
			43. During your most recent FULL WEEK of teaching - How many students in the class(es) you teach were tardy? How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?		
CURRICULUM AND INSTRUCTION					
To what extent are students in special education exposed to the regular education curriculum?					
	B. Please estimate the percentage of time during the school year the student spent in each of the study areas listed below. Academics; Life Skills; General Vocational skills; Specific vocational skills; Physical education, the arts Handicap support service; physical therapy or mobility training; mental health or social work services; speech therapy; communication services for hearing or visual impairments; tutoring; other (please specify).			21. Compared with non-handicapped students, do children with handicaps in your (school/school district) have the same opportunities, more opportunities, or fewer opportunities for: a. summer jobs and after-school jobs b. work study programs c. vocational education d. physical education	8. Which of the following best describes the curriculum materials used with this student? (CIRCLE ONE FOR THE GENERAL EDUCATION CLASSROOM AND ONE FOR THE SPECIAL EDUCATION CLASS-ROOM). General education curriculum materials were used without modification; Some modifications in general education curriculum materials were made; Substantial modifications in general education curriculum materials were made; Specially designed commercial materials were used Student not in this setting.

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of instructional practices used with students in special education?					
NAEP 5. About how much time do you spend with this class for reading instruction on a typical day? 6. About how much time do you spend each week with this class on instructing and helping students with their writing? 7. On what basis do you create instructional groups for reading in this class? Ability; Interest; Diversity Other; I don't create groups for reading in this class.		2.7. Approximately how much homework do you assign each week?	Over the past semester, (need not have been for the entire class period) How often did : Use Instruction to whole class? Facilitate a discussion? Use the board or projector? Work with individual students? Use electronic medium?. Lecture? Use work with small groups? Lead question/answer sessions Demo with tools or objects Administer short quizzes Administer full period quizzes		7. What teaching practices and methods were used with this student? Circle all that apply. One-on-one instruction. Small-group instruction. Large-group instruction Cooperative learning. Peer tutoring Direct instruction. Cognitive strategies Self-management. Behavior management. Did not deliver instruction
NAEP 9. What type of materials form the core of your reading program? Primarily basal; Primarily class sets of trade books; Assorted trade books for students to choose; Both basal and trade books; Other 10-14. How often do you use the following resources to teach reading in this class? Children's newspapers and/or magazines; Reading kits Computer software for reading instruction; A variety of books (e.g., novels, collections of poetry, nonfiction); Materials from other subject areas		2.16. Indicate about how much time you spend each week doing each of the following with this class. Providing instruction to the class as a whole; Providing instruction to small groups of students; providing instruction to individual students; Maintaining order/disciplining students. Administering tests or quizzes. Performing routine administrative tasks conducting lab periods.	41 The following is a list of activities to complete at home or homework you might have assigned your students. Although the list is not exhaustive, most activities could be considered variations of those listed below. For each activity described below, indicate the frequency with which you assigned each over the last semester in your designated class. a. How often did you assign: write a journal entry; b Prepare a written report; c. Work problems with no obvious solution; d. Reading assignment. e Apply concepts to different situations; f. Supplementary reading g. Workbook exercises; h. Work on a project i. Prepare an oral report; j. Short writing assignment		

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS
What are the characteristics of instructional practices used with students in special education? (continued)					
<p>NAEP 16-18. About what proportion of your reading instruction time is focused on having students read for the following purposes?. (Almost all of the time; at least two-thirds of the time; at least one-third of the time; little or no time) : Reading from literary experience; Reading to gain information; Reading to perform a task</p> <p>19-21. About what proportion of your writing instruction time is focused on having students do the following types of writing? (Almost all of the time; at least two-thirds of the time; at least one-third of the time; little or no time)</p> <p>Narrative writing; Informative writing; Persuasive writing</p> <p>22-26. Do you use any of the following instructional approaches? (Almost all of the time; at least two-thirds of the time; at least one-third of the time; little or no time)</p> <p>Grammar or skill-based instruction; Writing process instruction; Integrating reading and writing; writing about literature; Writing across other subject areas.</p>			<p>79. Indicate the number of times you engaged in the following teacher activities with this designated class during the most recent typical TWO WEEKS of instruction. Then indicate the approximate time you spent each time you engaged in the activity (column A: frequency of use; column B: minutes per typical use)</p> <p>Lectured, including brief student input; Demonstrated a concept, using two-dimensional graphics such as drawings on the board, an overhead projector, or a computer; Observed or monitored student-led whole class discussions or demonstrations related to mathematics; Provided individual or small group tutoring as needed during individual seatwork or small group activities; Worked on administrative tasks such as record keeping, while students worked on assignments; Administered a test or quiz; Stimulated student discussions of approaches to solving problems, explanations of their mathematical thinking, or open-ended questions; demonstrated applications of technology in mathematics; coached students as they used computers in math. demonstrated how to solve a problem</p>		

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of instructional practices used with students in special education? (continued)					
<p>NAEP 27-31. How often do you do each of the following with the students in this class? (almost every day; once or twice a week; once or twice a month; never or hardly ever). Do spelling, punctuation, or grammar exercises; Work on the writing process; Write in a log or journal; Have parents review/sign students' homework; Assign home-work for students to do with parents.</p> <p>4-47. How often do you do the following things as a part of reading instruction with this class? (Same categories as above): Help students understand new words; Ask students to read aloud; Ask students to read silently; Ask students to talk with each other about what they have read; Ask students to work in a reading workbook or on a work-sheet; Give students time to read books they have chosen themselves; Ask students to do a group activity or project about what they have read; Ask students to explain or support their understanding of what they have read; Watch movies, videos, filmstrips, or television; or listen to tapes, compact discs, or records; Ask students to answer questions about what they have read in writing; Ask students to make predictions about what they have read as they are reading it; Ask students to make generalizations and draw inferences based on what they have read; Ask students to describe the style or structure of the text they have read.</p>			<p>80. Indicate the number of times the students in this designated class engaged in the following student activities within the most recent typical TWO WEEKS of instruction. Then indicate the approximate time they spent on each activity.</p> <p>Worked individually on exercises, worksheets, or workbooks</p> <p>Corrected or reviewed previous days' homework</p> <p>Worked on projects or assignments that take a week or more to finish</p> <p>Wrote a report or a paper</p> <p>Worked in small groups</p> <p>Did lab or field work</p> <p>Practiced or drilled on computational skills</p> <p>Worked on assignments that were due as homework on the next day</p> <p>Responded orally to questions</p> <p>testing recall</p> <p>Responded orally to open-ended questions</p> <p>Explained to the whole class solutions developed individually or in small groups</p> <p>Used computers to solve problems</p> <p>Used calculators to solve problems</p>		

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of instructional practices used with students in special education? (continued)					
<p>NAEP</p> <p>48-60. How often do you ask students in this class to do the following? (Always; sometimes; never). Choose or make up the topic themselves that they write about; Plan their writing; Define their purpose and audience; Make a formal outline before they write; Write more than one draft of a paper; Use sources or resources other than their textbook; Talk to you about their writing while they are working on it; Discuss or comment on what other students wrote; Check for proper spelling, grammar, and punctuation themselves; Discuss their writing with members of their families; Contribute their writing to a collection of student writing; Work on an assigned topic; Follow an assigned format</p> <p>61-63. How often do you give writing assignments of the following lengths in this class? (almost every day; once or twice a week; once or twice a month; never or hardly ever). Less than one page; 1 to 2 pages; 3 or more pages</p> <p>64-66. How often do you ask students in this class to do each of the following on a computer? (once or twice a week; once or twice a month; never or hardly ever) Do spelling, punctuation, or grammar exercises. Write drafts or final versions of stories or reports</p> <p>Read stories or do work related to reading instruction</p>			<p>25. In determining student grades or other formal progress reports for students in your designated class, indicate the importance you gave to each of the following.</p> <p>Effort; Individual progress over past performance. Absolute level of achievement; Achievement relative to class Class participation; Completion of homework Consistent attendance; Results of tests outside the school, Results of test results w/open-ended items; Results multiple choice item.</p> <p>Performance on projects; Own observation of students. Items collected in student portfolios</p>		

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of instructional practices used with students in special education? (continued)					
NLSS-T 8. Into how many instructional groups do you usually divide the class when you teach reading to this class? I teach reading as a whole-class activity; I use different groupings depending upon needs Two groups; Three groups; Four groups; Five or more groups I generally use individualized instruction for reading.					
TB16. To what extent do you use each of the following strategies when working with students of different achievement levels in any of your classes? How about homogeneous grouping? Would you say not at all, to a small extent, to a moderate extent, or to a great extent? Extra time with low performers? Instructional materials at different levels? One-on-one instruction? Frequent assessments of performance? Higher achieving students working with lower achieving students? Enrichment instruction?					

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What are the characteristics of instructional practices used with students in special education? (continued)					
NLSS-T For elementary reading: TB2. Approximately how often do the typical students in your reading class: Read materials or a paragraph or longer? Would you say almost never, once or twice a month, once or twice a week, or almost daily? Read books they choose themselves? Read information materials (such as everyday documents or content area materials). Read aloud. Talk with one another in pairs or small groups about something they read? Write about something they read? Write about something read to them? Complete reading workbooks or skill-sheet assignments? Practice phonics? Practice word attack? Practice vocabulary? Work at a computer?					
For All reading TB8. Approximately how often do the typical students in your (random class number) language arts class: Read silently in class? Would you say almost never, once or twice a month, once or twice a week, or almost daily? Answer text comprehensive questions in writing? Participate in independent silent reading in a library? Listen to students reading aloud? Discuss books? Systematically learn new vocabulary from lists. Learn new vocabulary from texts. Learn library skills. Read plays or dramas? Summarize their reading? Relate experiences to reading? Read and critique other students' writing? Study the style or structure of a text? Write in response to reading? Participate in a discussion of texts led by students? Learn to use illustrations to understand text (such as graphs, diagrams, or tables)? Learn writing skills?					



**SCHOOL PROGRAMS (continued)**

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
<b>What vocational experiences are included in the curriculum for students in special education?</b>					
	B1. For each of the following, please indicate whether this student received the vocational instruction/services from or through the school system during his/her secondary school years A formal assessment of career skills or interests; Career counseling Job readiness or prevocational training; Work exploration/experience Specific job skills training; Referrals to potential employers Instruction in looking for jobs; School staff worked with employer to modify jobs for this student School staff contacted student or employer to find out how student is doing on the job None of the above				
<b>To what extent are community-based (other than vocational) experiences included in the curriculum?</b>					
	B5. What percentage of this student's school day is currently being spent in : School-based work experience Community-based work experience B7. About how often is this student supervised by the school in his/her community-based work experience?				

SCHOOL PROGRAMS (continued)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
STUDENT ASSESSMENT					
How is student progress evaluated?					
NSLSED: 16. Does your district offer an alternative assessment for students with disabilities who are exempted from the general education assessments? (no; currently under development; yes) If yes, what types of alternate assessments are used in your district? (check all that apply) Teacher made and scored assessments; National, standardized, norm-referenced or criterion referenced; State, standardized, norm-referenced or criterion referenced; District standardized assessments. Other	N1. Which of the following statements <u>best</u> describes your school's practice for grading secondary special education students who have been placed in <u>regular education</u> classes? (please circle <u>one</u> number) "Special education students in <u>regular</u> education classes are....." Given grades that are based on the same standards as grades given regular education students. Given grades that are based on a different standard than regular education students. <u>Not</u> graded in these classes. Other (please describe)				3. How important is each of the following in evaluating the children in your class(es) Individual child's achievement relative to the rest of the class; Individual child's achievement relative to local, state, or professional standards. Individual improvement or progress over past performance; Effort. Class participation; f. daily attendance. Classroom behavior or conduct Cooperativeness with other children Ability to follow directions. Other method used in evaluating children (please specify)
HS: D16. Please complete the following information regarding your school's standardized norm-referenced testing program during the 1991-92, 1992-93, and 1993-94 school years					
NAEP 67-73. How often do you use each of the following to assess student progress in reading? (once or twice a week; once or twice a month; once or twice a year; never or hardly ever) Tests with multiple-choice, true/false, or matching questions; Tests with fill-in-the-blank type questions Paragraph-length written responses about what students have read; Individual or group projects or presentations; Extended essays/papers on assigned topics; Reading portfolios; Oral reading assessment	N7. Which of the following statements best characterizes your school's practice regarding minimal competency tests for special education students who take them? (please circle <u>all</u> that apply) "When taking minimal competency test, special education students are....." Required to follow the same procedures and meet the same standards for successful completion as regular education students Provided special assistance in taking the test. Provided with a modified version of the test. Allowed to meet different standards for successful completion than regular education students.				4. Which of the following best describes your evaluation and grading practices for different types of children? I hold the same standards for most children, but I make exceptions for children with special needs (for example, children with disabilities, children with limited English proficiency). I hold different standards for different children based on what I think they are capable of I hold the same standards for everyone in my class.

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
<b>How is student progress evaluated? (continued)</b>					
NAEP 78-82. How important are the following in determining how you grade students' papers? (very important; moderately important; relatively unimportant) Their spelling, punctuation, and grammar. Their organization and coherence The quality and creativity of the ideas Length Whether they accomplished the purpose of the writing.	Has the student taken a minimum competency or proficiency test at any time during his/her secondary school attendance? (please circle one number) yes, (please answer question 11; no, student has been exempted from the test; no, school/district doesn't give a minimum competency test at these grade levels or at the student's grade level. Did he/she meet all, part or none of the minimum competency requirement? Met all of the requirements (i.e., passed all minimum competency tests). Met part of the requirements (i.e., passed some, but not all sections or tests). Did not meet any part of the requirements (e.g., did not pass any test) Don't know				16. Did this student receive any of the following formal individual evaluations during the past year? Psychological Language Vision Hearing Learning/educational Motor skills Other (specify)
NAEP 74-77. How often do you use each of the following to assess student progress in writing? (once or twice a week; once or twice a month; once or twice a year; never or hardly ever) Multiple-choice tests Paragraph-length written responses Extended essays, reports, or papers Writing portfolios	Please indicate the <u>most recent</u> of the following IQ tests, if any, this student has taken and the year the test was taken (please circle <u>one</u> number). Wechsler Intelligence Scale for Children—Revised. Wechsler Adult Intelligence Scale-Revised . Stanford Binet. Peabody picture vocabulary test. No indication of the test taken, only IQ score given (please specify score). No data given. What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.				12. Did this student receive special accommodations to participate in the school's testing or assessment program?

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
ACCOMMODATIONS, ADAPTATIONS, ENRICHMENTS, OR COMPENSATIONS					
What educational assistive devices do students use at school (e.g., calculators, learning software)?					
	<p>E14. In the past 12 mos., has CHILD used any of the following because of his/her disability? His s/he used: A TDD, TTY or teletype (telecommunications device for the deaf), a telephone amplifier, a hearing aid, closed captioned television, a hearing dog, voice aids, any other device to help with hearing problems?</p> <p>E15. In the past 12 mos. has CHILD used any of the following because of his/her disability: a wheel chair; crutches, a cane, or walker; Have there been any changes to the car? Has s/he used prosthetics or orthotics, such as leg braces or an artificial limb? Has she used a computer designed to compensate for a disability? Has s/he used any other devices to help get around?</p> <p>E16. In the past 12 mos. has CHILD used any of the following because of his/her disability: a seeing- eye dog, large-print or Braille readers, an opticon or optical scanner, a computer designed to compensate for a disability, any other device to help with problems seeing?</p>	<p>3.32 What proportion of your students use a microcomputer on a regular basis for instructional purposes related to the material you cover in your classes?</p> <p>3.33 Which of the following best describes how you make instructional use of microcomputers with these students relative to the regular instruction in your classes?</p> <p>Totally enrichment Mainly enrichment Enrichment &amp; remedial Mainly remedial Totally remedial Don't know</p>			<p>10. Which of the following assistive technologies did this student use this school year? (CIRCLE ALL THAT APPLY)</p> <p>student did not use any assistive technologies; mobility aids; communication aids hearing assistance; visual aids learning aids (non-computer) computer hardware designed for children with disabilities computer software adapted for child's unique needs (e.g., alternate keyboards, switch interface); Other (please specify)</p>

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What accommodations or modifications do students receive in instruction and assessment, including grading?					
NSLSED 14. Does your district have a written policy concerning assessment accommodations for students with disabilities? (check one) No written policy District uses state policy District created own policy Other (specify)	D4. Is this student expected to keep up with the other students in this class? D5. Generally, does this student keep up in this regular education class?		41b. Which of the following types of support do you or these students receive in your classroom? c. accommodations such as more time on tests or behavioral management plan	20. Has your (school/school district): Removed architectural barriers or changed furniture to give handicapped students full access? Purchased any special equipment to help handicapped students? Provided readers or interpreters to help blind or speech-and hearing-impaired students? Provided aides for students to help with personal care needs while at school? Adapted or modified its teaching procedures to make the subject matter accessible to handicapped students? Adapted or modified its testing procedures?	9. To what extent was this student expected to achieve the same general education goals as other children at this/her grade level?
NSLSED 18. Approximately what percentage of students with disabilities participate in alternate assessments? % students with high incidence disabilities % students with low incidence disabilities 19. How are alternate assessment results reported? On the IEP; Along with other district assessment results; Teachers decide how to use; Other (specify)					

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What accommodations or modifications do students receive in instruction and assessment, including grading? (continued)					
NSLSED 15. If students receive accommodations on national, state, or district assessments, how are they documented? (Check all that apply) Not documented; Notation on the test; Notation on their IEP Notation on aggregate reports of assessment results (e.g., % of students who received accommodations, etc.)  17. If your district offers an alternate assessment, who determines which students will take the alternate assessments? (check all that apply). IEP team; Principal; Individual teacher Assessment coordinator; Parent; Other (specify)	D6. Which of the following, if any, are provided to help this student keep up with this class? Special materials; Special help in taking tests; Reader or interpreter; Modified tests; Modified grading standards; Teacher aides or instructional assistants; More one-to-one instruction; Peer tutors; Slower-paced instruction; Learning strategies/ study skills assistance; Behavior management programs Student progress monitored by special education teacher; Tutoring by special education teacher; Additional time to complete assignments; Additional study time in special education classroom; Physical adaptations Other (Please specify); None of these accommodations provided No accommodations necessary				
What related services do students in special education receive as part of their special education programs?					
	A16. Which of the following services has this student received from or through the school system during the current school year, including services contracted from other agencies? Physical therapy or mobility training Occupational therapy; Assistive devices or physical adaptations; Special transportation because of disability; Mental health services, personal/group counseling, therapy or psychiatric care; Social work services; Speech or language therapy; Communication services; Tutoring; Reader or interpreter; Adaptive physical education; Health services; Diagnostic testing; None of the above		41b. Which of the following types of support do you or these students receive in your classroom? a. special aide or personal assistant b. consulting/itinerant teacher c. accommodations such as more time on tests or behavioral management plan d. other type of support		4. Which of the following related services were provided to this student during this school year? audiology counseling services medical services occupational therapy physical therapy psychological services school health services social work services special transportation speech or language therapy other (please specify)

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
IEPS					
In what domains do students have IEP goals?					
					3. Which of the following best describes the IEP goals for this student during this school year? Circle all of the areas in which this student had IEP goals. Academics; Speech and language; Social; Life skills Physical/mobility; Other (please specify)
TRANSITIONS					
What preparation or support for the transition from elementary to middle and middle to high schools do students in special education receive? How well did it prepare students for the transition?					
				37a. How would you rate the planning and support offered by educators for students with disabilities during major transitions, such as from elementary to junior high, or junior high to high school (very effective, somewhat effective, somewhat ineffective, or very ineffective?	
What is postsecondary transition planning like?					
	A3. Has anyone at the school done transition planning for this student? A4. When did the school's transition planning begin for this student? A5. Who actively participated in transition planning for this student? A6. Is the student's transition plan written?			35. What does your school system provide when children complete their special education program? Modified diploma; Certificate of attendance or completion; Regular high school diploma Adult high school diploma; Other (specify) Not applicable	

SCHOOL PR OGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What is postsecondary transition planning like? (continued)					
	A7. For the period immediately after high school, the primary goal of this student's educational program is to prepare him/her to: Attend a 2 or 4 year college Attend a postsecondary vocational training program. Get competitive employment (includes military). Get into sheltered employment (where most other workers are also disabled). Get supported employment (similar to competitive employment, but where supervision/ training is provided by an agency/ individual other than the employer). Become as self-sufficient as possible; Other (please describe). School does not set goals for students beyond their graduation from high school.			36. At what point in your (school/school district) does vocational or other post-secondary planning begin for students with handicaps? Would you say: junior high, beginning of high school, end of high school, on graduation, or no planning?	
	A8. Has your school contacted any of the following regarding programs or employment for this student when he/she graduates or leaves school? Colleges; Postsecondary vocational schools. The State Vocational Rehabilitation Agency. Other vocational training programs US military; Potential employers Job placement programs or agencies Supported employment programs Sheltered workshops; Mental health agencies; Social service agencies; Supervised group homes Other agencies (please describe)			37b. Does the transition planning include: Job counseling and placement. Contact with the state vocational rehabilitation agency preparation for further education in college, technical, or trade school sheltered workshop placement.  38. Compared with non-handicapped children, do children with handicaps in your (school/school district) have better, the same, or worse access to guidance counselors?	
	A17. Did your school provide information to this student's parents/ guardians on the kinds of services available after high school for students with his/her type of disability?			39. And, how useful do you consider the guidance counselor's advice in career planning and selection of future educational and vocational sites—very useful, somewhat useful, not too useful, not at all useful?	



SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
FAMILY INVOLVEMENT					
What is the level of contact between teachers and students' families?					
	A10. How involved have this student's parents been in his/her [secondary ] school experiences (e.g., helping with homework, monitoring student's progress in school?) (not at all involved, not very involved, fairly involved, very involved, don't know).	3.31 Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance none; 1-4 kids' parents; 5-9 kid's parents; 10-19 kid's parents; 20-29 kid's parents; 30-39 kids' parents; 40-59 kid's parents; 60+ kids' parents; don't know			15. Approximately how often have you communicated with this student's parents during this school year about this student's program or progress (by phone, in person, or in writing)? (CIRCLE ONE)
To what extent do families participate in IEP meetings?					
	A9. Do this student's parents/guardians usually attend parent/teacher conferences and/or IEP meetings? (Yes, no, don't know)				
PERSONNEL					
What are the characteristics of teachers who serve students in special education?					
NLSS-T TF1A. Finally, I am gong to ask you a few questions about your background? Do you consider yourself to be of Hispanic origin? Do you consider yourself American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, or White. (Other) Please indicate one or more.		3.2 Which best describes you? Other Hispanic Black Non-Hispanic White Non-Hispanic Refusal  3.3 What is the date of your birth?			1. What is your gender? 2. In what year were you born? 3. Which best describes you? Asian or Pacific Islander Hispanic, regardless of race Black, not of Hispanic origin White, not of Hispanic origin American Indian or Native Alaskan
			9. Which of the following best describes your current position in this school?	21a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes? Record the two-digit code from the list above and the field name. If your teaching schedule is divided equally between two fields, record either field as your main assignment, mark (x) on line 1, and report the other field in item 21c.	9. Which of the following best describes your current position in this school? Special education teacher; General education teacher; Speech and language therapist; Physical therapist Physical therapy assistant or aide. Occupational therapist. Occupational therapy assistant or aide. School psychologist; Special education classroom aide Other (please specify)

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
<b>How well prepared are teachers who serve students in special education?</b>					
NLSS-T TF3. How many years have you been teaching? TF4. How many years have you been teaching in this school? Record number. TF2. Are you fully certified for your current teaching position? TF5. What is the highest degree you have earned? Bachelor's degree; Master's degree; Specialist degree, Doctoral degree		3.4 Counting this year, how many years in total have you taught at either the elementary or secondary level?  3.5 Counting this year, how many years in total have you taught in this school?	4. In what year did you begin your first teaching position (full-time or part-time) at the elementary or secondary level?  3.5. Counting this year, how many years in total have you taught in this school?	1. For about how many years, in total have you worked in education? 2. And how many of these years, if any, have you worked in special education? 3. For how many years, if any have you worked as a regular education teacher?	4. Counting this school year, how many years in total (including part-time) have you worked in this school?  5. Counting this school year, how many years have you been working with students receiving special education or related services?
NAEP 16-27. What were your undergraduate major and minor fields of study? Elementary education; Secondary education; Special education; Bilingual education or ESL; Administration and supervision Curriculum and instruction; Counseling; English Reading and/or language arts; History; Political science; Other (specify) 28-39 What were your graduate major and minor fields of study? Fill in all ovals that apply.		What type of teaching certification do you hold from the state where you teach? (Circle one) Regular/standard Probationary Temporary Not certified	22a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?  b. What type of certificate do you hold in this field?	10. Did you know you would be working with children who have disabilities before the school year started?  F6. What was the last grade or level of school that you yourself completed?	6. What is the highest level of education you have completed? 8. How many college courses have you completed in the following areas? Early childhood education; Early childhood special education Elementary education; Secondary education; English as a second language (ESL); Bilingual education General special education; Learning disabilities; Mental retardation; Orthopedic impairments; Serious emotional disturbance; Deafness; Blindness; Communication disorders; Physical therapy; Occupational therapy School psychology
NAEP 43-54. How well prepared are you in the following, either through college or university courses or workshops? Use of telecommunications; Use of technology, such as computers; Cooperative group instruction Ability grouping; Interdisciplinary instruction; Assessment; Teaching higher-order or critical thinking skills; Teaching students from different cultural backgrounds; Teaching students who are Limited English Proficient; Teaching students with disabilities; Classroom management and organization; Team teaching.		3.8What were your major and minor fields of study for your Bachelor's degree ONLY Education English History Mathematics Natural/physical sciences Foreign language Other (Please specify)		31. How confident do you feel about your ability to make educational decisions concerning special education students: very confident, somewhat confident, not too confident, or not at all confident?	7. Which of the following certificates do you have to work with children with disabilities? Emergency credential; Disability-specific credential or endorsement; Special education credential or endorsement (for more than one disability category); General education credential; Speech/language license; Physical therapy license; Occupational license; Other professional license, credential, or endorsement (please specify) Don't have special education or other professional credential, endorsement, or license.

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
How well prepared are teachers who serve students in special education? (continued)					
MDOE How adequate was the preparation that you received from the institution where you secured your endorsement or license? Indicate the level of preparation in each of the following areas: (more preparation than needed; about the right amount; very little preparation; no preparation) IEP development and implementation; Behavior management; Parent partnership; Curriculum development; Modifying curriculum to meet inclusion practices; Transition services; Assessing student performance/progress; Adapting instructional skills to meet inclusion; Student learning styles/thinking skills; Facilitating students' social/personal development; Regular and special education collaborative planning; Identification of handicapping conditions; Vocational/ secondary level instruction; Special education rules and regulations; Cognitive learning theory; Authentic assessment; Stress and time management; Managing records and paperwork; Outcomes based education; Team teaching; Supervising aides and paraprofessionals; Teaching in other disability areas; Cooperative learning		What is the highest academic degree you hold? Bachelors Master's Ed specialist Ph.D. 2.14. How adequately prepared do you feel to teach the subject matter covered in this course?		6. Have you had any training in special education? 7a. was that categorical (disability-specific) or non-categorical training? 7b. what kind of categorical (disability-specific) training was it? 22. Have you had any in-service training to help you teach children with disabilities?	

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
<b>What professional development is provided to teachers who serve students in special education?</b>					
NAEP 40-42. During the last three years, how many hours in total have you spent in professional development workshops or seminars in the areas listed below? Include attendance at professional meetings and conferences, district-sponsored or external workshops, and college or university courses. Reading or the teaching of reading Writing or the teaching or writing Literature or the teaching of literature.	8. Have staff from your school received in-service training on issues related to the transition of special education students from secondary school to the community?	3.19. During the last 12 months, what is the total amount of time you have spent on in-service education in the subject you teach the majority of the time?	42. In the last three years, have you had 8 hours or more of any training or professional development on how to teach special education students? 30. Since the end of last school year, in which of these activities related to teaching have you participated? SCHOOL DISTRICT sponsored workshops or in-service programs; SCHOOL sponsored workshops or in-service programs. University extension or adult education courses. College courses in your subject field Professional growth activities sponsored by professional associations Committee to integrate academic skills into the vocational curriculum. Other curriculum committee. Committee on selecting textbooks or material. i. None of the above		

SCHOOL PROGRAMS (continued)					
Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What professional development is provided to teachers who serve students in special education? (continued)					
NLSS-T TD1. Have you received any professional development in the past 12 months? TD1A. I am going to read a list of professional development activities. If you have received this type of professional development in the past 12 months, please tell me whether it was a 1-time activity, part of an ongoing activity this year only, or part of an ongoing activity that continues for more than one year. Did you participate in a professional development activity that focused on: Content in your subject area. Instructional strategies. Approaches to assessment. Strategies for using assessment results. Strategies to enable you to teach to content standards. Instructional strategies for teaching low achieving students. For LEP students. For migrant students. For Native American Students. Strategies to increase or strengthen parent involvement. Strategies for managing discipline. Leadership development. Adapting teaching to meet reading assessment requirements. Use of technology Use of an externally developed school reform model such as “Success for All” or “Accelerated Schools.” How many hours of professional development in this content area have you received in the last 12 months?		3.20 What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time?	*27. In the past 12 months, have you participated in any of the following activities related to teaching? University courses taken for re-certification or additional certification (exclude courses taken for your first certification). Other university courses in your main assignment field. Observational visits to other schools. Individual or collaborative research on a topic of interest to you professionally. Independent professional reading. School or district committee, excluding department meetings. Regularly-scheduled, formal collaboration with other teachers, excluding faculty meetings that are held for administrative purposes. Mentoring and/or peer observation and coaching as part of a formal arrangement that is recognized or supported by the school or district. Participating in a network of teachers (e.g., one organized by an outside agency or over the Internet). workshops, conferences, or training for your main assignment field. Work-shops, conferences or training in which you were the presenter; m. attending professional association meetings. Other (please specify)		

**SCHOOL PROGRAMS (continued)**

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What professional development is provided to teachers who serve students in special education? (continued)					
			33. What types of support have you received during the current school year for in-service education or professional development in your MAIN teaching assignment field? Released time from teaching. Scheduled time (i.e., time built into your schedule for professional development). Travel and/or per diem expenses. Tuition and/or fees. Professional growth credits. None of the above		
			31. Since the end of last school year, have you participated in any in-service or professional development programs which focuses on the following topics? Uses of technology for instruction Methods of teaching your subject field In-depth study in your subject field Student assessment; Cooperative learning in the classroom		
To what extent are paraprofessionals used as direct service providers to students?					
	D7. Which of the following, if any were made available to the regular education teacher because this student was in his/her class? Teacher aides or instructional assistants D6. Which of the following, if any are provided to help this student keep up with this class? Teacher aides or instructional assistants		41b. Which of the following types of support do you or these students receive in your classroom? Special aide or personal assistant	20. Has your (school/school district): c. provided readers or interpreters to help blind or speech-and hearing-impaired students? d. provided aides for students to help with personal care needs while at school?	
	D3. How many of the following are in this class? Teachers and teacher aides				

SCHOOL CHARACTERISTICS AND POLICIES

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
GENERAL					
What are the characteristics of schools that serve students in special education (e.g., type, size)?					
HS D8. In October of the 1993-94 and the 1994-95 school years, what was the total student enrollment as reported to CBEDS on the one day count? 2. Based on the number of students enrolled at the beginning of the year, about what percentage of students moved away from your school in the 1992-93 school year?	6. How many students are enrolled at your school? 7. About how many students usually attend your school on given day?	F3. What is the approximate size of your school district? (1—2,499 students; 2500—9,999 students; 10,000+ students; not sure)	7. How many students were enrolled in each of the grades shown on the front page, plus any ungraded levels, around the first of October?  8. What was the total number of students enrolled in the school around the first of October?		
HS 3. About what percentage of students at your school were “held back” or retained at grade level at the end of the 1992-93 school year? 8. About what percentage of students at your school were classified as special education students in SCHOOL YEAR	3. About what percentage of all students in your school belong to each of the following ethnic groups? White (non-Hispanic); Black (non-Hispanic); Hispanic (Spanish speaking or Spanish surnamed); Asian or Pacific Islander; American Indian/Alaskan Native		9. Around the first of October, how many students were: American Indian or Alaska native; Asian or Pacific Islander; Hispanic, regardless of race; Black, not of Hispanic origin; White, not of Hispanic origin		
HS D9. In October of the 1993-94 and 1994-95 school years on the CBEDS reporting day, how many unexcused absences were there? In October of the 1993-94 and 1994-95 school years on the CBEDS reporting day, how many excused absences were there?	4. About what percentage of your school’s students are from low income families (e.g., receiving AFDC or having a child in the school lunch program)?	F2. For purposes of receiving state school aid, is your school district considered to be of above average wealth, average wealth, or below average wealth?			
NLSS-P. PSC2. How many students are enrolled in your school? PSC4. How many students are eligible for free or reduced price lunch at your school? PSC6. How many LEP students are enrolled in your school? PSC9. How many Native American students are enrolled in your school? PSC11. How many migrant students are enrolled in your school?	1. Which of the following best describes your school? School that only serves students with handicaps; School primarily for students with a particular interest or talent; Vocational technical school; Continuation or alternative school; General or comprehensive school that serves a wide variety of students with a variety of educational programs; Another type of school (please describe)	F4. What percent of the students in your district are in special education programs?  F1. Is the area where your school located considered inner city, urban, suburban, small town, or rural?	10. How many MALE students attended this school around the first of October? 11. How many students were absent on the most recent school day? 14. What type of school is this? Regular elementary or secondary Elementary or secondary with special program emphasis; Special education school. Vocational/technical school; Alternative		

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	E
What are the characteristics of schools that serve students in special education (e.g., type, size)? (continued)					
NSLSED II. 2. Please check which best describes your district Large Metropolitan area (more than 1,000,000) Small metropolitan area (less than 1,000,000) Large town (More than 25,000) Small town (less than 25,000) Rural area (less than 2500)			*43a. Of the total students enrolled in this school, how many have disabilities or are special education students, that is, how many have an Individualized Education Program (IEP)? 43b. How many of these IEP students are in each of the following instructional settings? All day in a regular education classroom. Most of the day in a regular classroom (1-20% of the school day receiving special education and related services outside the regular classroom). Some of the day in regular classroom (21-60% of the school day receiving special education and related services outside the regular classroom); Little or none of the day in a regular classroom (61-100% of the school day receiving special education and related services outside the regular classroom); Other (describe)		
NSLSED II3. Please indicate student demographics for your district Total student enrollment (K-12). %White, but not of Hispanic origin; % Black, but not of Hispanic origin; % Hispanic; % Asian or Pacific Islander % American Indian or Alaska Native; %Other (specify) % students receiving free or reduced lunch % students identified as limited English proficient and receiving additional education services for second language acquisition			10. Is this entire school specifically for students who are “at risk” or who have been suspended, expelled, or have dropped out, or who have been referred for behavioral or adjustment problems?  15. Does this school offer a magnet program?  27c. In head counts, how many Chapter 1 teachers and teacher aides were teaching at this school around the first of October?		



SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	E
What are the characteristics of schools that serve students in special education (e.g., type, size)? (continued)					
NSLSED II4. Please indicate the characteristics of students receiving special education services. Total number receiving special education services. Percentage of whole student population currently receiving special education services and/or related services (i.e., have individualized education plans under IDEA). Use December 1, 1997 data. Number of students by disability category: Mental retardation; Hearing impairments (including deafness); Speech or language impairments; Visual impairments (including blind-ness). Emotional disturbance; Ortho-pedic impairments; Autism; Traumatic brain injury; Developmental delays; Specific learning disabilities; Other health impairments; Other (specify)			16. How many staff held part-time positions in this school in each of the following categories around the first of October? Principals. Vice principals or assistant principals. Instructional coordinators and supervisors, such as curriculum specialists. School counselors. Library media specialists/ librarians. Student support services professional, such as school psychologists, social workers, occupational therapists, speech therapists, and nurses 17. How many staff held full-time positions in each of these categories? 20a. Were there teaching vacancies in this school for this school year, i.e., teaching positions for which teachers were recruited and interviewed?		
NSLSED 5. What number/percentage of students with disabilities without IEPs currently have written accommodation plans as required by Section 504 of the Vocational Rehabilitation Act?			28a. Does this school participate in the National School Lunch Program? 28b. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school eligible for the program? d. Around the first of October, how many students at this school received free or reduced-price lunches through the National School Lunch Program?		
			11. Which of the following best describes the community in which this school is located? Rural or farming community; Small city or town ; A medium-sized city; A suburb or a medium-sized city A large city; A suburb of a large city; A very large city; A suburb of a very large city; A military base or station ; An Indian reservation		

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
SCHOOL CLIMATE					
How safe are the schools that serve students in special education?					
HS 5. In a typical month, about how many disciplinary actions (excluding suspensions or expulsions) occurred at your school in the 1992-93 school year? 6. In a typical month, about how many incidents of violence (e.g., student fights, other acts of violence) occurred at your school in the 1992-93 school year? A2. Please indicate the degree to which you agree or disagree with the following statements about your school: i. This school is a safe place for students			62.. Indicate the degree to which each of the following matters is a problem in your school: (serious; moderate; minor; not a problem) Student tardiness; Student absenteeism; Teacher absenteeism; Student cutting class; Physical conflicts among students; Robbery or theft; Vandalism of school property; Student use of alcohol; Student use of illegal drugs; Student possession of weapons; Verbal abuse of teachers; Student disrespect for teachers. Students dropping out; Student apathy Lack of parent involvement; Poverty; Students come to school unprepared to learn; Poor student health	24. Compared to students without disabilities, are students with disabilities teased or ridiculed by other children in school more, the same, or less? 25. And does your school/district have a policy of intervening?	

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
To what extent is having students succeed academically and focusing on instruction the school's highest priority?					
	A18. Please indicate how much you agree or disagree with each of the following statements by circling the numbers that come closest to how <u>you</u> feel: Student academic achievement is the primary thrust of the school mission The school leadership has high expectations and standards for students and teachers. There is continuity in instructional objectives and curricula across grades and classrooms. The principal and teachers work as a team to establish the school's goals and procedures. Classroom instruction is regularly supervised. The principal promotes instructional improvement among school staff. Standards for classroom behavior are systematically enforced. The school climate is conducive to learning. Parent advisors are involved in development of curriculum, instruction, or student discipline code.		8. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important? Building basic literacy skills (reading, math, writing, speaking); Encouraging academic excellence; Promoting occupational or vocational skills; Promoting good work habits and self-discipline; Promoting personal growth (self-esteem, self-knowledge, etc.); Promoting human relationship skills; Promoting specific moral values; Promoting multi-cultural awareness or understanding		
POLICIES					
What policies and practices related to special education are pursued by schools?					
NLSS-P PF6. Are any of your school documents translated into languages other than English? PA44A. Were there any students with IEPs in the grades tested for the Title 1 assessment PA44B. Did you make any accommodations for students with IEPs on the reading section of the Title 1? Did you provide: one-on-one administration; Small group admin-istration. Extended time. Frequent breaks. Simplified directions. Oral administration of the assessment; a Braille or large-print version; A scribe to write student's responses. A typewriter or computer.	M1. Can secondary-age special education students be suspended or expelled from your school? (Please circle one number) 1. Special education students can <u>only</u> be suspended 2. Special education students can <u>only be expelled.</u> 3. Special education students can be <u>both</u> suspended and expelled 4. Special education students <u>cannot</u> be suspended <u>or</u> expelled				

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What policies and practices related to special education are pursued by schools (continued)?					
	M2. If special education students can be expelled and/or suspended, does your school arrange alternative services or placements for suspended or expelled secondary-age special education students?				
NSLSED The following section refers to assessments that are administered district or state wide and intended for the general education students. The questions do not refer to individual teacher or classroom assessments OR assessments administered to determine special education eligibility. 11. Please identify which assessments your district administers at which grade levels to which students (state required; district required; subject area; grade levels; % of students with students with low incidence disabilities participated; % of students with high incidence disabilities participated). CAT 5; IOWA; MAT-7; Stanford-9; CTBS; CTBS-Espanol; State norm or criterion referenced assessments (specify) District norm or criterion referenced assessments (specify) Other (specify)					
NSLSED 12. How are exemptions to individual students with disabilities granted for the state/district mandated assessments? Building principal decision; IEP committee decision; Individual general education teacher(s) decision; Individual special education teacher(s) decision; Parental request; Other (specify). No exemptions permitted.					

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What policies and practices related to special education are pursued by schools (continued)?					
NSLSED 24. Does your district offer differentiated diplomas for any students?; If yes, specify: Honors, diploma with commendation; Certificate of attendance; IEP diploma; Other (specify)					
NSLSED 25. Can students with disabilities receive a diploma solely for completion of their IEP goals? No, they must meet standard graduation requirements to receive a diploma; Yes, meeting IEP goals is the minimum requirement for the diploma for students with disabilities; Other (specify)					
RESOURCES					
What placement options are available at the school for students in special education?					
NLSS-P PG8. What percentage of your classrooms have at least one computer?	K1. Which of the following placement options did your school have for special education students? Regular education; Part-time resource room for special education students; Pull-out or itinerant services, such as speech therapy; Self-contained special education classrooms; Other placements (Please specify)				10. During this school year, where did you work with students with disabilities? In a general education classroom; In a special education classroom; In a non-classroom space (office, therapy room, small work space, mobile van, etc.); Other (please specify); I do not work with students directly
What options for types of schools are available in the district?					
NSLSED 6. What percentage of students with disabilities are in the following placements as reported in your December 1, 1997 data? Regular classroom; Resource room; Separate classroom; Public separate day facility; Private separate day facility; Public residential facility; Private residential facility; Homebound/hospital environment Other (specify)					

**SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)**

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
<b>What programs operate at the school to support learning and well-being (e.g., Chapter 1, Reading Recovery, Accelerated Schools, school-based health services, after school enrichment activities, consultation for teachers)?</b>					
NLSS-P PD10. Does your school have: A year-round program. A weekend program? An extended school year program. A before- or after-school program. A summer or intersession program? (If elementary) Transition activities for children in preschool. School-to-work activities., Counseling or pupil services? Mentoring or tutoring. (If HS) College and career awareness and preparation activities. Services for out-of-school youth. Services that target children in a pull-out setting? Services that target children in an in-class setting. Supplemental instructional services in language arts. Supplemental instructional services in math. Services that are specially designed in English, such as ESL. Services in students' native language, such as bilingual education. Resource teachers. A class size reduction initiative. A family literacy program. Professional development for school staff. Training for parents. A parent liaison. Teachers aides.			22. Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source. Remedial reading Remedial mathematics Programs for students with disabilities Programs for gifted and talented Extended day or before-school or after-school day care programs English as a Second Language Bilingual education Diagnostic and prescriptive services Medical health care services		
<b>What personnel resources are at the school to support learning and well-being (e.g., reading specialist, school counselor, school nurse)?</b>					
	D7. Which of the following, if any were made available to the regular education teacher because this student was in his/her class? Consultation services by special education or other staff		*61. Do you agree or disagree with each of the following statements? I am given the support I need to teach students with special needs		

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What personnel resources are at the school to support learning and well-being (e.g., reading specialist, school counselor, school nurse) (continued)?					
NSLSED For each of the following positions, please estimate the number of full-time positions. Provide an unduplicated count of the staff at your schools. 10. Professional staff employed by your district to serve students with disabilities; Special education administrators; District level Special Education supervisors/coordinators; Certified special education teachers; Non-certified special education teachers (emergency/alternative certification); Special Education Aides/assistants (estimate total full-time or number of hours of assistants; Speech and language/clinicians/pathologists; Psychologists; Physical therapists; Physical/occupational therapy contractors; Social workers; Guidance counselors; Parent/community liaison or coordinators; Other (specify)	K3. Which of the following is available to regular education teachers when special education students are mainstreamed into their classes? (Please circle all that apply) Consultation services by special education staff or other staff. Special materials to use with the mainstreamed students. Inservice training on the needs of the mainstreamed students. Human aides Smaller student load or class size. None of the above				

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
How large a student caseload is carried by special education teachers?					
WISE: 3. Central to a special educator's work is the student caseload/class size. This question addresses the number of students with whom you work, the amount of time per student, and the special needs of your students. For each item, please write the number of students in the blanks to the right (if none, please write 0). What is the total number of special education students with whom you usually work in a given week (that is, for how many students are you responsible for a portion of the instruction reflected on the IEP?) Of the special education students for whom you are currently responsible, approximately how many do you: . Work with nearly the whole day? Work with about half the day? Work with one to two hours per day? Work with 31-60 minutes per day?. Work with approximately 30 minutes per day? Work with between one and two hours per week? Work with less than one hour per week? Provide monitoring or consultation/ collaboration services only?					11. During this school year, how many students with IEPs did you work with, on average, each week? (Include students you work with directly, as well as students for whom you consult with the general education teacher)



SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
FAMILY INVOLVEMENT					
What actions does the school take to encourage/support family involvement in the school (e.g., provide transportation to IEP meetings, holding parent meetings at places convenient to the parent, providing child care for events?					
HS A2. Please indicate the degree to which you agree or disagree with the following statements about your school: h. This school does a good job of reaching out to parents who are typically not involved at the school. b. Parents at this school aren't interested in participating in school activities.			25. Last school year, were the following means of facilitating parent participation in place at this school? Open house or back to school night Regularly scheduled school-wide parent-teacher conferences. Special subject-area events; Parents tutoring students. Parent presentations at "career days" or other occupational development activities. Parent education workshops or courses. Written contract between school and parent. Parent-child learning activities at school. Parents as volunteers in the school. Parents as paid classroom aides. Parents involved in in-structional issues. Parents involved in governance. Parents involved in budget decisions. At-home learning activities to support school objectives Any other home-school collaboration efforts		
NLSS-T TE1. I am going to read a list of parent involvement strategies. Please let me know if you use any of them. Do you: Work with parents to set learning goals for students at the beginning of the year? Initiate face-to-face meetings with parents? Initiate phone calls to parents when their child is having problems? Initiate phone calls to parents when their child is NOT having problems? Make home visits? Recommend services to parents, such as parent resource centers or family training? Show parents models of successful student work? Discuss individual student assessment results with parents?					

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What actions does the school take to encourage/support family involvement in the school (e.g., provide transportation to IEP meetings, holding parent meetings at places convenient to the parent, providing child care for events)? (continued)					
NLSS-P PF7. Do you promote parent involvement by: Using parents as volunteers in the class or school. Recruiting or employing parents as classroom aides. Having parents serve on school or district committees. Providing workshops or training for parents? Training parents to work with their children at home? Providing social support services. Providing family night activity, such as Family Math. Providing materials translated into other languages. Providing information in culturally or linguistically appropriate formats. Inviting them to assemblies or fairs. Hosting social events. Providing individual student assessment result to the parents of your students. IF yes, Including an interpretation of those assessment results to parents.			26. Are the following in place at this school? Staff member assigned to work on parent involvement. Parents or staff maintain a log of parent participation. A reliable system of communication with parents, such as newsletters or phone trees? Services to support parent participation, such as providing child care or transportation? Parent drop-in center or lounge?		

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
REFORMS					
What school-wide reforms have schools implemented and how are students in special education included in them?					
NSLSED III7. Standards-based reform is being implemented in various ways across the states. The following questions pertain to the content standards under development and/or being implemented in your district during the past five years. Please check all that apply (under development; being implemented; state voluntary; state mandated; district voluntary; district mandated) English/language arts; Mathematics Science; History/social studies Citizenship; Communication; Art Music; Physical education Others (specify) 8. Are students with disabilities addressed in your content standards? How? General policy statement (e.g., “standards will apply to all students”) Specific references to students with disabilities (e.g., “standards will apply to students with a diversity of learner styles, including students with disabilities”) Specific written accommodations and adaptations Other (specify)					

SCHOOL CHARACTERISTICS AND POLICIES (CONTINUED)

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
What school-wide reforms have schools implemented and how are students in special education included in them? (continued)					
NLSS-P PC2. Has your school selected or developed any school reform models. I am referring to research-based models of school reform. Some examples of these model are “Accelerated Schools” and “Success for All. PC3. What models have you selected? Accelerated schools, Advantage Schools; American’s Choice (formerly National Alliance for Restructuring Education); Association for Direct Instruction; Atlas Communities; Audrey Cohen College; Basic Skill Builders Project; Coalition of Essential Schools; Comer School Development Model; Community for Learning Program; computer Curriculum Corporation; Co-Net; Expeditionary Learning Outward Bound; High Schools that Work; Modern Red Schoolhouse; Morningside; Paideia Program; Reading Recovery; Roots and Wings; School Development Program; Success for All; Talent Development High School; Urban Learning Center; Other (Specify)					

STUDENT OUTCOMES

Miscellaneous Instruments*	NLTS	NELS	SASS	ICD	ECLS-K
ACADEMIC AND FUNCTIONAL LITERACY					
What is the academic functioning/performance of students in special education?					
	A11. What instructional grade level in reading and mathematics has this student achieved as of the most recent assessment? (Circle <u>one</u> number or letter for <u>reading</u> and <u>one</u> number or letter for <u>math</u> ). No grade level determined; Lower than kindergarten; Kindergarten Grade 1 A12. Most recent year of reading assessment A13. Most recent year of math assessment	4.2. Please indicate whether this student: consistently performs below ability?		IIIJ2. Does CHILD have significant problems at school with understanding instructional materials?	
	D5. Generally, <u>does</u> this student keep up in this regular education class?				
What is the level of engagement of students in special education?					
	C9. How often does this student do each of the following in this class” Complete homework on time. Take part in group discussions. Stay focused on his/her work. Rarely to Almost Always.				
SOCIAL AND PERSONAL ADJUSTMENT					
To what extent are students in special education socially engaged?					
	F1. Which of the following school extracurricular activities has this student participated in during this school year? (9 categories)				
To what extent do students in special education get along with others?					
	B6. How well does this student do each of the following in his/her school- or community-based work experience? Get along with coworkers or supervisors. Control his/her behavior to act appropriately on the job? Follow directions. Very well to not at all well.				
	C8. How well does this student do each of the following in this class? Get along with other students. Follow directions. Control his/her behavior to act appropriately in class.				

STUDENT OUTCOMES					
Miscellaneous Instruments*	NLTS	NELS:88	SASS	ICD-III	ECLS-K
What is the level of engagement in school of students in special education in terms of school completion?					
	D9. How often does this student do each of the following in this class? Complete homework on time Take part in group discussions Stay focused on his/her work	4.3-6. Please indicate whether this student: Rarely completes homework? Is frequently absent? Is consistently inattentive in class? Exceptionally passive or withdrawn?			
	7. During the school year indicated on the coversheet, how many days was this student absent (please enter only one number for days absent or classes absent)				
PERSONAL AND SOCIAL ADJUSTMENT					
To what extent are students in special education socially engaged?					
	F1. Which of the following school extracurricular activities has this student participated in during <u>this school year</u> ? (Please circle <u>all</u> that apply). Performing groups (e.g., choir, band, dance, theater); Sports teams or clubs, including special Olympics; Honor society; Student government Subject matter clubs (e.g., debate, French Club); Newspaper, yearbook Social or hobby group; Vocational club (e.g., junior achievement, DECA, 4H Club); Other (please specify). Don't know				
To what extent do students in special education get along with others?					
	D8. How well does this student do each of the following in this class? Get along with other students Follow directions Control his/her behavior to act appropriately				
To what extent do students in special education abide by rules?					
	8. In the school year indicated on the cover sheet, how many days was this student suspended?	4.8 Please indicate whether this student: Is this student frequently disruptive?			
	F4. Has CHILD ever been arrested?	4.5 Is this student frequently tardy?			