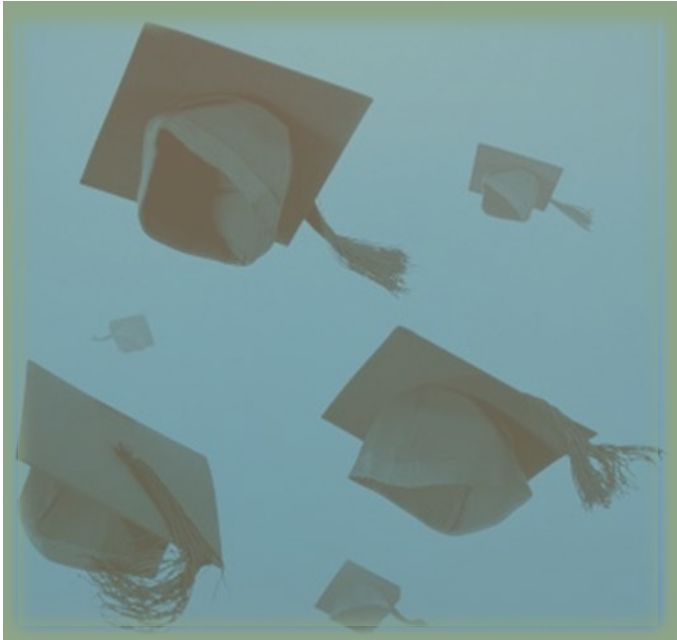


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Project #2256

August 2014

The Minnesota Special Education Experience Study Survey Report

prepared for:

The Minnesota Governor's Council on
Developmental Disabilities
and

The Minnesota Department of
Education, Special Education Division

designed and implemented by:

marketresponseinternational

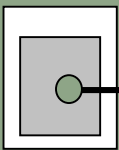
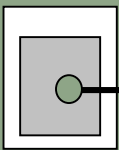


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**1::
research
overview**

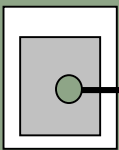


project overview – why this study was done

In 2012 the Minnesota Governor's Council on Developmental Disabilities (GCDD) commissioned MarketResponse International to conduct parallel surveys among MN heads of households representing the general population of Minnesota, and the population of households with a son or daughter with a developmental disability. (1962/2012 Minnesota Survey of Attitudes Regarding Developmental Disabilities, Completed Q1 2012)

The findings from the 2012 study –related to education– revealed a significantly more negative outlook from the households that had a member with a developmental disability regarding the near-term future of education services.

- That finding prompted the K - 12 Education Study for Students with Developmental Disabilities, a qualitative narrative study completed in 2013.
- The insights gained from the 2013 qualitative study were used to guide the design of this quantitative Minnesota Special Education Experience Study, conducted in 2014.



200+ stories were collected from 110 individuals:

- Included: students with developmental disabilities, their parents, teachers, case managers, special education administrators, self advocates, and others.
- 7 themes describing the Special Ed. experience emerged:

1) Emotional Roller Coaster

2) Special Education in its Own Bubble

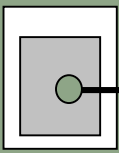
3) Through the Cracks

4) Fear of Parental Empowerment

5) Education Heroes

6) Integration to Inclusion

7) Transformation



project overview – 2014 quantitative benchmark study

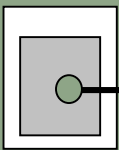
A survey was conducted in 2014 among households that have a student receiving special education services in Minnesota's public school system.

The purpose of the survey was to obtain benchmark measures of overall quality perceptions and satisfaction with the special education experience, as perceived by the parents/advocates and the students themselves, throughout the state of Minnesota.

On-line Survey Methodology:

The Special Education Division of the Minnesota Department of Education (MDE) sent an email introductory letter –with a link to an on-line survey– to Special Education Directors throughout the state of Minnesota, encouraging the Directors to forward the intro letter and survey link to the households in their district which had one or more students receiving special education services. The local Directors were encouraged to take efforts needed to ensure the survey was accessible to their constituents.

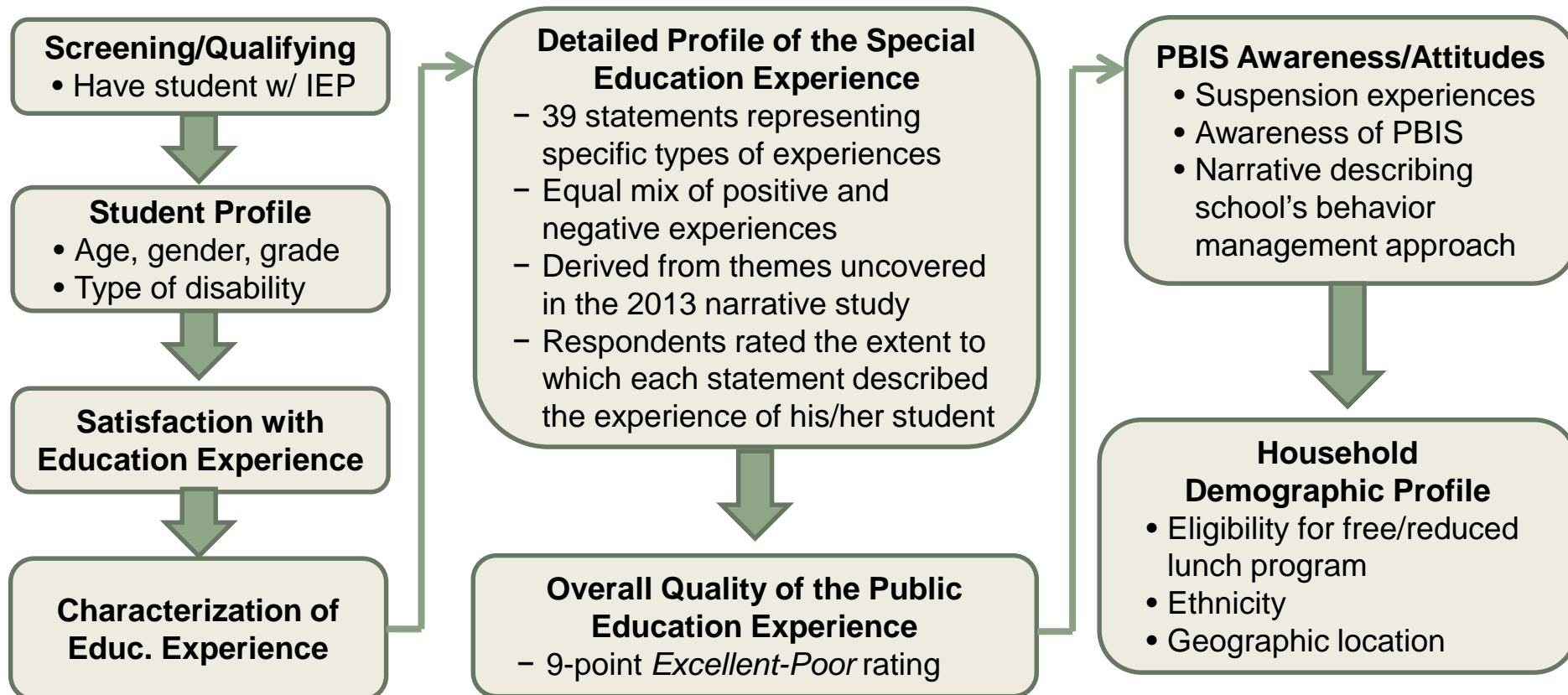
Additional outreach efforts were made to reach households that have students receiving special education services with the assistance from PACER, The Arcs, the Autism Society of Minnesota and others.



project overview – 2014 survey design

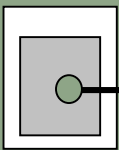
A survey questionnaire was designed to obtain measures of satisfaction/dissatisfaction and overall quality perceptions of the Minnesota public education experience for students receiving special education services and their parents/guardians. This study includes analysis aimed at identifying the relative importance of various experiences in determining one's satisfaction and overall quality perceptions. The questionnaire was provided in both English and Spanish and took approximately 20-30 minutes to complete.

Questionnaire Flow and Content:



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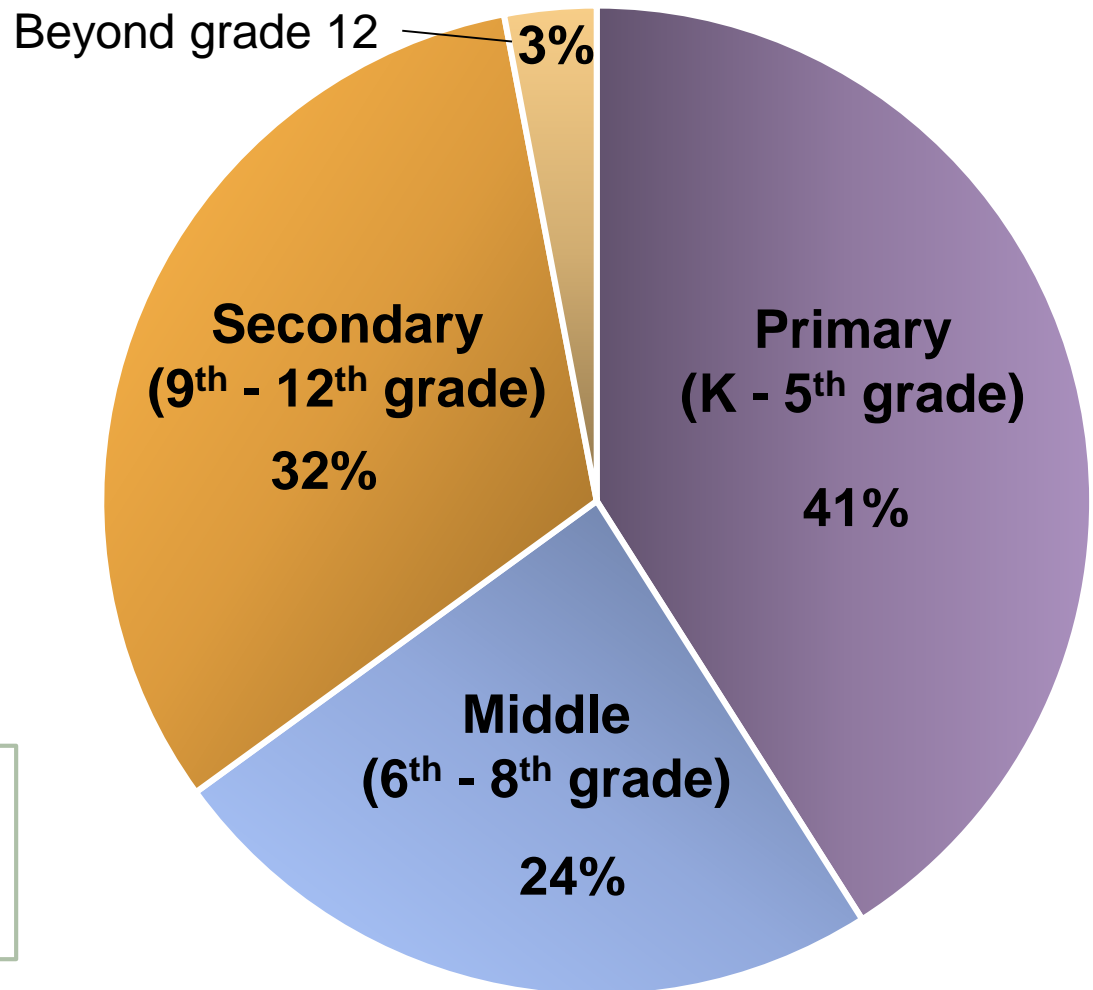
**2::
respondent
profiles**

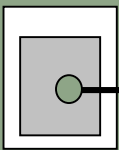


Student Grade Level Grouped

Total sample:
(n = 1,705)

With a random sample of 1705 respondents, there is a 95% probability that proportional results are accurate within +/- 2.4% or less. Proportions obtained from smaller sub-samples have wider confidence intervals.



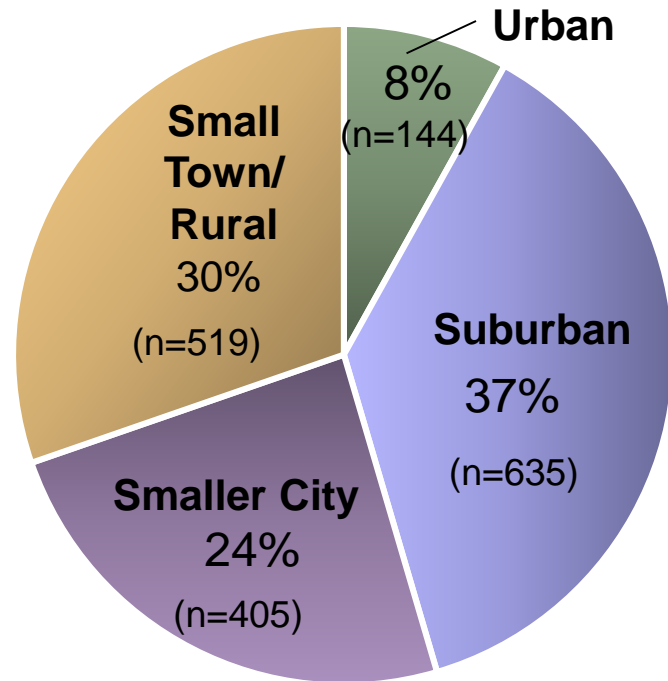


respondent profile -- location, grade, free/reduced

The profile of urban respondents shows some differences with the other locations.

The urban sample has a higher proportion of respondents with students in secondary school, and a higher proportion who qualify for free and reduced lunches.

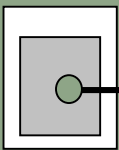
Geographic location in Minnesota



K - 12 Group and Location					
	Total (1,657)	A Urban (140)	B Sub- Urban (613)	C Smaller City (391)	D Small Town/ Rural (511)
Primary	50%	42% ^B	52%	49%	49%
Middle	25%	26%	25%	24%	25%
Secondary	26%	32% ^B	24%	27%	26%

<u>Qualifies for Free/Reduced Lunch Program</u>					
Yes	24%	42% ^{BCD}	17%	26%	26%
No	73%	56% ^{BCD}	78%	70%	72%
Don't know	4%	2%	5%	4%	3%

ABC...: Indicates statistical significant difference at 95% confidence level with other column(s) mean or percent.

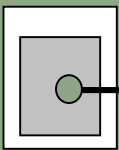


respondent profile -- ethnicity by location

Differences in proportions of minority students provides further evidence that the urban population of students receiving special education services has a *different profile* from the populations of the 3 other locations.

Primary Race/Ethnicity					
	<u>Total</u> (1,705)	<u>Urban</u> (144)	<u>Sub- Urban</u> (635)	<u>Smaller City</u> (405)	<u>D Small Town/ Rural</u> (519)
White, Caucasian	88%	64% BCD	87%	92%	84%
Black, or African American	3%	17% BCD	3%	2%	2%
Hispanic	2%	2%	3%	1%	1%
Native American	1%	1%	1%	1%	--
Asian/ Pacific Islander	2%	6% BCD	2%	1%	--
Other	2%	4%	2%	1%	1%
Don't know/Don't want to tell	3%	5%	3%	3%	2%

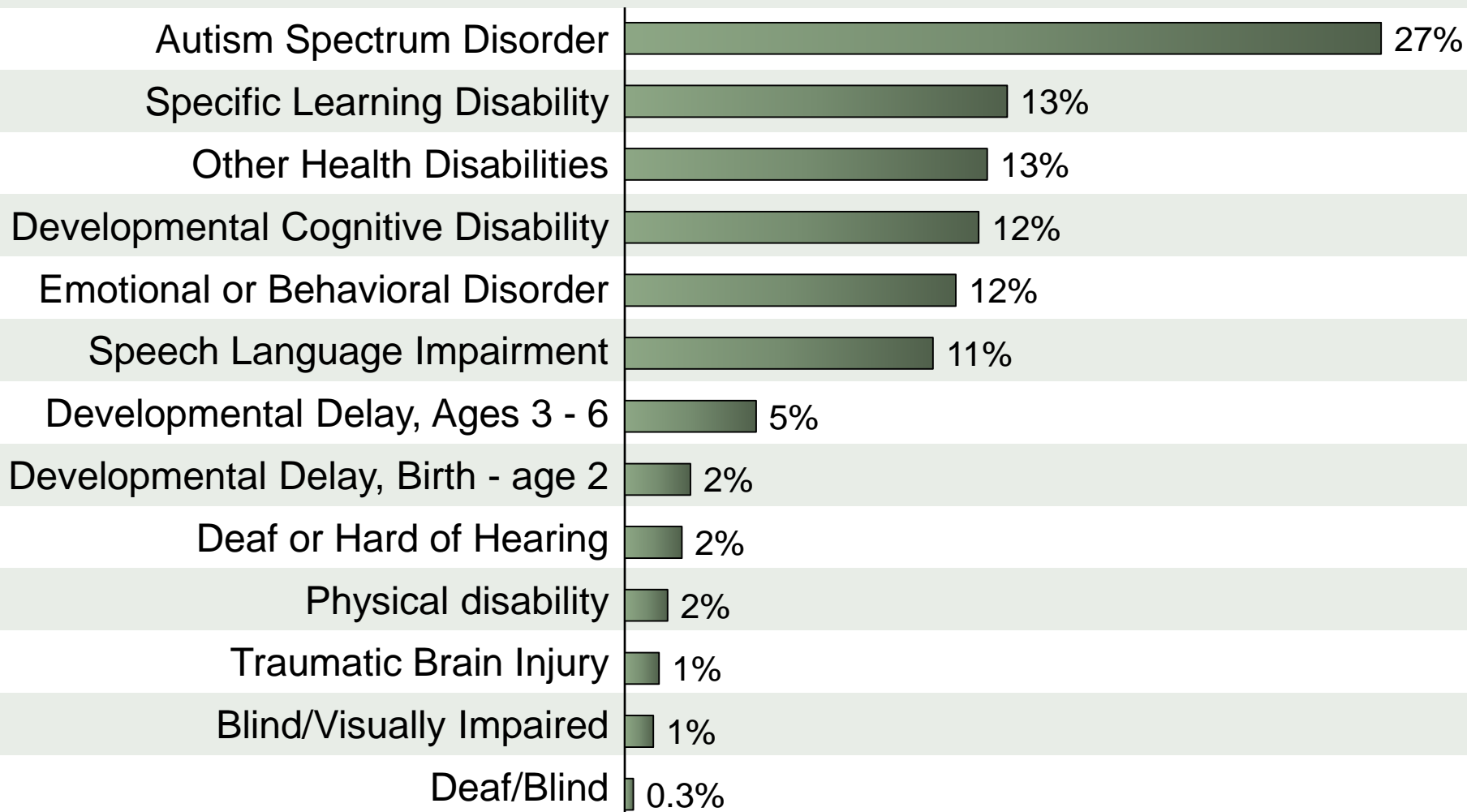
ABC...: Indicates statistical significant difference at 95% confidence level with other column(s) percent.



respondent profiles – primary qualifying disability

IEP Qualifying Disability:

Based to Total sample: n = 1705

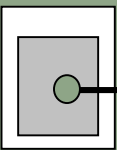


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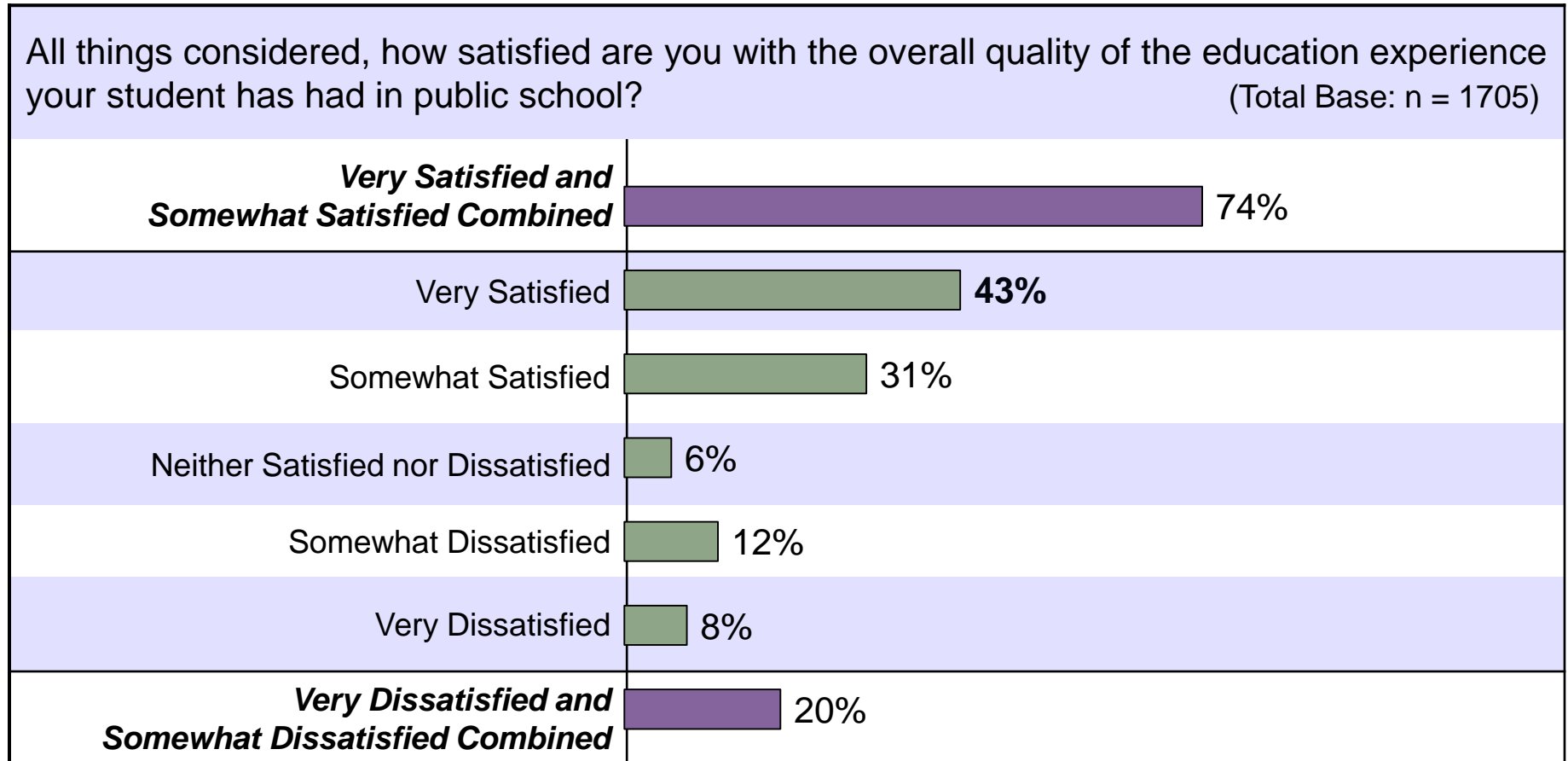
Satisfaction

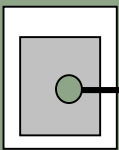
**with the education
experience**



SATISFACTION w/ education experience








Three-fourths (74%) of all Minnesotans with a student receiving special education services are satisfied with the quality of the education experience their student has had in public school. However, only 43% are *very satisfied*, and one in five (20%) are *dissatisfied*.



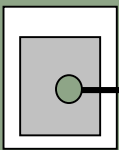


SATISFACTION w/ education experience – by grade level

Measures of satisfaction were statistically significantly higher (and dissatisfaction lower) among respondents with students in the primary grades (K-5), as compared to middle and secondary grades. In other words, satisfaction decreases as students move into the higher grades, beyond primary school.

All things considered, how satisfied are you with the overall quality of the education experience your student has had in public school? (Total Base: n = 1705)		<u>Grade Level</u>			
		A Primary <u>K-5</u> (822)	B Middle <u>6-8</u> (408)	C Secondary <u>9-12</u> (428)	D Transition <u>Post HS</u> (48)
Very and Somewhat Satisfied Combined	 74%	79% _{BC}	71%	69%	71%
Very Satisfied	 43%	50% _{BC}	40%	33%	31%
Somewhat Satisfied	 31%	29% _{CD}	31%	36%	40%
Neither Satisfied nor Dissatisfied	 6%	6%	5%	7%	4%
Somewhat Dissatisfied	 12%	10% _{BC}	16%	14%	17%
Very Dissatisfied	 8%	6% _{BC}	9%	10%	8%
Very and Somewhat Dissatisfied Combined	 20%	16% _{BC}	25%	24%	25%


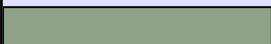
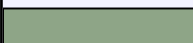




ABC...: Indicates statistical significant difference at 95% confidence level with other column(s) percent.



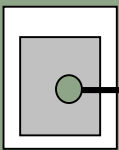
SATISFACTION w/ education experience – by location

Overall satisfaction with the quality of the education experience their student has had in public school was statistically significantly lower (and dissatisfaction higher) among respondents from the Minneapolis-St. Paul urban areas, as compared to all other areas.

Approximately one in four (27%) of households in the urban Minneapolis-St. Paul areas are dissatisfied with the public education experience, compared to about 1 in 5 overall.

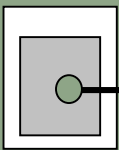
All things considered, how satisfied are you with the overall quality of the education experience your student has had in public school? (Total Base: n = 1706)		<u>Location</u>			
		A Urban w/in MSP (145)	B Suburban MSP (635)	C Smaller Cities (405)	D* Small Town & Rural (519)
Very and Somewhat Satisfied Combined	 74%	65% BCD	76%	74%	75%
Very Satisfied	 43%	32% BCD	44%	43%	45%
Somewhat Satisfied	 31%	33% CD	32%	31%	30%
Neither Satisfied nor Dissatisfied	 6%	8% C	6%	4%	6%
Somewhat Dissatisfied	 12%	12%	11%	14%	12%
Very Dissatisfied	 8%	15% BCD	7%	8%	7%
Very and Somewhat Dissatisfied Combined	 20%	27% BD	18%	22%	19%

*ABC...: Indicates statistical significant difference at 95% confidence level.



In an open-ended question the survey respondents were asked to describe why they were satisfied or dissatisfied with their student's education experience. Most of the respondents (1,611 out of 1,705 total) provided detailed responses.

Research Analysts from MarketResponse read every response and grouped them into positive and negative categories. As shown on the next page, a little over half (54%) were positive, and 43% were negative.



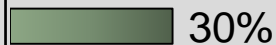
reasons for satisfaction/dissatisfaction – open ended comments

Positive Overall



Descriptions of Positive Comments Categories:

Quality Education Services



Student receiving good education services/ teachers providing good services/teacher doing a good job

Caring Staff



Staff/teachers/school/district is supportive/caring/accommodating

Student Learning



Student has improved/success/doing well

Good Communication



Staff provides good communication/answers questions/keeps me informed

Positive Environment



Student is happy/safe/enjoys school/services

Student's Needs Identified



Staff was proactive in identifying student needs/staff well qualified/able to identify needs

Other Positive



Negative Overall



Descriptions of Negative Comments Categories:

Inadequate Education Services



Student not receiving adequate services/needs more/better/different services/teachers not providing good services/not teaching

Staff Indifferent



Staff doesn't seem to care/reactive/not accommodating/ignores student

Student Not Learning



Student not improving/underperforming/not meeting goals

Poor Communication



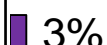
Staff doesn't keep me informed/unresponsive

Conflicts



I have to fight/advocate/request/struggle for my child

Negative Environment



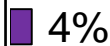
Student is bullied/treated poorly/unhappy/anxious/stressed

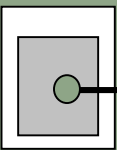
Student's Needs Not Identified



Student needs not properly identified/I have to fight/advocate/struggle for my child

Other Negative





reasons for satisfaction/dissatisfaction – positive comments

A few examples of positive verbatim responses are shown below and on the next page, followed by 2 pages with examples of negative responses.

Positive Comments (54%)

Open-end Comments

Proper Education Services (30%)

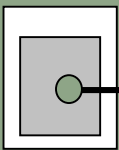
The quality of teachers has been consistently high and the handoffs between programs very good from ECSE programs through center based programs in elementary, middle school and high school. Inclusion, particularly in high-school has been very impactful in a positive way to quality of life. The adapted sports programs and the coaches in those programs have been fabulous in helping my child enjoy a healthy team based experience. The additional social services and job prep services in Transition Plus have been so valuable to us as a family

Staff Caring (17%)

I feel that (my student) has an excellent support system at school. She has been in 3 different schools within the district and I have found the quality and level of services to be consistent throughout. Her teachers have been flexible and work as a team with her special education coordinator and social worker. They bring new ideas to the table and are open to ideas from us as parents. They have provided compassion, encouragement, and resources to me when sometimes I have felt that I was repeatedly hitting dead-ends in seeking resources outside of school.

Student Learning (14%)

After all the years of hard work, my daughter has progressed enough to be in the mainstream classes most of the day. Even with such an achievement, the staff is still paying attention to the areas (social, speech) she needs improvement on



reasons for satisfaction/dissatisfaction – positive comments

Positive Comments (Continued)

Open-end Comments

Good Communication (9%)

All her mainstream teachers have been excellent, working closely with her, her special education team, myself and my husband, to help her be successful in the mainstream classroom. Her IEP is truly a blessing, it has been an enormous help in getting her just the right services and adjustments to succeed.

Positive Environment (4%)

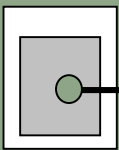
My son is happy to go to school every day and always happy to do his homework. The instructors and paras have, since the time of ECSE services, been challenging and firm in their educational demands, which I feel brings out the best in the students.

Student's Needs Identified (3%)

She would have struggled greatly without the help of her teacher and all the other people who have helped her through the years. Some of the accommodations of the IEP made all the difference in the world between her getting a little extra help and being labeled a problem child.

Other Positive (4%)

He received an excellent education, support with independent living skills and job training that led to employment. One could not replicate those great experiences anywhere else, only through the vast resources of a school district. Without these key supports, he would not have a life of his own. He would depend on charity.



reasons for satisfaction/dissatisfaction – negative comments

Net Negative Comments (43%)

Open-end Comments

Inadequate Education Services (18%)

The education that my son has received is below par, and has not met his needs. His teachers sometimes don't know he is on an IEP...they don't follow the IEP...he struggles and their main answer is putting him in a resource class...which has not helped at all this year...

Staff Indifferent (7%)

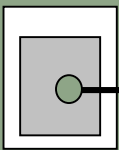
We had to fight to get him an IEP, was initially put on a 504 plan. When he moved up from middle school, we talked to the counselors about high school programming. Our response from the school was, we will figure it out when he fails; one counselor called him damaged, told us we were brave for raising a damaged child.

Student Not Learning (5%)

Beginning with when he was teased and bullied - teachers and special education staff did not know what to do with him. He struggled - we all did. To the failure of the system he has been further delayed in his growth and has increased his disabilities in many ways.

Poor Communication (7%)

We were not offered a meeting to discuss our concerns at the time we requested an evaluation, we did not get a chance to have input into eligibility, or the IEP. We were not advised of any rights we might have. Sometimes I feel like I am not being heard.



reasons for satisfaction/dissatisfaction – negative comments

Net Negative Comments (Continued)

Open-end Comments

Negative Environment (3%)

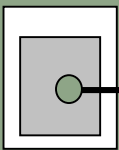
Some of the practices and even comments by the staff are not appropriate. The librarian at her school makes the children who forget their books at home sit on the floor while all the other children look for books. I understand that she should not be allowed to check out another book until the other one comes back, but, to punish a child by making them sit for 20 minutes or so is very uncalled for. She is in Kindergarten, it is my responsibility to make sure she has her book not hers. My child should not be punished like that nor any child. They should be allowed to at least look at books, I would think that the school would like children to enjoy reading and encourage them to be involved in the library. Also, some of the off the cuff remarks from staff have been extremely unprofessional.

Student's Need Not Identified (4%)

I feel it took way too long for the school to notice there was a problem, a disability with my step son. The lack of effort to make sure he gets the help he needs is pathetic. I feel he is always left behind and ignored, even though he is clearly failing and needing help!!

Other Negative (4%)

I do not feel that my child is pushed to her full potential and that she is allowed to get by with lower quality work than what she is capable of. I am constantly having to ask teachers to do things over and over again and I still see little to no result in some areas. Communication has been very poor and I often feel like my opinion is not taken into consideration. I also do not think the staff is trained very well and therefore do not have the tools to teach in a way that works best for a child with autism. I am tired having to fight. Just because she has a disability does not mean she does not have potential. I do not like that fact that the teachers do not seem to take my concerns seriously. My daughter is nice and well behaved and therefore gets less help/attention. That is not right.

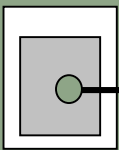


words which describe the special education experience

From the list of 42 words (shown below), respondents were asked to pick 4 to 6 words they would use to describe their student's experience in public education.

Please pick 4 to 6 words you would use to describe your student's experience in public education.

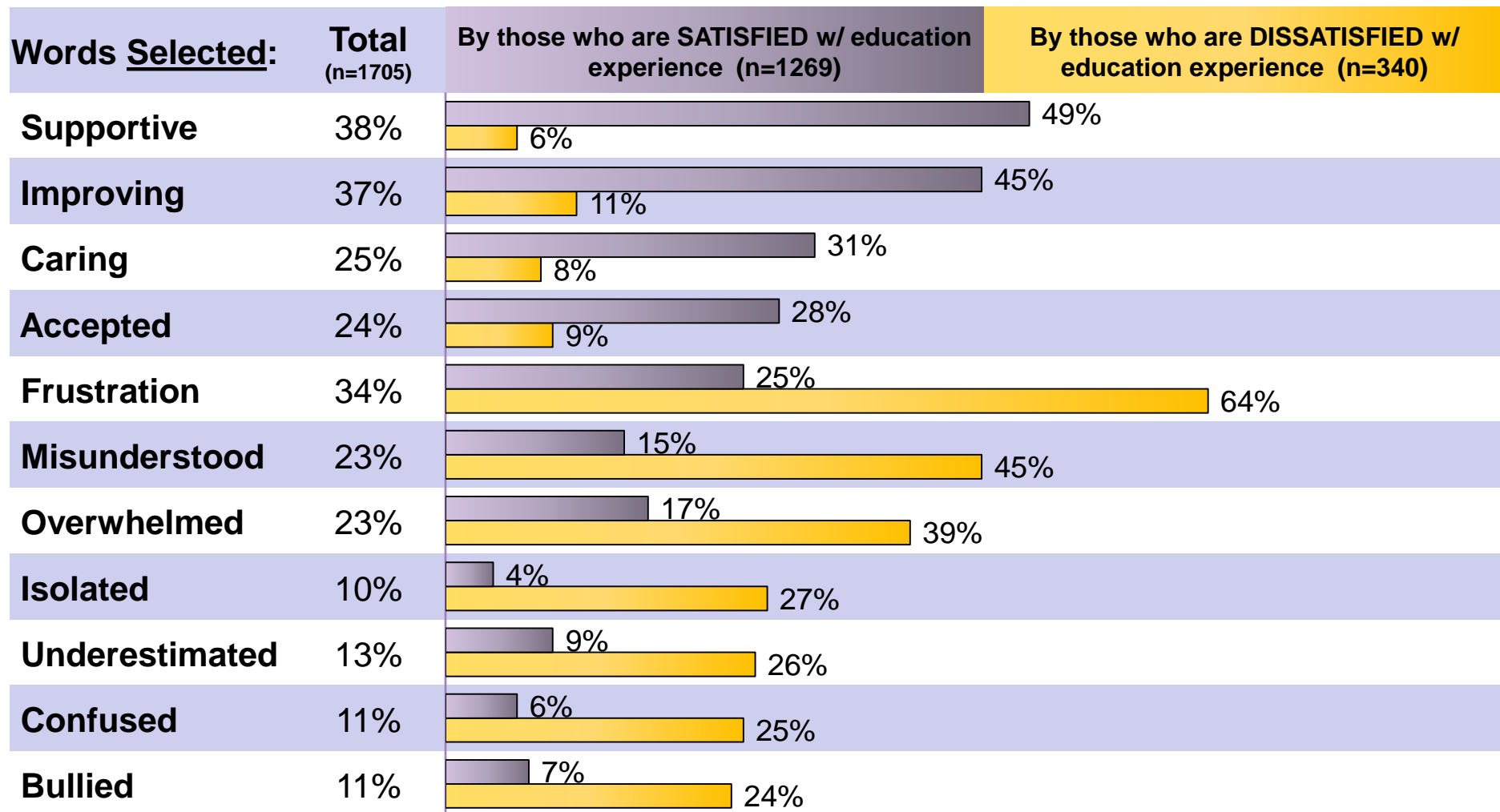
Hope	Misunderstood	Flexible	Accepted	Nurturing	Rejected
Fear	Caring	Devastated	Unprepared	Underestimated	Energized
Anger	Vulnerable	Innovative	Grief	Loved	Exhausted
Joy	Isolated	Empowered	Capable	Alone	Traditional
Frustration	Improving	Uncertainty	Confused	Bullied	Helpless
Hurt	Included	Pressured	Thriving	Adaptive	Engaged
Pride	Hero	Supportive	Collaborative	Overwhelmed	Confidence

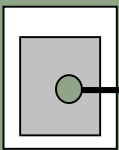


words selected to describe the education experience

Differences in the way the satisfied vs. unsatisfied respondents feel about the education experience are revealed by the top 5-6 words that each group selects to describe their students' experiences.

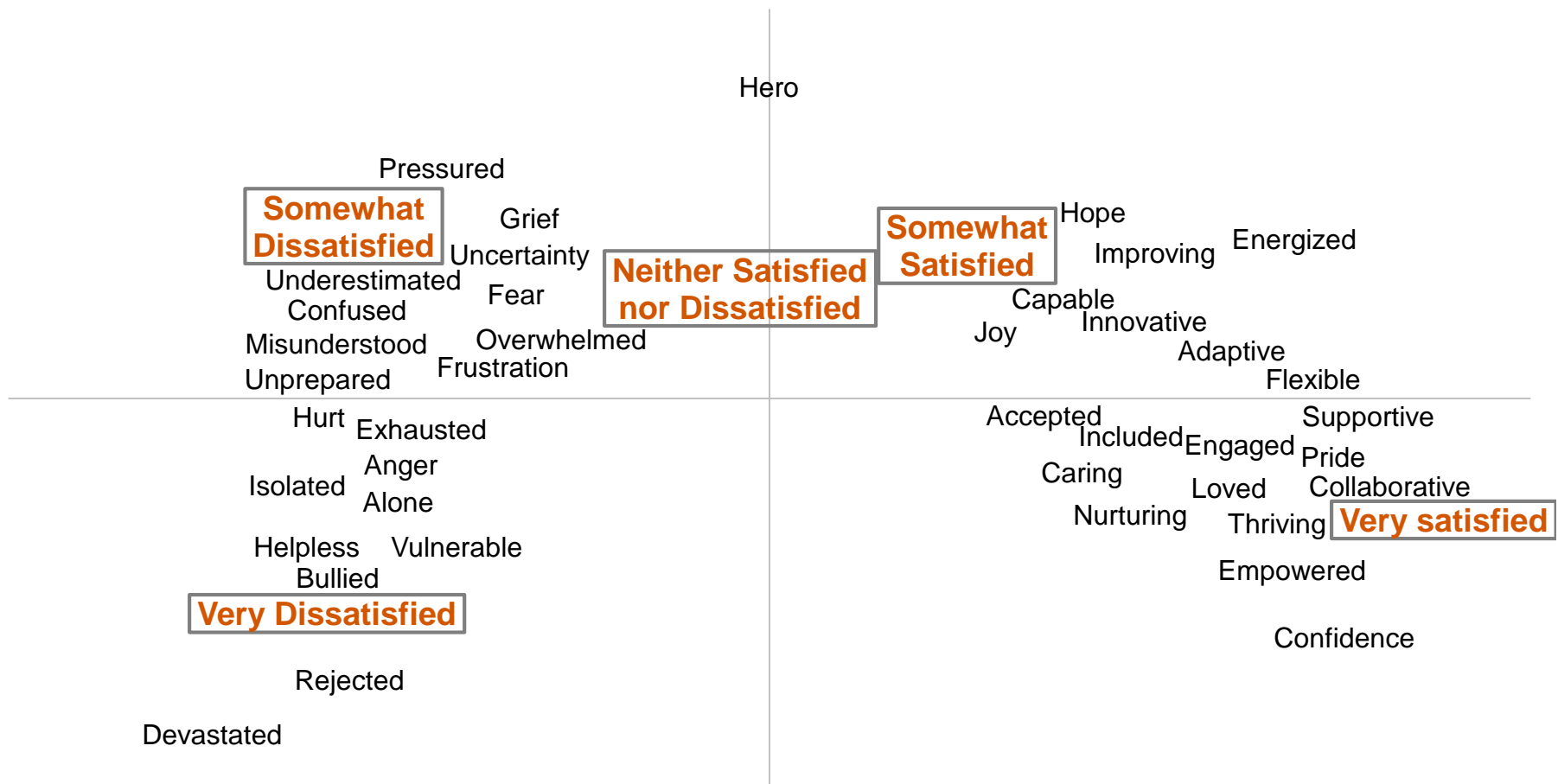
From a list of 42 words shown to respondents: *Please pick 4 to 6 words you would use to describe your student's experience in public education. (Q6)*





correspondence analysis – empathy map

The correspondence analysis map shown below visually displays the correlations between the words selected to describe the education experience and the overall level of satisfaction with the experience. Each respondent's level of satisfaction with their students education experience was strongly correlated with the words they chose to describe that experience. As expected, the most positive feelings were selected by the most satisfied respondents. (Numerical detail is provided in the Appendix, pages 44-46.)

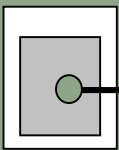


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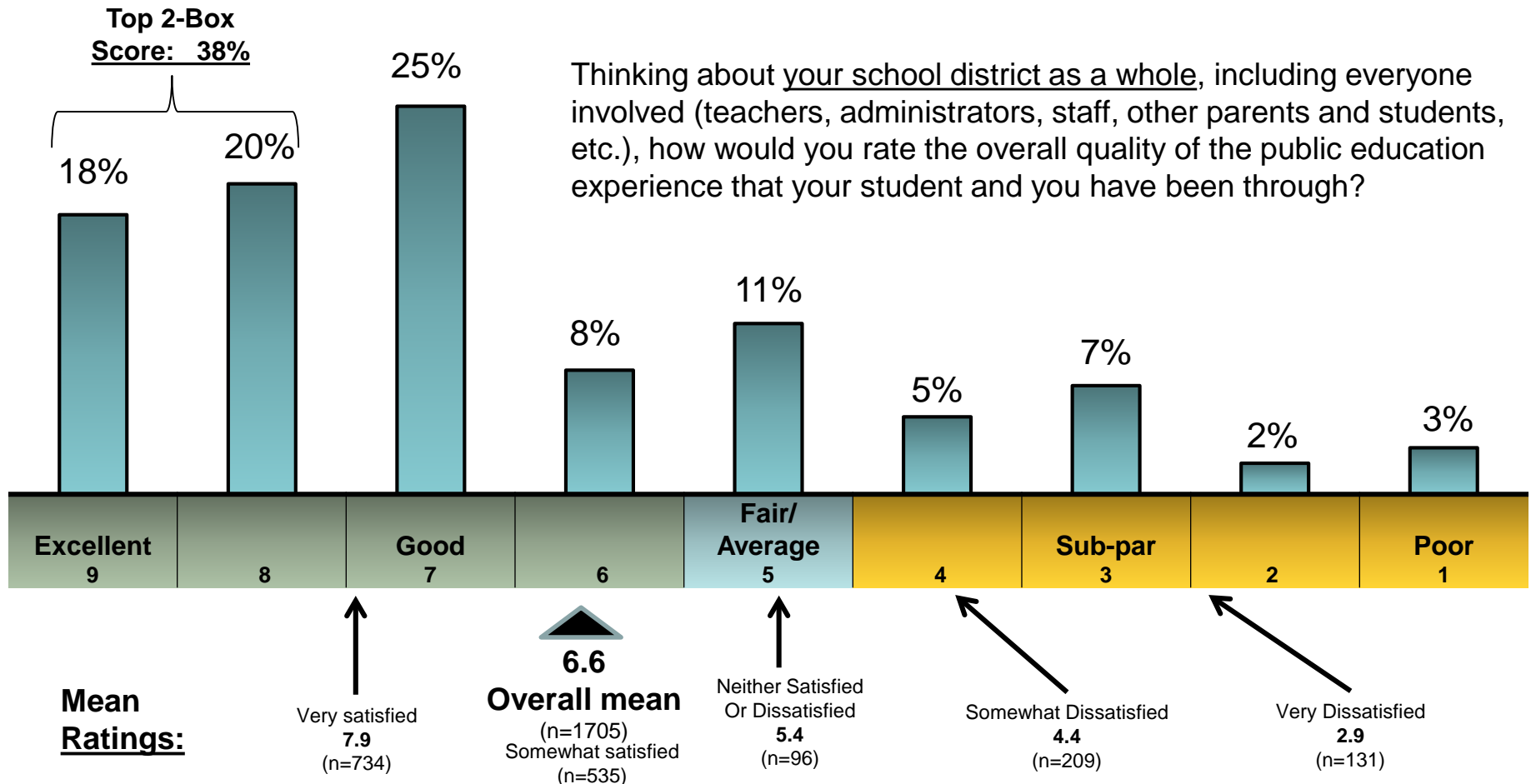
Quality Drivers

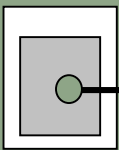
**of the education
experience**



overall quality of public education experience

On average, the respondents from across the state of Minnesota rated the overall quality of the public education experience at 6.6 on this 9-point Excellent-Poor scale, which is in between *Good* and *Fair/Average*. As expected, overall satisfaction is related to the measures of overall quality on this scale: The mean rating from those who said they were *Very Satisfied* was 7.9 on this 9-point scale, vs. 6.6 from those who were *Somewhat Satisfied*, down to 2.9 from those who were *Very Dissatisfied*.





perception of education experiences

The respondents were shown a series of statements, 39 in total, each representing a different public school experience. The respondents used the scale shown below to indicate how well each statement described their student's (or their own) experience.

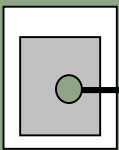
The statement describes my or my student's experience . . .

Very Well		Somewhat		Not at all
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next three slides will show the following:

- Fifteen of the 39 experience statements that were identified as action items, those experiences having the most measureable impact on ratings of the *overall quality of the education experience*.*
- These 15 action items are rank ordered, starting with the statement that will have the most impact on ratings of the *overall quality of the education experience*.
- Also shown are the overall (mean) performance levels, showing how well each of the 15 experience statements *describes the respondent's/student's experience*.

* Performance ratings on all 39 experience statements, and more detail regarding the statistical methodology used to identify the 15 action items, are provided in the appendix.



15 action items – performance ratings (page 1 of 3)

Improvement in these top 5 most impactful experience elements would have the most impact on improving the overall quality of the education experience.

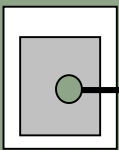
(Note statement #3: The level of caring among special education teachers and para-professionals received the highest performance rating of all 39 experience statements. That high level of performance is important to maintain, as it is one of these top 5 action items.)

Performance Scale: The statement describes my/my student's experience:

Very Well		Somewhat		Not at all
5 □	4 □	3 □	2 □	1 □

#	Top 5 most impactful experience statements:	Mean Performance Rating*
1	The student's school is such a good environment and positive atmosphere, and everyone is there for all students.	3.9
2	Because of the passion and commitment of special education teachers, our student has achieved far more than we expected was possible.	3.6
3	The special education teachers and para-professionals really care about all of their students, so the students' education experiences are greatly enhanced.	4.2
4	<u>Negative Experience:</u> Students receiving special education services have been subjected to changes recently because of budget cuts. Our district seems to be heading in the wrong direction, in terms of what's best for these students.	2.6
5	The student feels valued and important in school; being there has boosted his/her confidence.	3.8

* A mean performance rating of 5.0 (describes my experience *Very Well*) represents perfect performance on all positive experience statements. On negative experience statements, a mean of 1.0 (does *not* describe my experience *at all*) represents perfect performance. (All differences in mean performance ratings are statistically significant.)



15 action items – performance ratings (page 2 of 3)

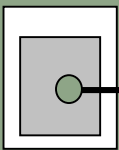
The lowest rated experience item on this page is the one negative experience, which indicates that there is a perception held by some that the system wants to graduate students receiving special education services *as soon as possible* so it doesn't have to deal with them anymore.

Performance Scale: The statement describes my/my student's experience:

Very Well		Somewhat		Not at all
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#	Top 6-11 most impactful experience statements:	Mean Performance Rating*
6	The school system is focused on helping each student receiving special education services realize his or her own unique capabilities and potentials.	3.8
7	It is a collaborative effort between parents and teachers; we communicate openly and everyone is working together for the benefit of the student receiving special education services.	4.0
8	The regular education teachers help students receiving special education services feel like contributing members of the class.	4.0
9	Negative Experience: For many of the special education students, I get the sense that the school just wants to graduate them as soon as possible, so the system doesn't have to deal with them anymore.	2.4
10	The students receiving special education services are included in the regular classes as much as possible; the school really pushes these students to achieve their full potential.	4.1
11	The special education teachers, the regular education teachers, the staff, the principal, everyone is truly concerned about every student. I still have to advocate for my student, because I know things they don't know about him/her; but they listen to me.	3.9

* A mean performance rating of 5.0 (describes my experience *Very Well*) represents perfect performance on all positive experience statements. On negative experience statements, a mean of 1.0 (does *not* describe my experience *at all*) represents perfect performance. (All differences in mean performance ratings are statistically significant.)



15 action items – performance ratings (page 3 of 3)

There appears to be much opportunity for improvement in all action items on this page, especially on experiences regarding parental empowerment (#12), work opportunities (#13) and principal involvement (#15).

Performance Scale: The statement describes my/my student's experience:

Very Well		Somewhat		Not at all
5 □	4 □	3 □	2 □	1 □

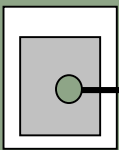
#	Top 12-15 most impactful experience statements:	Mean Performance Rating*
12	I feel as though the district really does not want the parents of students receiving special education services to organize, to be a group that's really connected. I think they're afraid of what we would do, if we were to stand up for our rights.	2.3
13	The high school offers a variety of work opportunities to students receiving special education services, in order to better prepare them for future employment.	3.3
14	At my student's school, accessibility for students with physical disabilities is a high priority.	3.9
15	The principal always has a million things to do, but s/he knows the students receiving special education services by first name, and is always willing to go out of his/her way to give a little needed assistance.	3.6

* A mean performance rating of 5.0 (describes my experience *Very Well*) represents perfect performance on all positive experience statements. On negative experience statements, a mean of 1.0 (does *not* describe my experience *at all*) represents perfect performance. (All differences in mean performance ratings are statistically significant.)

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Suspension and PBIS Attitudes

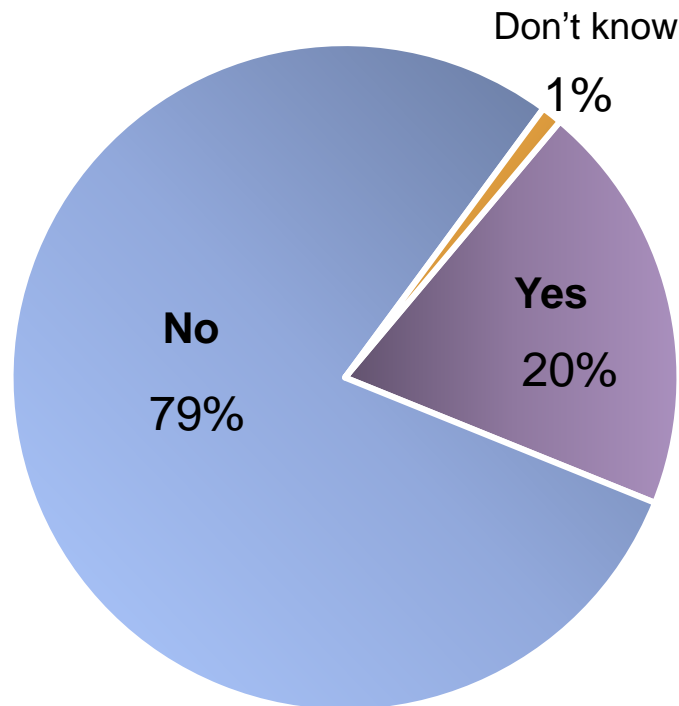


suspension incidence and attitudes

Twenty percent (20%) of respondents said their students have been suspended for disrupting a class or other behavioral issue. Over a third (36%) believed the suspension was an over-reaction; and only 19% thought the use of suspension was an appropriate, effective response to their students' behavior.

Has your student ever been suspended or sent home, because of disrupting a class or other behavior?

(Total sample: n = 1705)



How do you feel about the use of suspension as a disciplinary action in response to your student's behavior? Would you say...(sample: n = 337)

Suspension has been an appropriate and effective disciplinary response to my student's behavior

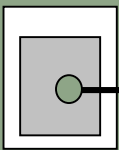
19%

Suspension is understandable, given my student's behavior, though I don't know how effective it's been in encouraging better behavior

45%

Suspension has been an unfair, over-reaction to my student's behavior, and certainly not effective in encouraging better behavior in the future

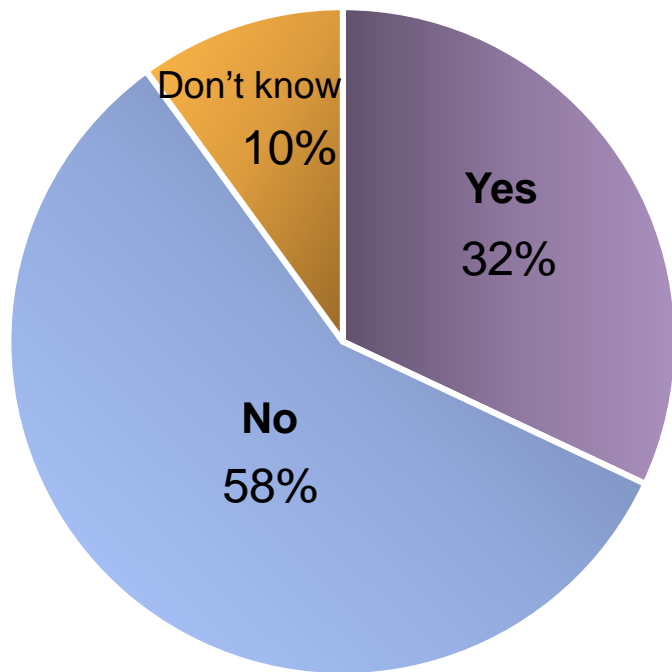
36%



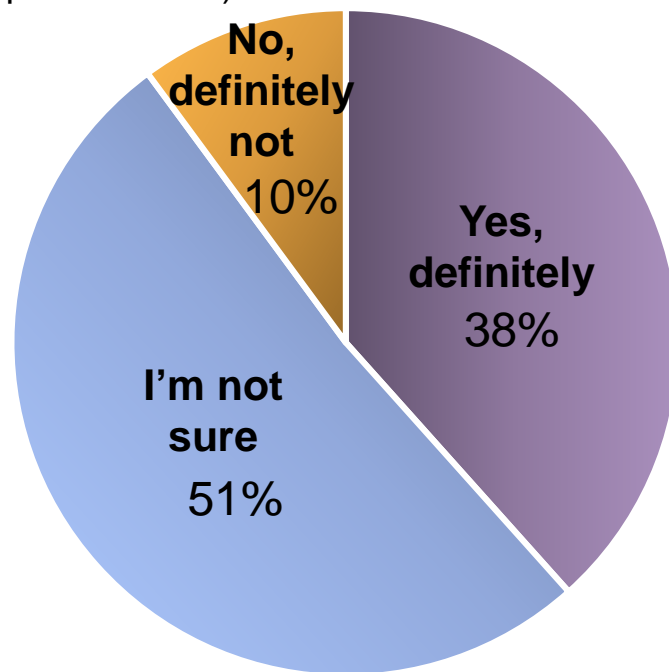
PBIS – awareness

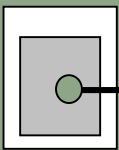
Approximately one-third (32%) of all respondents are aware of the term: Positive Behavioral Interventions and Supports (PBIS). Slightly more (38%) believe their student's school has adopted the behavior management policy.

Have you ever heard of the term PBIS, which stands for Positive Behavioral Interventions and Supports? (Total sample: n = 1705)



The basic idea of PBIS is that teachers and administrators teach and encourage positive behaviors in schools, instead of focusing on reacting to specific student misbehaviors and using punishments to discourage future infractions. Do you believe your student's school has adopted the strategies associated with Positive Behavioral Interventions and Supports? (Total sample: n = 1705)

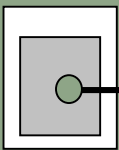




stories illustrating behavior management approaches

The respondents were asked to share a story about an experience they have witnessed or heard about which illustrates the overall approach to behavior management at their student's school. Eight hundred seventy-six provided stories, which were coded as follows:

<u>Positive Overall</u>	<u>Descriptions of codes for open-ended responses:</u>
Positive Intervention	Interventions for negative behaviors/problem solving/developing a specific behavior plan for an individual student
Reward	Reward/point system for positive behavior
Recognition	Official recognition/award for positive behavior
Time out to calm down	Give student space when needed/give a break/quiet time/space/
<u>Negative Overall</u>	
PBIS -- implemented poorly/not at all	No PBIS/inadequate PBIS/no approach to behavior management/unable to manage poor behavior or promote good behavior
Lack of understanding	School ignores the behavior management plan established for the student/cause and effect of student's behavior not understood/ IEP not followed
Needs are ignored	Ignore bad behavior/ignore bullies/"boys will be boys approach/don't care
Suspension	Overuse of suspension for behavior management
Unequal treatment	Unfair/unequal treatment of special education students/quick to punish
Victim blamed	Students who are bullied are separated/shamed/ostracized/situation made worse by token management of problem



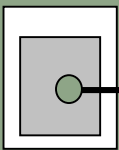
stories illustrating behavior management approaches

Over half of the stories collected (54%) offered positive examples of behavior management, while 35% were negative.

Has school adopted PBIS?

Yes (373)	Unsure (383)	No (120)
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<u>Positive Overall</u>	54%	65%	49%	33%
Positive Intervention	22%	23%	22%	18%
Reward	15%	19%	12%	8%
Recognition	8%	12%	6%	3%
Time out to calm down	6%	6%	7%	3%
Other positive	13%	16%	12%	6%
<u>Negative Overall</u>	35%	24%	36%	61%
PBIS -- implemented poorly/not at all	11%	9%	9%	19%
Lack of understanding	8%	3%	9%	19%
Needs are ignored	6%	6%	5%	8%
Suspension	5%	2%	7%	8%
Unequal treatment	5%	5%	3%	8%
Victim blamed	4%	3%	4%	7%
Other negative	8%	6%	8%	14%



positive behavior management experiences

Some stories describing positive behavior management experiences:

Positive Intervention

My son was exhibiting some undesirable behaviors. It was a rough start to the beginning of the school year but we did come up with some modifications as a team to greatly enhance his days.

Reward

My daughter is on a point system. She can earn 6 points in each period of the day. She earns prizes for earning her points. Her points are earned for Responsible, Respectable, and Safety; two points for each area.

Recognition

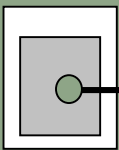
My son was awarded an all star appreciation for turning his behavior around. I was so excited that out of so many in his class he was one of a few to get picked, it made me proud also of all staff in his school.

Time out to calm down

Last year when my son was feeling overwhelmed he was able to use a pass and go to the resource room where he could calm down, gather his thoughts and/or take a sensory break. This lessened the amount of melt downs he had in the class room.

Other positive

My daughter can get confused because of her autism. The teachers do a nice job of trying to figure out the problem and then give the appropriate sensory input or calming strategy needed to help regulate her behaviors.



negative behavior management experiences

Some stories describing negative behavior management experiences:

PBIS -- poorly/ not implemented

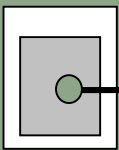
My daughter's teacher is awful. Instead of using approaches that work with my daughter - approaches I have shared with her teacher, she continues to argue with my daughter. She has made empty threats to my daughter and has RUINED her school year. My child hates school and has had a HUGE increase in negative behaviors at home.

Lack of understanding

The IEP kid has a problem in the main classroom. They are feeling overwhelmed and breaks down and starts crying. The classroom teacher sends the IEP kid out right away to the special education teacher because the IEP kid is being disruptive. The IEP kid settles down and then can return after a long lecture on expected and unexpected behaviors. This makes the IEP kid feel like he can't do anything right.

Needs are ignored

Situations at school remain ignored until a parent calls the principal, then principal pretends to do something about it, but does nothing . Special education teachers and paras are being taught to bend student's hands back, at the wrist, causing pain until they will do as they are told.



negative behavior management experiences

Suspension

When my son was disruptive they immediately called me to come and get him from school and he was suspended for the rest of the day. He immediately figured out that if he behaved that way he would get sent home and not have to be in the school environment which was difficult for him. It got so I was being called 3 - 4 times a week to pick him up. It was documented that the behaviors had drastically increased once they started that approach - it truly felt like the special education teacher did not want to do her job and absolutely did not understand autism. After insisting they change their process, the behaviors slowly improved but the damage was done. It has been a struggle ever since.

Unequal treatment

Discipline is uneven, when my student with autism emulates a neuro-typical student who is not doing the correct thing, my student is called in, but there is no consequence for the typical student. I am told that educating the peers about my child's disability is burdening other students. My honor roll student has not been granted a college guidance appointment. All of the guidance has been provided by special education staff.

Victim blamed

New teacher over-reacts to imaginary non-events. She decides in her head a crisis is about to happen (no one else sees anything, including 3 paras in the room) and teacher jumps in unexpectedly and without warning, grabs an item from the student's hands. SHE creates a crisis for the STUDENT. Teacher wants to be hero? Yes, she does. This is nuts and students are victims.

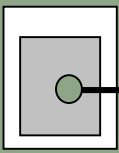
Other negative

Offering a reward with conditions that are impossible for the child to achieve then being surprised when confronted by the parent.

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Summary



summary

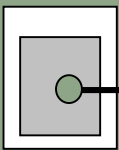
We now have benchmark measures of satisfaction, and ratings of the overall quality of the Minnesota special education experience, from a survey completed by 1705 parents –from all across the state– of students receiving special education services in Minnesota public schools. When considering the overall quality of the public education experience:

- 43% were *very satisfied*, 31% *somewhat satisfied*; 20% were *dissatisfied*
- On average, the respondents rated the experience 6.6 on a 9-point *Excellent-Poor* scale.

Goals can be set for improvement in these performance measures, and progress can be measured over time by periodically implementing this same quantitative survey in future years.

Specific action items were identified: The drivers of satisfaction and improvement. The survey respondents also provided rich insights into their experiences with thoughtful stories and anecdotes.

In summary: The data and insights gained from this research can be used to drive strategies for improvement in the overall quality of the education experience.



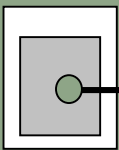
appreciation (and challenge) from one respondent

Like everyone taking this survey, I have many stories to share. And right now, my heart is racing and I have full-blown tears from the questions in the survey. I appreciate the honesty of the questions and they hit home. I only wish I had the confidence that the results would be acted upon in a meaningful way.

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Appendix

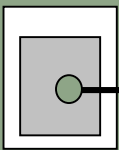


words which describe education experience (1 of 3)

The respondents' most often selected words that describe their student's education experience are shown on these 3 pages, rank ordered from most to least picked words. **Bolded** are the percent's which correspond to the top 5 words picked by each group of respondents, based on their level of satisfaction or dissatisfaction (columns).

Please pick 4 to 6 words you would use to describe your student's experience in public education.

Words to describe education experience	Total (n=1,705)	Overall Satisfaction with Education Experience				
		Very Satisfied (n=734)	Somewhat Satisfied (n=535)	Neither Satisfied nor Dissatisfied (n=96)	Somewhat Dissatisfied (n=206)	Very Dissatisfied (n=131)
Supportive	38%	58%	37%	9%	8%	4%
Improving	37%	46%	44%	23%	12%	8%
Frustration	34%	14%	39%	47%	67%	59%
Caring	25%	37%	23%	10%	8%	8%
Accepted	24%	32%	24%	9%	10%	8%
Misunderstood	23%	8%	25%	39%	48%	41%
Overwhelmed	23%	10%	26%	39%	40%	39%
Capable	16%	21%	18%	10%	8%	5%
Engaged	16%	25%	12%	6%	5%	3%
Adaptive	16%	21%	17%	6%	6%	3%
Included	15%	23%	14%	5%	6%	4%
Thriving	14%	26%	8%	5%	3%	2%
Loved	14%	23%	11%	5%	3%	4%
Nurturing	14%	22%	11%	7%	2%	5%



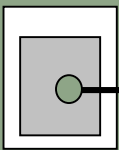
words which describe education experience (2 of 3)

The 2 circled percent's in the *Very Satisfied* column clearly differentiate those who are *Very Satisfied* with the education experience from all others.

Two selected words which clearly differentiated those who are most dissatisfied were: *Bullied* and *Isolated*.

Please pick 4 to 6 words you would use to describe your student's experience in public education.

Words to describe education experience	Total (n=1,705)	<u>Overall Satisfaction with Education Experience</u>				
		Very Satisfied (n=734)	Somewhat Satisfied (n=535)	Neither Satisfied nor Dissatisfied (n=96)	Somewhat Dissatisfied (n=206)	Very Dissatisfied (n=131)
Collaborative	14%	22%	11%	5%	--	2%
Underestimated	13%	3%	18%	20%	28%	22%
Confidence	13%	24%	6%	3%	1%	3%
Uncertainty	12%	4%	16%	18%	23%	18%
Flexible	11%	16%	12%	4%	2%	2%
Confused	11%	2%	12%	22%	27%	23%
Vulnerable	11%	4%	13%	15%	17%	28%
Bullied	11%	4%	11%	14%	19%	33%
Isolated	10%	2%	7%	21%	24%	32%
Hope	9%	12%	8%	7%	5%	2%
Empowered	9%	15%	5%	3%	1%	2%
Alone	8%	2%	8%	13%	17%	23%
Unprepared	8%	1%	9%	10%	22%	18%
Anger	8%	2%	7%	16%	16%	23%

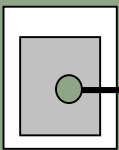


words which describe education experience (3 of 3)

Two words on this page that differentiate those who are *Very Dissatisfied* are: *Rejected* and *Exhausted*.

Please pick 4 to 6 words you would use to describe your student's experience in public education.

Words to describe education experience	Total (n=1,705)	<u>Overall Satisfaction with Education Experience</u>				
		Very Satisfied (n=734)	Somewhat Satisfied (n=535)	Neither Satisfied nor Dissatisfied (n=96)	Somewhat Dissatisfied (n=206)	Very Dissatisfied (n=131)
Exhausted	8%	3%	7%	18%	16%	21%
Pride	8%	13%	4%	2%	3%	1%
Pressured	6%	2%	7%	18%	14%	11%
Joy	6%	9%	4%	6%	3%	2%
Rejected	6%	1%	5%	6%	9%	24%
Helpless	5%	1%	3%	16%	11%	19%
Fear	4%	2%	4%	10%	9%	8%
Energized	4%	6%	4%	2%	2%	--
Traditional	4%	3%	5%	11%	6%	1%
Innovative	3%	4%	3%	3%	--	1%
Hurt	2%	1%	1%	4%	5%	5%
Devastated	2%	--	1%	3%	1%	11%
Grief	1%	--	2%	2%	1%	2%
Hero	1%	1%	1%	1%	1%	--



perception of education experiences

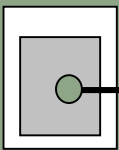
The respondents were shown a series of statements, 39 in total, each representing a different public school experience. The respondents used the scale shown below to indicate how well each statement described their student's (or their own) experience.

The statement describes my or my student's experience . . .

Very Well		Somewhat		Not at all
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next four slides will show the following:

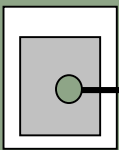
- Mean performance ratings on all 39 experience statements.
- The first 2 pages following this page show the 21 statements representing positive experiences.
- Then the next 2 pages show the 18 statements representing negative experiences.
- On all 4 of the following pages, the statements are rank ordered from highest to lowest performance.



education experiences - positive statements (1 of 2)

The statements on this and the next page are rank ordered from highest to lowest performance. More attention should be given to statements with the lower performance ratings, indicating that the statements represent experiences that do not describe students' and parents' experiences *Very Well*.

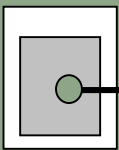
Performance Rating: <i>The statement describes my/my student's experience:</i>	Very Well		Somewhat		Not at all	Mean Performance Ratings
	5 □	4 □	3 □	2 □	1 □	
The special education teachers and para-professionals really care about all of their students, so the students' education experiences are greatly enhanced.						4.2
The students receiving special education services are included in the regular classes as much as possible; the school really pushes these students to achieve their full potential.						4.1
The special education teachers know their students. If the student is having a bad day or an episode, they know exactly what to say to help him/her.						4.0
It is a collaborative effort between parents and teachers; we communicate openly and everyone is working together for the benefit of the student receiving special education services.						4.0
Teachers have given extra effort to help students receiving special education services experience a sense of accomplishment and become successful.						4.0
The regular education teachers help students receiving special education services feel like contributing members of the class.						4.0
Students receiving special education services have access to instruction that is based on the same academic standards expected for all students.						4.0
At my student's school, accessibility for students with physical disabilities is a high priority.						3.9
The special education teachers, the regular education teachers, the staff, the principal, everyone is truly concerned about every student. I still have to advocate for my student, because I know things they don't know about him/her; but they listen to me.						3.9
The student's school is such a good environment and positive atmosphere, and everyone is there for all students.						3.9
The student feels valued and important in school; being there has boosted his/her confidence.						3.8
The school system is focused on helping each student receiving special education services realize his or her own unique capabilities and potentials.						3.8



education experiences - positive statements (2 of 2)

Overall performance was rated lower on all statements on this page, as compared to the previous page, indicating that greater potential opportunities for improvement are expressed by the statements on this page.

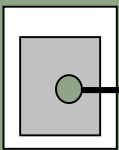
Performance Rating: <i>The statement describes my/my student's experience:</i>	Very Well		Somewhat		Not at all	Mean Performance Ratings
	5 □	4 □	3 □	2 □	1 □	
The principal always has a million things to do, but s/he knows the students receiving special education services by first name, and is always willing to go out of his/her way to give a little needed assistance.						3.6
There are always members of the school staff outside greeting the students as they arrive; they're like transmitters of good energy, and it's infectious.						3.6
There seems to be more emphasis in the school on acknowledging good behaviors, than on punishing bad behaviors.						3.6
Because of the passion and commitment of special education teachers, our student has achieved far more than we expected was possible.						3.6
The school district puts a lot of emphasis on transition planning, so students receiving special education services can live fulfilling and productive lives after high school.						3.6
Changing schools can be scary, especially for students receiving special education services; but the teachers make the transition easy by informing the new classmates about the importance of including the students receiving special education services in the class.						3.5
Some employers in our community partner with the school district by offering employment experiences to students receiving special education services.						3.4
The high school offers a variety of work opportunities to students receiving special education services, in order to better prepare them for future employment.						3.3
There are times when the students receiving special education services can be singled out and picked on, but when that happens the classmates rally around and are protective of him/her.						2.9



education experience - negative statements (1 of 2)

The statements on this and the next page describe negative experiences, and therefore, lower mean performance ratings represent higher (better) performance. For example: A perfect mean rating on any of these negative statements would be 1.0, meaning the statement does *not* describe anyone's experience *at all*.

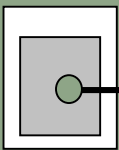
Performance Rating: <i>The statement describes my/my student's experience:</i>	Very Well		Somewhat		Not at all	Mean Performance Ratings
	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
We have been told that the school can't integrate the students receiving special education services into regular classes, because they don't have the funds to support it.						1.6
I feel helpless; I feel scared for myself and my student, for what is going on in the school while I am away.						2.2
I feel as though the district really does not want the parents of students receiving special education services to organize, to be a group that's really connected. I think they're afraid of what we would do, if we were to stand up for our rights.						2.3
Parents of regular education students have many opportunities to volunteer and get involved with other parents and school functions. Those same opportunities are not extended to parents of students receiving special education services.						2.3
For many of the special education students, I get the sense that the school just wants to graduate them as soon as possible, so the system doesn't have to deal with them anymore.						2.4
Some students receiving special education services seem to be relentlessly picked on throughout the day. It happens in the hallway, the lunchroom, the playground, waiting for the bus. But not when the teachers are around.						2.5
I feel as though parents of students receiving special education services are not given adequate documentation or guidelines regarding the IEP (Individualized Education Program) and the resources that are available to us. The whole process for us is by trial and error.						2.6
Students receiving special education services have been subjected to changes recently because of budget cuts. Our district seems to be heading in the wrong direction, in terms of what's best for these students.						2.6
Our education system seems to foster low expectations for most students receiving special education services; the system doesn't recognize the intangible value that these students can give to society.						2.6



education experience - negative statements (2 of 2)

All of the statements on this and the previous page describe negative experiences, and therefore, lower mean performance ratings represent higher (better) performance. Therefore, performance was rated lower on all statements on this page, indicating greater potential opportunities for improvement are expressed by the statements on this vs. the previous page.

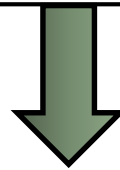
Performance Rating: <i>The statement describes my/my student's experience:</i>	Very Well		Somewhat		Not at all	Mean Performance Ratings
	5 □	4 □	3 □	2 □	1 □	
It seems that students receiving special education services are perceived to be the exclusive responsibility of a specialized group of special education teachers and support staff, and not a concern for regular education teachers.						2.6
There is a general lack of appreciation for what the students receiving special education services give back to the whole school environment.						2.7
The general education teachers are all very capable and well-meaning, but they don't have a plan and don't seem prepared for my students receiving special education services.						2.7
There is no order on the bus. For all kids I think the bus is kind of a scary place, but more so for the students receiving special education services.						2.8
I'm seeing the district start to cut back because of funding shortages and I'm thinking, "Here we go." This journey is not a static thing, it's constantly changing.						2.8
The school uses a traditional disciplinary approach: There is very little tolerance for any misbehavior.						3.0
If you are a student receiving special education services, you are between worlds, each with its own distinct culture, and it takes time to learn each culture.						3.1
For parents with a student receiving special education services, it's like being on an emotional roller coaster; so many ups and downs, and we don't ever get a day off						3.1
I feel like we (parents) are the teachers, teaching the teachers, helping them understand our kids.						3.3



derived impact analysis

A multivariate statistical methodology called *regression analysis* was employed to identify the subset of predictor variables which have the most measurable impact on the ratings of overall quality of the education experience. This derived impact analysis is perhaps best demonstrated visually, as follows:

A school districts' performance
on the 39 experience items . . .
DETERMINES

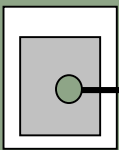


Perceptions of the overall quality
of the education experience:

Excellent		Good		Fair/ Average		Sub- par		Poor
9	8	7	6	5	4	3	2	1

Fifteen of the 39 experience statements were identified from the derived impact analysis as *action items*, where improvement in performance would have the most measureable impact on ratings of the overall quality of the education experience.* The relative impact, and current performance levels on these 15 experience statements are shown next.

*71% of the variance in the overall quality ratings was explained by the 15 action items.



perception of education experiences (This page is repeated from the body of the report)

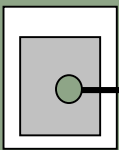
The respondents were shown a series of statements, 39 in total, each representing a different public school experience. The respondents used the scale shown below to indicate how well each statement described their student's (or their own) experience.

The statement describes my or my student's experience . . .

Very Well		Somewhat		Not at all
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next three slides will show the following:

- Fifteen of the 39 experience statements that were identified as action items, those experiences having the most measureable impact on ratings of the *overall quality of the education experience*.*
- These 15 action items are rank ordered, starting with the statement that will have the most impact on ratings of the *overall quality of the education experience*.
- Also shown are the overall (mean) performance levels, showing how well each of the 15 experience statements *describes the respondent's/student's experience*.



action items – relative impact and performance ratings

(page 1 of 3)

Improvement in these top 5 most impactful experience elements would have the most impact on improving the overall quality of the education experience.

(Note statement #3: The level of caring among special education teachers and para-professionals received the highest performance rating of all 39 experience statements. That high level of performance is important to maintain, as it is one of these top 5 action items.)

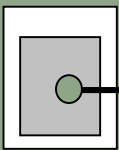
Performance Scale: The statement describes my/my student's experience:

Very Well		Somewhat		Not at all
5 □	4 □	3 □	2 □	1 □

#	Top 5 most impactful experience statements:	Relative Impact*	Mean Performance Rating**
1	The student's school is such a good environment and positive atmosphere, and everyone is there for all students.	15%	3.9
2	Because of the passion and commitment of special education teachers, our student has achieved far more than we expected was possible.	9%	3.6
3	The special education teachers and para-professionals really care about all of their students, so the students' education experiences are greatly enhanced.	9%	4.2
4	<u>Negative Experience:</u> Students receiving special education services have been subjected to changes recently because of budget cuts. Our district seems to be heading in the wrong direction, in terms of what's best for these students.	8%	2.6
5	The student feels valued and important in school; being there has boosted his/her confidence.	8%	3.8

* Relative impact value = percent of explained variance in the regression against the 9-point Excellent-Poor Overall Quality rating.

** A mean performance rating of 5.0 (describes my experience *Very Well*) represents perfect performance on all positive experience statements. On negative experience statements, a mean of 1.0 (does *not* describe my experience *at all*) represents perfect performance. (All differences in mean performance ratings are statistically significant.)



action items – relative impact and performance ratings

(page 2 of 3)

The lowest rated experience item on this page is the one negative experience, which indicates that there is a perception held by some that the system wants to graduate students receiving special education services *as soon as possible* so it doesn't have to deal with them anymore.

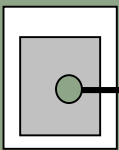
Performance Scale: *The statement describes my/my student's experience:*

Very Well		Somewhat		Not at all
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#	Top 6-11 most impactful experience statements:	Relative Impact*	Mean Performance Rating**
6	The school system is focused on helping each student receiving special education services realize his or her own unique capabilities and potentials.	7%	3.8
7	It is a collaborative effort between parents and teachers; we communicate openly and every-one is working together for the benefit of the student receiving special education services.	6%	4.0
8	The regular education teachers help students receiving special education services feel like contributing members of the class.	6%	4.0
9	Negative Experience: For many of the special education students, I get the sense that the school just wants to graduate them as soon as possible, so the system doesn't have to deal with them anymore.	6%	2.4
10	The students receiving special education services are included in the regular classes as much as possible; the school really pushes these students to achieve their full potential.	5%	4.1
11	The special education teachers, the regular education teachers, the staff, the principal, everyone is truly concerned about every student. I still have to advocate for my student, because I know things they don't know about him/her; but they listen to me.	5%	3.9

* Relative impact value = percent of explained variance in the regression against the 9-point Excellent-Poor Overall Quality rating.

** A mean performance rating of 5.0 (describes my experience *Very Well*) represents perfect performance on all positive experience statements. On negative experience statements, a mean of 1.0 (does *not* describe my experience *at all*) represents perfect performance. (All differences in mean performance ratings are statistically significant.)



action items – relative impact and performance ratings

(page 3 of 3)

There appears to be much opportunity for improvement in all action items on this page, especially on experiences regarding parental empowerment (#12), work opportunities (#13) and principal involvement (#15).

Performance Scale: The statement describes my/my student's experience:

Very Well		Somewhat		Not at all
5 □	4 □	3 □	2 □	1 □

#	Top 12-15 most impactful experience statements:	Relative Impact*	Mean Performance Rating**
12	I feel as though the district really does not want the parents of students receiving special education services to organize, to be a group that's really connected. I think they're afraid of what we would do, if we were to stand up for our rights.	5%	2.3
13	The high school offers a variety of work opportunities to students receiving special education services, in order to better prepare them for future employment.	4%	3.3
14	At my student's school, accessibility for students with physical disabilities is a high priority.	4%	3.9
15	The principal always has a million things to do, but s/he knows the students receiving special education services by first name, and is always willing to go out of his/her way to give a little needed assistance.	3%	3.6

* Relative impact value = percent of explained variance in the regression against the 9-point Excellent-Poor Overall Quality rating.

** A mean performance rating of 5.0 (describes my experience *Very Well*) represents perfect performance on all positive experience statements. On negative experience statements, a mean of 1.0 (does *not* describe my experience *at all*) represents perfect performance. (All differences in mean performance ratings are statistically significant.)

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**The Minnesota Governor's
Council on Developmental
Disabilities**

and

**The Minnesota Department of
Education, Special Education
Division**

your vantage point

Thank you!

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