



NAME: Kimberly Teasley	DATE OF PROPOSAL: March 11, 2016
School/Location:	Principal/Supervisor
Email address: kteasley@email.sc.edu	University Professor: Kathleen J. Marshall, Ph.D.
SCHOOL(S), CLASSROOM or LOCATION IN WHICH PROJECT IS BEING CONDUCTED: High schools in Beaufort County School District	
APPROVAL RECEIVED FROM PRINCIPAL OR IMMEDIATE	RESEARCH START DATE: April 1, 2016 ESTIMATED COMPLETION DATE: May 15, 2016

Research Project Description

1. Title of Research Project:

College Students with Learning Disabilities Transition Planning and Use of Disability Services at the College Level
2. Describe the primary purpose of the research as well as the measurable objectives of the project.
Examples: "The aim of this study is to _____ (Determine/Measure/Gather information on/ Investigate the consequences/Test the theory/Analyze the impact/Develop deeper understanding of _____).
 The aim of this study is to develop a deeper understanding of how high school seniors who receive special education services for a specific learning disability plan to interact with college disability services and how they make decisions regarding services at the college level. The study will also examine parents' and case managers' perceptions of college disability services and planning for services at the college level.
3. Provide a brief description of the research and how it will address improvement of educational policy, programs or practices:
 The study will include surveys of high school seniors who currently receive special education services for a specific learning disability (SLD), their parents, and their case managers in order to determine what academic and transition services students currently receive, accommodations they receive, and their plans and expectations for college. Current successful practices of the district for college preparation will be identified as current ideas and expectations of college disability services.
4. How does the Research Project align with the strategic mission and vision of the BCSD, a specific school or classroom? If a section is not applicable to your Research Project, indicate N/A.
 - ☐ District/School strategic plan and educational goals to improve student achievement: N/A
 - ☐ Research-based strategies related to improving districts, schools, curriculum, instruction, assessment, and improving learning for all students: N/A Increase successful college
 - ☐ Improvement of learning for all students in the targeted student population(s): transition for students with SLD
 - ☐ Standards-based instruction and assessment, (CCSS, SC State Standards, College-Career Ready etc.)

- ☐ Professional development and support for instructional or support staff: N/A
- ☐ Supervision and evaluation of instructional staff (and non-instructional staff, if applicable): N/A
- ☐ Diverse learning needs of students: Identify successful transition practices, identify areas to help students increase understanding of college disability services
- ☐ Use of technologies designed to enhance teaching and learning,
- ☐ Creating a safe, nurturing and orderly school environment that is conducive to learning for all students N/A
- ☐ Engaging Parents, Community or Business partners N/A

Data Requests: Please describe in detail any data or information that you are requesting from the District. This would include requests to administer surveys, conduct observations etc. Please be as specific as possible.

The researcher is requesting to administer surveys to high school seniors who currently receive special education services for a specific learning disability and who are on a regular high school diploma track, parents of these students, and their case managers. Surveys are confidential, do not ask any identifying personal, school, or district information. The surveys take approximately 15 to 30 minutes to complete and are composed of 23-25 questions.

Other Relevant Comments:

Copies of survey questions for students, parents, and case managers are included for your review.

My signature below certifies that:

- I have received a copy of the *Guidelines and Procedures for Conducting Research Affiliated with Beaufort County Schools* and that I will comply fully with the policies and procedures outlined as part of my research
- I have reviewed all relevant policies and procedures as outlined in that document related to responsible conduct in research including those related to ethical conduct and confidentiality.
- I understand that while working as a researcher under the supervision of a Beaufort County School District employee, I may have access to records and files that contain confidential information and that it is the employer's obligation to protect the rights of these files and/or individuals and that
- I will follow the operating practices and procedures required while handling these records and will not inappropriately access or disclose this information.
- I acknowledge that if I misrepresent or omit any information as requested on this application I have jeopardized my continued association with Beaufort County School District and is cause for forfeiture of consideration

Researcher Name: Kimberly Teasley
Print or Type name

Researcher Signature Kimberly Teasley Date March 11, 2016

Reviewed by:

Signature: <u>[Signature]</u>	Date: <u>3/16/16</u>
Principal (if applicable)	
Signature: <u>[Signature]</u>	Date: <u>3/16/16</u>
Chief Instructional Services Officer	
Disposition: <u>APPROVED</u>	DENIED



OFFICE OF RESEARCH COMPLIANCE

INSTITUTIONAL REVIEW BOARD FOR HUMAN RESEARCH
APPROVAL LETTER

This is to certify that the following proposal: **Pro00049637**

Entitled: *College Students with Learning Disabilities Transition Planning and Use of Disability Services at the College Level*

Submitted by:

Principal Investigator: Kimberly Teasley
College/ Department: Education
Educational Studies / Special Education
Wardlaw, Room 235
Columbia, SC 29208

was reviewed and approved by the University of South Carolina Institutional Review Board (USC IRB) by **Expedited** review on **2/8/2016** (category 7).

Approval is for a one-year period from **2/8/2016** to **2/7/2017**. When applicable, approved consent /assent documents are located under the "Stamped ICF" tab on the Study Workspace in eIRB.

PRINCIPAL INVESTIGATORS ARE TO ADHERE TO THE FOLLOWING APPROVAL CONDITIONS

- The research must be conducted according to the proposal/protocol that was approved by the USC IRB
- Changes to the procedures, recruitment materials, or consent documents, must be approved by the USC IRB prior to implementation
- *If applicable*, each subject should receive a copy of the approved date stamped consent document
- It is the responsibility of the principal investigator to report promptly to the USC IRB the following:
 - Unanticipated problems and/or unexpected risks to subjects
 - Adverse events affecting the rights or welfare of any human subject participating in the research study
- Research records, including signed consent documents, must be retained for at least (3) three years after the termination of the last IRB approval.
- No subjects may be involved in any research study procedure prior to the IRB approval date, or after the expiration date. For continued approval of the research study, an update of the study is required prior to the expiration date. The PI is responsible for initiating the Continuing Review process. At the time a study is closed, a Continuing Review report form is to be used for the final report to the USC IRB in order to formally close the research study.

The Office of Research Compliance is an administrative office that supports the University of South Carolina Institutional Review Board. If you have questions, contact Arlene McWhorter at arlenem@sc.edu or (803) 777-7095.

Sincerely,

Lisa M. Johnson
IRB Manager

March 1, 2016

Dear Research Review Board/Committee,

My name is Kimberly Teasley. I am a Doctoral Student in the Special Education Department at the University of South Carolina. I am conducting a survey study entitled, "Students with Learning Disabilities Use and Expectations of College Disability Services." In this study, I will investigate the beliefs of students with learning disabilities, their parents, and their case managers regarding disability services at the college level. I will also investigate how teachers and schools can continue to increase successful student outcomes for the transition from high school special education services to postsecondary education disability services. The purposes of this study are to discover: a) how students with learning disabilities interact with disability services in college; and b) what factors influence students' decision making processes with regards to their disability and services.

I am writing to request approval to conduct this research study within your school district, across all high schools. Approval for this research study has been obtained through the Institutional Review Board at USC, and a copy of their approval letter is attached. Students with learning disabilities, their parents, and case managers will be surveyed. All surveys should take 15 minutes to complete, and can be completed outside of school hours or at home.

Attached is a copy of the proposed surveys, however should any changes be made to the survey you will be notified and provided a copy of any revision to survey items prior to distribution. Data collection will be through the survey mechanism, which will be sent out as soon as possible, and participants can complete it any time before the end of the school year. Data will be analyzed for overall trends, without classifying information such as district or school.

There are no potential risks associated with participating in this study. Participation will offer benefits including the opportunity to reflect on current positive transition practices in special education and to have perceptions and insights included in developing an understanding of students' knowledge of and access of disability services at the college level. The information provided in this survey can inform and provide direction for teachers, schools, and districts as they continue to prepare students for successful post-school outcomes. Information and data resulting from this project will be shared with you upon request, in addition to being shared with other education professionals.

Participation in this project is confidential and all survey responses will be recorded anonymously through the SurveyMonkey™ database. A participants' identity will not be revealed to anyone, at any time, including the researcher. Participants will not be asked to identify their school or district at any point in the survey. Schools, districts, and/or participants will not be named or identified at any point during this study, including data summary and reporting. Participants may withdraw from the project at any time without penalty.

I will be happy to answer any questions you have about the study and/or meet with the Review Board. You may contact me by phone at (267) 261-4736 or by email at kteasley@email.sc.edu.

Thank you for your consideration.

With kind regards,

Kimberly Teasley, M.S.
235 Wardlaw Building
College of Education
University of South Carolina
Columbia, SC 29208
(267) 261-4736
kteasley@email.sc.edu

Faculty Advisor: Kathleen J. Marshall, Ph.D. (Kathleen@mailbox.sc.edu)

Attachments:

1. Student Survey Questions
2. Case Manager Survey Questions
3. Parent Survey Questions

Dear Parent and Student,

My name is Kimberly Teasley. I am a doctoral student in the Special Education Department at the University of South Carolina. I am conducting a research study as part of the requirements for my doctoral degree in Special Education and I would like to invite you to participate. The purpose of the study is to discover: a) how students with learning disabilities interact with disability services in college; and b) what factors influence students' decision making processes with regards to their disability and services. Your student was identified by his or her case manager to receive information about the survey; but no information about your student was given to the researcher at any time. The school district is not sponsoring nor conducting this research.

If you decide to participate, you and your child will be asked to complete separate surveys regarding their special education services at school. The survey is multiple-choice and takes about 15 minutes to complete. The survey asks questions about your student's plans for college, his or her current accommodations at school, and his or her plans to receive accommodations at a 2-year or 4-year college.

Your name will not be recorded as part of the survey. Your child's name will not be recorded as part of the survey. Your information will remain confidential and your identity will remain anonymous. Study information will be kept in a secure location at the University of South Carolina. Participation is anonymous, which means that no one (not even the research team) will know how you responded.

Taking part in the study is your decision, and participation is optional. You may also quit being in the study at any time by not completing your survey.

We will be happy to answer any questions you have about the study. You may contact me at kteasley@email.sc.edu if you have study related questions or problems. If you have any questions about your rights as a research participant, you may contact the Office of Research Compliance at the University of South Carolina at 803-777-7095.

Thank you for your consideration. If you would like to participate, please complete the survey online using the directions on the attached page. By completing the survey, you are giving your consent to participate. *If your student is not aged 18 or older, please complete the attached form and return it to your student's case manager.*

Thank you,

Kimberly Teasley
235 Wardlaw Building
College of Education
University of South Carolina
Columbia, SC 29208
kteasley@email.sc.edu

Study Title: Students with Learning Disabilities Use and Expectations of College Disability Services

Researcher: Kimberly Teasley

Parental Permission Form

I have read the information contained in the letter/memo about the above titled study, which describes what my child will be asked to do if (s)he wants to participate in the study; and

_____ I give permission for my child to participate in the study.

_____ I do not wish my child to participate in the study.

☐

Parent/Guardian Signature

Date ☐

Child's Name

Student Assent Form

I have read the information contained in the letter/memo about the above titled study, which describes what I will be asked to do if I decide to participate. My parent/guardian has given me permission to participate. I have been told that the decision is up to me, and that I do not have to participate, even if my parent/guardian says that it is okay. I have been told that I can stop participating at any time I choose, and no one will be mad at me. By signing, I am agreeing to participate in the survey.

☐

Child's Signature

Date

☐

Age

Student Survey Questions

1. When do you expect to graduate from high school?
 - a. May 2016
 - b. Summer 2016
 - c. December 2017
 - d. May 2017
 - e. None of these

2. What services do you currently receive at school related to your disability?
 - a. Resource class
 - b. Co-teaching (two teachers in the same class) in one or more classes
 - c. Itinerant/consult services (you don't go to a resource class AND you don't have a class that is co-taught)
 - d. Counseling services
 - e. Job-related services through Vocational Rehabilitation
 - f. Other _____

3. Can you identify your disability category?
 - a. Specific Learning Disability
 - b. Other Health Impaired
 - c. Autism
 - d. Emotional Disability
 - e. Multiple Disabilities
 - f. Intellectual Disability
 - g. Orthopedic Impairment
 - h. Traumatic Brain Injury
 - i. Visual Impairment
 - j. Deaf / Hearing Impairment / Deaf-Blindness
 - k. Speech / Language Impairment
 - l. I'm unsure or I don't know

4. In what areas does your disability make learning at school difficult?
 - a. Reading
 - b. Reading comprehension
 - c. Math
 - d. Science
 - e. Time management
 - f. Managing your emotions

5. What kind of help do you get at school because of your disability? Check all that apply.
- a. Extra time on tests
 - b. Extra time on assignments
 - c. Copies of notes or a note taker
 - d. Shortened assignments
 - e. Assignments that are changed or modified
 - f. Use of a calculator for math
 - g. Audiobooks
 - h. Tests and/or assignments read aloud to you
 - i. Less or no homework
 - j. Other _____
 - k. I don't get any extra help
6. Do you plan on going to college?
- a. Yes
 - b. No
7. Do your parent(s) support you in going to college?
- a. Yes, they support my decision
 - b. No, they do not support my decision
 - c. I'm not sure how they feel
8. If yes, did you apply to, or do you plan on applying to two-year schools or four-year schools?
- a. Two
 - b. Four
 - c. Both two and four year schools
9. How much more challenging do you think college will be than high school?
- a. Much more challenging
 - b. A little bit more challenging
 - c. About the same as high school
10. Do you think you'll need more help in college than in high school?
- a. Yes, I think I'll need much more help
 - b. Yes, I think I'll need a little more help
 - c. No, I probably won't need help

11. What would you do if you weren't getting good grades or felt overwhelmed?

- a. Nothing, just deal with it
- b. Call my parent, guardian, family member, or siblings
- c. Go to disability services
- d. Try to talk to my professors
- e. Take fewer classes

12. If you think that you'll need some help or accommodations in college, what kind of help do you think you'll need?

- a. Extra time on tests
- b. Extra time on assignments
- c. Copies of notes or a note taker
- d. Shortened assignments
- e. Assignments that are changed or modified
- f. Use of a calculator for math
- g. Audiobooks
- h. Tests and/or assignments read aloud to you
- i. Less or no homework
- j. Other _____

13. Do you think it's important to tell your teachers about your disability in college?

- a. Yes
- b. No
- c. Unsure

14. Do you plan to tell anyone at college about your disability?

- a. Yes, all of my professors
- b. Only the professors in classes where I need more help
- c. None of my professors

15. Do you plan to tell any of your peers or friends in or out of classes

- a. My friends outside of class
- b. My friends in class
- c. No one

16. Have your parents, teachers, or colleges spoken with you about disability services at college?

- a. Yes, I know a lot
- b. A little bit

c. Not at all

17. Colleges and universities require that students go to the office of disability services and sign up with them in order to get accommodations or extra help in classes. Is that something that you plan on doing?

- a. Yes
- b. No
- c. Unsure

18. If you plan on going to disability services in college to register with them, when do you think you'll go?

- a. Before school starts
- b. In the beginning of freshman year
- c. When I start needing help
- d. I will probably never go

19. In what areas of college do you think disability services will be helpful? Check all that apply.

- a. Extra help
- b. Tutoring
- c. Extra time on assignments
- d. Registering for classes
- e. Finding a job / writing a resume
- f. Getting notes or assignments
- g. Finding audiobooks of textbooks
- h. Other _____

20. Do you attend your IEP meetings?

- a. Yes
- b. No

21. Does a parent, guardian, or some other relative currently attend your IEP meetings (in person or by phone)?

- a. Yes, every single one
- b. Sometimes, only important ones
- c. No, they do not attend

22. Will your parents continue to be involved in your decision to get help or accommodations in college?

- a. Yes

b. No

23. How much did your parent, guardian, or family members influence your decision on which colleges to apply to?

- a. Very much influenced my decision
- b. Offered some suggestion
- c. Let me choose on my own

Parent Survey Questions

1. When does your student expect to graduate from high school?
 - a. May 2016
 - b. Summer 2016
 - c. May 2017
 - d. Unsure

2. What services does your student currently receive at school related to his or her disability?
 - a. Resource class
 - b. Co-teaching (two teachers in the same class) in one or more classes
 - c. Itinerant/consult services (student doesn't go to a resource class AND does not have a class that is co-taught)
 - d. Counseling services
 - e. Job-related services through Vocational Rehabilitation
 - f. Other _____

3. What is your student's primary disability category?
 - a. Specific Learning Disability
 - b. Other Health Impaired
 - c. Autism
 - d. Emotional Disability
 - e. Multiple Disabilities
 - f. Intellectual Disability
 - g. Orthopedic Impairment
 - h. Traumatic Brain Injury
 - i. Visual Impairment
 - j. Deaf / Hearing Impairment / Deaf-Blindness
 - k. Speech / Language Impairment
 - l. I'm unsure or I don't know

4. In what areas does your student's disability make learning at school difficult?
 - a. Reading
 - b. Reading comprehension
 - c. Math
 - d. Science
 - e. Time management
 - f. Managing emotions

5. What kind of help does your student get at school because of his/her disability? Check all that apply.
 - a. Extra time on tests
 - b. Extra time on assignments
 - c. Copies of notes or a note taker
 - d. Shortened assignments
 - e. Assignments that are changed or modified

- f. Use of a calculator for math
 - g. Audiobooks
 - h. Tests and/or assignments read aloud to you
 - i. Less or no homework
 - j. Other _____
 - k. He or she doesn't get any extra help
6. What kinds of services does your student receive in his/her IEP related to college or plans after high school?
- a. Job related skills
 - b. SAT/ACT prep
 - c. Study skills
 - d. College prep courses
 - e. Nothing related to his/her plans for after high school
7. What kinds of transition help does your school or district offer to parents/families of students who plan on attending college? Check all that apply.
- a. College fair
 - b. SAT/ACT practice or courses
 - c. AP classes
 - d. Financial Aid information or education related to college expenses
 - e. Resume building workshops or classes
8. Does your student plan on going to college?
- a. Yes
 - b. No
9. How much influence did you have on your student's school choices?
- a. Very much influenced his/her decision
 - b. Offered some suggestion
 - c. None at all, I left it up to my student
10. Do you approve of your student going to college?
- a. Yes, I expected them to attend college
 - b. Yes, it was his/her choice
 - c. No, they are needed at home
 - d. No, it's too expensive
11. If yes, did he or she apply to, or plan on applying to two-year schools or four-year schools?
- a. Two
 - b. Two year schools with the intention of transferring to a four year school later
 - c. Four

d. Both two and four year schools

12. How much more challenging do you think college will be than high school for your student?

- a. Much more challenging
- b. A little bit more challenging
- c. About the same as high school

13. Do you think your student will need more help in college than in high school?

- a. Yes, I think he or she will need much more help
- b. Yes, I think he or she will need a little more help
- c. No, he or she probably won't need help

14. If you think that your student will need some help or accommodations in college, what kind of help do you think he or she will need?

- a. Extra time on tests
- b. Extra time on assignments
- c. Copies of notes or a note taker
- d. Shortened assignments
- e. Assignments that are changed or modified
- f. Use of a calculator for math
- g. Audiobooks
- h. Tests and/or assignments read aloud to you
- i. Less or no homework
- j. Other _____

15. Do you think it's important that your student tell his/her teachers about his/her disability in college?

- a. Yes
- b. No
- c. Unsure
- d. My student is deciding on his/her own

16. Does your student plan to tell anyone at college about his/her disability?

- a. Yes, all of his/her professors
- b. Only the professors in classes where he needs more help
- c. None of his/her professors

17. Have your student's teachers, guidance counselors, or college admissions spoken with you about disability services at college?

- a. Yes, I know a lot about disability services
- b. I know a little bit about disability services
- c. I don't know anything about disability services

18. Colleges and universities require that students go to the office of disability services and sign up with them in order to get accommodations or extra help in classes. Is that something that your student plans on doing?
- a. Yes
 - b. No
 - c. Unsure
19. In what areas of college do you think disability services will be helpful for your student? Check all that apply.
- a. Extra help
 - b. Tutoring
 - c. Extra time on assignments
 - d. Registering for classes
 - e. Finding a job / writing a resume
 - f. Getting notes or assignments
 - g. Finding audiobooks of textbooks
 - h. Other _____
20. Do you attend your student's IEP meetings?
- a. Yes, all or almost all meetings
 - b. No, I do not attend
 - c. When I am available, I try to go
 - d. I attend by phone
 - e. Someone else attends his or her meetings
21. Does your student attend his or her IEP meetings?
- a. Yes, every single one
 - b. Sometimes, only important ones
 - c. He or she attends, but never speaks
 - d. No, they do not attend
22. Do you think that your student would be able to describe his or her disability and how it affects his or her learning?
- a. Yes, definitely
 - b. Yes, with help
 - c. Yes, part of it
 - d. No, not at all
 - e. Unsure
23. Do you plan on being involved in helping your student secure accommodations and services at the college level?
- a. Yes, I will be helping my student
 - b. No, I will let me student do it on his/her own
 - c. I will help if I can

24. What rights to students with disabilities have at the college level for their education?
- a. They have all the rights afforded them under IDEA in college
 - b. They have all the rights to any accommodations listed in their current IEP
 - c. They are afforded all the rights under IDEA until they are 21 years of age no matter where they go to school
 - d. They are protected at the college level by the ADA and 504 laws
 - e. They have no rights at the college level, only in high school
25. As a parent of a student in college, will you have access to your student's grades, course registration, and disability services communications?
- a. Yes, as a parent/guardian I have the same rights as in high school
 - b. Yes, but only until the student turns 18
 - c. No, the student is responsible for his/her own records
 - d. Yes, with the student's permission
 - e. Unsure

Case Manager Survey Questions

1. What is your role at your school?
 - a. Teacher in a self-contained classroom
 - b. Teacher in a resource classroom
 - c. Teacher in a co-teach environment
 - d. Teacher in both resource and co-taught classes
 - e. Other
2. How long have you been in this role?
 - a. 0-5 years
 - b. 6-10 years
 - c. more than 10 years
3. Approximately how many students do you have on your caseload?
 - a. 0-10
 - b. 11-20
 - c. 21-30
 - d. more than 30
4. Approximately what percentage of the students on your caseload are students whose primary disability category is Specific Learning Disability?
 - a. <10%
 - b. 10-25%
 - c. 25-50%
 - d. >50%
 - e. unsure
5. How many graduating seniors do you have on your caseload?
 - a. <5
 - b. 5-10
 - c. 10-15
 - d. >15
6. Of your graduating seniors, how many are planning on only attending a two-year college?
 - a. About 25%
 - b. About half
 - c. More than half
 - d. Unsure
7. Of your graduating seniors, how many are planning on attending a two-year college in order to transfer to a four-year college?
 - a. About 25%
 - b. About half
 - c. More than half

- d. Unsure
8. Of your graduating seniors, how many plan on attending a four-year college?
- a. About 25%
 - b. About half
 - c. More than half
 - d. Unsure
9. Of your graduating seniors, how many are not planning on attending college or university at all?
- a. About 25%
 - b. About half
 - c. More than half
 - d. Unsure
10. Do you have a district provided transition curriculum?
- a. Yes
 - b. No
 - c. Unsure
11. If yes, do you use it with your students?
- a. Yes
 - b. Occasionally
 - c. No
 - d. We don't have one
12. If you don't use it, what best describes your reasons for not using it?
- a. It's inappropriate for their level or ability
 - b. It's too career focused
 - c. It's boring
 - d. It's repetitive or doesn't provide any up to date information
 - e. My classes are mixed grade level and it doesn't apply to everyone
 - f. It's too focused on getting into college
13. What, if any, college specific preparation curriculum do you use in your class?
Check all that apply.
- a. Career interest inventories
 - b. College major inventories
 - c. College searches or reports
 - d. SAT or ACT practice
 - e. Study skills and/or note taking skills
 - f. Self advocacy skills specific to their disability
 - g. Self advocacy skills related to academics and classes
 - h. Resume building
 - i. College applications or essays

j. Academic writing or reading skill building

14. **Thinking specifically of students on your caseload with specific learning disabilities**, what percent do you think would be successful at the postsecondary level?

- a. Less than 25%
- b. Between 25% and 50%
- c. Between 50% and 75%
- d. More than 75%
- e. I do not believe that any of them will be successful

15. Thinking specifically about the percent of your students who you believe **would be successful** in postsecondary education, what percentage do you believe will attend college?

- a. Less than 25%
- b. Between 25% and 50%
- c. Between 50% and 75%
- d. More than 75%

16. Considering only students with specific learning disabilities on your caseload, and thinking about your interactions with students and their families, are you personally involved in recommending colleges or types of colleges?

- a. Yes, I recommended colleges to students
- b. Yes, I recommended colleges to parents
- c. Yes, I recommended colleges to students and parents
- d. No, I do not recommend colleges to students or parents

17. Which other teachers or professionals at school are responsible for recommending colleges to students who are interested?

- a. All teachers
- b. Guidance Counselors
- c. Special Education teachers
- d. All of the above

18. What accommodations do your students with specific learning disabilities use most often? Consider only students with a primary disability of SLD, but do also include students with a primary disability of SLD and a secondary disability of any other sort.

- a. Extended time on tests and assignments
- b. Small group testing
- c. Oral administration or audio recordings of tests, quizzes, and assignments
- d. Small group instruction or re-teaching of skills
- e. Notes provided or note taker during class
- f. Teacher-created study guides or guided notes

- g. Shortened assignments or tests
- h. Modified assignments to reduce writing or reading tasks

19. What accommodation do you believe is the most helpful for your students with specific learning disabilities?

- a. Extended time on tests and assignments
- b. Small group testing
- c. Oral administration or audio recordings of tests, quizzes, and assignments
- d. Small group instruction or re-teaching of skills
- e. Notes provided or note taker during class
- f. Teacher-created study guides or guided notes
- g. Shortened assignments or tests
- h. Modified assignments to reduce writing or reading tasks

20. Do you discuss disability services at the postsecondary level with students who plan on attending college? Check all that apply.

- a. Yes, during class we discuss general information
- b. Yes, during IEP meetings we discuss general information
- c. Yes, with the student's parent/guardian
- d. Yes, I recommend that families take a copy of the student's IEP to his or her college of choice
- e. Yes, I recommend that they contact disability services at the college
- f. No, I do not discuss postsecondary disability services with students or families
- g. No, I do not discuss postsecondary disability services, but the student's guidance counselor or advisor does

21. What rights do students with disabilities have at the postsecondary level with regards to their education?

- a. They have all the rights afforded them under IDEA in college
- b. They have all the right to any accommodations listed in their current IEP
- c. They are afforded all the rights under IDEA until they are 21 years of age
- d. They are protected at the college level by the ADA and 504 laws
- e. They have no rights at the college level

22. What kinds of services can colleges provide to students with disabilities? Check all that apply.

- a. Accommodations such as extended time or small group testing
- b. Course waivers
- c. Note taking services
- d. Tutoring services
- e. Assistance registering for classes and choosing classes
- f. Option to take classes pass/fail rather than on an A-F scale

- g. Specific housing needs or requests
- h. Social skills building
- i. Note-taking and study skills building

23. Do parents of students in college have access to their grades, course registration, and disability services communications?

- a. Yes, as their parent or guardian they have the same rights as in high school
- b. Yes, but only until the student turns 18
- c. No, the student is responsible for his or her own records
- d. Yes, with the student's permission
- e. Unsure

24. Considering students on your caseload who have specific learning disabilities and are graduating this year, to what degree did they participate in their IEP meetings?

- a. Very involved, they planned parts of the meeting
- b. Very involved, they helped write student sections of the IEP and worked on developing accommodations
- c. Somewhat involved in the discussion during the meeting only
- d. Somewhat involved when asked direct questions during the meeting
- e. Not very involved before or during the meetings
- f. Did not attend his or her IEP meetings
- g. Widely varies from student to student

