

Hello, may I speak to (SUBJECT) please?

My name is (INTERVIEWER NAME). I'm calling on behalf of the U.S. Department of Education regarding a study on the paperwork and administrative burdens in special education.

You were recently notified by mail about this study. Its purpose is to describe the time special education teachers spend on administrative duties and paperwork. This interview will take about 20 minutes, and you will be paid \$15 for completing it.

The interview is voluntary and confidential. You may choose not to answer specific questions and you may end the interview at any time.

1. How many special education students do you currently teach (include students you teach directly as well as those for whom you serve as a case manager (IF NEEDED: meaning you are responsible for tracking student progress; planning, organizing, and summarizing IEP meeting notes; and coordinating services across providers))?

_____ students

If 1=0,

Because you are not currently teaching students with disabilities, you are not eligible for the survey. However, you will still receive the \$15 payment. Let me verify your name and address, so we can send you a check. [VERIFY ON RESPONDENT INFORMATION SHEET]

If 1>0, go to 2.

2. For how many of those students are you the case manager (IF NEEDED: meaning you are responsible for tracking student progress; planning, organizing, and summarizing IEP meeting notes; and coordinating services across providers)?

_____ students

3. Including this year, how many years have you been teaching special education?

_____ years
(If 3=1, skip 13, 43)

4. This next question asks about administrative duties and paperwork specific to special education. Please do not include administrative duties and paperwork that are also completed by general education teachers. In a typical week, how many hours do you spend completing administrative duties and paperwork specific to special education? [IF NEEDED: Include all tasks specific to special education, such as mailing procedural safeguard notices, scheduling IEP meetings, writing IEPs, conducting initial or triennial evaluations, and conducting functional behavioral assessments.]

_____ hours

5. To what extent is this time adequate to complete your required administrative duties and paperwork? Would you say

1. not at all adequate,
2. adequate to a small extent,
3. adequate to a moderate extent, or
4. adequate to a great extent?

Now I'd like to ask you some questions about IEPs.

6. Rounding to the nearest half-hour, how many hours do you spend, on average,

- a. writing each IEP? _____ hours
- b. attending each IEP meeting? _____ hours

7. Are your IEPs written by hand, using a computer, or a combination?

1. WRITTEN BY HAND GO TO Q10
2. WRITTEN USING A COMPUTER
3. A COMBINATION, WITH SOME SECTIONS WRITTEN BY HAND AND SOME BY COMPUTER

8. How reliable is the computer you use for completing IEPs? Would you say it is not at all reliable, reliable to a small extent, reliable to a moderate extent, or reliable to a great extent? [IF NEEDED: Include hardware, software, printers, modems, and other components.]

[For example, does it work when you need it?]

1. NOT AT ALL
2. TO A SMALL EXTENT
3. TO A MODERATE EXTENT
4. TO A GREAT EXTENT

9. How would you describe your access to the computer equipment used for completing IEPs? Would you say your access is....

1. poor,
2. fair,
3. good, or
4. excellent?

10. Does your district or school allow you to add an addendum [IF NEEDED: Attachment and/or modification in content] to the IEP or must you rewrite the entire IEP to make a change?

1. ALLOWS AN ADDENDUM
2. MUST REWRITE IEP

11. To what extent must you write or copy the same information in different sections of the IEP (for example, basic student information or annual goals)? Would you say...

1. not at all,
2. to a small extent,
3. to a moderate extent, or
4. to a great extent?

12. For annual IEP reviews, do you rewrite the entire document or only those portions where changes are needed?

1. REWRITE ENTIRE DOCUMENT
2. REWRITE ONLY PORTIONS WHERE CHANGES ARE NEEDED

13. For how many students did you write more than one IEP last year (not counting an addendum)?

_____ students

14. On what annual schedule do you update IEPs? Is it on

1. the anniversary of the students' last IEP, [IF NEEDED: IEP date]
2. the students' birthday, or
3. are all IEPs updated at the same time of year (for example, in May)?
4. OTHER

15. Do you have a list of IEP goals from which to chose in writing IEPs?

1. YES
2. NO → GO TO Q17

16. How often do you use this list of IEP goals? Would you say

1. never,
2. rarely,
3. sometimes, or
4. often?

17. What part of the IEP process helps you the most in educating your students? Would you say...

1. attending IEP meetings,
2. documenting the present level of performance,
3. writing annual goals,
4. writing short-term objectives, or
5. deciding on services, accommodations, and supports?
6. NONE OF THE ABOVE

18. What part of the IEP process helps you the least in educating your students? Would you say...

1. attending IEP meetings,
2. documenting the present level of performance,
3. writing annual goals,
4. writing short-term objectives, or
5. deciding on services, accommodations, and supports?
6. NONE OF THE ABOVE

Now I'd like to ask you a series of questions about how long you spend in the typical month on specific tasks. Please round to the nearest half-hour.

19. In a **typical month** how many hours do you spend

- a. printing or making copies of forms specific to special education, such as procedural safeguards [IF NEEDED: Parent rights]? _____ hours/month
- b. scheduling IEP meetings? _____ hours/month
- c. mailing notices to parents? _____ hours/month
- d. tracking paperwork from other teachers that is required for the IEP process or other aspects of special education? _____ hours/month

Now I'd like to ask some questions about administrative duties and paperwork associated with student evaluations.

20. Do you conduct initial evaluations for students referred for special education?

1. YES (GO TO #21)
2. NO (GO TO #24)

21. In conducting initial evaluations, how many hours do you spend in a **typical month**

- a. conducting assessments (including scoring and summarizing results) _____ hours/month
- b. reviewing existing assessment information _____ hours/month

[Please round to the nearest half hour.]

22. What part of initial evaluations helps you the most in educating your students?
Would you say....

1. conducting eligibility assessments,
2. writing reports of assessment results,
3. completing referrals for initial evaluations, or
4. discussing assessment results with colleagues.
5. NONE OF THE ABOVE

23. What part of initial evaluations helps you the least in educating your students?
Would you say....

1. conducting eligibility assessments,
2. writing reports of assessment results,
3. completing referrals for initial evaluations, or
4. discussing assessment results with colleagues?
5. NONE OF THE ABOVE

24. Do you conduct triennial evaluations [IF NEEDED: Every 3 years] to determine if students are still eligible for special education?

1. YES (GO TO #25)
2. NO (GO TO intro to #28)

25. In conducting triennial evaluations, how many hours do you spend in a **typical month**

- b. conducting assessments (including scoring and summarizing results) _____ hours/month
- b. reviewing existing assessment information _____ hours/month

[Please round to the nearest half hour.]

26. What part of triennial evaluations helps you the most in educating your students?
Would you say....

1. conducting assessments,
2. writing reports of assessment results,
3. reviewing existing assessment information, or
4. discussing assessment results with colleagues?
5. NONE OF THE ABOVE

27. What part of triennial evaluations helps you the least in educating your students?
Would you say....

1. conducting assessments,
2. writing reports of assessment results,
3. reviewing existing assessment information, or
4. discussing assessment results with colleagues?
5. NONE OF THE ABOVE

Now I'd like to ask a few questions about administrative duties and paperwork surrounding student behavior.

28. How many hours do you spend in a **typical month** completing each of the following tasks? Please round to the nearest half hour. How about...

[Enter 0 if none]

a. completing functional behavioral assessments _____ hours/month

b. participating in manifestation determination reviews _____ hours/month

[IF NEEDED: Process to determine if students' disabilities caused their misbehavior prior to disciplinary action]

c. keeping behavior logs to track frequencies of
specific student behaviors _____ hours/month

d. writing behavioral intervention plans _____ hours/month

If 28a, b, c, and d=0, go to intro to #31

29. Which of these processes help you the most in educating your students? Would you say....

1. completing functional behavioral assessments,
2. participating in manifestation determination reviews,
3. keeping behavior logs to track frequencies of specific student behaviors, or
4. writing behavioral intervention plans?
5. NONE OF THE ABOVE

30. Which of these processes help you the least in educating your students? Would you say....

1. completing functional behavioral assessments,
2. participating in manifestation determination reviews,
3. keeping behavior logs to track frequencies of specific student behaviors, or
4. writing behavioral intervention plans?
5. NONE OF THE ABOVE

Next, I'd like to ask a few questions about transition.

31. How many hours do you spend in a **typical month** on post-school transition planning for students 14 and older (apart from the IEP)? Please round to the nearest half hour.

_____ hours/month

[Enter NA if not appropriate]

If #31=NA or 0, go to #34.

32. What part of the post-school transition process helps you the most in educating your students? Would you say....

1. talking with representatives of other agencies about a students' transition needs (e.g., adult service agencies),
2. conducting assessments that inform the transition process,
3. arranging transition related courses and work experiences, or
4. documenting transition plans and services?
5. NONE OF THE ABOVE

33. What part of the post-school transition process helps you the least in educating your students? Would you say....

1. talking with representatives of other agencies
about students' transition needs (e.g., adult service agencies),
2. conducting assessments that inform the transition process,
3. arranging transition related courses and work experiences, or
4. documenting transition plans and services?
5. NONE OF THE ABOVE

34. How many hours do you spend in a **typical month** participating in Part C (IF NEEDED: Infant Program) to preschool transition planning? Please round to the nearest half hour.

_____ hours/month

[Enter NA if not appropriate]

If #34=NA or 0, go to intro to #37.

35. What part of the Part C to preschool transition process helps you the most in educating your children? Would you say....

1. conducting or reviewing assessments that inform the transition process,
2. talking with representatives of other agencies serving the child and family,
3. attending the required transition planning meeting, or
4. arranging activities to facilitate transition (IF NEEDED: For example, visiting programs, talking with other parents, training staff)?
5. NONE OF THE ABOVE

36. What part of the Part C to preschool transition process helps you the least in educating your children? Would you say....

1. conducting or reviewing assessments that inform the transition process,

2. talking with representatives of other agencies serving the child and family,
3. attending the required transition planning meeting, or
4. arranging activities to facilitate transition (IF NEEDED, For example, visiting programs, talking with other parents, training staff)?
5. NONE OF THE ABOVE

Now I'd like to ask some questions about other types of paperwork.

37. How often are you required to prepare written reports for parents on student progress, such as report cards, progress reports, or interim reports? For example, every 9 weeks?

Every _____ weeks

38. Do you prepare reports on the progress of students with disabilities more often, as often, or less often than is required for regular education students?

1. MORE OFTEN
2. AS OFTEN
3. LESS OFTEN
4. DON'T KNOW

39. When you prepare reports on the progress of students with disabilities, how long does it take you to complete the task? (IF NEEDED: The estimate should include all the children in your caseload.)

_____ minutes

40. When you report on the progress of students with disabilities, do progress reports contain the same detail, less detail, or more detail as reports for regular education students?

1. SAME DETAIL
2. LESS DETAIL
3. MORE DETAIL
4. DON'T KNOW

5. NOT APPLICABLE, NO REGULAR
EDUCATION STUDENTS IN MY
SCHOOL

41. For how many students do you currently complete Medicaid reimbursement forms or other third-party payment forms (enter '0' if not responsible for this task)?

_____ students

If 1 or more, go to question 41.

Else, go to question 42.

42. How often must you complete Medicaid or third party reimbursement forms for each eligible student? Is it...

1. weekly,
2. monthly,
3. every 2 months, or
4. quarterly?
5. OTHER

43. Apart from those we've already discussed, what other special education administrative duties or paperwork, if any, consume a significant amount of your time in a typical month?

Now I'd like to ask you about support you receive in completing paperwork.

44. For how many days last year did you have coverage for your class, for example, a substitute or other staff member, so you could complete special education administrative duties and paperwork (including assessments, IEP meetings, or other special education activities)? (enter '0' if none).[ROUND TO THE NEAREST _ DAY]

_____ days

45. To what extent do you receive help from a paraprofessional, instructional assistant, parent volunteer, or secretary in completing administrative duties and paperwork? Would you say...

1. not at all,
2. to a small extent,
3. to a moderate extent, or
4. to a great extent?

46. How many minutes do you have during the school day in which you could complete administrative duties and paperwork? Include planning periods and release time from regularly scheduled classes. If your time varies through the week, take an average. (enter '0' if none). [IF NEEDED: Do not include lunch]

_____ minutes per day

47. To what extent do you agree with the following statement? 'Administrative duties and paperwork interfere with my job of teaching.' Would you say...

1. not at all,
2. to a small extent,
3. to a moderate extent, or
4. to a great extent?

Thank you for completing this interview. I'd like to verify your name and address so we can send you a check for \$15 [VERIFY ON RESPONDENT INFORMATION SHEET].