

## APPENDIX PE-A

### SURVEY OF PRESCHOOL STAFF PERCEPTIONS OF SPECIAL EDUCATION UNIT AND SUPPORT SERVICES

Position/Title: \_\_\_\_\_

**Directions:** Please complete this survey to the best of your knowledge. Your comments and concerns related to each section are very important and will be appreciated and considered.

Circle the number of the response that most closely reflects your perception of service indicated. 1 – not adequate; 2 – occasionally adequate; 3 – adequate; 4 – good; and dk don't know. Please circle dk if you have no knowledge of the services identified. Comment sections are provided. Feel free to expand on these sections at the end of the survey.

#### PROGRAM ADMINISTRATIVE SERVICES:

- |     |  |   |   |   |   |    |
|-----|--|---|---|---|---|----|
| 1.  | Personnel evaluations are carried out on schedule in accordance with guidelines.               | 1 | 2 | 3 | 4 | dk |
| 2.  | The evaluator provides constructive feedback.  | 1 | 2 | 3 | 4 | dk |
| 3.  | Administrative support is provided in matters of program resources.                            | 1 | 2 | 3 | 4 | dk |
| 4.  | Communications with the program administration are frequent.                                   | 1 | 2 | 3 | 4 | dk |
| 5.  | Written program guidelines are clear and explicit.   | 1 | 2 | 3 | 4 | dk |
| 6.  | Sufficient opportunities are provided to give input regarding program policies and directions. | 1 | 2 | 3 | 4 | dk |
| 7.  | The program administration is sensitive to inservice needs of professional staff.              | 1 | 2 | 3 | 4 | dk |
| 8.  | Staff have input into determining inservice training provided.                                 | 1 | 2 | 3 | 4 | dk |
| 9.  | Administrators deal directly with parents when problems occur.                                 | 1 | 2 | 3 | 4 | dk |
| 10. | Administrators provide information on the budget.  | 1 | 2 | 3 | 4 | dk |
| 11. | Administrators treat me like a professional.   | 1 | 2 | 3 | 4 | dk |
| 12. | Program administrator makes time on communication.   | 1 | 2 | 3 | 4 | dk |

13.	The program administration deals with problems expeditiously.	1	2	3	4	dk
14.	Communications from the program administration are positive.	1	2	3	4	dk
15.	Program administrators treat instructional staff fairly equitably.	1	2	3	4	dk
16.	The program administration has articulated long range goals.	1	2	3	4	dk
17.	The program administration demonstrates a positive regard for all preschool age students with disabilities.	1	2	3	4	dk
18.	The program administration assures that appropriate services are provided to all types of preschool children with disabilities.	1	2	3	4	dk

Comments/Concerns:

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**SOCIAL WORK SERVICES** (If Applicable):

1.	The social worker consults with teachers regarding community services for children.	1	2	3	4	dk
2.	The social worker consults with parents regarding use of community services.	1	2	3	4	dk
3.	The social worker serves as a liaison with community agencies.	1	2	3	4	dk
4.	The social worker provides assistance to families.	1	2	3	4	dk
5.	The social worker prepares social histories on students.	1	2	3	4	dk
6.	The social worker attends and participates in staffings.	1	2	3	4	dk
7.	The social worker consults individually with parents.	1	2	3	4	dk

8.	The social worker provides group consultation for parents.	1	2	3	4	dk
9.	The social worker links parents of disabled children with other parents.	1	2	3	4	dk
10.	The social worker demonstrates a positive regard for all preschool children with disabilities.	1	2	3	4	dk
11.	The social worker provides meaningful service to all types of families.	1	2	3	4	dk

Comments/Concerns: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PSYCHOLOGICAL SERVICES** (If Applicable):

1.	Psychologists conduct individual student evaluation.	1	2	3	4	dk
2.	Psychologists observe students in natural settings.	1	2	3	4	dk
3.	Psychologists consult with teachers regarding management of behavior problems.	1	2	3	4	dk
4.	Psychologists consult with parents regarding management of behavior problems.	1	2	3	4	dk
5.	Psychologists consult with teachers regarding instructional and learning strategies for individual students.	1	2	3	4	dk
6.	Psychologists attend and participate in staffings.	1	2	3	4	dk
7.	Psychologists use more than one procedure or test to evaluate students.	1	2	3	4	dk
8.	Psychologists prepare psychological reports on a timely basis.	1	2	3	4	dk
9.	Suggestions for managing behavior have practical application.	1	2	3	4	dk
10.	Psychologists demonstrate a positive regard for all preschool children with disabilities.	1	2	3	4	dk

11.	Psychologists provide meaningful assessments and suggestions for all types of disabled children.	1	2	3	4	dk
12.	Psychologists have knowledge of working with young children.	1	2	3	4	dk

Comments/Concerns: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CLINICAL SPEECH SERVICES:**

1.	Speech clinicians formally evaluate and diagnose students' speech and language problems.	1	2	3	4	dk
2.	Clinicians prepare speech & language reports.	1	2	3	4	dk
3.	Clinicians provide teachers with information related to speech and language concerns.	1	2	3	4	dk
4.	Clinicians work directly with students to determine most effective remediation techniques.	1	2	3	4	dk
5.	Clinicians demonstrate procedures for effective language instruction.	1	2	3	4	dk
6.	Clinicians assist teachers with development of IEP goals and objectives related to language development.	1	2	3	4	dk
7.	Clinicians provide assistance to students in need of alternative communication systems.	1	2	3	4	dk
8.	Clinicians provide suggestions to teachers for improving speech and language of individual students.	1	2	3	4	dk
9.	Clinicians identify and locate materials which assist teachers in teaching language.	1	2	3	4	dk
10.	Clinicians attend and participate in staffing.	1	2	3	4	dk
11.	Clinicians attend and participate in meetings with parents related to student progress and development.	1	2	3	4	dk

12.	Clinicians demonstrate a positive regard toward all preschool children with disabilities.	1	2	3	4	dk
13.	Clinicians are able to provide assistance for all types of children with disabilities.	1	2	3	4	dk
14.	Suggestions to instructional staff have practical application.	1	2	3	4	dk
15.	Clinicians provide integrated services where appropriate.	1	2	3	4	dk

Comments/Concerns: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**THERAPY SERVICES (OT, PT):**

1.	Therapists formally evaluate and diagnose student's motor problems.	1	2	3	4	dk
2.	Therapists prepare reports regarding motor functions.	1	2	3	4	dk
3.	Therapists provide parents with information related to motor concerns.	1	2	3	4	dk
4.	Therapists assist teachers with the development of shared goals and objectives reflecting the student's educational needs within the context of the daily routine.	1	2	3	4	dk
5.	Therapists provide suggestions to teachers for improving motor patterns of individual students.	1	2	3	4	dk
6.	Therapists attend and participate in staffings.	1	2	3	4	dk
7.	Therapists demonstrate a positive regard toward all preschool children with disabilities.	1	2	3	4	dk

Comments/Concerns: (Specify which therapy) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**GENERAL PROGRAM FEATURES:**

- |    |  |   |   |   |   |    |
|----|--|---|---|---|---|----|
| 1. | Activities of the Early Childhood Special Education Program are sufficiently coordinated.            | 1 | 2 | 3 | 4 | dk |
| 2. | Actions of the support team are carried out efficiently.   | 1 | 2 | 3 | 4 | dk |
| 3. | Parent services and contacts are effective.  | 1 | 2 | 3 | 4 | dk |
| 4. | The general attitude of the program staff is positive toward the learning potential of all children. | 1 | 2 | 3 | 4 | dk |

Comments/Concerns: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OPEN ENDED QUESTIONS:**

1. In my opinion, what this program does best is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. In my opinion, what this program does worst is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What this program needs most is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. This program needs to do more \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. This program should keep on doing \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. This program should keep on doing \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. This program should stop doing \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. How do you view your role? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What changes if any would you suggest \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_