

OADDP Special Education and DD Services Survey Results

May-June 2016; Nov 2016, May 2017

1. Does your local contract address and protect your personal and professional interests?
 - a. Yes 22
 - b. No 2
 - Yes to a point – better for coordinator than teachers
 - I know OEA/NEA does – not sure about our contract

2. What personal and professional issues need to be addressed? List/Explain:
 - Contract supports; the needs of teachers not related service staff
 - We need more to have special education aids with our academic classes, especially the math and science instructors.
 - One professional interest I have is taking great care to write appropriate IEPs, and each one takes hours. Our contract does not give release time to write IEPs, and I think it should. Only because I am responsible and liable do I spend the time outside of the school day to complete well-written, thoughtful IEPs.
 - Release time for IEP preparation. We handle at least 20 IEPs. They are over 20 pages long. They take hours to write. Each page has multiple fields to complete and boxes to check. They must be written to the ODE standard with much redundant information repetition, etc. We must still do duties, grade papers, cover content and prepare lessons. It takes hours on weekends and evenings! In my district we are paid at the same rate as gen Ed even though we have so much more responsibility.
 - My transition and high school aged students have parents that have no clue what to do with their kids after they graduate. I feel as if I have to personally walk each parent through guardianship, Opportunities for Ohioans with Disabilities, Board of DD, etc. outside of my normal contracted day. I spend hours after school going to meetings with parents, setting up case managers, speaking with people that should have been involved with my students LONG before they are high schoolers. I feel that the MD/MH low incidence population is forgotten by public services and that all falls on the shoulders of high school interventionists. Lack of support, training and guidance for teachers of LOW Incidence students. Classroom/one to one aides that are ill prepared and unable to support teacher or students properly.
 - Safety of teachers and other students from behavioral issues of students in the class
 - Help with students requiring additional support
 - I would like to understand the process for my students graduating & needing services.
 - Keeping DD programs opened – this is where I started my career
 - Closing our DD program
 - Contract rights; wages
 - Administration favoritism; hostile environment
 - As far as DD & Sp. Ed. – students w/ autism need more & more support – NOT Discipline
 - Job description

3. Is there adequate support and professional development available to you?
- Yes 14
 - No 10
- Yes I think, but they don't send us
 - Only what administration wants HSTW not for PE
4. What supports and professional development activities are needed? List/Explain:
- We have a lot of unidentified special education children in our regular education classes. It would be very helpful if there were mandatory special education techniques training for all regular education teachers.
 - More specific to profession (physical therapy, motor and functional skills), CEU's for Ohio Licensure,
 - We need aids to work with our students within the math and science areas.
 - We are given just adequate support; professional development is getting better
 - The professional development is usually general education or something looking through rose colored glasses. We need to address the elephant in the room.
 - Could be more professional development activities for the arts.
 - Student and classroom aides are uneducated and oblivious to Sp. Ed laws, needs, requirements, strategies, etc. Making teachers feel that the adult aides need as much guidance as the low incidence students! Lack of attention from regular "typical" staff and administration. WE are the forgotten classroom.
 - More strategies, more resources and more constant education for staff and support staff is necessary.
 - More technology and help with setting up appropriate technology and programs for special needs students. In addition programs that can be used for documenting progress.
 - Reading instruction for student with disabilities
 - Autism awareness/strategies
 - A better understanding
 - Good SST-4 in our area; English language courses
 - Training
 - What to do after DD program closes
 - Behavior; CPI
 - Behavior management by Dr. William Dameo from Cincinnati (specialties psychological services). When nothing else works, what educators can do to reduce behaviors.
 - Community programs to inform them of our population
 - Training opportunities are limited
 - Training
 - Behavior support; following IP
5. What are some of the pressures and issues you find most challenging in working with persons with DD? List/Explain:
- It is difficult to treat other students differently. For example, the other students know that a special education student has worse attendance, and completes less assignments and still

passes the class. They view this as unfair. I try to give the same accommodations to all of my regular education students as well, but it sometimes doesn't apply.

- Working with those individuals who are aging and not really fitting in the workplace any more but still may not be ready for seniors program.
- Integrating the student in their least restrictive environment, and working with the general ed. staff
- Having students with cognitive issues placed into higher math and science courses in order for graduation requirements. Students' not having the skill set really slows the rate of progress within the course.
- Parent support/follow through; Lack of general education teacher understanding; Difficulty with providing appropriate modifications in core classes
- Lack of time for a personal life due to working evenings and weekends. The complexity and length of IEP's. No extra prep time for IEP's. High stakes testing
- The amount of time it takes to get appropriate support when a referral is made
- 1. Feeling alone. Even my aides have no clue. Administration has impossible expectations and have NO idea what happens in my very low incidence population. SLOs and Evaluation systems set up for typical teachers are not fair to DD teachers. 2. Parental obliviousness to post high school care. Denial. Not knowing what resources are available to help Low incidence students transition to adulthood. 3. Not feeling burned out from constantly fighting to get what we require to teach and what modifications and accommodations our students NEED.
- Some days there is little pressure and all goes smoothly. The pressure is when a student has outbursts, refusal behaviors and somewhat violent behaviors. The pressure is to protect all that are involved.
- Expectations unrealistic at times
- Predicting needs; balancing time; developing independence
- When they don't qualify and then trying to requalify them & getting them help
- Inadequate funding; more family support
- Mental health; family support
- See/accomplish little milestones; repetitive behavior issues
- Paperwork; meeting all goals
- When (some, not all) students "act out" the teacher (somehow) gets blamed
- Not enough training work available
- Discipline

6. Where do you work?

- | | |
|--------------------------|----|
| a. Local School District | 21 |
| b. County Board of DD | 5 |

7. What is the size of your local?

- | | |
|--------------------------|---|
| a. Less than 50 members | 5 |
| b. 50 to 100 members | 4 |
| c. 100 to 300 members | 8 |
| d. More than 300 members | 9 |