

DOCUMENT RESUME

ED 236 842

EC 160 860

AUTHOR Sevcik, Bonita; And Others  
 TITLE Communication of IEP Goals and Student Progress among Parents, Regular Classroom Teachers, and Administrators Using Systematic Formative Evaluation.  
 INSTITUTION Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.  
 SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.  
 REPORT NO IRLD-RR-114  
 PUB DATE Apr 83  
 CONTRACT 300-80-0622  
 NOTE 4lp.  
 PUB TYPE Reports - Research/Technical (143).  
 EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Administrator Attitudes; \*Disabilities; Elementary Education; \*Formative Evaluation; Individualized Education Programs; Parent Attitudes; \*Remedial Reading; \*Resource Room Programs; \*Student Educational Objectives; Teacher Attitudes

ABSTRACT

Reactions of 12 parents, 25 teachers, and 11 administrators to various aspects of students' reading programs and progress in elementary school resource rooms throughout the year were investigated. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. Teachers of experimental group students first wrote curriculum-based individualized education program (IEP) goals and objectives in reading. Then teachers developed curriculum-based measurement systems to match specific goals and objectives. Measurement data were used to modify instructional programs. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education/regular education communication between two districts. (Author/CL)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

This document has been reproduced as  
received from the person or organization  
originating it.  
Minor changes have been made to improve  
reproduction quality.

Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

 **University of Minnesota**

Research Report No. 114

ED236842

COMMUNICATION OF IEP GOALS AND STUDENT PROGRESS  
AMONG PARENTS, REGULAR CLASSROOM TEACHERS, AND ADMINISTRATORS  
USING SYSTEMATIC FORMATIVE EVALUATION

Bonita Sevcik, Russell Skiba, Gerald Tindal, Robert King,  
Caren Wesson, Phyllis Mirkin, and Stanley Deno



***Institute for  
Research on  
Learning  
Disabilities***

EC 160860



Director: James E. Ysseldyke

The Institute for Research on Learning Disabilities is supported by a contract (300-80-0622) with the Office of Special Education, Department of Education, through Title VI-G of Public Law 91-230. Institute investigators are conducting research on the assessment/decision-making intervention process as it relates to learning disabled students.

During 1980-1983, Institute research focuses on four major areas:

- Referral
- Identification/Classification
- Intervention Planning and Progress Evaluation
- Outcome Evaluation

Additional information on the Institute's research objectives and activities may be obtained by writing to the Editor at the Institute (see Publications list for address).

The research reported herein was conducted under government sponsorship. Contractors are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position of the Office of Special Education.

Research Report No. 114

COMMUNICATION OF IEP GOALS AND STUDENT PROGRESS  
AMONG PARENTS, REGULAR CLASSROOM TEACHERS, AND ADMINISTRATORS  
USING SYSTEMATIC FORMATIVE EVALUATION

Bonita Sevcik, Russell Skiba, Gerald Tindal, Robert King,  
Caren Wesson, Phyllis Mirkin, and Stanley Deno  
Institute for Research on Learning Disabilities

April, 1983

## Abstract

The purpose of this study was to examine parents', classroom teachers', and administrators' reactions to various aspects of students' reading programs and progress in elementary school resource rooms throughout the year. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. The majority of the data was collected on students from the study's experimental group. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education-regular education communication between two districts. The implications of the findings for increased communication are discussed.

Communication of IEP Goals and Student Progress Among  
Parents, Administrators, and Regular Classroom Teachers  
Using Systematic Formative Evaluation

The number of handicapped students served within both resource program and regular classroom settings is increasing. Many students who once were receiving all of their educational programming within the regular classroom, now are being served on a part-time basis within the special education setting. Thomas (1981) proposed that the combination of Section 504 of the 1973 Rehabilitation Act and the enactment of PL 94-142 specifically led to greater numbers of handicapped children being identified and given more specialized attention. At the same time, with the increasing acceptance of mainstreaming, handicapped students who were once in self-contained special education programs have moved into part-time resource programs, with increasing numbers and kinds of services being provided in the regular classroom (SRI, 1980).

Given the increasing number of handicapped students in both regular and resource programs, communication between regular and special educators needs to be increased in order to facilitate greater understanding and support of, and involvement in, a child's education. However, in most schools there is still a "two box" structure (Reynolds, 1977) in which regular and special education operate independently.

Reynolds (1977) emphasized the need for teamwork between regular and special educators. Administrators, classroom teachers, and parents all play integral roles in the special education process, and all would benefit from effective communication with the special

education teacher. This communication typically begins at the IEP meeting. Yoshida, Fenton, Maxwell, and Kaufman (1978) found that the individuals most frequently involved in team meetings in Connecticut were school administrators, special education teachers, regular education teachers, and school counselors. Poland, Ysseldyke, Thurlow, and Mirkin (1979) and Thurlow and Ysseldyke (1979) discovered from national surveys that the school psychologist and regular education teacher were included most frequently overall in team meetings.

Once the IEP is developed, communication should focus on the child's progress towards his/her goals, changes made in the program, and the extent to which the child's goal was met. Marver (1978) reported that after the IEP was written, half of the teachers they studied did not refer to it during the remainder of the school year.

To investigate the communication process between special education teachers and classroom teachers, administrators, and parents, survey data were obtained during a study designed to determine the effects of resource room teachers' use of a formative evaluation system (Mirkin, Deno, Fuchs, Wesson, Tindal, Marston, & Kuehnle, 1981) on student achievement in reading. Repeated curriculum-based measurement and continuous evaluation procedures were used with experimental subjects in the study as an alternative to informal assessment methods. Fuchs, Mirkin, Deno, Marston, and Tindal (1982) found that these procedures rendered more objective, accurate data on student progress. The extent to which these data are effectively communicated to individuals in other roles within the

school, as well as to parents, was the focus of this study. Specifically, the study examined classroom teachers', administrators', and parents' participation in, satisfaction with, and perceptions of the clarity of students' reading programs and progress in the special education setting throughout the year.

Method

Subjects

Subjects were parents, classroom teachers, and administrators of elementary school children who took part in the study. Within one school district, seven administrators completed surveys. All students in this district were in the experimental group. Within another school district, 16 classroom teachers and 12 parents completed surveys. All of the students were also in the experimental group. Within a third school district, four administrators and nine classroom teachers completed surveys. The administrators' surveys pertained to students in the experimental group, while the classroom teachers' surveys pertained to students in the control group.

Thus, a total of 12 parents, 25 teachers, and 11 administrators responded to the surveys. These numbers reflected a high return rate for originally distributed surveys; 60.0% of the parents, 83.3% of the classroom teachers, and 68.8% of the administrators completed and returned the surveys.

Experimental group. The treatment of the experimental group students is described in Procedures to Develop and Monitor Progress on IEP Goals (Mirkin et al., 1981). Briefly, teachers of the experimental group students first wrote curriculum-based IEP goals and



objectives in the area of reading. (See Appendix D for a copy of the Goal and Objective Form.) Following this, teachers developed curriculum-based measurement systems to match specific goals and objectives. Then, at least three times weekly, they were to measure students and utilize those data to determine when to change the instructional programs to increase the probability that students would achieve their goals. A sample Goal and Objective Form, Graph, and Instructional Change Form appear in Figures 1, 2, and 3.

-----  
Insert Figures 1-3 about here  
-----

Control group. Typical classroom procedures were followed with students in the control group. Teachers used their own informal observation system and traditional evaluation procedures to make instructional decisions.

### Materials

End-of-year parent survey. A 10-item survey was designed to assess parents' participation in an IEP conference during the year, and their confidence in the placement committee's decision on the delivery of special education service in the area of reading. If the child did receive special education service, then parents were asked to complete additional items on their (a) knowledge of and satisfaction with their child's year-end reading goal, (b) knowledge of his/her progress toward the goal, and (c) knowledge of their child's academic status compared to other students his/her age. (See Appendix A for a copy of the survey.)

End-of-year classroom teacher survey. An 11-item survey was designed for regular classroom teachers to complete on students they had referred and who received part-time special education services in a resource room during the year. On this survey, teachers indicated (a) participation in the student's IEP or periodic review conference, (b) satisfaction with and usefulness of the assessment information, (c) clarity of and satisfaction with the student's reading program and progress in the special setting, and (d) student performance relative to the other children in the classroom when compared to their performance at the beginning of the year. (See Appendix B for a copy of the survey.)

Administrator or supervisor survey. Administrators and/or supervisors completed surveys for a random selection of students within the study. On this survey they indicated (a) participation in the student's IEP or periodic review conference during the year, (b) satisfaction with and usefulness of the assessment information for the academic area of reading, (c) clarity of and satisfaction with the student's reading goal, the system devised for monitoring progress, and the evaluation of final student outcome, and (d) perceptions of parents' understanding of the special education services provided in reading during the year. (See Appendix C for a copy of the survey.)

#### Procedure

At the end of the school year (May 1982), parents, classroom teachers, and administrators or supervisors of children who participated in the study were sent surveys and stamped return envelopes. They were requested to fill out and return the survey

pertaining to the student whose name was written at the top of the form.

## Results

### Parents' Responses

Ten out of the twelve parents (83.3%) reported that they attended an IEP conference during the academic year, and all were either confident (33.3%) or very confident (66.7%) that their children received special education service in the area of reading. Of the 91.7% who said they were informed about their child's year-end reading goal in the special education program, 18.2% indicated they were very clear about what the goal was; 45.4% indicated being clear as to the goal and 36.4% said they were somewhat clear. Half of the parents said they were very satisfied with the reading goal established for their child, with the remainder of responses varying from 8.3% very dissatisfied, 8.3% somewhat dissatisfied, and 33.3% somewhat satisfied. When asked to write the annual goal, 36.4% were accurate but incomplete, and 63.6% were inaccurate. A sample Accurate Goal, Accurate But Incomplete Goal, and Inaccurate Goal appear in Figure 4.

-----  
Insert Figure 4 about here  
-----

Almost all of the parents (91.7%) believed their child was progressing toward his/her goal, with the remaining not sure. Information on progress toward the goal had been provided to 90.0% of the parents during a conference with the teacher. One of the parents checked progress with daily reading functioning at home. When asked

how their child was performing compared to other students of the same age, relative to the previous school year, 33.3% said they were better, 25.0% said they were the same, 25.0% said they were worse, and 16.7% didn't know. One-fourth of the parents indicated they were very confident that this answer was accurate; 50.0% were confident, and 25.0% somewhat confident.

Classroom Teachers' Responses

Classroom teachers' responses to questions on the survey are presented with a breakdown according to whether they were teachers of experimental students or teachers of control students. Explicit comparisons between the experimental and control groups were not conducted since each group also represented a different school district. Thus, the differences that seem very notable on the basis of visual inspection could be related to experimental/control differences, school district differences, or some interaction of the two. Most differences related to participation in and clarity of students' reading programs, and students' progress in the special setting. Table 1 shows the responses of the two groups of teachers on the Yes-No items of the survey. Other items (e.g., relating to satisfaction with their students' programs and progress) are dependent upon the knowledge of responses to preceding items, and thus are not included.

-----  
Insert Table 1 about here  
-----

Teachers of experimental students. Sixteen regular classroom



teachers completed surveys on students who were in the experimental group in the study. Six of them (37.5%) participated in the IEP or periodic review conference for the student during the year. Of those attending, 66.6% were satisfied with the assessment information presented at the conference, 16.7% were somewhat satisfied, and 16.7% were somewhat dissatisfied; 80.0% found this information very useful for developing or modifying IEPs, while 20.0% found it moderately useful. Regarding how clearly information on their student was presented by the special teacher at the conference, 50.0% said very clearly, 33.3% said clearly, and 16.7% said somewhat clearly.

Of the 16 regular classroom teachers, 43.8% were informed of their student's annual reading goal; 71.4% of these teachers were very satisfied with the goal, with the remainder being somewhat satisfied. Only 40.0% of the teachers were informed of when and what changes were made in the student's reading goal during the year, all through verbal communication. Information on changes was provided to 66.6% of the teachers twice; the remainder of the teachers were informed equally either one or four times. Most of the teachers (75.0%) did not know whether their student met the year-long reading goal; 18.8% said the student did meet the goal, and 6.2% said the student did not. This judgment was based on information from the special education teacher for 28.6% of the teachers, while the remainder based it on report cards, comparison with other students, or reading, writing, and verbal progress in the classroom.

Half of the regular teachers were informed of the student's reading program in the special setting, with 75.0% of these very

satisfied, and 25.0% somewhat satisfied. Half of the teachers also were informed of when and what changes were made in the student's reading program during the year, with the majority informed through verbal communication (75.0%), and the remainder through report cards. Equal percentages of teachers (28.6%) were informed one, two, and four times of changes, while 14.2% were informed six times. Most of the teachers were either somewhat satisfied or very satisfied with the student's reading progress (46.7% each), while 6.6% were very dissatisfied. When asked to rate how the student was performing relative to the other children in the classroom, compared to the beginning of the year, 53.3% said better, 26.7% said the same, and 20.6% said worse.

Teachers of control students. Nine regular classroom teachers from another school district completed the survey on students who were members of the control group. Approximately three-fourths of the teachers (77.7%) participated in the IEP or periodic review conference, with 71.4% of these satisfied with the assessment information presented and the remainder somewhat satisfied. Regarding how useful the assessment information was for developing or modifying the IEPs, 42.8% said it was very useful; the same percentage said it was moderately useful, and 14.4% said it was somewhat useful. Over half of the teachers (57.2%) said information on their student was presented by the special teacher very clearly, and the remainder said it was presented clearly.

Of the 89.0% who were informed of the annual reading goal, 37.5% were very satisfied with it, and 62.5% were somewhat satisfied. Of

the 77.7% who were informed of their students' reading program in the special setting, 71.5% were very satisfied with it and the remainder were somewhat satisfied. Most of the teachers (89.0%) were informed of when and what changes were made in the student's reading goal and reading program through the year, communicated through conferences, notes, and verbally; 42.9% were informed three times, 28.5% two times, and 14.3% both four and five times.

Almost half of the regular classroom teachers (44.4%) did not know whether their student met the reading goal; 44.4% of the teachers said the student did meet the goal, and 11.1% said the student did not. These judgments were based on the child's ability to read directions and materials in other subject areas, reading test results, and general classroom performance. Regarding satisfaction with the student's progress in reading during the year, 11.0% were very dissatisfied, 11.0% somewhat dissatisfied, 44.6% somewhat satisfied, and 33.4% very satisfied. When asked to rate how the student was performing relative to the other children in the classroom, compared to the beginning of the year, 37.5% said better, 25.0% said the same, and 37.5% said worse.

#### Administrators' Responses

Of the 11 administrators who completed the survey for a random selection of experimental students, eight (72.7%) participated in the IEP or periodic review conference. Of these, 37.5% were very satisfied with the assessment information presented in reading, 50.0% were somewhat satisfied, and 12.5% were very dissatisfied. Half of the administrators felt the assessment information was very useful for

developing or modifying IEPs and instructional interventions; 37.5% said it was moderately useful; and 12.5% said it was somewhat useful.

All of the administrators indicated that they were informed of the student's annual special education reading goal; 70.0% of them were very satisfied, and 30.0% were somewhat satisfied with this goal. Regarding satisfaction with the system devised for monitoring the student's progress toward this goal throughout the year, 90.0% were very satisfied and 10.0% were somewhat satisfied. Most of the administrators (80.0%) were informed as to whether the student met his/her goal, and most also were very satisfied with the way in which student performance in reading was evaluated at the end of the school year; the remainder were somewhat satisfied. When asked how clear the administrators thought the parents were about the special education services provided in reading during the year, 30.0% said very clear, 60.0% said quite clear, and 10.0% said somewhat clear.

#### General Responses as a Function of Role

Responses related to the overall mean frequency of positive ratings on some of the items answered by parents, regular classroom teachers, and administrators are presented in Table 2. Although comparisons cannot be made appropriately across roles, the summary data presented in the table provide a general picture of the views of three types of individuals involved in special education decision making.

-----  
 Insert Table 2 about here  
 -----

### Discussion

The surveys used in the present study attempted to obtain information about various individuals' participation in, satisfaction with, and perceptions of the clarity of students' reading programs and progress in the special education setting throughout the year. Generalizations of the results are limited due to several factors. First, a limited number of subjects participated in the study. Second, comparisons between the three roles--parents, classroom teachers, and administrators--within districts are impossible, since data were not collected in this manner. And third, the data do not allow for comparisons of experimental and control group students within any one district. Considering all of these factors, generalizations between roles of the subjects and groups of students (experimental and control) should be avoided. However, individual survey results do provide interesting information.

Within one school district, the majority of the classroom teachers who participated in the IEP or periodic review conference found the assessment information presented to be very useful in developing or modifying IEPs, even though less than half of the total number of teachers participated in the IEP conference. It is clear that the majority of these teachers were not informed of the student's reading goal, reading program, or changes in the reading goal or program by the special education teacher. Most of the classroom teachers did not know whether the student met his/her year-long reading goal.

Results from teachers in another district indicated greater

participation in and clarity of their students' reading programs and progress in the special setting. The variables contributing to these between-district differences are unknown; future research should investigate school district factors that promote better communication between special and regular education staff members.

Regarding results from the parent survey, it is clear that the majority of the parents attended the IEP conference, and were informed of their child's annual reading goal. Yet only half of them could state the goal, and less than half of these goals were accurately and completely stated. It is evident that although the parents were informed of their child's goal, they either did not understand it initially, or forgot it with time. Also, only half of the parents reported that they were very satisfied with the reading goal established for their child. Similar results were found in a previous study in which parental reaction during placement team meetings was investigated (Ysseldyke & Thurlow, 1980). That study found that parents did not seem to understand fully the meeting's purposes and outcomes and that there was a willingness on their part to accept the school decision, assuming the school officials knew what they were doing. These findings imply a need for school personnel to encourage parental involvement and increase parental understanding of what is taking place, at the IEP meeting or in any other situation when decisions are made regarding their child.

It should be noted that the administrators generally responded positively to the survey. In addition to a large degree of participation in the students' IEP conferences and knowledge of the

students' goals and progress, the administrators were generally satisfied with the information they received. These positive reactions may be related to the fact that administrators do not interact with students or become involved with their education to the extent that classroom teachers or parents do.

The results of this study indicate that greater emphasis needs to be placed on effective communication between parents and school personnel and also among individuals in different roles within the school. These findings support previous research and support the need for future research on changes that might be made within the school community to foster improved understanding and ultimately a more consistent and effective support system for a child's success in school.

## References

- Fuchs, L. S., Mirkin, P. K., Deno, S. L., Marston, D., & Tindal, G. Considerations for designing a continuous evaluation system: An integrative review (Monograph No. 20). Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities, 1982.
- Marver, J. The utilization of IEPs in the classroom. Paper presented at the annual meeting of the National Association of State Directors of Special Education, New Orleans, October 1978.
- Mirkin, P. K., Deno, S. L., Fuchs, L., Wesson, C., Tindal, G., Marston, D., & Kuehnle, K. Procedures to develop and monitor progress on IEP goals. Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities, 1981.
- Poland, S., Ysseldyke, J., Thurlow, M., & Mirkin, P. Current assessment and decision-making practices in school settings as reported by directors of special education (Research Report No. 14). Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities, 1979. (ERIC Document Reproduction Service No. 185 758)
- Reynolds, M. New perspectives on the instructional cascade. In A. M. Rehmann & T. F. Riggan (Eds.), Leadership in special education series: The least restrictive alternative (Vol. 7). Minneapolis: Minneapolis Public Schools, 1977.
- SRI. Local implementation of P.L. 94-142: Second year report of a longitudinal study (U. S. Department of Education Contract No. 300-78-0030). Menlo Park, Calif.: SRI International, 1980.
- Thomas, W. Mainstreaming: Handicapped children in the classroom. In H. Gimlin (Ed.) Education in America--Quality vs. cost. Washington, D.C.: Editorial Research Reports, 1981.
- Thurlow, M. L., & Ysseldyke, J. E. Current assessment and decision making practices in model LD programs. Learning Disability Quarterly, 1979, 2, 15-24.
- Yoshida, R. K., Fenton, K. S., Maxwell, J. P., & Kaufman, M. J. Group decision making in the planning team process: Myth or reality? Journal of School Psychology, 1978, 16, 237-244.
- Ysseldyke, J., & Thurlow, M. (Eds.). The special education assessment and decision-making process: Seven case studies (Research Report No. 44). Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities, 1980. (ERIC Document Reproduction Service No. 203 589)

Table 1

## Percentages of Yes Responses to Survey Questions

Question	Experimental (N=16)	Control (N=9)
Did you participate in the IEP or periodic review conference?	37.5	77.7
Have you been informed of the student's special education reading goal?	43.8	89.0
Were you informed of the student's reading program in the special setting?	50.0	77.7
Were you informed of when and what changes were made in the student's reading goal through the year?	40.0	89.0
Were you informed of when and what changes were made in the student's reading program through the year?	50.0	89.0
Did the student meet his/her year-long reading goal?	25.0	55.5

Table 2  
 Percentages of Parents, Teachers, and Administrators  
 Giving Positive Responses to Four Items

Item	Parents	Teachers	Administrators
Participation in conference	83.3	57.6	72.7
Informed of goal	91.7	66.4	100.0
Satisfied with goal	83.8	100.0	100.0
Perceived performance of student relative to peers <sup>a</sup>	85.3	71.2	--

<sup>a</sup>Administrators were not asked this question.

**GOAL** In 19 weeks, when provided with  
# school weeks until year's end

stories from grade level 2 - SRA passages, Michael  
 (Level #, series) (student's name)

will read aloud at the rate of 85, with no more  
 (wpm correct)

than 8 errors.  
 (#)

**OBJECTIVE** Each successive week, when presented with a random selection  
 from Grade level 2 - SRA passages, the student will read  
 (same level # and series as above)

aloud at an average increase of 2.6 wpm and no increase in  
 (#)

errors.

Figure 1. Goal and Objective Form.

WORDS READ PER MINUTE

CORRECT ERRORS

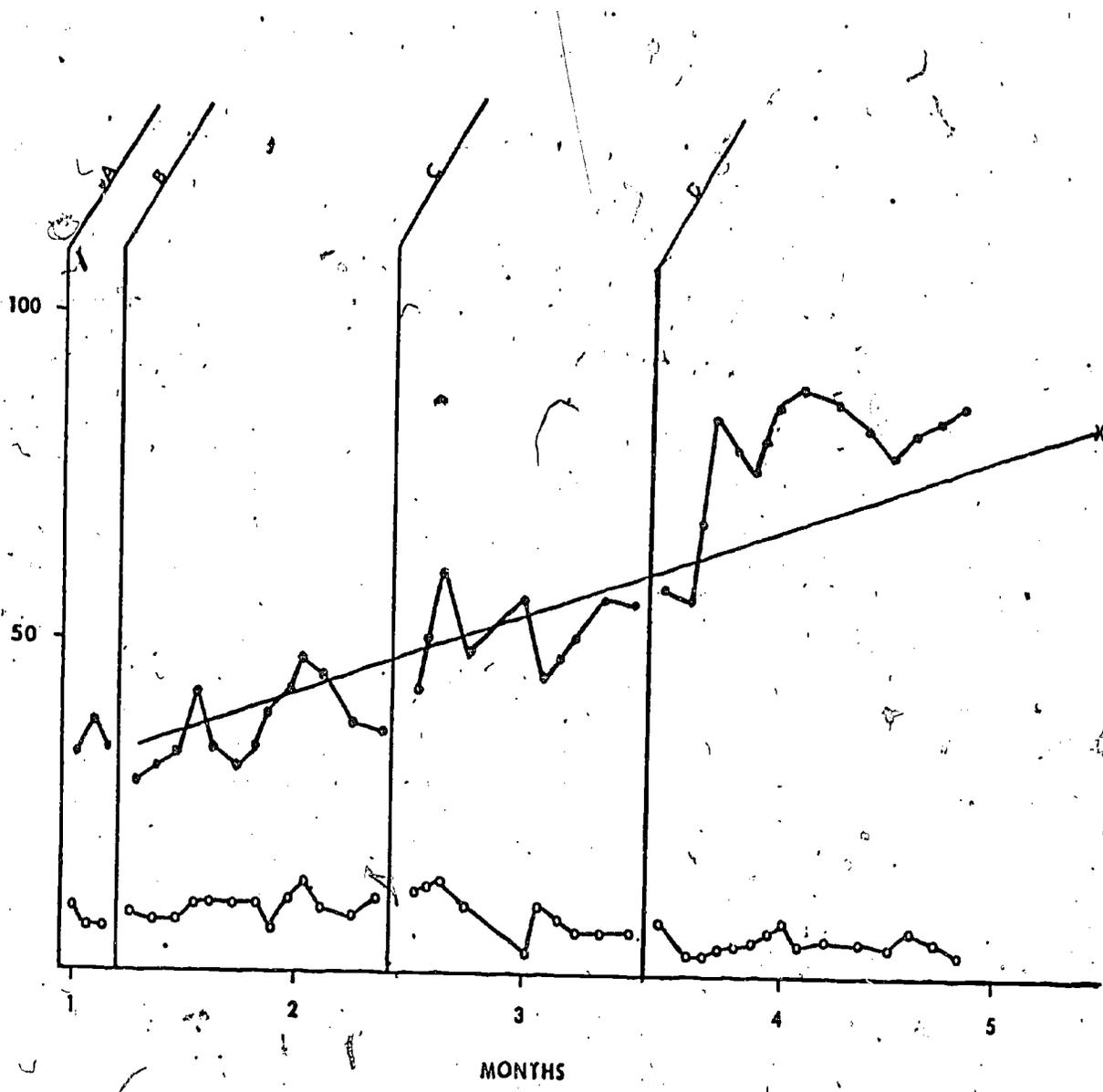


Figure 2. Number of Correct Words (●) and Errors (○) Per Minute Under Baseline (A) and Three Instructional Strategies (B, C, and D).

Instructional Change Form

Instructional Procedures	Arrangement	Time	Materials	Motivational Strategies
Reading Practice Comprehension exercises	Group (1:5)	45 minutes	Double Action Short Story, Part 2 Story Writing & class discussion	Generating own stories
Language Experience approach	Individual with para- professional	same	Student's own stories File cards Story Folder	same
Language Experience	Individual with para- professional	20 minutes	See above	same
Reading Comprehension activities	Individual with teacher	20 minutes	McCall-Crabbs, Book E SRA kit	individual arrangement with teacher

Figure 3. Instructional Change Form.

ACCURATE GOAL

When provided with stories from grade level 2 SRA passages, Michael will read aloud at the rate of 85 correct words per minute, with no more than 8 errors.

ACCURATE BUT INCOMPLETE GOAL

Michael will read stories from level 2 SRA passages.

INACCURATE GOAL

I don't know.

Figure 4. Examples of Accurate, Accurate but Incomplete, and Inaccurate Goals.

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

END-OF-YEAR PARENT QUESTIONNAIRE

1) Did you attend an IEP conference during this academic year?    
Yes No

2) Has your child received special education service in the area of reading this year?    
Yes No

How confident are you that this answer is accurate?

Not at all Somewhat Confident Very Confident  
Confident Confident

If you answered NO to Question 2, STOP. If you answered YES, please continue answering these questions.

3) Were you informed about your child's year-end reading goal in the special education program?    
Yes No

How clear are you about what the annual reading goal is?

Unclear Somewhat Clear Very Clear

If you know your child's annual reading goal, please write it below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) How satisfied are you with the reading goal established for your child this year?

- 
- Very                      Somewhat                      Somewhat                      Very  
Dissatisfied      Dissatisfied      Satisfied      Satisfied

9) Has your child been progressing toward his/her reading goal?

- 
- Not              No              Yes  
Sure

If yes or no, how have you been informed of progress toward the goal?

---

---

10) Relative to last year, how is your child performing compared to other students who are as old as your child?

- 
- Don't              Worse              Same              Better  
Know

How confident are you that this answer is accurate?

- 
- Not at all              Somewhat              Confident              Very Confident  
Confident              Confident

END-OF-YEAR CLASSROOM TEACHER QUESTIONNAIRE

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

- 1) Did you participate this year in the IEP or periodic review conference for the student whose name appears above?    
 Yes No

If NO, please skip questions 2-4.

- 2) How satisfied were you with the assessment information presented at the conference?

Very Somewhat Somewhat Satisfied  
 Dissatisfied Dissatisfied Satisfied Satisfied

- 3) How useful was this assessment information for developing or modifying IEPs?

Not at all Somewhat Moderately Very  
 Useful Useful Useful Useful

- 4) How clearly was information on this student presented to you by the special teacher at the conference?

Not at all Somewhat Clearly Very  
 Clearly Clearly Clearly Clearly

- 5) Have you been informed of the student's 1981-82 special education reading goal?

Yes No

If yes, how satisfied were you with that goal?

Very Somewhat Somewhat Very  
 Dissatisfied Dissatisfied Satisfied Satisfied

- 6) Were you informed of the student's reading program in the special setting?

Yes No

If yes, how satisfied were you with that program?

Very Somewhat Somewhat Very  
 Dissatisfied Dissatisfied Satisfied Satisfied

7) Were you informed of when and what changes were made in the student's reading goal through the year?  Yes  No

If yes, how frequently? \_\_\_\_\_ (approximate number)

If yes, how were the changes communicated to you?

Verbally  Note  Conference  Other \_\_\_\_\_ (please specify)

8) Were you informed of when and what changes were made in the student's reading program through the year?  Yes  No

If yes, how frequently? \_\_\_\_\_ (approximate number)

If yes, how were the changes communicated to you?

Verbally  Note  Conference  Other \_\_\_\_\_ (please specify)

9) Did the student meet his/her year-long reading goal?  Don't Know  Yes  No

How confident are you that this answer is accurate?

Not at all Confident  Somewhat Confident  Confident  Very Confident

Briefly describe on what basis you are deciding if the student met his/her year-long goal.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10) How satisfied were you with the student's progress in reading this year?  Very Dissatisfied  Somewhat Dissatisfied  Somewhat Satisfied  Very Satisfied

11) Compared to the beginning of the year, how is the student performing relative to the other children in your classroom?

Don't  
Know

Worse

The Same

Better

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

ADMINISTRATOR OR SUPERVISOR QUESTIONNAIRE

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THE STUDENT'S NAME LISTED ABOVE. DO NOT ANSWER THEM FROM THE PERSPECTIVE OF SPECIAL EDUCATION STUDENTS IN GENERAL.

1) Did you participate this year in the IEP or periodic review conference for the student whose name appears above?

Yes \_\_\_ No \_\_\_

If yes, answer all the remaining questions. If no, answer questions 4 through 9.

2) How satisfied were you with the assessment information in the academic area of reading presented at the conference(s)?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

3) How useful was the reading assessment information for developing or modifying individual educational programs/planning instructional interventions?

1	2	3	4
Not at all useful	Somewhat Useful	Moderately Useful	Very Useful

4) Were you informed of the student's 1981-82 special education reading goal?

Yes \_\_\_ No \_\_\_

5) How satisfied were you with the 1981-82 reading goal?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

6) How satisfied were you with the system devised for monitoring the student's progress toward this goal throughout the year?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

7) Were you informed as to whether the student met his/her annual reading goal?

Yes \_\_\_ No \_\_\_



8) How satisfied are you with the way in which final student outcome in reading was evaluated at the end of the school year?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

9) How clear do you think the parents are about the special education services provided in reading during this year?

1	2	3	4
Unclear	Somewhat Clear	Quite Clear	Very Clear

APPENDIX D

GOAL AND OBJECTIVE FORM

GOAL In \_\_\_\_\_, when presented with stories from  
(# school weeks until year's end)  
\_\_\_\_\_, \_\_\_\_\_ will read aloud at the  
(Level #, series) (student's name)  
rate of \_\_\_\_\_ with no more than \_\_\_\_\_ errors.  
(wpm correct) (#)

OBJECTIVE Each successive week, when presented with a random selection from  
\_\_\_\_\_, student will read aloud at  
(same level # and series as above)  
an average increase of \_\_\_\_\_ wpm and no increase in errors.  
(#)

## PUBLICATIONS

Institute for Research on Learning Disabilities  
University of Minnesota

The Institute is not funded for the distribution of its publications. Publications may be obtained for \$4.00 each, a fee designed to cover printing and postage costs. Only checks and money orders payable to the University of Minnesota can be accepted. All orders must be pre-paid. Requests should be directed to: Editor, IRLD, 350 Elliott Hall; 75 East River Road, University of Minnesota, Minneapolis, MN 55455.

The publications listed here are only those that have been prepared since 1982. For a complete, annotated list of all IRLD publications, write to the Editor.

- Wesson, C., Mirkin, P., & Deno, S. Teachers' use of self instructional materials for learning procedures for developing and monitoring progress on IEP goals (Research Report No. 63). January, 1982.
- Fuchs, L., Wesson, C., Tindal, G., Mirkin, P., & Deno, S. Instructional changes, student performance, and teacher preferences: The effects of specific measurement and evaluation procedures (Research Report No. 64). January, 1982.
- Potter, M., & Mirkin, P. Instructional planning and implementation practices of elementary and secondary resource room teachers: Is there a difference? (Research Report No. 65). January, 1982.
- Thurlow, M. L., & Ysseldyke, J. E. Teachers' beliefs about LD students (Research Report No. 66). January, 1982.
- Graden, J., Thurlow, M. L., & Ysseldyke, J. E. Academic engaged time and its relationship to learning: A review of the literature (Monograph No. 17). January, 1982.
- King, R., Wesson, C., & Deno, S. Direct and frequent measurement of student performance: Does it take too much time? (Research Report No. 67). February, 1982.
- Greener, J. W., & Thurlow, M. L. Teacher opinions about professional education training programs (Research Report No. 68), March, 1982.
- Algozzine, B., & Ysseldyke, J. Learning disabilities as a subset of school failure: The oversophistication of a concept (Research Report No. 69). March, 1982.
- Fuchs, D., Zern, D. S., & Fuchs, L. S. A microanalysis of participant behavior in familiar and unfamiliar test conditions (Research Report No. 70). March, 1982.

- Shinn, M. R., Ysseldyke, J., Deno, S., & Tindal, G. A comparison of psychometric and functional differences between students labeled learning disabled and low achieving (Research Report No. 71). March, 1982.
- Thurlow, M. L., Graden, J., Greener, J. W., & Ysseldyke, J. E. Academic responding time for LD and non-LD students (Research Report No. 72). April, 1982.
- Graden, J., Thurlow, M., & Ysseldyke, J. Instructional ecology and academic responding time for students at three levels of teacher-perceived behavioral competence (Research Report No. 73). April, 1982.
- Algozzine, B., Ysseldyke, J., & Christenson, S. The influence of teachers' tolerances for specific kinds of behaviors on their ratings of a third grade student (Research Report No. 74). April, 1982.
- Wesson, C., Deno, S., & Mirkin, P. Research on developing and monitoring progress on IEP goals: Current findings and implications for practice (Monograph No. 18). April, 1982.
- Mirkin, P., Marston, D., & Deno, S. L. Direct and repeated measurement of academic skills: An alternative to traditional screening, referral, and identification of learning disabled students (Research Report No. 75). May, 1982.
- Algozzine, B., Ysseldyke, J., Christenson, S., & Thurlow, M. Teachers' intervention choices for children exhibiting different behaviors in school (Research Report No. 76). June, 1982.
- Tucker, J., Stevens, L. J., & Ysseldyke, J. E. Learning disabilities: The experts speak out (Research Report No. 77). June, 1982.
- Thurlow, M. L., Ysseldyke, J. E., Graden, J., Greener, J. W., & Mecklenberg, C. Academic responding time for LD students receiving different levels of special education services (Research Report No. 78). June, 1982.
- Graden, J. L., Thurlow, M. L., Ysseldyke, J. E., & Algozzine, B. Instructional ecology and academic responding time for students in different reading groups (Research Report No. 79). July, 1982.
- Mirkin, P. K., & Potter, M. L. A survey of program planning and implementation practices of LD teachers (Research Report No. 80). July, 1982.
- Fuchs, L. S., Fuchs, D., & Warren, L. M. Special education practice in evaluating student progress toward goals (Research Report No. 81). July, 1982.
- Kuehnle, K., Deno, S. L., & Mirkin, P. K. Behavioral measurement of social adjustment: What behaviors? What setting? (Research Report No. 82). July, 1982.

- Fuchs, D., Dailey, Ann Madsen, & Fuchs, L. S. Examiner familiarity and the relation between qualitative and quantitative indices of expressive language (Research Report No. 83). July, 1982.
- Videen, J., Deno, S., & Marston, D. Correct word sequences: A valid indicator of proficiency in written expression (Research Report No. 84). July, 1982.
- Potter, M. L. Application of a decision theory model to eligibility and classification decisions in special education (Research Report No. 85). July, 1982.
- Greener, J. E., Thurlow, M. L., Graden, J. L., & Ysseldyke, J. E. The educational environment and students' responding times as a function of students' teacher-perceived academic competence (Research Report No. 86). August, 1982.
- Deno, S., Marston, D., Mirkin, P., Lowry, L., Sindelar, P., & Jenkins, J. The use of standard tasks to measure achievement in reading, spelling, and written expression: A normative and developmental study (Research Report No. 87). August, 1982.
- Skiba, R., Wesson, C., & Deno, S. L. The effects of training teachers in the use of formative evaluation in reading: An experimental-control comparison (Research Report No. 88). September, 1982.
- Marston, D., Tindal, G., & Deno, S. L. Eligibility for learning disability services: A direct and repeated measurement approach (Research Report No. 89). September, 1982.
- Thurlow, M. L., Ysseldyke, J. E., & Graden, J. L. LD students' active academic responding in regular and resource classrooms (Research Report No. 90). September, 1982.
- Ysseldyke, J. E., Christenson, S., Pianta, R., Thurlow, M. L., & Algozzine, B. An analysis of current practice in referring students for psycho-educational evaluation: Implications for change (Research Report No. 91). October, 1982.
- Ysseldyke, J. E., Algozzine, B., & Epps, S. A logical and empirical analysis of current practices in classifying students as handicapped (Research Report No. 92). October, 1982.
- Tindal, G., Marston, D., Deno, S. L., & Germann, G. Curriculum differences in direct repeated measures of reading (Research Report No. 93). October, 1982.
- Fuchs, L.S., Deno, S. L., & Marston, D. Use of aggregation to improve the reliability of simple direct measures of academic performance (Research Report No. 94). October, 1982.
- Ysseldyke, J. E., Thurlow, M. L., Mecklenburg, C., & Graden, J. Observed changes in instruction and student responding as a function of referral and special education placement (Research Report No. 95). October, 1982.

- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. Effects of frequent curriculum-based measurement and evaluation on student achievement and knowledge of performance: An experimental study (Research Report No. 96). November, 1982.
- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. Direct and frequent measurement and evaluation: Effects on instruction and estimates of student progress (Research Report No. 97). November, 1982.
- Tindal, G., Wesson, C., Germann, G., Deno, S. L., & Mirkin, P. K. The Pine County model for special education delivery: A data-based system (Monograph No. 19). November, 1982.
- Epps, S., Ysseldyke, J. E., & Algozzine, B. An analysis of the conceptual framework underlying definitions of learning disabilities (Research Report No. 98). November, 1982.
- Epps, S., Ysseldyke, J. E., & Algozzine, B. Public-policy implications of different definitions of learning disabilities (Research Report No. 99). November, 1982.
- Ysseldyke, J. E., Thurlow, M. L., Graden, J. L., Wesson, C., Deno, S. L., & Algozzine, B. Generalizations from five years of research on assessment and decision making (Research Report No. 100). November, 1982.
- Marston, D., & Deno, S. L. Measuring academic progress of students with learning difficulties: A comparison of the semi-logarithmic chart and equal interval graph paper (Research Report No. 101). November, 1982.
- Beattie, S., Grise, P., & Algozzine, B. Effects of test modifications on minimum competency test performance of third grade learning disabled students (Research Report No. 102). December, 1982.
- Algozzine, B., Ysseldyke, J. E., & Christenson, S. An analysis of the incidence of special class placement: The masses are burgeoning (Research Report No. 103). December, 1982.
- Marston, D., Tindal, G., & Deno, S. L. Predictive efficiency of direct, repeated measurement: An analysis of cost and accuracy in classification (Research Report No. 104). December, 1982.
- Wesson, C., Deno, S., Mirkin, P., Sevcik, B., Skiba, R., King, R., Tindal, G., & Maruyama, G. Teaching structure and student achievement effects of curriculum-based measurement: A causal (structural) analysis (Research Report No. 105). December, 1982.
- Mirkin, P. K., Fuchs, L. S., & Deno, S. L. (Eds.). Considerations for designing a continuous evaluation system: An integrative review (Monograph No. 20). December, 1982.
- Marston, D., & Deno, S. L. Implementation of direct and repeated measurement in the school setting (Research Report No. 106). December, 1982.

- Deno, S. L., King, R., Skiba, R., Sevcik, B., & Wesson, C. The structure of instruction rating scale (SIRS): Development and technical characteristics (Research Report No. 107). January, 1983.
- Thurlow, M. L., Ysseldyke, J. E., & Casey, A. Criteria for identifying LD students: Definitional problems exemplified (Research Report No. 108). January, 1983.
- Tindal, G., Marston, D., & Deno, S. L. The reliability of direct and repeated measurement (Research Report No. 108). February, 1983.
- Fuchs, D., Fuchs, L. S., Dailey, A. M., & Power, M. H. Effects of pre-test contact with experienced and inexperienced examiners on handicapped children's performance (Research Report No. 110). February, 1983.
- King, R. P., Deno, S., Mirkin, P., & Wesson, C. The effects of training teachers in the use of formative evaluation in reading: An experimental-control comparison (Research Report No. 111). February, 1983.
- Tindal, G., Deno, S. L., & Ysseldyke, J. E. Visual analysis of time series data: Factors of influence and level of reliability (Research Report No. 112). March, 1983.
- Tindal, G., Shinn, M., Fuchs, L., Fuchs, D., Deno, S., & Germann, G. The technical adequacy of a basal reading series mastery test (Research Report No. 113). April, 1983.
- Sevcik, B., Skiba, R., Tindal, G., King, R., Wesson, C., Mirkin, P., & Deno, S. Communication of IEP goals and student progress among parents, regular classroom teachers, and administrators using systematic formative evaluation (Research Report No. 114). April, 1983.