Assessing Teacher Competences and Their Impact on Inclusive Education for Children with Developmental Difficulties in Kosovo

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Abstract

In Kosovo, the inclusion of special education needs (SEN) in regular classrooms is growing, yet teachers often lack the necessary preparation. Effective management requires competency, inclusive training and development. This study explored the relationship between teacher competences, inclusive education training, and professional support in managing classrooms with children with SEN in Kosovo. We employed a mixed-methods approach, distributing structured questionnaires to 57 elementary and secondary school teachers and conducting a literature review. Descriptive statistics revealed that 98.20% of children receiving special education services had impairments, indicating a robust commitment to addressing SEN. The emphasis was on early intervention, as evidenced by the creation of 96.50% Individualized Education Plans (IEPs) in the first grade and the active analysis of previous program data by 87.70% of teachers. A chi-square test found a significant correlation between training in inclusive education and teachers' proficiency in managing inclusive classrooms (p-value < 0.01). However, 8.80% of teachers reported limited data access, highlighting the need for further training and support. IEP goals often prioritized social skills (12.10%) and adaptive behavior (11.8%), emphasizing the necessity of thorough educator preparation. The study underscores the critical role of inclusive education training in enhancing teacher competency. Although most SEN children receive necessary services, challenges like restricted data access require solutions through continuous professional development. Hypothesis testing showed professional support significantly boosts teacher confidence in inclusive practices (p-value < 0.05), emphasizing continuous training.

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Introduction

In today's educational landscape, teachers play an important role not just in classroom management but also in creating an inclusive learning environment for children with special needs. Their capacity to properly integrate students with developmental disabilities and special educational needs (SEN) is crucial to guaranteeing equal educational opportunities for everyone (Baguisa & Ang-Manaig, 2019). Research has progressively demonstrated that particular teaching abilities, professional development through inclusive education training, and access to specialized support services all have a substantial impact on teachers' confidence and efficacy in promoting inclusive practices. This study seeks to investigate how these linked factors—teacher skills, inclusive training, and professional support—influence classroom management and the successful inclusion of students with disabilities (Galloway, 2018).

Teachers act as secondary caregivers, significantly affecting the education and development of children with developmental disabilities. Their influence goes beyond academic education and includes the child's social, emotional, and cognitive development. However, many instructors are unprepared and lack the essential abilities to properly serve these pupils, raising concerns about managing various behaviors and applying unique learning practices (Slowik et al, 2020). This hesitation highlights the need for more institutional support; schools must provide extensive training and resources to provide teachers with the skills required to meet the special requirements of children with developmental disabilities. By improving teacher training and support, educational environments may become more inclusive, ensuring that these children receive an adequate education and opportunity for growth, just like their classmates (Robinson, 2017). The goal of this study was to assess teacher competences, training, and support for managing classrooms with children with special educational needs (SEN) in Kosovo. Descriptive statistics revealed that virtually all pupils receiving special education assistance had some form of impairment, most notably learning problems or autism. Most kids received individualized education plans (IEPs) in first grade, which focused on essential areas such as social skills, literacy, motor abilities, and adaptive behavior. Teachers noted that psychiatric therapy and counseling were the most often given types of assistance, but access to audiology services remained restricted. On average, children received more than 21 hours of special education and related services each week, with many spending significant time outside of the general education classroom to obtain these specialized programs.

Inclusive teaching strategies, such as peer learning and one-on-one instruction, were widely used, and many teachers effectively integrated both standard and customized curricular materials. Many students had access to assistive technology, but some lacked access to text processing equipment. Furthermore, instructors spoke often with parents, typically on a daily or weekly basis. Inclusive education training was deemed useful, with many instructors reporting that it made a substantial contribution to developing inclusive classroom settings. Despite these efforts, only a tiny percentage of children achieved their IEP goals, emphasizing the need for ongoing progress in helping kids with special educational needs.

The Role of Teacher Competences in Implementing Special Education and Individualized Education Programs (IEPs)

Teachers play a critical role and are responsible for reviewing and implementing the Individualized Education Program (IEP). Furthermore, we will elaborate on some research evidence which will show the challenges of teachers in formulating, monitoring and implementing Individual Education Plans (ISPs).

The research by (bin Nordin et al, 2022) on teacher competencies within the integrated special education program for national schools in Malaysia, particularly regarding the execution of the Individual Education Plan (IEP), utilized interviews with 11 participating teachers. The findings showed that the essential components of teacher competency for IEP implementation encompass their knowledge, practical skills, experience, and qualifications.

The survey by (Akçin, 2022) investigated the procedures for developing Individual Education Plans (IEPs) for special education teachers, including almost 1,000 educators via interviews, revealed several challenges concerning the environment, resources, and interactions among parents, children, and staff. The study advocated for the implementation of training to enhance the use of assessment methodologies in discerning the particular requirements of children with special needs.

Teachers have difficulties in formulating and executing Individual Education Plans (IEPs) owing to the varied attributes of pupils and the practicality of their use. Research by (Kozikoğlu & Albayrak, 2022) investigated teachers' views on the problems of individualized education programs (IEPs), including about 100 instructors, throughout the 2019-2020 academic year. Their conclusion indicated that educators often lack knowledge about planning and evaluation procedures and face inadequate physical circumstances inside educational institutions.

The primary obstacles encountered by educators in formulating individual education plans (IEPs) are to their knowledge, abilities, and attitudes. The main obstacles consist of a lack of comprehension of criterion-referenced assessments, with around 42% of instructors reporting doubt. Furthermore, 57% of educators indicated challenges in the evaluation process, while 60% identified a deficiency in motivation as a critical obstacle in executing IEPs for kids with learning disabilities (Rashid & Wong, 2024).

Understanding Types of Disabilities and the Services Required in Inclusive Education

The comparative study conducted in New York by (Schwartz et al, 2021) evaluate the impact of specific activities on children with special needs, has showed that categorizing children in special education leads to an increase in their academic performance, particularly for those who enter the system in the early grades, but it did not affect their attendance. Their findings indicate that the influence differs according to gender, race, ethnicity, categorization level, and settings, facilitating the identification of potential causes. They advocate for improvements in special education programs to enhance academic outcomes and attendance, including augmented support and early interventions that might assist children with learning challenges.

The relationship between teacher status and the types of problems in children with special needs poses a significant obstacle to the advancement and operation of special education. Jury et al. (2021) observed that views were more favorable toward pupils with motor difficulties than toward those with cognitive problems or autism spectrum disorders (ASD). Consequently, special education instructors had more favorable views compared to general education teachers; yet, they expressed less support for the inclusion of kids with ASD.

Pit-te Cate et al. (2018) investigated the elements that promote or obstruct the inclusion of children with special educational needs (SEN) in mainstream classes, with instructors sharing their insights on these kids. The authors determined that educators often feel inadequately equipped for the inclusion of these children, and their views substantially impact their behaviors and activities inside the classroom. Consequently, it is essential to devise training

methodologies that augment teachers' skills and foster positive attitudes, with the objective of establishing a more fair and inclusive educational system.

Effective Educational Strategies for Supporting Students with ADHD and Related Disorders

In the paper by (Van der Oord & Tripp, 2020), the authors examine the obstacles and potential for enhancing training for parents and educators of children with Attention Deficit Hyperactivity Disease (ADHD), a prevalent mental disease in children that has a bad prognosis if left untreated. The authors determined that Parent and Teacher Training (PTT) has modest efficacy in alleviating ADHD symptoms, with its impact often waning with time. The authors recommend incorporating motivational theories into PTT to cater to the unique needs of children with ADHD. Furthermore, they advocate for alterations in teacher training programs to enhance PTT's alignment with the requirements of children with ADHD, taking into account the emotional reactions of children to anticipated and unanticipated results.

According to the study which was conducted by (Poznanski, Hart, & Cramer, 2018) using a sample of 107 educators to examine teachers' understanding of classroom management practices for ADHD in the US, has showed that first-year educators achieved a 60.7% accuracy rate on the techniques of classroom management and only 49% in their understanding of ADHD. Notably, there was no correlation between the instructors' knowledge and their perceived effectiveness or attributes, highlighting significant deficiencies in their preparedness. The authors advocate for the enhancement of teacher training programs to adequately provide rookie educators with the essential information and abilities for successful classroom management, particularly regarding children with mental health challenges.

The coping techniques used by educators during the mandatory distance learning of the COVID-19 epidemic are essential and need attention for the advancement of inclusive education. Klapproth et al. (2020) found that instructors had moderate to high stress levels during remote instruction throughout the pandemic, with secondary school educators experiencing more stress and longer working hours compared to their counterparts in special education. Many educators encountered technical challenges but saw themselves as adept at handling stress effectively, especially women, who often used functional coping mechanisms. Recommendations include enhancing teachers' digital competencies, upgrading school infrastructure, and pursuing more study on the psychological elements that promote the use of technology for distant education.

Assistive Technology and Its Impact on Accessibility in Special Education Settings

The influence of assistive technology (AT) on the educational and psychological well-being of students with impairments was evaluated by (McNicholl et al, 2018). The analysis of 26 publications revealed four primary themes: AT as a facilitator of academic engagement, obstacles to its successful use, transformational psychological potential, and its function in participation. The findings suggest that while assistive technology provides considerable advantages, inadequate training and insufficient assistance may hinder its efficacy. The authors advocate for the use of conventional gadgets as assistive technology to promote inclusion and diminish stigmatization.

The study conducted by (Lersilp et al, 2018) examined the determinants affecting the use of assistive technology (AT) for children with special needs in Chiang Mai, Thailand. The study included 116 children and their caregivers, using a questionnaire derived from the International

Classification of Functioning, Disability, and Health (ICF). The findings indicated that children with physical disabilities mostly need assistive technology for movement, while those with hearing impairments require it for communication. The majority of participants saw assistive technology as advantageous for educational purposes rather than for cultural or recreational activities. The research highlights the need for customized assistive technology and educational settings to address the varied requirements of children with special needs.

Methodology

Research Design - This study used a quantitative-qualitative mixed methods technique. The quantitative component consists of standardized questionnaires issued to Kosovo teachers, whilst the qualitative component consists of a thorough evaluation of relevant research literature. This integrated approach allows for a more in-depth understanding of the link between teacher competencies, training, and assistance in classroom management, as well as the inclusion of students with special educational needs.

Participants - The survey involves 57 teachers from elementary and secondary schools in all areas of Kosovo. The sample includes both urban and rural schools.

Data Collection Methods - Structured questionnaires were sent to 60 participants to collect quantitative data on teacher competencies, classroom management strategies, and experiences with inclusive education.

A literature study was conducted to gather qualitative data on teacher competencies, inclusive education, and professional support. This review contextualizes the questionnaire results and gives further insights.

Instruments - A questionnaire derived from the Special Education Teacher Questionnaire B, initially created by Westat for the U.S. Department of Education's National Center for Education Statistics, serves as the primary quantitative data gathering tool. This questionnaire has been customized to the specifics of Kosovo's educational system. It evaluates the following.

Classroom Management: How effectively teachers manage classrooms with diverse student needs.

- **Inclusive Teaching Competence**: Teachers' self-reported competence and confidence in integrating students with developmental difficulties and SEN.

- **Support and Collaboration**: Teachers' perceptions of the professional support they receive, such as from special educators or other specialists, and how this impacts their inclusion efforts.

Data Analysis

Quantitative Analysis: The quantitative data was examined using SPSS software (version 27). Descriptive statistics such as means, standard deviations, and frequencies were used to characterize teacher competencies, classroom management tactics, and professional support experiences. To test the hypotheses, a chi-square test will be used.

Qualitative Analysis: Thematic analysis of literature highlights important trends and gaps in current research on inclusive education, teacher competencies, and support systems. This supplemented the quantitative data and provided a broader context for evaluating the findings.

Ethical considerations

• Informed Consent: Participants are informed about the study's aims, methods, and rights, including the ability to withdraw at any time without consequences.
• Confidentiality: Participants' replies are anonymized and data is securely kept to ensure confidentiality.

Results

Descriptive Statistics

According to the data, 98.2% of students receive services due to disabilities, while only 1.8% receive services for giftedness. Approximately 87.7% of respondents have reviewed the data regarding special education services for students, while the remainder either did not have access to or did not examine the data. The majority of students (96.5%) have an individual plan since the first grade. Regarding the main identified disabilities in the individual plans, most students have learning difficulties (12.3%) and autism (12.0%), while the smallest percentage has brain injuries (3.9%) or other unqualified difficulties (2.5%). For this school year, 71.9% of students have received services for Attention Deficit/Hyperactivity Disorder (AD/HD). The goals outlined in the individual plans are divided into various areas, with a greater focus on social skills (12.1%), reading, and motor skills (11.3% each), and adaptive behavior (11.8%). Services provided during the school year include psychological services (90.2%) and counseling services (82.6%), while only 42.9% have had access to audiology. On average, students have received 21.41 hours of special education and related services each week. A significant portion (26.3%) of students spent 76-99% of their weekly hours outside the general education classroom to access specialized services.

Regarding teaching methods, peer learning and one-on-one instruction are virtually present for all students. Frequently used curricular materials include teacher-created materials used in both regular and specialized classes. Students have utilized a wide range of assistive technologies, but a portion (45.6%) did not have access to text processing equipment. Communication with parents occurred frequently, with 34.9% of teachers communicating daily or several times a week. The majority of students participated in formal assessments during the past year, particularly for psychological assessments (92.3%) and motor skills (81.3%). As for meeting the goals of the individual plans, only 10.5% of students fully or nearly met all the objectives. Overall, 55.7% of respondents confirmed that the student would continue to receive special education services in the following year. In terms of assessment participation, 29.1% of students participated only in alternative assessments, while the remainder participated fully or partially in regular school testing. Furthermore, it is understood that most teachers have received training in inclusive education, with 35.1% reporting that this training has positively influenced the creation of an inclusive classroom.

Hypothesis results

Hypothesis 1. Teachers who have received more training in inclusive education are likely to feel more competent in managing classrooms that accommodate students with special educational needs (SEN).

The data show that a significant majority of children (98.20%) get special education services owing to impairments, demonstrating a strong commitment to helping students with special educational needs (SEN). In addition, 87.70% of instructors have actively evaluated data on these programs from past academic years, indicating a proactive commitment to assessing student needs and development.

Figure 1: Special Education Services

The vast majority of individualized education plans (IEPs) are developed in first grade (96.50%), emphasizing early intervention in educational assistance. These findings support Hypothesis 1, since a large number of instructors who have worked with student data and implemented IEPs early on are more likely to improve their ability to manage inclusive classes.

Figure 2: Review of Student

A minority of teachers (8.80%) reported having limited access to data, which may limit their ability to fully address the needs of students with SEN, emphasizing the importance of ongoing inclusive education training to ensure that all educators feel adequately equipped to support diverse learners effectively.
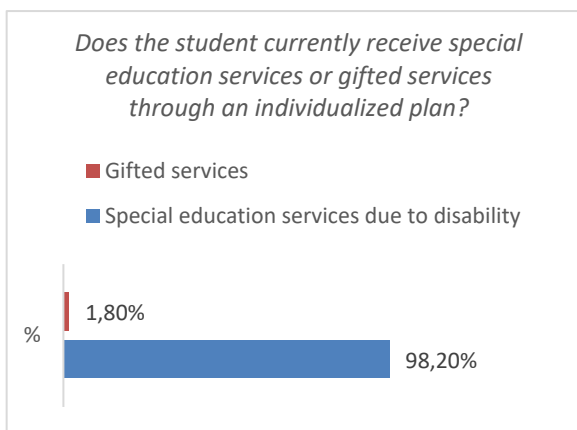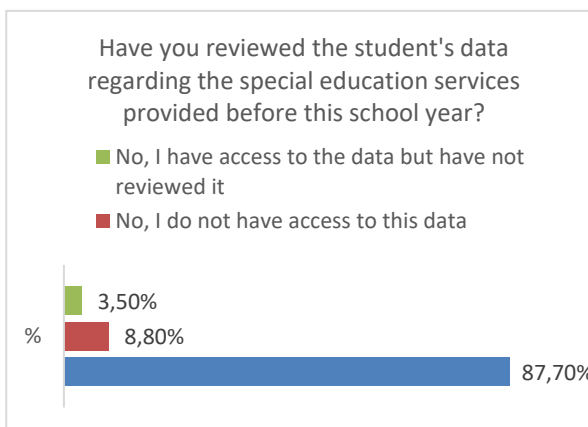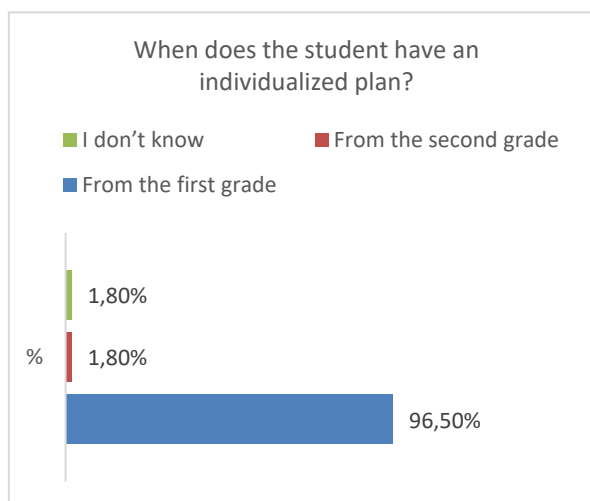

Figure 3: Individualized Plan

The findings of the goals indicated in Individualized Education Plans (IEPs) show that social skills (12.10%) and adaptive behavior or self-help abilities (11.80%) are prioritized, showing a high emphasis on vital life skills for children with special educational needs. Furthermore, the importance of reading (11.30%) and motor skills (11.30%) as essential objectives suggests a focus on fundamental academic and physical abilities. These findings lend support to Hypothesis 1, implying that instructors with greater training in inclusive education may feel more competent in addressing these multiple aims, hence improving their capacity to successfully manage classrooms that respond to the unique requirements of children with SEN. The range of aims illustrates the multiple approach necessary in inclusive education, emphasizing the importance of complete educator preparation.

GOALS OF THE INDIVIDUALIZED PLAN

	%
Mobility	9,00%
Motor skills	11,30%
Transition and post-secondary goals	2,30%
Adaptive behavior or self-help skills	11,80%
Social skills	12,10%
Language pragmatics	1,70%
Speech articulation/voice	5,10%
Oral expression	7,00%
Listening comprehension	9,00%
Auditory processing	4,50%
Science	1,10%
Language arts	4,50%
Mathematics	9,30%
Reading	11,30%

Figure 4: Goals of the Individualized

According to preliminary findings, the majority of instructors' report that inclusive education training has had a substantial influence. Specifically, 35.1% had a significant impact, while 28.1% reported a moderate influence. Furthermore, 15.8% reported an extraordinarily high effect, indicating that training is critical in preparing teachers to manage inclusive classrooms. Only a small proportion (3.5%) have not profited from this instruction.
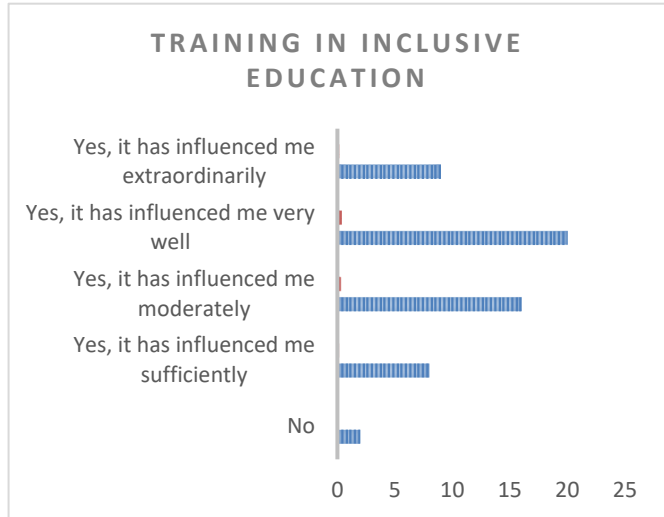

Figure 5: Training in Inclusive Education

The results suggest that students receive substantial support services, with psychological (90.20%) and counseling (82.60%) being the most commonly given. Other important services include mobility (83.30%) and occupational therapy (82.10%). However, audiology services are less widespread (42.90%), indicating that some locations may require further attention.
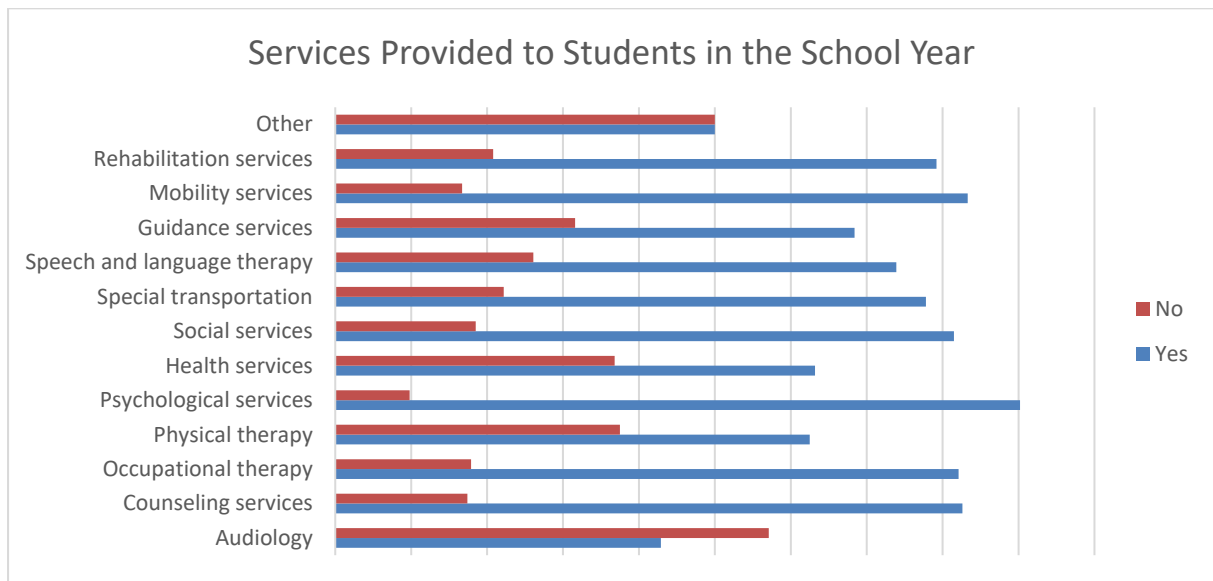
Figure 6: Services Provided to Students in the School Year

The findings show a high commitment to helping kids with special educational needs (SEN), with 98.20% obtaining special education assistance and 87.70% of instructors evaluating previous data. The creation of Individualized Education Plans (IEPs) in 96.50% of cases emphasizes the necessity of early intervention. IEP goals provide a balance between academic and life skills, supporting Hypothesis 1, which holds that instructors educated in inclusive education feel more competent. However, the fact that 8.80% of instructors do not have access to student information indicates a barrier, stressing the importance of continued training and assistance.

To examine the correlations between the variables, a chi-square test of independence was used. The findings revealed a strong relationship between the degree of inclusive education training and teachers' self-reported ability in managing inclusive classrooms. The chi-square test resulted in a p-value of <0.01, indicating significant evidence against the null hypothesis. This research emphasizes the need of ongoing professional development for educators, since better training is linked to higher competence in effectively serving kids with SEN.

The findings show that an astonishing 98.20% of children with disabilities get special education services, and 87.70% of instructors have examined previous data on these programs, stressing a proactive approach to student assistance. Notably, 96.50% of Individualized Education Plans (IEPs) are created in first grade, emphasizing the need of early intervention. Furthermore, 35.1% of instructors say that inclusive education training has had a major impact, with 15.8% reporting extremely high impacts. The chi-square analysis shows a significant association between training and perceived skill in leading inclusive classrooms (p-value < 0.01). These findings highlight the importance of continuous professional development and data availability in creating an inclusive educational environment that successfully fulfills the needs of all students.

Hypothesis 2. Teachers' confidence in their ability to implement inclusive teaching practices effectively is enhanced by the perceived availability of professional support.

This study examines the relationship between teachers' perceived availability of professional support and their confidence in implementing inclusive teaching practices, as posited in Hypothesis 2.
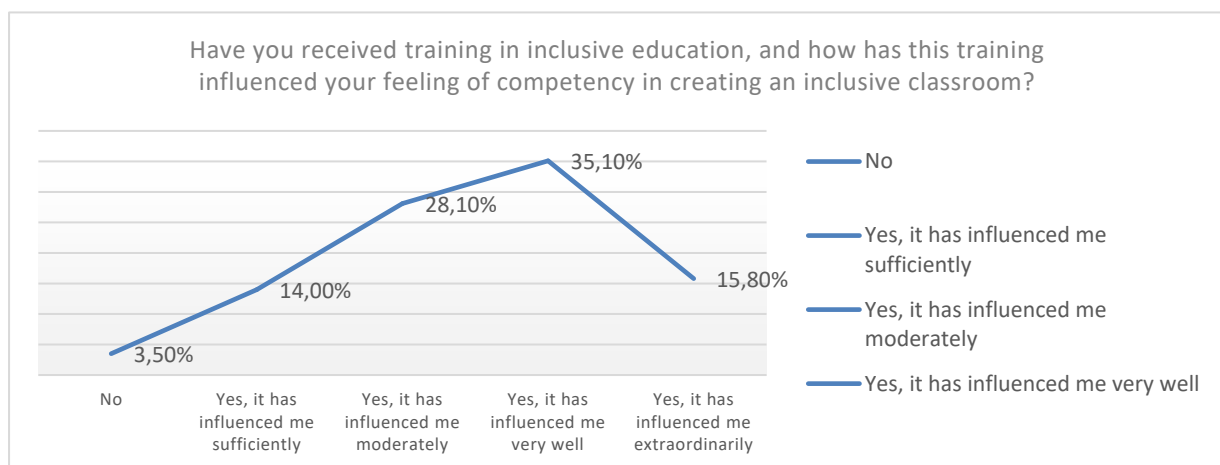
Figure 7: Inclusive Education Training

The findings show that regular meetings with general education teachers and continuous communication with parents help to foster a supportive atmosphere for educators. In addition, a considerable proportion of instructors' report getting inclusive education training, which has variable effects on their competency. These findings emphasize the significance of professional assistance in increasing teachers' confidence and efficacy in creating inclusive classrooms.

The findings show that the majority of teachers have undergone inclusive education training, which has had various degrees of influence on their confidence in building inclusive classroom environments. Specifically, just 3.50% of instructors reported not having received

any training. Among those who got training, 35.10% felt that it had a very positive impact on their competency, while 15.80% claimed an amazing impact. Overall, 62.90% of instructors believe that their training has considerably improved their ability, either somewhat or better. These findings confirm Hypothesis 2, which states that professional support in the form of inclusive education training improves teachers' confidence and efficacy in applying inclusive teaching techniques.

The findings demonstrate that special education and general education instructors meet at varying intervals to discuss student progress. While 19.40% meet on a daily or weekly basis, 30.60% meet many times each year, and 11.30% never meet. The high number of teachers who do not meet on a regular basis implies possible gaps in cooperation, confirming the idea that effective inclusive practices require frequent professional communication and support among educators.
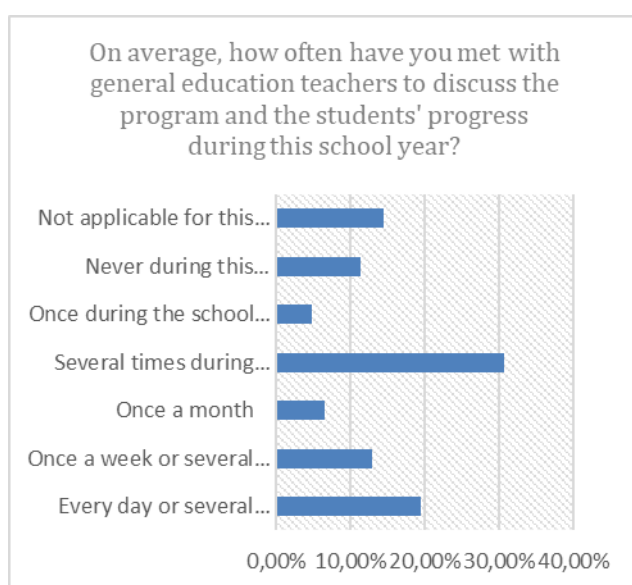
Figure 8: Frequency of Teacher Meetings

The findings show that communication with parents on student development is rather common, with 34.90% of instructors reporting contact every day or several times a week and another 34.90% communicating many times over the school year. However, just a tiny fraction (4.80%) interact once a month, with a mere 1.60% communicating once or never over the academic year. This persistent involvement implies that instructors value the importance of including parents in the inclusive education process, which supports the idea that good inclusive practices are supported by regular contact with parents, hence improving overall student results.

Figure 9: Parent Communication Frequency

This study investigates the link between teachers' perceived availability of professional support and their confidence in implementing inclusive teaching approaches, as indicated in Hypothesis #2. The chi-square test findings show a significant correlation (p-value < 0.05) between instructors' confidence in their abilities and the degree of professional assistance they get. Specifical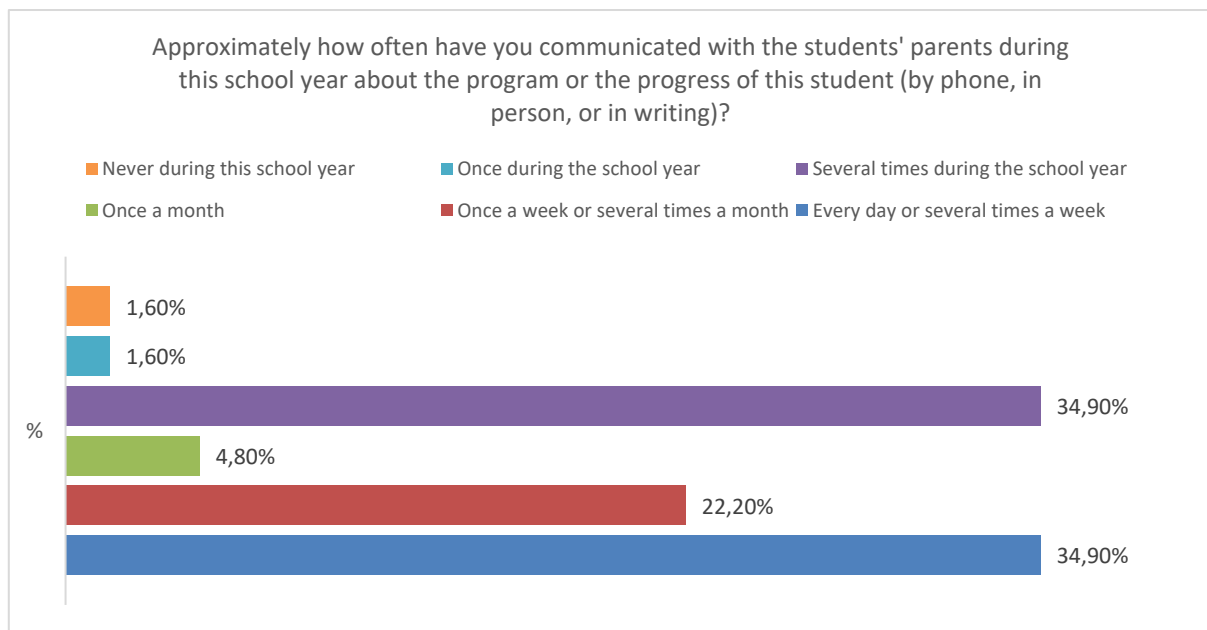ly, 62.90% of instructors who received inclusive education training reported higher levels of proficiency, supporting the prediction. The training's diverse impacts—35.10% with a very high influence—showcase the importance of professional development in strengthening instructors' confidence. The findings show inconsistency in collaboration between special education and general education instructors, with 11.30% of respondents reporting no meetings, possibly compromising successful inclusive practices. Meanwhile, regular communication with parents (34.90% reporting daily or multiple times per week) emphasizes the value of family participation as a source of professional assistance. Overall, these data verify Hypothesis 2, emphasizing that the perceived availability of professional support greatly improves teachers' confidence and efficacy in applying inclusive teaching techniques.

Discussion

The literature underscores the vital role of teachers in creating inclusive educational environments for students with special needs. Baguisa & Ang-Manaig (2019) found that teacher competencies greatly impact classroom dynamics and student success. While teachers generally support inclusion, many lack confidences in managing diverse needs, especially for those with behavioral challenges (Avramidis, Bayliss, & Burden, 2000). In Kosovo, (Heinink, 2024) identified significant barriers, such as large class sizes and limited resources, necessitating systemic improvements in teacher training. Brownell et al. (2005) emphasized the need for evidence-based policies in teacher education to enhance preparedness for engaging with students with SEN. The studies collectively highlight the importance of comprehensive training and continuous professional development to empower teachers, ultimately fostering a more inclusive educational environment (Robinson, 2016; Klavina & Kudláček, 2011).

The analysis indicates that the majority of students (98.2%) receive special education services due to disabilities, while only 1.8% access gifted services. A significant percentage (87.7%) of teachers have reviewed student data regarding special education services, reflecting a strong commitment to addressing student needs. The most common identified disabilities include learning difficulties (12.3%) and autism (12.0%), highlighting the need for tailored educational strategies. Additionally, 71.9% of students receive support for attention deficit/hyperactivity disorder (AD/HD), emphasizing the necessity for specific interventions. Individualized plan goals focus on crucial areas such as reading (11.3%), math (9.3%), and social skills (12.1%). Services provided include counseling (82.6%), professional therapy (82.1%), and psychological support (90.2%). On average, students receive 21.41 hours of direct special education services weekly, demonstrating a significant commitment to individualized support. Communication with parents is also noteworthy, with 34.9% of teachers reporting regular interactions, suggesting an effort to involve families in the educational process.

This study reveals that students with special needs in Kosovo receive a range of educational services, reflecting teachers' and the education system's dedication to supporting them. However, challenges remain, such as enhancing teacher training and improving school resources. Strengthening collaboration between schools and families is essential for successfully achieving individualized plan goals. Investment in inclusive education and ongoing teacher training is crucial for improving educational conditions for students with disabilities.

The study's findings support the hypothesis that both inclusive education training and the perceived availability of professional support have a substantial impact on teachers' competence and confidence in managing inclusive classrooms. A stunning 98.20% of children with disabilities get special education services, demonstrating a strong commitment to assisting kids with special educational needs (SEN).

The high level of teacher participation in evaluating previous data and the early preparation of Individualized Education Plans (IEPs) highlight the proactive approach to addressing student needs. However, several instructors reported inadequate data availability, which may reduce their usefulness. Furthermore, a strong association was found between professional training and instructors' self-reported proficiency, emphasizing the need of continued professional development. Regular cooperation with general education teachers and continuous contact with parents were also identified as important elements in increasing teachers' confidence in inclusive practices.

To improve the efficacy of inclusive education, educators' continual professional development should be prioritized, with an emphasis on inclusive teaching practices. This training should be supplemented by greater access to relevant student data, allowing instructors to more effectively serve their students' different needs. Fostering cooperation between special education and general education instructors is critical, and arranging frequent meetings will allow for the sharing of ideas and best practices. Furthermore, engaging parents through organized communication tactics encourages their participation in the educational process, which supports student achievement. Finally, a comprehensive review of support services is required to ensure that they appropriately fulfill the diverse requirements of all students, resulting in a more inclusive and supportive learning environment.

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.**Appendix**

Table 1: Overview of Current Special Education and Gifted Services for the Student

Does the student currently receive special education services or gifted services through an individualized plan?	N	%
Special education services due to disability	56	98.2%
Gifted services	1	1.8%
Have you reviewed the student's data regarding the special education services provided before this school year?	N	%
Yes	50	87.7%
No, I do not have access to this data	5	8.8%
No, I have access to the data but have not reviewed it	2	3.5%
When does the student have an individualized plan?	N	%
From the first grade	55	96.5%
From the second grade	1	1.8%
I don't know	1	1.8%

Table 2: Student's Primary Disabilities Identified in the Individualized Education Plan (IEP)

What is the student's primary disability as identified in the Individualized Education Plan (IEP)?	Percent
Learning difficulties	12.3%
Emotional disorders	8.5%
Speech disorders	10.9%
Intellectual disabilities	7.0%
Visual impairments	6.7%
Hearing impairments	9.5%
Physical disabilities	7.4%
Multiple disabilities	8.5%
Health impairments	5.3%
Cerebral palsy	5.6%
Autism	12.0%
Brain injuries	3.9%
Other unclassified disabilities	2.5%

Table 3: Disabilities for Which the Student Has Received Special Education Services This School Year

For which of the following disabilities has the student received (or is receiving) special education or similar services this school year?	Percent
Serious emotional disorders	13.0%
Speech and language impairments	7.4%
Intellectual disabilities	11.2%
Visual impairments	6.0%
Hearing impairments	4.9%
Health impairments	6.7%
Orthopedic or physical impairments	4.2%
Multiple impairments	4.9%
Deaf-blindness	12.3%
Multiple disabilities	6.3%
Autism	8.8%
Traumatic brain injuries	11.2%
Serious emotional disorders	3.2%

Table 4: Special Education Services for AD/HD

Does this student receive any special education or similar services due to a diagnosed attention deficit/hyperactivity disorder (AD/HD)?	N	%
Yes	41	71.9%
No	14	24.6%

Table 5: Goals of the Individualized Plan

Goals of the Individualized Plan	%
Reading	11.3%
Mathematics	9.3%
Language arts	4.5%

Science	1.1%
Auditory processing	4.5%
Listening comprehension	9.0%
Oral expression	7.0%
Speech articulation/voice	5.1%
Language pragmatics	1.7%
Social skills	12.1%
Adaptive behavior or self-help skills	11.8%
Transition and post-secondary goals	2.3%
Motor skills	11.3%
Mobility	9.0%

Table 6: Services Provided to Students During the School Year

Services Provided to Students in the School Year	Yes	No
Audiology	42.9%	57.1%
Counseling services	82.6%	17.4%
Occupational therapy	82.1%	17.9%
Physical therapy	62.5%	37.5%
Psychological services	90.2%	9.8%
Health services	63.2%	36.8%
Social services	81.5%	18.5%
Special transportation	77.8%	22.2%
Speech and language therapy	73.9%	26.1%
Guidance services	68.4%	31.6%
Mobility services	83.3%	16.7%
Rehabilitation services	79.2%	20.8%
Other	50.0%	50.0%

Table 7: Weekly Hours of Direct Special Education and Related Services Received

How many hours per week of direct special education and related services has this student received this school year?	Minimum	Maximum	Mean	Std. Deviation
	1	40	21.41	10.628

Table 8: Other Services Provided During the School Year

Other Services Provided During the School Year	Yes	No
Adaptive physical education	77.4%	22.6%
Classroom aide	90.9%	9.1%
Braille instruction	36.8%	63.2%
Interpreter for deaf or hard-of-hearing individuals	53.3%	46.7%
Sign language instruction	58.1%	41.9%
Manual language instruction	60.0%	40.0%
Cued speech instruction	60.9%	39.1%

Braille writing instruction	30.0%	70.0%
Sign language usage instruction	53.6%	46.4%
Manual usage instruction	33.3%	66.7%
Cued speech usage instruction	73.1%	26.9%
Has the child previously been placed in a regular classroom?	50.0%	50.0%

Table 9: Percentage of Weekly School Hours in Special Education Outside the General Classroom

What percentage of weekly school hours has the student received special education outside the general classroom?	N	%
0 percent	2	3.5%
1-10 percent	4	7.0%
11-25 percent	4	7.0%
26-50 percent	3	5.3%
51-75 percent	9	15.8%
76-99 percent	15	26.3%
100 percent	8	14.0%
n/a	12	21.1%

Table 10: Teaching Practices and Methods Used with Students

What teaching practices and methods are used with these students?	Yes	No
One-on-one instruction	97.2%	2.8%
Small group instruction	97.4%	2.6%
Large group instruction	81.0%	19.0%
Collaborative learning	95.2%	4.8%
Peer tutoring	100.0%	0.0%
Computer-based instruction	95.8%	4.2%
Direct instruction	89.7%	10.3%
Cognitive strategies	95.7%	4.3%
Self-management	93.8%	6.3%
Behavior management	100.0%	0.0%
No instruction	61.5%	38.5%
Instruction received through a sign language interpreter	76.9%	23.1%
I don't know	50.0%	50.0%

Table 11: Description of Curricular Materials Used with Students

Which of the following best describes the curricular materials used with these children?	In the regular education classroom	In the special education classroom
General education curriculum materials were used without modification	21.2%	14.2%
General education curriculum materials were used with minor modifications	15.2%	10.4%

Significant modifications were made to the general education curriculum materials	12.1%	18.9%
Commercially designed materials were used	6.1%	15.1%
Teacher-created materials were used	33.3%	32.1%
The student is not in this environment	6.1%	7.5%

Table 12: Assistive Technologies and Devices Used by the Student

Which of the following assistive technologies and devices did the student use this school year?	%
The student has not used any assistive technology	6.3%
Vans, vehicles	3.2%
Wheelchair	6.7%
Cane	1.6%
Electronic devices for voice output	8.3%
Non-electronic (manual for print)	3.6%
Hearing assistance	7.1%
Cochlear implants	3.6%
Hearing aids	0.8%
Braille texts	3.2%
Electronic Braille devices	1.6%
Digital texts	4.3%
Magnification devices	4.7%
Recording	4.0%
Calculator	2.0%
Electronic devices for expression	5.5%
Slow use by only one person	6.7%
Shared with other students	3.6%
Reading	8.7%
Writing	8.3%
Mathematics	6.3%

Table 13: Accessibility of Computers and Laptops for Full-Time Student Use

Do the students have any computers, laptops, or text processing devices for full-time use?	N	%
Yes	26	45.6%
No	28	49.1%

Table 14: Frequency of Meetings with General Education Teachers to Discuss Student Progress

On average, how often have you met with general education teachers to discuss the program and the students' progress during this school year?	%
Every day or several times a week	19.4%
Once a week or several times a month	12.9%
Once a month	6.5%
Several times during the school year	30.6%
Once during the school year	4.8%
Never during this school year	11.3%

Not applicable for this child	14.5%

Table 15: Average Duration of Meetings with General Education Teachers to Discuss Student Programs

On average, how long did the meetings with general education teachers last to discuss the students' program?	%
1 to 15 minutes	13.6%
16 to 30 minutes	25.0%
31 to 45 minutes	29.5%
46 to 60 minutes	20.5%
More than 60 minutes	11.4%

Table 16: Frequency of Communication with Parents Regarding Student Progress

Approximately how often have you communicated with the students' parents during this school year about the program or the progress of this student (by phone, in person, or in writing)?	%
Every day or several times a week	34.9%
Once a week or several times a month	22.2%
Once a month	4.8%
Several times during the school year	34.9%
Once during the school year	1.6%
Never during this school year	1.6%

Table 17: Formal Individual Assessments Received for Developing Goals of the Individualized Plan

During the past year, did the student receive any of the following formal individual assessments for the purpose of developing the goals of the Individualized Plan?	Yes	No
Psychological	92.3%	7.7%
Speech-language	80.8%	19.2%
Vision	33.3%	66.7%
Hearing	58.8%	41.2%
Learning style	78.6%	21.4%
Motor skills	81.3%	18.8%
Academic	85.2%	14.8%
Other	70.0%	30.0%

Table 18: Progress on Current Goals of the Individualized Plan

What percentage of the current goals of the student's Individualized Plan have been met or nearly met at this point in the school year?	N	%
76 - 100 %	6	10.5%
51 - 75 %	23	40.4%
26 - 50 %	19	33.3%
1 - 25 %	5	8.8%
N/A	4	7.0%

Table 19: Likelihood of Continuing Special Education Services

Which of the following best expresses the likelihood that the student will continue to receive a level of special education services (through an Individualized Plan) in the next school year?	%
Definitely will continue in special education	55.7%
Very likely to continue in special education	16.4%
Likely to continue in special education	16.4%
Likely not to continue in special education	4.9%
Very unlikely to continue in special education	1.6%
Will not continue in special education (will be exited from services)	4.9%

Table 20: Student Participation in Class-Level Assessments

To what extent did the student participate in each class-level assessment administered as part of the school testing program during the current school year?	%
The student did not participate in the school testing or assessment program.	21.8%
The student participated in alternative assessments and not regular assessments.	29.1%
The student participated in some alternative assessments and some regular assessments.	18.2%
The student fully participated in the school testing or assessment program.	20.0%

Table 21: Training in Inclusive Education and Its Impact on Competency

Have you received training in inclusive education, and how has this training influenced your feeling of competency in creating an inclusive classroom?	N	%
No	2	3.5%
Yes, it has influenced me sufficiently	8	14.0%
Yes, it has influenced me moderately	16	28.1%
Yes, it has influenced me very well	20	35.1%
Yes, it has influenced me extraordinarily	9	15.8%