



THE SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY (SEELS)

Priorities Among Research Questions

Results of work of the SEELS task force, November/December 1998.

February, 1999

Background

The Office of Special Education Programs (OSEP) of the U.S. Department of Education has commissioned a design for the Special Education Elementary Longitudinal Study (SEELS), to be developed by SRI International, with support from the Research Triangle Institute.

To enable SEELS to be maximally useful to the wide range of audiences that will be interested in it, OSEP is relying on the collective expertise of a task force whose members represent many of those audiences: parents; teachers, principals, and related service practitioners; researchers; local, state, and federal policy-makers; and advocacy organizations. The task force was asked to identify the range of information needs that could potentially be met by SEELS, translate those information needs into research questions, and help to envision a conceptual framework to guide the study in addressing those questions. Because the range of information needs that the task force articulated exceeded the capacity of any single study to meet them, the task force also was asked to assign priorities to research questions. The SEELS Technical Advisory Panel was asked to engage in this exercise, as well. This document presents the results of the priority-setting activities.

The following tables correspond to the major domains in the SEELS conceptual framework¹. The questions and indicators included in each table resulted from discussions among the task force participants at their meeting on November 23, 1998. Priorities assigned to each indicator result from a voting process engaged in by task force and advisory panel members. Task force members were asked to cast one of three votes for each item:

- “Highest priority” was assigned to indicators that participants felt are essential to include in SEELS.
- “Desirable but not required” was assigned to indicators that participants felt would be of considerable interest but that could reasonably be traded off for a higher-priority item when the limits of data collection are reached.
- “Don’t include” was assigned to indicators that participants felt are not useful to collect, either because they are not of interest or because they are not believed to be valid, credible, or pertinent if they were collected.

To determine high- and lower-priority indicators, a value of 2 was assigned to all votes of “highest priority,” a value of 1 to votes of “desirable,” and a value of 0 of votes for “don’t include.” To be considered high priority, an indicator must have a total value at least equal to the number of votes cast (i.e., equivalent to at least a total of all “desirable” votes).

¹ SRI International. (1998). *Special Education Longitudinal Study: What do Stakeholders Want and Need to Know?* Menlo Park, CA: Author.

STUDENT AND HOUSEHOLD CHARACTERISTICS (TABLE 1)

Two sources of data are likely to be accessed regarding student and household characteristics.

- Parent interviews are planned for years 1, 3, and 5 of a 5-year data collection cycle. Students will be 8 to 12 years old in the first wave and 12 to 17 at the last wave.
- LEA rosters indicating student disability category, and birthdate.

**Table 1
RESEARCH QUESTIONS – STUDENT AND HOUSEHOLD CHARACTERISTICS**

	High Priority	Lower Priority
Student Characteristics		
* What are students' identified disabilities, as indicated by:		
• Disability category assigned by LEA.	☆	
• Parent reports of disabilities or conditions for which children received special education.	☆	
• Disabilities (including secondary conditions) noted in students' school records (including IEP).	☆	
* What is the pattern over time of students' special education disability classifications, including:		
• Change in disability category with transitions.	☆	
• Change in classification as developmentally delayed after age 9.	☆	
• Declassification/exit from special education.	☆	
* What are the implications of disability for student functioning in terms of parent reports of students' ability to hear, see, use arms/hands and legs/feet?	☆	
* What are students' strengths as reported by parents?	☆	
* What are students' special education and broader treatment histories in terms of:		
• Parent reports of age at which students first received services for disability/condition.	☆	
• Parent reports of whether students received early intervention (if ages birth to 3 for first service).	☆	
• Parent reports of whether students received preschool special education (if before age 5 for first service).	☆	
• Parent reports of when students were first referred to special education in school.	☆	
• Parent reports of when children first had an IEP/received special education in school.	☆	

Table 1
RESEARCH QUESTIONS – STUDENT AND HOUSEHOLD CHARACTERISTICS (Continued)

	High Priority	Lower Priority
* What are students' demographic characteristics, including: (parent report unless otherwise indicated)		
• Age.	☆	
• Gender.	☆	
• Ethnicity.	☆	
• Speak a language other than English at home.	☆	
• Specific language other than English spoken at home.	☆	
• Whether born in this country.		✘
• Teacher report of English proficiency.	☆	
* What are students' experiences with health insurance, in terms of:		
• Parent reports of whether covered.	☆	
• Parent reports of Medicaid vs. private.	☆	
• Parent reports of having managed care.		✘
• Parent reports of adequacy of coverage to meet students' disability-related needs.	☆	
* How frequently have students changed schools?	☆	
Household Characteristics		
* What is the composition of households in which students in special education live in terms of parent reports of the following: (Track changes over time, e.g., marital status, household change, such as custody change, foster care change, moving among family members)		
• Number of adults and children.		✘
• Relationship of adults to student (e.g., live with both parents, no parents).	☆	
• Whether other household members have disabilities.	☆	
• Marital status of parent/guardian(s).	☆	

**Table 1
RESEARCH QUESTIONS – STUDENT AND HOUSEHOLD CHARACTERISTICS (Concluded)**

	High Priority	Lower Priority
* What are the socioeconomic characteristics of households of students in special education in terms of parent reports of:		
• Parent education level.	☆	
• Parent current education activities (enrolled in school).		✘
• Parent current employment (full/part time).	☆	
• Receipt of benefits from TANF, Food Stamps, SSI for student.	☆	
• Household experience with welfare reform. Did they previously receive TANF benefits and now no longer receive them? Why? Did the student previously receive SSI benefits and now no longer receives them? Why?		✘
• Household income.	☆	
• Housing arrangement (rented/owned/public assisted).		✘
• Adequacy of housing to meet household needs.		✘
• Adequacy of transportation to meet household needs.	☆	

NONSCHOOL FACTORS (TABLE 2)

Two sources of data are likely to be accessed regarding nonschool factors.

- Parent interviews are planned for years 1, 3, and 5 of a 5-year data collection cycle. Students will be 8 to 12 years old in the first wave and 12 to 17 at the last wave.
- A school staff member who can best describe the student's overall school program will complete questions about the student's broader school performance, participation in group activities at school, involvement of parents in the educational process, and knowledge of nonschool supports.

Table 2
RESEARCH QUESTIONS – NONSCHOOL FACTORS

	High Priority	Lower Priority
Presence and Participation		
* To what extent do students in special education participate in organized group activities:		
• At school, as reported by parents.	☆	
• At school, as reported by teacher.	☆	
• In the community, as reported by parents.	☆	
• In ways that include the students with peers without disabilities, as reported by parents.	☆	
• In ways that include the students and/or parents with other children with disabilities (e.g., Special Olympics) and families (e.g., family support groups), as reported by parents.	☆	
* Are students with disabilities supervised after school? What are their after-school care experiences and needs? (Parent report)	☆	
Use of Accommodations, Adaptations, Enrichments, or Compensations to Achieve Outcomes		
* What services and supports do families provide for their children outside of their school programs, in terms of:		
• Providing computers at home for educational/recreation purposes.	☆	
• Arranging for additional related services beyond the special education program (e.g., tutoring, therapies).	☆	
• Providing a quiet place at home to do school work.	☆	
* What medical or other disability-related assistive devices do students use, including:		
• Parent reports of students "regularly taking prescription medicine for disability."	☆	
• Parent reports of whether students take Ritalin specifically.	☆	
• Parent reports of who recommended medication for students (parent, medical professional, school personnel).	☆	
• Parent reports of whether students use medical devices (e.g. oxygen mask), mobility device (e.g., wheelchair), sensory aid (e.g., hearing aid), communication aid (e.g., communication board).		
* Do students have a case manager through some other organization than the school?	☆	

**Table 2
RESEARCH QUESTIONS – NONSCHOOL FACTORS (Concluded)**

	High Priority	Lower Priority
Family Involvement*		
* To what extent do parents/guardians of students with disabilities engage in activities at home that support the educational and social development of their children, in terms of parent report of:		
• Reading to students.	☆	
• Checking students' homework.	☆	
• Taking students to the library.	☆	
• Talking to students about school.	☆	
* What are parents' expectations for students regarding:		
• Educational attainment (finish high school, postsecondary education).	☆	
• Independent living after high school.	☆	
• Employment.	☆	

*Note: Questions related to direct parent-school interactions are included in the school programs domain.

CHARACTERISTICS OF SCHOOL PROGRAMS AND SCHOOLS (TABLES 3 AND 4)

Three school-based sources of data will be accessed regarding student's school programs:

- An individual teacher for each student, probably his/her language arts teacher, will be asked to describe the characteristics of that specific classroom and instructional practices in it as experienced by the individual student.
- A special education teacher or other school staff member who can best describe the student's overall school program will complete questions about the student's broader school experience (beyond the specific classroom referred to above). This may or may not be the same teacher as above.
- The principal will be asked to describe schoolwide characteristics and policies.

Data will be collected on schools and school programs in years 2, 3, and 5 of the 5-year data collection cycle. Student direct assessments and other school-reported outcomes will be collected in those same years. Thus, analyses of year 2 data will explore the relationships between variations in schools/school programs and variations in student outcomes. Analyses of data for year 3 can explore the relationships between variations in year 3 schools/school programs and the growth in student performance measured as change from year 2 to year 3. Analyses of year 5 can focus on trends in school experiences over the 5-year period, as well as look for relationships of school programs to both variations and growth in student performance.

Table 3
RESEARCH QUESTIONS – SCHOOL PROGRAMS

	High Priority	Lower Priority
General		
* What are students' current grade levels?	☆	
Program Participation		
* To what extent do students who had been in special education exit from special education over time?	☆	
* What are the other school programs in which students in special education participate?	☆	
Classroom Characteristics		
* What are all of the settings in which students spend the school day, and how is time distributed among them, as reported by school staff?	☆	
* What are the characteristics of the classrooms in which students in special education are instructed in language arts, as indicated by:		
• The number of students in special education.	☆	
• The number of students in general education.	☆	
• The number of teachers and adult aides.	☆	
• Physical modifications to accommodate students in special education.	☆	
* To what extent do language arts teachers report using positive approaches to discipline in the classroom, in terms of:		
• Having clear and consistent expectations for behavior.		✘
• Explaining consequences for failure to meet expectations.		✘
• Having sanctions for negative behavior that are timely, consistent, and nonhostile.		✘
• Providing frequent praise for positive behavior.		✘
Curriculum and Instruction		
* To what extent are students in special education exposed to the regular education curriculum, as indicated by:		
• Teacher report of where students fall in a continuum marked by: (1) using same materials/textbooks as regular education students; (2) using a mix of materials/textbooks that includes some materials regular education students use and some that are special education materials or materials uniquely provided for students' special needs, or (3) using all special education materials or materials uniquely provided for students' special needs.	☆	

**Table 3
RESEARCH QUESTIONS – SCHOOL PROGRAMS (Continued)**

	High Priority	Lower Priority
<ul style="list-style-type: none"> Teacher reports of where students falls in a continuum marked by: (1) curricular information being presented to the students in the same manner as to regular education students; (2) curricular information being presented to the students in largely the same manner as to regular education students, with modifications; (3) curricular information being routinely presented to the students using strategies tailored to the students’special needs. 	☆	
<ul style="list-style-type: none"> Parent reports of whether students use textbooks and bring home homework comparable to typical students of the same age. 		✘
* What are the characteristics of instructional practices used with students in special education, in terms of teacher reports of:		
<ul style="list-style-type: none"> Specific instructional approaches. 	☆	
<ul style="list-style-type: none"> How instructional time is used. 	☆	
* What vocational experiences are included in the curriculum for students in special education in terms of school staff report of:		
<ul style="list-style-type: none"> Vocational services received (e.g., job readiness training, specific vocational skill training). 	☆	
<ul style="list-style-type: none"> Whether the school programs for the students involve community-based or school-based work experience. 	☆	
<ul style="list-style-type: none"> Amount of time in a typical week spent in vocational education/training. 	☆	
* To what extent are community-based (other than vocational) experiences included in the curriculum?	☆	
Student Assessment		
* How is student progress evaluated in terms of teacher reports of:		
<ul style="list-style-type: none"> Students being included in regular classroom and schoolwide testing. 	☆	
<ul style="list-style-type: none"> Students who are in regular classrooms being expected to work up to the performance standards of other students in the classroom. 	☆	
<ul style="list-style-type: none"> Students who are in regular classrooms being expected to learn/demonstrate the same skills as other students in the classroom. 	☆	
<ul style="list-style-type: none"> Regularity with which students are evaluated/provided feedback. 		✘
<ul style="list-style-type: none"> Grading standards/policies applied to the students. 	☆	

**Table 3
RESEARCH QUESTIONS – SCHOOL PROGRAMS (Continued)**

	High Priority	Lower Priority
Use of Accommodations, Adaptations, Enrichments, or Compensations to Achieve Outcomes		
* What medical or other disability-related assistive devices do students use, including:		
• Parent reports of students taking medication that is administered at school.	☆	
• Parent reports of who recommended medication for students (parent, medical professional, school personnel).		✘
• Parent reports of whether students use a medical device (e.g. oxygen mask), mobility device (e.g., wheelchair), sensory aid (e.g., hearing aid), or communication aid (e.g., communication board) in the classroom.	☆	
• Teacher reports of whether students use a medical device (e.g. oxygen mask), mobility device (e.g., wheelchair), sensory aid (e.g., hearing aid), communication aid (e.g., communication board) in the classroom.	☆	
• Parent reports of whether students use a device in the classroom that requires attention from school staff.		✘
• Teacher reports of whether students use a device in the classroom that requires attention from school staff.	☆	
• School reports of having emergency medical plans for the students.	☆	
* What accommodations or modifications do teachers report that students receive in:		
• Instruction.	☆	
• Evaluation/assessment.	☆	
* What related services do students in special education receive as part of their special education programs, in terms of:		
• Type.	☆	
• Intensity (e.g., days per week/hours per day).	☆	

**Table 3
RESEARCH QUESTIONS – SCHOOL PROGRAMS (Continued)**

	High Priority	Lower Priority
IEPs		
* What are students' IEPs like, in terms of school staff reports of:		
• Who was involved in their development.	☆	
• The specific goals on the IEPs.		✘
• Whether there are goals in specified domains (e.g., social, reading).	☆	
Transitions		
* What preparation or support for the transition from elementary to middle and middle to high schools do students in special education receive, as reported by school staff?	☆	
* What is postsecondary transition planning like for students, in terms of school staff reports of:		
• Who is involved in planning.	☆	
• Age at which planning began.	☆	
• Post-high-school goals of students' educational programs.	☆	
Family Involvement		
* What is the level of contact between teachers and the students' families, in terms of:		
• Parent reports of attending IEP meeting(s).	☆	
• Parent reports of visiting the classroom (e.g., back to school night, parent conference, volunteering).	☆	
• Parent reports of initiating contact with teachers.		✘
• Teacher reports of how active parents are in students' education.	☆	
• Teacher reports of the number of times they have had contact with families (not related to trouble).	☆	

**Table 3
RESEARCH QUESTIONS – SCHOOL PROGRAMS (Concluded)**

	High Priority	Lower Priority
Personnel		
* What are the characteristics of language arts teachers who serve students in special education, in terms of:		
• Years experience teaching.	☆	
• Years experience teaching students in special education.	☆	
• Years experience at the current school.		✘
• Certification.	☆	
• Educational attainment.	☆	
• Ethnicity.	☆	
• Age.		✘
• Use of a language other than English in his/her work.	☆	
• Specific language other than English used in his/her work.		✘
• Perceived preparedness/competence to teach students in special education.	☆	
• Perceived preparedness/competence in content area.	☆	
* What professional development is provided to language arts teachers who serve students in special education, in terms of:		
• In-service and preservice training in content area.	☆	
• In-service and preservice training in teaching students in special education.	☆	
* Do students have a case manager at school?	☆	

**Table 4
RESEARCH QUESTIONS – SCHOOL CHARACTERISTICS**

	High Priority	Lower Priority
General		
* What are the schools like that serve students in special education, in terms of:		
• Type (e.g., regular, special, magnet, charter).	☆	
• Student enrollment.	☆	
• Student body demographics.	☆	
• Aggregate performance indicators, such as		
➤ Average daily attendance.	☆	
➤ Aggregate standardized test scores.	☆	
➤ Aggregate number of suspensions/expulsions.	☆	
➤ Dropout rate.	☆	
• Grade levels served.	☆	
School Climate		
* What are the characteristics of principal leadership as indicated by teacher reports of such factors as the principals providing adequate support for teachers, frequently being present in the classroom, using evaluation/feedback regularly and appropriately, sharing decision-making and problem solving?	☆	
* How safe are the schools, as indicated by:		
• Parent reports that students have been victims of threatening or violent incidents at school (e.g., fights, stealing, bullying).	☆	
• Teacher perceptions of safety of the school.	☆	
• Principal reports of number of schoolwide violent incidents.	☆	

**Table 4
RESEARCH QUESTIONS – SCHOOL CHARACTERISTICS (Concluded)**

	High Priority	Lower Priority
* To what extent do teachers and principals report feeling pressure to have students succeed academically/focus on instruction as highest priority?	☆	
Policies		
* What policies and practices related to special education are pursued by schools, in terms of principals reports of:		
• Use of prereferral strategies/early intervention approaches.	☆	
• Team problem-solving related to students with learning problems.	☆	
• Referral process to determine special education eligibility.	☆	
• Disciplinary policies.	☆	
• Grade retention policies.	☆	
• Inclusion in schoolwide testing.	☆	
Resources		
* What placement options are available at the school for students in special education?	☆	
* What other school options are available in the district?	☆	
* What programs operate at the school to support student learning and well-being (e.g., Chapter 1, Reading Recovery, Accelerated Schools, school-based health services, after-school care, after-school enrichment activities, consultation for teachers)?	☆	
* To what extent are paraprofessionals used as direct service providers to students?	☆	
* What personnel resources are at the school to support student learning and well-being (e.g., reading specialist, school counselor, school nurse)?	☆	
* What specific special education interventions are in use in the schools?	☆	
* How large a student caseload is carried by special education teachers?	☆	
Family Involvement		
* What actions do schools take to encourage/support family involvement in the school (e.g., provide transportation to IEP meetings, holding parent meetings at places convenient to the parent, providing child care for schoolwide events or parent meetings)?	☆	
Reforms		
* What schoolwide reforms have schools implemented, and how are students in special education included in them?	☆	

STUDENT OUTCOMES (TABLE 5)

Four sources of data are likely to be accessed regarding student outcomes:

- Parent interviews are planned for years 1, 3, and 5 of a 5-year data collection cycle. Students will be 8 to 12 years old in the first wave and 12 to 17 at the last wave.
- Each student's primary language arts teacher will be asked to describe the student's behavior and performance in that specific classroom.
- A school staff member who can best describe the student's overall school program will complete questions about the student's broader school performance (beyond the specific classroom referred to above), such as days absent from school and suspensions/expulsions. This may or may not be the same teacher as above; it may well be a special education teacher for students who are still in special education.
- A direct assessment of student academic performance will be conducted by a trained on-site professional who is not the child's teacher.

As mentioned previously, data from the last three school-based sources will be collected in years 2, 3, and 5 of the 5-year data collection cycle. Information on students' schools and school programs will be collected in those same years. Thus, analyses of year 2 data will explore the relationships between variations in schools/school programs and variations in student outcomes. Analyses of data for year 3 can explore the relationships between variations in year 3 schools/school programs and the growth in student performance measured as change from year 2 to year 3. Analyses of year 5 can focus on trends in student performance over the 5-year period, as well as look for relationships between school programs and both variations and growth in student performance.

**Table 5
RESEARCH QUESTIONS – STUDENT OUTCOMES**

	High Priority	Lower Priority
Academic and Functional Literacy		
* What is the academic functioning/performance of students in special education, as measured by:		
• A direct assessment of their reading abilities by an on-site professional (other than the student's own teacher).	☆	
• A direct assessment of their mathematics abilities by an on-site professional (other than the student's own teacher).	☆	
• A direct assessment of their academic problem-solving abilities by an on-site professional (other than the student's own teacher).	☆	
• Students' grades in elementary school (school records).		✘
• Students' grades in middle and high school (school records).		✘
• Scores on most recent standardized tests (school records indicating type and year of test and type of score).	☆	
• Teacher reports of extent to which IEP goals are met.		✘
• Teacher reports of students' functional grade level equivalents in reading and mathematics.	☆	
• Parent reports of students' voluntary reading behavior.		✘
• Parent reports of students' ability to tell time, read common signs, count change, look up telephone numbers and use the telephone.	☆	
* What is the level of engagement in school of students in special education, as measured by:		
• Attendance.	☆	
• Teacher assessment of students' ability to stay focused on their work, participate in classroom discussions, and complete homework on time.	☆	
• Student reports of extent to which they look forward to going to school.	☆	
• Parent or school report of students' dropping out.	☆	
* How well do students in special education communicate, as indicated by:		
• Parent reports of students' ability to make needs/feelings known through speech and other means.	☆	
• Teacher reports of students' ability to make needs/feelings known through speech and other means.	☆	

**Table 5
RESEARCH QUESTIONS – STUDENT OUTCOMES (Continued)**

	High Priority	Lower Priority
* To what extent do students in special education use computer technology, as indicated by:		
• Teacher reports of students’ability to use computers as part of the instructional program (e.g., keyboarding ability, find materials on the Internet); actual computer use at school.		✘
• Parent reports of students’ability to use computers (e.g., to do school assignments, to play games); actual computer use at home.		✘
* What are students’past academic experiences, in terms of previous grade promotion and retention?	☆	
Personal and Social Adjustment		
* To what extent are students in special education socially engaged,* as indicated by:		
• Parent reports of frequency of seeing friends, being invited over to others’homes, receiving phone calls from peers.	☆	
• Student reports of frequency of seeing friends, being invited over to others’homes, receiving phone calls from peers.	☆	
• Parent perceptions of whether students are lonely.		✘
• Student reports of loneliness and rejection.	☆	
• Student reports of satisfaction with number of friends, quality of friendships.	☆	
• Teacher reports of whether students have friends at school.	☆	
* To what extent do students in special education get along with others, as indicated by:		
• Teacher reports of students’ability to control behavior in the classroom, get along with other students.	☆	
• Parent reports of whether school has indicated students have a behavior problem at school involving other students or teachers (e.g., fights).	☆	
• Parent reports of whether students’behavior creates problems at home.	☆	

*Note: Group-related aspects of social engagement are included under nonschool factors in “presence and participation.”

Table 5
RESEARCH QUESTIONS – STUDENT OUTCOMES (Continued)

	High Priority	Lower Priority
* To what extent are students in special education personally well adjusted, as indicated by:		
• Parent reports of students having a positive self-concept/outlook.	☆	
• Parent reports of students having hobbies/interests.		✘
• Students having a positive self-concept/outlook as indicated in direct assessment by on-site professional (not the student's own teacher).	☆	
• Student reports of having hobbies/interests.		✘
Contribution and Citizenship		
* To what extent do students in special education abide by rules, as indicated by:		
• School records of suspensions, expulsions, other disciplinary actions.	☆	
• Parent reports of whether students have ever been arrested; arrested in the last year (ages 13 and up only).	☆	
• Parent reports of students being fired from a job.		✘
• Parent reports of how manageable students are at home.	☆	
• Teacher reports of extent to which students follow directions in class.	☆	
* To what extent do parents report that students in special education are involved in volunteer/community service activities?	☆	
Responsibility and Independence		
* How independent are students in special education, in terms of:		
• Self-care, as indicated by parent reports of students' ability to dress and feed themselves and handle toileting.	☆	
• Mobility, as indicated by parent reports of students' ability to get around inside and outside the house.	☆	
• Financial management, as indicated by parent reports of students having own money (e.g., allowance), making small purchases.	☆	
• Contributing to household management, as indicated by parent reports of students doing chores (e.g., picking up own living area, making own lunch).	☆	
* How do students in special education spend their leisure time, as reported by parents?	☆	

**Table 5
RESEARCH QUESTIONS – STUDENT OUTCOMES (Concluded)**

	High Priority	Lower Priority
* To what extent are older students in special education beginning to take on adult roles in terms of:		
• Employment, as indicated by parent reports of students working for pay outside the home (type of work, hours worked, amount paid).	☆	
• Having a driver's license or learner's permit (ages 15 and up only).	☆	
Physical health		
* How healthy are students in special education in terms of:		
• Parent reports of students' general health.	☆	
• Parents reports of students' emergency room visits in past year.		✘
• Parent reports of students' overnight hospitalizations in past year.		✘
• Parent reports of students engaging in regular exercise.		✘
* To what extent do students in special education participate in risk behaviors in their teen years, including smoking, gang activity, and substance use, as reported by students in year 5 only when all students are ages 13 to 17 (potentially through completing anonymous brief written questionnaire during direct assessment).	☆	
* To what extent have adolescents had/fathered children (as reported by students in year 5 only when all students are ages 13 to 17 (potentially through completing anonymous brief written questionnaire during direct assessment)?	☆	
Satisfaction		
* How satisfied do parents of students in special education report being with:		
• The students' schools.		✘
• The students overall school programs.	☆	
• IEP goals for the students being challenging, appropriate.	☆	
• Students getting the support and services from the school that are needed to succeed in school.	☆	
• The amount and difficulty of homework assigned.	☆	
* How satisfied are students in special education with their schools and school programs, as indicated by the extent to which they report liking school?	☆	