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Perspectives of Teachers of Students with Autism Spectrum Disorders Regarding the Factors Related to Their Intent to Remain in the Profession

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Perspectives of Teachers of Students with Autism Spectrum Disorders
Regarding the Factors Related to Their Intent to Remain in the Profession

by

Glenda E. Koshy

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Special Education
College of Education
University of South Florida

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Keywords:
Autism Spectrum Disorders, Ecological Systems, Special Education, Teacher Retention, Bronfenbrenner

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Dedication

This doctoral dissertation is dedicated to my loving husband, Jason Koshy, who has been my biggest supporter, motivator, and cheerleader. He believed in me when I didn’t believe in myself and reminded me to “never, never give up.” I am forever grateful to him for his unyielding patience, encouragement, and most importantly love, for without it this dissertation would never have become a reality.

I also dedicate this to my amazing son, Sebastian Gabriel Koshy, the absolute love of my life. My hope is that one day he will know what a journey completing this dissertation has been and will be proud of the hard work I put in to completing it, despite the obstacles along the way.
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There are so many people who deserve to be acknowledged but I would like to start with God the Father, without whom none of this would be possible. Thank you Lord for allowing me this opportunity and giving me the strength to complete this dissertation.

Many thanks to my wonderful family (Mom- Laura, Dad- Jose; my siblings and their spouses- Ed, Sylvia, Rick, Joe, Rose, Lindsay; my husband- Jason; and son- Sebastian) thank you for your love, prayers, and unwavering support throughout this long process and encouraging me to “see it through”. Much love to my amazing nephews (Brendan, Levi, and Ronan), who I hope are proud of their “Titi Dee.” My hope is I have shown them that anything is possible with dedication and hard work. Heartfelt appreciation goes to the Koshy Family (Mom-Mercy, Dad-V.G., Kurian, and Annie) for their love, prayers, and ongoing support. Thank you, thank you, thank you Ubinas’ and Koshy’s!

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Thank you to my dissertation committee, especially my major professor, Dr. Ann Cranston-Gingras, who has been more than just my advisor. Dr. Cranston-Gingras has been my mentor, coach, teacher, and friend. Thank you Dr. Cranston for never giving up on me and being there every step of the way with this process and with so much more. Without your patience, understanding, and encouragement along this journey, I never would have come this far. I am forever grateful! Thank you to Dr. Dedrick for all of your time and for going above and beyond in assisting me. Thank you Dr. Vaughn for your friendship and encouragement and Dr. Thomas for your kindness and support.

Last, but certainly not least, thank you to all the individuals with Autism Spectrum Disorders who inspire me every day!
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Abstract

This study examined factors related to the intent of special education teachers of students with Autism Spectrum Disorders (ASD) to remain in the profession. A modified *Working in Schools: the Life of a Special Educator* (WSLSE) survey, developed by Miller, Brownell, and Smith (1999), was utilized to explore the relationships between factors associated with Bronfenbrenner’s Ecological Systems Model (1977) and the special education teachers’ intention to remain in the field of teaching students with ASD. Bronfenbrenner’s Ecological Systems Model (1977) includes the Microsystem, Mesosystem, Exosystem, Macrosystem, and the Individual domain.

Multiple regressions conducted as the method of data analysis revealed that factors associated with the Exosystem, Macrosystem, and lastly, the Individual domain all had statistically significant relationships with the outcome of teachers’ intent to remain in the field of teaching students with ASD. Additionally, it was found that there were individual predictor variables that had statistically significant relationships with teachers’ intentions to remain in the profession. Specifically, the significant predictor variables were married, recognition, and relationships. Therefore, special educators who were married had a greater intent to remain in the field of teaching students with ASD. In addition, special education teachers who receive recognition more often as well as educators who
have relationships with the parents of their students and with community agencies have greater intentions of remaining in the field of teaching students with ASD.

Recommendations for policy makers as well as larger organizations and systems, including state and local education agencies, universities with teacher preparation programs, and K-12 public school systems are provided to assist in the development and implementation of programs designed to prepare and retain quality special education teachers of students with ASD.
Despite the many advances in the United States educational system during the last decade, issues related to areas such as high stakes testing, low graduation rates, ethnic inequity, and high teacher attrition continue to plague our educational system (Boe, Cook, & Sunderland, 2008; Guarino, Santibaez, & Daley, 2006). Teacher shortages and attrition and retention rates, in particular, continue to significantly impact school districts across the nation. According to Ingersoll (2003), teacher retention rates for both general and special education hit an all-time low in the 1990’s (Boyer & Gillespie, 2004; Hahs-Vaughn & Scherff, 2008). However, high teacher attrition and low retention remain critical concerns for many school districts within the United States (Hahs-Vaughn & Scherff, 2008; Ingersoll, 2003).

Across the country, qualified educators are in high demand as universities are not producing enough teachers to fill vacancies left by those leaving the field (Boe, Cook, & Sunderland, 2008; Ingersoll, 2003). To further compound this dilemma, the number of students entering the K-12 public school system continues to grow exponentially and many districts are seeing their largest enrollment numbers ever. For example, in Central Florida, Hillsborough County reported approximately 192,000 students enrolled for the 2008-2009 school year (FLDOE, 2009). For Pasco County, there were approximately 67,000 students...
enrolled and Polk County was at 95,000 students (FLDOE, 2009). These numbers represent an increase of 20.5% for Hillsborough County, 40.5% for Pasco County, and 20.5% for Polk County, from a decade ago.

Exceptional Student Education (ESE) programs in particular have experienced a significant increase in student numbers as prevalence rates for a variety of disability categories continue to increase (FLDOE, 2009). Of greatest concern, due to the severity of their needs, is the large number of students identified with moderate-severe disabilities, such as an Autism Spectrum Disorder (ASD), in the K-12 public school system.

According to the FLDOE, prevalence rates for students with ASD have risen dramatically in the majority of school districts within Florida (2009). Currently in Florida, there are approximately 14,377 students whose primary ESE eligibility code is ASD. This group of students with ASD comprises 2.83% of the total of 507,661 ESE student enrollment (FLDOE, 2009). In Hillsborough County Public Schools, the largest school district in the area under study, there are over 790 students whose primary ESE eligibility code is ASD with Pasco, Pinellas, and Polk Counties not far behind at 328, 399, and 242 students respectively (FLDOE, 2009). Due to low retention rates among teachers of students with autism, there is a concern that as the prevalence of students with ASD grows, districts may be unable to provide highly qualified special education teachers and appropriate and adequate instruction (Guteng, 2005; Nichols & Sosnowsky, 2002; Singh & Billingsley, 1996).
Several large scale, quantitative studies have been conducted to explore general education and special education teacher attrition and retention on a national basis (Center for the Study of Teaching and Policy, 2003; Ingersoll, 2001; National Center for Education Statistics, 2007; Wayne, 2000; Zabel & Zabel, 2001). The vast majority of these quantitative studies have utilized surveys as their primary study instrument in order to ascertain the factors that influence special education teachers' decisions to leave or remain in the field (Buckley, Schneider, & Shang, 2004; Gerstein, Keating, Yovankoff, & Harniss, 2001; Ingersoll, 2001; Menlove, Garnes, & Stazberg, 2004; Miller, Brownell, & Smith, 1999; Nichols & Sosnowsky, 2002; Plecki, Elfers, Loeb, Zahir, & Knapp, 2005; Singh & Billingsley, 1996).

These extensive studies have identified various factors, including support from administration, school culture, salary, and student behavior that impact teachers' decisions to remain in the profession of teaching (Ingersoll, 2001, Miller, Brownell, & Smith, 1999; Singh & Billingsley, 1996). Other studies suggest that the number of years teaching and manner in which teachers obtained certification may influence their decisions to remain in the field (Suell & Piotrowski, 2006).

Data from previous studies provide a helpful overview of teacher attrition and retention trends, but additional, in-depth information is needed about special education teachers of students with specific, moderate-severe disabilities, such as ASD especially given the low retention rate for teachers in this area coupled with the increasing number of students. This type of data would add to the
knowledge base and provide useful information to stakeholders, such as school
district staff development personnel, university teacher preparation programs,
and state administrators responsible for recruitment and retention initiatives.

According to Ingersoll (2004), much is still unknown regarding the
multitude of possible factors, such as personal, social, and systemic factors that
impact special education teacher retention. The usefulness of data previously
collected is indisputable, however further elaboration on this topic through a
variety of methods is necessary because the conditions of teaching are
continuously changing. In 1993, Brownell and Smith, developed and utilized a
cross-sectional survey, the Working in Schools: The Life of a Special Educator
(WSLSE) survey. The depth of information provided by this survey revealed
needs similar to those identified in many of the current reforms, incentives, and
initiatives in place to recruit, prepare, and retain special educators. As the
prevalence of students with ASD increases, the field faces a new challenge in
ensuring that there is adequate capacity to support them in schools. Little
research has been conducted to explore the life of special educators who teach
students with ASD.

At this time, it would be invaluable to stakeholder groups to conduct a
study using the WSLSE survey instrument specifically with special educators
working with students on the Autism Spectrum. If used to better understand
teachers of students with ASD who chose to remain in the field, this survey data
could inform a variety of stakeholders by examining the contextual factors that
influence teachers’ decisions to remain in the profession. The analysis of these
survey responses and subsequent recommendations could provide important information needed to explore policy changes and further the development of practices aimed at retaining a higher number of quality educators, specifically those in special education who are working with students on the Autism Spectrum.

Statement of the Problem

Policy makers and school district personnel have voiced concerns regarding the lower retention rates for special educators as the prevalence rates for a variety of disabilities, including ASD, increase (Brownell, Sindelar, Bishop, Langley, & Seo, 2002; Menlove, Garnes, & Stazberg, 2004; Miller, Brownell, & Smith, 1999). Stakeholders are concerned because students with disabilities are uniquely impacted by the scarcity of special education teachers. The provision of a “Free and Appropriate Public Education” (FAPE) as well as the provision of a “Highly Qualified Teacher” for all students, as indicated in No Child Left Behind, is dependent upon the retention of well-trained special educators (Miller, Brownell, & Smith, 1999). Research indicates that low teacher retention rates can ultimately have a significant impact on the quality of education afforded to all students (Hahs-Vaughn & Scherff, 2008).

Nationally, every year thousands of general and special educators make the decision to leave the field of education while the number of individuals entering the profession is dwindling. In Florida alone, an estimated 213,600 teachers will be needed to fill vacant positions within the next ten years (FLDOE, 2009). This ongoing dilemma leaves students, including students with moderate
to severe disabilities such as ASD, without adequately trained, qualified teachers (Boyer & Gillespie, 2004). Moreover, the paucity of skilled educators threatens the quality of education that all students receive and profoundly impacts the education of individuals with disabilities (Edgar & Pair, 2005; Imazeki, 2005; Mastropieri, 2001).

Conceptual Framework

Miller, Brownell, and Smith (1999) utilized a modified version of Urie Bronfenbrenner’s (1977) seminal work on ecological systems to explore special educators’ perceptions of the factors that impact their decisions to remain in the field of education. They used Bronfenbrenner’s “Ecological Systems” theory to construct a survey instrument for special education teachers. The *Working in Schools: The Life of a Special Educator* (WSLSE) provided a comprehensive look into the multiple contextual influences that impact special educators who teach in public schools. This study utilized the same theoretical framework to expand the work of Miller, Brownell, & Smith (1999) on a concentrated subset of special educators in the field of ASD.

According to the Ecological Systems Theory, every person develops within a unique context or “ecology.” This developmental Ecological Systems Theory/model is comprised of five interrelated systems: the Individual, Microsystem, Mesosystem, Exosystem, and the Macrosystem (Bronfenbrenner, 1977). Miller, Brownell, & Smith (1999) developed the *WSLSE* instrument to be comprehensive of all of the interrelated ecological systems. The Individual addressed demographic information such as age, marital status, and parental
status. To address the Microsystem, or the personal development of special educators, the questions focused on teachers’ daily tasks, interactions and relationships with their students, and the immediate surroundings and classroom environment. The Mesosystem, or survey items focused on the teachers’ school culture, their role in the larger school environment, and their relationships with colleagues and administrators. The Exosystem, or school-level context focused on the setting in which the special educators’ school is based. Finally, survey items to address the Macrosystem encompass the community culture and teachers’ perceptions of their role in the society at large. The Macrosystem also addresses teacher’s perceptions of their relationship with those in “power” (Billingsley, 2004; Miller, Brownell, & Smith, 1999).

According to Miller, Brownell, and Smith (1999), these systems provide a framework that “allows [for] a view of individual teachers within larger contexts and how variables within those contexts interact with individual teacher characteristics” (p. 2). As such, this model provided a conceptual framework that guided this study and assisted with answering the research questions.
Figure 1

*Bronfenbrenner’s Ecological Systems Theory 1 (Bronfenbrenner, 1977)*
Rationale for the Study

Retaining quality special educators is one of the most significant challenges within the field of special education today (Billingsley, 2004; Education Commission of the States, 2006; Hahs-Vaughn & Scherff, 2008; Ingersoll, 2001; Plecki, Elfers, Loeb, Zahir, & Knapp, 2005). Therefore, exploring the perceptions of factors in the Individual, Microsystem (i.e. personal), Mesosystem (i.e. social), Exosystem (i.e. societal), and Macrosystem (i.e. systematic) that may contribute to a special education teacher’s decision to remain in the profession of teaching students with ASD is crucial.

Despite multiple studies regarding teacher retention across content areas, research specific to special education teachers of students with low prevalence disabilities, specifically ASD, is limited. Conducting research that explores factors that may impact special educators’ perceptions or contribute to their intentions to remain in or leave the profession is important for a number of reasons. In order for all students, including students on the Autism Spectrum, to obtain a quality education this line of research must continue not only to inform stakeholders and policy makers, but to further the development of a larger pool of qualified ESE teachers with specialized training. Information gleaned from the surveying of special educators who teach students with ASD can be utilized by universities to enhance their teacher preparation programs, school districts to further develop the training opportunities for their teachers, and for school districts to continue working towards developing positive school environments
that “sustain special education involvement and commitment” (Billingsley, 2004, p. 1).

Purpose Statement

This study focused on understanding the factors articulated by special education teachers of students with ASD who remain in the profession. This study utilized an adaption of the WSLSE instrument to explore the nature of relationships between influences within the Individual, Microsystem, Mesosystem, Exosystem, and Macrosystem that impact the participating teachers’ intentions to remain in the field of special education. By exploring why some special education teachers stay in the profession, it is hoped that this study will have an impact on policy makers as well as larger organizations and systems, including state and local education agencies, universities with teacher preparation programs, and K-12 public school systems, by providing the information needed to enhance the development of programs designed to prepare and retain quality special education teachers of students with ASD. It is hoped that this study will also add to the literature base on special education teacher attrition as it relates specifically to teaching students on the Autism Spectrum.

Research Questions

The research questions that guide this study are focused on special education teachers of students with ASD.

1. What do teachers of students with ASD report are the reasons for leaving or remaining in the profession?
2. What do teachers of students with ASD report are the three most pressing problems they face as an individual (personal life)?

3. What do teachers of students with ASD report are the three most pressing problems they face specifically as a special education teacher of students with ASD?

4. To what extent, if any, is there a relationship between personal factors (Microsystem) such as family dynamics, relationships with students, classroom environment and the intent of teachers of students with ASD to remain in the profession?

5. To what extent, if any, is there a relationship between social factors (Mesosystem) such as interactions with peers, perceptions of school culture, and the teachers’ perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?

6. To what extent, if any, is there a relationship between societal factors (Exosystem) such as their perceptions of their role in the community at large, and the teachers’ perceptions of the setting in which the school is based and the intent of teachers of students with ASD to remain in the profession?

7. To what extent, if any, is there a relationship between systemic factors (Macrosystem) such as the teachers’ perceptions of their role in society at large, and their relationships to those in “power” and the intent of teachers of students with ASD to remain in the profession?
8. To what extent, if any, is there a relationship between the “Individual” factors and the intent of teachers of students with ASD to remain in the profession?

Definition of Terms

The following terms are defined for purposes of this study:

Attrition: For the purposes of this study, attrition refers to leaving the field of special education and/or no longer teaching students on the Autism Spectrum.

Autism Spectrum/Autism Spectrum Disorders (ASD): According to the DSM-IV, Pervasive Developmental Disorders (referred to as Autism Spectrum Disorders in most educational settings) are defined as those disorders that are “characterized by severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests and activities” (2009). Dunlap and Bunton-Pierce (1999) define Autism Spectrum Disorders as the term most commonly utilized by professionals to describe the category of disabilities that all share the core characteristics of deficits in communication, social interaction, and age-appropriate interests and behavior.

Beginning Teacher: In relation to this study, a beginning teacher refers to a teacher who has been in the field of education 1-3 years.

Factors: This term refers to the factors within the “context” of the individual teacher’s life. These factors may be across a variety of areas such as personal/individual, social, societal, and systematic (i.e., Bronfenbrenner’s
nested systems: Individual, Microsystem, Mesosystem, Exosystem, and Macrosystem).

*Exosystem:* This term is adapted from Bronfenbrenner’s Ecological Model. For the purposes of this study, Exosystem refers to the setting in which the special educators’ school is based and the larger community culture (societal factors).

*Macrosystem:* This term is adapted from Bronfenbrenner’s Ecological Model. For the purposes of this study, Macrosystem refers to the special educators’ role in society at large and their relationship to those in “power” (systemic factors).

*Mesosystem:* This term is adapted from Bronfenbrenner’s Ecological Model. For the purposes of this study, Mesosystem refers to the special educators’ school culture, their role in the school community and their relationship with colleagues, including administrators (social factors).

*Microsystem:* This term is adapted from Bronfenbrenner’s Ecological Model. For the purposes of this study, Microsystem refers to the special educators’ family situation, daily work-related tasks, interactions and relationships with their students and colleagues, and the interactions in their immediate surroundings, such as the classroom environment. This system also encompasses “the individual” which includes gender, age, race, etc. (personal factors).

*Retention:* For the purposes of this study, retention refers to remaining in the field of special education and continuing to teach students on the Autism Spectrum.
**Self-contained Educational Settings:** For the purposes of this study, this term refers to those educational settings (i.e. classrooms) in which an ESE student receives the majority (typically more than 80%) of instruction throughout the school day.

**Special education teachers/special educators (used interchangeably):** This term refers to any individual who is a certified teacher of students with disabilities.

**Veteran Teacher:** In relation to this study, a veteran teacher refers to a special education teacher who has been in the field of education more than 3 years.

**Organization of the Study**

The remaining chapters of this study are organized in the following manner: Chapter Two is a review of the relevant literature; Chapter Three is a description of the research design/methodology. Chapter Two’s review of the literature includes an overview of teacher attrition and retention rates for teachers in general education settings as well as attrition and retention rates for special educators teaching students with a variety of disabilities, including ASD. Additionally, a brief review of literature addressing the increase in the prevalence of students with ASD is provided along with information regarding measures taken by states to ensure these students are provided qualified teachers with adequate training to meet their needs. Chapter Three provides information regarding the research design and methodology, information on the sample selection procedures, information on the data collection instruments, and data analysis procedures as well as reliability and limitations/delimitations. Chapter
Four provides a detailed description of the study’s findings while Chapter Five provides recommendations based upon the findings.
Chapter Two
Review of the Literature

This chapter presents a critical review of recent and seminal research literature on general and special education teacher attrition and retention in the United States. Specifically, this chapter includes an overview of teacher attrition and retention for all teachers and specifically, those employed in K-12 public Schools in Florida. National studies on the increased need for quality general and special education teachers, measures taken by states to ensure their teachers are well trained, and the specific need for teachers of students with ASD is also reviewed. Lastly, a review of Bronfenbrenner’s “Ecological Systems Model” as the conceptual framework that undergirds this study is presented along with a discussion of studies that have utilized this framework.

Overview

Across the nation, retaining quality special educators is one of the most significant challenges within the field of special education today (Billingsley, 2004; Hahs-Vaughn & Scherff, 2008; Heyns, 1988; Ingersoll, 2001; Plecki, Elfers, Loeb, Zahir, & Knapp, 2005). Stakeholders are concerned that if schools are unable to retain special educators that their vacant positions will be filled with unqualified personnel who lack in the specialized training that is necessary to effectively educate students with disabilities, specifically those with moderate-severe disabilities (Elfers, Boatright, & Knapp, 2004; Elfers, Plecki, & Knapp, 2004; Singh & Billingsley, 1996).
Despite the ongoing concern about the inability of schools to retain special educators, and more specifically those qualified to teach students with moderate-severe disabilities, there continues to be a significant gap in the research literature. Most of the literature related to retention of special educators is general in nature in that it does not address specific categories of special educators. Singh and Billingsley (1996) state that although general information is important, addressing the attrition and retention of specific special educators is needed because the factors that contribute to retaining them may vary greatly.

Attrition and Retention of Teachers in General

High teacher attrition and low teacher retention has been of concern to all stakeholders in K-12 public schools in districts across the United States for several years. According to Ingersoll (2003), the attrition rate in education for an average year is 13.2% compared to 11% in other professions in the United States. In fact, this issue continues to negatively impact most school districts across the United States (Hahs-Vaughn & Scherff, 2008). The dismal retention rates are a cause for concern because they “represent instability in the teaching force and raise the prospect of shortages of qualified replacement teachers” (Boe, Bobbitt, Cook, Whitener, & Webber, 1997, p. 110).

Several national studies have been conducted to explore factors that play a role in general and special education teacher attrition and retention (Center for the Study of Teaching and Policy, 2003; Ingersoll, 2001; Wayne, 2000; Zabel & Zabel, 2001) with the majority of these studies utilizing surveys in an effort to uncover the factors that influence general and special education teachers’
decisions to leave or remain in the field (Buckley, Schneider, & Shang, 2004; Gerstein, Keating, Yovankoff, & Harniss, 2000; Ingersoll, 2001; Menlove, Garnes, Stazberg, 2004; Miller, Brownell, & Smith, 1999; Nichols & Sosnowsky, 2002; Plecki, Elfers, Loeb, Zahir & Knapp, 2005; Rhodes, Nevill, & Allan, 2004; Singh & Billingsley, 1996). Many of these studies attributed the poor retention rate to lack of administrative support, lack of collaboration between general and special education teachers, low pay, personal circumstances, and overall condition of the workplace (Buckley, Schneider, & Shang, 2004; Menlove, Garnes, Stazberg, 2004; Nichols & Sosnowsky, 2002; Plecki, Elfers, Loeb, Zahir, & Knapp, 2005).
Table 1  
*General and Special Education Teacher Attrition and Retention*

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Date</th>
<th>Title</th>
<th>Methodology/Participants</th>
<th>Findings</th>
<th>Relationship to Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billingsley, B.</td>
<td>2004</td>
<td>“Special Education Teacher Retention and Attrition: A Critical Analysis of Research Literature”</td>
<td>Literature Review: In-depth thematic analysis of previous studies (special education teachers)</td>
<td>Teachers’ personal circumstances and priorities, problematic work environments, low salaries, poor climate, and lack of support from administration.</td>
<td>Macrosystem, Individual</td>
</tr>
<tr>
<td>Buckley, J., Schneider, M., &amp; Shang, Y.</td>
<td>2004</td>
<td>“The Effects of School Facility Quality on Teacher Retention in Urban School Districts”</td>
<td>Quantitative: Survey (general education teachers)</td>
<td>Quality of the school facility was perceived to be a factor</td>
<td>Exosystem</td>
</tr>
<tr>
<td>Charlotte Advocates for Education</td>
<td>2004</td>
<td>“Role of Principal Leadership in Increasing Teacher Retention:”</td>
<td>Mixed Methods: Quantitative-Survey and Qualitative- Focus Groups</td>
<td>Teacher retention is related to the leadership style of the administrators.</td>
<td>Macrosystem</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Year</td>
<td>Title</td>
<td>Methodology</td>
<td>Findings</td>
<td>Context</td>
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<td>-----------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Darling-Hammond, L.</td>
<td>1998</td>
<td>“Creating a Supportive Environment” (administrators)</td>
<td>Literature Review - information is also shared in the commission report (general educators)</td>
<td>Lack of administration support, overall condition of workplace, lack of professional growth all play a role in teachers’ decision to remain in or leave the field.</td>
<td>Macrosystem, Exosystem</td>
</tr>
<tr>
<td>Gerstein, R., Keating, T., Yovankoff, P. &amp; Harniss, M.</td>
<td>2001</td>
<td>“Working in Special Education” Factors that Enhance Special Educators’ Intent to Stay”</td>
<td>Quantitative: Survey using Path analysis to analyze data (special educators)</td>
<td>Teachers indicated support from principals and other teachers as well as professional development opportunities, role dissonance, and stress due to job “design” are all factors influencing their decisions to remain/leave the field.</td>
<td>Macrosystem, Individual</td>
</tr>
<tr>
<td>Menlove, R., Garnes, L., Stazberg, C.</td>
<td>2004</td>
<td>“Why Special Educators Leave and Where Do they Go”</td>
<td>Quantitative: Surveys (40 school districts in Utah- Special education teachers)</td>
<td>Lack of administrative support, non-accepting attitudes of general education teachers, and student behavior problems all impacted a special educator’s decision to leave the field. Authors found little difference in the attrition of those special educators working with students with mild/moderate</td>
<td>Macrosystem, Microsystem, Mesosystem</td>
</tr>
<tr>
<td>Source</td>
<td>Date</td>
<td>Title</td>
<td>Methodology</td>
<td>Findings</td>
<td>System Level</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Miller, D., Brownell, M., Smith, S.</td>
<td>1999</td>
<td>“Factors that Predict Teachers Staying In, Leaving or Transferring from the Special Education Classroom”</td>
<td>Quantitative: Survey (special education teachers)</td>
<td>Teachers indicated the need to increase the quality of teacher education programs, improve school environments, lack of administrative support, role conflict, and lack of opportunities for professional growth all impacted their decisions to stay or leave the field of special education</td>
<td>Macrosystem, Microsystem, Mesosystem, Exosystem, Individual</td>
</tr>
<tr>
<td>New York Special Education Department</td>
<td>Retrieved 2004</td>
<td>“Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers”</td>
<td>Literature Review</td>
<td>Teachers leave the classroom when they feel they lack support from administration, lack a safe and organized work environment, and lack mentoring programs.</td>
<td>Exosystem, Macrosystem</td>
</tr>
<tr>
<td>National Commission on Teaching and America’s Future</td>
<td>Retrieved 2002</td>
<td>“Factors that Influence Retention”</td>
<td>Literature Review</td>
<td>Synthesized information indicated that three primary groups of factors (external, employment, personal) all contribute to teachers leaving the field.</td>
<td>Individual, Macrosystem</td>
</tr>
<tr>
<td>Plecky, M., Elfers, A., Loeb, H., Zahir, A. &amp; Knapp, M.</td>
<td>2005</td>
<td>“Teacher Retention and Mobility in Washington State: A Look Inside and”</td>
<td>Quantitative: Survey (general education teachers)</td>
<td>The most and least experienced teachers have lower retention rates; most in these two groups changed schools versus leaving the profession and</td>
<td>Individual</td>
</tr>
<tr>
<td>Study Authors</td>
<td>Year</td>
<td>Title</td>
<td>Methodology</td>
<td>Findings</td>
<td>Systemic Influences</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Singh, K., &amp; Billingsley, B.</td>
<td>1996</td>
<td>&quot;Intent to Stay in Teaching: Teachers of Students with Emotional Disorders Versus other Special Educators&quot;</td>
<td>Quantitative: survey (special education teachers)</td>
<td>The overall condition of the workplace, lack of administrative support and general stress were the most common factors that impacted teachers decisions</td>
<td>Mesosystem, Macrosystem, Individual</td>
</tr>
</tbody>
</table>
Special Education Teacher Attrition and Retention

The Commission on the Condition for Special Education Teaching and Learning (2000) contend that “four of every ten special educators entering the field leave special education before their 5th year of teaching” (as cited in Edgar & Pair, 2005, p. 58). Boe, Bobbitt, Whitener, Webber, & Cook (1997) found that special education teachers exit the profession at a higher rate of 7.3% versus 5.6% for their general education counterparts. Several studies, as seen in Table 1, have attempted to examine why this discrepancy exists as well as potential factors specific to special and general educators’ decisions to remain in or leave the field of education.

As seen in Table 1, several factors can be identified as playing a role in teachers’ decisions to remain in or leave the field and several studies were conducted to address special education specifically. For example, Ingersoll (2001) utilized retention and attrition data from the Schools and Staffing Survey and the Teacher Follow-up Survey that were conducted by the National Center for Education Statistics and found that there were several factors that impacted teachers’ decisions to remain in or leave the field. Specifically, non-competitive salaries, concerns regarding the behavior and discipline of students, lack of ongoing support from principals, and the perspective that their opinions don’t matter affected the teachers’ decisions regarding remaining in the classroom.

Menlove, Garnes, and Stazberg (2004) conducted a statewide study in Utah looking specifically at special education teachers, speech language
pathologists and school psychologists over a period of several years. The survey data collected, along with follow up phone call interviews, indicated that a variety of factors, including lack of support from site-based administration, lack of professional development related to specific job duties, and excessive paperwork significantly impacted special educators’ decisions to stay or leave the profession.

Similarly, Singh and Billingsley (1996) collected data from 658 special educators and found that work related stress, overall satisfaction, support from administration, and the teachers’ perspective on the conditions of their workplace significantly impacted their decisions to remain in teaching. Furthermore, Singh and Billingsley (1996) highlighted the need for ongoing research on specific categories of special education teachers as the attrition rates varied by disability categories.

Nichols and Sosnowsky (2002) addressed specific disabilities to some degree as Singh and Billingsley (1996) did by looking at special education teachers of students with emotional impairments. In their study, Nichols and Sosnowsky (2002) utilized the Maslach Burnout Inventory Educators Survey and the Student Diversity and Organizational Satisfaction Survey and found that the lack of ongoing professional development, lack of supports within the school and community, and the negative view of university teacher preparation programs was significant as it related to teacher burnout and special educators eventual decision to leave the profession (Nichols & Sosnowsky, 2002).
However, despite the research conducted thus far, there is still a lack of in-depth state and national level research on possible “predictors” or contributing factors of attrition and retention of special education teachers, particularly of students with specific disabilities (Boe, Bobbitt, Cook, Whitener, & Webber, 1996; Fox, 2003; Singh & Billingsley, 1996). According to Ingersoll (2001), special education teachers in particular have much lower retention rates in comparison to their general education colleagues which causes great concern because the lower retention rate of special education teachers is compounded by the fact that the prevalence rates for a variety of disabilities, specifically those with moderate-severe disabilities including ASD, continue to increase at an alarming rate.

Prevalence of Students with Autism Spectrum Disorders and the Need for Quality Educators for these Students

School districts across the United States have seen a significant increase in the number of students with a variety of mild, moderate, and severe disabilities. Of most concern is the education of those students with moderate-severe disabilities, such as ASD, whose prevalence rates continue to climb.

According to the Center for Disease Control, the prevalence rate for ASD is now 1 in 91 children compared to 1 in 166 children seen in the last five years (Menlove, Garnes, & Stazberg, 2004; Miller, Brownell, & Smith, 1999; U.S. DOE, 2005). For example, the most recent data from the Florida Department of Education (FLDOE) shows that the prevalence rates for students with an ASD have risen in most school districts within Florida (2009). Currently in Florida, there are approximately 14,377 students whose primary ESE eligibility code is...
ASD with ASD being 2.83% of the total of 507,661 ESE student enrollment in Florida public K-12 schools (FLDOE, 2009). Counties within central Florida in particular are among those seeing the greatest increases in students with an ASD. For example, Hillsborough County Public Schools reports over 790 students whose primary ESE eligibility code is ASD with Pasco County, Pinellas County, and Polk County not far behind at 328, 399, and 242 respectively (FLDOE, 2009). These numbers are an increase as Hillsborough County, Pasco County, Pinellas County, and Polk County reported 609, 279, 334, and 176 students respectively in 2007 (FLDOE, 2009).

As school districts continue to see increases such as these and dwindling numbers of adequately trained teachers, district administrators fear that these students with moderate to severe disabilities (i.e. ASD) may have to forego having a highly qualified special education teacher to provide them with appropriate and effective instruction (Guteng, 2005; Nichols & Sosnowsky, 2002; Singh & Billingsley, 1996). According to Miller, Brownell, and Smith (1999), students with moderate-severe disabilities, such ASD, are particularly impacted by the scarcity of special education teachers as the provision of a “Highly Qualified Teacher”, as indicated in *No Child Left Behind*, is dependent upon the retention of well-trained special educators (Hahs-Vaughn & Scherff, 2008).

Quality Educators- General and Special Education

In an effort to maintain a pool of qualified special education teachers, states have developed several programs to better prepare pre-service general and special educators and provide ongoing training to ensure all students are
afforded a quality education. Currently, for example, the state of Florida has
required that all special educators whose class is comprised of 100% or more
students identified as ASD must obtain an ASD add-on endorsement by 2011
(FLDOE, 2009). This endorsement, which is above and beyond the special
education teacher certification, requires that these teachers take four college-
level courses with embedded field experience. Other states have implemented
similar requirements or have developed a specific ASD teacher certification.
Many colleges and universities have also developed master degree level courses
related to the instruction of students identified as have an ASD.

Conceptual Framework

Bronfenbrenner’s (1977) “Ecological Systems Theory” model is the
conceptual framework that undergirds this study to explore special education
teachers’ attrition and retention. To explore factors that impact special educators’
decision to remain in the field of education, Miller, Brownell, and Smith (1999)
utilized an adapted version of Urie Bronfenbrenner’s “Ecological Systems
Theory” to the develop the WSLSE survey (Bronfenbrenner, 1977) which is the
primary data collection instrument used for this study.

The “Ecological Systems Theory” model is comprised of five interrelated
systems: the Individual, Microsystem, Mesosystem, Exosystem, and the
 Macrosystem (Bronfenbrenner, 1977) and according to this model every person
develops within a system of interrelated, unique contexts.

For the purposes of this study, the Individual refers to demographic
information such as age, marital status, and parental status while the
Microsystem, or the personal development of special educators, relates to the teachers’ daily tasks, interactions and relationships with their students, and the immediate surroundings and classroom environment. The Mesosystem, or social (classroom-level) context focuses on the teachers’ school culture, their role in the larger school environment, and their relationships with colleagues and administrators. The Exosystem, or societal (school-level) context focuses on the setting in which the special educators’ school is based. Lastly, the Macrosystem, or systematic (community-level) context focuses on the community culture and teachers’ perceptions of their role in the society at large (Billingsley, 2004; Bronfenbrenner, 1977; Miller, Brownell, & Smith, 1999).

Due to the comprehensive nature of this theory/model, several studies have referenced it or used it to undergird their research. Not only did Miller, Brownell, and Smith (1999) use it to develop the WSLSE survey but William (1991) utilized it to explore children’s perspectives on violence. Bouck (2005) utilized this model to study alternative teacher certification while Lee, Dedrick, and Smith (1991) utilized it to address teacher efficacy and satisfaction. Again, this model is utilized to support this study because it “allows [for] a view of individual teachers within larger contexts and how variables within those contexts interact with individual teacher characteristics” (Miller, Brownell, & Smith, 1999, p. 2).
Figure 2

Bronfenbrenner’s Ecological Systems Theory 2 (Wayne, 2000)
Summary

General and special education attrition and retention continues to be a concern for school districts throughout the US (CEC, 1998; Ingersoll, 2001; Singh & Billingsley, 1999; Zabel & Zabel, 2001). Special education, in particular, is significantly impacted due to the rise in the prevalence of many disabilities, including moderate to severe disabilities such as ASD.

Several studies have utilized surveys to research the factors that contribute to the retention and attrition of special education teachers but have not provided specific information as it relates to particular disability categories (Ingersoll, 2001; Miller, Brownell, & Smith, 1999; Singh & Billingsley, 1999). This gap in the research literature along with the increased need for quality special education teachers of students with ASD, ongoing poor retention rates, and increase in ASD prevalence, is the rationale for this study. This study used a modified version of the WSLSE survey developed by Miller, Brownell, and Smith (1999) to explore personal, social, societal, and systematic factors, as they relate to Bronfenbrenner’s interrelated Ecological Systems, that may impact a special education teacher’s intention to remain in the profession of teaching students with ASD (Bronfenbrenner, 1977).
Chapter Three  
Method  

Overview  

This chapter provides an overview of the research design of this study and detailed information regarding the instrument utilized as the data collection tool. Information regarding targeted participants, sample size, sampling scheme, and procedures for data analysis are also presented in this chapter.

Teacher attrition and retention have been a concern of many school districts across the nation for decades and as such, several national studies have been conducted in order to address questions regarding why teachers remain in the field of education (Buckley, Schneider, & Shang, 2004; Gerstein, Keating, Yovankoff, & Harniss, 2001; Ingersoll, 2001; Menlove, Garnes, Stazberg, 2004; Miller, Brownell, & Smith, 1999; Nichols & Sosnowsky, 2002; Plecki, Elfers, Loeb, Zahir & Knapp, 2005; Singh & Billingsley, 1996). In addition, researchers such as Miller, Brownell, and Smith (1999) and Ingersoll (2001) have studied the attrition and retention rates of special educators specifically, for years. Despite the fact that there are several national studies addressing attrition and retention rates, there continues to be a gap in the literature regarding the attrition and retention rates of special educators by disability category (Boe, Cook, & Sunderland, 2008). In particular, information regarding the attrition and retention rates of special educators working with students on the Autism Spectrum and the factors
that may influence these rates are virtually non-existent. It is hoped that this study will have an impact on policy makers as well as larger systems, including school systems, state level education agencies, and universities by providing these stakeholders the data needed to enhance the development of various programs designed to prepare and retain quality special education teachers of students with ASD.

Research Method/Design

This study employed a correlational research design in which a number of possible relationships between individual factors, personal factors, social factors, societal factors, and systemic factors and teachers’ intentions to remain in the field were explored. A modified version of the cross-sectional survey, *Working in Schools; The life of a Special Educator (WSLSE)* survey developed by Brownell and Smith (1993) was used as the data collection instrument (Miller, Brownell, & Smith, 1999). The survey data were collected from special education teachers of students with ASD from four school districts within central Florida. The correlational design utilized for this study allowed for an investigation of a number of naturally occurring variables (i.e., not manipulated by the researcher) without drawing causal inferences.

A correlational research design was employed since correlation research provides an approximation of the “magnitude of a relationship between two or more variables” (Mertens & McLaughlin, 1995, p. 76). More specifically, correlational studies typically investigate the relationship between several variables collected from the same sample in the hopes of obtaining a better
perspective on the factors that comprise a more complex issue, such as personal, social, societal, systemic, and individual factors that impact special education teachers of students with ASD intent to remain in the field (Mertens & McLaughlin, 1995).

According to Gall, Gall, and Borg (2007), there are several advantages and disadvantages of utilizing a correlational research design. Advantages include:

a. “Determining the extent of a relationship”- this particular research method allows the researcher to establish the degree to which a relationship exists between independent and dependent variables.

b. “Comparing relationship”- correlational research allows researchers to determine if the relationship between two variables (example- x and y) is more closely related to another (example- x and z).

c. “Determining relationships among more than two variables”- this research method allows researchers to study multiple variables’ relationships, if desired, at the same time.

Disadvantages of correlational research include:

a. “Difficulty of causal inferences”- with this research design, researchers are not able to conclusively determine that one variable caused another
b. “Chance findings”- researchers recognize that variables may be significantly correlated simply by chance when numerous variables are correlated.

Purpose of Study

The purpose of this study was to explore the relationships between certain factors (personal, social, societal, systemic, and individual) that are articulated by special educators who work with students with ASD and their intent to remain the profession. Specifically, this study explored the nature of the relationship between factors, including (a) Individual, (b) personal (Microsystem), (c) social (Mesosystem), and (d) societal (Exosystem), and (e) systematic (Macrosystem), which coincide with Bronfenbrenner’s Ecological systems, and the intent of these teachers to remain in the field. The research questions explored were:

1. What do teachers of students with ASD report are the reasons for leaving or remaining in the profession?
2. What do teachers of students of ASD report are the three most pressing problems they face as an individual (personal life)?
3. What do teachers of students with ASD report are the three most pressing problems they face specifically as a special education teacher of students with ASD?
4. To what extent, if any, is there a relationship between personal factors (Microsystem) such as family dynamics, relationships with students, classroom environment and the intent of teachers of students with ASD to remain in the profession?
5. To what extent, if any, is there a relationship between social factors (Mesosystem) such as interactions with peers, perceptions of school culture, and the teachers’ perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?

6. To what extent, if any, is there a relationship between societal factors (Exosystem) such as the teachers’ perceptions of their role in the community at large, and perceptions of the setting in which the school is based and the intent of teachers of students with ASD to remain in the profession?

7. To what extent, if any, is there a relationship between systemic factors (Macrosystem) such as the teachers’ perceptions of their role in society at large, and their relationships to those in “power” and the intent of teachers of students with ASD to remain in the profession?

8. To what extent, if any, is there a relationship between the Individual factors and the intent of teachers of students with ASD to remain in the profession?

Variables

The dependent and independent variables are specific to self-contained teachers of students with ASD. For the purposes of this study the dependent variable is identified as the intent to remain in the field. This variable was
measured with the following items from the original WSLSE survey (Miller, Brownell, Smith, 1999):

Section VI, #’s 9-11:

9. I would become a teacher if I had it to do over again.

10. I would move to a nonteaching position if it had comparable income and benefits.

11. I would move to a regular education teaching position if I could

Section VI, #19-23:

19. I would transfer to another teaching field if I had the opportunity

20. I am willing to put forth considerable effort in order to be successful in my field

21. If I could go back to my college days and start over again, I would again choose my teaching field

22. I would recommend that young people pursue careers in my teaching field

23. I am committed to working with students with disabilities

Section VII, #’s 2-3:

2. What would you choose as your main work activity for the 1996-97 school year?

3. How long do you plan to remain in special education teaching?
Specific to this study, the independent variable was measured by Section I, Question 20 of the final, modified WSLSE survey:

20. Imagine that in determining your job, there are no constraints in terms of seniority, union, contract requirements, certification barriers, etc. What would you choose as your main work activity for the 2010-2011 school year?
   a. Remain in this position as a teacher of students with ASD
   b. Be a teacher of students with ASD in a new school
   c. Remain in special education but not with students with ASD
   d. Remain in special education but in a new school district
   e. Leave special education
   f. Leave teaching but remain in education (administration, etc.)
   g. Leave education all together

The independent variables are identified as (a) personal factors, (b) social factors, (c) societal factors, (d) systematic factors, and (e) individual factors as measured by the remaining questions in sections I-VIII of the original WSLSE survey and remaining questions in sections I-IV of the final, modified WSLSE survey.

Participants

According to the United States Department of Labor, there are over 459,000 special educators serving students with a variety of disabilities (USDOL, 2009). Thousands of these special educators are estimated to serve students in self-contained settings whose primary exceptional student education category is
Autism Spectrum Disorders (ASD). The characteristics of the specific population under exploration for this study were individuals who are special educators who serve students with a primary exceptionality category code of ASD in self-contained educational settings that have been teaching at least one year.

In the four, central Florida districts under study, there are approximately 150 teachers of students on the Autism Spectrum in self-contained settings. This study utilized a “volunteer sample” method, which is a method of sampling that is “based on individuals’ expression of willingness to participate in a research study rather than on systematic sampling strategies” (Gall, Gall, & Borg, 2007, p. 130).

This study had a sample size of 85 participants of the approximate 150 potential participants, or 56.6%, who were surveyed utilizing the modified WSLSE survey from four school districts within central Florida. Gall, Gall, and Borg (2007) state that when determining an appropriate sample size for quantitative studies, the researcher should obtain the largest sample possible and it should be based upon what the researcher hopes to accomplish through data analysis. According to Onwuegbuzie (2004), 30 research study participants are generally accepted as the minimum sample size for correlational quantitative research. However, in order to have the statistical power of .80, the desired and obtained sample size for this study was to be no less than 82 as this is an acceptable sample size in order to determine a moderate (two tailed) relationship \( (r=30) \) between two variables, i.e., statistical significance at the .05 level of significance. “A minimum sample size of 64 is desirable in order to attain sufficient statistical power (.80) to detect a moderate (one-tailed) relationship
(r=.30) between two variables at the 5% level of significance.” (Onwuegbuzie, 2004, p.80).

Study Participant Demographics

As previously shared, this study included 85 participants. These participants’ responses varied on the modified WSLSE survey in Section I: Personal/Individual Factors in regards to age and total number of years teaching but there was significantly less variability as it pertained to race/ethnicity, marital status, having children of their own, certification held, and total household income as detailed in the following table.
Table 2
Responses to the Modified WSLSE Survey Participant Information

<table>
<thead>
<tr>
<th>Participant Demographic Information</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Status</td>
<td>Proper certification held= 68.2%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>White/Caucasian= 85.5%</td>
</tr>
<tr>
<td>Marital Status</td>
<td>Married= 54.8%</td>
</tr>
<tr>
<td>Parental Status</td>
<td>Children= 66%</td>
</tr>
<tr>
<td>Years Teaching</td>
<td>4-6 years= 24.7%</td>
</tr>
<tr>
<td>Age</td>
<td>Average= 40.7 years</td>
</tr>
<tr>
<td></td>
<td>Range= 22-64yrs.</td>
</tr>
<tr>
<td>Income</td>
<td>Combined Income= 60K-100K= 45%</td>
</tr>
</tbody>
</table>
Specifically, with regard to participant certification status, 58 of the 85 participants held the appropriate certification with the second largest group being those individuals who participated in an Alternative Certification Program (ACP) with 21 participants or 24.7%. Overwhelmingly, the majority of participants, \( N=71 \), identified themselves as White/Caucasian with the second largest group being Black/African American at only 7.2%. Slightly over half of the participants (\( N=46 \)) indicated they are currently married with 1-3 children (\( N=47 \)) with a combined household income of $60,000-$99,999 ($60,000-74,999 was 22.8% and $75,000-99,000 was 22.8%). Despite the variability in ages, ranging from 22-64, the majority of participants had been teaching between four-six years, with the second largest group being those that have taught over 15 years at a close 23.5%.

The modified WSLSE survey elicited responses regarding additional demographic information as well, as it pertained to Personal/Individual factors in Section I as outlined in the following table.
Table 3

*Participant Demographic Information: Degree, Spousal Employment, Secondary Employment, Length of Stay*

<table>
<thead>
<tr>
<th>Participant Demographic Information</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree</td>
<td>Bachelors= 48 participants</td>
</tr>
<tr>
<td></td>
<td>Masters= 35 participants</td>
</tr>
<tr>
<td>Employment Status of Spouse</td>
<td>Full time= 65.8%; 26.3% N/A</td>
</tr>
<tr>
<td>Outside Employment</td>
<td>No second job= 81%</td>
</tr>
<tr>
<td>Length of time to stay in ASD field</td>
<td>Undecided= 40%; 2-5 years 24.7%</td>
</tr>
</tbody>
</table>
Instrument

The instrument employed was a modified version of the cross-sectional survey, Working in Schools: the Life of a Special Educator (WSLSE) survey developed by Brownell and Smith (1993). This survey has been used as the data collection instrument in several studies including Miller, Brownell, and Smith’s study of special education teachers’ retention and attrition rates (1999). Permission was granted in writing to modify and utilize this survey for the purposes of this proposed dissertation study.

A survey was chosen as the data collection instrument because surveys have the advantage of collecting information from a large number of participants in a fairly short amount of time (Mertens & McLaughlin, 1995). Specifically, a cross-sectional survey was used because it “involves examining the responses of different groups of participants at one point in time,” i.e., first year to veteran teachers at the elementary, middle, or high school levels (Mertens & McLaughlin, 1995, p. 87).

The WSLSE survey solicits responses from participants that are directly related to the perceptions of factors that may impact their intent to remain in the profession of special education. The WSLSE survey was selected as it was hoped that the data gathered can be generalized to the larger population in order to better understand the factors that impact special education teachers’ of students with ASD intentions to remain in the profession.
The original WSLSE survey was comprised of Likert-type questions as well as open and close-ended questions that are categorized under nine sections/subheadings:

I. Your entry into special education (2 questions)

II. Your current teaching assignment and interactions with students (8 questions)

III. Nature of your current assignment and available resources (8 questions)

IV. Support and recognition you receive in your current position (6 questions)

V. Your involvement in decision making and role as a special educator in your current position (2 questions)

VI. Professional development in your current position (3 questions)

VII. Your satisfaction with you current position and career in special education (6 questions)

VIII. Your job history and training (13 questions)

IX. Your background (5 questions)

The standard Likert-type format scale was used for this survey with the rankings being 1= agree, 2= somewhat agree, 3= somewhat disagree, and 4= disagree; 1=satisfied, 2=somewhat satisfied, 3=somewhat dissatisfied,
For the purposes of this study, the *WSLSE* survey was modified in order to best explore the specific research questions in this study in as succinct and efficient manner as possible. The modification took place in several phases that included repeated modification, review, feedback, and revision prior to the official survey dissemination to potential study participants via *Survey Monkey®*. The following table (Table 4) outlines the initial modification to the original *WSLSE* survey (Phase I), which led to the eventual final, modified *WSLSE* survey utilized.
<table>
<thead>
<tr>
<th>WSLSE Survey Section</th>
<th>System, Section Question, and Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I:</td>
<td>Delete section I entirely</td>
</tr>
<tr>
<td>Section II (New Section I):</td>
<td>“Your current teaching assignment and interactions with students”; Addresses relationships with students; Microsystem; Likert-type, ratings 1-4; new quest. total= 12 Questions 1-5- delete Quest. 6- turn into 6 separate questions Quest. 70 turn into 6 separate questions (continue numeration)</td>
</tr>
<tr>
<td>Section III (New Section II):</td>
<td>“Nature of your current assignment and available resources”; Addresses classroom environment; Microsystem; Likert-type, ratings 1-4; new total= 15 Quests. 1-6- delete Quest. 7- turn into 7 separate questions Quest. 8- turn into 8 separate questions (continue numeration)</td>
</tr>
<tr>
<td>Section IV (New Section III):</td>
<td>&quot;Support and recognition you receive in your current position”; Addresses role in school community at large and perceptions of school culture; Mesosystem (Quests. 1-25); Exosystem (Quests. 26-31); Macrosystem (Quests. 32-53); Likert-type, ratings 1-4; new total= 53 Quest 1- turn into 16 separate questions Quest 2- turn into 9 separate questions (change wording on g and h and delete j-m; continue numeration) Quest 3- delete Quest 4- turn into 6 separate questions (change wording on c; continue numeration) Quest. 5- turn into 20 separate questions (10 for building admin. And 10 for district admin.; continue</td>
</tr>
</tbody>
</table>
| Section V (New Section IV): | “Your involvement in decision-making and role as a special educator in your current position”; Addresses Mesosystem; Likert-type, ratings 1-4; new total 6  
Quest 1- turn into 6 separate questions (delete b,g,i)  
Quest 2- delete |
| --- | --- |
| Section VI (New Section V): | “Professional development in your current position”; Addresses Mesosystem; Likert-type, ratings 1-4; new total 7  
Quest 1- turn into 7 separate questions  
Quest 2-3- delete |
| Section VII (New Section VI): | “Your satisfaction with your current position and career in special education”; Addresses all systems;  
*dependent variable= intent to stay;  
Likert-type, ratings 1-4; new total= 23  
Quest 1- turn into 8 separate quest (4 for satisfaction and 4 for importance; delete d, e, g, and h)  
Quest 2-3- delete  
*Quest 4- turn into 8 separate questions (continue numeration)  
Quest 5- turn into 8 separate questions (4 for current and 4 for special ed.; continue numeration)  
Quest 6- turn into 5 separate questions |
| Section VIII (New Section VII): | “Your job history and training”;  
Addresses Microsystem; *dependent variable= intent to stay); Closed-ended (quest. 1-3); new total 3  
Quests 1-6- delete  
Quest 7- change wording  
Quests 8-11- delete  
*Quest 12- 1 question; continue numeration  
*Quest 13- 1 question; continue numeration |
| Section IX (New Section VIII): | “Your background”; Addresses Microsystem; Close-ended; new total=5  
Quest. 1- reword; Quests 2-5- delete |
Additional modification took place in phase two after disseminating the phase I modified version to four individuals who were previously special educators, with two being previous teachers of students with ASD. The primary purpose of this second phase was to check for clarity and understanding and work through the cognitive interviewing process to ensure participants all had the same understanding of the meaning of each question. These four individuals then provided this researcher with feedback as to the wording, overall format, length, and understandability of the survey. Upon review of their feedback and consultation with committee members, changes were made. Upon making those revisions, phase III took place in which this researcher sent the survey to a small group of individuals who met the participant selection criteria but were employed in a county that was not a part of the larger study. Four individuals again completed the survey and provided feedback. The feedback was reviewed and upon that review and consultation with committee members, the survey was again modified, specifically to be more succinct and concise. Once phase III of the modification process was completed, the survey was again disseminated to three more individuals who were previously special education teachers. They provided feedback and after consultation with committee members, additional changes were made. The final version of the modified WSLSE survey was disseminated after numerous iterations shared back and forth between this researcher and dissertation committee members. The final modified version of the WSLSE survey was disseminated via Survey Monkey®, with four sections and a total of 39 questions.
Table 5

*Final Modified WSLSE Survey; Sections I-IV*

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Number of Questions</th>
<th>Question Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal/Individual Factors</td>
<td>24</td>
<td>Likert scales and open ended</td>
</tr>
<tr>
<td>Social Factors</td>
<td>8</td>
<td>Likert scales</td>
</tr>
<tr>
<td>Societal Factors</td>
<td>3</td>
<td>Likert scales</td>
</tr>
<tr>
<td>Systemic Factors</td>
<td>4</td>
<td>Likert scales</td>
</tr>
</tbody>
</table>

Survey Dissemination

Mertens and McLaughlin’s “Steps in Conducting Survey Research” (1995) were followed to develop, revise, and disseminate the modified WSLSE survey. Prior to the survey dissemination, this researcher sent an informational email with an attached letter detailing the survey’s purpose and other pertinent details to each district’s ESE ASD Supervisor, or district designee, who then sent it to those teachers who met the selection criteria in their respective district. The modified WSLSE survey was sent via a link in a second informational email, also forwarded by district personnel to potential participants. This initial email was then followed by two reminder emails sent out by district personnel over a four week span. Included in these two follow-up emails were the initial informational email and letter as well as the Survey Monkey® link to the modified WSLSE survey. Participants completed the survey anonymously online at their convenience over the course of five weeks. The survey responses were tracked and recorded securely and anonymously via Survey Monkey®.
### Table 6  
*Steps in Conducting Survey Research*

<table>
<thead>
<tr>
<th>Conducting Research: Steps 1-5</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Decide on survey design- simple, cross-sectional, longitudinal</td>
</tr>
</tbody>
</table>
| **Step 2**                    | a. Design questionnaire  
b. Outline topics to be covered  
c. Decide on the degree of structure in the questions (open or closed)  
d. Decide on the format of the questionnaire |
| **Step 3**                    | a. Pilot test the question with representatives of target participants  
b. Select a pilot group  
c. Ask the group to review the instrument and give feedback  
d. Revise as necessary |
| **Step 4**                    | Prepare a letter of transmittal |
| **Step 5**                    | a. Conduct the survey  
b. Send out advance letter  
c. Supervise data collection  
d. Send at least 3 follow-ups  
e. On 3rd follow-up, send new survey  
f. Analyze and report findings |

*Mertens & McLaughlin, 1995, p. 86*

Administration and interpretation of data obtained from this survey was conducted by this researcher. As previously described, study participants were identified in collaboration with district level ESE ASD Supervisors’ assistance. These four, district Supervisors sent the study recruitment information directly to teachers of students with ASD in their respective districts. Again, once potential
participants were identified by district personnel, the survey was disseminated electronically via *Survey Monkey®* (Survey Monkey, 2009). Additionally, two follow-up reminder emails were sent to non-responders with the entire survey being resent with the second reminder email in order to encourage the highest return rate possible. Participants were asked to anonymously complete the survey within a month of receiving the initial email.

Rationale for Selection of Instrument

The *WSLSE* Survey was originally used to survey special education teachers, who are the larger population from which targeted participants (i.e. special educators of students on the Autism Spectrum) were surveyed. Moreover, this particular survey addressed the specific research questions being explored as they related to the Ecological Systems Model, as outlined in the following table (Table 7).
Table 7

**Original WSLSE Survey: Survey Section, Bronfenbrenners’s System, Research Question, WSLSE survey question, and Scoring Alignment**

<table>
<thead>
<tr>
<th>Bronfenbrenner’s “Ecological Systems Model”</th>
<th>Research Questions 1-4</th>
<th>WSLSE Survey Section</th>
<th>WSLSE Survey Questions</th>
<th>WSLSE Survey Question Format</th>
</tr>
</thead>
</table>
| Microsystem                               | 1. To what extent, if any, is there a relationship between personal factors (microsystem) such as family dynamics, relationships with students, classroom environment and the intent of teachers of students with ASD to remain in the profession?  
5. To what extent, if any, is there a relationship between the individual factors and the intent of teachers of students with ASD to remain in the profession? | I | I: 1-12 | I: Likert 1-4 |
<p>|                                           |                        | II | II: 1-15 | II: Likert 1-4 |
|                                           |                        | VI | VI: 1-23 | VI: Likert 1-4 |
|                                           |                        | VII | VII: 1-3 | VII: Combination: Likert 1-4 and closed-ended quest. |
|                                           |                        | VIII | VIII: 1-5 | VIII: Closed ended quest. |</p>
<table>
<thead>
<tr>
<th>System</th>
<th>Question</th>
<th>Section</th>
<th>Subsection</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesosystem</td>
<td>2. To what extent, if any, is there a relationship between social factors (mesosystem) such as interactions with peers, perceptions of school culture, and the teachers' perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?</td>
<td>III</td>
<td>III: 1-26</td>
<td>III: Likert 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV</td>
<td>IV: 1-6</td>
<td>IV: Likert 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V</td>
<td>V: 1-4</td>
<td>V: Likert 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VI</td>
<td>VI: 1-23</td>
<td>VI: Likert 1-4</td>
</tr>
<tr>
<td>Exosystem</td>
<td>3. To what extent, if any, is there a relationship between societal factors (exosystem) such as the teachers' perceptions of their role in the community at large, and perceptions of the setting in which the school is based the intent of teachers of students with ASD to remain in the profession?</td>
<td>III</td>
<td>III: 26-31</td>
<td>III: Likert 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VI</td>
<td>VI: 1-23</td>
<td>VI: Likert 1-4</td>
</tr>
<tr>
<td>Macrosystem</td>
<td>4. To what extent, if any, is there a relationship between systemic factors (macrosystem) such as their perceptions of the</td>
<td>III</td>
<td>III: 32-53</td>
<td>III: Likert 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VI</td>
<td>VI: 1-23</td>
<td>VI: Likert 1-4</td>
</tr>
<tr>
<td>teachers’ role in society at large, and their relationships to those in “power” the intent of teachers of students with ASD to remain in the profession?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8

*Final Modified WSLSE Survey Alignment of Research Questions, Ecological System, and Survey Section*

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Ecological System</th>
<th>Modified WSLSE Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td></td>
<td>Section I</td>
</tr>
<tr>
<td>1-4 &amp; 8</td>
<td>Microsystem &amp; Individual</td>
<td>Section I</td>
</tr>
<tr>
<td>1, 3 &amp; 5</td>
<td>Mesosystem</td>
<td>Section II</td>
</tr>
<tr>
<td>1, 3 &amp; 6</td>
<td>Exosystem</td>
<td>Section III</td>
</tr>
<tr>
<td>1, 3 &amp; 8</td>
<td>Macrosystem</td>
<td>Section IV</td>
</tr>
</tbody>
</table>

Analysis

Prior to conducting the multiple regression analysis, reliability of the measure was addressed as this is a critical component to conducting a sound multiple regression (Field, 2009). Each factor was computed as composites (subscales) by section question. There were a total of 18 subscales with four in Section I, seven in Section II, six in Section III, and one in Section IV. Subscale data were analyzed in SPSS to calculate the mean, standard deviation, skewness, and kurtosis. Additionally, internal consistency reliability estimates, i.e., Cronbach alpha (\(\alpha\)), were calculated.
Addressing reliability as it relates to the subscales in this study is critical as reliability is the ability of a specific item or measure to “produce consistent results when the same entities are measured under different conditions” (Field, 2009, p. 792). Specifically, the Cronbach alpha (α), which is the most common measure of scale reliability, was calculated utilizing SPSS for all 18 subscales of the modified WSLSE survey. The following table outlines the Cronbach alphas for each respective subscale.
Table 9

Cronbach Alpha Internal Consistency Reliability Estimates for the Modified WSLSE Survey Subscales

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Valid N</th>
<th>Number of Items</th>
<th>Cronbach Alpha (α)</th>
<th>Range of Corrected Item-to-Total</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction (a)</td>
<td>79</td>
<td>5</td>
<td>.75</td>
<td>0.44 to 0.59</td>
<td>1.60</td>
<td>0.52</td>
<td>0.91</td>
<td>0.33</td>
</tr>
<tr>
<td>Efficacy (b)</td>
<td>82</td>
<td>5</td>
<td>.49</td>
<td>0.17 to 0.51</td>
<td>0.40</td>
<td>0.24</td>
<td>0.69</td>
<td>1.02</td>
</tr>
<tr>
<td>Intentions (b)</td>
<td>85</td>
<td>3</td>
<td>.56</td>
<td>0.35 to 0.44</td>
<td>3.20</td>
<td>0.75</td>
<td>-1.02</td>
<td>1.18</td>
</tr>
<tr>
<td>Satisfaction (a)</td>
<td>85</td>
<td>2</td>
<td>.51</td>
<td>0.34</td>
<td>.30</td>
<td>0.37</td>
<td>1.00</td>
<td>0.25</td>
</tr>
<tr>
<td>Workload (b)</td>
<td>81</td>
<td>7</td>
<td>.54</td>
<td>0.24 to 0.50</td>
<td>2.23</td>
<td>0.55</td>
<td>0.35</td>
<td>-0.23</td>
</tr>
<tr>
<td>Teaching load (b)</td>
<td>81</td>
<td>8</td>
<td>.82</td>
<td>0.45 to 0.70</td>
<td>1.91</td>
<td>0.74</td>
<td>0.81</td>
<td>0.19</td>
</tr>
<tr>
<td>Colleagues (b)</td>
<td>72</td>
<td>9</td>
<td>.80</td>
<td>0.09 to 0.72</td>
<td>1.84</td>
<td>0.55</td>
<td>0.59</td>
<td>-0.27</td>
</tr>
<tr>
<td>Building Administration (b)</td>
<td>72</td>
<td>10</td>
<td>.93</td>
<td>0.48 to 0.81</td>
<td>1.56</td>
<td>0.67</td>
<td>1.37</td>
<td>1.39</td>
</tr>
<tr>
<td>District Administration (b)</td>
<td>69</td>
<td>10</td>
<td>.96</td>
<td>0.79 to 0.89</td>
<td>1.82</td>
<td>0.83</td>
<td>0.80</td>
<td>-0.50</td>
</tr>
<tr>
<td>Autonomy (b)</td>
<td>79</td>
<td>6</td>
<td>.84</td>
<td>0.43 to 0.74</td>
<td>2.02</td>
<td>0.76</td>
<td>0.72</td>
<td>0.47</td>
</tr>
<tr>
<td>Professional Aspects (a)</td>
<td>71</td>
<td>7</td>
<td>.79</td>
<td>0.36 to 0.74</td>
<td>1.60</td>
<td>0.54</td>
<td>0.98</td>
<td>0.22</td>
</tr>
<tr>
<td>Recognition (d)</td>
<td>68</td>
<td>8</td>
<td>.80</td>
<td>0.36 to 0.63</td>
<td>2.15</td>
<td>0.64</td>
<td>0.77</td>
<td>0.54</td>
</tr>
<tr>
<td>Recognition Importance (e)</td>
<td>76</td>
<td>8</td>
<td>.89</td>
<td>0.47 to 0.76</td>
<td>1.92</td>
<td>0.75</td>
<td>0.95</td>
<td>0.59</td>
</tr>
<tr>
<td>Aspect</td>
<td>N</td>
<td>Mean</td>
<td>Range</td>
<td>Lower Boundary</td>
<td>Upper Boundary</td>
<td>Lower Limit</td>
<td>Upper Limit</td>
<td>Lower Bound</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---</td>
<td>------</td>
<td>---------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Relationships (b)</td>
<td>73</td>
<td>6</td>
<td>.75</td>
<td>0.41 to 0.61</td>
<td>1.51</td>
<td>0.68</td>
<td>1.08</td>
<td>1.52</td>
</tr>
<tr>
<td>Aspects (a)</td>
<td>76</td>
<td>4</td>
<td>.59</td>
<td>0.21 to 0.47</td>
<td>2.06</td>
<td>0.56</td>
<td>0.29</td>
<td>-0.18</td>
</tr>
<tr>
<td>Aspects Imp. (e)</td>
<td>77</td>
<td>4</td>
<td>.33</td>
<td>0.13 to 0.28</td>
<td>1.59</td>
<td>0.43</td>
<td>0.34</td>
<td>-0.58</td>
</tr>
<tr>
<td>Views (b)</td>
<td>77</td>
<td>2</td>
<td>.84</td>
<td>0.73</td>
<td>0.016</td>
<td>0.30</td>
<td>2.00</td>
<td>4.1</td>
</tr>
<tr>
<td>Teaching Field (b)</td>
<td>77</td>
<td>5</td>
<td>.67</td>
<td>-0.03 to 0.66</td>
<td>1.62</td>
<td>0.56</td>
<td>0.64</td>
<td>-0.33</td>
</tr>
</tbody>
</table>

*Note:* a. Items were scaled from 1 (Satisfied) to 4 (Dissatisfied).
   b. Items were scaled from 1 (Agree) to 4 (Disagree)
   c. Items were scaled from 1 (Very useful) to 4 (Not useful at all)
   d. Items were scaled from 1 (Often) to 4 (Never or almost never)
   e. Items were scaled from 1 (Very important) to 4 (Not important)
Cronbach alpha (α) values of .7 to .8 are considered acceptable with the closer to 1 the value is, the more generally accepted the reliability of a measure is (Field, 2009). However, it is important to note that the Cronbach alpha is dependent upon the number of items on the scale; therefore the guidelines of .7 or .8 must be viewed cautiously.

In this study, there were 11 out of the 18 subscales that had a value of .7 or higher. The range for the Cronbach α’s for these 11 subscales was .75 to .96. The 7 remaining subscales had respectable alphas over .5 with the exception of Aspects Importance, at .33; however, it is important to note this subscale only had 4 items.

Qualitative Analysis Procedures

The process of coding the open-ended responses was completed in multiple steps:

**Step 1** included reviewing each participants’ responses for questions 21. Upon careful review of the responses, codes were developed based upon the research literature as well as spontaneous comments made by participants. Each response was hand-coded and reviewed repeatedly to ensure rich descriptions that captured the essence of each respondent’s comments.

**Step 2** was to tally the frequency of each code for question 21.

**Step 3** was to establish interrater reliability by providing an independent rater, trained in coding qualitative data, responses to one open-ended question (question 21) along with the codes developed by this researcher that correspond
to those responses. The independent rater reviewed the responses and coded them according to the codes previously identified by this researcher as well as identified additional codes she felt captured the essence of the participants’ comments. This independent rater is trained and has experience in qualitative research and coding.

**Step 4** was to exchange information and dialogue with the independent rater to discuss codes, overarching themes, and discussed rationale for developing those codes and themes.

**Step 5** was to decide upon final codes and themes after consensus was reached.

**Note:** These 5 steps were completed again for Questions 23 & 24 as well.

**Multiple Regression Procedures**

Multiple regression analysis, along with calculating the Pearson Product-Moment Correlation Coefficient ($r$), was employed to explore the relationships between multiple factors and special education teachers’ intent to remain in the field of teaching students with ASD. Multiple regression procedures were utilized to analyze differences in survey responses and determine the degree to which relationships exist between multiple variables (Erdfelder, Faul, & Buchner, 1996; Gall, Gall, & Borg, 2007). Specifically, data analysis included the following steps: univariate analyses (descriptive statistics to look at central tendency, variability, and distributions), bivariate relations (predictor to predictor, predictor to
dependent variable, predictor to dependent variable, controlling for other
variables), and multivariate analysis (multiple regression).

Ethical Nature of Data Collection

In regards to ethical considerations and the data collection methods
employed, a completed application was submitted and approved by the
University of South Florida’s Institutional Review Board (IRB). This IRB
application included a complete description of the study, participant selection
criteria and recruitment information, each districts approval to conduct research,
and an informational letter that served as an informed consent that did not
require a signature by participants because it was an anonymous online survey.

Limitations/Delimitations

This study included deliberate limitations such as the research participants
who were targeted were limited to special education teachers who are currently
teaching students on the Autism Spectrum in self-contained educational settings.
These participants were only drawn from four school districts within central
Florida. Additionally, the only instrument utilized for data collection was the
*WSLSE Survey* developed by Miller, Brownell, & Smith in 1993 (Miller, Brownell,
& Smith, 1999). Extenuating circumstances, such as time of day, time in school
year, and the environment in which the survey was completed may or may not
have impacted the information given on the *WSLSE* survey. “Research Bias”
(passive), is another possible limitation as this researcher was previously a
special educator who taught students with ASD (Onwuegbuzie, 2004, p. 75).
Summary

This chapter outlines the research design/method, purpose of study, the population under study along with a description of participants. Additionally, the sampling scheme, data collection instrument, instrument rationale, delimitations/limitations, and data analysis procedures.
Chapter Four
Results

The purposes of this study were to describe teachers’ of students with ASD reasons for leaving or remaining in the profession and to examine the relationships between individual, personal, social, societal, and systemic factors and special educators’ intent to remain in the profession of teaching students with ASD. This chapter summarizes the results of this study as they relate to the eight research questions below.

Research Questions

1. What do teachers of students with ASD report are the reasons for leaving or remaining in the profession?

2. What do teachers of students of ASD report are the three most pressing problems they face as an individual (personal life)?

3. What do teachers of students with ASD report are the three most pressing problems they face specifically as a special education teacher of students with ASD?

4. To what extent, if any, is there a relationship between teachers’ personal factors (Microsystem) such as family dynamics, relationships with students, classroom environment and the intent of teachers of students with ASD to remain in the profession?
5. To what extent, if any, is there a relationship between teachers’ social factors (Mesosystem) such as interactions with peers, perceptions of school culture, and the teachers’ perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?

6. To what extent, if any, is there a relationship between societal factors (Exosystem) such as teachers’ perceptions of their role in the community at large, and the teachers’ perceptions of the setting in which the school is based and the intent of teachers of students with ASD to remain in the profession?

7. To what extent, if any, is there a relationship between systemic factors (Macrosystem) such as the teachers’ perceptions of their role in society at large, and their relationships to those in “power” and the intent of teachers of students with ASD to remain in the profession?

8. To what extent, if any, is there a relationship between the “Individual” factors and the intent of teachers of students with ASD to remain in the profession?

This chapter is organized into two parts. A discussion of the codes and themes associated with the open-ended responses from Section I of the modified WSLSE survey are shared in Part One (see table 11 for open-ended questions). A detailed explanation of the multiple regression analysis procedures and
corresponding results are addressed in Part Two. The multiple regression analysis results are linked directly back to the research questions explored.

Part One: Codes and Themes of Open-Ended Response Items

The modified WSLSE survey utilized for this study was comprised primarily of Likert-scale items. There were, however, three open-ended questions in Section I, Personal/Individual Factors. Table 10 presents the alignment of the open-ended questions to Bronfenbrenner’s Ecological Systems and the research questions.

The first open-ended response item (question 21) asked the participants why they responded the way they did to the question addressing the participants’ intent to remain in the profession. The remaining two open-ended response items addressed pressing problems the participants faced in both their personal life and as a teacher of students with ASD (questions 23 & 24 on the questionnaire) by asking participants to list three pressing problems, in no specific order of importance. These open-ended responses provided rich descriptions and details as to why these participants choose to remain in or leave the profession and the problems and obstacles they face that may impact their decisions to do so.
Table 10

*Open Ended Questions Alignment to Bronfenbrenner’s Ecological System and Research Questions*

<table>
<thead>
<tr>
<th>Open Ended Question</th>
<th>Bronfenbrenner’s System</th>
<th>Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 21: Why did you choose the response you did for question 20? Discuss any factors you considered (personal, family, etc.).</td>
<td>Microsystem, Mesosystem, Exosystem, Macrosystem, Individual</td>
<td>1</td>
</tr>
<tr>
<td>Question 23: What are the three most pressing problems you face as an individual (personal life)?</td>
<td>Microsystem &amp; Individual</td>
<td>2</td>
</tr>
<tr>
<td>Question 24: What are the three most pressing problems you face as a special education teacher of students with ASD?</td>
<td>Microsystem, Mesosystem, Exosystem, Macrosystem, and Individual</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note:* Question 20: Imagine that in determining your job this year, there were no constraints in terms of seniority, union, contract requirements, certification barriers, etc. What would you choose as your main work activity for the 2010-2011 school year?
Qualitative Results for Research Question 1

As previously shared, Question 21 solicited responses from participants regarding why they responded the way they did to question 20. The codes associated with participant responses and frequencies are outlined in Table 11. These codes were used to address Research Question 1.

Table 11

<table>
<thead>
<tr>
<th>Codes (+)</th>
<th>Frequency</th>
<th>Code (-)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Connection with students</td>
<td>32</td>
<td>Time management</td>
<td>5</td>
</tr>
<tr>
<td>School environment</td>
<td>9</td>
<td>Excessive caseload</td>
<td>5</td>
</tr>
<tr>
<td>Relationship with Colleagues</td>
<td>7</td>
<td>Excessive paperwork</td>
<td>5</td>
</tr>
<tr>
<td>School administration support</td>
<td>7</td>
<td>Lack of school administration support</td>
<td>3</td>
</tr>
<tr>
<td>Making a difference</td>
<td>6</td>
<td>General frustration</td>
<td>3</td>
</tr>
<tr>
<td>Happiness</td>
<td>6</td>
<td>Disillusionment with education system</td>
<td>3</td>
</tr>
<tr>
<td>Students’ Parents</td>
<td>4</td>
<td>Family needs</td>
<td>2</td>
</tr>
<tr>
<td>Rewarding</td>
<td>3</td>
<td>Paraprofessionals</td>
<td>2</td>
</tr>
<tr>
<td>Fate</td>
<td>3</td>
<td>Wanting administrative position</td>
<td>2</td>
</tr>
<tr>
<td>Personal</td>
<td>2</td>
<td>Burn out</td>
<td>2</td>
</tr>
<tr>
<td>Stability</td>
<td>2</td>
<td>Finances</td>
<td>2</td>
</tr>
<tr>
<td>Need job</td>
<td>1</td>
<td>Population preference</td>
<td>2</td>
</tr>
<tr>
<td>Strong personal support system</td>
<td>1</td>
<td>Education, in general</td>
<td>1</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>1</td>
<td>Student grouping</td>
<td>1</td>
</tr>
<tr>
<td>Mentor</td>
<td>1</td>
<td>District administration</td>
<td>1</td>
</tr>
<tr>
<td>District administration</td>
<td>1</td>
<td>Lack of services</td>
<td>1</td>
</tr>
<tr>
<td>Convenient worksite</td>
<td>1</td>
<td>Support</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colleagues</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Different profession preference</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exhaustion</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of support system</td>
<td>1</td>
</tr>
</tbody>
</table>
The number one code that emerged as a positive in response to question 21 was *Emotional Connection with Students*. This code was identified 32 times in participants’ comments. This code was captured in comments such as

I love teaching students who have such potential if you can break through their barriers and find what motivates them to learn. They are so capable of developing it. [It] is just a matter of finding out what layers you have to break through before you can better understand their abilities.

I honestly love these students. I honestly care for their happiness and wellbeing. It is difficult to be considered different and disabled. They are aware that people judge them and society does not fully accept them. I do not want them hidden in a room. I make it my life to include them in the school campus in as many events as possible. We live our school lives having fun with learning socializing in the community. We are a close knit family during those school hours. We rely and depend on each other for friendship, happiness, and acceptance. Their joy is mine.

Other participants made comments such as “there is no place I would rather be than teaching my kiddos” and “I really love my kids.” Others shared “I have fun with my kids and they really make me laugh,” “I enjoy working with ASD children. It is very rewarding when they succeed” and “I love teaching students with ASD…” Other responses that were indicative of the participants’ love of teaching students with ASD included, “I love my students. They are amazing
people and I love watching them grow and independently complete new tasks. Their success is what makes me happiest” and “the relationship I have with my students is something I could not leave.” These are just a few instances where the code Emotional Connection with Students was mentioned in the participants’ responses to question 21.

The code that emerged next as a positive reason to stay in the field was the School Environment. This code was identified nine times in participants’ responses. Participants made comments such as “I enjoy teaching at this school in particular”, “I love working in my current school environment”, “I enjoy my school, the staff,” and “very satisfying work environment.” Others responded by sharing “I feel a commitment to my…school” and “Fantastic school.”

The third most common positive codes identified were School Administration Support and Relationship with Colleagues, both mentioned seven times by participants. Regarding School Administration Support, participants made comments such as “I have a great, supportive administration team,” “Very supportive and responsive administration,” “great administrators,” and “administration of my school supporting my efforts.” Regarding their Relationship with Colleagues, these special educators made comments such as “I have helpful peers,” “I have broken down sobbing with the overwhelming task of educating these kids and my teammates were there without judgment to help,” and “I am blessed to have the team I have.”

The codes that were the most frequently identified as negative responses to question 21, were Excessive Paperwork, Excessive Caseload and Time
Management, all mentioned five times. Comments made by these special educators regarding Excessive Paperwork included “excessive amount of paperwork,” “so much paperwork beyond other teachers,” and “I am tired of not being able to spend time with my family because I have to do paperwork at home.” Regarding Excessive Caseload, participants shared comments such as “excessive number of students in class,” “have a huge caseload,” and “WAY too many kids in the class.” Lastly, comments regarding Time Management included “I am not able to dedicate the amount of time needed to plan accordingly,” “There is no time left to work with the children,” and “I do not have time at school.”

School Administration Support (lack of) and Student’s Parents (working with) were the next two most common codes that emerged as a negative response. Each of these codes was identified three times in participants’ responses. (Important to note that Student’s Parents (working with) was identified four times as a positive response).

Participants commented on School Administration Support (lack of) by sharing “I don’t feel there is enough support from school administration” and “I feel that my current administration is not supportive of my students or their goals or my goals for them.” The code Student’s Parents (working with) was identified in comments such as “the parents are high maintenance” and “I have had enough of a system that fears a lawsuit from a crazed parent.”

Overall, 47 codes were identified as responses to question 21, “Why did you choose the response you did for question 20? Discuss any factors you
considered (personal, family, etc.)” with question 20 referring to their intent to remain in the profession of teaching students with ASD. Out of the 47 codes, 17 were positive codes with a grand total of 82 positive comments while there were 30 negative codes with a grand total of only 56 negative comments.

Qualitative Results for Research Question 2

Participants’ responses to question 23, “What are the three most pressing problems you face as an individual (personal life)?” most frequently dealt with three overarching themes: *Finances, Family, and Overall Health*. It is important to note that participants were not asked to prioritize their list but simply list three problems (see Table 12).

Specifically, the theme *Finances* refers to the identified codes of *Personal Finances, Home Responsibilities, Spouse Employment, and Responsibilities, in general*. This theme accounted for 63 out of the total number of responses of 193. *Personal Finances* had 53 tallies, *Home Responsibilities* had six tallies, *Spouse Employment* had 3 tallies, and lastly *Responsibilities, in general* had one tally.

Comments regarding *Personal Finances* included “money” and “teachers income” while comments regarding *Home Responsibilities* included “trying to sell my house” and “fixing things around my house.” Spouse employment was identified in comments shared including “husband’s job” and “my fiancée is in the military and he might be stationed elsewhere” while *Responsibilities, in general* was simply identified by comments such as “my responsibilities.”
Family refers to the identified codes of Marriage, Children (own), and Relationships. Marriage had a total of 2 tallies, while Children (own) had 15 and Relationships had 2. Therefore this theme accounted for 19 of the total number of responses.

Comments regarding Marriage included “my marriage” and “marital problems” while comments about Children (own) included “my last child going to college next year” and “my own teenage children.” Lastly, Relationships was identified in comments such as “moved in with my girlfriend” and “relationship breakup”.

Overall Health consisted of the following codes: Health (own), Mental Illness (own), Age, Family Health, Exhaustion, Loneliness, Trust, and finally Stress. Health (own) had 15 tallies while Stress had 5 tallies and Mental Illness (own) had 3. Age, Exhaustion, and Loneliness had 2 tallies each and lastly, Trust had 1.

Comments made where Health (own) was identified included “health problems” and “maintain good health” while Mental Illness (own) included “depression” and “anxiety”. Age was noted in comments such as “getting older.” Family Health was identified in comments made by participants such as “husband’s health issues” and “health issues in our family”.

Comments regarding Exhaustion included “always tired” while Loneliness included “loneliness (live alone)” very simply stated. Trust was identified in comments very clearly articulated like “trust” just as Stress was easily identified in comments just as clear like “stress” and “coping with emotional stress at work”.

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Table 12

*Question 23 Codes and Frequencies*

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal finances</td>
<td>53</td>
</tr>
<tr>
<td>Time management</td>
<td>50</td>
</tr>
<tr>
<td>Health (own)</td>
<td>15</td>
</tr>
<tr>
<td>Children (own)</td>
<td>15</td>
</tr>
<tr>
<td>Family</td>
<td>9</td>
</tr>
<tr>
<td>Home responsibilities</td>
<td>6</td>
</tr>
<tr>
<td>School environment (work)</td>
<td>6</td>
</tr>
<tr>
<td>Family health</td>
<td>5</td>
</tr>
<tr>
<td>Stress</td>
<td>5</td>
</tr>
<tr>
<td>Mental illness (own)</td>
<td>3</td>
</tr>
<tr>
<td>Spouse employment</td>
<td>3</td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
</tr>
<tr>
<td>Commute</td>
<td>2</td>
</tr>
<tr>
<td>Age</td>
<td>2</td>
</tr>
<tr>
<td>Sense of efficacy</td>
<td>2</td>
</tr>
<tr>
<td>Exhaustion</td>
<td>2</td>
</tr>
<tr>
<td>Loneliness</td>
<td>2</td>
</tr>
<tr>
<td>Relationship</td>
<td>2</td>
</tr>
<tr>
<td>Trust</td>
<td>1</td>
</tr>
<tr>
<td>Graduate school</td>
<td>1</td>
</tr>
<tr>
<td>Weather</td>
<td>1</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
</tr>
<tr>
<td>Education, in general</td>
<td>1</td>
</tr>
<tr>
<td>Living life</td>
<td>1</td>
</tr>
<tr>
<td>Feeling used</td>
<td>1</td>
</tr>
<tr>
<td>Future</td>
<td>1</td>
</tr>
<tr>
<td>Lack of assistance</td>
<td>1</td>
</tr>
<tr>
<td>Responsibilities, in general</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note: Question 23 What are the three most pressing problems you face as an individual (personal life)*?
Qualitative Results for Research Question 3

The responses to question 24, “What are the three most pressing problems you face as a special education teacher of students with ASD?” can be categorized into four overarching themes, which are Lack of Support, Concerns about Caseload and Teaching Expectations, Concerns for Meeting Student Needs, and lastly, Frustration with Unrealistic Policies and Perceptions of Educational System and Society. As with Question 23, it is important to note that participants were not asked to prioritize their list but simply list three problems, as outlined in Table 13.

Table 13

<table>
<thead>
<tr>
<th>Codes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum materials (lack of)</td>
<td>27</td>
</tr>
<tr>
<td>Caseload size</td>
<td>18</td>
</tr>
<tr>
<td>Excessive paperwork</td>
<td>17</td>
</tr>
<tr>
<td>Assistance</td>
<td>14</td>
</tr>
<tr>
<td>Parents of students</td>
<td>14</td>
</tr>
<tr>
<td>Support, in general</td>
<td>13</td>
</tr>
<tr>
<td>Student behavior</td>
<td>12</td>
</tr>
<tr>
<td>Student grouping</td>
<td>11</td>
</tr>
<tr>
<td>Colleagues’ attitudes</td>
<td>9</td>
</tr>
<tr>
<td>State standards</td>
<td>6</td>
</tr>
<tr>
<td>Student progress</td>
<td>5</td>
</tr>
<tr>
<td>Administrative support (lack of)</td>
<td>5</td>
</tr>
<tr>
<td>Certification status</td>
<td>4</td>
</tr>
<tr>
<td>Understanding of the disability (by others)</td>
<td>4</td>
</tr>
<tr>
<td>Personal finances</td>
<td>4</td>
</tr>
<tr>
<td>Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>Sense of Efficacy</td>
<td>3</td>
</tr>
<tr>
<td>Technology (lack of)</td>
<td>3</td>
</tr>
</tbody>
</table>
Lack of communication 2
Physical Demands 2
Meetings 2
District/state policies 2
Stress, in general 2
Pay 1
Age (own) 1
Worry 1
Student motivation 1
Professional opportunities 1
Job security 1
Organization 1
Training (lack of) 1
Patience (lack of) 1
Smell 1
Litigation (fear of) 1
Evaluation (own) 1
Minority 1

Note: Question 24 What are the three most pressing problems you face as a special education teacher of students with ASD?

Lack of Support is comprised of the following codes: Administrative Support (lack of), Assistance, Parents of Students, Support (in general), Colleagues’ Attitudes, and lastly, Inclusion. Assistance and Parents of Students were the most common codes identified, each with 14 instances identified. Support (in general) was the next most common code identified with 13 instances. Colleagues Attitudes was close behind with 9 instances where it was referred to in participants’ comments. Administrative Support (lack of) and Inclusion had 5 and 3 instances respectively.

Many participants simply listed “support” as one of the more pressing problems they face as a teacher of students with ASD. They referred to a lack of support from the district, from their colleagues, from parents/guardians of students, and from their site administrators. Comments like “not getting enough support needed,” “need more support from district personnel with behavior
problems,” “finding someone to answer questions,” “dealing with difficult parents,” “parents not following through,” “negative co-workers,” “peers are self-centered,” “respect of personnel” (lack of), “disrespect from my teaching position from the school community,” “administration which does not seem to be aware of the needs/abilities of the students I teach” to just share a few, are examples of the lack of support many teachers referenced in their responses to this question. Overall, Lack of Support was identified in some fashion in a total of 58 comments.

Concerns about Caseload and Teaching Expectations refer to several of the identified codes. This broad theme speaks to the feelings participants’ had regarding there being too many students, who are heterogeneously grouped, on their caseload resulting in excessive paperwork and administrative duties. They also touched upon their concerns regarding increasing standards and academic expectations despite not having adequate training or resources. These concerns seemed to tie into the physical and emotional exhaustion they expressed they are feeling.

Specifically, Caseload Size, Paperwork, Certification Status, Student Grouping, Sense of Efficacy, Physical Demands, Age, Stress, Worry, Student Behavior, Meetings, Curriculum (lack of), Technology (lack of), and Organization were the codes that were categorized under this theme. Comments such as “administrative demands of caseload,” “range in students cognitive abilities are extreme,” “resources and materials are not available,” “too much documentation,” “I do not have the ASD Certification and do not have the desire to go back to
school to get one,” “emotional demands (stress),” “behavior issues,” “it is very physically demanding,” and “always feeling like I am not doing enough for my students” speak to the codes that were identified.

The theme Concern for meeting student needs addressed concerns such as lack of time to complete duties and plan during the school day. Additionally, worry and stress about other duties, lack of opportunities, attitudes that prevent efforts to promote inclusion and academic progress were articulated. Codes such as Student Progress, Student Motivation, Time Management, and Training are linked to this theme. Participants shared comments such as “maintaining student progress,” “planning for 6 preps,” “not enough time to plan,” “how to motivate students,” “measuring gains,” “always wanting to give the students more time and instruction,” “resistance to inclusion,” and “lack of training” that capture the essence of the identified codes.

The last theme identified, Frustration with Unrealistic Policies and Perceptions of Educational System and Society links to the codes State Standards, District/State Policies, and Pay. Comments made such as “spending too much time of what the state wants instead of what my students need for life,” “unrealistic expectations from the state of Florida,” “being responsible for teaching New SSS and access Points,” “EET (empowering teachers)- what a joke!!!,” “district assessments not appropriate for ASD,” “being evaluated by a non-ESE rubric,” and “way too overworked for the small amount of pay” clearly addresses the participants’ perceptions, concerns, and frustration regarding state and district policies.
Part Two: Research Questions 4-8

Multiple Regression Results for Research Question Four: Microsystem

Research Question 4:

To what extent, if any, is there a relationship between personal factors (microsystem) such as family dynamics, relationships with students, classroom environment and the intent of teachers of students with ASD to remain in the profession?

Dependent/Outcome Variable

As previously stated, the dependent/outcome variable for this study was the intent of teachers of students with ASD to remain in the profession (labeled as *ASD staying*). ASD staying consisted of seven items as possible response categories to the question: *Imagine that in determining your job this year, there are no constraints in terms of seniority, union, contract requirement, certification barrier, etc., what would you choose as your main work activity for the school year?*

The seven possible response categories with their frequencies are outlined in Table 14. An overwhelming 71.1% of participants indicated they would *Remain in this position as a teacher of students with ASD* with 4% indicating they would *Be a teacher of students with ASD in a new school*. Those who indicated they would *Remain in special education but not with students with ASD* accounted for 10.8% of the response total. A total of 4.8% of participants chose *Leave special education but remain in teaching* as their response to this question while 9.6% and 4.8% chose *Leaving teaching but remain in education*
(administration, etc.) and Leave education all together, respectively. It is important to note that the first two response items, Remain in this position as a teacher of students with ASD, Be a teacher of students with ASD in a new school, were combined and recoded for analysis since the categories were so similar. The resulting outcome variable, therefore, ranged from 1 to 6 with smaller values representing a greater intent to stay in the profession. The mean score for ASD Staying was 1.73 \( (SD= 1.47) \) with skewness equal to 1.88 and kurtosis equal to 2.07.
Table 14

Response Item Frequency: Dependent Variable of Intent of Teachers of Students with ASD to Remain in the Profession

<table>
<thead>
<tr>
<th>Response Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain in this position as a teacher of students with ASD</td>
<td>71.1%</td>
</tr>
<tr>
<td>Be a teacher of students with ASD but in a new school</td>
<td>4.8%</td>
</tr>
<tr>
<td>Remain in special education but not with students with ASD</td>
<td>10.8%</td>
</tr>
<tr>
<td>Remain in special education but in a new school district</td>
<td>0</td>
</tr>
<tr>
<td>Leave special education but remain in teaching</td>
<td>2.3%</td>
</tr>
<tr>
<td>Leave teaching but remain in education (i.e. administration, etc.)</td>
<td>6.2%</td>
</tr>
<tr>
<td>Leave education all together</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Note: Question 20: Imagine that in determining your job this year, there are no constraints in terms of seniority, union, contract requirement, certification barrier, etc., what would you choose as your main work activity for the school year?
Independent/Predictor Variables

There were six independent/predictor variables- teacher’s satisfaction with students, teacher efficacy, married (yes/no), children (yes/no), age, and teaching load- associated with the Microsystem that were used in the multiple regression to address research question four. Teacher satisfaction with students speaks to the special educator’s satisfaction/dissatisfaction with student motivation, relationships with students, student respect for teacher, student discipline, and student progress. Frequency counts for the five items that represent student satisfaction are outlined in Table 15.

The vast majority of teachers were either “satisfied” or “somewhat satisfied” with each of these areas. Specifically, 54.7% were at least “somewhat satisfied” with students’ motivation while an overwhelming 84.6% were “satisfied” with their relationships with their students. Approximately 79% of participants were “satisfied” with the respect students have for them while 44.9% were “somewhat satisfied” with their students’ behavior. Almost half of the teachers were “satisfied” with their students’ progress with 47% responding so.
Table 15

*Response Frequency: Teachers’ Satisfaction with Students*

<table>
<thead>
<tr>
<th>Student Satisfaction</th>
<th>N</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ motivation to learn</td>
<td>75</td>
<td>29.3%</td>
<td>54.7%</td>
<td>10.7%</td>
<td>5.3%</td>
</tr>
<tr>
<td>My relationship with students</td>
<td>78</td>
<td>84.6%</td>
<td>12.8%</td>
<td>2.6%</td>
<td>0</td>
</tr>
<tr>
<td>Respect my students have for me</td>
<td>79</td>
<td>78.5%</td>
<td>15.2%</td>
<td>3.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Student discipline and behavior</td>
<td>78</td>
<td>35.9%</td>
<td>44.9%</td>
<td>19.2%</td>
<td>0</td>
</tr>
<tr>
<td>Student progress and accomplishments</td>
<td>82</td>
<td>47.6%</td>
<td>39.0%</td>
<td>9.8%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

*Note:* Items were scaled from 1 (Satisfied) to 4 (Dissatisfied). Smaller values represented greater satisfaction with their relationships with students and students’ overall performance and behavior.
A composite score of the special education teachers’ satisfaction with students was created by taking a mean of the five items. Cronbach’s alpha for the set of scores was .75. The mean for the student satisfaction subscale was 1.61 ($SD=0.50$) with a skewness value of 0.91 and kurtosis value of 0.33. It is important to note that these five items were scaled from 1 (Satisfied) to 4 (Dissatisfied) with smaller values representing special educators’ greater satisfaction with students.

Efficacy addressed the teachers’ perspective on their personal efficacy. Specifically, efficacy addresses teachers’ agreement/disagreement with student performance being dependent upon the home environment, getting through to students, teaching concepts, dealing successfully with behavior, and making a difference in the lives of their students. Frequency counts for the five items that represent efficacy are outlined in Table 16.
<table>
<thead>
<tr>
<th>Efficacy</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>When it comes right down to it, a special education teacher really cannot do much because most of a student’s motivation and performance depends on his or her home environment. <em>(Reversed order of the weight of the Likert scale)</em></td>
<td>79</td>
<td>6.3%</td>
<td>15.2%</td>
<td>29.15</td>
<td>*49.4%</td>
</tr>
<tr>
<td>If I try really hard, I can get through to even the most difficult or unmotivated students.</td>
<td>79</td>
<td>55.7%</td>
<td>38.0%</td>
<td>5.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>If one of my students mastered a new concept quickly, it probably would be because I took the necessary steps in teaching that concept.</td>
<td>77</td>
<td>28.6%</td>
<td>61.0%</td>
<td>10.4%</td>
<td>0</td>
</tr>
<tr>
<td>I can generally deal successfully with my</td>
<td>79</td>
<td>77.2%</td>
<td>21.5%</td>
<td>1.3%</td>
<td>0</td>
</tr>
<tr>
<td>Statement</td>
<td>Value</td>
<td>71.8%</td>
<td>24.7%</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>students’ behavior problems in my classroom.</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that I am making a significant difference in the lives of my students.</td>
<td>85</td>
<td>71.8%</td>
<td>24.7%</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

*Note: Items were scaled from 1 (Agree) to 4 (Disagree), except * item. Smaller values represented a greater sense of personal efficacy.
The majority of special educators either “agreed” or “somewhat agreed” with these five items, except for the first response item. For the first item, 49.4% indicated they “disagree” with the notion that a special education teacher really cannot do much because most of a student’s motivation and performance depends on his or her home environment. More than half of the special education teachers “agree” that they can get through to even the most difficult or unmotivated students (55.7%). Many special education teachers, (61%), “somewhat agree” that if one of their students mastered a new concept quickly, it was probably because they took the necessary steps in teaching that concept. A majority of teachers “agree” that they can deal successfully with their students’ behavior problems in their classroom and feel they are making a significant difference in the lives of their students with 77.2% and 71.8% indicating they agree, respectively.

A composite score of the special education teachers’ sense of personal efficacy was created by taking a mean of the five items described above. Cronbach’s alpha for the set of scores was .49. The mean for the efficacy subscale was 1.54 (SD=0.42) with a skewness value of 0.69 and kurtosis value of 1.02. It is important to note that these five items were scaled from 1 (Agree) to 4 (Disagree), except for the first item in which the scale was reversed from 1 (Disagree) to 4 (Agree). Smaller values represented a greater sense of personal efficacy.

The predictor variables of married and children were categorical variables where married simply refers to the participant’s marital status, either married or
not married. Children refers to their parental status, either they have children or not. Age simply asked for the exact age of the participant in years. More than half of the special education teachers indicated they were married while 63.5% indicated they had children. The average age of the special educators participating was 40.

Teaching load addressed the participants’ agreement with the reasonableness of their overall teaching load, which included total number of students they have, number of students in their classes, age range of students, range of the student disabilities they serve, range of their students’ needs and abilities, severity of students, number of preps they have and lastly, the amount of time they spend handling student behavior problems. Table 17 provides frequency counts for the eight items that were used to represent teaching load.
Table 17

*Response Frequency: Teaching Load*

<table>
<thead>
<tr>
<th>Teaching Load</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students I have</td>
<td>81</td>
<td>56.8%</td>
<td>13.6%</td>
<td>11.1%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Number of students I have in my classes</td>
<td>81</td>
<td>55.6%</td>
<td>16.0%</td>
<td>12.3%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Age range of students I serve</td>
<td>81</td>
<td>63%</td>
<td>17.3%</td>
<td>11.1%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Range of student disabilities I serve</td>
<td>81</td>
<td>55.6%</td>
<td>23.5%</td>
<td>13.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Range of my students’ needs and abilities</td>
<td>81</td>
<td>40.7%</td>
<td>25.9%</td>
<td>21.0%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Severity of students I serve</td>
<td>81</td>
<td>48.1%</td>
<td>27.2%</td>
<td>17.3%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Number of preps I have</td>
<td>78</td>
<td>38.5%</td>
<td>21.8%</td>
<td>17.9%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Amount of time I spend handling student behavior problems</td>
<td>81</td>
<td>42%</td>
<td>24.7%</td>
<td>23.5%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

*Note:* Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater agreement that their teaching load is reasonable (b2).
The majority of the participants agreed with these eight items. Specifically, 56.8% “agree” that their teaching load is reasonable in terms of the total number of students they have. More than half of the special education teachers who participated also “agree” with the numbers of students they have actually in each of their classes at 55.6%. Many special education teachers, specifically 63%, “agree” with the reasonableness of the age range of students they serve while 55.6% “agree” with the reasonableness of the range of student disabilities they serve and 40.7% “agree” with the range of students' needs and abilities. A majority of teachers “agree” with the reasonableness of the severity of students they serve at 48.1%. A smaller majority at 38.5% “agree” with the number of preps they have while a slightly higher majority, 42%, “agree” with the reasonableness of the amount of time they spend handling student behavior problems.

A composite score of the special education teachers’ teaching load was created by taking a mean of these eight items described above. Cronbach’s alpha for the set of scores was .82. The mean for the efficacy subscale was 1.91 ($SD=0.74$) with a skewness value of 0.81 and kurtosis value of 0.19. It is important to note that these eight items were scaled from 1 (Agree) to 4 (Disagree), where smaller values represented a greater agreement that their teaching load is reasonable.

A multiple regression analysis was used to examine the relationship between these six predictors and the outcome of ASD Staying. Married and
Children were dummy variables, as indicated above. It is important to note that all six predictor variables were entered into the multiple regression model simultaneously. Multicollinearity of the predictors was examined and was not identified as a problem with the largest correlation occurring between Efficacy and Student Satisfaction ($r=0.44$) as seen in Table 18.

Table 18

Pearson Correlations for Variables in Research Question Four (n=66)

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ASD Staying</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student Satisfaction</td>
<td>0.18</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Efficacy</td>
<td>0.23*</td>
<td>0.44**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Married</td>
<td>-0.13</td>
<td>0.38**</td>
<td>0.17</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Children</td>
<td>0.10</td>
<td>0.15</td>
<td>0.17</td>
<td>0.28**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teaching Load</td>
<td>0.08</td>
<td>0.25*</td>
<td>0.25**</td>
<td>0.28**</td>
<td>0.139</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>7. Age</td>
<td>0.10</td>
<td>0.16</td>
<td>0.03</td>
<td>0.03</td>
<td>0.35**</td>
<td>-0.08</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note: Married was coded such that 0= Not married, 1= Married. Children was coded as 0= No children, 1= Children. Age was a self-reported exact age in years. *$p<0.05$ **$p<0.01$
Table 19 provides a summary of the multiple regression analysis. The $R^2$ for the model was .14 indicating that 14% of the variance in the special educators’ intent to stay in the profession was explained by the model. The $R^2$ was not significantly different from zero with $F=1.65$ and $p=.14$. Examination of the relationships of the individual predictors and the outcome variable, controlling for other predictor variables, revealed that married was the only predictor that had a significant relationship with the outcome ($\beta=-.29$, $p<.05$). Teachers who were married were more likely to indicate a greater intent of staying in the profession.
### Summary of Multiple Regression Analysis for Research Question Four

**Dependent Variable:** Remain in the field of Autism Spectrum Disorders

<table>
<thead>
<tr>
<th>Variables/Predictors</th>
<th>Model 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction (a)</td>
<td>.62</td>
<td>.43</td>
<td>.21</td>
<td></td>
</tr>
<tr>
<td>Efficacy (b1)</td>
<td>.62</td>
<td>.54</td>
<td>.15</td>
<td></td>
</tr>
<tr>
<td>Married (c)</td>
<td>-.84</td>
<td>.39</td>
<td>-.29</td>
<td></td>
</tr>
<tr>
<td>Children (d)</td>
<td>-.20</td>
<td>.40</td>
<td>.06</td>
<td></td>
</tr>
<tr>
<td>Teaching Load (b2)</td>
<td>.15</td>
<td>.25</td>
<td>.07</td>
<td></td>
</tr>
<tr>
<td>Age (e)</td>
<td>.01</td>
<td>.01</td>
<td>.13</td>
<td></td>
</tr>
</tbody>
</table>

N=66

\[ R^2 = .14 \]

**Note:**
- (a) Items were scaled from 1 (Satisfied) to 4 (Dissatisfied). Smaller values represented greater satisfaction with their relationships with students and students’ overall performance and behavior.
- (b) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of personal efficacy (b1) or a greater agreement that their teaching load is reasonable (b2).
- (c) Item was collapsed into: 0= Not married, 1= Married.
- (d) Item required a no/yes response: 0= No children, 1= Children.
- (e) Item required exact self-reported age in years.
Multiple Regression Results for Research Question Five: Mesosystem

Research Question 5:

To what extent, if any, is there a relationship between social factors (mesosystem) such as interactions with peers, perceptions of school culture, and the teachers’ perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?

Independent/Predictor and Dependent/Outcome Variables

There were five independent/predictor variables- colleagues, building administration, autonomy, professional aspects, and workload-associated with the Mesosystem that were used in the multiple regression model to address research question five. The dependent/outcome variable as previously described remained the same.

The predictor colleagues addresses the special educators’ interaction and relationships with peers in their current position. The majority of teachers “agreed” or “somewhat agreed” with positively stated items regarding their relationships with colleagues in all but one area. They majority “agreed” with feeling included, colleagues providing them feedback, having a colleague to confide in, respect of other teachers, getting assistance from colleagues, exchanging ideas with colleagues, and support of paraprofessional. However, the majority “disagreed” with the notion that colleagues understood what goes on in their classroom.
Frequency counts for the nine items that represent colleagues is presented in Table 20.
Table 20

*Response Frequency: Colleagues*

<table>
<thead>
<tr>
<th>Colleagues</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel included in what goes on in this school</td>
<td>75</td>
<td>37.3%</td>
<td>37.3%</td>
<td>17.3%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Most of the teachers in this school know what goes on in my classroom</td>
<td>72</td>
<td>9.7%</td>
<td>25.0%</td>
<td>26.4%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Teachers at this school come to me for advice</td>
<td>73</td>
<td>24.7%</td>
<td>45.2%</td>
<td>20.5%</td>
<td>9.6%</td>
</tr>
<tr>
<td>My fellow teachers provide me with feedback about how well I am doing</td>
<td>73</td>
<td>31.5%</td>
<td>26.0%</td>
<td>23.3%</td>
<td>19.2%</td>
</tr>
<tr>
<td>I have close colleagues with whom I can confide in at this school</td>
<td>74</td>
<td>67.6%</td>
<td>17.6%</td>
<td>5.4%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Most teachers in this school treat me with respect</td>
<td>72</td>
<td>73.6%</td>
<td>19.4%</td>
<td>6.9%</td>
<td>0</td>
</tr>
<tr>
<td>I am able to get advice or assistance from other teachers</td>
<td>77</td>
<td>63.6%</td>
<td>22.1%</td>
<td>10.4%</td>
<td>3.9%</td>
</tr>
<tr>
<td>I often exchange instructional ideas and</td>
<td>76</td>
<td>53.9%</td>
<td>27.6%</td>
<td>17.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>materials with other teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My paraprofessional supports me in carrying our daily instruction activities</td>
<td>79</td>
<td>74.7%</td>
<td>17.7%</td>
<td>3.8%</td>
<td>3.8</td>
</tr>
</tbody>
</table>

*Note:* (a) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationships with colleagues.
A composite score of the special educator’s agreement with the level of interaction and relationships with colleagues was created by taking a mean of the nine items. Cronbach’s alpha for the set of scores was .80. The mean for the colleague subscale was 1.84 (SD = 0.55) with a skewness value of 0.59 and kurtosis value of –0.27. It is important to note that these nine items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater sense of support and relationships with colleagues.

Building administration speaks to the relationships with and support from the building level administrator. Participants’ responses regarding their relationships with their building-level administrator (i.e., Principal) were overwhelmingly positive in that they all “agreed” with each positively stated item. Specifically, teachers “agreed” that they respected and trusted their administrator, that the principal helps them problem solve, that the principal attends to their feelings, provides current information regarding teaching, provides information regarding district policies, supports their ideas, provides explanations for practices, supports them with interactions with parents, understands their program, and provides overall leadership. Frequency counts for the 10 items that represented building administration are presented in Table 21.
<table>
<thead>
<tr>
<th>Building Administration</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Has my respect and trust</td>
<td>74</td>
<td>67.6%</td>
<td>27%</td>
<td>1.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Helps me solve problems</td>
<td>74</td>
<td>63.5%</td>
<td>18.9%</td>
<td>6.8%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Attends to my feelings and needs</td>
<td>73</td>
<td>54.8%</td>
<td>26.0%</td>
<td>12.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Provides current information about teaching/learning</td>
<td>72</td>
<td>51.4%</td>
<td>25.0%</td>
<td>15.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Informs me about school and district policies</td>
<td>74</td>
<td>74.3%</td>
<td>18.9%</td>
<td>5.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Supports my actions and ideas</td>
<td>74</td>
<td>68.9%</td>
<td>16.2%</td>
<td>12.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Explains reasons behind programs and practices</td>
<td>74</td>
<td>58.1%</td>
<td>29.7%</td>
<td>8.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Supports me in my interactions with parents</td>
<td>74</td>
<td>75.7%</td>
<td>20.3%</td>
<td>1.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Understands my program and what I do</td>
<td>74</td>
<td>45.9%</td>
<td>35.1%</td>
<td>8.1%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Provides leadership about what we are trying to achieve</td>
<td>77</td>
<td>55.8%</td>
<td>27.3%</td>
<td>7.8%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

*Note: Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationship with the building administrator.*
A composite score of the special educator’s agreement with the level of support and relationships with building administrators was created by taking a mean of the 10 items. Cronbach’s alpha for the set of scores was .93. The mean for the building administrator subscale was 1.56 ($SD= 0.67$) with a skewness value of 1.37 and kurtosis value of 1.39. It is important to note that these ten items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater sense of support and relationships with the building administrator.

The predictor subscale autonomy addressed the special education teachers’ sense of autonomy and consisted of six items. Specifically, regarding the sense of autonomy participants’ experience in their current position, the majority of participants “agree” with all items but one. Teachers did not feel they had a say in the students that were being assigned to their class but felt satisfied with their level of decision making power, choosing curriculum, scheduling of students, control over aspects that impact doing their job well, and making school level policy decisions. Frequency counts for these six items that represent autonomy are presented in Table 22.
Table 22

Response Frequency: Autonomy

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the current level of decision making power I have in my current position</td>
<td>79</td>
<td>63.3%</td>
<td>24.1%</td>
<td>3.8%</td>
<td>8.9%</td>
</tr>
<tr>
<td>I have input into which students are assigned to my class</td>
<td>78</td>
<td>24.4%</td>
<td>28.2%</td>
<td>12.8%</td>
<td>34.6%</td>
</tr>
<tr>
<td>I have the freedom to choose the curriculum that is appropriate form students</td>
<td>79</td>
<td>36.7%</td>
<td>35.4%</td>
<td>16.5%</td>
<td>11.4%</td>
</tr>
<tr>
<td>I have a say in the scheduling of my students</td>
<td>79</td>
<td>49.4%</td>
<td>27.8%</td>
<td>8.9%</td>
<td>13.9%</td>
</tr>
<tr>
<td>I have control over aspects of my job that I feel are important to doing it will</td>
<td>79</td>
<td>55.1%</td>
<td>24.4%</td>
<td>14.1%</td>
<td>6.4%</td>
</tr>
<tr>
<td>I have a say in making important decision about policies and practices in my school</td>
<td>78</td>
<td>21.5%</td>
<td>32.9%</td>
<td>31.6%</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

*Note:* Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of overall autonomy (i.e. decision making power).
A composite score of the special educator’s agreement with the level of autonomy was created by taking a mean of the six items. Cronbach’s alpha for the set of scores was .84. The mean for the autonomy subscale was 2.02 (SD=0.76) with a skewness value of 0.72 and kurtosis value of -0.47. It is important to note that these six items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater sense of autonomy.

The professional aspects subscale, which consists of seven items, speaks to the special educators’ level of satisfaction/dissatisfaction with the professional aspects of their job. The responses to this question were consistent in that the majority of teachers were “satisfied” overall with the professional aspects of their current position. They were “satisfied” with the ability of the special education colleagues and general education colleagues as well as the intellectual challenge of their job. They also felt “satisfied” with the opportunities available to them specifically as they related to professional advancement, designing and implementing innovative programs, participating in professional activities such as committees, and learning new strategies. Frequency counts for these seven items are presented in Table 23.
Table 23
Response Frequency: Professional Aspects

<table>
<thead>
<tr>
<th>Professional Aspects</th>
<th>N</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ability of my special education colleagues</td>
<td>76</td>
<td>56.6%</td>
<td>30.3%</td>
<td>7.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Professional ability of my general education colleagues</td>
<td>68</td>
<td>54.4%</td>
<td>39.7%</td>
<td>4.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Intellectual challenge in my job</td>
<td>73</td>
<td>71.2%</td>
<td>23.3%</td>
<td>4.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Opportunities for professional advancement</td>
<td>72</td>
<td>43.1%</td>
<td>34.7%</td>
<td>13.9%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Opportunities to design and implement innovative education programs</td>
<td>75</td>
<td>46.7%</td>
<td>32.0%</td>
<td>12.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Opportunities to participate in professional activities at the school and district level (e.g. committees)</td>
<td>75</td>
<td>64%</td>
<td>26.7%</td>
<td>5.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Opportunities to learn new teaching strategies and techniques</td>
<td>78</td>
<td>59%</td>
<td>24.4%</td>
<td>14.1%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

Note: Items were scaled from 1 (Satisfied) to 4 (Dissatisfied). Smaller values represented a greater satisfaction with opportunities available and views on professional aspects of their current position.
A composite score of the special educator’s satisfaction with the professional aspects of their job was created by taking a mean of the seven items. Cronbach’s alpha for the set of scores was .79. The mean for the professional aspects subscale was 1.60 (SD=0.54) with a skewness value of 0.98 and kurtosis value of 0.22. It is important to note that these seven items were scaled from 1 (Satisfied) to 4 (Dissatisfied) with smaller values representing a greater level of satisfaction with the professional aspects of their current position.

The predictor workload addressed participants’ level of agreement/disagreement with their current workload and consisted of seven items. Specifically, this subscale speaks to their agreement with the manageability of their workload, the communication of job responsibilities, teaching with adequate materials, participation in meetings and completing paperwork, the number of hours they work after school, having access to related services, and assistance with students identified as non-native English speakers. Frequency counts for these seven items are presented in Table 24.
<table>
<thead>
<tr>
<th>Workload</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the manageability of my current workload</td>
<td>81</td>
<td>29.6%</td>
<td>30.9%</td>
<td>16.0%</td>
<td>23.5%</td>
</tr>
<tr>
<td>My job responsibilities have been clearly communicated to me</td>
<td>80</td>
<td>57.5%</td>
<td>31.3%</td>
<td>10.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>I am teaching with adequate resources and materials to do my job properly</td>
<td>80</td>
<td>26.3%</td>
<td>38.8%</td>
<td>18.8%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Paperwork and meetings interfere with teaching <em>(Reversed order of the weight of the Likert scale)</em></td>
<td>81</td>
<td>*56.8%</td>
<td>25.9%</td>
<td>14.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>The number of hours I work outside of the school day is reasonable</td>
<td>80</td>
<td>16.3%</td>
<td>22.5%</td>
<td>31.3%</td>
<td>30.0%</td>
</tr>
<tr>
<td>I have access to the necessary related services (e.g. OT/PT, Speech, etc.) to adequately serve my students</td>
<td>81</td>
<td>59.3%</td>
<td>28.4%</td>
<td>9.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Statement</td>
<td>Count</td>
<td>54.5%</td>
<td>23.4%</td>
<td>9.1%</td>
<td>13.0%</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>I have the assistance I need for working with “English as a Second Language” students</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater feeling of agreement with appropriateness of work related duties and resources needed to do work well.*
A composite score of the special educator’s agreement with their current workload was created by taking a mean of the seven items. Cronbach’s alpha for the set of scores was .66. The mean for the workload subscale was 2.23 ($SD=0.55$) with a skewness value of 0.35 and kurtosis value of -0.23. It is important to note that these seven items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater feeling of agreement with appropriateness of work related duties and resources needed to do work well.

A multiple regression analysis was used to examine the relationship between these five predictors and the outcome of ASD Staying. It is important to note that all five predictor variables were entered into the multiple regression model simultaneously. Multicollinearity of the predictors was examined and was not identified as a problem with the largest correlation occurring between Colleagues and Autonomy ($r = .61$) as seen in Table 25.
Table 25

*Pearson Correlations for Variables in Research Question Five (n=67)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ASD</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Colleagues</td>
<td>.16</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Building Administration</td>
<td>.25**</td>
<td>.60**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Autonomy</td>
<td>.31**</td>
<td>.61**</td>
<td>.55**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Professional Aspects</td>
<td>.20*</td>
<td>.54**</td>
<td>.60**</td>
<td>.50**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>6. Workload</td>
<td>.09</td>
<td>.18</td>
<td>.23*</td>
<td>.40**</td>
<td>.24*</td>
<td>1.00</td>
</tr>
</tbody>
</table>

*Note:* *p<.05  **p<.01

Table 26 provides a summary of the multiple regression analysis for model 2. The $R^2$ for this model was .11 indicating that 11% of the variance in the special educators' intent to stay in the profession was explained by the model. The $R^2$ was not significantly different from zero with $F=1.56$ and $p=.18$. Examination of the relationships of the individual predictors and the outcome variable, controlling for other predictor variables revealed no predictors that had a significant relation with the outcome.
Table 26

Summary of Multiple Regression Analysis for Research Question Five

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues (a)</td>
<td>-.29</td>
<td>.43</td>
<td>-.11</td>
</tr>
<tr>
<td>Building Administration (b)</td>
<td>.33</td>
<td>.37</td>
<td>.14</td>
</tr>
<tr>
<td>Autonomy (c)</td>
<td>.55</td>
<td>.31</td>
<td>.30</td>
</tr>
<tr>
<td>Professional Aspects (d)</td>
<td>.08</td>
<td>.40</td>
<td>.03</td>
</tr>
<tr>
<td>Workload (e)</td>
<td>-.11</td>
<td>.36</td>
<td>-.04</td>
</tr>
</tbody>
</table>

N = 67

$R^2 = .11$

*Note:* (a) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationships with colleagues.

(b) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationship with the building administrator.

(c) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of overall autonomy (i.e. decision making power).

(d) Items were scaled from 1 (Satisfied) to 4 (Dissatisfied). Smaller values represented a greater satisfaction with opportunities available and views on professional aspects of their current position.

(e) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater feeling of agreement with appropriateness of work related duties and resources needed to do work well.
Multiple Regression Results for Research Question Six: Exosystem

Research Question 6:

To what extent, if any, is there a relationship between societal factors (exosystem) such as their perceptions of their role in the community at large, and the teachers’ perceptions of the setting in which the school is based and the intent of teachers of students with ASD to remain in the profession?

Independent/Predictor and Dependent/Outcome Variables

There were two independent/predictor variables-recognition and relationships- associated with the Exosystem that were used in the multiple regression to address research question six. Recognition addresses the frequency with which the participants’ received formal or informal recognition from a variety of sources (i.e. students, parents, administration, etc.). Table 27 provides frequency counts for the eight items that represented recognition. Specifically, teachers indicated they received recognition from students, parents of their students, and family and friends most “often” at 31%, 56.3%, and 60%, respectively. They indicated they “sometimes” received recognition from special education colleagues (43.7%), their building administrator (35.7%), district administrator (43.1%), and their community (31.9%). There was an interesting split between receiving recognition “sometimes” or “seldom” from general education colleagues with both at 32.4%. 

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Table 27

*Response Frequency: Recognition*

<table>
<thead>
<tr>
<th>Recognition</th>
<th>N</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never or almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>71</td>
<td>31.0%</td>
<td>29.6%</td>
<td>16.9%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Special education colleagues</td>
<td>71</td>
<td>32.4%</td>
<td>43.7%</td>
<td>16.9%</td>
<td>7.0%</td>
</tr>
<tr>
<td>General education colleagues</td>
<td>68</td>
<td>20.6%</td>
<td>32.4%</td>
<td>32.4%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Building administrator</td>
<td>70</td>
<td>28.6%</td>
<td>35.7%</td>
<td>22.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>District special education personnel</td>
<td>72</td>
<td>12.5%</td>
<td>43.1%</td>
<td>16.7%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Parents of your students</td>
<td>71</td>
<td>56.3%</td>
<td>25.4%</td>
<td>12.7%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Your family and friends</td>
<td>70</td>
<td>60.0%</td>
<td>27.1%</td>
<td>2.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>The community in which you teach</td>
<td>72</td>
<td>19.4%</td>
<td>31.9%</td>
<td>25.0%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

*Note:* Items were scaled 1 (Often) to 4 (Never or almost never). Smaller values represented a higher frequency of receiving recognition.
A composite score of the frequency special educator’s obtained recognition was created by taking a mean of the eight items. Cronbach’s alpha for the set of scores was .80. The mean for the variable recognition was 2.15 ($SD=0.36$) with a skewness value of 0.77 and kurtosis value of 0.54. It is important to note that these eight items were scaled from 1 (Often) to 4 (Never or almost never) with smaller values representing greater frequency of obtaining recognition from a variety of sources.

The subscale relationships addressed the relationships these special educators have with parents of students and agencies within the community. Frequency counts are presented in Table 28. Specifically, the majority of participants “agree” with the level of assistance obtained from community groups, such as the local Center for Autism and Related Disabilities (CARD) (38%), and community agencies, such as Agency for Persons with Disabilities (APD) (30%) as well as having the respect and support of their students’ parents (68.5%) and having a good relationship with the students’ parents (82.7%) despite only “somewhat agreeing” with the level of involvement of the students’ parents.
Table 28

**Response Frequency: Relationships**

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the cooperation of community agencies (APD, Voc. Rehab., etc.)</td>
<td>30.0%</td>
<td>21.4%</td>
<td>8.6%</td>
<td>7.1%</td>
<td>32.9%</td>
</tr>
<tr>
<td>There are community groups (both for profit and nonprofit, e.g. CARD) that assist me in teaching my goals</td>
<td>38.0%</td>
<td>25.4%</td>
<td>14.1%</td>
<td>9.9%</td>
<td>12.7%</td>
</tr>
<tr>
<td>There are businesses in the community that work with me in reaching the transition goals of my students.</td>
<td>18.3%</td>
<td>22.5%</td>
<td>5.6%</td>
<td>16.9%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Most of my students’ parents are involved in their child’s education</td>
<td>37.8%</td>
<td>39.2%</td>
<td>10.8%</td>
<td>12.2%</td>
<td>0</td>
</tr>
<tr>
<td>Most of my students’ parent respect and support the things I do in my classroom</td>
<td>68.5%</td>
<td>23.3%</td>
<td>6.8%</td>
<td>1.4%</td>
<td>0</td>
</tr>
<tr>
<td>I have good relationships with the parent of my students</td>
<td>82.7%</td>
<td>16.0%</td>
<td>0</td>
<td>1.3%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note:* Items were scaled 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of having relationships to those in the community.
A composite score of the special educator’s agreement with their views on the relationships they have was created by taking a mean of the six items. Cronbach’s alpha for the set of scores was .75. The mean for the relationships subscale was 1.51 (SD=0.68) with a skewness value of 1.08 and kurtosis value of 1.52. It is important to note that these six items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater sense of having relationships to those in the community.

A multiple regression analysis was used to examine the relationship between these two predictors and the outcome of ASD Staying. It is important to note that these two predictor variables were entered into the multiple regression model simultaneously. Multicollinearity of the predictors was examined and was not identified as a problem with the largest correlation occurring between the two variables (recognition and relationships) (r= .46) as seen in Table 29.
Table 29

**Pearson Correlations for Variables in Research Question Six (n=59)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.ASD Staying</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.Recognition</td>
<td>.33**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.Relationships</td>
<td>.26*</td>
<td>.46**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: *p<.05  **p<.001

Table 30 provides a summary of the multiple regression analysis for research question six. The $R^2$ for the model was .12 indicating that 12% of the variance in the special educators’ intent to stay in the profession was explained by the model. The $R^2$ was significantly different from zero however, with $F=4.12$ and $p=.02$. Examination of the relationships of the individual predictors and the outcome variable, controlling for other predictor variables, revealed that the variable recognition was the only predictor variable that had a significant relationship with the outcome ($\beta=.27$, $p=.05$). In other words, teachers who received recognition more often were more likely to indicate a greater intent of staying in the profession.
### Table 30

**Summary of Multiple Regression Analysis for Research Question Six**

**Question 6**

**Model 3**

Model 1 Dependent Variable: Remain in the field of Autism Spectrum Disorders

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition (a)</td>
<td>.65</td>
<td>.33</td>
<td>.27*</td>
</tr>
<tr>
<td>Relationships (b)</td>
<td>.30</td>
<td>.31</td>
<td>.13</td>
</tr>
</tbody>
</table>

*N= 59

*R²= .12

**Note:**
- (a) Items were scaled 1 (Often) to 4 (Never or almost never). Smaller values represented a higher frequency of receiving recognition.
- (b) Items were scaled 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of having relationships to those in the community.
- (c) *p=.05
Multiple Regression Results for Research Question Seven: Macrosystem

Research Question 7:

To what extent, if any, is there a relationship between systemic factors (macrosystem) such as the teachers’ perceptions of their role in society at large, and their relationships to those in “power” and the intent of teachers of students with ASD to remain in the profession?

Independent/Predictor and Dependent/Outcome Variables

There were three independent/predictor variables—building administration, district administration, and relationships—associated with the Macrosystem that were used in the multiple regression to address research question seven. As previously discussed in multiple regression model two, building administration addressed the relationship and level of support participants indicated they had with their building administrator and was represented by ten items. Table 21 provides the response frequency for building administration.

A composite score of the participants’ agreement with the level of support from and relationships with their building administrators was created by taking a mean of the ten items. Cronbach’s alpha for the set of scores was .93. The mean for the building administrator subscale was 1.56 (SD=0.67) with a skewness value of 1.37 and kurtosis value of 1.39. It is important to note that these ten items were scaled from 1 (Agree) to 4 (Disagree) and smaller values represented a greater sense of support and relationships with the building administrator.
District administration addressed the relationship and level of support participants indicated they had with their district level administrator. This subscale was represented by 10 items as well. Similar to responses regarding relationships with and support from building level administrators, participants’ responses regarding their relationships with their district level administrator was overwhelmingly positive in that they “agree” with nine of the ten positively stated items, with the exception resulting in a majority of “somewhat agree” responses. Specifically, teachers “agree” that they respected and trusted their district level administrator, that this administrator helps them solve problems, provides current information regarding teaching, provides information regarding district policies, supports their ideas, provides explanations for practices, supports them with interactions with parents, understands their program, and provides overall leadership. The majority of these special educators indicated they “somewhat agree” that the district level administrator attends to their feelings and needs. Table 31 presents frequency counts for these ten items, which were used to represent district administration.
Table 31

Response Frequency: District Administration

<table>
<thead>
<tr>
<th>Building Administration</th>
<th>N</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has my respect and trust</td>
<td>70</td>
<td>57.1%</td>
<td>28.6%</td>
<td>10.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Helps me solve problems</td>
<td>69</td>
<td>43.5%</td>
<td>26.1%</td>
<td>21.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Attends to my feelings and needs</td>
<td>68</td>
<td>33.8%</td>
<td>38.2%</td>
<td>19.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Provides current information about teaching/learning</td>
<td>70</td>
<td>51.4%</td>
<td>22.9%</td>
<td>18.6%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Informs me about school and district policies</td>
<td>69</td>
<td>50.7%</td>
<td>26.1%</td>
<td>15.9%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Supports my actions and ideas</td>
<td>68</td>
<td>44.1%</td>
<td>35.3%</td>
<td>14.7%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Explains reasons behind programs and practices</td>
<td>69</td>
<td>47.8%</td>
<td>27.5%</td>
<td>17.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Supports me in my interactions with parents</td>
<td>71</td>
<td>43.7%</td>
<td>29.6%</td>
<td>18.3%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Understands my program and what I do</td>
<td>69</td>
<td>52.2%</td>
<td>29.0%</td>
<td>13.0%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Provides leadership about what we are trying to achieve</td>
<td>71</td>
<td>46.5%</td>
<td>31.0%</td>
<td>15.5%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Note: Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationship with the district-level administrator.
A composite score of the special educator’s agreement with their level of support from and relationship with their district level administrator was created by taking a mean of the ten items. Cronbach’s alpha for the set of scores was .96. The mean for the district level administration predictor subscale was 1.82 ($SD=0.83$) with a skewness value of 0.80 and kurtosis value of -0.50. It is important to note that these ten items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater sense of support from and relationship with the district-level administrator.

As previously described in the discussion of multiple regression model three, relationships speaks to the relationships the special education teachers have with the parents of their students and community. Frequency counts are presented in Table 28.

A composite score of the special educator’s agreement with their views on the relationships they have with parents and community agencies was created by taking the mean of the six items. The Cronbach’s alpha for the set of scores was .75. The mean for the relationships subscale was 1.51 ($SD=0.68$) with a skewness value of 1.08 and kurtosis value of 1.52. These six items were scaled from 1 (Agree) to 4 (Disagree) with smaller values representing a greater sense of having relationships to those in the community.

A multiple regression analysis was used to examine the relationship between these three predictors and the outcome of ASD Staying. As in the previous multiple regression models, all three predictor variables were entered into the multiple regression model simultaneously. Multicollinearity of the
predictors was examined and was not identified as a problem with the largest correlation occurring between the variable relationships and the outcome variable, ASD Staying \( (r=0.34) \) as seen in Table 32.

Table 32

*Pearson Correlations for Variables in Research Question Seven (n=56)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.ASD Staying</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.Building Administration</td>
<td>0.31**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.District Level Administration</td>
<td>0.19</td>
<td>0.31**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.Relationships</td>
<td>0.34**</td>
<td>0.30**</td>
<td>0.23*</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note:* \( *p<.05 \) \( **p<.01 \)

Table 33 provides a summary of the multiple regression analysis for research question four. The \( R^2 \) for the model was 0.17 indicating that 17% of the variance in the special educators’ intent to stay in the profession was explained by the model. The \( R^2 \) was significantly different from zero however, with \( F=3.59 \) and \( p=.02 \). Examination of the relationships of the individual predictors and the outcome variable, controlling for other predictor variables, revealed that the variable relationships was the only predictor variable that had a significant relationship with the outcome variable (\( \beta=.26, \ p=.05 \)). Therefore, special teachers...
who had relationships with parents of their students and community agencies were more likely to indicate a greater intent of staying in the profession.
Table 33

**Summary of Multiple Regression Analysis for Research Question Seven**

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>SE B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Administration (a)</td>
<td>.43</td>
<td>.28</td>
<td>.20</td>
</tr>
<tr>
<td>District Administration (b)</td>
<td>.11</td>
<td>.22</td>
<td>.07</td>
</tr>
<tr>
<td>Relationships (c)</td>
<td>.55</td>
<td>.27</td>
<td>.26*</td>
</tr>
</tbody>
</table>

N= 56

$R^2 = .17$

**Note:**
(a) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationship with the building administrator.
(b) Items were scaled from 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of support and relationship with the district-level administrator.
(c) Items were scaled 1 (Agree) to 4 (Disagree). Smaller values represented a greater sense of having relationships to those in the community.
(d) *p=.05
Research Question 8:
To what extent, if any, is there a relationship between the “individual” factors and the intent of teachers of students with ASD to remain in the profession?

Independent/Predictor and Dependent/Outcome Variables

There were five independent/predictor variables- married, children, years teaching, university training program, and certification- associated with the Individual domain that were used in the multiple regression to address research question eight. As previously discussed in multiple regression model one, the variable married refers to the participants’ marital status, either married or not married. More than half of the participants indicated they are married (54.8%). The variable children simply refers to the parental status of the participant, either they have children or they do not. The majority, 63.5%, of participants indicated they have children. Similarly, university training program refers to whether they completed a university special education teacher preparation program or not, which 73.8% of participants indicated they had. Certification refers to whether they hold the proper certification or not, which the majority do at 68.2%. Years teaching refers to how many years these participants have been teaching with the majority teaching between 4-6 years (24.7%).

Multiple regression analysis was used to examine the relationship between these five predictors and the outcome of ASD Staying. Once again, it is important to note that all five predictor variables were entered into the multiple
regression model simultaneously. Multicollinearity of the predictors was examined and was not identified as a problem with the largest correlation occurring between University training program and certification \( (r=.60) \) as seen in Table 34.

Table 34

_Pearson Correlations for Variables in Research Question Eight \( (n=78) \)_

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.ASD Staying</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.Married</td>
<td>-.03</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.Children</td>
<td>.15*</td>
<td>.33**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.Years Teaching</td>
<td>.27**</td>
<td>-.02*</td>
<td>.17</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.University Training Program</td>
<td>.22*</td>
<td>.07</td>
<td>-.16</td>
<td>.17</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>6.Certification</td>
<td>.11</td>
<td>.04</td>
<td>-.09</td>
<td>.17</td>
<td>.60**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

*Note: \*p<.05  **p<.01*

Table 35 provides a summary of the multiple regression analysis for research question five. The \( R^2 \) for the model was .14 indicating that 14% of the variance in the special educators’ intent to stay in the profession was explained by the model. The \( R^2 \) was significantly different from zero however, with \( F=2.36 \).
and $p=.04$. Examination of the relationships of the individual predictors and the outcome variable, controlling for other predictor variables, revealed that there were no predictor variables that had a significant relationship with the outcome variable.
Table 35

Summary of Multiple Regression Analysis for Research Question Eight

<table>
<thead>
<tr>
<th>Variable</th>
<th>$B$</th>
<th>SE $B$</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married (a)</td>
<td>-.34</td>
<td>.35</td>
<td>-.11</td>
</tr>
<tr>
<td>Children (b)</td>
<td>.60</td>
<td>.38</td>
<td>.20</td>
</tr>
<tr>
<td>Years Teaching (c)</td>
<td>.16</td>
<td>.10</td>
<td>.17</td>
</tr>
<tr>
<td>University Training Program (d)</td>
<td>.89</td>
<td>.56</td>
<td>.23</td>
</tr>
<tr>
<td>Hold Certification (e)</td>
<td>-.18</td>
<td>.76</td>
<td>-.03</td>
</tr>
</tbody>
</table>

$N=78$

$R^2=.14$

Note: (a) Item was collapsed into: 0= Not married, 1= Married.
(b) Item required a no/yes response: 0= No children, 1= Children.
(c) Items were scaled 1 (1-3 years) to 6 (More than 15 years). Smaller numbers represented less time teaching.
(d) Item required a yes/no response. 0= No university level special education training program completed, 1= University level special education training program completed.
(e) Items were collapsed into: 0= No certification, 1= Hold appropriate certification.
Summary of Findings

This chapter presented the Qualitative (open-ended survey item responses) and Quantitative (multiple regression) analysis results as linked to the eight research questions under exploration. The $R^2$ values ranged from .11 to .17, therefore 11% to 17% of the variance in the special educators’ intent to stay in the profession was explained by these models. Three of the five multiple regression models were statistically significant: model three addressing the Exosystem, model four addressing the Macrosystem, and model five addressing the Individual domain, which are discussed in greater detail in Chapter Five.

Individual predictor variables that were statistically significant, however, were found in models one, three, and four. Specifically, the predictor married in model one was significant indicating that those who are married have a greater intent to remain in the field of teaching students with ASD. In model three, the predictor recognition was statistically significant which indicates that those who receive recognition more often intend to stay in the field. The predictor relationships in model four was statistically significant therefore, those who have relationships with parents of their students and with community agencies have a greater intent to remain in the field.
Chapter Five
Discussion

Special education teacher attrition and retention is an on-going concern for most school districts throughout the United States (US DOE, 2009). Researchers such as Miller, Brownell, and Smith (1999) and Ingersoll (2001) have studied the attrition and retention rates of special educators as a whole, however, there continues to be a gap in the research literature regarding the attrition and retention of special educators working with specific populations of students (Boe, Cook, & Sunderland, 2008; Griffin-Shirley, Koenig, Layton et al., 2004) and in particular with regard to teachers of students with autism.

The purpose of this study was to examine the possible relationships between personal, social, societal, systemic, and individual factors and the intent of teachers of students with Autism Spectrum Disorder (ASD) to remain in the field. Specifically, this study focused on factors that coincide with Bronfenbrenner’s Ecological Systems, and the extent to which these factors are related to the intent of teachers of students with ASD to remain in the profession. These factors and Bronfenbrenner’s corresponding systems include (a) Individual, (b) personal (Microsystem), (c) social (Mesosystem), (d) societal (Exosystem), and (e). systematic (Macrosystem). The findings of this study indicate that relationships exist between factors associated specifically with the
Microsystem, the Individual, the Exosystem, and the Macrosystem and the intent of teachers of students with ASD to remain in the profession.

Microsystem (Personal Factors) and the Individual

The Microsystem refers to factors relating to family dynamics, relationships with students, and the overall classroom environment while the Individual refers more specifically to teacher demographic factors such as age and health. For the purposes of this discussion, the Microsystem and the Individual domains are presented together as there is significant overlap of factors associated with both.

Findings related to the Microsystem and the Individual emerged from responses to open-ended questions as well as multiple regression data analysis. Regarding responses to open-ended questions, by far, the leading code that emerged in response to item 21 as an explanation for what most impacted teachers’ intent to remain in the profession of teaching students with ASD was their emotional connection to these students. This response indicates that a strong commitment and genuine positive feelings toward students with ASD exist among the teachers surveyed. This finding was not noted in previous research literature as studies related to teacher retention have not focused specifically on teachers of students with ASD.

Additionally indicated as a positive response to open ended item 21 as a factor related to the Microsystem was School Environment. Teachers shared they felt comfortable in their current school environment and felt their school was the “best fit” for them as a professional. A school culture that is positive and
supportive of all students is an incentive to teachers intending to remain in the profession. Previous research corroborates this finding as studies revealed that teachers indicated that a lack of a comfortable school environment that is organized and safe impacted their decisions to remain in teaching (New York Special Education Department, 2004). The overall quality and condition of the school facility itself was also indicated in the research literature as a factor that influenced both general education and special education teachers' decisions to remain in teaching (Billingsley, 2004; Buckley, Schneider, & Shang, 2004; Darling-Hammond, 1998; Miller, Brownell, & Smith, 1999; Singh & Billingsley, 1996).

School Administration Support and Relationship with Colleagues, equally indicated seven times by participants, were also responses to the open-ended response item related to the Microsystem. Teachers' comments revealed strong feelings about the need for ongoing support from their school administrator (i.e., Principal) which was the most frequent finding shared in previous research studies. Several studies found the lack of principal support and overall leadership style of administrators greatly impacted teachers' (both general and special education) decisions to remain in teaching (Beck-Frazier, 2005; Billingsley, 2004; Charlotte Advocates for Education, 2004; Darling-Hammond, 1998; Gerstein, Keating, Yovankoff, & Harris, 2001; Menlove, Garnes, & Stazberg, 2004; Miller, Brownell, & Smith, 1999; New York Special Education Department, 2004; Singh & Billingsley, 1996). Teachers appreciate constructive feedback specifically from administrators who they feel understand their special
education program and who respect and trust. The same sentiments hold true for the *Relationships with Colleagues*. Special education teachers of students with ASD expressed a desire to be accepted by their ESE and general education peers and want to be involved in planning and in respectful dialogue on an ongoing basis. Special educators who have strong relationships with their peers indicate that these relationships are a factor that impacts their intent to remain in the field. This finding was consistent with the research literature in that support, or lack thereof, as well as non-accepting attitudes of general education teachers were found to influence teachers' intentions on remaining in the profession (Gerstein, Keating, Yovankoff, & Harniss, 2001; Menlove, Garnes, & Stazberg, 2004).

The most prevalent responses indicating factors that were deterrents to remaining in the field were *Excessive Caseload, Excessive Paperwork, and Time Management*. These factors, however, were not consistent with the previous research literature as those studies did not highlight these three areas as significant. Comments by respondents regarding *Excessive Paperwork* uncovered strong feelings of being unfairly overburdened by the amount of paperwork that is required of special education teachers as compared to their general education peers. Further exacerbating the issue of excessive paperwork is the substantial number of students on the special educators’ caseload as these teachers are responsible for generating and maintaining the required documentation for each student on their caseload. Despite these factors not being discussed in the current research literature, they are often cited by
teachers during professional observations. State-level paperwork reduction initiatives have been implemented as have policies capping teachers’ caseloads, but both have met with limited success.

Responses relating to *Time Management* revealed participants were concerned about having time for their family, time to complete work tasks such as lesson plans, grading, and creating materials, and lastly, time to take care of themselves (i.e., exercising, participating in relaxing activities, etc.). Teachers need time to complete work tasks as well as have time to plan with colleagues during the school day. Furthermore, they must be provided a sufficient number of non-student days so they may attend trainings during the work day as opposed to participating in professional development in the evenings and on the weekends. Professional development scheduled during non-student days allows for additional time with family and/or time for teachers to focus on their own well-being.

Responses to open-ended item 23 revealed *Personal Finances* was an additional deterrent to remaining in the profession of teaching students with ASD. Participants shared concerns about paying their personal bills, having funds to purchase items for their classroom, as well as expressing a general sense of unease relating to their overall yearly salary. Attention should be paid to the area of equitable financial compensation as school districts are not attracting and/or retaining quality teachers of students with ASD partly due to concerns of prospective and practicing teachers about their long term financial wellbeing if they enter or remain in the profession. This relationship between low salary and
poor retention rates is a common finding in attrition and retention research studies (Beck-Frazier, 2005; Billingsley, 2004; Miller, Brownell, & Smith, 1999).

Additional responses to open-ended item 23 indicated further deterrents including Health (own) and Children (own). More specifically, several respondents indicated current personal health issues as well as the desire to remain healthy influenced their intentions to remain in the field. Of most interest relating to responses indicating Health (own) factors, were participants’ comments about their mental health status. For example participants disclosed they had Bipolar Disorder, issues relating to anxiety, and Depression. Health, in terms of mental health, is typically not openly discussed with teachers but is an area that needs to be addressed as the number of teachers diagnosed with mental illness increases. The current research literature does not allude to or directly indicate that teachers’ health, mental health specifically, was a factor that influences their decisions to remain in teaching. State Departments of Education (DOE), universities, and school districts must provide teachers/pre-service teachers with the additional support and resources they need to be successful and more importantly, healthy.

In addition to open-ended response items 21 and 23, multiple regression model five addressed the relationships between the predictor variables specific to the Individual and intent to remain in the profession. These variables included Married (yes/no), Children (yes/no), Years Teaching, University Training Program (participated in or not) and Certification (hold appropriate certification). Through analysis of the data, it was determined that this multiple regression model was
statistically significant thereby indicating that the combination of these five predictors had a relationship with participants’ intentions to remain in the profession. This finding highlights the importance of State DOE implementing policies that require teachers of students with ASD to participate in specialized university teacher preparation programs and to hold the appropriate teaching certificate.

The Microsystem and the Individual domain account for a significant number of factors that are impacted by State DOE, University, and School District policies and procedures that relate to special education teachers’ intentions to remain in the profession.

Exosystem (Societal Factors)

The Exosystem refers to societal factors that include teachers’ perceptions of their role in the community. Specifically, multiple regression model three, which addressed research question, six related to the Exosystem. This multiple regression examined the relationships between two variables, Recognition (frequency of by a variety of sources) and Relationships (with students’ parents and community agencies) and the outcome variable, remaining in the profession of teaching students with ASD. In examining the relationships of these predictors and the outcome variable, it was discovered that the combination of the two predictors had a significant relation to the participants’ intentions to remain in the profession. State DOE, Universities, and School districts play a crucial role in providing funding and resources to support efforts to properly recognize outstanding teachers and opportunities for teachers to network and build
relationships with community partners and families of the students they serve. Surprisingly, current research literature does not specifically indicate that teachers are influenced by having relationships with students’ parents and community members nor having opportunities to be recognized.

**Macrosystem (Systemic Factors)**

For the purposes of this study, the Macrosystem refers to systemic factors such as teachers’ perceptions of their role in society and the relationships they have to those in “power.” Both open-ended responses as well as multiple regression analysis findings address the Macrosystem. Specifically, responses to open-ended item 24, revealed three common codes that address the Macrosystem. The themes that emerged were *Curriculum Materials (lack of), Time Management,* and lastly, *Caseload Size* (i.e., excessive caseload). Surprisingly, these findings are not eluded to or directly indicated in previous research relating to retention (or attrition) of teachers. Participants in this study, however, expressed feelings of frustration regarding not having the appropriate materials and resources needed to move their students’ along academically and behaviorally. They also indicated they didn’t have sufficient time to plan for classroom instruction accordingly. Lastly, they stated they had too many students for whom they were directly responsible.

*Curriculum Materials (lack of)* is a district, systemic issue as it is the school district’s responsibility to have procedures in place in order to determine the core and supplemental curriculum to be utilized for each course. It is also the district’s responsibility to have allocated sufficient funds, provided by the state, to
purchase adequate quantities of the curriculum to be utilized for all teachers as well as provide corresponding curriculum training for teachers to ensure the curriculum is being implemented with fidelity. *Time Management* can also be addressed through district policies and procedures. Time must be allocated to allow teachers the opportunity to complete work tasks, attend trainings, and plan with colleagues during the work day.

Similarly, *Caseload Size* is also deemed a systemic issue given that districts have policies in place to limit, or not limit, the size of teachers’ caseloads. Additionally as previously stated, special educators indicated that excessive paperwork is viewed as a “problem” so having an excessive caseload as allowed by the district only exacerbates that problem. Districts must be responsible for providing clear guidelines and overseeing how caseloads are determined for these teachers.

In addition to open-ended response question 24, multiple regression model four also specifically addressed the Macrosystem. This multiple regression addressed the relationships between the predictor variables, *Building Administration* (relationship with), *District Administration* (relationship with), and *Relationships* (with students’ parents and agencies within the community) and the outcome variable, remaining in the profession of teaching students with *ASD*. In examining the relationships of the individual predictors and the outcome variable, it was discovered that the combination of these three predictor variables had a significant relation to participants’ intentions to remain in the profession. As previously discussed, research literature supports these findings as studies
indicate the need for strong support from administration as an essential component in retaining teachers (Beck-Frazier, 2005; Billingsley, 2004; Charlotte Advocates for Education, 2004; Darling-Hammond, 1998; Gerstein, Keating, Yovankoff, & Harris, 2001; Menlove, Garnes, & Stazberg, 2004; Miller, Brownell, & Smith, 1999; New York Special Education Department, 2004; Singh & Billingsley, 1996). The State DOE, Universities, and the School District play vital roles in developing and providing ongoing training for current administrators, both school and district level, as well as for future administrators that address forging relationships with their faculty and staff. These stakeholders must also be actively involved in the process of developing policies and procedures that provide opportunities to build and support relationships between teachers and administration and teachers and community members.

Implications

Implications for School Districts

School districts across the United States continue to struggle to retain effective and qualified special education teachers, thereby, making developing teacher retention initiatives a priority (Boe, Cook, & Sunderland, 2008; Guarino, Santibaez, & Daley, 2006; Hahs-Vaughn & Sherff, 2008). Based upon the findings of this study, the following recommendations are made to assist school districts in further developing policies and procedures to retain teachers of students with ASD.

- Training for all Principals and Assistant Principals- Provide all school based administrators training that includes, but is not limited to,
information regarding the characteristics of students with ASD and strategies to support the teachers of these students in a respectful and meaningful manner (Beck-Frazier, 2005; Billingsley, 2004; Charlotte Advocates for Education, 2004; Darling-Hammond, 1998; Gerstein, Keating, Yovankoff, & Harris, 2001; Menlove, Garnes, & Stazberg, 2004; Miller, Brownell, & Smith, 1999; New York Special Education Department, 2004; Singh & Billingsley, 1996).

- **Training for District ASD Personnel-** Provide all district-level ASD team members training that includes how to properly and fairly evaluate teachers of students with ASD in order to provide them the most accurate feedback regarding their classroom practices. Just as important is to provide district-level ASD team members training regarding how to provide on-going support, specifically curriculum support, behavioral support, and case management support to these teachers.

- **Training for Teachers of students with ASD-** Provide training for teachers of students with ASD on how to build relationships with those in the community. More importantly, provide these teachers on-going training on the most recent, evidence-based strategies and methodologies that includes information regarding the latest statistics and trends in the field.

- **Recognition-** Provide several opportunities during the school year to publicly recognize and acknowledge the ongoing efforts and numerous accomplishments of teachers of students with ASD at the school and district levels.
• Financial Incentives- Provide a yearly stipend to those who teach students with ASD in an effort to offset costs of supplies that are not covered by the district. Provide an additional one-time stipend as teachers of students with ASD complete any additional certification programs and/or degrees in the area of ASD (Beck-Frazier, 2005; Billingsley, 2004; Miller, Brownell, & Smith, 1999).

Implications for University Teacher Preparation Programs

Colleges and Universities play a crucial role in the long term effect on teacher retention as teachers need to have a solid pedagogical background in order to feel confident when working with students, colleagues, and families of students with ASD. The recommendations for colleges and universities are as follows:

• University Coursework- Develop additional teacher preparation programs that have specific ASD “tracks” thereby providing specific coursework at both the undergraduate and graduate levels centered around best practices in the field of ASD (Miller, Brownell, & Smith, 1999).

• Field Experience- Provide pre-service teachers with additional opportunities to complete practicum or internships in classrooms for students with ASD so they can relate their university coursework to “real-world” experiences in the field.

• Collaboration with Local School Districts- Work with local school districts to provide ongoing training opportunities for certified teachers of students with ASD specific to latest research regarding best practices/strategies.
Additionally, develop and provide more intensive training for those that are alternatively certified.

Implications for State Policy Makers

The aforementioned recommendations cannot be implemented without the direct support of State policy makers. State Legislators and the State Department of Education must work in conjunction with school districts and support the districts’ efforts to recruit and retain quality special educators working with students with ASD. The following recommendations are made for state policy makers:

- Professional Development- Encourage participation by teachers of students in ASD and other school personnel in statewide ASD conferences by providing additional funding to districts or by providing scholarships so individuals can attend (Darling-Hammond, 1998; Gerstein, Keating, Yovankoff, & Harniss, 2001; Miller, Brownell, & Smith, 1999).

- ASD Endorsement- The state should enforce more rigorous requirements of an ASD endorsement to be added to an ESE teaching certificate and provide funding for teachers to complete the coursework to obtain it.

- Obtain Feedback from Teachers- Allow teachers of students with ASD an opportunity to voice their opinions and share their ideas on how to improve the education of students with ASD through surveys, focus groups, and/or “town hall” meetings.
Limitations

This study had several deliberate limitations. These limitations included the targeted research participants. Only special education teachers of students with ASD in self-contained settings were identified as participants. Additionally, these participants were drawn from only four school districts in Florida. Lastly, the only data collection instrument employed was the modified WSLSE survey that was disseminated via Survey Monkey ®.

Future Research

As outlined in Chapter 2, research has been conducted on attrition and retention of special educators in general but there continues to be a gap in the literature as it pertains to teachers of specific populations of students, particularly teachers of students with ASD. As such, the following recommendations are provided:

- Sample Size- Conduct this study on a larger scale by disseminating the survey instrument to all school districts in Florida and do comparisons of data obtained between districts and compare data between elementary, middle, and high school.

- Methodology- Conduct qualitative research involving this same targeted audience (i.e., teachers of students was ASD). Specifically, it is recommended that a series of interviews with a small number of participants take place as this would provide a rich description of the teachers' perceptions of the phenomenon of remaining in the field of ASD.
as a teacher. Valuable information can be obtained through the use of qualitative methods given the nature of this particular topic.

Information ascertained by future research conducted will add to the knowledge base regarding factors that relate to the intent of teachers of students with ASD to remain in the profession. More importantly, the information gathered from future research will again assist states, universities, and school districts with further developing initiatives targeting retaining quality teachers of students with ASD. All students are deserving of having highly qualified teachers and the educational outcomes for students with ASD specifically, are dependent upon stakeholders not only recognizing this fact but putting knowledge of this fact into action.
References


Fox, L., (2003, September 16). Addressing the needs of students with Autism. *Florida summit on teacher retention and support.* Symposium conducted at the meeting of the Center for Autism and Related Disabilities, Tampa, FL.


Appendices
Appendix A: Institutional Review Board (IRB) Documentation

IRB# Pro00001396

Dear Special Educator,

My name is Glenda “Dee” Koshy, a special educator working with individuals on the Autism Spectrum. I am also a Ph.D. candidate at the University of South Florida (USF) who is working on completing my doctoral dissertation study. To do this, I need the help of research participants who agree to take part in my research study.

As such, I am asking you to please consider taking part in my research study titled: “Perspectives of Teachers of Students with Autism Spectrum Disorders regarding the Factors Related to their Intent to Remain in the Profession”.

The following provides you with information regarding my study.

---

**Purpose of the study**

The purpose of this study is to

- Explore that factors that may impact your decision to remain in the profession of teaching students with Autism Spectrum Disorders (ASD).
- The data gathered will help to better inform those stakeholders who are responsible for developing incentive programs for teachers of students with ASD, develop more effective district-level training programs, and develop better university special education teacher preparation programs.

**Study Procedures**

If you take part in this study, you will be asked to

- Complete the anonymous survey via the internet through a program called “Survey Monkey”.
- Simply click on the link provided and you will automatically be directed to my survey.
- You can access my survey via this link: http://www.surveymonkey.com/s/5VNGQCS
- This survey should only take approximately 10-15 minutes of your time and again, it will be returned to me anonymously.

**Confidentiality**

I am the person in charge of this research study. However, other research staff may be involved and may see the data collected and or may act on behalf of the person in charge, such as my major professor, Dr. Ann Cranston-Gingras. By law, anyone who looks at your records must keep them completely confidential.

**Voluntary Participation / Withdrawal**

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. Your decision to participate or not to participate will not affect your student status or job status.
Questions, concerns, or complaints

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the Division of Research Integrity and Compliance of the University of South Florida at (813) 974-9343.

If you experience an unanticipated problem related to the research, please email me (Glenda Koshy) at dkoshy1@gmail.com.

Thank you in advance for your time and considering participating in my research study.

Sincerely,

Glenda Koshy
Ph. D. Candidate
Department of Special Education
University of South Florida
Study Identification Information
This is the first step in your Human Research Application. You will automatically be
guided to the appropriate forms needed to complete your submissions.

1.1.1 Study Title: (this title must be the same as the title on your protocol,
Investigators Brochure and most cases, informed consent document)
"Perspectives of Teachers of Students with Autism Spectrum Disorders Regarding
the Factors Related to their Intent to Remain in the Profession"

* Short Title: (this title will appear on your IRB approval letter)
Perspective of Teachers Regarding Factors Related to Remaining in the Profession

1.1.2 Study Description:
This study explores the possible relationships between personal (microsystem),
social (mesosystem), societal (exosystem), and systemic (macrosystem) factors
impacting special educators' intent to remain in the field of teaching students with
Autism Spectrum Disorders (ASD).

1.1.3 Grant or Other Title (Optional):

1.1.4 Provide a brief rationale for your additional study title and indicate how this
will be used:
School districts across the US are seeing an increase in students with moderate to
severe disabilities, including ASD, and in many instances are unable to keep up with
the demand for adequately trained teachers. There also continues to be a ongoing
gap in the research literature as it relates to the retention of teachers of students
with specific disabilities.

1.1.5 Principal Investigator/Student Investigator:
Glenda Koshy

1.1.6 Study Coordinator/Study Contact:
Glenda Koshy

1.1.7 Are there any Co-Investigators/Faculty Advisors involved in this study?
✓ Yes   ○ No

If yes, please add Co-Investigators:
Last Name    First Name    Organization             Profile
Cranston-Gingras  Ann  Adult, Career and Higher Education  00000181

If you are a student, you must list your Faculty Advisor as a Co-Investigator.

1.1.8 Are there any Key Personnel on this study? ☐   ○ Yes   ☒ No

If yes, please add Key Personnel/Study Staff:
Name    Organization    Roles on Study    Other Role On Study

There are no items to display

1.1.9 Is this study a resubmission of a study previously reviewed and/or approved by the USF IRB?
○ Yes  ○ No

If yes, please provide the Title and USF IRB/Pro Number for the study previously submitted and reviewed and/or approved by the USF IRB.

ID: Pro00001396  View: 1.2 Researcher Training Records

IRB Researcher Training Records
The following information is taken from your currently approved training records on your researcher profile.

1.2.1 Principal Investigator: Glenda Koshy
CV/Biosketch: vita.doc (0.01)
Certification Renewal Deadline: 2/1/2012

1.2.2 Study Team Certification and CV/Biosketch:

| First Name | Last Name | Dept | Certification Date | Certification Account Renewal Profile | ShowRBCertStatus CV | Certified current
|------------|-----------|------|-------------------|---------------------------------|---------------------|-------------------|
| Ann        | Cranston-Gingras | Adult, Career and Higher Education | 11/30/2009 | 11/29/2010 | Certification current | vita 2010.doc (0.01)

ID: Pro00001396  View: 1.3 Human Subjects Determination

Human Subjects Research Determination
Please provide answers to the following questions such that the IRB may make the final determination as to whether or not the activities you are proposing are or are not human subject research.

1.3.1 * Is this research? ☑
○ Yes  ○ No

1.3.2 * Does this research involve Human Subjects? ✓
○ Yes  ○ No

ID: Pro00001396  View: 1.4 Research for Educational Requirement

Research for Educational Requirement

1.4

1.4.1 Is this research being conducted to fulfill an educational requirement (such as a Dissertation or Thesis)?
- Yes  - No

If you are a student, you must list your Faculty Advisor as a Co-Investigator on Page 1 (Question 1.1.7).

Study Funding Information

1.5

1.5.1 Select appropriate funding sources for this study (Check all that apply):
- Federal Funding (i.e., grant)
- For-Profit (Industry)
- Non-Profit (Foundations, Voluntary Health Organization, etc.)
- State or Local Government
- Internally Funded (Investigator's Department)
- Principal Investigator is the Sponsor (FDA-Regulated Research Only)
- Non-Sponsored (No Funding)

1.5.2 USF Account Number for study:

1.5.3 Principal Investigator listed on the grant/contract:

1.5.4 Provide the complete grant/funding proposal (if applicable):

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Study Locations

Please indicate the location(s) where your study will be performed.

1.8

1.8.1 USF Sites (Add all that apply):
Facility

If Other:

1.8.2 USF Affiliate Sites (Check all that apply):

Name: FWA

There are no items to display

Please note that studies performed at the above listed affiliated sites will be routed to the Affiliate for review and approval prior to review by the USF IRB.

1.8.3 Non-USF or Non-Affiliate Sites (Check all that apply):

Name

Other

If Other: School districts

1.8.4 If sites not listed above will be used in your research, please list the names of those additional sites and indicate whether these sites are or are not affiliated with USF:

- Pasco County Public School system
- Pinellas County Public School system
- Hillsborough County Public School system
- Polk County Public School system
- Sarasota County Public School system

1.8.5 * State laws differ regarding human subjects research. As the Principal Investigator of this study are you planning to conduct research outside the State of Florida? (For example, if you are a USF faculty member and have been awarded a grant to conduct research in the State of Georgia, you would select yes.)

☐ Yes ☐ No

1.8.6 * As the Principal Investigator of this study, are you planning to conduct research outside of the United States?

☐ Yes ☐ No

1.8.7 * Are you one site in a group of sites conducting this research (i.e., is this a multi-site study)?

☐ Yes ☐ No

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Non-USF or Non-Affiliate Study Sites

You have indicated that some or all of your research will be conducted at a non-USF or non-Affiliate site.

1.8a

1.8a.1 * Do you have a letter of support from each site where this research is being carried out at a non-USF or non-Affiliate site?

☐ Yes ☐ No

If yes, please provide a letter(s) of support from an authorized person from each non-USF or non-Affiliate site where this research is being conducted.

Name

Version

If no, a letter of support must be submitted before approval from the USF IRB can be granted. Please complete the following:

Name of contact person at the site:

Telephone number of contact person:

E-mail address of contact person:

1.8a.2 * Does the non-USF or non-Affiliate site have an IRB that will review the research?
☐ Yes ☐ No

Please note that human participant research at non-USF or non-Affiliate sites does not fall under the purview of the USF IRB.

If yes, then provide the Federalwide Assurance (FWA) number of the non-USF or non-Affiliate site's IRB:

If no, please explain:
Each school district has their own research approval process.

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Study Summary

2.1

2.1.1 * State concisely the hypotheses and the associated objectives for your proposed research:
1. To what extent, if any, is there a relationship between personal factors (microsystem) such as family dynamics, relationships with students, classroom environment, and individual demographics (including gender, age, and race) and the intent of teachers of students with ASD to remain in the profession?
2. To what extent, if any, is there a relationship between social factors (mesosystem) such as interactions with peers, perceptions of school culture, and the teachers' perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?
3. To what extent, if any, is there a relationship between societal factors (exosystem) such as their perceptions of their role in the community at large, and the teachers' perceptions of the setting in which the school is based and the intent of teachers of students with ASD to remain in the profession?
4. To what extent, if any, is there a relationship between systematic factors (macrosystem) such as the teachers' perceptions of their role in society at large, and their relationships to those in power and the intent of teachers of students...
with ASD to remain in the profession?

Hypotheses
H-1: There is a relationship between personal factors (microsystem) and intent to remain in the profession of teaching students with ASD.

H-2: There is a relationship between social factors (mesosystem) and intent to remain in the profession of teaching students with ASD.

H-3: There is a relationship between societal factors (exosystem) and intent to remain in the profession of teaching students with ASD.

H-4: There is a relationship between systematic factors (macrosystem) and intent to remain in the profession of teaching students with ASD.

2.1.2 * Briefly provide a rationale and background for this study including, if available, 2 to 3 most recent citations, publications, research papers, etc. For biomedical studies please include relevant information from prior animal and human studies.

Retaining quality special educators is one of the most significant challenges within the field of special education today (Billingley, 2004; Hahs-Vaughn & Scherff, 2008; Ingersoll, 2001; Plecki, Eifers, & Knapp, 2005). Therefore, exploring the perceptions of factors in the Microsystem (i.e. personal), Mesosystem (i.e. social), Exosystem (i.e. societal), and lastly the Macrosystem (i.e. systematic), that may contribute to a special education teacher’s decision to remain in the profession of teaching students with ASD is crucial.

Despite multiple studies regarding teacher retention across content areas, research specific to special education teachers of students with low prevalence disabilities, specifically ASD, is significantly limited. Conducting research that explores factors that may impact special educators’ perceptions or contribute to their decisions to remain in or leave the profession is important for a number of reasons.

2.1.3 * Upload your study protocol/thesis/dissertation here: ☐

Name
Dissertation Proposal

Version 0.01

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View: 2.2 Required Reviews

2.2

2.2.1 * Requested IRB Review Type:

Name
☐ Exempt Chair Review in which research must meet regulatory criteria
☐ Expedited Chair Review in which research must meet regulatory criteria
☐ Full IRB Review Review by the fully convened IRB

2.2.2 Required Department Approvals (Select One or More Departments):

Department Name Special Education

Please note that studies performed by USF faculty, students, or staff MUST include a Department. The study will be electronically routed to the above listed USF Department for review and approval prior to submission to the USF IRB.

2.2.3 Required Affiliate Reviews:
Name: FWA
There are no items to display

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Exempt Study Qualification
If you check any of the items below, the study may be qualified for EXEMPT review status under federal guidelines; however, the final exempt determination must be made by the USF IRB.

Click on any of the exempt categories to read a full description of the types of research that qualify.

2.2a.1 * Select all that apply:
Question Text

☑ Category 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular or special educational instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. [45CFR46.101(b)]

☐ Category 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement) survey procedures, interview procedures, or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation. [45CFR46.101(b)]

☐ Category 3: Research involving the use of education tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Exemption category (2) (above) of this section if: (i) The human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statutes require, without University of South Florida Health Sciences Institutional Review Board exception, that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. [45CFR46.101(b)]

☐ Category 4: Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. [45CFR46.101(b)]

☐ Category 5: Research and demonstration projects which are conducted by or subject to approval of [federal] department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under these programs; (iii) possible changes or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payments for benefits or services under those programs. [45CFR46.101(b)]

☐ Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome Category 6: Food without additives is consumed, or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the Food and Drug Administration (FDA) or approved by the Environmental Protection Agency (EPA) or the Food

Exempt Application

2.3.1 Describe the targeted research population and their characteristics (gender, ethnicity, health status) that will meet your inclusion criteria:
Targeted research population includes teachers of students with Autism Spectrum Disorders whose demographic information would vary regarding gender and ethnicity.

Please note: The use of vulnerable classes of participants (e.g., prisoners, children, mentally disabled, etc.) may exclude this study from exempt certification. The enrollment of Medical Students requires an approval letter from the College of Medicine (COM) Medical Student Affairs Committee. The enrollment of Medical Residents requires an approval letter from COM Graduate Medical Education Committee. For more information on these committees, please contact the Associate Dean for Student Affairs in the USF Health College of Medicine.

2.3.2 Are you enrolling living individuals with whom you will have contact in this study?
☐ Yes ☐ No

If yes, describe how participants may be identified in this research including how you will avoid invading a person’s privacy when identifying them as a potential participant and address whether this will place them at any risk:
I will not have direct contact with the potential participants, however, the district contacts will forward them my cover letter via email which will have the online survey link embedded in order to protect their identity.

2.3.3 Do you plan to review existing data?
☐ Yes ☐ No

If you plan to use existing data, then please provide the source of the data for and indicate whether the data will contain identifiers of any kind:

If participants are providing private identifiable information about themselves or others, the study cannot be exempt.

2.4 Research Types

2.4.1 * Research Types:
Social-Behavioral

Methods & Procedures: Data/Specimen Collection

2.4.2 * Does this study involve data collection or analysis including surveys, questionnaires, or recordings?
☐ Yes  ☐ No

2.4.3 * Does this study involve specimen collection?
☐ Yes  ☐ No

3.1 Methods & Procedures: Social-Behavioral Research

3.1.1 Expected Start Date:
7/5/2010

Expected End Date:
10/1/2010

☐ Select all Social-Behavioral methods and procedures which apply to this study:
- Behavioral Observations and Experimentation
- Behavioral Interventions
- Deception
- Interview/Focus Groups
- Population Based Field Study
- Psychophysiological Recording
- Surveys & Questionnaires/Psychometric Testing
- Other Social-Behavioral Procedures

3.1.2 * Identify the type of research design (e.g., correlational, cross-over, qualitative, etc.) to be used in this research:
Correlational

3.1.3 * Concisely describe all of the research procedures that you will use to collect research data:

Pro00001396 - Perspective of Teachers Regarding Factors Related to Remaining in the ...

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Procedures to collect research data include a pilot study of 15-20 participants, tweaking of survey instrument, distribution of survey instrument via Survey Monkey, data analysis utilizing SPSS, and reporting results.

3.1.4 * Clearly indicate which procedures, if any, are new and might involve unforeseen risks to participants: N/A

3.1.5 Please indicate the time commitment of the participant (i.e., number of study visits, length of visit, length of participation in months or years, etc.). One-time completion of survey instrument which will take no longer than 20 minutes.

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Surveys and Questionnaires

3.5

3.5.1 Add information regarding all instruments used on this study:

<table>
<thead>
<tr>
<th>Name</th>
<th>Standard Instrument</th>
<th>Upload Instrument</th>
<th>Usage of Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Working in Schools: the Life of a Special Educator (WSLSE survey)</td>
<td>no</td>
<td>WSLSE survey</td>
<td>(0.01)</td>
</tr>
</tbody>
</table>

The WSLSE survey will be distributed via Survey Monkey to all potential participants, who are teachers of students with ASD in 5 central Florida School Districts. The survey will be completed without any identifiable information regarding the participants. Upon completion, survey data will be analyzed utilizing multiple regression procedures with SPSS. This uploaded version of the survey will be used in the pilot phase of the study and the results of the pilot study will be utilized to inform the larger survey distribution.

3.5.2 * Could any portion of the questioning be upsetting to the participants?
   - Yes  - No

3.5.3 If yes, please describe the nature of these questions and how you will refer research participants for counseling or other assistance:

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Methods & Procedures: Data Collection

5.1

You have indicated your study involves data collection and/or analysis of collected data (e.g. surveys, questionnaires, or recordings). Please answer the following questions.

5.1.1 * Will the data be collected prospectively (data does not currently exist)?
   - Yes  - No

https://eirb.research.usf.edu/Prod/Doc/0/E4BMS3487HKKVF37I8PU0AJ134/fromString... 4/29/2011
5.1.2 * Describe how the data will be collected:
Data will be collected via a survey administered through Survey Monkey

5.1.3 * Describe how long the collected data will be stored:
Data collected will be kept for a minimum of 5 years.

5.1.4 * Describe how the collected data will be used:
The data will be analyzed and used for the purposes of this dissertation.

5.1.5 * Is this study a retrospective chart/records review (data already exists)?
☐ Yes  ☐ No

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Study Population

6.1 Please check all that apply to describe the study population you are targeting for recruitment:

Study Population

☑ Normal Healthy Adult Subjects
☐ Children (Minor Subjects are defined as individuals who have not reached legal age to consent to the treatment or procedures in this research; e.g., State of Florida legal age is 18 years)
☐ Cognitively Impaired Individuals
☐ Employees or Students
☐ Prisoner
☐ Adult Patients (Defined as individuals seen in a clinical setting)
☐ Pregnant Women, Human Fetuses or Neonates
☐ Wards of the State
☐ Socially Disadvantaged Persons
☐ Other Adult Subjects

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Study Population (Cont.)

6.1 * List the inclusion criteria (specify the characteristics that must be met for individuals to be enrolled in your study, such as physical/mental/health status, gender, occupation, or diagnosis):
Potential participants will include special education teachers of students with Autism Spectrum Disorders (ASD) in self-contained educational settings in 5 central Florida

school districts who have been teaching at least one school year.

6.1.3  
* List the exclusion criteria (specify the characteristics that will exclude individuals from your study, such as physical/mental/health status, gender, age, race, occupation, or diagnosis) and justify why these persons will be excluded:
Any teachers who do not teach students with ASD in self-contained educational settings in the 5 targeted school districts or have been teaching less than one school year.

6.1a  
** Recruitment & Enrollment: Social-Behavioral**

6.1a.1  
* How many participants will be recruited (including drop-outs, withdrawals, etc.)?  
Approximately 150

6.1c  
** Study Population: Age & Recruitment**

6.1c.1  
* What is the age range of participants that will be recruited?  
22-65

6.1c.2  
* Describe your recruitment procedures including a) how you will identify potential participants, b) the steps for recruitment of participants, and c) who will have responsibility for recruitment:
  a- Potential participants will be identified by each district's respective ESE Supervisor  
  b- Upon receipt of list of potential participants, an email (cover letter) detailing the study will be distributed with a link to the survey if they choose to participate  
  c- This researcher will be responsible for recruitment

6.1c.3  
** Attach copies of any recruiting materials, e.g., flyers, brochures, advertisements.**

Name  
Survey Intro letter.doc  
Version  
0.01

6.1c.4  
* Describe how you will ensure the privacy of research subjects given the identification and recruitment procedures you have described above.  
The initial email (cover letter) will go out to all potential participants with a link to the online survey. If they choose to participate, they can complete the survey on line anonymously, without identifying information.

6.1c.5  
* How will you provide ample time for subjects to review the information and consider whether or not they wish to participate? Include how long subjects will have between receiving information regarding the study including review of the informed consent document and actually agreeing to

Ethnic and Racial Categories

6.1d.1 Please provide the number of Participants you plan to enroll by Ethnic and Racial Group (Note that totals will be calculated when you click 'Save'):

<table>
<thead>
<tr>
<th>Ethnic Category</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Ethnic Category: Total of All Participants</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Racial Categories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Island</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Racial Categories: Total of All Participants</strong></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

I do not plan to collect data related to race, gender or ethnicity. ✓

Please note that your total enrollment estimate of Ethnic Group members must equal your total enrollment estimate of Racial Category members.

Enrollment, Compensation, & Costs

6.2.1 Will any incentives (tokens of appreciation) or compensation (financial, stipends, etc.) be offered to investigators, research staff, or others for the identification, referral, recruitment, and/or enrollment of participants? ☐

☐ Yes ☐ No

If yes, describe the compensation or other incentives to investigators, research staff, or others:

Will compensation be offered to participants for their participation in the study?

6.2.2 Describe any costs that participants will incur because of participation (e.g., travel costs, parking fees, purchase of special materials, etc.) that are over and above the costs that would be incurred from standard care or services, were they not in this study. Indicate whether these costs will be reimbursed. In addition, describe any support that may be available to help defray costs to participants:

None

6.2.3 Do you intend to recruit individuals who are actively enrolled in another IRB approved study?

☐ Yes ☐ No

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Normal, Healthy Volunteers

6.3f

6.3f.1 Please select all that apply to describe your study population:

☐ Normal, healthy volunteers
☐ Elderly persons (>65) not cognitively impaired

6.3f.2 Target number of Normal, Healthy Volunteers:

150

6.s Study Population Summary

This is a summary page based on information you provided on previous pages. If the information is incorrect, please go back to the pertinent page and make the necessary changes. You cannot change anything on this page.

6.s.1 Number of participants by study population group:

Children (Minor Subjects):
Cognitively Impaired Individuals:
Employees and Students:
Prisoners:
Patients:
Normal, Healthy Volunteers: 150
Pregnant Women:
Viable Neonates or those of Uncertain Viability:
Nonviable Neonates:
Wards:
Socially Disadvantaged Persons:

Please note: If any of the above displayed estimates are incorrect, please return to
the appropriate section to change your estimates using the Jump To: Feature.

6.s.2 Targeted total enrollment at this site: Approximately 150;

6.s.3 Targeted participant enrollment at all sites (this applies only to biomedical
multi-center studies):

ID: Pro00001396

Informed Consent Determination

7.1a

7.1a.1 * Are you obtaining written, signed informed consent?
☐ Yes ☐ No

7.1a.2 * In addition to obtaining written, signed informed consent for this study, will
you also be requesting a waiver of informed consent for a portion of the
study.
☐ Yes ☐ No

ID: Pro00001396

Waiver of Consent: Process or Documentation

7.1c

7.1c * If you are not obtaining written informed consent, indicate the
type of waiver you are requesting (check any or all that apply):

- Description

Waiver of documentation of consent, that is, waiver of the signature on the consent
form (e.g. This is typically used for cover sheets for surveys, telephone consent,
verbal scripts)

Consent Forms & Process of Consent

7.2

7.2.1 Please follow the link below to access the USF IRB Informed Consent templates.

A) Link: USF IRB Informed Consent templates

B) Upload consent forms, assent forms, or information sheets here:
Name
Modified
Version
There are no items to display

7.2.2 Describe the informed consent process including any steps that will be taken to discuss the research study in terms that are understandable to the participant and, if there will be several study contacts, how you will ensure participants understand and wish to continue the research:
Informed consent will be embedded in the Survey Monkey online survey.

7.2.3 Please describe what additional procedures will be used to safeguard that the following occur:

* Participants understand the research:
I will provide them contact information for this researcher if they have any questions.

* Participants understand that they have choices and agree to participate voluntarily:
This will be specifically addressed in the initial email detailing the study.

VA Research Only: If non-veterans are to be enrolled, describe how the non-veteran will be informed that care received as a result of research-related injury will be provided at the expense of the VA (except in accordance with federal law). Also include how this will be addressed should the individual need emergency care.

Waiver or Alteration of Informed Consent Documentation

7.3

Federal regulations at 45 CFR 46.116(d), permit an IRB to approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth in this section, or waive the requirements to obtain informed consent.

This waiver may apply to research such as research on existing datasets, epidemiologic research, and research or demonstration projects to be conducted by or subject to the approval of state or local government officials.

7.3.1 Explain how the only record linking the subject and the research would be the consent document and the principal risk to the subject(s) would be the potential harm resulting from a breach in confidentiality. Each subject will be asked whether he/she

wants documentation linking their information with the research and their wishes will
govern.
Data will be collected anonymously via a survey administered through Survey Monkey. A
cover letter detailing the study and the subjects’ potential participation will be included.

7.3.2 **Describe how the research presents no more than minimal risk of harm to the
subjects and involves no procedures or activities for which written consent is not
normally required outside of the research context.
Data will be collected anonymously via a survey administered through Survey Monkey. A
cover letter detailing the study and the subjects’ potential participation will be included.

7.3.3 **By completing this form, you are requesting the IRB to waive the requirement for the
documentation of informed consent (i.e., having participants sign the informed
consent form). However, the IRB expects subjects to be informed about the research
they will be taking part in. Please upload the script you will be using to inform
subjects about the research project:
Name
Survey Intro letter.doc
Version
0.01

ID: Pro00001396

**Risk & Benefit Assessment**

8.1 **Risk classification for this study (select one).
Description
- Minimal risk to participants.
- Greater than minimal risk and the study presents the prospect of direct benefit
to the participant.
- Greater than minimal risk and the study presents no prospect of direct benefit
to the participant, but will likely yield generalizable knowledge about the study
topic.
- Greater than minimal risk and the study would otherwise be unapprovable, but
presents an opportunity to understand, prevent, or alleviate a serious problem
affecting people’s health or welfare.

8.1.2 **Risks, Discomforts and Potential Harms: Describe the risks
associated with each intervention or study procedure. Include
consideration of physical, psychological, social, and other factors.
If data is available, estimate the probability that a given harm
may occur and the potential reversibility:

8.1.3 **Describe the safety precautions (including early stopping criteria
for both participants and study) that will be taken to minimize
risks/harms:

ID: Pro00001396

**Anticipated Risk & Benefits**

8.2

8.2.1 Please describe any potential for direct benefits to participants and to society:
Potential benefits include information for districts that will better inform their trainings, staff development, and recruitment/retention initiatives.

8.2.2 Alternatives to Participation: Describe alternatives (research or non-research) that are available to subjects if they choose not to participate in this study:
N/A

8.2.3 Risk/Benefit Analysis: Describe the risk to benefit relationship of participation in the research (relative to non-participation and/or alternatives).
N/A

ID: Pro00001396

Privacy & Confidentiality

9.1

9.1.1 Will this study record any information which can identify the participants of this study?
☐ Yes  ☐ No

9.1.2 Will this study record information that, if released, could reasonably place participants at risk of criminal or civil law suits?
☐ Yes  ☐ No

9.1.3 Please describe:

To maintain the privacy and confidentiality of the research subjects data, you should consider storing the data in a locked file cabinet in a locked room. For electronic data, you should store data on a password protected computer and on a secured server which is backed up nightly.

• The steps that will be taken to protect the privacy and confidentiality of participants during the conduct of the research.
Survey instrument will be completed anonymously online and returned without identifying information.

• How the data (including informed consent documents) will be kept confidential during collection, analysis, and storage. Address both physical and electronic records.
Surveys and findings will only be used for the purposes of this dissertation and will be stored electronically without identifying information.

• How and where will the data be stored? How long will data be kept (see requirements ☐ ) and how will it ultimately be

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Data Safety Monitoring Plan

10.1

Describe your plan for ensuring the integrity of the data you collect including how often you plan to monitor the data:
This researcher will continually monitor completion of surveys and will consult with dissertation chair as to the ongoing process of data collection and analysis to ensure research questions have been addressed.

Please note: Every research project should include a plan for monitoring the integrity of the data, that is, the data collected must appropriately address the research questions.

Check for Errors

In order to review your Study forms for completeness, please use the Hide/Show Link to check for errors. When all questions are complete, please Continue to the next page.
You have completed your application! This study has been assigned the following identification number: 
ID: Pro00001396.

Please click the "Finish" button to finalize and exit this application. Doing so will NOT submit the application for review.

To submit this application for review, the Principal Investigator must press the "SUBMIT STUDY" button under the My Activities menu. Please note an application may be prepared by any member of the research team; however, only the Principal Investigator may submit the application to the IRB for review.

You may track the ongoing status of this application by logging into the study workspace at any time. Please feel free to contact the USF Human Research Protections Program (HRPP)/IRB with any questions or concerns at 813-974-9343 or use this system to send us an e-mail.

Note that submission of this study for review constitutes agreement to the following Statement of Assurance:

PRINCIPAL INVESTIGATOR'S STATEMENT OF ASSURANCE

This application, which describes my proposed investigation involving human participants, was prepared in accordance with the policies of University of South Florida (USF) and its affiliates for the protection of humans participating in research.

- I certify that I have read and will conduct this study in accordance with the terms of Ethical Principles set forth in The Belmont Report and the USF Human Research Protection Program (HRPP) Policies and Procedures.
- I understand USF's policies concerning research involving human participants and I agree to:
  a. Obtain the voluntary informed consent of participants (or of participants’ legally authorized representatives), in a language that is understandable to them, to the extent required by federal regulations and by the determinations of the IRB.
  b. Report promptly to the IRB any problem that requires reporting (See List of Problems That Require Prompt Reporting to the IRB) and submit an Information Report within the appropriate reporting period.
  c. Cooperate with the IRB in the timely continuing review of this project (submit IRB progress reports in a manner consistent with USF policies).
  d. Obtain prior approval from the IRB before implementing changes in the

approved research protocol or approved informed consent document
(submit a Modification Request Form).
e. Maintain informed consent documents and progress reports as
required by institutional and federal policies (for more information, see
the Research Integrity and Compliance Web Site at
www.research.usf.edu/ca/).
f. Accept responsibility for the conduct and supervision of this research
and protect human participants as required by state and federal law
and regulation, and as documented in all applicable Federalwide
Assurances.
g. Ensure that research staff and students have been trained and are
qualified to conduct this research and to protect human participants. I
agree to provide supervision to research staff and students that will
ensure the protection of human participants. I will keep records that
prove that these requirements have been met.
h. Allow site visits for evaluation and monitoring by the FDA, the DHHS,
the USF Division of Research Integrity and Compliance, and the USF
IRBs.

I attest to conduct the research in accordance with the ethical principles of
the Belmont Report, the requirements of the federal regulations, and the policies of the
University of South Florida.
The School Board of Sarasota County
Office of Research, Assessment & Evaluation, School Improvement, Grants, and School Choice/Charters
1960 Landings Blvd., Sarasota, Florida 34231-3331
Phone: (941) 927-9000, Extension 32250
Fax: (941) 927-4021

Your request to conduct research within Sarasota County Public Schools has been reviewed and approved by the Research Review Committee. Please be advised that approval by the committee does not constitute an endorsement of the study – it is simply approval to request the voluntary cooperation of the schools and/or individuals selected for the study.

Below are requirements to consider:

- The approval of the school principal must be obtained prior to seeking the cooperation of staff/students. It must be made clear to the principal that participation is optional and voluntary.

- If the research involves school visits you must obtain security clearance from the district to be in compliance with the Jessica Lunsford Act. The cost for fingerprinting, etc. is borne by the applicant wishing to conduct the research.

If the research involves students:

- Parental permission must be obtained by the researcher. The individual conducting the research is responsible for generating the parent notification/approval form, and the form must state the purpose of the research, the information to be collected and provide two signature lines – one for giving permission, one for refusing.

- If the research also involves photographing or filming students, then the researcher must check with the school administration to ensure that the parent of each of the selected students has a media "opt-in" form on file.

If the research requires that the district provide data specific to the study, the applicant must submit a detailed description of the data requested.

- If the data or data files requested are not routinely produced or published by the district, the requestor may be asked to pay for costs associated with the additional work necessary to produce the data.

- The researcher's request for special analysis or file creation may be denied if the timeline or staff requirements interferes with the department's schedule of work.

At the completion of the research, an abstract of the findings must be submitted to the Research, Assessment & Evaluation, School Improvement, Grants, and School Choice/Charters office.
School Board of Sarasota County
Department of Research, Assessment & Evaluation, School Improvement, Grants, and School Choice/Charters
1960 Landings Blvd., Sarasota, Florida 34231-3331
Phone: (941) 927-9000 Fax: (941) 927-4021
Research Request Form

This form must be completed and signed by the Executive Director of Research, Assessment & Evaluation, School Improvement, Grants, and School Choice/Charters prior to collecting data and conducting research in the Sarasota County School District.

PLEASE PRINT

Name: Koshy, Glenda
Last First
dkoshyd@gmail.com

Title of Research Project:

University / Agency Affiliation: USF
Degree Sought: Ph.D.
Project Director or Advisor: Ann Cranston-Gingras
Phone: (813) 974-1387
Address: 4202 E. Fowler Ave., EDU 105 Tampa, FL 33620
Email: Cranston@usf.edu
Signature of Advisor:

Primary research question and/or purpose:

1. To what extent, if any, is there a relationship between personal factors (microsystem) such as family dynamics, relationships with students, classroom environment, and demographics (including gender, age, and race) and the intent of teachers of students with ASD to remain in the profession?

2. To what extent, if any, is there a relationship between social factors (mesosystem) such as interactions with peers, perceptions of school culture, and the teachers' perceptions of their role in the school community and the intent of teachers of students with ASD to remain in the profession?

3. To what extent, if any, is there a relationship between societal factors (exosystem) such as their perceptions of their role in the community at large, and the teachers' perceptions of the setting in which the school is based and the intent of teachers of students with ASD to remain in the profession?

4. To what extent, if any, is there a relationship between systematic factors (macosystem) such as the teachers' perceptions of their role in society at large, and their relationships to those in "power" and the intent of teachers of students with ASD to remain in the profession?

Purpose: To explore the possible relationships between factors that may impact the intent of teachers of students with Autism Spectrum Disorders to remain in the profession.
Describe benefits to students and/or school system:

Data obtained will provide school districts as well as University Teacher Preparation Programs information regarding ways in which they can improve teacher training/on-going staff development in the hopes of retaining quality educators who work with students with ASD.

Describe how any interruption to instruction time will be minimized:

Teachers can complete the brief, online survey during non-student times to minimize interruption to instruction.

Describe how all participants’ privacy will be protected:

The online survey will be completed anonymously without identifying information.

When will research be conducted?

Data collection will begin in June and will commence in September 2010.

I understand and will abide by the laws related to protection of human subject rights and privacy. I will maintain confidentiality of all records and I will destroy and eliminate any reference to school, district, or individual identity.

Researchers Signature Date

178
ATTACH A COPY OF YOUR INSTRUMENT (S)

For Office Use Only

<table>
<thead>
<tr>
<th>Granted:</th>
<th>Denied:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Signature of Executive Director of Research, Assessment & Evaluation, School Improvement, Grants, School Choice/Charters

NOTE TO RESEARCHER/REQUESTER: When seeking approval at the school level, a copy of this form, signed by the Executive Director of Research, Assessment & Evaluation, School Improvement, Grants, and School Choice/Charters must be shown to the school principal.

www.garmord.k12.fl.us
An Equal Opportunity/ Affirmative Action Agency
Dear Dr. Kathy:

The Hillsborough County Public School district has agreed to participate in your research proposal, A Special Educator's Perspective: Factors Impacting the Decision of Teachers of Students with Autism Spectrum Disorders to Remain in the Profession. A copy of this letter MUST be presented to all participants to assure them your research has been approved by the district. Your approval number is RR10175. You must refer to this number in all correspondence. Approval is given for your research under the following conditions:

1) Participation is to be on a voluntary basis. That is, participation is NOT MANDATORY and you must advise ALL PARTICIPANTS that they are not obligated to participate in your study.

2) Confidentiality must be assured for all. That is, ALL DATA MUST BE AGGREGATED SUCH THAT THE PARTICIPANTS CANNOT BE IDENTIFIED. Participants include the district, principals, administrators, teachers, support personnel, students and parents.

3) Student data MUST BE DESTROYED when the project has been completed UNLESS THE PARENTS have been notified that the data has to be kept longer.

4) Since you are an employee of the Hillsborough County Public Schools, all work related to this research must be done outside your normal working hours.

5) You cannot use the school mail or email system to send or receive any documents.

6) You cannot use the district's equipment or software. In addition, requests that result in extra work by the district such as data analysis, programming or assisting with electronic surveys, may have a cost borne by the researcher.

7) Contact Joyce Wieland (General Director, Exceptional Student Education) before beginning your research. She can be reached at (813) 273-7026.

8) Your results will have to be presented to Exceptional Student Education in coordination with the General Director.

9) This approval will expire on 8/31/2010. You will have to contact us at that time if you feel your research approval should be extended.

10) A copy of your research finds must also be sent to this department for our files and must be submitted to this department before any data is published in any form.

Good luck with your endeavor. Please feel free to contact us if you have any questions.

Sincerely,

[Signature]

Assessment and Accountability

Joyce Wieland, General Director, Exceptional Student Education, Tampa (7)
Dear Ms. Koshy:

The Hillsborough County Public School District has agreed to extend your research (A Special Educator’s Perspective: Factors Impacting the Decision of Teachers of Students with Autism Spectrum Disorders to Remain in the Profession – RR10173) through May 2011. Be advised that all conditions outlined in our letter of December 10, 2011 will remain in effect. Remember, as an employee work related to this research must be done outside your normal working hours and you cannot use the school mail or email system to send or receive documents.

You must also continue to keep Joyce Wieland (General Director, Exceptional Student Education) informed of your research activities (273-7025). The results of your research will have to be presented to Exceptional Student Education in coordination with the General Director. Your research findings must be submitted before any data is published in any form.

Please advise if you have any questions.

Sincerely,

Theodore Dwyer, Manager of Evaluation Assessment and Accountability

cc: Joyce Wieland, General Director, Exceptional Student Education, Velasco (7)
August 10, 2010

Ms. Glenda E. Koshy

I received your request to conduct research in Pinellas County. Your study, “A Special Educator’s Perspective: Factors Impacting the Decision of Teachers of Students with Autism Spectrum Disorders to Remain in the Profession” proposal # 060910-01 has been approved.

Allow me to make it clear that this permission letter does not obligate schools, teachers, students or parents to participate in your study, the participation is totally voluntary.

I also would like to reinforce our practice on monetary rewards to school board staff and students; the school board staff may not be paid for work performed related to this study during working hours and students may not be rewarded money for participating in a study. All monetary rewards shall be given to school(s) participating in the study.

Please note that all research activities must be coordinated with Jeanne Welch, ESE Supervisor; she can be reached at (727) 588-6542.

Once you have submitted your IRB approval letter you will be granted final approval.

If you have any questions or if additional information is needed, please contact our Research and Accountability office at (727) 588-6253.

Best wishes for continued success.

Sincerely,

Behrokh Ahmadi, Ph.D.
Director, Program Evaluation

cc: Jeanne Welch

Dr./
ASSESSMENT, ACCOUNTABILITY AND EVALUATION

SCHOOL BOARD OF POLK COUNTY
1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830
PHONE (863) 534-0688
FAX (863) 534-0770

Wilma Ferrer
Senior Director
(863) 534-0691
91491

Candy Amato
Assessment
Senior Coordinator
(863) 534-0650
51490

Yakup Bilgili, Ph.D.
Research & Evaluation
Senior Coordinator
(863) 534-0726
51534

Donna Byckner
Accountability
Senior Coordinator
(863) 534-0717
91519

Rob Campbell
Testing & Data Analysis
Senior Coordinator
(863) 647-4895
68246

Eileen Schofield
Administrative Secretary
(863) 534-0688
51488

July 26, 2010

Glenda Koshy
2004 N. Fort Meade Rd. (813) 872-1512

Topic: Special Education Teacher Retention

The Polk County Public Schools Research Review Board has approved your study of "Special Educator’s Perspective: Factors Impacting the Decision of Teachers of Students with Autism Spectrum Disorders to Remain in the Profession" research proposal for the period of July 26, 2010 to October 29, 2010. Approval is contingent on:

- Notifying the school district of any major changes to the protocols or project.
- Providing a copy of your final and any supplemental reports to the district.

Please submit copies of your final reports to my attention at the Office of Research and Evaluation upon dissemination of the report.

If you have any questions, or if I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Yakup Bilgili, Ph.D.
Chair, Research Review Board
Polk County Public Schools
P: 863-534-0736 (51534)  F: 863-534-0770
Yakup.Bilgili@polk-fl.net

"The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences for our students that result in high achievement."
FYI

District School Board of Pasco County
7227 Land O’ Lakes Boulevard • Land O’ Lakes, Florida 34638 • 813/794-2000
Heather Fiorentino, Superintendent

Research and Evaluation Services
Peggy Jones, Ph.D., Director
813/794-2338 Fax: 813/794-2116
7277/774-2338 TDD: 813/794-2484
352/524-2338 pegjones@pasco.k12.fl.us

July 2, 2010

Ms. Gienda Koshy
P.O. Box 41119

Dear Ms. Koshy:

Attached you will find an approval to conduct research for your study in Pasco County Schools, pending university IRB approval, entitled A Special Educator’s Perspective: Factors Impacting the Decision of Teachers of Students with Autism Spectrum Disorders to Remain in the Profession. The purpose of this study is to focus on understanding the factors articulated by special education teachers of students with ASD who remain in the profession.

Ms. Jackie Choo, Supervisor of Exceptional Student Education and Ms. Melissa Mussewhite, Supervisor of Exceptional Student Education are your Pasco County School contacts.

We are always interested in the outcome of research in our school system. As you continue to refine your study, please forward a brief summary of your findings to the Research and Evaluation Department.

Best of luck as you pursue the subject of your research.

Sincerely,

Peggy Jones, Ph.D.
Director

/ig
Enclosures

xc: Jackie Choo, Supervisor of Exceptional Student Education
    Melissa Mussewhite, Supervisor of Exceptional Student Education
    Monica Verra, Director of Exceptional Student Education
    Selected Principals of ASD students
Application to Conduct Research
Please print or type

This form MUST be completed and signed by the Director of Research and Evaluation Services prior to collecting data and conducting research in Pasco County schools.

Part I
Name: Glenda Koshy

Research Affiliation: University of South Florida

Attach IRB approval for university request.

Why are you conducting this study?
☐ Graduate Course ☐ Thesis ☑ Dissertation ☐ Research Interest (not a student)
☐ Other (specify)

If this is student project, complete the following:

Degree Sought: Ph.D. Project Advisor: Ann Cronston Giegas

Signature of Advisor:

Are you an employee of Pasco County School District?
☐ Yes ☑ No

If yes, what is your work title or position?

Signature of Principal:

Pasco County Contact(s): This is an important aspect of your application to conduct research. These individuals are Pasco County administrative staff members responsible for content areas, schools, or locations at which the study is being carried out. These persons serve as a liaison for the project, and are selected because of their interest or expertise in the area(s) of interest. If studies are requested to be done at specific school sites, the principal(s) must be willing to serve as a contact if the application is to be approved.

Pasco Contact Signature

Pasco Location/Department

Pasco Contact Signature

Pasco Location/Department
Part II

Title of Research Project:
"A Special Educator's Perspective: Factors Impacting the Decision of Teachers of Students with Autism Spectrum Disorders to Remain in the Profession"

Primary research question(s) and purpose:
Please see table 1.

Describe or name the instrument you plan to use (if applicable). Include a copy of the survey form or instrument with your application.
"Working in Schools: The Life of a Special Educator"
web-based survey.

Subjects required for your study: Teachers of students with ASD

<table>
<thead>
<tr>
<th>Group</th>
<th># Needed</th>
<th>Time Required</th>
<th>List schools and/or grades</th>
<th>Specify any other items needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>Approx. 30min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the benefits to students and/or the school district
It is hoped that data gathered will be utilized by school districts to enhance the professional development of teachers and design programs designed to prepare and retain quality special education teachers of students with ASD.

Describe (generally) the statistical technique(s) which will be used to analyze your data.
Specify the degree to which anonymity will be maintained in reporting results.
Multiple regression will be utilized to analyze the data.

All participants will submit responses and
Part III
Attach to this application:
- Research proposal that includes the purpose, statistical and design methodology, and benefit to the district.
- All research instruments
- IRB approval, if applicable
- A one-page letter or summary that can be shared with principals describing the tasks that will be required of teachers, students, or schools.

One (1) copy of the final report, thesis, dissertation, or study results with an executive summary must be submitted to the Research and Evaluation Services Department no later than one month after submission of the document to the sponsoring institution/agency.

Further, I understand and will abide by the laws related to protection of human subject rights and privacy. I will maintain confidentiality of all records, and I will destroy and

Researcher's Signature       Date

For Office Use Only
Granted:  √  Denied:  Date: 6/28/10
Conditions, if any  IRB approval

Note to Researcher: When seeking approval at the school level, a copy of your approval letter MUST be shown to the school principal.

Return the completed application and required documentation to:

Director
Research and Evaluation Services Department
District School Board Pasco County
7227 Land O' Lakes Blvd.
Land O' Lakes, FL 34638
List the major activities or phases of your study, approximate timelines for completing each phase and your expected completion date.

- Distribution of survey to teachers (via Survey Monkey) - June
- Data Collection (Survey completion) - July - August
- Compilation of data - August - October
- Preparing results - October - December

List any special services or resources which are required for the completion of your study (e.g., special requests for video taping or audio taping subjects).

N/A

When will the research be conducted?

- Distribution of survey via survey monkey - June
Appendix B: Working in Schools: Life of a Special Educator Survey Information

Miller, David

From: Glenda Ubinas [cocosl12@hotmail.com]
Sent: Thursday, January 12, 2006 4:02 PM
To: Miller, David
Subject: RE: Dissertation on teacher retention

Thank you very much Dr. Miller; I really appreciate it!

I can send you a self-addressed, stamped envelope if that is more convenient for you or you may send the survey to my home address at 406 S. Melville Ave., Unit #3 Tampa, FL 33606

Thank you again,

Glenda "Dee" Koshy, M.A.  
Ph.D. Candidate  
Department of Special Education  
University of South Florida

From: "Miller, David" dmiller@coe.ufl.edu
To: Glenda Ubinas <cocoslg12@hotmail.com>
Subject: RE: Dissertation on teacher retention
Date: Thu, 12 Jan 2006 11:45:54 -0500

Glenda,

We are glad to share the survey for research purposes. Please let me know where to send a copy that you can use.

David

From: Glenda Ubinas [mailto:cocoslg12@hotmail.com]
Sent: Tuesday, January 10, 2006 5:33 PM
To: Miller, David
Subject: Dissertation on teacher retention

Dear Dr. Miller,

My name is Glenda Koshy and I am a doctoral candidate who is researching special education teacher retention for my dissertation. In reviewing the literature I came across your article, "Factors that predict teachers staying in, leaving, or transferring from the special education classroom" (1999) and was interested in finding out more about your survey instrument. The article does a wonderful job describing the instrument and how it was developed but since the survey in its entirety is not included I had some additional questions. I was wondering if I might be able to find out more about the specific

1/13/2006
questions asked of the participants? Additionally, I was curious as to whether or not the survey was ever published and/or available for purchase?

I would be most appreciative of any additional information you could share. Thank you for your time.

Sincerely,

Glenda "Dee" Koshy, M.A.

Ph.D. Candidate
Department of Special Education
Center for Autism and Related Disabilities
University of South Florida

Get a bird’s eye view of your home with Windows Live Local

Download today's top songs at MSN Music from artists like U2, Eminem, & Kelly Clarkson

1/13/2006
Survey: "Working in Schools: Life of a Special Educator"

1. Working in Schools: The Life of a Special Educator (WSLSE) Survey

This survey is divided into 4 sections that ask questions related to Personal/Individual, Social, Societal, and Systemic factors that may impact decisions of teachers to remain in the profession of teaching students with Autism Spectrum Disorders (ASD).

This survey should take approximately 10-15 minutes to complete.

Just a reminder, this survey data will be collected anonymously through the use of Survey Monkey.

Thank you in advance for your time and honest feedback.

Section 1: Personal/Individual Factors (Interactions with students and immediate surroundings, family dynamics, and demographics).

1. Thinking about the students you currently work with, indicate how satisfied or dissatisfied you are with each of the following factors (check one box for each statement).

<table>
<thead>
<tr>
<th>Students' motivation to learn</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relationships with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect my students have for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student discipline and behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student progress and accomplishments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students on my caseload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please indicate your level of agreement or disagreement with each statement below (check one box for each statement).

<table>
<thead>
<tr>
<th>When it comes right down to it, a special education teacher really cannot do much because most of a student's motivation and performance depends on his or her home environment.</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I try really hard, I can get through to even the most difficult or unmotivated students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If one of my students masters a new concept quickly, it probably would be because I took the necessary steps in teaching that concept.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can generally deal successfully with my students' behavior problems in my classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that I am making a significant difference in the lives of my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Survey: "Working in Schools: Life of a Special Educator"

3. Please indicate the degree to which each of the following statements reflects your views (check one box for each statement).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would become a special education teacher of students with ASD if I had it to do over again.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would move to a non-teaching position if it had comparable income and benefits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would move to a general education teaching position if I could.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Overall, how satisfied or dissatisfied are you with...(check one for each statement):

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your current position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching special education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please answer the following questions.

5. How many years have you been teaching (check one)?

- [ ] 1-3 years
- [ ] 4-6 years
- [ ] 7-9 years
- [ ] 10-12 years
- [ ] 13-15 years
- [ ] More than 15 years

6. What is the highest degree you have earned and what was your major?

Degree earned: ____________________________

Major: ____________________________

7. Have you COMPLETED a university special education teacher training program?

- [ ] Yes
- [ ] No
Survey: "Working in Schools: Life of a Special Educator"

8. If yes to question 7, please rate the usefulness of each aspect of your training program as it relates to your special education teaching experience.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Very useful</th>
<th>Moderately useful</th>
<th>Slightly useful</th>
<th>Not useful at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>University coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions:
Answer the following questions (check one response for each question).

9. If no to question 7, are you currently enrolled in a university special education teacher training program?

☐ Yes
☐ No

10. Which of the following best describes your certification status when you began your first teaching position in special education?

☐ I held the appropriate certification for the position
☐ I needed a substantial number of credits for certification
☐ I participated in the Alternative Certification Program ACP
☐ Other

11. Which of the following describes how you obtained additional knowledge regarding teaching students with ASD (you may check more than one response for this item)?

☐ I participated in the annual CARD ASD Summer Institute
☐ I took university courses
☐ I participated in district level professional development

12. What is your marital status?

☐ Married
☐ Single
☐ Widowed
☐ Divorced
☐ Other
13. What is the current employment status of your spouse?

☐ Full time
☐ Part time
☐ Retired
☐ Unemployed
☐ Not applicable

14. What is the total (or combined, if married) income for your household?

☐ 30000-34999
☐ 35000-39999
☐ 40000-44999
☐ 50000-54999
☐ 60000-64999
☐ 75000-99999
☐ 100000 or more

15. In addition to your full time teaching job, do you hold a second job?

☐ Yes
☐ No

16. Do you have children?

☐ Yes
☐ No

17. How many children do you have?

☐ 0
☐ 1-3
☐ 4-6
☐ 6+

18. What is your age?

[Blank space for age]
Survey: "Working in Schools: Life of a Special Educator"

23. What are the 3 most pressing problems you face as an individual (personal life)?
   a. 
   b. 
   c. 

24. What are the 3 most pressing problems you face as a special education teacher of students with ASD?
   a. 
   b. 
   c. 

Survey: "Working in Schools: Life of a Special Educator"

2. Section II

Section II: Social Factors (school culture, role in school community, and relationship with colleagues).

1. Please reflect on your current workload, indicate your level of agreement or disagreement with each of the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the manageability of my current workload.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My job responsibilities have been clearly communicated to me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am teaching with adequate resources and materials to do my job properly.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Paperwork and meetings interfere with teaching.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The number of hours I work outside of the school day is reasonable.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have access to the necessary related services (e.g. OT/PT, Speech, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have the assistance I need for working with &quot;English as a Second Language&quot; students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

2. Please check the response choice that best reflects how you feel about completing each of the following statements.

My teaching load is reasonable in terms of the...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students I have.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Number of students I have in my classroom.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Age range of students I serve.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Range of student disabilities I serve.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Range of my students' needs and abilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Severity of students I serve.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Number of preps I have.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Amount of time I spend handling student behavior problems.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
3. The following statements concern your interaction with colleagues in your current position. Please indicate your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel included in what goes on in this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the teachers in this school know what goes on in my classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school come to me for advice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My fellow teachers provide me with feedback about how well I am doing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have close colleagues with whom I can confide in at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most teachers in this school treat me with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to get advice or assistance from other teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I often exchange instructional ideas and materials with other teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My paraprofessional supports me in carrying out daily instructional activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Think about the one BUILDING ADMINISTRATOR with whom you have the most contact. Indicate your level of agreement or disagreement with each of the following statements about the support he or she provides you (check one box in each column for each response).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>has my respect and trust.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me solve problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to my feelings and needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides current information about teaching/learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs me about school and district policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports my actions and ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains reasons behind programs and practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports me in my interactions with parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands my program and what I do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides leadership about what we are trying to achieve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Think about the one DISTRICT-LEVEL ADMINISTRATOR with whom you have the most contact. Indicate your level of agreement or disagreement with each of the following statements about the support he or she provides you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has my respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to my feelings and needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides current information about teaching/learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informs me about school and district policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports my actions and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains reasons behind programs and practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports me in my interactions with parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands my program and what I do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides leadership about what we are trying to achieve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Think about one building administrator and district-level administrator with whom you have the most contact. Indicate the helpfulness of the feedback you receive from them.

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not helpful at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your building administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District-level administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. The following statements address the level of autonomy you experience in your job. Indicate your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the current level of decision making power I have in my current position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have input into which students are assigned to my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the freedom to choose the curriculum that is appropriate for my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a say in the scheduling of my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have control over aspects of my job that I feel are important to doing it well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a say in making important decisions about policies and practices in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Survey: "Working in Schools: Life of a Special Educator"

8. Please reflect for a moment on the professional aspects of your job. How satisfied or dissatisfied are you with the following?

<table>
<thead>
<tr>
<th>Professional ability of my special education colleagues.</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ability of my general education colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual challenge in my job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for professional advancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to design and implement innovative education programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in professional activities at the school and district level (e.g. committees).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to learn new teaching strategies and techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Section III

Section III: Societal Factors (role in community at large & setting in which the school is based)

1. Think about those you come into contact with. In the past year, how often did you receive formal or informal recognition as a special educator from each of the following sources?

- Students
- Special education colleagues
- General education colleagues
- Building administrator
- District special education personnel
- Parents of your students
- Your family and friends
- The community in which you teach

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never or almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District special education personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of your students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your family and friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The community in which you teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How important is formal or informal recognition from each of the following sources?

- Students
- Special education colleagues
- General education colleagues
- Building administrator
- District special education personnel
- Parents of your students
- Your family and friends
- The community in which you teach

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Slightly Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General education colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District special education personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of your students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your family and friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The community in which you teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Survey: "Working in Schools: Life of a Special Educator"

3. Please think about your relationship with parents and other agencies you work with and indicate your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the cooperation of community agencies (APD, Voc. Rehab, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are community groups (both for profit and nonprofit, e.g. CARIO)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that assist me in reaching my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are businesses in the community that work with me in reaching the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transition goals of my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of my students’ parents are involved in their child’s education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of my students’ parents respect and support the things I do in my</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have good relationships with the parents of my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section IV: Systemic Factors (Role in society at large and relationships to those in power)

1. How satisfied or dissatisfied are you with each of the following aspects of your current position?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How "important" are the following aspects of your current position?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Slightly important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Please indicate the degree to which each of the following statements reflects your views.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud to tell others I am a teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a teacher is rewarding and contributes to a satisfying life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Please indicate the degree to which each of the following statements reflect your views about your teaching field (i.e. special education).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would transfer to another teaching field if I had the opportunity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to put forth considerable effort in order to be successful in my field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I could go back to my college days and start over again, I would again choose my teaching field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am committed to working with students with ASD.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend that young people pursue careers in my teaching field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(adapted from Miller, Brownell & Smith, 1999)

Thank you for your time!
Survey: "Working in Schools: Life of a Special Educator"

1. Thinking about the students you currently work with, indicate how satisfied or dissatisfied you are with each of the following factors (check one box for each statement).

<table>
<thead>
<tr>
<th>Factor</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Dissatisfied</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ motivation to learn</td>
<td>29.3% (22)</td>
<td>54.7% (41)</td>
<td>10.7% (8)</td>
<td>5.3% (4)</td>
<td>1.92</td>
<td>75</td>
</tr>
<tr>
<td>My relationships with students</td>
<td>64.6% (63)</td>
<td>12.8% (10)</td>
<td>2.6% (2)</td>
<td>0.0% (0)</td>
<td>1.16</td>
<td>78</td>
</tr>
<tr>
<td>Respect my students have for me</td>
<td>78.5% (62)</td>
<td>15.2% (12)</td>
<td>3.8% (3)</td>
<td>2.5% (2)</td>
<td>1.30</td>
<td>79</td>
</tr>
<tr>
<td>Student discipline and behavior</td>
<td>35.5% (23)</td>
<td>44.9% (35)</td>
<td>19.2% (15)</td>
<td>0.0% (0)</td>
<td>1.83</td>
<td>78</td>
</tr>
<tr>
<td>Student progress and accomplishments</td>
<td>47.6% (39)</td>
<td>39.0% (32)</td>
<td>9.8% (8)</td>
<td>3.7% (3)</td>
<td>1.70</td>
<td>82</td>
</tr>
<tr>
<td>Number of students on my caseload</td>
<td>47.7% (40)</td>
<td>20.0% (17)</td>
<td>12.9% (11)</td>
<td>20.0% (17)</td>
<td>2.96</td>
<td>85</td>
</tr>
</tbody>
</table>

answered question: 85
skipped question: 0
2. Please indicate your level of agreement or disagreement with each statement below (check one box for each statement).

<table>
<thead>
<tr>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3% (5)</td>
<td>15.2% (12)</td>
<td>29.1% (23)</td>
<td>49.4% (39)</td>
<td>3.22</td>
<td>79</td>
</tr>
<tr>
<td>55.7% (44)</td>
<td>38.0% (30)</td>
<td>5.1% (4)</td>
<td>1.3% (1)</td>
<td>1.52</td>
<td>79</td>
</tr>
<tr>
<td>26.6% (22)</td>
<td>61.0% (47)</td>
<td>10.4% (8)</td>
<td>0.0% (0)</td>
<td>1.82</td>
<td>77</td>
</tr>
<tr>
<td>77.2% (61)</td>
<td>21.5% (17)</td>
<td>1.3% (1)</td>
<td>0.3% (0)</td>
<td>1.24</td>
<td>79</td>
</tr>
<tr>
<td>71.8% (61)</td>
<td>24.7% (21)</td>
<td>2.4% (2)</td>
<td>1.2% (1)</td>
<td>1.33</td>
<td>85</td>
</tr>
</tbody>
</table>

answered question 85
skipped question 0
3. Please indicate the degree to which each of the following statements reflects your views (check one box for each statement).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would become a special education teacher of students with ASD if I had it to do over again.</td>
<td>61.4% (51)</td>
<td>25.3% (21)</td>
<td>10.8% (9)</td>
<td>2.4% (2)</td>
<td>1.54</td>
<td>83</td>
</tr>
<tr>
<td>I would move to a non-teaching position if it had comparable income and benefits.</td>
<td>10.8% (9)</td>
<td>28.9% (24)</td>
<td>20.5% (17)</td>
<td>39.8% (33)</td>
<td>2.89</td>
<td>83</td>
</tr>
<tr>
<td>I would move to a general education teaching position if I could.</td>
<td>7.1% (6)</td>
<td>10.6% (9)</td>
<td>22.4% (19)</td>
<td>60.0% (51)</td>
<td>3.35</td>
<td>85</td>
</tr>
</tbody>
</table>

answered question 85
skipped question 0

4. Overall, how satisfied or dissatisfied are you with... (check one for each statement):

<table>
<thead>
<tr>
<th>Statement</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your current position.</td>
<td>59.5% (47)</td>
<td>32.9% (26)</td>
<td>5.1% (4)</td>
<td>2.5% (2)</td>
<td>1.51</td>
<td>79</td>
</tr>
<tr>
<td>Teaching special education.</td>
<td>73.2% (60)</td>
<td>19.5% (16)</td>
<td>3.7% (3)</td>
<td>3.7% (3)</td>
<td>1.38</td>
<td>82</td>
</tr>
</tbody>
</table>

answered question 85
skipped question 0
5. How many years have you been teaching (check one)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>18.8%</td>
<td>16</td>
</tr>
<tr>
<td>4-6 years</td>
<td>24.7%</td>
<td>21</td>
</tr>
<tr>
<td>7-9 years</td>
<td>17.8%</td>
<td>15</td>
</tr>
<tr>
<td>10-12 years</td>
<td>11.8%</td>
<td>10</td>
</tr>
<tr>
<td>13-15 years</td>
<td>3.5%</td>
<td>3</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>23.5%</td>
<td>20</td>
</tr>
</tbody>
</table>

6. What is the highest degree you have earned and what was your major?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree earned:</td>
<td>100.0%</td>
<td>83</td>
</tr>
<tr>
<td>Major:</td>
<td>97.6%</td>
<td>81</td>
</tr>
</tbody>
</table>

answered question 83
skipped question 2
7. Have you COMPLETED a university special education teacher training program?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73.8%</td>
<td>62</td>
</tr>
<tr>
<td>No</td>
<td>26.2%</td>
<td>22</td>
</tr>
</tbody>
</table>

8. If yes to question 7, please rate the usefulness of each aspect of your training program as it relates to your special education teaching experience.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Response Count</th>
<th>University coursework</th>
<th>Practicum experiences</th>
<th>Final internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>33.9% (21)</td>
<td>38.7% (24)</td>
<td>59.3% (35)</td>
<td>59.7% (37)</td>
</tr>
<tr>
<td>Moderately useful</td>
<td>38.7% (24)</td>
<td>24.2% (15)</td>
<td>30.0% (18)</td>
<td>20.0% (18)</td>
</tr>
<tr>
<td>Slightly useful</td>
<td>24.2% (15)</td>
<td>10.0% (6)</td>
<td>11.3% (7)</td>
<td></td>
</tr>
<tr>
<td>Not useful at all</td>
<td>3.2% (2)</td>
<td>1.7% (1)</td>
<td>0.0% (0)</td>
<td></td>
</tr>
<tr>
<td>Rating Average</td>
<td>1.97</td>
<td>1.55</td>
<td>1.52</td>
<td></td>
</tr>
</tbody>
</table>

9. If no to question 7, are you currently enrolled in a university special education teacher training program?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8.6%</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>91.4%</td>
<td>32</td>
</tr>
</tbody>
</table>

answered question 84
skipped question 1

answered question 62
skipped question 23
10. Which of the following best describes your certification status when you began your first teaching position in special education?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I held the appropriate certification for the position</td>
<td>68.2%</td>
<td>58</td>
</tr>
<tr>
<td>I needed a substantial number of credits for certification</td>
<td>3.5%</td>
<td>3</td>
</tr>
<tr>
<td>I participated in the Alternative Certification Program ACP</td>
<td>24.7%</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>4.7%</td>
<td>4</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

11. Which of the following describes how you obtained additional knowledge regarding teaching students with ASD (you may check more than one response for this item)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participated in the annual CARD ASD Summer Institute</td>
<td>41.2%</td>
<td>35</td>
</tr>
<tr>
<td>I took university courses</td>
<td>48.2%</td>
<td>41</td>
</tr>
<tr>
<td>I participated in district level professional development</td>
<td>88.2%</td>
<td>75</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
12. What is your marital status?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>54.8%</td>
<td>46</td>
</tr>
<tr>
<td>Single</td>
<td>22.6%</td>
<td>19</td>
</tr>
<tr>
<td>Widowed</td>
<td>2.4%</td>
<td>2</td>
</tr>
<tr>
<td>Divorced</td>
<td>14.3%</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>7.1%</td>
<td>6</td>
</tr>
<tr>
<td>answered question</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

13. What is the current employment status of your spouse?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>65.8%</td>
<td>50</td>
</tr>
<tr>
<td>Part time</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Retired</td>
<td>6.6%</td>
<td>5</td>
</tr>
<tr>
<td>Unemployed</td>
<td>2.6%</td>
<td>2</td>
</tr>
<tr>
<td>Not applicable</td>
<td>26.3%</td>
<td>20</td>
</tr>
<tr>
<td>answered question</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
14. What is the total (or combined, if married) income for your household?

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>30000-34999</td>
<td>3.8%</td>
<td>3</td>
</tr>
<tr>
<td>35000-39999</td>
<td>15.2%</td>
<td>12</td>
</tr>
<tr>
<td>40000-49999</td>
<td>21.5%</td>
<td>17</td>
</tr>
<tr>
<td>50000-59999</td>
<td>5.1%</td>
<td>4</td>
</tr>
<tr>
<td>60000-74999</td>
<td>22.8%</td>
<td>18</td>
</tr>
<tr>
<td>75000-99999</td>
<td>22.8%</td>
<td>18</td>
</tr>
<tr>
<td>100000 or more</td>
<td>8.9%</td>
<td>7</td>
</tr>
</tbody>
</table>

Answered question: 79
Skipped question: 6

15. In addition to your full time teaching job, do you hold a second job?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19.0%</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>81.0%</td>
<td>68</td>
</tr>
</tbody>
</table>

Answered question: 84
Skipped question: 1
16. Do you have children?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63.5%</td>
<td>54</td>
</tr>
<tr>
<td>No</td>
<td>36.5%</td>
<td>31</td>
</tr>
</tbody>
</table>

17. How many children do you have?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>33.3%</td>
<td>27</td>
</tr>
<tr>
<td>1-3</td>
<td>58.0%</td>
<td>47</td>
</tr>
<tr>
<td>4-6</td>
<td>7.4%</td>
<td>6</td>
</tr>
<tr>
<td>6+</td>
<td>1.2%</td>
<td>1</td>
</tr>
</tbody>
</table>

18. What is your age?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82</td>
</tr>
</tbody>
</table>

answered question 81
skipped question 4
19. What is your race/ethnicity?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>85.5%</td>
<td>71</td>
</tr>
<tr>
<td>Asian</td>
<td>1.2%</td>
<td>1</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>7.2%</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4.8%</td>
<td>4</td>
</tr>
<tr>
<td>Bi-Racial</td>
<td>1.2%</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1.2%</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question: 83
skipped question: 2
20. Imagine that in determining your job this year, there are no constraints in terms of seniority, union, contract requirements, certification barriers, etc. What would you choose as your main work activity for the 2010-2011 school year?

<table>
<thead>
<tr>
<th>Option</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain in this position as a teacher of students with ASD</td>
<td>71.1%</td>
<td>59</td>
</tr>
<tr>
<td>Be a teacher of students with ASD in a new school</td>
<td>4.8%</td>
<td>4</td>
</tr>
<tr>
<td>Remain in special education but not with students with ASD</td>
<td>10.8%</td>
<td>9</td>
</tr>
<tr>
<td>Remain in special education but in a new school district</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Leave special education but remain in teaching</td>
<td>4.6%</td>
<td>4</td>
</tr>
<tr>
<td>Leave teaching but remain in education (administration, etc)</td>
<td>9.6%</td>
<td>8</td>
</tr>
<tr>
<td>Leave education all together</td>
<td>4.6%</td>
<td>4</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

21. Why did you choose the response you did for question 20? Discuss any factors you considered (personal, family, etc.).

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>80</td>
</tr>
<tr>
<td>skipped question</td>
<td>5</td>
</tr>
</tbody>
</table>
22. How much longer do you plan to remain in special education teaching students with ASD (check one)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>2.4%</td>
<td>2</td>
</tr>
<tr>
<td>2-5 years</td>
<td>24.7%</td>
<td>21</td>
</tr>
<tr>
<td>6-10 years</td>
<td>16.5%</td>
<td>14</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>18.8%</td>
<td>16</td>
</tr>
<tr>
<td>Undecided at this time</td>
<td>40.0%</td>
<td>34</td>
</tr>
</tbody>
</table>

answered question 85
skipped question 0

23. What are the 3 most pressing problems you face as an individual (personal life)?

<table>
<thead>
<tr>
<th>a.</th>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Response</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>c.</td>
<td>Response</td>
<td>Percent</td>
<td>Count</td>
</tr>
</tbody>
</table>

answered question 79
skipped question 6
24. What are the 3 most pressing problems you face as a special education teacher of students with ASD?

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>98.8%</td>
<td>80</td>
</tr>
<tr>
<td>b.</td>
<td>97.5%</td>
<td>79</td>
</tr>
<tr>
<td>c.</td>
<td>87.7%</td>
<td>71</td>
</tr>
</tbody>
</table>

answered question 81

skipped question 4
25. Please reflect on your current workload. Indicate your level of agreement or disagreement with each of the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the manageability of my current workload.</td>
<td>29.6%</td>
<td>30.9% (25)</td>
<td>16.0% (13)</td>
<td>23.5% (19)</td>
<td>2.33</td>
<td>81</td>
</tr>
<tr>
<td>My job responsibilities have been clearly communicated to me.</td>
<td>57.5%</td>
<td>31.3% (25)</td>
<td>10.0% (8)</td>
<td>1.3% (1)</td>
<td>1.55</td>
<td>80</td>
</tr>
<tr>
<td>I am teaching with adequate resources and materials to do my job properly.</td>
<td>26.3%</td>
<td>38.8% (31)</td>
<td>18.8% (15)</td>
<td>16.3% (13)</td>
<td>2.25</td>
<td>80</td>
</tr>
<tr>
<td>Paperwork and meetings interfere with teaching.</td>
<td>56.8%</td>
<td>25.9% (21)</td>
<td>14.8% (12)</td>
<td>2.5% (2)</td>
<td>1.63</td>
<td>81</td>
</tr>
<tr>
<td>The number of hours I work outside of the school day is reasonable.</td>
<td>16.3%</td>
<td>22.5% (18)</td>
<td>31.3% (25)</td>
<td>30.0% (24)</td>
<td>2.75</td>
<td>80</td>
</tr>
<tr>
<td>I have access to the necessary related services (e.g. OT/PT, Speech, etc.) to adequately serve my students.</td>
<td>59.3%</td>
<td>28.4% (23)</td>
<td>9.9% (8)</td>
<td>2.5% (2)</td>
<td>1.56</td>
<td>81</td>
</tr>
<tr>
<td>I have the assistance I need for working with &quot;English as a Second Language&quot; students.</td>
<td>54.5%</td>
<td>23.4% (18)</td>
<td>9.1% (7)</td>
<td>13.0% (10)</td>
<td>1.81</td>
<td>77</td>
</tr>
</tbody>
</table>

Answered question: 81
Skipped question: 4
26. Please check the response choice that best reflects how you feel about completing each of the following statements. My teaching load is reasonable in terms of the...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students I have.</td>
<td>56.8% (46)</td>
<td>13.6% (11)</td>
<td>11.1% (9)</td>
<td>18.5% (15)</td>
<td>1.91</td>
<td>81</td>
</tr>
<tr>
<td>Number of students I have in my classes.</td>
<td>55.6% (45)</td>
<td>16.0% (13)</td>
<td>12.3% (10)</td>
<td>16.0% (13)</td>
<td>1.69</td>
<td>81</td>
</tr>
<tr>
<td>Age range of students I serve.</td>
<td>63.0% (51)</td>
<td>17.3% (14)</td>
<td>11.1% (9)</td>
<td>8.8% (7)</td>
<td>1.65</td>
<td>81</td>
</tr>
<tr>
<td>Range of student disabilities I serve.</td>
<td>55.6% (45)</td>
<td>23.5% (19)</td>
<td>13.6% (11)</td>
<td>7.4% (6)</td>
<td>1.73</td>
<td>81</td>
</tr>
<tr>
<td>Range of my students’ needs and abilities.</td>
<td>40.7% (33)</td>
<td>25.9% (21)</td>
<td>21.0% (17)</td>
<td>12.3% (10)</td>
<td>2.05</td>
<td>81</td>
</tr>
<tr>
<td>Severity of students I serve.</td>
<td>48.1% (39)</td>
<td>27.2% (22)</td>
<td>17.3% (14)</td>
<td>7.4% (6)</td>
<td>1.84</td>
<td>81</td>
</tr>
<tr>
<td>Number of peers I have.</td>
<td>38.5% (30)</td>
<td>21.8% (17)</td>
<td>17.5% (14)</td>
<td>21.5% (17)</td>
<td>2.23</td>
<td>78</td>
</tr>
<tr>
<td>Amount of time I spend handling student behavior problems.</td>
<td>42.0% (34)</td>
<td>24.7% (20)</td>
<td>23.5% (19)</td>
<td>5.9% (8)</td>
<td>2.01</td>
<td>81</td>
</tr>
</tbody>
</table>

answered question 81

skipped question 4
27. The following statements concern your interaction with colleagues in your current position. Please indicate your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel included in what goes on in this school.</td>
<td>37.3% (28)</td>
<td>37.3% (28)</td>
<td>17.3% (13)</td>
<td>8.0% (6)</td>
<td>1.96</td>
<td>75</td>
</tr>
<tr>
<td>Most of the teachers in this school know what goes on in my classroom.</td>
<td>9.7% (7)</td>
<td>25.0% (18)</td>
<td>26.4% (19)</td>
<td>38.9% (28)</td>
<td>2.94</td>
<td>72</td>
</tr>
<tr>
<td>Teachers at this school come to me for advice.</td>
<td>24.7% (18)</td>
<td>45.2% (33)</td>
<td>20.5% (15)</td>
<td>9.6% (7)</td>
<td>2.15</td>
<td>73</td>
</tr>
<tr>
<td>My fellow teachers provide me with feedback about how well I am doing.</td>
<td>31.5% (23)</td>
<td>26.0% (19)</td>
<td>23.3% (17)</td>
<td>19.2% (14)</td>
<td>2.30</td>
<td>73</td>
</tr>
<tr>
<td>I have close colleagues with whom I can confide in at this school.</td>
<td>67.6% (50)</td>
<td>17.6% (13)</td>
<td>5.4% (4)</td>
<td>9.5% (7)</td>
<td>1.57</td>
<td>74</td>
</tr>
<tr>
<td>Most teachers in this school treat me with respect.</td>
<td>73.6% (53)</td>
<td>19.4% (14)</td>
<td>6.9% (5)</td>
<td>0.0% (0)</td>
<td>1.33</td>
<td>72</td>
</tr>
<tr>
<td>I am able to get advice or assistance from other teachers.</td>
<td>63.6% (49)</td>
<td>22.1% (17)</td>
<td>10.4% (8)</td>
<td>3.9% (3)</td>
<td>1.55</td>
<td>77</td>
</tr>
<tr>
<td>I often exchange instructional ideas and materials with other teachers.</td>
<td>53.9% (41)</td>
<td>27.6% (21)</td>
<td>17.1% (13)</td>
<td>1.3% (1)</td>
<td>1.66</td>
<td>76</td>
</tr>
<tr>
<td>My paraprofessional supports me in carrying out daily instructional activities.</td>
<td>74.7% (59)</td>
<td>17.7% (14)</td>
<td>3.8% (3)</td>
<td>3.8% (3)</td>
<td>1.37</td>
<td>79</td>
</tr>
</tbody>
</table>

answered question 81
skipped question 4
28. Think about the one BUILDING ADMINISTRATOR with whom you have the most contact. Indicate your level of agreement or disagreement with each of the following statements about the support he or she provides you (check one box in each column for each response).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has my respect and trust</td>
<td>67.6% (50)</td>
<td>27.0% (20)</td>
<td>1.4% (1)</td>
<td>4.1% (3)</td>
<td>1.42</td>
<td>74</td>
</tr>
<tr>
<td>Helps me solve problems</td>
<td>63.5% (47)</td>
<td>18.9% (14)</td>
<td>6.8% (5)</td>
<td>10.8% (8)</td>
<td>1.65</td>
<td>74</td>
</tr>
<tr>
<td>Attends to my feelings and needs</td>
<td>54.8% (40)</td>
<td>26.0% (19)</td>
<td>12.3% (9)</td>
<td>6.8% (5)</td>
<td>1.71</td>
<td>73</td>
</tr>
<tr>
<td>Provides current information about teaching/learning</td>
<td>51.4% (37)</td>
<td>25.0% (18)</td>
<td>15.3% (11)</td>
<td>8.3% (6)</td>
<td>1.81</td>
<td>72</td>
</tr>
<tr>
<td>Informs me about school and district policies</td>
<td>74.3% (55)</td>
<td>18.9% (14)</td>
<td>5.4% (4)</td>
<td>1.4% (1)</td>
<td>1.34</td>
<td>74</td>
</tr>
<tr>
<td>Supports my actions and ideas</td>
<td>66.9% (51)</td>
<td>16.2% (12)</td>
<td>12.2% (9)</td>
<td>2.7% (2)</td>
<td>1.49</td>
<td>74</td>
</tr>
<tr>
<td>Explains reasons behind programs and practices</td>
<td>58.1% (43)</td>
<td>29.7% (22)</td>
<td>3.1% (6)</td>
<td>4.1% (3)</td>
<td>1.58</td>
<td>74</td>
</tr>
<tr>
<td>Supports me in my interactions with parents</td>
<td>75.7% (56)</td>
<td>20.3% (15)</td>
<td>1.4% (1)</td>
<td>2.7% (2)</td>
<td>1.31</td>
<td>74</td>
</tr>
<tr>
<td>Understands my program and what I do</td>
<td>45.9% (34)</td>
<td>35.1% (26)</td>
<td>3.1% (6)</td>
<td>10.8% (8)</td>
<td>1.84</td>
<td>74</td>
</tr>
<tr>
<td>Provides leadership about what we are trying to achieve</td>
<td>55.8% (43)</td>
<td>27.3% (21)</td>
<td>7.6% (6)</td>
<td>9.1% (7)</td>
<td>1.70</td>
<td>77</td>
</tr>
</tbody>
</table>

answered question 81

skipped question 4
29. Think about the one DISTRICT-LEVEL ADMINISTRATOR with whom you have the most contact. Indicate your level of agreement or disagreement with each of the following statements about the support he or she provides you.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has my respect</td>
<td>57.1%</td>
<td>28.6%</td>
<td>10.0%</td>
<td>4.3%</td>
<td>1.61</td>
<td>70</td>
</tr>
<tr>
<td>Helps me solve problems.</td>
<td>43.5%</td>
<td>26.1%</td>
<td>21.7%</td>
<td>8.7%</td>
<td>1.96</td>
<td>69</td>
</tr>
<tr>
<td>Attends to my feelings and needs.</td>
<td>33.8%</td>
<td>38.2%</td>
<td>19.1%</td>
<td>8.8%</td>
<td>2.03</td>
<td>68</td>
</tr>
<tr>
<td>Provides current information about teaching/learning.</td>
<td>51.4%</td>
<td>22.9%</td>
<td>18.6%</td>
<td>7.1%</td>
<td>1.81</td>
<td>70</td>
</tr>
<tr>
<td>Informs me about school and district policies.</td>
<td>50.7%</td>
<td>26.1%</td>
<td>15.9%</td>
<td>7.2%</td>
<td>1.80</td>
<td>69</td>
</tr>
<tr>
<td>Supports my actions and ideas.</td>
<td>44.1%</td>
<td>35.3%</td>
<td>14.7%</td>
<td>5.9%</td>
<td>1.82</td>
<td>68</td>
</tr>
<tr>
<td>Explains reasons behind programs and practices.</td>
<td>47.8%</td>
<td>27.5%</td>
<td>17.4%</td>
<td>7.2%</td>
<td>1.84</td>
<td>69</td>
</tr>
<tr>
<td>Supports me in my interactions with parents.</td>
<td>43.7%</td>
<td>29.6%</td>
<td>18.3%</td>
<td>8.5%</td>
<td>1.92</td>
<td>71</td>
</tr>
<tr>
<td>Understands my program and what I do.</td>
<td>52.2%</td>
<td>29.0%</td>
<td>13.0%</td>
<td>5.8%</td>
<td>1.72</td>
<td>69</td>
</tr>
<tr>
<td>Provides leadership about what we are trying to achieve.</td>
<td>46.5%</td>
<td>31.0%</td>
<td>15.5%</td>
<td>7.0%</td>
<td>1.83</td>
<td>71</td>
</tr>
</tbody>
</table>

answered question 77
skipped question 8
30. Think about one building administrator and district-level administrator with whom you have the most contact. Indicate the helpfulness of the feedback you receive from them.

<table>
<thead>
<tr>
<th></th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not helpful at all</th>
<th>Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your building administrator</td>
<td>50.7% (38)</td>
<td>36.0% (27)</td>
<td>13.3% (10)</td>
<td>1.63</td>
<td>75</td>
</tr>
<tr>
<td>District-level administrator</td>
<td>36.5% (27)</td>
<td>47.3% (35)</td>
<td>16.2% (12)</td>
<td>1.80</td>
<td>74</td>
</tr>
</tbody>
</table>

answered question 78
skipped question 7

31. The following statements address the level of autonomy you experience in your job. Indicate your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the current level of decision making power I have in my current position.</td>
<td>63.3% (50)</td>
<td>24.1% (19)</td>
<td>3.8% (3)</td>
<td>8.9% (7)</td>
<td>1.58</td>
<td>79</td>
</tr>
<tr>
<td>I have input into which students are assigned to my class.</td>
<td>24.4% (19)</td>
<td>28.2% (22)</td>
<td>12.6% (10)</td>
<td>34.6% (27)</td>
<td>2.58</td>
<td>78</td>
</tr>
<tr>
<td>I have the freedom to choose the curriculum that is appropriate for my students.</td>
<td>36.7% (29)</td>
<td>35.4% (28)</td>
<td>16.5% (13)</td>
<td>11.4% (9)</td>
<td>2.03</td>
<td>79</td>
</tr>
<tr>
<td>I have a say in the scheduling of my students.</td>
<td>49.4% (39)</td>
<td>27.8% (22)</td>
<td>8.9% (7)</td>
<td>13.9% (11)</td>
<td>1.87</td>
<td>79</td>
</tr>
<tr>
<td>I have control over aspects of my job that I feel important to doing it well.</td>
<td>55.1% (43)</td>
<td>24.4% (19)</td>
<td>14.1% (11)</td>
<td>6.4% (5)</td>
<td>1.72</td>
<td>78</td>
</tr>
<tr>
<td>I have a say in making important decisions about policies and practices in my school.</td>
<td>21.5% (17)</td>
<td>32.9% (26)</td>
<td>31.6% (25)</td>
<td>13.9% (11)</td>
<td>2.38</td>
<td>79</td>
</tr>
</tbody>
</table>

answered question 79
skipped question 6

19 of 25
32. Please reflect for a moment on the professional aspects of your job. How satisfied or dissatisfied are you with the following?

<table>
<thead>
<tr>
<th></th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ability of my special education colleagues.</td>
<td>56.6% (43)</td>
<td>30.3% (23)</td>
<td>7.9% (6)</td>
<td>5.3% (4)</td>
<td>1.62</td>
<td>76</td>
</tr>
<tr>
<td>Professional ability of my general education colleagues.</td>
<td>54.4% (37)</td>
<td>39.7% (27)</td>
<td>4.4% (3)</td>
<td>1.5% (1)</td>
<td>1.53</td>
<td>68</td>
</tr>
<tr>
<td>Intellectual challenge in my job.</td>
<td>71.2% (52)</td>
<td>23.3% (17)</td>
<td>4.1% (3)</td>
<td>1.4% (1)</td>
<td>1.36</td>
<td>73</td>
</tr>
<tr>
<td>Opportunities for professional advancement.</td>
<td>43.1% (31)</td>
<td>34.7% (25)</td>
<td>13.9% (10)</td>
<td>8.3% (6)</td>
<td>1.88</td>
<td>72</td>
</tr>
<tr>
<td>Opportunities to design and implement innovative education programs.</td>
<td>46.7% (35)</td>
<td>32.0% (24)</td>
<td>12.0% (9)</td>
<td>9.3% (7)</td>
<td>1.84</td>
<td>75</td>
</tr>
<tr>
<td>Opportunities to participate in professional activities at the school and district level (e.g. committees).</td>
<td>64.0% (48)</td>
<td>26.7% (20)</td>
<td>5.3% (4)</td>
<td>4.0% (3)</td>
<td>1.49</td>
<td>75</td>
</tr>
<tr>
<td>Opportunities to learn new teaching strategies and techniques.</td>
<td>50.0% (46)</td>
<td>24.4% (19)</td>
<td>14.1% (11)</td>
<td>2.6% (2)</td>
<td>1.60</td>
<td>78</td>
</tr>
</tbody>
</table>

answered question 79
skipped question 6
33. Think about those you come into contact with. In the past year, how often did you receive formal or informal recognition as a special educator from each of the following sources?

<table>
<thead>
<tr>
<th>Source</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never or almost never</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>31.0% (22)</td>
<td>29.6% (21)</td>
<td>16.9% (12)</td>
<td>22.5% (16)</td>
<td>2.31</td>
<td>71</td>
</tr>
<tr>
<td>Special education colleagues</td>
<td>32.4% (23)</td>
<td>43.7% (31)</td>
<td>16.9% (12)</td>
<td>7.0% (5)</td>
<td>1.99</td>
<td>71</td>
</tr>
<tr>
<td>General education colleagues</td>
<td>20.6% (14)</td>
<td>32.4% (22)</td>
<td>32.4% (22)</td>
<td>14.7% (10)</td>
<td>2.41</td>
<td>68</td>
</tr>
<tr>
<td>Building administrator</td>
<td>28.6% (20)</td>
<td>35.7% (25)</td>
<td>22.9% (16)</td>
<td>12.9% (9)</td>
<td>2.20</td>
<td>70</td>
</tr>
<tr>
<td>District special education personnel</td>
<td>12.5% (9)</td>
<td>43.1% (31)</td>
<td>16.7% (12)</td>
<td>27.8% (20)</td>
<td>2.60</td>
<td>72</td>
</tr>
<tr>
<td>Parents of your students</td>
<td>56.3% (40)</td>
<td>25.4% (18)</td>
<td>12.7% (9)</td>
<td>5.6% (4)</td>
<td>1.88</td>
<td>71</td>
</tr>
<tr>
<td>Your family and friends</td>
<td>60.0% (42)</td>
<td>27.1% (19)</td>
<td>2.9% (2)</td>
<td>10.0% (7)</td>
<td>1.63</td>
<td>70</td>
</tr>
<tr>
<td>The community in which you teach</td>
<td>16.4% (14)</td>
<td>31.9% (23)</td>
<td>25.0% (18)</td>
<td>23.6% (17)</td>
<td>2.53</td>
<td>72</td>
</tr>
</tbody>
</table>

answered question 76

skipped question 9
34. How important is formal or informal recognition from each of the following sources?

<table>
<thead>
<tr>
<th>Source</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Slightly Important</th>
<th>Not Important</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>43.4% (33)</td>
<td>11.2% (10)</td>
<td>27.6% (21)</td>
<td>15.6% (12)</td>
<td>2.16</td>
<td>76</td>
</tr>
<tr>
<td>Special education colleagues</td>
<td>42.1% (32)</td>
<td>36.8% (28)</td>
<td>13.2% (10)</td>
<td>7.9% (6)</td>
<td>1.87</td>
<td>76</td>
</tr>
<tr>
<td>General education colleagues</td>
<td>28.0% (21)</td>
<td>36.7% (29)</td>
<td>16.0% (12)</td>
<td>17.3% (13)</td>
<td>2.23</td>
<td>75</td>
</tr>
<tr>
<td>Building administrator</td>
<td>64.5% (49)</td>
<td>22.4% (17)</td>
<td>6.6% (5)</td>
<td>6.6% (5)</td>
<td>1.55</td>
<td>76</td>
</tr>
<tr>
<td>District special education personnel</td>
<td>43.4% (33)</td>
<td>31.6% (24)</td>
<td>17.1% (13)</td>
<td>7.9% (5)</td>
<td>1.89</td>
<td>76</td>
</tr>
<tr>
<td>Parents of your students</td>
<td>72.0% (54)</td>
<td>14.7% (11)</td>
<td>8.0% (6)</td>
<td>5.3% (4)</td>
<td>1.47</td>
<td>75</td>
</tr>
<tr>
<td>Your family and friends</td>
<td>39.5% (30)</td>
<td>34.2% (26)</td>
<td>15.8% (12)</td>
<td>10.5% (8)</td>
<td>1.97</td>
<td>76</td>
</tr>
<tr>
<td>The community in which you teach</td>
<td>31.6% (24)</td>
<td>30.3% (23)</td>
<td>22.4% (17)</td>
<td>15.8% (12)</td>
<td>2.22</td>
<td>76</td>
</tr>
</tbody>
</table>

answered question 76
skipped question 9
35. Please think about your relationship with parents and other agencies you work with and indicate your level of agreement or disagreement with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree (%)</th>
<th>Somewhat agree (%)</th>
<th>Somewhat disagree (%)</th>
<th>Disagree (%)</th>
<th>Not applicable (%)</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the cooperation of community agencies (APD, Voc. Rehab, etc.)</td>
<td>30.0% (21)</td>
<td>21.4% (15)</td>
<td>8.6% (6)</td>
<td>7.1% (5)</td>
<td>32.9% (23)</td>
<td>1.89</td>
<td>70</td>
</tr>
<tr>
<td>There are community groups (both for profit and nonprofit, e.g. CARD)</td>
<td>38.0% (27)</td>
<td>25.4% (18)</td>
<td>14.1% (10)</td>
<td>9.9% (7)</td>
<td>12.7% (9)</td>
<td>1.95</td>
<td>71</td>
</tr>
<tr>
<td>that assist me in reaching my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are businesses in the community that work with me in reaching the</td>
<td>18.3% (13)</td>
<td>22.5% (16)</td>
<td>5.6% (4)</td>
<td>16.9% (12)</td>
<td>36.6% (26)</td>
<td>2.33</td>
<td>71</td>
</tr>
<tr>
<td>transition goals of my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of my students' parents are involved in their child's education.</td>
<td>37.8% (28)</td>
<td>39.2% (29)</td>
<td>10.8% (8)</td>
<td>12.2% (9)</td>
<td>0.0% (0)</td>
<td>1.97</td>
<td>74</td>
</tr>
<tr>
<td>Most of my students' parents respect and support the things I do in my</td>
<td>68.5% (50)</td>
<td>23.3% (17)</td>
<td>6.8% (5)</td>
<td>1.4% (1)</td>
<td>0.0% (0)</td>
<td>1.41</td>
<td>73</td>
</tr>
<tr>
<td>classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have good relationships with the parents of my students.</td>
<td>82.7% (62)</td>
<td>16.0% (12)</td>
<td>0.0% (0)</td>
<td>1.3% (1)</td>
<td>0.0% (0)</td>
<td>1.20</td>
<td>75</td>
</tr>
</tbody>
</table>

answered question 77

skipped question 8
36. How satisfied or dissatisfied are you with each of the following aspects of your current position?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Satisfied</th>
<th>Somewhat satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Dissatisfied</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>12.2% (9)</td>
<td>28.4% (21)</td>
<td>25.7% (19)</td>
<td>33.8% (25)</td>
<td>2.81</td>
<td>74</td>
</tr>
<tr>
<td>Job security</td>
<td>47.2% (34)</td>
<td>41.7% (30)</td>
<td>9.7% (7)</td>
<td>1.4% (1)</td>
<td>1.65</td>
<td>72</td>
</tr>
<tr>
<td>Promotion opportunities</td>
<td>13.5% (10)</td>
<td>39.2% (29)</td>
<td>32.4% (24)</td>
<td>14.9% (11)</td>
<td>2.49</td>
<td>74</td>
</tr>
<tr>
<td>Location of the school</td>
<td>79.2% (61)</td>
<td>11.7% (9)</td>
<td>9.1% (7)</td>
<td>0.0% (0)</td>
<td>1.30</td>
<td>77</td>
</tr>
</tbody>
</table>

37. How "important" are the following aspects of your current position?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Slightly important</th>
<th>Not important</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>49.4% (38)</td>
<td>45.5% (35)</td>
<td>5.2% (4)</td>
<td>0.0% (0)</td>
<td>1.56</td>
<td>77</td>
</tr>
<tr>
<td>Job security</td>
<td>81.8% (63)</td>
<td>15.6% (12)</td>
<td>2.6% (2)</td>
<td>0.0% (0)</td>
<td>1.21</td>
<td>77</td>
</tr>
<tr>
<td>Promotion opportunities</td>
<td>36.4% (28)</td>
<td>32.5% (25)</td>
<td>22.1% (17)</td>
<td>9.1% (7)</td>
<td>2.04</td>
<td>77</td>
</tr>
<tr>
<td>Location of the school</td>
<td>59.7% (46)</td>
<td>29.9% (23)</td>
<td>3.9% (3)</td>
<td>6.5% (5)</td>
<td>1.57</td>
<td>77</td>
</tr>
</tbody>
</table>

answered question 77
skipped question 8
38. Please indicate the degree to which each of the following statements reflects your views.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud to tell others I am a teacher.</td>
<td>85.9% (61)</td>
<td>11.3% (8)</td>
<td>0.0% (0)</td>
<td>2.9% (2)</td>
<td>1.20</td>
</tr>
<tr>
<td>Being a teacher is rewarding and contributes to a satisfying life.</td>
<td>75.3% (58)</td>
<td>20.8% (16)</td>
<td>2.6% (2)</td>
<td>1.3% (1)</td>
<td>1.30</td>
</tr>
</tbody>
</table>

39. Please indicate the degree to which each of the following statements reflect your views about your teaching field (i.e. special education).

<table>
<thead>
<tr>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would transfer to another teaching field if I had the opportunity.</td>
<td>5.4% (4)</td>
<td>21.6% (16)</td>
<td>31.1% (23)</td>
<td>41.9% (31)</td>
<td>3.09</td>
</tr>
<tr>
<td>I am willing to put forth considerable effort in order to be successful in my field.</td>
<td>87.1% (61)</td>
<td>10.0% (7)</td>
<td>0.0% (0)</td>
<td>2.9% (2)</td>
<td>1.19</td>
</tr>
<tr>
<td>If I could go back to my college days and start over again, I would again choose my teaching field.</td>
<td>55.4% (41)</td>
<td>23.0% (17)</td>
<td>13.5% (10)</td>
<td>8.1% (6)</td>
<td>1.74</td>
</tr>
<tr>
<td>I am committed to working with students with ASD.</td>
<td>86.3% (63)</td>
<td>13.7% (10)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>1.14</td>
</tr>
<tr>
<td>I would recommend that young people pursue careers in my teaching field.</td>
<td>43.4% (33)</td>
<td>22.4% (17)</td>
<td>22.4% (17)</td>
<td>11.8% (9)</td>
<td>2.03</td>
</tr>
</tbody>
</table>

answered question 77
skipped question 8
Appendix C: Open-ended Response Open Coding

SurveyMonkey

Why did you choose the response you did for question 20? Discuss any factors you considered (personal, family, etc.).

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

answered question | 80

skipped question | 5

25. Why did you choose the response you did for question 20? Discuss any

Response Text

1 I would rather not be inclusion/support facilitator for grades k-2. I would rather concentrate on kindergarten, for I feel in order for early intervention to work, we need to really enforce it early on in the child's schooling. Dec 6, 2010 7:59 PM

2 I need the stability of my current position and I enjoy teaching at this school in particular. Positive school env. Dec 6, 2010 8:06 PM

3 72 mile commute round trip per day to work, excessive number of students in class, number of students who need 1-1 assistance or who have had it on their IEP but do not receive this help; excessive amount of paperwork; excessive amount of trying to teach to standards for students who honestly are not functioning anywhere near their age-peers (kind of like trying to fit a round peg into a square hole), General frustration over trying to do the best job that I can, yet knowing in my heart and soul that I am not investing my teaching time on skills my students need to learn; just making sure that I "expose" my students to the standards of the mainstream. I want to "teach" not just expose students to a curriculum concept. Dec 6, 2010 8:20 PM

4 I have had the most challenging year in my 16 years of teaching. One student (and his parent) has managed to change my classroom where there is a total disregard for the other students in my class. At what point do we stop individual rights from totally trampling on the rights of individuals? I have had enough of the system that fears a law suit from a 'crazed' parent. I do have an obligation to the other students in my class; however, the county seems to disregard them and their feelings and their rights because they fear a law suit. ENOUGH!!! I'm getting out of this while I still enjoy working with students. Dec 7, 2010 12:34 PM

5 I like my job to help students with ASD

Dissatisfaction with current work environment (i.e. staff support, materials, and lack of variety of opportunities for students with ASD) Dec 7, 2010 12:56 PM

Dec 7, 2010 1:11 PM
25. Why did you choose the response you did for question 20? Discuss any

Response Text

7. There are many barriers to teaching ASD and special education. I receive no monetary benefits but have a huge caseload. I must deal with IEP's and so much paperwork beyond other teachers. I must complete two different forms of grade and also be responsible for students after they graduate. I must come up with my own curriculum map, my own curriculum guide. I must teach student on different levels of access points and also be responsible for taking data for their grades, IEP’s and also special diploma grades. I must be responsible for two other adults and teach them how to teach, grade, and work with students. There is a lot of responsibility compared to other "regular" ed teachers. The district says I only have 12 students in my room that is not that many. But I have 5 students that don't verbally speak. I also have to program their devices, make boardmaker symbols, and jump through hoops to help them communicate. I would rather have 125 papers to grade.

8. I love teaching students who have such potential if you can break through their barriers and find what motivates them to learn. They are so capable of developing it is just a matter of finding out what layers you have to break through before you can better understand their abilities.

9. I am very tired. Planning for multiple leveled groups is time consuming. I don't feel there is enough support from administration. Materials for teaching still is not adequate.

10. I honestly love these students. I honestly care for their happiness and well being. It is difficult to be considered different and disabled. They are aware that people judge them and society does not fully accept them. I do not want them hidden in a room. I make it my life to include them in the school campus in as many events as possible. We live our school lives having fun with learning socializing with the community. We are a close knit family during those school hours. We rely and depend on each other for friendship, happiness, and acceptance. Their joy is mine.

11. I love my job and have been working and volunteering with students with autism since middle school.

12. I have the best students in the entire county and I LOVE my job!

13. I feel a commitment to my students, school

14. Personal

15. I chose this because I am happy where I am... I do want to get my masters in Positive Behavior Support but while I am doing that, there is no place I would rather be than teaching my kiddos:O)

16. I love teaching special needs children!

17. Very unhappy with the direction Education is going.

18. I love working in my current school environment. The students are great to work with even when they are there most challenging behaviors.

19. This is where I am suppose to be for now. Where they are supposed to be.

20. There have been times this year where I feel as if my career is unfulfilling and I have no impact on my students. I feel that teaching 5 core subjects and Unique Skills does not allow me the time needed to plan appropriately for all classes. My students are not receiving the best instruction they can because I am not able to dedicate the amount of time needed to plan accordingly.

21. I know I can make a difference in the lives of the ASD children, and their families.

22. I have taught the same class for 11 years...would not mind a change in scenery.
25. Why did you choose the response you did for question 20? Discuss any

Response Text

Dec 8, 2010 3:29 PM
I love my kids and my job, but this year it seems as though we have WAY to many kids in the class. Units have been added, but no one wants the position. I feel like ASD has become a dumping ground now for child with behavioral needs. It is becoming harder to teach because of dealing with the behavior and language of some of the children. Also, I think there needs to be a better way of grouping the students so that instruction can take place and improvements in student achievement will also take place. It is hard to teach when you have some that cannot sit or complete work without hand over hand assistance and others that are taking SAT/FCAT. Even though I say all of this, I would still probably come back because I have fun with my kids and they really make me laugh.

Dec 8, 2010 3:36 PM
I love my job teaching PreK ASD, we have a great time and the kids are incredible. I would eventually like to switch to an administrative position within this department (ASD/ESE) when they become available.

Dec 8, 2010 3:55 PM
I enjoy working with ASD children. It is very rewarding when the succeed.

Dec 8, 2010 6:13 PM
I love teaching students with ASD and I love the students that I have; however, I feel that my current administration is not supportive of my students or their goals or my goals for them. Sometimes it is hard for me to come to work even though I love the students I feel so undervalued and underappreciate here.

Dec 8, 2010 6:36 PM
The classes at our school are over crowded and student learning is not happening like it should. I feel like I am more of a babysitter instead of a teacher because of the high numbers and not a lot of help.

Dec 8, 2010 7:56 PM
Simply put, I love my job. I have a great support system at work and at home.

Dec 8, 2010 8:14 PM
I enjoy working with children with disabilities. I entered the teaching field to make a difference because I feel my children were the students who were left behind

Dec 8, 2010 8:23 PM
I love my job! I have a great, supportive administration team and helpful peers. I can be involved in many different aspects of the school and love coming to work everyday.

Dec 8, 2010 8:30 PM
I love my students. They're amazing people and I love watching them grow and independently complete new tasks. Their success is what makes me the happiest.

Dec 8, 2010 8:25 PM
The school is close to my house, I have a child attending the school I work at and I'm comfortable. Plus, I need my job to survive for my family.

Dec 8, 2010 9:10 PM
The relationship that I have made with my students is something that I could not leave. Seeing the happiness that I can bring to my students, and providing them with ways to effectively communicate is something that provides me with a great feeling of satisfaction. I could not see myself doing anything else!

Dec 8, 2010 9:30 PM
I enjoy my school, the staff, students, and families!

Dec 9, 2010 1:17 AM
I love my new school! Very supportive and responsive administration. Great ESE colleagues.

Dec 9, 2010 12:51 PM
Frustration with administration and lack of district support for ASD classrooms unless it pertains to student behavior, no one advocates for the teachers in these classrooms who get limited emotional support when their administrator and general staff have their own agendas

Dec 10, 2010 12:16 PM
This position is rewarding to me.

Dec 10, 2010 4:30 PM
personal; my students and I have formed a life-long bonding.

Dec 10, 2010 5:56 PM
I love my class. Even though it's incredibly challenging and there's days that I want to scream, working with these kids warms my heart. They are loving, funny, and surprising in so many ways.
25. Why did you choose the response you did for question 20? Discuss any

Response Text

Fantastic school, great administrators, super students and good parents (very satisfying work environment).

I would open my own Charter School for Students with Autism so that I can provide all of the one on one intensive therapy each student needs and deserves. These students require a structures environment enriched with communication opportunities in language they understand throughout all of their schooling. It is disconcerting that the same processes are not being followed in every ASD class as they move on to high school or middle school.

Love helping my students make progress, like the administration of my school supporting my efforts.

Need a break from ASD.

I enjoy the staff I work with. There is a lot of reward in the job.

I have ASD/THN, I love the position, I have great administrative support. However, I will take 12 hours to stay in the position.

I enjoy my job and feel that I am making a difference for my students.

I am happy where I am, great family support and have a great paraprofessional that works great with my self and my students.

I love my job and even if there are no constraints, I would still continue to teach children with autism spectrum disorders.

I am where I should be.

I greatly admire my amazing mentor teacher who encourages me if I ever get discouraged. I love watching my students grow in social confidence and academic ability. I love hearing a 10 year old speak his first words with excitement, seeing my students successful mainstream into general education classes.

I really enjoy my job.

The changes/demands in the classroom combined with lack of support and increasing class size make it harder to actually address the student's needs instead of meeting paperwork and district expectations. There is no time left to work with the children and do our real job.

I had a job training teachers in the software industry that I LOVED but got laid off. I would go back to that in a heartbeat.

It has been fulfilling and I am happy at my school, despite the many challenges and behavior aspects I encounter on a regular basis. I would prefer to work with younger students however.

Because there are so many rules, restrictions, demands, expectations, etc. placed on teachers that it is getting harder and harder to keep up with it all. Education should remain the utmost importance to the classroom teacher.

Because sometimes "change" is more stressful than the familiar.

I am frustrated by the lack of support from some parents, the state system and fellow staff. Parents expect us to deal with their students when they don't follow through at home. There's a general lack of respect for teachers, not enough money, I work 3 jobs just to pay basic bills. The staff has changed at this school and I am VERY unhappy this year. They want for themselves without regard for me and my classes.

I like what I do! You can always make a difference in a person's life!

I am very happy in what I do.

Because I am too tired all the time and the responsibility of keeping 6-7 3-5 year olds safe all the time is overwhelming. They have no fear or sense of safety and it is scary.
25. Why did you choose the response you did for question 20? Discuss any

Response Text

I have worked at this school for 18 years, I work with a great staff (1 other teacher, 4 assistants), our program is well accepted by the rest of the staff, administration is very supportive.

Dec 16, 2010 6:32 PM

Sch. env.
+Sch. Admin.
+Time
+Paperwork
+Colleagues
+Admin.

Child beginning K next year, like the school I am at.

Dec 16, 2010 6:50 PM

+Sch. Env.
+Asp Stud.
+Colleagues
+Admin.
+Time

I love my job. Even though it is often challenging, I know that I make a difference and my kids always make me smile.

Dec 16, 2010 6:54 PM

+Sch. Admin.
+Time
+Paperwork
+Caseload
+Asp Students

The administration at my school do not understand the ASD student. When I fight for my students, I am told I am not a team player and if I am so unhappy maybe I should put in for a transfer. My caseload consists of students who are not ASD and my ASD students because I am suppose to have so much extra time on my hands. I am tired of not being able to spend time with my family because I have to do paperwork at home. I am tired of taking home less money and having more work to do because I do not have time at school to do the IEP’s. I forgot the last time I took lunch time just to be with my peers. I am tired of working harder and being paid less. I love the ASD students, but the paperwork and added caseload is killing me.

Dec 16, 2010 6:58 PM

+Sch. Admin.
+Time
+Paperwork
+Colleagues
+Admin.

I enjoy working with students ASD

Dec 16, 2010 8:13 PM

+Asp Students

I really love my kids and my job. This is the first year I have taught ASD so perhaps I am looking through rose colored glasses and will think differently next year. Who knows, right? I sure hope I am as happy in the proceeding years as I am now!

Dec 16, 2010 8:35 PM

+Asp Students

I enjoy my job, my kids, and feel that I am supposed to be here.

Dec 16, 2010 9:00 PM

+Asp Stud.

My enjoyment with this field and position.

Dec 17, 2010 2:18 PM

+Happy

I love my job! Even thought it’s very challenging! I work 60 hours a week between IEP’s, Planning, and extra

Dec 17, 2010 3:53 PM

+Happy

The administration at Ozona Elementary is the BEST. They are extremely supportive. The Behavior Specialist plays a vital role in the classroom. The administration sends out reports that help keep you on track to meeting all IEP, reeval, etc., obligations. I probably would have quit had it not been for the support of admin and the behavior specialist, not to mention my fellow ASD teachers. We lean on each other. I have broken down sobbing with the overwhelming task of educating these kids and my teammates were there without judgement to help. Also, the district support team is amazing.

Dec 17, 2010 6:19 PM

+Sch. Admin.
+Time
+Colleagues
+Asp Students
+Bisl. Admin.

Would like to have more experience working at the district level.

Dec 17, 2010 6:50 PM

+Admin.

I am happy and feel fulfilled in my current teaching position and plan to remain at the same school.

Dec 28, 2010 10:58 PM

+Happy

I am blessed to have the group of students and team that I have this year and I know it won’t always be this way.

+Asp Stud.
+Colleagues

I would like to acquire new skills and techniques that are useful in the education of ASD students. I started my position 3 months into the school year, and would like to learn more.

Jan 6, 2011 4:33 PM

+Training

Family responsibilities and working with the students.

Jan 6, 2011 5:00 PM

+Asp Stud.

Thus far, I have enjoyed the Asperger students I am working with. I enjoy the challenge of maintaining their level classification status within the general education setting. However, should I have the caseload that is established for this unit, I am not sure that the success rate nor the positivity of my previous responses would remain the same.

Jan 6, 2011 5:56 PM

+Asp Stud.
+Caseload

I enjoy teaching students with Cognitive Delays slightly more than I enjoy teaching students with ASD.

Jan 6, 2011 7:23 PM

+Diff. Pop. Preference
25. Why did you choose the response you did for question 20? Discuss any

Response Text

79  I have a great class this year and only 6 students. I've had some really rough classes in the past, but the students were continually dumped in my room (previous administrator). Many were TMH students with behavior issues that the other teachers didn't want to deal with. I like the ASD population, but can only handle so many kids at a time.

Jan 6, 2011 9:03 PM

80  The parents are high maintenance

Jan 11, 2011 7:42 PM

-Parents
Survey: “Working in Schools: Life of a Special Educator”

21. Why did you choose the response you did for question 20? Discuss any factors you considered (personal, family, etc.).

Response Count: 80
Answered question: 80
Skipped question: 5

For all ASD Students + (I would add the word love or passion for teaching ASD.)

Response Text:

I would rather not be inclusion/support facilitator for grades k-2. I would rather concentrate on kindergarten, for I feel in order for early intervention to work, we need to really enforce it early on in the child’s schooling. Population preference - Dec 6, 2010 7:59pm

I need the stability of my current position and I enjoy teaching at this school in particular. School environment + Dec 6, 2010 8:06 PM

72 mile commute round trip per day to work, excessive number of students in class; number of students who need 1-1 assistance or who have had it on their IEP but do not receive this help; excessive amount of paperwork; excessive amount of trying to teach to standards for students who honestly are not functioning anywhere near their age-peers (kind of like trying to fit a round peg into a square hole). General frustration over trying to do the best job that I can, yet knowing in my heart and soul that I am not investing my teaching time on skills my students need to learn- just making sure that I “expose” my students to the standards of the mainstream. I want to “teach” not just expose students to a curriculum concept. Excessive Caseload - Excessive Paperwork - Dec 6, 2010 8:20 PM
I have had the most challenging year in my 16 years of teaching. One student (and his parent) has managed to change my classroom where there is a total disregard for the other students in my class. At what point do we stop individual rights from totally trampling on the rights of individuals? I have had enough of the system that fears a law suit from a ‘crazed’ parent. I do have an obligation to the other students in my class, however, the county seems to disregard them and their feelings and their rights because they fear a law suit. ENOUGH!!! I’m getting out of this while I still enjoy working with students. Students’ Parents - Dec 7, 2010 12:34 PM

I like my job to help students with ASD Students with ASD. Dec 7, 2010 12:56 PM

Dissatisfaction with current work environment (i.e., staff support, materials, and lack of variety of opportunities for students with ASD) School environment-, Curriculum materials (lack of) –, Paraprofessionals - Dec 7, 2010 1:11 PM

There are many barriers to teaching ASD and special education. I receive no monetary benefits but have a huge caseload. I must deal with IEP’s and so much paperwork beyond other teachers. I must complete two different forms of grade and also be responsible for students after they graduate. I must come up with my own curriculum map, my own curriculum guide. I must teach student on different levels of access points and also be responsible for taking data for their grades, IEP’s and also special diploma grades. I must be responsible for two other adults and teach them how to teach, grade, and work with students. There is a lot of responsibility compared to other “regular” ed teachers. The district says I only have 12 students in my room that is not that many. But I have 5 students that don’t verbally speak. I also have to program their devices, make boardmaker
symbols, and jump through hoops to help them communicate. I would rather have
125 papers to grade. Excessive Caseload - , Excessive Paperwork - ,
Paraprofessionals - 
Dec 7, 2010 1:45 PM
8] I love teaching students who have such potential if you can break through their 
barriers and find what motivates them to learn. They are so capable of developing 
it is just a matter of finding out what layers you have to break through before you 
can better understand their abilities. Students with ASD + 
Dec 7, 2010 5:32 PM
8] I am very tired. Planning for multiple leveled groups is time consuming. I don’t 
feel there is enough support from administration. Materials for teaching still is not 
adequate. Time management - , Curriculum materials (lack of) - 
Dec 7, 2010 9:14 PM
10] I honestly love these students. I honestly care for their happiness and well 
being. It is difficult to be considered different and disabled. They are aware that 
people judge them and society does not fully accept them. I do not want them 
hidden in a room. I make it my life to include them in the school campus in as many 
events as possible. We live our school lives having fun with learning socializing with 
the community. We are a close knit family during those school hours. We rely and 
depend on each other for friendship, happiness, and acceptance. Their joy is 
mine. Students with ASD + 
Dec 7, 2010 11:06 PM
11] I love my job and have been working and volunteering with students with 
autism since middle school. Students with ASD + 
Dec 8, 2010 12:40 AM
12] I have the best students in the entire county and I LOVE my job! Students with 
ASD + 
Dec 8, 2010 1:26 AM
13 I feel a commitment to my students, school Students with ASD+, School environment +

Dec 8, 2010 1:32 AM

14 Personal Personal

Dec 8, 2010 2:39 AM

[15] I chose this because I am happy where I am, I do want to get my masters in Positive Behavior Support but while I am doing that, there is no place I would rather be than teaching my kiddos:O) Students with ASD+

Dec 8, 2010 11:54 AM

16 I love teaching special needs children! Students with ASD+

Dec 8, 2010 12:51 PM

17 Very unhappy with the direction Education is going. Education, in general - Students with ASD +

Dec 8, 2010 1:03 PM

18 I love working in my current school environment. The students are great to work with even when they are there most challenging behaviors. School environment +, Students with ASD +

Dec 8, 2010 1:11 PM

19 This is where I am suppose to be for now. Where they should be +

Dec 8, 2010 1:22 PM

20 There have been times this year where I feel as if my career is unfulfilling and I have no impact on my students. I feel that teaching 5 core subjects and Unique Skills does not allow me the time needed to plan appropriately for all classes. My students are not receiving the best instruction they can because I am not able to dedicate the amount of time needed to plan accordingly. Time management -

Dec 8, 2010 1:50 PM

21 I know I can make a difference in the lives of the ASD children, and their families. Making a difference +
Dec 8, 2010 2:00 PM
22 I have taught the same class for 11 years...would not mind a change in scenery. Ready for a change -

Dec 8, 2010 2:39 PM
24 I love my kids and my job, but this year it seems as though we have WAY to many kids in the class. Units have been added, but no one wants the position. I feel like ASD has become a dumping ground now for child with behavioral needs. It is becoming harder to teach because of dealing with the behavior and language of some of the children. Also, I think there needs to be a better way of grouping the students so that instruction can take place and improvements in student achievement will also take place. It is hard to teach when you have some that cannot sit or complete work without hand over hand assistance and others that are taking SAT/FCAT. Even though I say all of this, I would still probably come back because I have fun with my kids and they really make me laugh. Excessive caseload - , Student grouping - , Students with ASD +

Dec 8, 2010 3:29 PM
24 I love my job teaching PreK ASD, we have a great time and the kids are incredible. I would eventually like to switch to an administrative position within this department (ASD/ ESE) when they become available. Students with ASD +, Wanting administrative position -

Dec 8, 2010 3:36 PM
25 I enjoy working with ASD children. It is very rewarding when the succeed. Students with ASD +

Dec 8, 2010 3:55 PM
26 I love teaching students with ASD and I love the students that I have; however, I feel that my current administration is not supportive of my students or their goals or my goals for them. Sometimes it is hard for me to come to work even though I
love the students I feel so under appreciate here. Students with ASD +, School Administration -

Dec 8, 2010 6:13 PM

27 I would remain due to personal factors and I enjoy the kids. Personal, Students with ASD +

Dec 8, 2010 6:36 PM

28 The classes at our school are over crowded and student learning is not happening like it should. I feel like I am more of a babysitter instead of a teacher because to the high numbers and not a lot of help. Excessive caseload -

Dec 8, 2010 6:43 PM

29 Simply put, I love my job. I have a great support system at work and at home. Support system +

Dec 8, 2010 7:55 PM

30 I enjoy working with children with disabilities. I entered the teaching field to make a difference because I feel my children were the students who were left behind Students with ASD +, Making a difference +

Dec 8, 2010 8:14 PM

31 I love my job! I have a great, supportive administration team and helpful peers. I can be involved in many different aspects of the school and love coming to work everyday. I love my students. They're amazing people and I love watching them grow and independently complete new tasks. Their success is what makes me the happiest School administration +, Colleagues +, Students with ASD +

Dec 8, 2010 8:23 PM

32 Burn out Burn out

Dec 8, 2010 8:25 PM

33 The school is close to my house, I have a child attending the school I work at and I'm comfortable. Plus, I need my job to survive for my family. Need job

Dec 8, 2010 8:40 PM

34 The relationship that I have made with my students is something that I could not leave. Seeing the happiness that I can bring to my students, and providing them with ways to effectively communicate is something that provides me with a
great feeling of satisfaction. I could not see myself doing anything else! Students with ASD +

Dec 8, 2010 9:10 PM

35 I enjoy my school, the staff, students, and families! School environment +, Colleagues +, Students with ASD +, Students' Parents +

Dec 8, 2010 9:30 PM

36 I love my new school! Very supportive and responsive administration. Great ESE colleagues. School administration +, Colleagues +

Dec 9, 2010 1:17 AM

37 Frustration with administration and lack of district support for ASD classrooms unless it pertains to student behavior, no one advocates for the teachers in these classrooms who get limited emotional support when their administrator and general staff have their own agendas School administration -, District Administration -

Dec 9, 2010 12:51 PM

38 This position is rewarding to me. Rewarding +

Dec 10, 2010 12:18 PM

39 personal; my students and I have formed a life-long bonding. Students with ASD +

Dec 10, 2010 4:30 PM

40 I love my class. Even though it's incredibly challenging and there's days that I want to scream, working with these kids warms my heart. They are loving, funny, and surprising in so many ways. Students with ASD +

Dec 10, 2010 5:50 PM

41 Fantastic school, great administrators, super students and good parents (very satisfying work environment). School environment +, School administration +, Students with ASD +

Dec 10, 2010 9:15 PM
I would open my own Charter School for Students with Autism so that I can provide all of the one on one intensive therapy each student needs and deserves.

These students require a structures environment enriched with communication opportunities in language they understand throughout all of their schooling. It is disconcerting that the same processes are not being followed in every ASD class as they move on to high school or middle school. Lack of services -

Dec 11, 2010 3:21 PM

I love helping my students make progress, like the administration of my school supporting my efforts School administration +

Dec 12, 2010 3:56 AM

Need a break from ASD Burn out -

Dec 13, 2010 12:17 PM

I enjoy the staff I work with. There is a lot of reward in the job Colleagues +, Rewarding +

Dec 13, 2010 8:49 PM

I have ASD/TMH. I love the position. I have great administrative support. However, I will take 12 hours to stay in the position. School administration +

Dec 13, 2010 9:40 PM

I enjoy my job and feel that I am making a difference for my students. Making a Difference +

Dec 14, 2010 3:31 PM

I am happy where I am, great family support and have a great paraprofessional that works great with myself and my students. Paraprofessional +

Dec 14, 2010 4:51 PM

I love my job and even if there are no constraints, I would still continue to teach children with autism spectrum disorders. Students with ASD +
Dec 14, 2010 4:53 PM
50 I am where I should be. Where they should be +

Dec 14, 2010 5:07 PM
51 I greatly admire my amazing mentor teacher who encourages me if I ever get discouraged. I love watching my students grow in social confidence and academic ability. I love hearing a 10 year old speak his first words with excitement, seeing my students successful mainstream into general education classes. Mentor +, Rewarding +

Dec 14, 2010 5:19 PM
52 I really enjoy my job. Happiness +

Dec 14, 2010 9:48 PM
53 The changes/demands in the classroom combined with lack of support and increasing class size make it harder to actually address the student’s needs instead of meeting paperwork and district expectations. There is no time left to work with the children and do our real job. Support system ->, Time management -

Dec 15, 2010 6:42 PM
54 I had a job training teachers in the software industry that I LOVED but got laid off. I would go back to that in a heartbeat. Different profession preference -

Dec 16, 2010 4:42 PM
55 It has been fulfilling and I am happy at my school, despite the many challenges and behavior aspects I encounter on a regular basis. I would prefer to work with younger students however. School environment +

Dec 16, 2010 4:43 PM
56 Because there are so many rules, restrictions, demands, expectations, etc. placed on teachers that it is getting harder and harder to keep up with it all. Education should remain the utmost importance to the classroom teacher. Excessive paperwork -
Dec 16, 2010 5:00 PM

57 I Because sometimes "change" is more stressful than the familiar. Change -

Dec 16, 2010 5:18 PM

58 I am frustrated by the lack of support from some parents, the state system and fellow staff. Parents expect us to deal with their students when they don't follow through at home. There's a general lack of respect for teachers, not enough money, I work 3 jobs just to pay basic bills. The staff has changed at this school and I am VERY unhappy this year. They want for themselves without regard for me and my classes. Parents - , Colleagues - , Finances -

Dec 16, 2010 5:21 PM

59 I like what I do! You can always make a difference in a person's life! Making a difference +

Dec 16, 2010 5:29 PM

60 I am very happy in what I do. Happiness +

Dec 16, 2010 6:00 PM

[61] Because I am too tired all the time and the responsibility of keeping 6-7 3-5 year olds safe all the time is overwhelming. They have no fear or sense of safety and it is scary. Exhaustion -

Dec 16, 2010 6:23 PM

[62] I have worked at this school for 18 years, I work with a great staff (1 other teacher, 4 assistants), our program is well accepted by the rest of the staff, administration is very supportive. School environment +, Colleagues +, Administration +

Dec 16, 2010 6:32 PM

[63] Child beginning K next year, like the school I am at. School environment +

Dec 16, 2010 6:50 PM

64 I love my job. Even though it is often challenging, I know that I make a difference and my kids always make me smile. Students with ASD +, Making a difference +
Dec 16, 2010 6:54 PM

[65] The administration at my school do not understand the ASD student. When I fight for my students, I am told I am not a team player and if I am so unhappy maybe I should put in for a transfer. My caseload consists of students who are not ASD and my ASD students because I am suppose to have so much extra time on my hands. I am tired of not being able to spend time with my family because I have to do paperwork at home. I am tired of taking home less money and having more work to do because I do not have time at school to do the IEP's. I forgot the last time I took lunch time just to be with my peers. I am tired of working harder and being paid less. I love the ASD students, but the paperwork and added caseload is killing me. School administration - , Time -, Excessive paperwork -, Excessive Caseload -, Students with ASD +

Dec 16, 2010 6:58 PM

66 I enjoy working with students ASD Students with ASD +

Dec 16, 2010 8:13 PM

[67] I really love my kids and my job. This is the first year I have taught ASD so perhaps I am looking through rose colored glasses and will think differently next year. Who knows, right? I sure hope I am as happy in the proceeding years as I am now! Students with ASD +

Dec 16, 2010 8:35 PM

[68] I enjoy my job, my kids, and feel that I am supposed to be here. Students with ASD +

Dec 16, 2010 9:00 PM

69 My enjoyment with this field and position. Happiness +

Dec 17, 2010 2:18 PM

70 I love my job! Even thought it's very challenging! I work 60 hours a week between IEP's, Planning, and extra. Happiness +, Time management -

Dec 17, 2010 3:53 PM

[71] The administration at Ozona Elementary is the BEST. They are extremely supportive. The Behavior Specialist plays a vital role in the classroom. The
administration sends out reports that help keep you on track to meeting all IEP, reeval, etc., obligations. I probably would have quit had it not been for the support of admin and the behavior specialist, not to mention my fellow ASD teachers. We lean on each other. I have broken down sobbing with the overwhelming task of educating these kids and my teammates were there without judgement to help. Also, the district support team is amazing. School administration +, Colleagues +, District administration +

Dec 17, 2010 6:19 PM

72 Would like to have more experience working at the district level. Wanting administrative position -

Dec 17, 2010 6:50 PM

73 I am happy and feel fulfilled in my current teaching position and plan to remain at the same school. Happiness +

Dec 28, 2010 10:58 PM

74 I am blessed to have the group of students and team that I have this year and I know it won't always be this way. Students with ASD +, Colleagues +

Jan 6, 2011 4:33 PM

75 I would like to acquire new skills and techniques that are useful in the education of ASD students. I started my position 3 months into the school year, and would like to learn more. Training -

Jan 6, 2011 5:02 PM

76 Family responsibilities and working with the students. Family responsibilities, ..., Students with ASD +

Jan 6, 2011 5:50 PM

77 Thus far, I have enjoyed the Asperger students I am working with. I enjoy the challenge of maintaining there level classification status within the general education setting. However, should I have the caseload that is established for this unit, I am not sure that the success rate nor the positivity of my previous...
responses would remain the same. Students with ASD +, Excessive caseload -
Jan 6, 2011 5:58 PM

78 I enjoy teaching students with Cognitive Delays slightly more than I enjoy teaching students with ASD. Population preference -
Jan 6, 2011 7:23 PM

79 I have a great class this year and only 6 students. I’ve had some really rough classes in the past, but the students were continually dumped in my room (previous administrator). Many were TMH students with behavior issues that the other teachers didn’t want to deal with. I like the ASD population, but can only handle so many kids at a time. Students with ASD +, Small caseload +
Jan 6, 2011 9:03 PM

80 The parents are high maintenance. Students’ parents -
Jan 11, 2011 7:42 PM
Survey: "Working in Schools: Life of a Special Educator"

What are the 3 most pressing problems you face as an individual (personal life)?

<table>
<thead>
<tr>
<th>a.</th>
<th>100.0%</th>
<th>79</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>87.3%</td>
<td>69</td>
</tr>
<tr>
<td>c.</td>
<td>67.1%</td>
<td>53</td>
</tr>
</tbody>
</table>

answered question 79
skipped question 6

27. What are the 3 most pressing problems you face as an individual (personal

1. juggling grad school and first year teaching
2. financial - finances
3. long commute to school due to involuntary transfer
4. financial - finances
5. Time - time management - time management
6. Marriage
7. health problems
8. Working on Master's work, teaching, and maintaining my family and home life.
9. acceptance as a parent of a child with autism
10. not enough free time
11. Money - finances - time management
12. lack of time to pursue other interests outside of school
13. Finances - finances
14. money - finances
15. Husband is active military and we may have to move in the future
16. Too much to do.
17. Time to attend trainings - time management
18. teachers income - finances
19. Children moving to California

Dec 6, 2010 7:59 PM
Dec 6, 2010 8:06 PM
Dec 6, 2010 8:20 PM
Dec 7, 2010 12:34 PM
Dec 7, 2010 12:56 PM
Dec 7, 2010 1:11 PM
Dec 7, 2010 1:45 PM
Dec 7, 2010 5:32 PM
Dec 7, 2010 9:14 PM
Dec 7, 2010 11:06 PM
Dec 8, 2010 12:40 AM
Dec 8, 2010 1:26 AM
Dec 8, 2010 1:32 AM
Dec 8, 2010 2:39 AM
Dec 8, 2010 11:54 AM
Dec 8, 2010 12:51 AM
Dec 8, 2010 1:03 PM
Dec 8, 2010 1:11 PM
Dec 8, 2010 1:22 PM
Dec 8, 2010 1:50 PM
27. What are the 3 most pressing problems you face as an individual (personal

21. Dealing with my ASD child’s future in a group home someday
22. Financial issues
23. Wanting my house to finish being remodeled so that I can move back into it!
24. My last child going to college next year
25. Mental illness (Bipolar Disorder)
26. My children
27. Money
28. Don’t think that the question is relevant for this survey
29. Single mom
30. Balancing work and personal life
31. My own teenage children
32. Not enough time to keep control of the family (house, homework, bills)
33. Living in Florida away from family in Maryland
34. Time
35. Living on a teacher’s salary
36. Money
37. Law suit housing issue
38. Depression
39. Finances
40. Finding a good balance of work and homelife
41. Making time for family
42. Spending enough time with my family
43. Not enough time for everything
44. Age
45. Enough time to get everything done
46. Health insurance costs
47. Money
48. Time
49. Getting my son to clean up after himself
50. Husband’s health issues
51. None
52. More time needed
53. Needs of my special ed. children
54. Always tired
55. Financial-husband was unemployed for awhile
56. I am doing fine/very lucky person/thank you
57. Financial concerns
58. MONEY to pay bills
59. Lack of pay
60. Health issues in our family
61. Loneliness (Live alone)
62. Financial
27. What are the 3 most pressing problems you face as an individual (personal

a.

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>Not making enough money to support myself and my child</td>
<td>Dec 16, 2010 6:54 PM</td>
</tr>
<tr>
<td>65</td>
<td>Supporting a family of 5 on my income.</td>
<td>Dec 16, 2010 6:58 PM</td>
</tr>
<tr>
<td>66</td>
<td>having no money even though we spend wisely (most of the time).</td>
<td>Dec 16, 2010 8:35 PM</td>
</tr>
<tr>
<td>67</td>
<td>family issues (parental disagreements)</td>
<td>Dec 16, 2010 9:00 PM</td>
</tr>
<tr>
<td>68</td>
<td>time - time man.</td>
<td>Dec 17, 2010 2:18 PM</td>
</tr>
<tr>
<td>69</td>
<td>Time away from my family because of work.</td>
<td>Dec 17, 2010 3:53 PM</td>
</tr>
<tr>
<td>70</td>
<td>FINANCES: we may lose our home</td>
<td>Dec 17, 2010 6:19 PM</td>
</tr>
<tr>
<td>71</td>
<td>Trust</td>
<td>Dec 17, 2010 6:50 PM</td>
</tr>
<tr>
<td>72</td>
<td>time with family</td>
<td>Dec 21, 2010 7:48 PM</td>
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<tr>
<td>73</td>
<td>Taking too little time for personal enjoyment.</td>
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</tr>
<tr>
<td>74</td>
<td>Debt</td>
<td>Jan 6, 2011 4:33 PM</td>
</tr>
<tr>
<td>75</td>
<td>money</td>
<td>Jan 6, 2011 5:02 PM</td>
</tr>
<tr>
<td>76</td>
<td>money</td>
<td>Jan 6, 2011 5:50 PM</td>
</tr>
<tr>
<td>77</td>
<td>Balancing time between home and work and now Grad school.</td>
<td>Jan 6, 2011 9:58 PM</td>
</tr>
<tr>
<td>78</td>
<td>financial</td>
<td>Jan 6, 2011 7:23 PM</td>
</tr>
<tr>
<td>79</td>
<td>not enough time to get things done</td>
<td>Jan 11, 2011 7:42 PM</td>
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27. What are the 3 most pressing problems you face as an individual (personal

b.

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<th>No.</th>
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<tbody>
<tr>
<td>1</td>
<td>finding a house</td>
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</tr>
<tr>
<td>2</td>
<td>marital problems</td>
<td>Dec 6, 2010 8:06 PM</td>
</tr>
<tr>
<td>3</td>
<td>financial</td>
<td>Dec 6, 2010 8:20 PM</td>
</tr>
<tr>
<td>4</td>
<td>stress</td>
<td>Dec 7, 2010 12:24 PM</td>
</tr>
<tr>
<td>5</td>
<td>Not enough time for exercising.</td>
<td>Dec 7, 2010 12:56 PM</td>
</tr>
<tr>
<td>6</td>
<td>school transportation department</td>
<td>Dec 7, 2010 1:11 PM</td>
</tr>
<tr>
<td>7</td>
<td>working on my masters</td>
<td>Dec 7, 2010 1:45 PM</td>
</tr>
<tr>
<td>8</td>
<td>Not enough personal time</td>
<td>Dec 7, 2010 5:32 PM</td>
</tr>
<tr>
<td>9</td>
<td>the colder weather</td>
<td>Dec 7, 2010 9:14 PM</td>
</tr>
<tr>
<td>10</td>
<td>Family time</td>
<td>Dec 7, 2010 11:06 PM</td>
</tr>
<tr>
<td>11</td>
<td>trying to sell my house</td>
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<tr>
<td>12</td>
<td>Planning for a family</td>
<td>Dec 8, 2010 1:28 AM</td>
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<tr>
<td>13</td>
<td>Not enough money</td>
<td>Dec 8, 2010 1:32 AM</td>
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<tr>
<td>14</td>
<td>getting older</td>
<td>Dec 8, 2010 2:39 AM</td>
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<tr>
<td>15</td>
<td>low income</td>
<td>Dec 8, 2010 11:54 AM</td>
</tr>
<tr>
<td>16</td>
<td>Coping with my physical ability to continue to work safely with ASD children</td>
<td>Dec 8, 2010 12:51 PM</td>
</tr>
<tr>
<td>17</td>
<td>staying on top of things with my job</td>
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</tr>
<tr>
<td>18</td>
<td>Finance</td>
<td>Dec 8, 2010 1:11 PM</td>
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<td>getting older</td>
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<td>low income</td>
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<tr>
<td>21</td>
<td>Coping with my physical ability to continue to work safely with ASD children</td>
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<tr>
<td>22</td>
<td>staying on top of things with my job</td>
<td>Dec 8, 2010 2:39 PM</td>
</tr>
</tbody>
</table>
27. What are the 3 most pressing problems you face as an individual (personal

b. 

Not enough time in the day to get all the paperwork and things outside of school done that I need to.  
Dec 8, 2010 3:29 PM

Managing time at home to meet needs of family / self.  
Dec 8, 2010 3:36 PM

My Father-In-Law who has Parkinsons disease lives with us.  
Dec 8, 2010 3:55 PM

Financial Difficulty - Finances  
Dec 8, 2010 6:13 PM

time - time man.  
Dec 8, 2010 6:36 PM

money - Finances  
Dec 8, 2010 6:43 PM

amount of money it takes to raise children  
Dec 8, 2010 7:56 PM

taking time for me - time man.  
Dec 8, 2010 8:14 PM

Developing my relationship with God - Religion  
Dec 8, 2010 8:23 PM

money - Finances  
Dec 8, 2010 8:25 PM

balancing demands of teaching and family life - time man.  
Dec 8, 2010 9:10 PM

Time - time man.  
Dec 8, 2010 9:30 PM

Parents in Maryland (sick) - Family Health  
Dec 8, 2010 12:18 PM

anxiety - Mental Illness  
Dec 9, 2010 1:17 AM

paying for my ASD endorsement and following masters in special ed - Finances  
Dec 9, 2010 12:51 PM

maintain good health - Health  
Dec 9, 2010 4:30 PM

Financial debt, paying bills, making ends meet - Finances  
Dec 9, 2010 5:40 PM

spending too much time working off the clock - planning, and creating appropriate materials for my students - time man.  
Dec 9, 2010 6:50 PM

education -  
Dec 10, 2010 5:56 AM

Lack of time for social life, due to school taking over. My husband is also a teacher (gen ed). - time man.  
Dec 10, 2010 6:40 PM

time spent on work (after student hours) - time man.  
Dec 10, 2010 6:44 PM

Time - time man.  
Dec 10, 2010 6:46 PM

fixing things around the house - House  
Dec 10, 2010 7:56 AM

husband's job. - Spouse 's job  
Dec 10, 2010 8:00 AM

financial concerns - Finances  
Dec 10, 2010 12:17 PM

financial strain - Finances  
Dec 13, 2010 8:49 PM

work demands - School  
Dec 13, 2010 8:49 PM

Lack of family time - time man.  
Dec 16, 2010 4:47 PM

Time for self - time man.  
Dec 16, 2010 5:18 PM

No stipen for being an ASD teacher. - Finances  
Dec 16, 2010 5:21 PM

being exhausted all the time - fixed exhaustion  
Dec 16, 2010 6:00 PM

Far away from my family (can't move or I will lose pension) - Family  
Dec 16, 2010 6:32 PM
27. What are the 3 most pressing problems you face as an individual (personal)

b. 

63. Time
64. Trying to balance teaching school and taking Masters level courses
65. Having time to spend with my family
66. my ex-husband, his ex-wife and our teenagers who think they know more than we do (my mom says payback are h--- I guess I should have listened)
67. living my life fully and confidently for me
68. children behaviors
69. The cost that comes along with teaching students with ASD Community Base Instruction weekly trips, expanding the curriculum
70. FINANCES: not being able to do stress relieving activities because we can not afford to.
71. Being used
72. work
73. Stress in maintaining a home.
74. Looking ahead to the future
75. money
76. time
77. wanting to give 100% for each area, in which area do I sacrifice?
78. having a special needs adult child
79. no help

Dec 16, 2010 6:50 PM
Dec 16, 2010 6:54 PM
Dec 16, 2010 6:58 PM
Dec 16, 2010 8:35 PM
Dec 16, 2010 9:00 PM
Dec 17, 2010 2:18 PM
Dec 17, 2010 3:53 PM
Dec 17, 2010 6:19 PM
Dec 17, 2010 6:50 PM
Dec 21, 2010 7:48 PM
Dec 28, 2010 10:58 PM
Jan 6, 2011 4:33 PM
Jan 6, 2011 5:02 PM
Jan 6, 2011 5:50 PM
Jan 6, 2011 5:56 PM
Jan 6, 2011 7:23 PM
Jan 11, 2011 7:42 PM

27. What are the 3 most pressing problems you face as an individual (personal)

c. 

1. dealing with a family death
2. problems with personal children
3. way too overworked for the small amount of pay!!!
4. money
5. my fiance is in the military and he might be stationed elsewhere
6. stress
7. Getting my husband to get rid of his "stuff" to declutter the home.
8. stress
9. money
10. Health care
11. relationship with my mom
12. money
13. Not enough quality time with family.
14. Meeting family time needs

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Dec 8, 2010 12:51 PM
Dec 8, 2010 1:03 PM
Dec 8, 2010 1:11 PM
Dec 8, 2010 1:22 PM

5 of 7
27. What are the 3 most pressing problems you face as an individual (personal)

- recently moved in with girlfriend
- Coping with 93 year old mother-in-law in household, impairing ability to use free time.
- staying healthy
- Getting people to understand the importance of my concerns (i.e. 1 aide that doesn't like the kids to understand about them and help instead of hinder, administration understanding the needs in our class)
- Travel time to work
- not any time for myself
- having time and money to help others
- Living a healthy lifestyle (working out and eating healthy)
- stress
- coming home to my own special needs son
- Energy
- Relationship breakup
- loneliness
- schedule
- some financial concerns
- Coping with emotional stress of work and home
- money
- cooking dinner
- wondering if I am doing enough/impacting enough in life.
- finding time to deal with home issues (bills, doctors, etc.)
- lack of free time/increase in stress-husband working out of area now and gone during week
- Not enough leisure activities
27. What are the 3 most pressing problems you face as an individual (personal)

60. No stipends for extra training that I am willing to attend over and beyond the 3 trade days.

61. never leaving work in my head

62. Battling weight issues

63. Responsibilities

64. Spending too much time at school and not enough time with my son.

65. Trying to stay healthy

66. weight gain/not taking care of myself because I have no time and/or little energy.

67. keeping up with doctor's appointments

68. finances

69. The lack of energy when I leave work.

70. Not leaving the stress of my job at work.

71. diet/health

72. Supporting an elderly parent with so little time.

73. Did I mention debt?

74. money

75. time management

76. health

Dec 16, 2010 6:00 PM
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Dec 17, 2010 6:19 PM
Dec 17, 2010 6:50 PM
Dec 21, 2010 7:48 PM
Dec 28, 2010 10:58 PM
Jan 6, 2011 4:33 PM
Jan 6, 2011 5:02 PM
Jan 6, 2011 5:50 PM
Jan 6, 2011 5:58 PM
Jan 6, 2011 7:23 PM
Jan 11, 2011 7:42 PM
27. What are the 3 most pressing problems you face as an individual (personal life)?

1. Juggling grad school and first year teaching. **Time management**
   - Response: 90.0%
   - Count: 79
   - Answered question

2. Financial - Finances
   - Response: 87.3%
   - Count: 69
   - Answered question

3. Long commute to school due to involuntary transfer - Commute
   - Response: 67.1%
   - Count: 53
   - Answered question

4. n/a
   - Skipped question

5. Marriage - Marriage
6. Health problems - Health
7. Not enough free time - Time management
8. Money - Finances
9. Lack of time to pursue other interests outside of school - Time management
10. Financial - Finances
11. Money - Finances
12. Husband is active military and we may have to move in the future - Money
13. Time to attend trainings - Time management
14. Teachers income - Finances
15. Children moving to California - Children

Dec 6, 2010 7:59 PM
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Dec 8, 2010 1:03 PM
Dec 8, 2010 1:11 PM
Dec 8, 2010 1:22 PM
Dec 8, 2010 1:35 PM
27. What are the 3 most pressing problems you face as an individual (personal)

21. Dealing with my ASD child’s future in a group home someday (Child/ ASD)
22. Finances - Financial issues
23. Wanting my house to finish being remodeled so that I can move back into it! - Housing
24. Financial issues - Finances
25. My last child going to college next year - Children
26. Mental Illness (Bipolar Disorder) - Mental illness
27. My children - Children
28. Money - Finances
29. Don’t think the question is relevant for this survey - N/A
30. Single mom - Parenting (children)
31. Balancing work and personal life - Time/management
32. My own teenage children - Children
33. Not enough time to keep control of the family house, homework, bills - Time/management
34. Living in Florida away from family in Maryland - Family
35. Time/management - Time management
36. Living on a teacher’s salary - Finances
37. Money - Finances
38. Law suit housing issue - Home
39. Depression and other illness - Mental illness
40. Financial issues - Finances
41. Finding a good balance of work and home life - Time/management
42. Making time for family - Time/management
43. Spending enough time with my family - Time/management
44. Not enough time for everything - Time/management
45. Age - Time/management
46. Enough time to get everything done - Time/management
47. Health insurance costs - Finances
48. Money - Finances
49. Time - Time management
50. Getting my son to clean up after himself - Time/management
51. Husband’s health issues - Health issues
52. None
53. More time needed - Time/management
54. Needs of my special child - Children
55. Always tired - Family health issues
56. Financial/husband was unemployed for awhile - Finances
57. I am doing fine/very lucky person/thank you - Finances
58. Financial concerns - Finances
59. Money to pay bills - Finances
60. Lack of pay - Finances
61. Health issues in our family - Health issues
62. Loneliness (live alone) - Loneliness
63. Financial - Finances
27. What are the 3 most pressing problems you face as an individual (personal)

1. finding a house — House
2. marital problems — marriage
3. financial — Finances
4. stress — Stress
5. having children — children
6. money problems — Finances
7. Not enough time for exercising — time, man.
8. school transportation department — school
9. working on my masters — Grad school
10. Not enough personal time — time, man.
11. the colder weather — weather
12. Family time — time, man.
13. trying to sell my house — House
14. Planning for a family — Family
15. Not enough money — Finances
16. Finance — Finances
17. getting older — Age
18. low income — Finances
19. Coping with my physical ability to continue to work safely with ASD children
20. staying on top of things with my job — job, work pressure

256
27. What are the 3 most pressing problems you face as an individual (personal & professional)?

- Not enough time in the day to get all the paperwork and things outside of school done that I need to. Dec 8, 2010 3:29 PM
- Managing time at home to meet needs of family/self. Dec 8, 2010 3:36 PM
- My Father-in-law who has Parkinson's disease lives with us. Dec 8, 2010 3:55 PM
- Financial difficulty - Finances. Dec 8, 2010 6:13 PM
- Time - Time, man. Dec 8, 2010 6:36 PM
- Money - Finances. Dec 8, 2010 6:43 PM
- Amount of money it takes to raise children - Children. Dec 8, 2010 7:56 PM
- Taking time for me - Time, man. Dec 9, 2010 8:14 PM
- Developing my relationship with God - Religion - Spiritual goals. Dec 9, 2010 8:23 PM
- Money - Finances. Dec 9, 2010 8:29 PM
- Balancing demands of teaching and family life - Time, man. Dec 9, 2010 8:40 PM
- Time - Time, man. Dec 9, 2010 9:10 PM
- Time - Time, man. Dec 9, 2010 9:30 PM
- Spending too much time working off the clock - planning, and creating appropriate materials for my students - Time, man. Dec 9, 2010 9:51 PM
- Lack of time for social life, due to school taking over. My husband is also a teacher (gen ed). Time, man. Dec 10, 2010 10:00 PM
- Time spent on work (after student hours) - Time, man. Dec 10, 2010 11:00 PM
- Time - Time, man. Dec 10, 2010 11:15 PM
- Fixing things around the house - House. Dec 10, 2010 12:00 AM
- Husband's job - Spouse job. Dec 10, 2010 12:15 AM
- Financial concerns - Finances. Dec 10, 2010 12:30 AM
- Financial strain - Finances. Dec 10, 2010 12:45 AM
- Work demands - School. Dec 10, 2010 1:00 AM
- Lock of family time - Time, man. Dec 10, 2010 1:15 AM
- Time for self - Time, man. Dec 10, 2010 1:30 AM
- No spares for being an ASD teacher - Finances. Dec 10, 2010 1:45 AM
- Being exhausted all the time - Emotional exhaustion. Dec 10, 2010 2:00 AM
- Far away from my family (can't move or I will lose pension) - Family. Dec 10, 2010 2:15 AM
### 27. What are the 3 most pressing problems you face as an individual (personal)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. Dealing with a family death</td>
<td>Dec 6, 2010 7:59 PM</td>
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<tr>
<td>2. Problems with personal children</td>
<td>Dec 6, 2010 8:08 PM</td>
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<tr>
<td>3. Way too overworked for the small amount of pay!</td>
<td>Dec 7, 2010 12:34 PM</td>
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<tr>
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<td>6. Stress</td>
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<tr>
<td>7. Getting my husband to get rid of his &quot;stuff&quot; to declutter the home.</td>
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<tr>
<td>16. Money</td>
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</tr>
</tbody>
</table>
27. What are the 3 most pressing problems you face as an individual (personal

- Recently moved in with girlfriend - relationship
- Coping with 93 year old mother-in-law in household - family, health
- Staying healthy - health
- Getting people to understand the importance of my concerns (i.e. 1 side that doesn't like the kids, to understand about them and help instead of hinder, administration understanding the needs in our class - school/work)
- Travel time to work - commute
- Not any time for myself - time management - family, finances
- Living a healthy lifestyle (working out and eating healthy) - health
- Stress - stress
- Coming home to my own special needs son - children
- Energy - health
- Relationship breakup - probandship
- Loneliness - loneliness
- Schedule - Time manage
- Some financial concerns - finances
- Coping with emotional stress of work and home - stress
- Money - finances
- Cooking dinner
- Wondering if I am doing enough/impacting enough in life - efficacy
- Finding time to deal with home issues (bills, doctors, etc.) - time man.
- Lack of free time/increase in stress/husband working out of area now and gone during week - time man - spouse
- Not enough leisure activities - time man.

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Dec 16, 2010 5:18 PM
Dec 16, 2010 5:21 PM

6 of 7
27. What are the 3 most pressing problems you face as an individual (personal)

- No slippers for extra training that I am willing to attend over and beyond the 3 trade Dec 8, 2010 6:00 PM
- Trying to stay healthy - Health - Jan 6, 2011 4:33 PM
- Not leaving the stress of my job at work - School - Jan 6, 2011 6:09 PM
- Supporting an elderly parent with so little time - Family - Jan 6, 2011 4:50 PM
- Did I mention debt - Finances - Jan 6, 2011 5:02 PM
- Time management - Time man - Jan 6, 2011 5:58 PM
- The lack of energy when I leave work - Health - Jan 6, 2011 7:23 PM
- Not leaving the stress of my job at work - School - Jan 11, 2011 7:42 PM
What are the 3 most pressing problems you face as a special education teacher of students with ASD?

<table>
<thead>
<tr>
<th>Response Percent</th>
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<tbody>
<tr>
<td>98.3%</td>
<td>60</td>
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<tr>
<td>97.5%</td>
<td>75</td>
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<tr>
<td>87.7%</td>
<td>71</td>
</tr>
</tbody>
</table>

answered question 81
skipped question 4

28. What are the 3 most pressing problems you face as a special education teacher of students with ASD?

1. too many students on caseload
2. maintaining student progress
3. frustration over teaching regular standards curriculum to kids far below their expected grade level
4. way too overworked for the small amount of pay!!
5. Time
6. lack of appropriate materials for ASD
7. writing, maintaining and collecting data for IEP
8. certification
9. Teaching materials/curriculum provided still is not adequate. Nothing for higher functioning students reading and comprehending 5th grade level...
10. administration
11. To many students in my class
12. not enough time to do everything I would like to do for my students
13. Administrative demands of case load
14. not enough time to do all I want to do
15. range in students cognitive abilities are extreme
16. Too many kids
17. Shortage of curriculum materials for my students
18. increased certification / cost

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Dec 8, 2010 11:54 AM
Dec 8, 2010 12:51 PM
Dec 8, 2010 1:03 PM
Dec 8, 2010 1:11 PM
Dec 8, 2010 1:22 PM
28. What are the 3 most pressing problems you face as a special education

19 planning for 6 preps
20 Keeping classroom size at 8 or below, after New Year students are added with little chance of unit increase until next school year.
21 teaching sunshine state standards
22 Class size WAY to big (14 ASD students)
23 TOO MANY KIDS
24 Not having enough help - Assistance
25 Not enough back up for severe behavior problems.
26 too much paperwork
27 Lack of parent involvement
28 Class size is too large
29 Appropriate curriculum -Curr. math
30 not enough time to plan
31 not enough time to do my job (paper work, teaching, making things for classroom)
32 Not having enough time in a day
33 paraprofessionals
34 always feeling like I'm not doing enough for my students
35 Support
36 Too many students in class.
37 having other students with behavioral issues being sent to my class when other teachers are unable to handle the situation.
38 keeping student focus among distractors (other students, visitors to room, their abilities)
39 physical demands
40 Not enough time to create the specialized things needed for these students
41 spending enough 1 on 1 time with each student
42 not having models for my students
43 Not enough help in classroom for the number of students.
44 age
45 Unrealistic expectations from the state of Florida
46 curriculum/resources
47 Support
48 Time
49 cafeteria staff don't understand the problems
50 The stress of bringing my work home, separating the two realms.
51 resources and material are not available
52 more support
53 Meeting multi-level expectations with several age groups
54 worry about the children and if they are okay at home.
55 behavior issues
56 The demands of the parents that are not followed through at home.
57 PAPERWORK
58 Lack of respect from parents

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Dec 15, 2010 6:42 PM
Dec 16, 2010 4:42 PM
Dec 16, 2010 4:43 PM
Dec 16, 2010 5:00 PM
Dec 16, 2010 5:18 PM
Dec 16, 2010 5:21 PM
28. What are the 3 most pressing problems you face as a special education

a.

59 More appropriate curriculum.  
60 not enough time to complete the required documentation  
61 How to motivate the students  
62 family involvement  
63 I spend a lot of time and money on making appropriate teaching materials.  
64 Administration understanding our students  
65 Number of students in class  
66 One reason we have no money is because as a new teacher to ASD I have had to spend a lot of my own money...and I mean A LOT! Multisensory teaching is expensive!  
67 paperwork  
68 time in classroom dedicated to teaching  
69 The amount of paper work that comes along with teaching ESE.  
70 The overwhelming amount of material you have to weed through to develop a lesson plan for each student  
71 The need for new manipulative and materials for students, and unable to obtain them.  
72 Not getting the amount of support needed  
73 excessive meetings  
74 Need more support from district personnel with behavior problems.  
75 Policy and regulations changing every 15 minutes  
76 none  
77 technology  
78 curriculum  
79 it is very physically demanding  
80 parents  
81

b.

1 not enough planning time  
2 managing student behavior  
3 excessive number of children in my class all day - most of which need 1-1 that is not provided to me to offer  
4 total disregard for the other students in my class  
5 Paper work  
6 lack of appropriate educational opportunities for ASD  
7 what to teach and when to teach it/ having enough materials for all levels of learners  
8 job security  
9 The multiple number of different behavioral issues and lack of school support.  
10 Regular Ed Teachers
28. What are the 3 most pressing problems you face as a special education teacher?

- Not enough paras  
- I feel frustrated providing enough individual assistance to students  
- Lack of appropriate instructional level materials  
- Having to create SO much teacher materials  
- Being responsible for teaching New SSS and access points  
- Too many behavioral problems in classroom.  
- Parent involvement  
- measuring gains  
- handling my students while balancing a caseload of consult students  
- Balancing school time for students with children's need for therapy, since therapists need to work with kids before 2:00 p.m. in order to be productive

- Curriculum materials  
- School personnel (i.e. placing aides in a class they do not want to help in because they become more of a hindrance than help)  
- lack of administrative/district support  
- over abundance of district mandates  
- understanding some of my students communication needs and wants because most of them do not speak  
- Too many students on my caseload. I'm talking 30.  
- too much documentation  
- Student to teacher ratio  
- Not having enough staff to devote the time to all the students that they need to succeed

- Time for paperwork  
- not enough hands to help  
- not enough support (supervisor, materials: copy paper, ink for printers)  
- Organization time  
- having students "mis-placed" in our ASD room  
- Peer Exprience and Knowledge  
- Need additional classroom support (staff)  
- N/A  
- knowing how to calm them or redirect unwanted behaviors  
- long hours  
- The students at the severity that I teach need one on one support and they do not get it. It is very challenging to try to teach a lesson to more than one student at a time while dealing with behaviors that occur often.

- lack of planning time  
- parents not sticking to behavior plans  
- lack of training  
- spending so much time doing what the state wants instead of what my students need for life.  
- very little time without students  
- Materials
28. What are the 3 most pressing problems you face as a special education teacher?

Dec 14, 2010 4:53 PM

finding someone to answer questions

Dec 14, 2010 5:07 PM

Negative co-workers.

Dec 14, 2010 5:19 PM

No AT or computers available

Dec 14, 2010 7:02 PM

lower teacher student ratio

Dec 14, 2010 9:48 PM

Behavior of aggressive children

Dec 15, 2010 6:42 PM

Am I doing enough to help them.

Dec 16, 2010 4:42 PM

loss of patience at times

Dec 16, 2010 4:43 PM

The amount of paper work that Pinellas co. places on the ASD classroom teacher and the trivial Gen Ed "data" we take but does not give the information that is driven from the IEP.

Dec 16, 2010 5:00 PM

Case load too high

Dec 16, 2010 5:18 PM

Peers are self-centered

Dec 16, 2010 5:21 PM

Being out of school functions that other students the same grade participate in.

Dec 16, 2010 6:00 PM

not enough equipment

Dec 16, 2010 6:23 PM

Amount if paper work and trainings not related to teaching

Dec 16, 2010 6:32 PM

Breaking through with students

Dec 16, 2010 6:50 PM

The wide range of ability levels in one class. It is very difficult to teach 4 to 5 different curriculums.

Dec 16, 2010 6:54 PM

Paperwork/Paperwork/Paperwork

Dec 16, 2010 6:58 PM

Students levels in class

Dec 16, 2010 8:13 PM

I only have one assistant and all my kids are pretty high on the spectrum and two are in diapers. I feel like I am not able to meet everyone's needs because everyone needs one-on-one attention and we are not able to give them that at the current teacher/pupil ratio.

Dec 16, 2010 8:35 PM

dealing with difficult parents

Dec 16, 2010 9:00 PM

same

Dec 17, 2010 2:18 PM

The lack of curriculum for students with ASD.

Dec 17, 2010 3:53 PM

Lack of general education material (at a lower grade level especially)

Dec 17, 2010 6:19 PM

High expectation; age appropriate materials do not necessary meet the needs of the student.

Dec 17, 2010 6:25 PM

Students not being placed properly

Dec 17, 2010 6:50 PM

parents not following through

Dec 21, 2010 7:48 PM

Stress...especially when behavior problems involve physical aggression.

Dec 28, 2010 10:58 PM

Politicians thinking they know more about "school solutions" than we do

Jan 6, 2011 4:33 PM

none

Jan 6, 2011 5:02 PM

case load (9)

Jan 6, 2011 5:50 PM

respect of personnel (not taking help away)

Jan 6, 2011 5:58 PM

always wanting to give the students more time/instruction

Jan 6, 2011 7:22 PM

I do not have an ASD certification, and do not have the desire to go back to school to get one.

Jan 6, 2011 9:03 PM

smell

Jan 11, 2011 7:42 PM
28. What are the 3 most pressing problems you face as a special education teacher?

- Documentation of student progress
- Administration which does not seem to be aware of the needs/abilities of the students who I teach
- EET (empowering teachers) - WHAT A JOKE!!!!!
- Behavior of some students
- Lack of administrative/district support
- How to teach 5 different levels of students at once
- Curriculum development
- Tasking the ASD Para-professional with responsibilities outside the ASD classroom.
- Disrespect for my teaching position from the school community
- Dealing with regular education teacher's attitudes toward my wonderful students
- Not having a wider range of curriculum materials
- Resistance to inclusion
- Paperwork
- Class size
- Unnecessary paperwork
- District Assessments that are not appropriate for ASD students
- Teaching to each student's ability
- Constant fear for children's safety, given their condition, in a world with a surplus of trial lawyers.
- Behavior interventions
- Dumping ground (i.e. schools without full time classrooms that don't want to deal with the problem so they send them to us even though they may not show ASD characteristics- over diagnosed)
- Not enough time to plan / create / work with each individual student meaningfully
- My school does not understand the ASD population and we have been here for four years. Understanding
- Not enough time
- Too wide of an age and grade level (students 1-5 grade)
- Dependable and confident instructional assistants
- Not enough time to go to workshops offered
- Having to get extra certifications/endorsements with no extra pay
- Developing curriculum
- Money for resources
- Being evaluated by a non-ESE rubric
- Respect for my students from their peers and adults
- Breaking down/teaching DLM curriculum
- N/A
- Keeping up with data (FBAs, IEP, everything else)

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Dec 8, 2010 8:23 PM
Dec 8, 2010 8:25 PM
Dec 8, 2010 8:40 PM
Dec 8, 2010 9:10 PM
Dec 8, 2010 9:30 PM
Dec 9, 2010 1:17 AM
Dec 9, 2010 12:51 PM
Dec 10, 2010 12:18 PM
Dec 10, 2010 4:30 PM
Dec 10, 2010 5:50 PM
28. What are the 3 most pressing problems you face as a special education

emotional demands (stress)

I need specialized materials and training on how to use them

lack of appropriate curriculum

support

Time to do all that is expected

support in the classroom

Family Involvement

being in the minority

The resistance of general education teacher to accepting our students with ASD

Money needed to make specialized material for the students, I currently use my own money

parental support

Paperwork/assessment demands

IEPs and time it takes to complete them.

lack of parental support

The children in my class are not locked at children first— it is their label.

Parents have unrealistic expectations at times.

Lack of money for extras, i.e. field trips, vocational trips, CBE/CE buses, money to cook a lunch on Fridays

More time with the students.

not enough people who are trained to help in the right way

Behavior problems in class and keeping students safe when others have outbursts

Lack of Communication

It is difficult to do inclusion well when you have to be both a classroom teacher and a resource teacher at the same time.

No Support from administration

I have to stay late, like until 7:00 or 8:00, a lot of nights and if I don’t stay late I am working at home. Balancing this job, family life and personal time just isn’t working out the way I had planned it.

difficulty/unreliability of other staff members I work with

same

The lack of resources.

Being expected to follow gen ed curriculum pacing guide

Participation from parents

difficult behavior issues

Demands of IEPs…not only writing them, but being required to conduct the meetings, make all contacts, and get the input needed from gen. ed. teachers.

Increased demand on a decreased budget

Dec 10, 2010 9:15 PM
Dec 11, 2010 3:21 PM
Dec 12, 2010 3:56 AM
Dec 13, 2010 11:18 AM
Dec 13, 2010 8:49 PM
Dec 13, 2010 9:40 PM
Dec 14, 2010 3:31 PM
Dec 14, 2010 4:51 PM
Dec 14, 2010 4:53 PM
Dec 14, 2010 5:07 PM
Dec 14, 2010 5:19 PM
Dec 14, 2010 7:02 PM
Dec 14, 2010 9:48 PM
Dec 15, 2010 6:42 PM
Dec 16, 2010 4:42 PM
Dec 16, 2010 4:43 PM
Dec 16, 2010 5:00 PM
Dec 16, 2010 5:18 PM
Dec 16, 2010 5:21 PM
Dec 16, 2010 6:00 PM
Dec 16, 2010 6:23 PM
Dec 16, 2010 6:32 PM
Dec 16, 2010 6:50 PM
Dec 16, 2010 6:54 PM
Dec 16, 2010 6:58 PM
Dec 16, 2010 8:13 PM
Dec 16, 2010 8:35 PM
Dec 16, 2010 9:00 PM
Dec 17, 2010 2:18 PM
Dec 17, 2010 3:53 PM
Dec 17, 2010 6:19 PM
Dec 17, 2010 6:25 PM
Dec 17, 2010 6:50 PM
Dec 21, 2010 7:48 PM
Dec 28, 2010 10:58 PM
Jan 6, 2011 4:33 PM
28. What are the 3 most pressing problems you face as a special education

c. none

hiring of assistants who are capable of assistance

meeting the needs of students with such drastically different levels at the same time

Gen Ed teachers not understanding colleagues
Survey: “Working in Schools: Life of a Special Educator”

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. What are the 3 most pressing problems you face as a special education teacher of students with ASD?</td>
<td></td>
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</tbody>
</table>

1. Too many students on caseload - Workload/Staffing? Dec 8, 2010 7:59 PM
2. Maintaining student progress - Student progress Dec 6, 2010 8:06 PM
3. Frustration over teaching regular standards curriculum to kids far below their expected grade level - Curriculum materials/ Standards Dec 6, 2010 8:20 PM
4. Way too overworked for the small amount of pay!! - Pay/working Dec 7, 2010 12:34 PM
5. Time - work management - Work load Dec 7, 2010 12:56 PM
7. Writing, maintaining and collecting data for IEP - Paper work/ focus on Dec 7, 2010 1:45 PM
8. Certification/CEP/PEP - Time/reqs Dec 7, 2010 5:32 PM
9. Teaching materials/curriculum provided still is not adequate. Nothing for higher functioning students reading and comprehending high grade level - Work load Dec 7, 2010 9:14 PM
10. Administration - Cload Dec 7, 2010 11:06 PM
11. Too many students in my class - Cload Dec 8, 2010 1:26 AM
12. Not enough time to do everything I would like to do for my students - Time/management Dec 8, 2010 1:32 AM
13. Administrative demands of case load - Cload/Staffing Dec 8, 2010 2:38 AM
14. Not enough time to do all I want to do - Time Dec 8, 2010 11:54 AM
15. Range in students cognitive abilities are extreme - Work load Dec 8, 2010 12:51 PM
16. Too many kids - Cload/Staffing Dec 8, 2010 1:03 PM
17. Shortage of curriculum materials for my students - Work load Dec 8, 2010 1:11 PM
18. Increased certification/ cost - Work Dec 8, 2010 1:22 PM

1 of 8
28. What are the 3 most pressing problems you face as a special education teacher?

- Not having enough help
- Not enough back up for severe behavior problems
- Too much paperwork

- Lack of parent involvement
- Class size is too large
- Appropriate curriculum
- Not enough time to plan
- Not enough time to do my job (paper work, teaching, making things for classroom)
- Not having enough time in a day
- Paraprofessionals ineffective
- Always feeling like I'm not doing enough for my students
- Support

- Too many kids in class
- Having other students with behavioral issues, being sent to my class when other teachers are unable to handle the situation
- Keeping student focus among distractions (other students, visitors to room, their abilities)

- Physical demands
- Not enough time to create the specialized things needed for these students
- Not having models for my students
- Not enough help in classroom for the number of students
- Age
- Unrealistic expectations from the state
- Support
- Time

- Cafeteria staff don't understand the problem
- The stress of bringing my work home, separating the two realms
- Resources and material are not available
- More support

- Meeting multi-level expectations with several age groups
- Worry about the children and if they are okay at home
- Behavior issues
- The demands of the parents that are not followed through at home
- Paperwork

- Lack of respect from parents
28. What are the 3 most pressing problems you face as a special education teacher?

- 1. Not enough planning time
- 2. Managing student behavior
- 3. Excessive number of children in my class all day - most of which need 1-1 that is not provided to me to offer
- 4. Total disregard for the other students in my class - (Costalas?)
- 5. Paper work
- 6. Lack of appropriate educational opportunities for ASD
- 7. What to teach and when to teach it / having enough materials for all levels of learners
- 8. Job security
- 9. The multiple number of different behavioral issues and lack of school support
- 10. Regular Ed Teachers

28. What are the 3 most pressing problems you face as a special education teacher?

- 1. More appropriate curriculum. (Dec 16, 2010 6:00 PM)
- 2. Not enough time to complete the required documentation. (Dec 16, 2010 6:23 PM)
- 3. How to motivate the students. (Dec 16, 2010 6:32 PM)
- 4. Family involvement. (Dec 16, 2010 6:50 PM)
- 5. I spend a lot of time and money on making appropriate teaching materials. (Dec 16, 2010 6:54 PM)
- 6. Administration understanding our students. (Dec 16, 2010 6:58 PM)
- 7. Number of students in class. (Dec 16, 2010 8:13 PM)
- 8. One reason we have no money is because as a new teacher to ASD I have had to spend a lot of my own money...and I mean A LOT! Multisensory teaching is expensive. (Dec 16, 2010 8:25 PM)
- 9. My paperwork. (Dec 16, 2010 9:00 PM)
- 10. Time in classroom dedicated to teaching. (Dec 17, 2010 2:16 PM)
- 11. The amount of paper work that comes along with teaching ESE. (Dec 17, 2010 3:53 PM)
- 12. The overwhelming amount of material you have to weed through to develop a lesson plan for each student. (Dec 17, 2010 9:19 PM)
- 13. The need for new manipulative and materials for students, and unable to obtain them. (Dec 17, 2010 9:25 PM)
- 14. Not getting the amount of support needed. (Dec 17, 2010 9:50 PM)
- 16. Need more support from district personnel with behavior problems. (Dec 28, 2010 10:58 PM)
- 17. Policy and regulations changing every 15 minutes. (Dec 6, 2011 4:33 PM)
- 18. None. (Jan 8, 2011 5:02 PM)
- 19. Technology. (Jan 8, 2011 5:59 PM)
- 20. Curriculum. (Jan 8, 2011 5:58 PM)
- 21. It is very physically demanding. (Jan 8, 2011 7:23 PM)
- 22. Parents. (Jan 8, 2011 9:03 PM)
- 23. Jan 11, 2011 7:40 PM
28. What are the 3 most pressing problems you face as a special education teacher?

- Not enough para assistance
- i feel frustrated providing enough individual assistance to students
- Lack of appropriate instructional level materials
- Having to create SO much teacher materials
- Being responsible for teaching New SBS and access points
- Too many behavioral problems in classroom
- Parent involvement
- Measuring gains
- Student progress
- Handling my students while balancing a caseload of consult students
- Balancing school time for students with children's need for therapy, since therapists need to work with kids before 2:00 p.m. in order to be productive
- Curriculum Materials
- School personnel (e.g., placing aids in a class they do not want to help in because they become more of a hindrance than help)
- Assistance? Lack of training/unprepared aides
- Lack of administrative support/district support/peer assistance
- Understanding some of my students' communication needs and wants because most of them do not speak
- Too many students on my caseload, taking 30.
- Too much documentation
- Student to teacher ratio
- Not having enough staff to devote the time to all the students that they need to succeed
- Time for paperwork
- Not enough hands to help
- Not enough support (supervisor, materials, copy paper, ink for printers)
- Organization
- Time
- Having students "set up" in our ASD room
- Peer Support and Knowledge
- Need additional classroom support (staff)
- N/A
- Knowing how to calm them or redirect unwanted behaviors
- Long hours
- The students at the severity that I teach need one on one support and they do not get it. It is very challenging to try to teach a lesson to more than one student at a time while dealing with behaviors that occur often.
- Lack of planning time
- Parents not sticking to behavior plans
- Lack of training
- Spending so much time doing what the state wants instead of what my students need for life
- Very little time without students
- Materials
- 4 of 8
28. What are the 3 most pressing problems you face as a special education teacher?

- Finding someone to answer questions
- Negative co-workers
- No AT or computers available
- Teacher to student ratio
- Behavior of aggressive children
- Don’t have enough to help them
- Loss of patience at times
- The amount of paper work that Finelists co. places on the ASD classroom teacher and the trivial Gen Ed “data” we take but does not give the information that is driven from the IEP.
- Paperwork, paperwork, paperwork
- Case load too high
- Peers are self-centered
- Being left out of school functions that other students the same grade participate in.
- Not enough equipment
- Amount of paperwork and trainings not related to teaching
- Breakthrough with students
- The wide range of ability levels in one class. It is very difficult to teach 4 to 5 different curriculums.
- Students groupings, hard to individualize
- I only have one assistant and all my kids are pretty high on the spectrum and two are in diapers. I feel like I am not able to meet everyone’s needs because everyone needs one-on-one attention and we are not able to give them that at the current teacher/pupil ratio.
- Dealing with difficult parents
- Parents - community
- The lack of curriculum for students with ASD.
- Lack of gen ed material (at a lower grade level especially)
- High expectation; age appropriate materials do not necessary meet the needs of the student.
- Students not being placed properly
- Stress, especially when behavior problems involve physical aggression.
- Policemans thinking they know more about “school solutions” than we do
- None
- Case load (5)
- Respect of personal (not taking help away)
- Assistance
- I do not have an ASD certification, and do not have the desire to go back to school to get one.

Jan 11, 2011 7:42 PM
28. What are the 3 most pressing problems you face as a special education teacher?

1. don't think that PLCs are successful and as powerful as they could be. Support
   Dec 6, 2010 7:59 PM
2. documenting student progress - No effective tools
   Dec 6, 2010 8:06 PM
3. administration which I do not see as being aware of the needs/abilities of the
   students I teach
   Dec 6, 2010 8:20 PM
4. EET (empowering teachers) - WHAT A JOKED!!! Policies
   Dec 7, 2010 12:34 PM
5. behavior of some students
   Dec 7, 2010 12:50 PM
6. lack of administrative/district support
   Administration
   Dec 7, 2010 1:11 PM
7. curriculum development
   Dec 7, 2010 1:45 PM
8. teaching the ASD Para-professional without responsibilities outside the ASD
   classroom.
   Dec 7, 2010 9:14 PM
9. disrespect for my teaching position from the school community (parents)
   Dec 7, 2010 9:14 PM
10. Co-taught with regular education teacher's attitude toward my wonderful students.
    Dec 7, 2010 9:14 PM
11. Not having a wider range of curriculum materials
    Dec 7, 2010 9:14 PM
12. Inclusion: Is Inclusion Exclusion?
    Dec 7, 2010 9:14 PM
13. paper/paperwork
    Dec 7, 2010 9:14 PM
14. class size
    Dec 7, 2010 9:14 PM
15. Unnecessary paperwork
    Dec 7, 2010 9:14 PM
16. District Assessments that are not appropriate for ASD students
    Dec 7, 2010 9:14 PM
17. STAR testing/mini-math
    Dec 7, 2010 9:14 PM
18. teaching to each student's ability
    Dec 7, 2010 9:14 PM
19. Constant fear for student's safety, given their condition, in a world with a surplus
    of trial lawyers.
    Dec 7, 2010 9:14 PM
20. not enough time to plan/prepare to work with each individual student meaningfully
    Dec 7, 2010 9:14 PM
21. My school does not understand the ASD population and we have been here for
    four years.
    Dec 7, 2010 9:14 PM
22. not enough time
    Dec 7, 2010 9:14 PM
23. Too wide of an age and grade level (students 1-5 grade)
    Dec 7, 2010 9:14 PM
24. Dependable and confident instructional assistants are not available
    Dec 7, 2010 9:14 PM
25. not enough time to go to workshops offered
    Dec 7, 2010 9:14 PM
26. not enough time to cover for colleagues on Absent
    Dec 7, 2010 9:14 PM
27. not enough time to attend workshops
    Dec 7, 2010 9:14 PM
28. not enough time to get additional training
    Dec 7, 2010 9:14 PM
29. Developing curriculum
    Dec 7, 2010 9:14 PM
30. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
31. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
32. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
33. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
34. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
35. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
36. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
37. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM
38. Noင်ငံရေးစိန့်အစိတ်အပိုင်းများ
    Dec 7, 2010 9:14 PM

9 of 8
28. What are the 3 most pressing problems you face as a special education teacher?

- Emotional demands (stress) - I need specialized materials and training on how to use them
- Lack of appropriate curriculum - I currently use my own modified curriculum
- Support - The resistance of general education teachers in accepting our students with ASD
- Time to do all that is expected
- Support in the classroom
- Family Involvement

- Being in the minority - I sometimes feel alone in the battle for my students' needs.
- The resistance of general education teachers to accepting our students with ASD
- Money needed to make specialized materials for the students, I currently use my own modified curriculum
- Parental support - Parents have unrealistic expectations at times.
- Paperwork/assessment demands - Paperwork is overwhelming
- IEPs and time it takes to complete them
- Lack of parental support
- The children in my class are not being treated as well as they should be
- Lack of money for extras, ie: field trips, vocational trips, CSE, etc.
- Lack of time with the students
- Not enough people who are trained to help in the right way
- Behavior problems in class and keeping students safe when they are outbursts
- Lack of support - I am constantly juggling multiple roles and responsibilities.
- Lack of communication - It is difficult to do inclusion well when you have to be both a classroom teacher and a resource teacher at the same time.
- No support from administration
- I have to stay late, like until 7:00 or 8:00, a lot of nights and if I don't stay late I am working at home. Balancing this job, family life and personal time isn't working the way I had planned.
- Difficulty/reluctance of other staff members I work with
- The lack of resources
- Being expected to follow a general education curriculum pacing guide
- Participation from parents
- Difficult behavior issues
- Increased demand on a decreased budget