

**Early Childhood Longitudinal Study,
Kindergarten Class of 2023-24
(ECLS-K:2024)**

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7 c`YWjcb`UbX`HfUbgZYf`GW cc`FYWi]ha Ybh

OMB# 1850-0750 v.2*

Attachment D-)

**Spring Kindergarten Special Education
Child-Level
Teacher WebSurvey**

National Center for Education Statistics

U.S. Department of Education

CVtVYf 2022

Note: Some items in this survey are copyright protected and as such are redacted in public review copies.

Early Childhood Longitudinal Study Special Education Teacher Survey (Child Level) Spring K - Form SPBK

Section SPB

Sequence: 0

Grid Spec

[(all sections)]

Round: Spring Kindergarten National

QUESTION STEMS ON LARGE AND SMALL BROWSERS:

QUESTION STEMS FOR ITEMS THAT ARE DISPLAYED TOGETHER IN GRIDS ON LARGE FORMATS (SUCH AS A DESKTOP) ARE PRESENTED ONLY ONCE IN THE TEACHER SURVEY SPECIFICATIONS BELOW. WHEN VIEWING THESE QUESTIONS IN A SMALLER FORMAT (SUCH AS A MOBILE PHONE), QUESTION STEMS REPEAT ON SEPARATE SCREENS TO MAKE THE INTENT OF THE ITEM CLEAR.

ON LARGE FORMAT DISPLAYS, QUESTIONS IN A GRID ARE SKIPPED AS A GROUP WHEN THE NEXT BUTTON IS USED. GRIDS HAVE BEEN DIVIDED IN THE SPECIFICATIONS BELOW SO THAT ONLY 4 OR 5 ITEMS ARE SHOWN ON A SCREEN FOR MOST GRIDS (SOME GRIDS HAVE MORE ITEMS). ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THE "SAVE AND EXIT" BUTTON IS USED IN THE MIDDLE OF GRID QUESTIONS, AND SOME OF THE GRID QUESTIONS HAVE BEEN ANSWERED, THE REMAINING QUESTIONS IN A GRID WILL BE ASSIGNED SK. FOR GRIDS THAT HAVE BEEN DIVIDED INTO SMALLER GROUPS OF ITEMS, THIS SK ASSIGNMENT TO THE REMAINING QUESTIONS IN A GRID WILL ONLY APPLY TO THE DEFINED GRID SET IN THE SMALLER GROUP. ELSE, IF THERE IS A BREAK OFF OR TIMEOUT IN THE MIDDLE OF GRID QUESTIONS, NO ANSWERS IN THE GRID WILL BE SAVED OR AUTOMATICALLY ASSIGNED SK.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE TOP ALIGNED.

Spec Skip

|(all sections)

Round: Spring Kindergarten National

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND TEACHER SURVEY PROBE:

IF “TEACHER SURVEY PROBE” IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE “Next” BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON’T KNOW AND REFUSED: “It looks like you haven’t answered the question yet. Please take another look at the question and provide an answer. Select a choice below to continue.”

ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE “Next” BUTTON, ASSIGN EMPTY THE VALUE “SK” FOR SKIPPED.

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

NOTE: SOME QUESTIONS SHOW DON’T KNOW OPTION AS A RESPONSE CATEGORY: 4, 5, 19a, 19b, 27, 30

Soft Edit

|(all sections)

Round: Spring Kindergarten National

SPECIFICATION FOR SOFT EDIT MESSAGES:

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMER SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOWUP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

OS Spec

|(all sections)

Round: Spring Kindergarten National

FOR SMALL BROWSERS, THE OTHER SPECIFY ENTRY FIELD WILL BE ON THE NEXT SCREEN. IF THE BROWSER SIZE IS SMALL, REDISPLAY THE QUESTION STEM AND LABEL THE OTHER SPECIFY FIELD WITH THE RESPONSE OPTION FROM THE PREVIOUS QUESTION (E.G., Other language) AND “(Please specify):”.

Child Name

Round: Spring Kindergarten National

SPECIFICATION FOR CHILD'S NAME:

ACCORDING TO STUDY CONVENTION, "{CHILD}" INDICATES A FILL FOR CHILD'S FIRST NAME. THERE ARE OTHER PLACES IN THE SPECIFICATION WHERE CHILD'S LAST NAME IS NEEDED. "{CHILD'S LAST NAME}" IS USED TO INDICATE A FILL FOR CHILD'S LAST NAME. THEREFORE, WHEN THE CHILD'S FIRST AND LAST NAME ARE NEEDED, THE SPECIFICATION WILL INDICATE "{CHILD} {CHILD'S LAST NAME}".

DISPLAY {CHILD} {CHILD'S LAST NAME} AS A RUNNING HEADER ON EVERY SCREEN IN SMALL FONT. RIGHT-JUSTIFY CHILD'S FIRST AND LAST NAME IN THE TOP RIGHT CORNER OF THE SCREEN ON A LINE ABOVE THE CHILD ID AND THE QUESTION NUMBER.

Footer

|Footer For First Question in the Survey

Round: Spring Kindergarten National

ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE:
"Click "Save and Exit" if you need to take a break. When you've completed the survey, click "Finish" on the last screen. You will be taken back to MyECLS. Exit MyECLS by selecting "Logout" and closing ALL browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the website, make sure no Chrome or Safari windows or screens are open after you end the session. Not closing all browsers may allow someone else to see your responses."

0

Copyright: No

Round: Spring Kindergarten National

Source: New

DISPLAY INSTRUCTIONS:

DISPLAY A BLUE ICON AFTER THE WORD "ICON" IN THE FIFTH BULLET BELOW.

QUESTION TEXT:

Question "Thank you for launching the ECLS survey about {CHILD}!"

Here are some tips to keep in mind when completing the survey:

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.
- If you need to stop the survey before finishing and return at a later time, please select "Save and Exit." When you return to the survey, you will be taken where you left off.
- To protect your privacy, you will be logged off if you are idle for 10 minutes.
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.
- You may skip any questions that you do not want to answer.

Please click on the "Next" button below to start the survey."

1b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 1

NOTE: SOURCES THROUGHOUT THE SURVEY WERE BASED ON THE FIRST TIME AN ITEM APPEARED IN THE ECLS-K:2011 UNLESS AN IMPROVED VERSION OF THE ITEM WAS USED FROM AN LATER ROUND. IF AN IMPROVED VERSION OF AN ITEM WAS USED FROM A LATER ROUND OF THE ECLS-K:2011, THAT ROUND WAS CITED INSTEAD.

QUESTION TEXT:

Question "Is {CHILD} currently receiving gifted/talented services through an IEP, or has {CHILD} received such services during this school year?"

InstResp "Throughout the survey, click the blue "i" icon for more information about an item."

CODES

1	Yes
2	No

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE AFTER EMPTY.

DISPLAY "IEP" IN BOLD THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: IEP: An IEP is an individualized education program.

2

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 2

QUESTION TEXT:

Question "Is {CHILD} currently receiving special education services through an IEP due to a disability, or has {CHILD} received such services during this school year?"

CODES

1	Yes	
2	No	32

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE AFTER EMPTY. IF THE ANSWER IS REFUSED OR DON'T KNOW, SKIP TO QUESTION 32.

DISPLAY "IEP" IN BOLD THE FIRST TIME IT APPEARS IN HELP TEXT.

HELP FOR STEM: IEP: An IEP is an individualized education program.

3a

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 3 to make the item 'select all that apply.'

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "In what capacity or capacities do you currently teach or provide services to {CHILD}?"

InstResp "Select all that apply."

CODES

- | | |
|----|---|
| 1 | Provide instruction directly to {CHILD} |
| 2 | Provide related services directly to {CHILD} |
| 3 | Provide consultation services directly to {CHILD} |
| 4 | Provide indirect consultation services (for example, consultation to {CHILD}'s teacher) |
| 5 | Provide case management |
| 6 | None of the above |
| 91 | Other {(Please specify):/(Please specify on next screen.)} |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 6.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

USE TEACHER SURVEY PROBE AFTER EMPTY.

Box 1

Round: Spring Kindergarten National

IF ONE OF THE CODES IN QUESTION 3a IS 91, GO TO QUESTION 3a05. ELSE GO TO 3b.

3aos

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 3

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Length

100

3b

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

IN STEM, UNDERLINE 'CURRENT SCHOOL YEAR.'

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "In what capacity or capacities have you taught or provided services to {CHILD} using virtual or distance learning in the current school year?"

InstResp "Select all that apply."

CODES

- | | |
|----|--|
| 1 | Provide virtual instruction directly to {CHILD} |
| 2 | Provide virtual related services directly to {CHILD} |
| 3 | Provide virtual consultation services directly to {CHILD} |
| 4 | Provide virtual indirect consultation services (for example, consultation to {CHILD}'s teacher, preparation of accessible materials) |
| 5 | Provide virtual case management |
| 6 | None of the above |
| 91 | Other {(Please specify):/(Please specify on next screen.)} |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 6.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

USE TEACHER SURVEY PROBE AFTER EMPTY.

HELP FOR STEM: Distance or virtual learning is a method of instruction where teachers or services providers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes.

Box 2

Round: Spring Kindergarten National

IF ONE OF THE CODES IN QUESTION 3b IS 91, GO TO QUESTION 3bOS. ELSE GO TO 4.

3bos

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 3

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Length

100

4

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 4 to add transitional kindergarten and first grade

DISPLAY INSTRUCTIONS:

DISPLAY “determined eligible” IN UNDERLINED TEXT.

QUESTION TEXT:

Question “When was {CHILD} first determined eligible for special education or related services?”

SaVisible “True”

CODES

- | | |
|---|----------------------------------|
| 1 | Before kindergarten |
| 2 | During transitional kindergarten |
| 3 | During kindergarten |
| 4 | During transitional first grade |
| 5 | During first grade |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible “True”)

BOLD “Transitional Kindergarten” AND “Transitional First Grade” IN HELP TEXT.

HELP FOR STEM: Transitional Kindergarten: A transitional kindergarten (TK) program is an extra year of school before kindergarten starts. It is different from preschool, Head Start, or prekindergarten. TK may be for children who are too young to start kindergarten or need more time to be ready for kindergarten. Schools have different names for these programs (for example, early transitional kindergarten (ETK), readiness kindergarten, or a kindergarten equivalent in a classroom without grades or one with multiple grades), but all are types of kindergarten. The program may be in a public or private school, or an early childhood setting such as a nursery school, early childhood learning center, or day care center. It may be a full- or part-day program and have regular and/or special education.

Transitional First Grade: Transitional first (or pre-first) grade is a school program between kindergarten and first grade. The name of this program may vary by school (for example, a K-1 class or placement). It is for children who have attended kindergarten, but need more time to be ready for first grade. Children in this program may be part of a regular first-grade classroom or in a separate classroom.

5

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 5 to add IFSP

QUESTION TEXT:

Question “Did {CHILD} have an IEP or Individualized Family Service Plan (IFSP) during the prior school year?”
SaVisible “True”

CODES

- | | | |
|---|------------|---|
| 1 | Yes | |
| 2 | No | 9 |
| | DON'T KNOW | |

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True") 2 (No) AND SK AND DON'T KNOW SKIP TO 9.

DISPLAY “IEP” AND “IFSP” IN BOLD IN HELP TEXT.

HELP FOR STEM: IEP: An IEP is an individualized education program.

IFSP: An IFSP is a written document that outlines the child's current level of functioning or need, the early intervention services the child and family will receive, the outcomes the child and the family are expected to achieve, as well as other information about early intervention services.

6

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 6 to add early intervention

QUESTION TEXT:

Question “To what extent were you involved in planning {CHILD}'s transition from last school year's early intervention or special education program to this school year's?”

CODES

- | | |
|---|-------------|
| 1 | Not at all |
| 2 | Somewhat |
| 3 | Extensively |

7

Copyright: No

Round: Spring Kindergarten National

Source: Adapted ECLS-K:2011 Spring Kindergarten questionnaire, item 7 to add early intervention and 'I provided special education or early intervention last year'

QUESTION TEXT:

Question "To what extent did you communicate with the person(s) who provided early intervention or special education services to {CHILD} last school year?"

CODES

- | | |
|---|--|
| 1 | Not at all |
| 2 | Somewhat |
| 3 | Extensively |
| 4 | I provided special education or early intervention to {CHILD} last year. |

8

Copyright: No

Round: Spring Kindergarten National

Source: Adapted ECLS-K:2011 Spring First-Grade questionnaire, item 7, to add early intervention to the stem and to response option 4.

QUESTION TEXT:

Question "Have you reviewed {CHILD}'s records related to early intervention or special education services provided before this school year?"

CODES

- | | |
|---|--|
| 1 | Yes. |
| 2 | No, I don't have access to the records. |
| 3 | No, I have access to the records but have not reviewed them. |
| 4 | No, I provided special education or early intervention to {CHILD} last year. |

9

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 9

DISPLAY INSTRUCTIONS:

DISPLAY "primary" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "What is {CHILD}'s primary disability as identified on {CHILD}'s IEP?"

InstResp "Please select the category below into which the child's primary disability fits best. Select only one."

CODES

- 1 Speech or language impairments
- 2 Specific learning disabilities
- 3 Emotional disturbance
- 4 Intellectual disability
- 5 Developmental delay
- 6 Visual impairments (including blindness)
- 7 Hearing impairments (including deafness)
- 8 Orthopedic impairments
- 9 Other health impairments
- 10 Autism
- 11 Traumatic brain injury
- 12 Deaf-blindness
- 13 Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay)
- 14 No classification is given

10

Copyright: No

Round: Spring Kindergarten National

Source: New.

DISPLAY INSTRUCTIONS:

IF QUESTION 9 IS NOT EQUAL TO SK, DISPLAY ALL CODES 1-15 IN QUESTION 10 EXCEPT FOR THE CODE CHOSEN FOR 1-13 IN QUESTION 9. ELSE IF QUESTION 9 = SK, DISPLAY ALL CODES 1-15.

QUESTION TEXT:

Question "What are {CHILD}'s other disabilities, if any, as identified on {CHILD}'s IEP?"

InstResp "Select all that apply."

CODES

- 1 No other disabilities
- 2 {Speech or language impairments}
- 3 {Specific learning disabilities}
- 4 {Emotional disturbance}
- 5 {Intellectual disability}
- 6 {Developmental delay}
- 7 {Visual impairments (including blindness)}
- 8 {Hearing impairments (including deafness)}
- 9 {Orthopedic impairments}
- 10 {Other health impairments}
- 11 {Autism}
- 12 {Traumatic brain injury}
- 13 {Deaf-blindness}
- 14 {Multiple disabilities (children included in this category should be those who have more than one primary disability which do not include deaf-blindness or developmental delay)}
- 15 No classification is given

PROGRAMMER INSTRUCTIONS:

CODE ALL THAT APPLY FOR 2-15.

IF CODE 1 IS SELECTED WITH ANY ANSWER CHOICES 2-14, DISPLAY ERROR MESSAGE "You selected both "No other disabilities" and one or more disabilities. Please select {CHILD}'s other disabilities in this question. If {CHILD} has none, please select only "No other disabilities.""

IF CODE 1 IS SELECTED AND CODE 15 IS SELECTED, DISPLAY ERROR MESSAGE "You selected both "No other disabilities" and "No classification is given". If {CHILD} has no other disabilities, please select only "No other disabilities". If {CHILD} has other, non-classified disabilities, please select only "No classification is given.""

11

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 11

QUESTION TEXT:

Question "During this school year, has {CHILD} received any special education or related services because of attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD)?"

CODES

1	Yes
2	No

12

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 12

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "During this school year, which of the following describe(s) the IEP goals for {CHILD}?"

InstResp "Select all that apply."

CODES

- 1 Reading
- 2 Mathematics
- 3 Language Arts
- 4 Science
- 5 Auditory processing
- 6 Listening comprehension
- 7 Oral expression
- 8 Voice/speech articulation
- 9 Language pragmatics
- 10 Social skills
- 11 General appropriateness of behavior
- 12 Adaptive behavior or self-help skills
- 13 Fine motor skills
- 14 Gross motor skills
- 15 Orientation and mobility
- 16 None of the above
- 91 Other {(Please specify):/(Please specify on next screen.)}

PROGRAMMER INSTRUCTIONS:

DISPLAY CODES 1-4 UNDER HEADER "Academics", DISPLAY CODES 5-9 UNDER HEADER "Speech and language", DISPLAY CODES 10-11 UNDER HEADER "Social", DISPLAY CODE 12 UNDER HEADER "Life Skills", DISPLAY CODES 13-15 UNDER HEADER "Physical/Mobility", DISPLAY CODES 91 AND 16 UNDER HEADER "Other/None".

DISPLAY CODE 91 ABOVE CODE 16.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 16, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

Box 3

Round: Spring Kindergarten National

IF ONE OF THE CODES IN QUESTION 12 IS 91, GO TO QUESTION 12OS. ELSE GO TO 13.

12OS

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Length

100

13

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 13

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "During this school year, which of the following related services have been provided through the school to {CHILD}?"

InstResp "Select all that apply."

CODES

- | | |
|----|--|
| 1 | Audiology |
| 2 | Counseling services |
| 3 | Occupational therapy |
| 4 | Physical therapy |
| 5 | Psychological services |
| 6 | Health services |
| 7 | Social work services |
| 8 | Special transportation |
| 9 | Speech or language therapy |
| 10 | Orientation services |
| 11 | Mobility services |
| 12 | Rehabilitation services |
| 13 | No related services were provided. |
| 91 | Other {(Please specify):/(Please specify on next screen.)} |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 13.

IF CODE 13 IS SELECTED WITH ANY ANSWER CHOICES 1-12 or 91 DISPLAY ERROR MESSAGE "You selected both "No related services were provided" and one or more related services. Please select the related services {CHILD} received. If {CHILD} received none, please select only "No related services were provided.""

Box 4

Round: Spring Kindergarten National

IF ONE OF THE CODES IN QUESTION 13 IS 91, GO TO QUESTION 13OS. ELSE GO TO 14.

13OS

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Length

100

14

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 14

QUESTION TEXT:

Question "During this school year, has {CHILD} received any of the following?"

InstResp "Select all that apply."

CODES	Code All That Apply
1	Adaptive physical education
2	Assistance from classroom aides (for example, teacher aide, behavioral assistant, special education aide)
3	Interpreter for the deaf or hard of hearing (oral or sign)
4	Teacher used Braille to provide instruction
5	Child was taught how to use Braille
6	Teacher used American Sign Language to provide instruction
7	Child was taught how to use American Sign Language
8	Teacher used Manual English to provide instruction
9	Child was taught how to use Manual English
10	Teacher used Cued Speech to provide instruction
11	Child was taught how to use Cued Speech
12	Mental health services, personal/group counseling, therapy, or psychiatric care provided to the child
13	Tutoring/remediation from special education teacher
14	Training, counseling, and other supports/services provided to child's family
15	None of the above

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 15, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

15

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 15

QUESTION TEXT:

Question "During this school year, has {CHILD}'s primary placement been a general education classroom?"

CODES

1	Yes
2	No

PROGRAMMER INSTRUCTIONS:

USE TEACHER SURVEY PROBE AFTER EMPTY.

16

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Second-Grade questionnaire, item 15

DISPLAY INSTRUCTIONS:

DISPLAY "hours per week" IN THE QUESTION STEM IN UNDERLINED TEXT.

QUESTION TEXT:

Question "During this school year, approximately how many hours per week of direct special education and related services (that is, service provided directly to the child, from a teacher or another adult) has {CHILD} received?"

InstResp "Please round to the nearest hour."

Pre-Unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range	0 to 168
Soft Range	0 to 60

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT 16}. Please confirm. If this is correct, select Next to continue."

17

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 17

DISPLAY INSTRUCTIONS:

DISPLAY "hours per week" IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Of the hours of direct special education and related services reported above, approximately how many of those hours per week were the instruction/services provided outside of a general education classroom but within the school setting?"

InstResp "Please round to the nearest hour."

Pre-Unit "Hours:"

Watermark "Hours per week"

ENTER NUMBER

Range	0 to 168
Soft Range	0 to 60

PROGRAMMER INSTRUCTIONS:

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT 17}. Please confirm. If this is correct, select Next to continue."

IF RESPONSE FOR Q17 (HOURS OF INSTRUCTION OUTSIDE GENERAL ED) > RESPONSE FOR Q16 (HOURS OF DIRECT SPECIAL ED), DISPLAY SOFT ERROR MESSAGE: "The response you entered for hours of direct special education provided outside the general education classroom is greater than the response entered for hours of direct special education. Are you sure this is correct? When it is correct, select Next to continue."

QUESTION TEXT:

Question “During this school year, what teaching practices and methods have you and/or other special education service providers used with {CHILD}?”

InstResp “Select all that apply.”

CODES	Code All That Apply
1	One-on-one instruction
2	Small-group instruction
3	Large-group instruction
4	Co-teaching
5	Cooperative learning
6	Peer tutoring
7	Computer-based instruction
8	Direct instruction
9	Cognitive strategies
10	Self-management
11	Behavior management
12	Instruction received through a sign interpreter
13	None of the above

PROGRAMMER INSTRUCTIONS:

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 13, DISPLAY HARD ERROR CHECK MESSAGE, “You selected “None of the above” but also selected another option on the list. Please check your responses and update your answer. Then, select “Next” to continue.

BOLD “Co-teaching” IN HELP TEXT.

HELP FOR CODE 4: Co-teaching is when a general education teacher and a special education service provider share the teaching responsibility, with the special education service provider providing specialized differentiated lessons for students with special needs. The two teachers participate in lesson or activity planning together and work together in the same classroom to instruct both students with and without disabilities.

19a

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 19

DISPLAY INSTRUCTIONS:

DISPLAY "best" and "general education classroom" in UNDERLINED TEXT.

QUESTION TEXT:

Question "During this school year, which of the following best describes the curriculum materials used with {CHILD} in the general education classroom?"

SaVisible "True"

CODES

- | | |
|---|--|
| 1 | General education curriculum materials were used without modification. |
| 2 | General education curriculum materials were used with some modifications. |
| 3 | General education curriculum materials were used with substantial modifications. |
| 4 | Specially-designed commercial materials were used. |
| 5 | Teacher-designed materials were used. |
| 6 | Child not in this setting. |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

IF RESPONSE FOR Q15 = 1 (CHILD'S PRIMARY PLACEMENT IS IN GENERAL EDUCATION) THEN FOR Q19a DO NOT DISPLAY RESPONSE CODE 6 (CHILD NOT IN THIS SETTING). ELSE, AT Q19a DISPLAY ALL RESPONSE CODES 1-6.

19b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 19

DISPLAY INSTRUCTIONS:

DISPLAY "best" and "special education classroom" in UNDERLINED TEXT.

QUESTION TEXT:

Question "During this school year, which of the following best describes the curriculum materials used with {CHILD} in the special education classroom or program?"

SaVisible "True"

CODES

- 1 General education curriculum materials were used without modification.
 - 2 General education curriculum materials were used with some modifications.
 - 3 General education curriculum materials were used with substantial modifications.
 - 4 Specially-designed commercial materials were used.
 - 5 Teacher-designed materials were used.
 - 6 Child not in this setting.
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

20a

Copyright: No

Round: Spring Kindergarten National

Source: Westat, new

QUESTION TEXT:

Question "Did {CHILD} use any assistive technologies this year?"

CODES

- 1 Yes
 - 2 No
- 21

PROGRAMMER INSTRUCTIONS:

SK SKIPS TO 21.

20b

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Second-Grade questionnaire, item 19, modified to add yes/no skip

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

AVOID WRAPPING WITHIN AN ITEM.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "During this school year, which of the following assistive technologies and devices has {CHILD} used?"

InstResp "Select all that apply."

CODES

- | | |
|----|--|
| 1 | Vans, vehicles |
| 2 | Wheelchair |
| 3 | Walker |
| 4 | White cane |
| 5 | Electronic with voice output (for example, Touch Talker) |
| 6 | Electronic without voice output (for example, device with visual display or printed speech output) |
| 7 | Non-electronic (for example, manual printing board) |
| 8 | Hearing aids |
| 9 | FM loops |
| 10 | TTYs/TDDs |
| 11 | Cochlear implants |
| 12 | Real-time captioning |
| 13 | Braille texts |
| 14 | Electronic Braille devices |
| 15 | Digital texts |
| 16 | Magnifying devices |
| 17 | Close-captioned television (CCTV) |
| 18 | Tape recorder |
| 19 | Calculator |
| 20 | Electronic spelling devices |
| 21 | Used solely by individual child |
| 22 | Shared with other children |
| 23 | Reading |

- 24 Writing
- 25 Mathematics
- 26 No assistive technologies or devices were used
- 91 Other assistive technologies or devices {(Please specify):/(Please specify on next screen.)}

PROGRAMMER INSTRUCTIONS:

DISPLAY CODES 1-4 UNDER HEADER "Mobility aids", DISPLAY CODES 5-7 UNDER HEADER "Communication aids", DISPLAY CODES 8-12 UNDER HEADER "Hearing assistance", DISPLAY CODES 13-17 UNDER HEADER "Visual aids", DISPLAY CODES 18-20 UNDER HEADER "Learning aids (non-computer)", DISPLAY CODES 21-22 UNDER HEADER "Computer hardware designed or adapted for children with disabilities (for example, alternate keyboards, switch interface)", DISPLAY CODES 23-25 UNDER HEADER "Computer software designed for children with disabilities", DISPLAY CODES 91 AND 26 UNDER HEADER "Other/None".

DISPLAY CODE 91 ABOVE CODE 26.

IF CODE 26 IS SELECTED, CODES 1-25 MAY NOT BE SELECTED. DISPLAY ERROR CHECK MESSAGE, "You selected both "No assistive technologies or devices were used" and one or more assistive technologies or devices. Please select the assistive technologies or devices {CHILD} has used. If {CHILD} used none, please select only "No assistive technologies or devices were used.""

Box 5

Round: Spring Kindergarten National

IF ANY CODES IN QUESTION 20b = 91, GO TO 20b OS. ELSE, GO TO QUESTION 21.

20bos

Copyright: No

Round: Spring Kindergarten National

DISPLAY INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS 20b FOR LARGE BROWSERS.

ENTER TEXT

Length

100

21

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 21, to add 'During this school year'

QUESTION TEXT:

Question "During this school year, does {CHILD} have a computer, laptop, or word processing device assigned to {him/her} for use full time?"

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

22

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Second-Grade questionnaire, item 21, modified stem to accommodate autofill

DISPLAY INSTRUCTIONS:

ADD EXTRA SPACE (LINE BREAK) BETWEEN RESPONSE CODES 7 AND 8.

QUESTION TEXT:

Question "During this school year, on average, how often have you met with {CHILD}'s general education teacher(s) to discuss {his/her} program or progress?"

CODES

- | | | |
|---|---|----|
| 1 | Every day or several times a week | |
| 2 | Once a week or several times a month | |
| 3 | Once a month | |
| 4 | A few times over the school year | |
| 5 | Once during this school year | |
| 6 | Never during this school year | 24 |
| 7 | Not applicable because I am {CHILD}'s general education teacher | 24 |
| 8 | Not applicable to my work with {CHILD} | 24 |

PROGRAMMER INSTRUCTIONS:

CODES 6, 7, 8, and SK SKIPS TO 24.

23

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 23

QUESTION TEXT:

Question "On average, how long were the meetings with the general education teacher(s) to discuss {CHILD}'s program or progress?"

CODES

- | | |
|---|----------------------|
| 1 | 1 to 15 minutes |
| 2 | 16 to 30 minutes |
| 3 | 31 to 45 minutes |
| 4 | 46 to 60 minutes |
| 5 | More than 60 minutes |

24

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Second-Grade questionnaire, item 23

QUESTION TEXT:

Question "During this school year, approximately how often have you communicated with {CHILD}'s parents about {CHILD}'s program or progress (by phone, in person, or in writing, including e-mail)?"

CODES

- | | |
|---|--------------------------------------|
| 1 | Every day or several times a week |
| 2 | Once a week or several times a month |
| 3 | Once a month |
| 4 | A few times over the school year |
| 5 | Once during this school year |
| 6 | Never during this school year |

Box 6

Round: Spring Kindergarten National

IF QUESTION 3a OR 3b = ANY OF 1, 2, OR 3 (SIGNIFYING THE TEACHER PROVIDES DIRECT SERVICES TO CHILD) AND THE TEACHER'S LINK ID (Link_ID FROM PRELOAD) = S (MEANING THE TEACHER IS ONLY A SPECIAL EDUCATION TEACHER AND IS NOT ALSO A PRIMARY EDUCATION TEACHER), THEN GO TO QUESTION 25a.
ELSE, GO TO QUESTION 26.

Student Teacher Relationship: Teachers rate 15 items from the Student-Teacher Relationship Scale (STRS) to measure the teacher's perception of the closeness and conflict in his/her relationship with the student. The items from the STRS are not listed because the scale is copyright protected.

25a

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question "Now we would like to ask about your relationship with {CHILD}. Below is a series of statements about your relationship with him or her. For each statement, please select the category that most applies to your relationship with {CHILD}.

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25b

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25c

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25d

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25e

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25f

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }For each statement, please select the category that most applies to your relationship with {CHILD}.

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25g

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25h

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f-25j AND 25k-25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25i

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25j

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25k

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

IF THE BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

QUESTION TEXT:

Question "{(Continued) }For each statement, please select the category that most applies to your relationship with {CHILD}.

_____”

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25l

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25m

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25n

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

25o

Copyright: Yes

Round: Spring Kindergarten National

Source: Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review*, 33(3), 444-458.

DISPLAY INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY 25a - 25e, 25f - 25j AND 25k - 25o ON SEPARATE SCREENS IN THREE GRIDS. FOR GRID 25a - 25e, DISPLAY "Now we would...with {CHILD}." AT TOP OF THE GRID. FOR GRIDS 25f - 25j AND 25k - 25o, DISPLAY "For each statement, please select the category that most applies to your relationship with {CHILD}." AT THE TOP OF THE GRID.

QUESTION TEXT:

Question " [REDACTED] "

CODES

- | | |
|---|---------------------------|
| 1 | Definitely does not apply |
| 2 | Not really |
| 3 | Neutral, not sure |
| 4 | Applies sometimes |
| 5 | Definitely applies |

26

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 25. Transition text was added as part of the item, and 'no evaluations for developing IEP goals were conducted this year' was added as a response option.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

QUESTION TEXT:

Question "Now we would like to ask about {CHILD}'s educational goals. During this school year, has {CHILD} received formal individual evaluations in any of the following areas for purposes of developing IEP goals?"

InstResp "Select all that apply."

CODES

- | | |
|----|--|
| 1 | Psychological |
| 2 | Speech/language |
| 3 | Vision |
| 4 | Hearing |
| 5 | Learning style |
| 6 | Motor skills |
| 7 | Academics |
| 8 | No evaluations for developing IEP goals were conducted this year |
| 91 | Other {(Please specify):/(Please specify on next screen.)} |

PROGRAMMER INSTRUCTIONS:

DISPLAY CODE 91 ABOVE CODE 8.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 8, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "No evaluations for developing IEP goals were conducted this year" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue.

Box 7

Round: Spring Kindergarten National

IF ANY CODE IN QUESTION 26= 91, GO TO 26OS. ELSE, GO TO 27.

26os

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 25.

DISPLAY INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

ENTER TEXT

Length

100

27

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 26.

DISPLAY INSTRUCTIONS:

IN RESPONSE OPTION 1, DISPLAY “all” IN UNDERLINED TEXT. IN RESPONSE OPTION 2, DISPLAY “some” IN UNDERLINED TEXT. IN RESPONSE OPTION 3, DISPLAY “only a few” IN UNDERLINED TEXT. IN RESPONSE OPTION 4, display “not” AND “any” IN UNDERLINED TEXT.

QUESTION TEXT:

Question “To what extent is {CHILD} expected to achieve the same general education goals as other children at {his/her} grade level this school year?”

SaVisible “True”

CODES

- 1 {CHILD} is expected to attain grade level achievement for all of the academic content standards.
- 2 {CHILD} is expected to attain grade level achievement for some of the academic content standards.
- 3 {CHILD} is expected to attain grade level achievement for only a few of the academic content standards.
- 4 {CHILD} is not expected to attain grade level achievement for any of the academic content standards.
- 5 There are no academic content standards at this grade level.
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible “True”).

28

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Kindergarten questionnaire, item 27.

QUESTION TEXT:

Question "What percentage of {CHILD}'s current IEP goals have been met or nearly met at this point in the school year?"

CODES

- | | |
|---|-------------------|
| 1 | 76 to 100 percent |
| 2 | 51 to 75 percent |
| 3 | 26 to 50 percent |
| 4 | 1 to 25 percent |
| 5 | 0 percent |

29

Copyright: No

Round: Spring Kindergarten National

Source: Adapted from ECLS-K:2011 Spring Kindergarten questionnaire, item 28, modified response options.

DISPLAY INSTRUCTIONS:

DISPLAY "not" IN CODE 6 IN UNDERLINED TEXT.

QUESTION TEXT:

Question "Which of the following best expresses the likelihood that {CHILD} will continue to receive some level of special education services (through an IEP) in the next school year?"

CODES

- | | |
|---|--|
| 1 | Definitely will continue in special education |
| 2 | Very likely to continue in special education |
| 3 | Likely to continue in special education |
| 4 | Unlikely to continue in special education |
| 5 | Very unlikely to continue in special education |
| 6 | Definitely will not continue in special education
(will be dismissed from services) |

30

Copyright: No

Round: Spring Kindergarten National

Source: ECLS-K:2011 Spring Second-Grade Questionnaire, item 28.

QUESTION TEXT:

Question "During this school year, to what extent has {CHILD} participated in any grade-level assessment administered as part of the school's testing program?"

SaVisible "True"

CODES

- 1 {Child} did not participate in the school's testing or assessment program.
- 2 {Child} participated in alternate assessments and no regular assessments.
- 3 {Child} participated in some alternate assessments and some regular assessments.
- 4 {Child} participated fully in the school's regular testing or assessment program.
- 5 There is no testing or assessment program at this grade level.
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY DON'T KNOW OPTION (SaVisible "True").

31

Copyright: No

Round: Spring Kindergarten National

Source: New item.

QUESTION TEXT:

Question "How far in school do you expect {CHILD} to go?"

CODES

1	Receive less than a high school diploma	51
2	Graduate from high school	51
3	Attend a vocational or technical school after high school	51
4	Attend two or more years of college	51
5	Finish a four- or five-year college degree	51
6	Earn a master's degree or equivalent	51
7	Finish a Ph.D., MD, or other advanced degree	51

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: This question is about how far in school you realistically expect {CHILD} to go, not how far you hope {CHILD} will go. If this is difficult to answer, make your best guess.

IF ANY CODE IN QUESTION 31= 1-7 or SK, GO TO 51.

32

Copyright: No

Round: Spring Kindergarten National

Source: New item.

QUESTION TEXT:

Question "Thank you very much for answering these questions about {CHILD}. Because {CHILD} did not receive special education services during this school year, no additional information is needed. Please click "Finish" to complete your survey for {CHILD} and then check to see if there are any more children assigned to you."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

Box 8

Round: Spring Kindergarten National

CASE WITH A CHILD WHO DOES NOT RECEIVE SPECIAL EDUCATION SERVICES (QUESTION 2 = 2/RF/DK) HAS ROUTED BACK TO MANAGEMENT SYSTEM. THIS SURVEY IS COMPLETE.

51

Copyright: No

Round: Spring Kindergarten National

Source: New item.

DISPLAY INSTRUCTIONS:

DISPLAY "NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission." IN BOLD TEXT.

DISPLAY "School Psychology Review, 33" IN ITALICS.

QUESTION TEXT:

Question "Thank you for answering questions about {CHILD} and for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey for {CHILD} and return to the MyECLS website. You can then check to see if there are any more children for whom a survey needs to be completed.

NOTE: This survey contains copyrighted material that was adapted and used with permission. Do not use or reproduce without permission.

Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review, 33*(3), 444-458. Used with permission."

PROGRAMMER INSTRUCTIONS:

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM TEACHER LANDING PAGE.

Box 9

Round: Spring Kindergarten National

CASE WITH COMPLETED SPECIAL EDUCATION TEACHER SURVEY HAS ROUTED BACK TO THE MANAGEMENT SYSTEM SO THAT THE TEACHER MAY SELECT ANOTHER SURVEY ASSIGNED TO THEM, IF APPLICABLE.