Needs Assessment - SCRIPT-NC

The purpose of this survey is to learn about your current level of knowledge and implementation of specific early childhood and early intervention content and instructional approaches. The information you provide will help us better understand how we might offer professional development and resources that are relevant and useful to you.

I. Early Childhood and Early Intervention Content Areas

Please read the following statements. On a scale of 1 to 5 where "1" is low and "5" is high, please indicate your CURRENT LEVEL of knowledge, emphasis in the courses you teach, knowledge of where to access resources, and comfort teaching the content with regard to each of the statements. Please note that the level of emphasis on specific content areas will vary depending on the courses you teach.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Current Level of Your Knowledge | | | | | Current Level of Emphasis in the Courses You Teach | | | | | Current Level of Knowledge of Where to Access Resources | | | | | Current Level of Comfort with Teaching This Content | | | | |
|  | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 |
| 1. Using evidence-based practices in early intervention (EI) and early childhood special education (ECSE). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Collaborating and working effectively with licensed/certified professional practitioners who support children with and without disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Implementing intervention strategies to support the social-emotional and behavioral development of children of diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Implementing age appropriate expectations for routines in early childhood settings for children of diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Implementing instructional strategies to support early development and learning or academic achievement for children of diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

I. Early Childhood and Early Intervention Content Areas (cont'd)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Current Level of Your Knowledge | | | | | Current Level of Emphasis in the Courses You Teach | | | | | Current Level of Knowledge of Where to Access Resources | | | | | Current Level of Comfort with Teaching This Content | | | | |
|  | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 |
| 6. Systematically embedding individualized intervention strategies into daily routines and activities of children with diverse abilities (e.g., environmental modifications, peer support). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Using a range of augmentative or assistive technology to enhance children’s development and access to natural learning opportunities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Using a range of augmentative or assistive technology to enhance children’s participation in the general curriculum. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Implementing functional Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Using varied measures of informal assessment to monitor the academic or developmental progress of children of diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

I. Early Childhood and Early Intervention Content Areas (cont'd)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Current Level of Your Knowledge | | | | | Current Level of Emphasis in the Courses You Teach | | | | | Current Level of Knowledge of Where to Access Resources | | | | | Current Level of Comfort with Teaching This Content | | | | |
|  | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 |
| 11. Using data from progress monitoring efforts to make curricular decisions to support the academic and developmental (i.e., cognitive, language, motor, and social / emotional) progress of children with diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Adapting or modifying the physical environment to support children’s access to natural learning opportunities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Adapting or modifying classroom routines to support the learning and development of young children with diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Communicating effectively with all children. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Communicating effectively with families of children of diverse abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

I. Early Childhood and Early Intervention Content Areas (cont'd)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Current Level of Your Knowledge | | | | | Current Level of Emphasis in the Courses You Teach | | | | | Current Level of Knowledge of Where to Access Resources | | | | | Current Level of Comfort with Teaching This Content | | | | |
|  | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 | Low 1 | 2 | Medium 3 | 4 | High 5 |
| 16. Implementing transition plans and services across settings (e.g., from early intervention to preschool). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. Working with children from diverse cultural and linguistic backgrounds and their families. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. Working with children from diverse socioeconomic backgrounds and their families. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19. Relationship-based professional development approaches, including coaching, consultation, and mentoring. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20. Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

II. Instructional Approaches and Resources

Please read the following statements. On a scale of 0 to 5 where "0" is none and "5" is high, please indicate your skill level and the CURRENT LEVEL of implementation in the courses you teach with regard to each of the statements.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Your Skill Level | | | | | | Current Level of Implementation in the Courses You Teach | | | | | |
|  | None 0 | Low 1 | 2 | Medium 3 | 4 | High 5 | None 0 | Low 1 | 2 | Medium 3 | 4 | High 5 |
| 1. Use of adult learning principles in your teaching. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.Adaptation of methods of teaching and training in order to support the participation of culturally, linguistically, and ability diverse students as adult learners. |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Involving culturally and linguistically diverse family members in your teaching and training practices (e.g., co-instructing, planning, evaluating). |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.Using evidence-based decision making approaches in your professional development or teaching. |  |  |  |  |  |  |  |  |  |  |  |  |

  II. Instructional Approaches and Resources (cont&#39;d)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Your Skill Level | | | | | | Current Level of Implementation in the Courses You Teach | | | | | |
|  | None 0 | Low 1 | 2 | Medium 3 | 4 | High 5 | None 0 | Low 1 | 2 | Medium 3 | 4 | High 5 |
| 5. Identifying and integrating relevant community resources and partners into coursework. |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.Orchestrating dialogue among students regarding issues related to cultural, linguistic, and ability diversity (e.g., bias, prejudice, discrimination, privilege). |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Matching a variety of interactive techniques (e.g., cooperative learning, role-playing) to intended learning outcomes. |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Using a variety of instructional resources (e.g., activities, videos) to support student learning related to working with culturally, linguistically, and ability diverse children and their families. |  |  |  |  |  |  |  |  |  |  |  |  |

III. Demographic Information

Birth Year (YYYY)

Gender

* Male
* Female

Are you of Hispanic, Latino, or Spanish origin?

* Yes
* No

Race: (Please select all that apply)

* White
* Black, African-American
* American Indian or Alaska Native
* Asian
* Pacific Islander
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are you the parent of a child with a disability?

* Yes
* No

Are you an individual with a disability?

* Yes
* No
* Not sure

What is your primary discipline?

* Audiology
* Child Development
* Education
* Early Childhood
* Early Childhood Special Education
* Medicine
* Nursing
* Nutrition
* Occupational Therapy
* Physical Therapy
* Psychology
* Social Work
* Special Education
* Speech-Language Pathology
* Business
* Administration
* Public Health
* Family Studies/Home Economics/Human Development
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Slide the bar to indicate:

\_\_\_\_\_\_ The total number of years of experience you have in personnel preparation (e.g., teaching, training)?

\_\_\_\_\_\_ The number of years you have taught at your present community college?

\_\_\_\_\_\_ The number of years of experience you have in providing direct services (i.e. teacher, EI professional, etc.) to young children and families?

Please select your highest level of education.

* Bachelor's degree
* Master's degree
* Doctoral degree
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In which year did you receive your highest level of education?

Please indicate your primary academic major(s) for EACH of your educational degree (s).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Academic Major | | | | | Other: |
|  | Early childhood education | Elementary education | Special education | Child development/family studies | Other (Please specify in next column) | Please specify |
| Bachelor's degree |  |  |  |  |  |  |
| Master's degree |  |  |  |  |  |  |
| Doctoral degree |  |  |  |  |  |  |
| Other (please specify) |  |  |  |  |  |  |

Please list the title of your primary job.

Please indicate your current primary work setting.

* Community or technical college
* 4-year college or university
* Home/Family
* Head Start/Early Head Start
* Child Care Resource & Referral
* Community agency or program (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* State agency or program (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate your primary work responsibility or role within your current work setting.

* Administration
* Faculty/Preservice teaching
* Consultation
* Inservice training/staff development
* Direct service to children and/or families
* Student
* Family member of a child with a disability
* Caregiver
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for your time.