



QPAT/APEQ Member-Checking Survey

Based on qualitative data collected from the QPAT Special Needs Survey of April 2019 to which 2,259 youth sector teachers in Quebec English School Boards responded, a second follow-up survey was developed and distributed on March 9, 2020 to teachers who had participated in the first survey. The objective of the second survey was to determine that QPAT's qualitative findings, from the 2019 survey, were representative of participants' responses to open-ended questions. The qualitative findings of 2019 were analyzed, categorized, and formulated into 11 statements for the member-checking survey to which participants were asked to indicate their level of agreement. A total of 564 teachers, out of a possible population of 2259, responded to the member checking survey. This response rate (25%) has a confidence level of 95% and a margin of error of 3.578% which is indicative of a good response rate.

For **classroom composition**, the majority of teachers agreed (93.08%) that classroom composition is problematic with respect to range or concentration of needs in the classroom. The majority of teachers also agreed (95.57%) that classroom composition is having a negative impact and infringing on the rights to quality education for all students.

Services and supports for students with special needs are also problematic as the majority of teachers agreed (95.39%) that services and supports are lacking (demand outweighs availability). When services and supports are available, most teachers agreed (69.51%) that services and supports are ineffective or do not meet/match students' needs. When services and supports are available, teachers also agreed (68.38%) services and supports are likely to be used inappropriately (e.g., remedial teachers redirected to IEPs...). Most teachers agreed (94.49%) that services and support are inadequate with respect to frequency and intensity (e.g., 1 x per week for 45 minutes).

Where **Individualized Education Plans (IEPs)** are concerned, most teachers agreed (76.02%) that students with IEPs are not well supported. This could be a consequence of student services and supports that are lacking, ineffective and/or used inappropriately.

The **IEP process** as collaborative is also an area of concern as many teachers (42.27%) indicated the process was not collaborative in their school and many (45.65%) agreed teachers are responsible for the process.

Incidents of violence or aggression are inadequately addressed as most teachers agreed (67.85%) with this.

Working conditions are problematic (unsafe, abusive, stressful...) as most teachers agreed (66.08%) with this.

Based on the results presented here, the member-checking survey successfully captures the representativeness of teacher open-ended responses to QPAT’s Special Needs Survey of 2019.

Based on QPAT's special needs survey you responded to in April 2019, please indicate your level of agreement with the following statements:

Respondents: 564

Classroom composition is problematic, as there is little or no balance on how students with special needs are assigned to classrooms (e.g., too wide a range of needs in the same regular classroom, concentrated in certain regular classrooms, etc.).

Respondents: 564

Choice	Percentage	Count	
Strongly Disagree	1.24%	7	
Disagree	3.19%	18	
Neither Disagree nor Agree	2.48%	14	
Agree	39.18%	221	
Strongly Agree	53.90%	304	
Total	100%	564	

Problematic classroom composition is negatively affecting and infringing on the rights to quality education for all students.

Respondents: 564

Choice	Percentage	Count	
Strongly Disagree	0.89%	5	
Disagree	0.53%	3	
Neither Disagree nor Agree	3.01%	17	
Agree	29.79%	168	
Strongly Agree	65.78%	371	
Total	100%	564	

Services and supports for students with special needs are lacking (e.g., not enough in-school professionals and/or support personnel, etc.).

Respondents: 564

Choice	Percentage	Count	
Strongly Disagree	0.71%	4	
Disagree	0.89%	5	
Neither Disagree nor Agree	3.01%	17	
Agree	23.76%	134	
Strongly Agree	71.63%	404	
Total	100%	564	

When services and supports are available, they are likely to be ineffective (e.g., support does not match the students' needs, etc.).

Respondents: 564

Choice	Percentage	Count	
Strongly Disagree	1.42%	8	
Disagree	11.70%	66	
Neither Disagree nor Agree	17.38%	98	
Agree	40.96%	231	
Strongly Agree	28.55%	161	
Total	100%	564	

When services and supports are available, they are likely to be used inappropriately (e.g., attendants/integration aides responsible for adapting academic material, resource teachers redirected to filling out IEPs instead of providing direct service to students and teachers, etc.).

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	1.95%	11	
Disagree	11.37%	64	
Neither Disagree nor Agree	18.29%	103	
Agree	37.83%	213	
Strongly Agree	30.55%	172	
Total	100%	563	

Ongoing services and supports for students with special needs are inadequate with regard to frequency and intensity (e.g., seeing Speech Language Pathologist once a month for 45 minutes, etc.).

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	1.24%	7	
Disagree	0.53%	3	
Neither Disagree nor Agree	3.73%	21	
Agree	24.69%	139	
Strongly Agree	69.80%	393	
Total	100%	563	

Students with IEPs (Individualized Education Plans) are not well supported.

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	1.24%	7	
Disagree	7.82%	44	
Neither Disagree nor Agree	14.92%	84	
Agree	42.81%	241	
Strongly Agree	33.21%	187	
Total	100%	563	






In my school, establishing the IEP is a collaborative process involving the school administrator, in-school professionals, teachers, parents, support personnel.

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	13.50%	76	
Disagree	28.77%	162	
Neither Disagree nor Agree	14.21%	80	
Agree	29.31%	165	
Strongly Agree	14.21%	80	
Total	100%	563	






In my school, the IEP is NOT a collaborative process and teachers are responsible for establishing the IEP.

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	19.36%	109	
Disagree	26.29%	148	
Neither Disagree nor Agree	11.37%	64	
Agree	26.29%	148	
Strongly Agree	16.70%	94	
Total	100%	563	






Incidents of violence and aggression, whether from students with special needs or not, are inadequately addressed (e.g., inadequate consequence for student, behavior is excused or accepted as student has special needs, etc.).

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	3.37%	19	
Disagree	14.39%	81	
Neither Disagree nor Agree	14.39%	81	
Agree	30.73%	173	
Strongly Agree	37.12%	209	
Total	100%	563	

Working conditions are problematic, as teachers experience an unsafe and distressing working environment (e.g., teachers experience high levels of violence and aggression without support, parental verbal abuse and harassment, and are blamed for incidents of violence and aggression, etc.).

Respondents: 563

Choice	Percentage	Count	
Strongly Disagree	2.84%	16	
Disagree	12.79%	72	
Neither Disagree nor Agree	18.29%	103	
Agree	38.90%	219	
Strongly Agree	27.18%	153	
Total	100%	563	