**Our purpose is to annonoumsly survey Board Certified Behavior Analysts about their training and understanding of Federal Special Education Law. You will not be asked to provide any identifying information. Data obtained from this survey may be presented in scientific journals and conferences, however all responses will be presented as a composite. This survey has received approval from the Caldwell University Institutional Review Board. *MANDATORY DISCLAIMER: The Behavior Analyst Certification Board ("BACB") does not sponsor, approve or endorse Caldwell University, the materials, information or sessions identified herein.***

**Do you agree to the above terms?**

**Yes, begin survey**

**No, end survey**

**Survey Introduction/Instructions**

Thank you for completing this survey regarding your training related to federal special education law. Federal special education law refers to federal legislation outlining the basic requirements for special education programs throughout the United States and permanently inhabited territories. Federal special education law encompasses issues such as eligibility for services, how and where services will be provided, and what special education services must entail for each student. Federal special education law applies to those settings wherein special education services receive at least partial funding through the federal government (e.g., public school districts; private settings where student tuition is paid for by a school district’s special education funds). Many behavior analysts work in school settings and provide ABA services to individuals who recieve special education services. This survey is designed to identify the scope of behavior analysts’ training in federal special education law and the methods used to train behavior analysts in this area.

**Survey Questions**

1.  Have you at any time received training regarding federal special education law?

Yes

No

**[Survey Logic]**

**\*If YES, complete the follow-up question listed below**

**\*If NO, move on to Question 2**

Select when you received training in federal special education law:

**\*Can select more than one option**

During Graduate Coursework

Following Graduate Coursework

During *and* Following Graduate Coursework

**[Survey Logic]**

**\*If During Coursework selected, complete the follow-up question listed below**

Select what that training consisted of:

**\*Can select more than one option**

Professor-led lectures or discussions

Course-assigned readings

Peer-produced presentations/projects

Direct training within a practicum/supervised field experience

Independently read articles, books, or chapters about federal special education law *during* graduate school

Other

If other, specify:

Oops, I actually have not received training

**[Survey Logic]**

**\*If Following Coursework selected, complete the follow-up question listed below**

Select what that training consisted of:

**\*Can select more than one option**

Independently read articles, books, or chapters about federal special education law *after* graduate school

Through continuous education or in-service training

Direct training on the job *after* graduate school

Other

If other, specify:

Oops, I actually have not received training

**[Survey Logic]**

**\*If During and Following Coursework selected, complete the follow-up question listed below**

Select what that training consisted of:

**\*Can select more than one option**

Professor-led lectures or discussions

Course-assigned readings

Peer-produced presentations/projects

Direct training within a practicum/supervised field experience

Independently read articles, books, or chapters about federal special education law *during* graduate school

Independently read articles, books, or chapters about federal special education law *after* graduate school

The topic addressed during continuous education or in-service training

Direct training on the job *after* graduate school

Other

If other, specify:

Oops, I actually have not received training

2.  In which settings do you provide or supervise ABA services?

**\*Can select more than one option**

I do not provide ABA services

         Home-based setting

         Center/clinic-based setting

         Public school

         Community-based setting

         Private school

         Other

         If other, specify:

3. Who is responsible for ensuring that ABA services abide by federal special education law?

**\*Can select more than one option**

         Myself                                                                                                                           A staff member whom I supervise

         Another staff member whom I do not supervise (e.g., teacher, paraprofessional, school administrator)

         Other:

         If other, specify:

4.  Rate your familiarity with each of the following terms as they pertain to federal special education law (1 = not at all familiar, 5 = extremely familiar):

Free appropriate public education (FAPE) 1–5

Least restrictive environment (LRE) 1–5

IDEA 1–5

Individualized Education Program (IEP) 1–5

Age of eligibility 1–5

Transition services 1–5

Zero Reject 1–5

Present Levels of Academic Achievement and Functional Performance (PLAAFP)1–5

Measurable Annual Goals 1–5

Special Education 1–5

Related Services 1–5

Supplementary Aids and Services 1–5

Extended School Year (ESY) 1–5

Assistive Technology 1–5

Procedural Safeguards 1–5

Functional Behavioral Assessment 1–5

Manifestation Determination 1–5

5  Select the option that best reflects your understanding of how federal special education law affects or informs your services:

It does not

It does, but I am not really sure how or why; I do not make decisions based on my knowledge of the law

It does, and I make decisions based on my knowledge of the law

6.  In the settings that you provide services, are there resources available for gaining information regarding federal special education law?

Yes

No

**[Survey Logic]**

**\*If YES, complete the follow-up question listed below**

**\*If NO, move on to Question 8**

Select the resources available:

**\*Can select more than one option**

         Printed materials (e.g., books, flowcharts)

Online materials (e.g., e-books, websites)

         Informed co-worker/Designated co-worker

         Professional Development opportunities

         Other

         \*If other, specify:

7.Select the settings where you think federal special education law is relevant:

**\*Can select more than one option**

         Home-based setting

         Center/clinic-based setting

         Public school

         Community-based setting

         Private school

         Other

         \*If other, specify:

8.  If resources regarding federal special education law are **NOT** available to you, what are the main barriers you experience to being more knowledgable about special education law?

**\*Can select more than one option**

         Lack of materials

Unclear job responsibilities/duties

         Caseload is too heavy

         Not required by place of employment

         Lack of training resources

Professional development opportunities are lacking

Lack of time                               Other

         \*If other, specify:

9. Does abiding by federal special education law ever interferes with your professional and ethical responsibilities as a behavior analyst?

Yes

No

**[Survey Logic]**

**\*If YES, complete the follow-up question listed below**

**\*If NO, move on to Question 11**

Select the general domain wherein abiding by federal special education law interferes with your professional and ethical responsibilities as a behavior analyst.

**\*Can select more than one option**

Using behavior reduction strategies

Specify how it interferes:

Using restraint or seclusion procedures

Specify how it interferes:

Conducting assessments

Specify how it interferes:

Acquiring necessary resources

Specify how it interferes:

Determining appropriate placement

Specify how it interferes:

Right to effective treatment

Specify how it interferes:

Collaborating on an interdisciplinary team

Specify how it interferes:

Appropriate collection and analysis of data

Specify how it interferes:

Using experimental designs

Specify how it interferes:

Other

\*If other, specify:

10. Have you ever worried about proposing or implementing a treatment you felt would be effective due to concerns over federal special education law?

Yes

No

**[Survey Logic]**

**\*If YES, complete the follow-up question listed below**

**\*If NO, move on to Question 12**

Please explain the situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Respondents can enter this information**

11.  How many staff members do you supervise?

0

1–2

         3–5

         6–10

         More than 10

12.  How many clients make up your caseload?

         0–5

         5–10

         10–15

         15–20

         More than 20

13. Select the domains where federal special education law and the code **ARE NOT WELL ALIGNED**

**\*Can select more than one option**

Responsible conduct (includes reliance on scientific knowledge, practicing within boundaries of competence, having integrity, and maintaining professional relationships without exploiting others)

Responsibility to clients (includes accepting clients, establishing a hierarchy of responsibility, rights of clients, participating in consultation, maintaining confidentiality, documenting work and data, and discontinuing services)

Assessing behavior (includes the use of behavior-analytic assessment, medical consultation, obtaining consent, and explaining assessment results)

Behavior-change programs (includes providing conceptually consistent treatments, gaining client consent, individualizing programs, describing objectives and conditions for program success, remediating environmental conditions that interfere with treatment, using least restrictive procedures, avoiding harmful reinforcers, and considerations for punishment)

Responsibility to Behavior Analysis (includes affirming principles and disseminating behavior analysis)

Responsibility to colleagues (includes promoting an ethical culture, informing others of risk of harm, protecting clients from colleague’s violations, documenting and attempting to resolve less serious issues informally, and submitting formal complaints to the BACB)

Public statements (includes avoiding deceptive statements, only implementing behavior-analytic interventions, obtaining the proper permissions to use protected materials, making reasonable efforts to prevent others from making deceptive statements about the field, protecting confidentiality of clients during such statements, and refraining from soliciting business)

Research (includes complying with ethical standards for research, conducting researching in accordance with governing laws and IRB approval, prioritizing the welfare of the client if research is conducted with current clients, researching within the realm of competence and training, minimizing potential risks and misleading displays of their results, protecting participant confidentiality, and citing others’ work)

Responsibility to the BACB (includes submitting accurate information and documentation, reporting ethical violations, refraining from using intellectual property without permission, complying with coursework and supervision standards, being familiar with the ethical code, and discouraging misrepresentation by non-certified individuals)

Select the domains where federal special education law and the code **ARE WELL ALIGNED**

**\*Can select more than one option**

Responsible conduct (includes reliance on scientific knowledge, practicing within boundaries of competence, having integrity, and maintaining professional relationships without exploiting others)

Responsibility to clients (includes accepting clients, establishing a hierarchy of responsibility, rights of clients, participating in consultation, maintaining confidentiality, documenting work and data, and discontinuing services)

Assessing behavior (includes the use of behavior-analytic assessment, medical consultation, obtaining consent, and explaining assessment results)

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documentation, reporting ethical violations, refraining from using intellectual property

without permission, complying with coursework and supervision standards, being

familiar with the ethical code, and discouraging misrepresentation by non-certified

individuals)

**[Survey Logic]**

\*Once respondents completed the final question, they move on to demographics section

**Demographic Information**

1.  Age (years) :

**\*Respondents can enter this information**

2.How do you identify yourself on the basis of gender? :

Cisgender woman

Cisgender man

Transgender woman

Transgender man

Nonbinary

Prefer not to say

Prefer to self-describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.How do you identify yourself on the basis of race/ethnicity? :

White

Hispanic, Latino, or Spanish

Black or African American

Asian

American Indian or Alaka Native

Middle Eastern or North African

Native Hawaiian or Other Pacific Islander

Prefer not to say

Prefer to self-describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.Which of the following most closely matches your current job title?

Paraprofessional

Classroom Teacher

Classroom Supervisor

Behavior Analyst

Behavior Specialist

School Psychologist

Case Manager

Clinical Director

Other

\*If other, specify:

5.  Population(s) served

Children with disabilities (0–3 years)

Children with disabilities (3–17 years)

         Children of typical development (3–17 years)

         Adults with disabilities (18–21 years)

         Individuals with brain injury                                              Other

         \*If other, specify:

6.  Years of experience working as a BCBA/BCBA-D

         0–5

         6–10

         11–15

         16 or more

7.  Highest degree obtained

         Masters

         Doctoral

8.  Area/discipline in which you obtained your highest degree

         Special education

         General education

         Behavior analysis

         Psychology

         Liberal arts

         Speech/language pathology

         Social work

         Occupational or physical therapy

         Communication disorders

         Other

         \*If other, specify:

9.  Which of the following best describes where you provide services?

**\*Can select more than one option**

General education classrooms

Inclusive classrooms

Special education classrooms within public school

Specialized school

Hospital

         Home Instruction

Residential Program in a Specialized Facility

         Other

         \*If other, specify

10.  Do you provide or supervise ABA services in a setting where federal special education laws apply?

Yes

No

11. Is there anything else you want to communicate with the researchers regarding federal special education training in BCBA verified course sequences? : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**[Survey Logic]**

**\*Once finished, the following message appears:**

***“Thank you for completing the survey! We appreciate your participation!”***