# TIES Center logo TIES Teacher Survey on Serving Students with Significant Cognitive Disabilities

Your Role

*Type your role in the space below (General Education Teacher, Special Education Teacher, Paraprofessional, Specialized Services, Other)*

Number of students with significant cognitive disabilities that you support/teach

*Type number in the space below*

Have you ever taught a student with a significant cognitive disability?

*Type yes or no in the space below*

## Directions: Complete this survey to rate your confidence in serving students with significant cognitive disabilities. [Link to accessible version.](https://ici-s.umn.edu/files/Xknt7c9-3J/teacher_confidence_survey) *1 - strongly disagree; 2 - disagree; 3 - somewhat disagree; 4 - somewhat agree; 5 - agree; 6 - strongly agree. D – daily; W – weekly; M – monthly.*

|  |  |  |
| --- | --- | --- |
| **I am confident in my ability to:** | **Confidence level** | **Frequency****of use** |
| 1. provide multiple means of engagement for students with significant cognitive disabilities in academic lessons | 1 2 3 4 5 6 | D W M |
| 2. align academic instruction for students with significant cognitive disabilities with modified standards (core content connectors, essential elements) | 1 2 3 4 5 6 | D W M |
| 3. modify grade level curriculum for use by students with significant cognitive disabilities | 1 2 3 4 5 6 | D W M |
| 4. grade the academic work of students with significant cognitive disabilities | 1 2 3 4 5 6 | D W M |
| 5. embed IEP goals into classroom activities for students with significant cognitive disabilities  | 1 2 3 4 5 6 | D W M |
| 6. engineer social situations to increase spontaneous interactions between general education students and students with significant cognitive disabilities | 1 2 3 4 5 6 | D W M |
| 7. provide multiple means of presentation to give students with significant cognitive disabilities access to grade-level academic curriculum | 1 2 3 4 5 6 | D W M |
| 8. provide multiple means of expression to give students with significant cognitive disabilities the ability to demonstrate academic content knowledge | 1 2 3 4 5 6 | D W M |
| 9. collaborate with others to design modifications of academic content for students with significant cognitive disabilities | 1 2 3 4 5 6 | D W M |
| 10. use augmentative/alternative means of communication to engage with a student who requires assistive technology for communication | 1 2 3 4 5 6 | D W M |
| 11. educate non-disabled students about the strengths and needs of a student with a significant cognitive disability | 1 2 3 4 5 6 | D W M |
| 12. to plan with related service providers so they can better deliver their services (i.e. OT, PT, speech) in inclusive environments | 1 2 3 4 5 6 | D W M |
| 13. use strategies to support a student with a significant cognitive disability who demonstrates challenging behavior | 1 2 3 4 5 6 | D W M |
| 14. to communicate effectively with the parent/s of a student with a significant cognitive disability about the student's progress in my class | 1 2 3 4 5 6 | D W M |