

APPENDICES

APPENDIX A

Appendix A

Definition of Attention Deficit/Hyperactivity Disorder

Attention Deficit/Hyperactivity Disorder (AD/HD)

A. Either (1) or (2):

- (1) six or more of the following symptoms of inattention have persisted for at least six months to a degree that is maladaptive and inconsistent with the child's developmental level:

Inattention

- (a) often fails to give close attention to details or makes careless mistakes in school work, or other activities
 - (b) often has difficulty sustaining attention in tasks or play activities
 - (c) often does not seem to listen when spoken to directly
 - (d) often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
 - (e) often has difficulty organizing tasks and activities
 - (f) often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
 - (g) often loses things necessary for tasks or activities (e.g., toys
 - (h) school assignments, pencils, books, or tools)
 - (h) is often easily distracted by extraneous stimuli
 - (i) is often forgetful in daily activities
- (2) six or more of the following symptoms of hyperactivity-impulsivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

- (a) often fidgets with hands or feet or squirms in seat
- (b) often leaves seat in classroom or in other situations in which remaining seated is expected
- (c) often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be subjective feelings of restlessness)
- (d) often has difficulty playing or engaging in leisure activities quietly
- (e) is often "on the go" or often acts as if "driven by a motor"
- (f) often talks excessively

Impulsivity

- (g) often blurts out answers before questions have been completed
- (h) often has difficulty awaiting turn
- (i) often interrupts or intrudes on others (e.g., butts into conversations or games)

Appendix A (continued)

- B. Some hyperactive-impulsive or inattentive symptoms that caused impairment were present before age 7 years.
- C. Some impairment from the symptoms is present in two or more settings (e.g., at school [or work] and at home).
- D. There must be clear evidence of clinically significant impairment in social, academic, or occupational functioning.
- E. The symptoms do not occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder). Code based on type:
 - Attention Deficit/Hyperactivity Disorder, Combined Type: if both Criteria A1 and A2 are met for the past 6 months
 - Attention Deficit/Hyperactivity Disorder, Predominantly Inattentive Type: if Criterion A2 is met but Criterion A1 is not met for the past 6 months

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APPENDIX B

Appendix B1

General Interview Protocol: Central Office Administrators Who Provide Section 504 Technical Assistance to Schools

Hello! My name is Martha Taylor. I'm conducting a study of factors that may affect the number of Section 504 plans, plan content, and the Section 504 decision-making process used in your middle school. As an administrator who provides (or has provided) Section 504 technical assistance to schools, your insight is important to this study.

I will be asking you some questions and recording your responses. Nothing you say will ever be personally identified with you. If I ask any question that you'd rather not answer, simply tell me so. Let's begin!

Number Domain

1. In a ranking of numbers of plans in middle schools across the district, your school's (high-low). Why is this so?

Content Domain

- 2 How can you tell if a §504 plan is working (or effective)?

Process Domain

3. Based on your experiences with the §504 committee, how are plans developed?
Probe: What guidelines or steps are followed?
Probe: Describe the roles of participants in the process.
4. How are plans implemented?
Probe: roles of participants
Probe: time
Probe: materials
Probe: equipment
Probe: other
5. What costs are attached to the §504 process?
Probe: time
Probe: money
Probe: materials
Probe: equipment
Probe: other

(continues)

Appendix B1

General Interview Protocol: Central Office Administrators Who Provide Section 504 Technical Assistance to Schools

Process Domain (continued)

6. How do parents participate in the §504 process?
Probe: plan development
Probe: plan implementation
Probe: other participation
7. What do you see as parent's contribution to the process?
8. Tell me what else you know about §504 process?
Probe: purpose
Probe: evaluation/assessment
Probe: placement
Probe: related service
Probe: other
9. What are the contributions of §504 to educating students? ADHD students?
10. From your experience with §504, how do you receive updates on the latest information or case law on §504 policy and procedures?
Probe: Who provides staff development?
Probe: Describe training you've received on §504? How'd you get it?
11. How are updates on the latest information or case law on §504 policy and procedures shared?
Probe: with teachers
Probe: with §504 building administrators
Probe: others
12. What type of support or training would be helpful to you in filling your role in the §504 process?
Probe: understanding §504
Probe: developing plans
Probe: implementing plans
Probe: other

Appendix B2

General Interview Guide: Site Administrator or Designee Responsible for the Section 504 Committee

Hello! My name is Martha Taylor. I'm conducting a study of factors that may affect the number of Section 504 plans, plan content, and the Section 504 decision-making process used in your middle school. As the individual who manages the school's Section 504 committee, your insight is important to this study.

I will be asking you some questions and recording your responses. Nothing you say will ever be personally identified with you. If I ask any question that you'd rather not answer, simply tell me so. Let's begin!

Number Domain

1. In a ranking of numbers of plans in middle schools across the district, your school's (high-low). Why is this so?
2. Literature shows that school demographic factors can affect the number of students with disabilities found in schools. In your school, how do the following demographic factors affect the number of §504 plans your school has:
 - Probe: enrollment totals
 - Probe: ethnicity
 - Probe: number of students on free and reduced-price lunch
 - Probe: school-teacher-pupil ratio
 - Probe: number of students in special education
 - Probe: retention
 - Probe: mobility index

Content Domain

3. What is a teacher generally required to do to implement a §504 plan?
 - Probe: for students with physical impairments
 - Probe: for students with mental impairments
 - Probe: for students with ADHD
4. How can you tell if a student's §504 plan is working (or effective)?

Process Domain

5. Based on your experiences with the §504 committee, how are plans developed?
 - Probe: What guidelines or steps are followed?
 - Probe: Describe the roles of participants in the process.

Appendix B2

General Interview Guide: Site Administrator or Designee Responsible for the Section 504 Committee

Process Domain

6. How are plans implemented?
Probe: roles of participants
Probe: time
Probe: materials
Probe: equipment
Probe: other
7. What costs are attached to the §504 process?
Probe: time
Probe: money
Probe: materials
Probe: equipment
Probe: other
8. How do parents participate in the §504 process?
Probe: plan development
Probe: plan implementation
Probe: other participation
9. What do you see as parents' contribution to the process?
10. Tell me what else you know about the §504 process?
Probe: purpose
Probe: evaluation/assessment
Probe: placement
Probe: related service
Probe: other
11. What are the contributions of §504 to educating students? ADHD students?
12. How do you receive updates on the latest information or case law on §504 policy and procedures?
Probe: Who provides staff development?
Probe: Describe training you've received on §504? How'd you get it?

Appendix B2

General Interview Guide: Site Administrator or Designee Responsible for the Section 504 Committee

Process Domain (continued)

13. How are updates you receive on the latest information or case law on §504 policy and procedures shared?
Probe: with teachers
Probe: with administrators

14. What type of support or training would be helpful to you in filling your administrative role in the §504 process?
Probe: understanding §504
Probe: developing plans
Probe: implementing plans
Probe: other

Appendix B3

General Interview Guide: Teachers Who Have Participated in the Referral, Eligibility, Placement, and Provision of Accommodations for Students with Section 504 Plans

Hello! My name is Martha Taylor. I'm conducting a study of factors that may affect the number of Section 504 plans, plan content, and the Section 504 decision-making process used in your middle school. As a teacher who has participated in the Section 504 process and accommodated students with Section 504 plans, your insight is important to this study.

I will be asking you some questions and recording your responses. Nothing you say will ever be personally identified with you. If I ask any question that you'd rather not answer, simply tell me so. Let's begin!

Number Domain

1. In a ranking of numbers of plans in middle schools across the district, your school's (high-low). Why is this so?
2. Literature shows that school demographic factors can affect the number of students with disabilities found in school. In your school, how do the following demographic factors affect the number of §504 plans your school has:
 - Probe: enrollment totals
 - Probe: ethnicity
 - Probe: number of students on free and reduced-price lunch
 - Probe: school-teacher-pupil ratio
 - Probe: number of students in special education
 - Probe: retention
 - Probe: mobility index

Content Domain

3. What are the accommodations teachers are being asked to make for students?
 - Probe: for students with physical impairments
 - Probe: for students with mental impairments
 - Probe: for students with ADHD
4. Thinking about one specific student, how can you tell if a student's §504 plan is working (or effective)?

Appendix B3

General Interview Guide: Teachers Who Have Participated in the Referral, Eligibility, Placement, and Provision of Accommodations for Students with Section 504 Plans

Process Domain

5. Based on your experiences with the §504 committee, how are plans developed?
Probe: What guidelines or steps are followed?
Probe: Describe the roles of participants in the process.
Probe: What has been your role in this process?
6. How are the §504 plans implemented?
Probe: roles of participants
Probe: time
Probe: materials
Probe: equipment
Probe: other
7. What costs are attached to the §504 process?
Probe: time
Probe: money
Probe: materials
Probe: equipment
Probe: other
8. How do parents participate in the §504 process?
Probe: plan development
Probe: plan implementation
Probe: other participation
9. What do you see as parents' contribution to the §504 process?
10. Tell me what else you know about the §504 process?
Probe: purpose
Probe: evaluation/assessment
Probe: placement
Probe: related service
Probe: other
11. What are the contributions of §504 to educating students? ADHD students?

(continues)

Appendix B3

General Interview Guide: Teachers Who Have Participated in the Referral, Eligibility, Placement, and Provision of Accommodations for Students with Section 504 Plans

Process Domain (continued)

12. How do you receive updates on the latest information or case law on §504 policy and procedures?
Probe: Who provides staff development?
Probe: Describe training you've received on §504? How'd you get it?
Probe: Are other steps taken to build the capacity of staff to work with ADHD students on §504 plans?

13. What type of support or training would be helpful to you in fulfilling your role in the §504 process?
Probe: understanding the §504 process
Probe: developing plans
Probe: implementing plans
Probe: other
Probe: other

APPENDIX C

Appendix C

Document Analysis Questions

Number Domain

1. How many active §504 plans are there in the school?
2. What are the following demographics for the number of students on §504 plans?
 - a. enrollment totals
 - b. ethnic groups
 - c. teacher-pupil ratio
 - d. free and reduced-price lunch
 - e. special education
 - f. retention
 - g. mobility index

Content Domain

3. What is the average number of accommodations found on a §504 plan?
4. What is a teacher generally required to do for a student who has a §504 plan?
Probe: physical impairment?
Probe: mental impairment?
Probe: ADHD?
5. Where are §504 students typically served?
6. What disabling condition is addressed most often across plans?
7. What kinds of accommodations appear in plans?
8. What services are generally included on a plan?

Process Domain

9. What are reasons why students are referred to the §504 committee?
10. What information generally is contained in a plan?
11. How is progress shown on a plan?
12. What capacity-building activities are provided?

APPENDIX D

Appendix D1: Content Validation

Directions: Please read each item. Select (C, P, and N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains:

- (1) **Content:** Types and number of accommodations and information contained in a §504 plan/file
- (2) **Process:** Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) **Number:** The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Interview Questions	Domain	Data Source(s)				Clarity of Items 1-20			
	C, P, N	Teacher	504 Bldg. Admin.	504 Cent. Off. Admin.	504 Plans/ Files or Other Doc.	Very Clear	Clear	Somewhat Clear	Unclear
1. In a ranking of numbers of plans in the district's middle schools, your school is (high/low). Tell me, why is this so?	N (100%)	20%	100	40	20%	80%	NA	10%	NA
2. Literature shows that school demographic factors can affect the number of students with disabilities found in schools. In your school, how do the following demographic factors affect the number of §504 plans your school has: Probe: number of students in special education?	N (80%)	NA	20%	20%	60%	60%	NA	NA	40%
Probe: number of students on free and reduced-price lunch?	N (80%)	NA	20%	20%	60%	60%	NA	NA	40%
Probe: enrollment totals?	N (80%)	NA	20%	20%	60%	60%	NA	NA	40%
Probe: retention	N (80%)	20%	60%	NA	60%	60%	NA	NA	40%
Probe: school's teacher/pupil ratio?	N (60%)	20%	60%	NA	60%	60%	NA	NA	40%
Probe: mobility index?	N (80%)	20%	40%	20%	60%	60%	NA	NA	40%
Probe: ethnicity?	N (80%)	20%	40%	20%	60%	60%	NA	NA	40%
3. How many active §504 plans are in your school?	N (100%)	NA	80%	40%	80%	80%	NA	NA	20%
4. What is the average number of accommodations found on a plan?	C (80%)	60%	80%	40%	80%	100%	NA	NA	NA

Appendix D1: Content Validation

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) **Content:** Types and number of accommodations and information contained in a §504 plan/file
- (2) **Process:** Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) **Number:** The number of active §504 plans there are in a school, the reasons for the number of active 504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Interview Questions	Domain	Data Source(s)				Clarity of Items 1-20			
	C, P, N	Teacher	504 Bldg. Admin.	504 Central Off. Admin.	504 Plan/File Other Doc.	Very Clear	Clear	Somewhat Clear	Unclear
5. How are plans developed?	P (100%)	60%	80%	40%	10%	100%	NA	NA	NA
Probe: What guidelines steps are followed?	P (100%)	60%	100%	40%	10%	100%	NA	NA	NA
Probe: Tell me about roles of participants in the process.	P (100%)	80%	100%	40%	80%	80%	20%	NA	NA
6. What about costs? Are there costs attached to the §504 process?	P (100%)	NA	60%	80%	20%	100%	NA	NA	NA
Probe: Time?	P (100%)	60%	60%	20%	NA	100%	NA	NA	NA
Probe: Money?	P (100%)	NA	60%	80%	20%	100%	NA	NA	NA
Probe: Materials?	P (100%)	40%	80%	20%	NA	100%	NA	NA	NA
7. How are plans implemented?	P (100%)	60%	60%	20%	20%	100%	NA	NA	NA
Probe: Roles of participants?	P (100%)	80%	100%	40%	20%	80%	NA	NA	NA
Probe: Time?	P (100%)	60%	80%	20%	NA	100%	NA	NA	NA
Probe: Materials	P (100%)	40%	80%	40%	NA	100%	NA	NA	NA
Probe: Costs?	P (100%)	20%	100%	60%	20%	100%	NA	NA	NA
8. How do parents participate in the §504 process?	P (100%)	40%	100%	20%	20%	100%	NA	NA	NA
Probe: Plan development?	P (80%)	60%	100%	20%	20%	80%	NA	NA	NA
Probe: Plan implementation?	P (100%)	60%	80%	20%	NA	100%	NA	NA	NA

Appendix D1: Content Validation

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) **Content:** Types and number of accommodations and information contained in a §504 plan/file
- (2) **Process:** Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans.
- (3) **Number:** The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Interview Questions	Domain C, P, N	Data Source(s)				Clarity of Items 1-20			
		Teacher	504 Bldg. Admin.	504 Cent. Off. Admin.	504 Plans/ Files or Other Doc.	Very Clear	Clear	Somewhat Clear	Unclear
9. What are reasons why students are referred to the §504 committee?	P (80%)	80	100%	40%	60%	100%	NA	NA	NA
10. What is a teacher generally required to do for a student who has a §504 plan?	C (70%)	100	100%	20%	80%	60%	20%	NA	NA
Probe: Physical impairment?	C (70%)	100	100%	20%	40%	60%	20%	NA	NA
Probe: Mental impairment?	C (70%)	100	100%	20%	40%	60%	20%	NA	NA
Probe: ADHD?	C (70%)	100	100%	20%	40%	60%	20%	NA	NA
11. How can you tell if a plan working/effective?	C (50%) P (50%)	80%	60%	NA	NA	20%	20%	20%	20%
12. Where are §504 students typically served?	C (70%)	60%	80%	40%	40%	80%	NA	20%	NA
13. What disabling condition is addressed most often across plans?	N (40%)	20%	80%	40%	40%	80%	20	NA	NA
14. What information generally is contained in a plan?	C (100%)	60%	100%	40%	80%	100%	NA	NA	NA
15. What kinds of accommodations appear in plans?	C (100%)	100	100%	40%	80%	100%	NA	NA	NA
16. What services are generally included on a 504 plan?	C (100%)	80	100%	40%	80%	100%	NA	NA	NA

Appendix D1: Content Validation

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) **Content:** Types and number of accommodations and information contained in a §504 plan/file
- (2) **Process:** Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) **Number:** The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Interview Questions	Domain C, P, N	Data Source(s)				Clarity of Items 1-20			
		Teacher	504 Bldg. Admin.	504 Cent. Off. Admin.	504 Plan/ Files or	Very Clear	Clear	Somewhat Clear	Unclear
17. Tell me what else you know about §504 process? Probe: Purpose? Probe: Evaluation and assessment? Probe: Placement? Probe: Related services?	P (80%)	80%	100%	100%	NA	100%	20%	NA	NA
	P (90%)	80%	100%	60%	NA	100%	NA	NA	NA
	P (70%)	60%	100%	60%	NA	100%	NA	NA	NA
	P (60%)	80%	100%	60%	NA	100%	NA	NA	NA
	P (50%)	60%	100%	80%	NA	100%	NA	NA	NA
18. How do you receive updates on the latest information case law on §504 policy and procedures? Probe: Is there staff development? Who provides it? Probe: Describe training you've received? How'd you get it?	P (100%)	80%	100%	80%	20%	60%	20%	20%	NA
	P (90%)	80%	80%	100%	20%	80%	NA	20%	NA
	P (90%)	80%	60%	60%	20%	80%	NA	20%	NA
19. How are updates on the latest information or case law on §504 policy and procedures shared? Probe: With teachers? Probe: With administrators?	P (90%)	80%	80%	100%	20%	100%	NA	NA	NA
	P (90%)	80%	60%	100%	20%	100%	NA	NA	NA
	P (90%)	80%	60%	100%	20%	100%	NA	NA	NA
20. What type of support would be beneficial to you in fulfilling your role in the §504 process? Probe: Understanding §504? Probe: Developing plans? Probe: Implementing plans? Probe: Knowing more about §504?	P (90%)	30%	80%	60%	20%	80%	NA	NA	NA
	P (90%)	30%	60%	40%	20%	80%	NA	NA	NA
	P (100%)	30%	80%	40%	20%	80%	NA	NA	NA
	P (100%)	30%	80%	40%	20%	80%	NA	NA	NA
	P (80%)	30%	80%	40%	20%	80%	NA	NA	NA

Appendix D2

Revised Interview Items and Probes Based on Content Validation Results

Directions: Please read each item. Select the (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) Content: Accommodations/information contained in a §504 plan/file
- (2) Process: Procedures or guidelines used to administer §504, including those steps used in developing and implementing plans.
- (3) Number: How many active §504 plans there are in a school

Interview Questions	Domain	Interview Sources and Revisions
1. What is a teacher generally required to do to implement a §504 plan? Probe: for students with physical impairments Probe: for students with mental impairments Probe: for students with ADHD	Content	Responses favored the content domain at 70%. Teachers and §504 building administrators were selected as informants for this item at 100%. Fifty percent of the respondents believed that this item should be included under document analysis, that notion was rejected in favor of the breadth of possible responses. Items were 60% "very clear" or 20% "clear". No response was made under "somewhat clear" or "unclear".
2. How can you tell if a plan is working (or effective)?	Content	The process domain was selected at 50% with teachers (80%) and building administrators (60%) serving as informants. The responses under clarity were evenly spread, each at 20%; no responses were made under central office coordinator and under documents.
3. Based on your experiences with the §504 committee, how are plans developed? Probe: What guidelines or steps are followed? Probe: Describe the roles of participants in the process.	Process	Responses favored selection of the process domain for all items at 100%. On average, it was believed that teachers (70%) and §504 building administrators (93%) should be interviewed. Since central office administrators also have occasion to participate in plan development, a decision was made to include them among the interviewees. Across data sources, documents (33%) were eliminated in favor of interviews across each informant category. Overall, items were very clear (93%) and clear at 20%. No other responses were made.
4. How are plan implemented? Probe: roles of participants Probe: time Probe: materials Probe: equipment Probe: other	Process	Responses were 100% for the process domain. On average, teachers (65%) and §504 administrators (84%) were selected central office administrators (36%) were added to interviewees due to their involvement in determining how plans are implemented when procedural or due process situations arise. The researcher is interested in responses from each informant group and this information would be available from documents (12%). The overall level of clarity was very clear at 96%, with no responses made under any other areas for clarity.
5. What costs are attached to the process? Why? Probe: time Probe: money Probe: materials Probe: equipment Probe: other	Process	Responses were 100% for the process domain. Even though the average for responses under the teacher domain was low (25%), a decision was made to include teachers, §504 coordinators (62%), and central office coordinators (50%). Documents were excluded as a data source. The items/probes were rated very clear (100%)

Appendix D2

Revised Interview Items and Probes Based on Content Validation Results

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) Content: Accommodations/information contained in a §504 plan/file
- (2) Process: Procedures or guidelines used to administer §504, including those steps used in developing and implementing plans
- (3) Number: How many active §504 plans there are in a school

Interview Questions	Domain	Interview Sources and Revisions
6. How do parents participate in the §504 process? Probe: plan development Probe: plan implementation Probe: other	Process	Responses favored the process domain (93%). Teachers and building administrators will serve as informants based on a 53% average. Central office administrators will be included for their perspectives on how parents participate when there is disagreement about plans. On an average, items/probes were judged 93% very clear. An adjustment was made to add "other" as a probe.
7. How do parents participate in the §504 process? Probe: plan development Probe: plan implementation Probe: other	Process	Responses favored the process domain (93%). Teachers and building administrators will serve as informants based on a 53% average. Central office administrators will be included for their perspectives on how parents participate when there is disagreement about plans. On an average, items/probes were judged 93% very clear. An adjustment was made to add "other" as a probe.
8. What do you see as parents' contributions to the process?	Process	This items was included at the suggestion of an expert judge to add opportunity for greater depth to informants attitudes and beliefs about how parents participate in the process.
9. Tell me what else you know about the §504 process? Probe: purpose Probe: evaluation/assessment Probe: placement Probe: related services Probe: other	Process	The process domain was selected at 70%. All user groups were selected at an average range of 65-100%. Items/probes were judged overall as very clear (100%) or with the item judged as 20% clear. The category "other " was added as a probe.
10. What are the contributions of §504 to educating students? ADHD students? Probe: Plan development? Probe: Plan implementation?	Process	This item was added at the suggestion of an expert judge.

Appendix D2

Revised Interview Items and Probes Based on Content Validation Results

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the Most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) Content: Types and number of accommodations and information contained in a §504 plan/file
- (2) Process: Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) Number: The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Interview Questions	Domair	Interview Sources and Revisions
10. How do you receive updates on the latest information or case law on §504 policy and procedures? Probe: Who provides staff development? Probe: Describe training you received? How'd you get it? Probe: Are other steps taken build the capacity of staff to work with ADHD students on §504 plans?	Process	The process domain was selected with ranges of (90-100%). All user groups were selected (60-100%). Items /probes were judged overall as very clear (70%), 20% clear, and 20% somewhat clear. The last probe was added to obtain breadth and depth of response..
11. How do you receive updates on the latest information or case law on §504 policy and procedures? Probe: Who provides staff development? Probe: Describe training you've received? How'd you get it? Probe: Are other steps taken to build the capacity of staff to work with ADHD students on §504 plans?	Process	The process domain was selected with ranges of (90-100%) All user groups were selected (60-100%). Items/probes were judged overall as very clear (70%), 20% clear, and 20% somewhat clear. The last probe was added to obtain breadth and depth of response.
12. How are updates on the latest information or case law on §504 policy and procedures shared? Probe: with teachers Probe: with administrators Probe: with others	Process	The process domain was selected at 93%. All user groups were selected (60-100%). Items/probes were judged as very clear (73%). The item alone was 20% clear and 20% unclear with no other responses given. Probes were 20% "somewhat clear". "Other " was added as a probe.
13. What type of support would be beneficial to you in fulfilling your role in the §504 process? Probe: understanding the §504 process? Probe: developing plans Probe: implementing plans Probe: other	Process	Responses ranged from 80-90% in favor of the process domain. Responses ranged from 60-80% in favor of interviewing teachers and building administrators. Central office administrators were favored at 40%. Participants believed this item and the probes were very clear at 80%. No additional responses were made under clarity. "Other " was added as a probe.

Appendix D2

Revised Interview Items and Probes Based on Content Validation Results

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the Most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) Content: Types and number of accommodations and information contained in a §504 plan/file
- (2) Process: Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) Number: The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Interview Questions	Domain	Interview Sources and Revisions
14. In a ranking of numbers of plans in the middle schools across the district, your school is (high/low). Why is this so?	Number	Responses favored the number domain (100%) and elimination of probes. Opinions of teacher and central office administrators were included, even though percentages were low. Overall, all items were judged as "very clear" across domains at 80% and "somewhat clear" at 10%. No other responses were made. A slight adjustment was made to the wording of the item.
15. Literature shows that school demographic factors can affect the number of students with disabilities found in schools. In your school, how do the following demographic factors affect the number of §504 plans your school has? (enrollment totals, ethnicity, teacher-pupil ratio, number of students on free/reduce price lunch, number of students in special education, number of retentions, and mobility index).	Number	The average was 77% in favor of the number domain. Respondents believed that demographic questions should be addressed through document analysis (60%), not through interviews of teachers (11%) building administrators (37%), or central office administrators (14%). A decision was made to address this question through document analysis and interviews. It is believed that all users will be able to link these variables to their experiences with the §504 process. Items/probes were, overall very clear (60%). "Unclear" was rated at 40% by respondents who were unsure of what the researcher was "looking for" or by differences in how §504 is addressed in their respective localities.

APPENDIX E

Appendix E

Revised Items Placed Under Document Analysis Based on Content Validation Results

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) Content: Types and number of accommodations and information contained in a §504 plan/files
- (2) Process: Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) Number: The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Document Analysis Questions	Domain	Interview Sources and Revisions
1. What is the average number of accommodations found on a plan?	Content	The content domain was selected at (80%). A decision was made to obtain this information from documents. 80% was "very clear" and 20% "somewhat clear".
2. Where are §504 students typically served?	Content	The content domain was selected at 70%, with teachers at 60% and building administrators at 80%. The item was judged very clear at 80%.
3. What information generally is contained in a plan?	Content	The content domain was selected at 100% with teachers (60%) building administrators (100%), and central office administrators at 40%. Documents (80%) were selected as the data source. The item was judged 100% very clear.
4. What kinds of accommodations appear in plans?	Content	The content domain was selected at 100%. User groups were 100%, except for central office administrators (40%). Documents (80%) were selected as the data source. The item was very clear (100%).
5. What services are generally included on a §504 plan?	Content	The content domain was selected at 100%. Documents (80%) were selected as the data source. The item was very clear 100%.
6. What disabling condition is addressed most often across plans?	Number	The number domain was selected at 40%. Documents (40%) were selected as the data source. The item was judged 80% very clear and 20% clear. No user groups were selected.
7. What are reasons why students are referred to the §504 committee?	Process	The process domain was selected at 80%. Since this information could be obtained from documents (60%), this item was placed under document analysis. There was 100% clarity.
8. How is progress shown on a plan?	Process	This question was revised to fit the document analysis query of "How can you tell that a plan is effective?" The item was placed under both the content and process domains (50%). There was an even spread of 20% across each level of clarity.
9. What capacity-building activities are provided?	Process	This question was added at the suggestion of an expert judge to verify staff development efforts.
10. How many active §504 plans are there in the school?	Number	This was clearly a number domain item (100%) and favored the building administrator (80%) and document analysis (80%). It was decided that documents would serve as the data source. Clarity was 80%; 20% of the participants rated the item as unclear.
11. What is the average number of accommodations found on plans?	Number	Responses were for teachers (60%), bldg. administrators (80%), central office administrators (40%), and documents at (80%). The item was judged as very clear (100%). A decision was made to use documents as a data source.

Appendix E

Revised Items Placed Under Document Analysis Based on Content Validation Results

Directions: Please read each item. Select (C, P, N) the most appropriate domain(s). Indicate (X) the most appropriate data source(s). Mark (X) the clarity of each item/probe. Feel free to add to, delete from, or comment on any item.

Domains

- (1) Content: Types and number of accommodations and information contained in a §504 plan/files
- (2) Process: Procedures or guidelines used to administer §504, including those steps and costs for developing and implementing plans
- (3) Number: The number of active §504 plans there are in a school, the reasons for the number of active §504 plans, the number of categories of impairment, and numbers pertaining to school demographics

Document Analysis Questions, continued	Domain	Interview Sources and Revisions
<p>12. Literature shows that school demographic factors can affect the number of students with disabilities found in schools. In your school, how do the following demographic factors affect the number of §504 plans your school has?</p> <p style="margin-left: 40px;">Probe: enrollment totals? Probe: ethnicity Probe : School-teacher-pupil ratio Probe: free and reduced-price lunch? Probe: special education: Probe: retention Probe: Mobility index?</p>	Number	<p>Responses favored the number domain (80%) for all items and largely favored documents as the information source. Since the opinions of the §504 site administrator is sought, as well as actual information from documents, a neutral stem was added to the interview item. Probes were revised to reflect "how" or "what" questions under document analysis. Responses showed 60% clarity. Demographic items were placed at the end of the interview protocol as suggested by Goertz & LeCompte. Items were also reordered to form the listing shown.</p>

APPENDIX F

Appendix F

-Cover Letter to the Principal-

April 27, 1999

Dear Principal:

As a doctoral student at Virginia Polytechnic Institute and State University, I am conducting a study of how middle school adolescents are educated within the context of Section 504 policy. Your school is representative of the variables that I would like to explore. It is believed that the findings will have a positive impact on how the §504 process is administered and on how §504 plans are developed and implemented for middle school students. I am hoping that you and your staff will be willing to assist me in this effort.

Specifically, I am requesting permission to interview your §504 administrator and five teachers who have participated in the development and implementation of §504 plans. There will be minimal intrusion or disruption to you and your staff. The interviews will require no more than 30-45 minutes per individual. I also would like to review the §504 plans and cumulative files for students served during the 1996-1997 school year. All information will be kept confidential and no personally identifiable information will be used in any manner of reporting information.

I have included copies of the interview questions that I would like to address with your §504 administrator and your teachers. It is anticipated that the entire process should require no more than 8 hours spread over several days. At your request, a draft of the report will be provided to you and each interview participant for review prior to the drafting of the final report.

Thank you for your consideration of this study. I look forward to meeting with you to address any further questions or concerns.

Sincerely,

Martha Taylor, Researcher

Enclosures: Teacher Interview Protocol
Section 504 Site Administrator Protocol
Document Analysis Questions

APPENDIX G

Appendix G1

Number Domain for Document Analysis: Demographics of Students on Section 504 Plans, School HPU

Student	Gender	Enrollment	Ethnic Groups	School/Teacher-Pupil Ratio	Free/reduced-price lunch	Special Education	Retention	Mobility
1	Male	168/180	Caucasian	22:1	No	No	No	Low
2	Male	175/180	African American	22:1	No	No	No	Low
3	Male	178/180	Caucasian	22:1	No	No	No	Low
4	Male	178/180	Caucasian	22:1	No	No	No	Low
5	Female	51/60	African American	22:1	No	No	No	High
6	Male	174/180	Caucasian	22:1	No	Yes	No	Low
7	Male	180/180	Caucasian	22:1	No	No	No	Low
8	Male	169/180	African American	22:1	No	Yes	No	Low
9	Male	171/180	Caucasian	22:1	Yes	Yes	No	Low
10	Male	173/180	Caucasian	22:1	No	No	No	Low
11	Female	178/180	Caucasian	22:1	No	No	No	Low
12	Male	180/180	Caucasian	22:1	No	Yes	No	Low
13	Male	178/180	Caucasian	22:1	No	No	No	Low
14	Female	173/180	Caucasian	22:1	No	No	No	Low
15	Male	176/180	Caucasian	22:1	No	No	No	Low
16	Male	179/180	Caucasian	22:1	No	No	No	Low
17	Male	169/180	Caucasian	22:1	Yes	No	No	Low
18	Male	136/180	Caucasian	22:1	No	Yes	No	Low

(continues)

Appendix G1 (continues)

Number Domain for Document Analysis: Demographics of Students on Section 504 Plans, School HPU

Student	Gender	Enrollment	Ethnic Groups	School/Teacher-Pupil	Free/redu. price lunch	Special Education	Retention	Mobility
19 ^a	Male	1/180	Caucasian	22:1	No	No	No	High
20	Male	178/180	Caucasian	22:1	No	No	Yes	Low
21	Male	174/180	Caucasian	22:1	No	No	No	Low
22	Male	173/180	Caucasian	22:1	No	No	Yes	Low
23	Male	168/189	Caucasian	22:1	No	No	No	Low
24	Male	165/180	Caucasian	22:1	No	No	No	Low
25	Male	75/90	Caucasian	22:1	No	No	Yes	High
26	Male	177/180	Caucasian	22:1	No	No	No	Low
27	Male	167/180	Caucasian	22:1	No	No	No	Low
28	Female	180/180	Caucasian	22:1	No	No	No	Low
29	Male	177/180	Caucasian	22:1	No	No	No	Low
30	Male	90/90	Caucasian	22:1	No	No	Yes	High
31	Female	177/180	Caucasian	22:1	No	No	No	Low
32	Male	177/180	Caucasian	22:1	No	No	No	Low
33	Male	148/160	Caucasian	22:1	No	Yes	No	High

^a Records on this student had been forwarded to the middle school. He was enrolled, but attended only one day. After the first day of school, he was removed from the roll due to medical reasons.

Appendix G2

Number Domain and Document Analysis: Number and Demographics of Students on Section 504 Plans, School LPU

Student	Gender	Enrollment Totals	Ethnicity	School/Teacher-pupil	Free/Red. price lunch	Special Education	Retention	Mobility
1	Male	171/180	Caucasian	25:1	No	Yes	No	Low
2	Male	176/180	Caucasian	25:1	No	Yes	No	Low
3	Female	150/168	Caucasian	25:1	No	No	No	High
4	Male	160/180	Caucasian	25:1	Yes	No	No	Low
5	Male	180/180	African American	25:1	Yes	Yes	No	Low
6	Male	174/180	Caucasian	25:1	No	No	No	Low
7	Male	135/138	Caucasian	25:1	No	No	No	High
8	Female	162/171	Asian-Pacific	25:1	No	No	No	High

APPENDIX H

Appendix H1

Results of Interrater Coding of Themes and categories from Transcripts for

Central Office Administrators

	Coders			
	1	2	3	4
	Researcher			
	n	n	n	n
Team Structure and Consistency	3	3	3	3
Communication	3	3	3	3
Role Conflict	3	3	3	3
Parent Competence	3	3	3	3
Time	3	3	3	3
Cost	3	3	3	3
Contributions	3	3	3	3
Capacity-building	3	3	3	3
Demographic	3	3	3	3
Plan Content	3	3	3	3
Difference in Plan Numbers	3	3	3	3

Appendix H2

Results of Interrater Coding of Themes and Categories from Transcripts for

Section 504 Site Administrators

	Coders			
	1	2	3	4
			Researcher	
	n	n	n	n
Team Structure and Consistency	3	3	3	3
Communication	3	3	3	3
Role Conflict	3	3	3	3
Parent Competence	3	3	3	3
Time	3	3	3	3
Cost	3	3	3	3
Contributions	3	3	3	3
Capacity-building	3	3	3	3
Demographic	3	3	3	3
Plan Content	3	3	3	3
Difference in Plan Numbers	3	3	3	3

Appendix H3

Results of Interrater Coding of Themes and Categories from Transcripts for

Teachers

	Coders			
	1	2	3	4
	Researcher			
	n	n	n	n
Team Structure and Consistency	3	3	3	3
Communication	3	3	3	3
Role Conflict	3	3	3	3
Parent Competence	3	3	3	3
Time	3	3	3	3
Cost	3	3	3	3
Contributions	3	3	3	3
Capacity-building	3	3	3	3
Demographic	3	3	3	3
Plan Content	3	3	3	3
Difference in Plan Numbers	3	3	3	3

Appendix H4

Results of Interrater Coding for Section 504 Plan Content

	Coders			
	1	2	3	4
	Researcher			
	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>
Instructional Strategies and Methodologies	3	3	3	3
Environmental Adaptations and Strategies	3	3	3	3
Communication Strategies	2	3	3	3
Behavior Management Strategies	3	3	3	3
Assistive Technology Adaptations	3	3	3	3
Health-related Strategies	3	3	3	3
Other	2	3	3	3

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants of Investigative Projects

Title of Project: Educating Adolescents In The Context Of Section 504 Policy:
A Comparative Study Of Two Middle Schools

Investigators: Martha A. Taylor & Robert R. Richards

I. The Purpose of this Study

The purpose of this study is to explore factors and how they affect the number of Section 504 plans, the content of these plans, and the process used to implement the Section 504 mandate in two middle schools.

II. Procedures

You will be asked to participate in an interview with Martha Taylor. The interview will take 50-60 minutes. There is no special preparation. You will be asked questions about your participation in the Section 504 process as it relates to the content of plans, the process used to implement the mandate, and the number of plans in your school. The interview will be recorded and transcribed for data analysis.

III. Risks

There are no foreseeable physical or emotional risks to you.

IV. Benefits of This Project

It is expected that the data from this study will identify factors and how they affect the variation in the content, the process used to implement the §504 mandate, and the number of §504 plans in two middle schools within the district.

V. Extent of Anonymity and Confidentiality

Only the researchers will know your identity. Each transcribed interview will be coded numerically for the researcher's use. No personal names or other identifiable information will be used. People mentioned in the interview will be referred to only by job title (i.e., teacher, administrator, central office administrator, etc.). A reference list of the coded interview and tapes will be secured in a locked file and placed away from the research materials.

VI. Compensation

There will be no compensation for participating in the study.

VII. Freedom to Withdraw

You may withdraw from the study at any time and are free not to respond to any question asked during the interview.

VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, the Department of Educational Leadership and Policy Studies, and the school district’s Office of Accountability.

IX. Subject’s Responsibilities

I voluntarily agree to participate in this study. My responsibility is to respond to a fifty-to-sixty minute face-to-face interview.

X. Subject’s Permission

I have read and understand the Informed Consent and conditions of this project. I have had all of my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

Signature Date

Should I have any questions about this research or its conducts, I may contact:

Investigator(s) Phone

Faculty Advisor Phone

Faculty Advisor Phone

Chair, IRB, Research Division Phone

VITA

Martha Asterilla Taylor

Virginia Beach City Public Schools
1413 Laskin Road
Virginia Beach, Virginia 23461

2232 Kindling Hollow Road
Virginia Beach , Virginia 23456

EDUCATION

- Ed. D., Virginia Polytechnic Institute and State University, Educational Administration, (2002)
- Certificate of Advanced Graduate Studies, Virginia Polytechnic and State University, Educational Administration, (1997)
- M. Ed., Old Dominion University, Special Education, (1977)
- B. S., Norfolk State University, Special Education, (1972)

PROFESSIONAL PROFILE & EXPERIENCES

- Coordinator of Special Education, current position
 - Duties include:
 - administrative and instructional assistance to cluster schools)
 - technical assistance on Section 504 to schools
 - supervision of paraprofessionals in Project PARASOL, and
 - assistance to other offices and departments on the participation of students with disabilities in federal, state, and local assessments.
 - Supervisor of Instructional Specialists
 - Instructional Specialist
 - Teacher, with certification and experience in teaching students with various disabilities)
 - noncategorical (LD, ED, EMR combined)
 - emotional disturbance
 - specific learning disabilities
 - educable mental retardation
 - Educational Consultant
 - Presenter at federal, state and local conferences
-