Title: Pedagogical Challenges with Diversity and Special Education Referrals in Ontario
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Introduction

As outlined by the Ontario Ministry of Education, classroom teachers act as the first line of support for children with special educational needs. The Education Act guarantees appropriate special education for exceptional students in accordance with the Act and its regulations. Any and all school boards in the province of Ontario are required to implement early and ongoing identification of student need. Classroom teachers are most often the first to recognize a student’s difficulty in learning, and are expected to aid in upholding Bill 82’s policies, and therefore, should be trained in how to best adhere to their regulations.

The misidentification of student need is a high stakes issue both in terms of the well-being of students, and the allocation of government resources. Research has shown that needlessly participating in special education programs can result in fewer learning opportunities, lower academic expectations from teachers, and poor academic outcomes. While many believe that participation in special education regardless of need would benefit students academically, depriving students of a rigorous academic curricula can create obstacles in the pursuit of post-secondary education. Conversely, research has shown the risks associated with overlooking needs.

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1 Miranda Too received her Bachelor of Science in Psychology in 2018. This paper was written for an independent research course in the field of Women and Gender Studies under the supervision of Dr. Joan Simalchik. Miranda would like to thank Dr. Simalchik for her guidance and support during this project and beyond. Miranda currently works at the Royal Ontario Museum, and hopes to pursue graduate studies in industrial and organizational psychology.

2 “Special Educational Needs,” while often used interchangeably with “disability,” are two distinct and different terms, as they represent different ideological standpoints. This paper will address the identification of special educational need, meaning, needs that exceed the resources of the general education classroom. Any mention of “disability” in this paper refers specifically to impairments (or perceived impairments) to learning and classroom education.


4 “Student need”, for the purposes of this paper, refers to the need for academic supports; the implementation of additional resources in an effort to accelerate learning and meet grade-level standards.


6 Ibid.
students’ academic struggles, and leaving special needs unaddressed.⁷ Without adequate support for learning difficulties, students may miss key opportunities for development, and fall further behind their peers.

This study explores the pedagogical preparation teachers received in their certification programs and professional development training to judge student need. While training in special education, diversity, and inclusive education has risen in recent years, the subjects continue to be taught in isolation from each other. Problematic trends in teacher referrals to special education necessitate the use of an intersectional approach to special education.⁸ The integration of culturally-responsive special education programs in teacher training could facilitate more equitable assessments of student need.⁹ This paper intends to provide insight on the state of teachers’ pedagogical preparation for special education referrals, and is divided into several sections. The first section will outline persisting patterns of inequity in teacher recommendations to special education and their potential consequences. The second and third sections will explain the research methodology for this investigation and the results from teacher interviews. The analysis section will identify some unifying themes within the interview data, and the discussion section following will explore the implications of this research, as well as situate the issue within the current political climate.

**The Issue: Problematic Trends in Teacher Referrals and Consequences**

Historically, teacher referrals to special education services in North America have produced a disproportionality in student composition. While struggles in learning are said to

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⁸ An “intersectional approach to special education” would theoretically examine the simultaneous effects of multiple facets of identity (such as gender and race) on judgements of ability.

⁹ “Culturally responsive special education programs” would mean validating and understanding the different cultural backgrounds of students.
equally affect students across categories such as race and gender, certain demographic-based
trends in teacher recommendations for special education are perpetually reproduced. The
unbalanced referral of specific socio-demographic groups is well documented across Canada and
the United States. In 2013, 1,122 Ontario schools were surveyed by the People for Education.\textsuperscript{10}
The comprehensive study found that 25 per cent of all students in economically deprived areas
were identified as having special needs, compared to the 13 per cent found in affluent areas.\textsuperscript{11}
The Toronto District School Board elaborated on the disproportionalities and found that Black
and South Asian children are over-represented in special education, and under-represented in
gifted programs.\textsuperscript{12}

These patterns of inequity found in Ontario have been echoed in educational research
across North America and Europe. Previous research on gender and educational need has found a
significant over-representation of boys in U.S. special education programs.\textsuperscript{13} Research has
indicated that while just as many girls may be in need of these services, they are often
overlooked during teacher’s identification and referral processes.\textsuperscript{14} It has been suggested that the
classroom behaviours of girls with academic struggles do not align with those of young boys.
Researchers have reported teachers considering signals of disruption rather than academic
struggle as the primary indicator of special needs, and as such, boys were more often
recommended for assessment, and more often displayed behaviour that was considered “outside

\textsuperscript{10} The “People for Education” is a charitable organization based in Toronto that conducts independent, non-
partisan education research.
\textsuperscript{12} \textit{Ibid}.
\textsuperscript{13} Tom McIntyre and Virginia Tong, “Where the boys are: Do cross gender misunderstandings of language and behaviour patterns contribute to the overrepresentation of males in programs for students with emotional and behavioural disorders?” \textit{Education and Treatment of Children} 29, no. 3 (1998): 321–32.
the range of tolerance”. Negative school and life outcomes were found as a result of girls not receiving support for educational need. It was found that girls with undiagnosed learning disabilities were more likely to drop out of school, become pregnant as a teen, and experience a lifetime of poverty.

Racial disparities in special education continue to act as supporting evidence for biased teacher referrals. Recent research has revealed that teachers were more likely to perceive Black, Hispanic and Indigenous students as having a disability when compared with white students. Conversely, East-Asian students were less likely to be perceived as having a disability. These findings held true even when controlling for factors such as socio-economic status. The overrepresentation of racialized groups in special education highlights the social stratification that occurs within schools. Even with similar behaviours and academic performance, teachers interpreted differences in ability based on race. Furthermore, issues of racial imbalances in special education are complicated by the misidentification of English Languages Learners (E.L.L.s) as having special needs. In a study conducted in the United States, it was found that the majority of E.L.L.s in special education did not have reading-related learning disabilities, and their struggles should have been attributed to their status as an E.L.L.

Demonstrated trends in referral judgements of teachers have found that decisions concerning disability tend to be biased towards male, minority (Black, Indigenous, Hispanic or South-Asian) students, and E.L.L.s. As impairments to learning supposedly affect all populations equally, these trends raise concerns over the social construction of disability. This means that

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15 Ibid.
16 Ibid.
while teachers may be making individual judgements of ability, there are larger social standards that influence their image of what a “disabled” person may look, sound, or act like. It has been argued that education, much like society at large, has created social categories by separating the “abled” from the “disabled.” The boundaries between these two categories have not, and cannot, be isolated from external social influence, as teachers operate under institutional policy and with personal biases (both of which are impacted by cultural norms). In this way, the mechanism of separation effectively favours those who are most privileged in society, and undermines the interests of students who fall outside of that category. Relationships between race, gender, culture and judgements of ability problematize the preparation teachers receive, in both their certification and professional development, to aid in equitably identifying need.

**Methodology**

Qualitative research methods were used to study teacher training. Four recent teacher’s college graduates from three universities in Ontario, and two teachers from two school boards across the Greater Toronto Area (GTA) were selected to participate in the study. Using a semi-structured interview format, teacher’s college graduates and GTA teachers were asked questions regarding their pedagogical preparation to tackle issues in special education. The teacher’s college graduates were selected on the basis of their teaching certification from either the Ontario Institute for Studies in Education (OISE), York University, or Queen’s University within the past three years (2015-2018). Educational professionals were selected on the basis of their status as a full-time classroom teacher or school administrator from either the Peel District School Board (PDSB), or the Canadian Council of Montessori Administrators (CCMA).

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20 Please see the interview questions in the Appendix.
21 The CCMA is a governing body for Montessori schools in Canada. Note that Montessori schools are private institutions that have their own set of standards and philosophies separate from the public system.
While the sample size remained small (n = 6), this study utilized purposeful sampling to make effective comparisons between institutional policies; targeting some of the largest educational organizations in Ontario. A qualitative method of analysis was used to better understand individual experiences. There are naturally limitations to the generalizability of individual experiences, and as such, the results of this study cannot be considered representative of the entire population of teachers in Ontario. However, the interview data reveals key insights from educators that will potentially be teaching thousands of students in Ontario over the course of their careers. Interview data was analyzed for common themes alongside a literature review of teacher referral trends to determine gaps in teacher training.

Results

Teacher’s College Graduates:

OISE

Currently, OISE requires its students to take a half credit course on the following relevant topics: “Introduction to Special Education & Mental Health”, “Anti-Discriminatory Education”, and “Supporting English Language Learners.”\(^{22}\) Two students were interviewed for their experiences at OISE, with one student having graduated in Spring 2015, and one in Spring 2018. The first student, Mark,\(^ {23}\) was a member of the final OISE cohort to graduate with a teaching certification after one year. The second student, Amanda, graduated in the second cohort of the newly implemented two-year teaching certification program. While both graduates hold junior-intermediate qualifications, a number of notable differences had taken place with the extension of the program. During Mark’s time at OISE, he reported having no required courses related to

\(^{22}\) Only teachers seeking the primary-junior (junior-kindergarten to grade six) or junior-intermediate (grades four to ten) are required to take these courses. Intermediate-senior (grades seven through twelve) teachers are only required to take “Anti-discriminatory” education. “Curriculum, Teaching and Learning,” School of Graduate Studies (SGS) Calendar, University of Toronto, accessed June 2018, https://sgs.calendar.utoronto.ca/degree/Curriculum,-Teaching-and-Learning.

\(^{23}\) All names have been changed for the purpose of anonymity.
special education, diversity, or E.L.L.s., and the opportunity to enroll in a single elective course. Mark recalled very little mention of exceptionalities, but rather a more general sentiment of every child having different learning needs that need to be addressed on a case-by-case basis. As for a classroom teacher’s role within special education, Mark’s training was focused on interpreting and implementing Individualized Education Plans (IEPs), and adjusting teaching methods for different learning styles. While there were no specific conversations regarding identification of need, Mark reported disengagement (such as not listening, not participating, and not socializing), and an inability to complete assigned work within given time frames as the primary reasons for referring a child for special education. Linguistic diversity was addressed within the scope of his general teaching practice classes, however cultural diversity was not.

Amanda’s experience proved to be quite different from Mark’s, with her program completing after sixteen months as opposed to eight. As part of her program, Amanda had a six-week term where she completed a course in both special education and mental health, and E.L.L.s. She recalls an emphasis on inclusive education as a response to the influx of refugee students Canada is receiving. In her E.L.L. class, students were encouraged to approach teaching through the lens of a child who does not speak English, in order to develop accommodation strategies. While Amanda feels adequately prepared to adjust her curriculum for a diverse set of learning styles, she did not feel as confident in her ability to gauge when she should seek additional support for a student. Amanda recalled reading assignments that involved the experiences of teachers with exceptional students, however she expressed frustration in the fact that they were only given case studies of situations one may encounter as a teacher, which were

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24 Mark recalls the opportunity to partake in a half-year course on special education, but opted to take a course on differentiated learning styles. Other options included: technology in the classroom, diversity of learning styles, and art education.
not followed-up with practice-based strategies for how one should respond when placed in a similar situation. Amanda was instructed in her courses to keep an eye on struggling students, and consult with other staff when necessary, although she was not taught when or how to make those judgements.

York University

York University’s Faculty of Education currently mandates two teaching foundations classes relevant to special education: “Teaching for a Diverse and Equitable Classroom”, and “Inclusive Education”.25 A graduate of York University’s joint concurrent education program with Ryerson University was interviewed about her experience. Lily graduated in the Spring of 2018 with a Bachelor of Early Childhood Education, and a Bachelor of Education.26 Although York University reports offering diversity in learning and special education classes, Lily recounted missing the opportunity to take the aforementioned classes because of the different course offerings for the Ryerson program. Through her other classes, Lily reported learning to document a child’s performance when they are struggling socially or academically. In terms of identification of need, Lily recalls the majority of her training taking place in her practicum. For younger students, she was taught to look for children with difficulties in social or emotional regulation. In older children, Lily was taught to notice social isolation, struggles with course work, and lack of eye contact as indicators of a need for referral. In her experience, there was very little mention of cultural or linguistic diversity in the classroom. Lily mentioned that cultural diversity was only brought up in the context of incorporating “cultural” stories and names into English and math classes.27 Lily expressed that she felt inadequately prepared in her

26 The concurrent education program produced the equivalent of a two-year teaching certification program. Lily graduated with primary qualifications (kindergarten to grade six).
27 Lily noted that she was trained to use a diverse set of names when giving examples in math, instead of exclusively using traditionally English names.
education to identify and address special needs in the classroom, and hoped for further training from her future employer.

Queens University

The Faculty of Education at Queen’s University requires its students to take the equivalent of one full-year course on “Exceptional Learners” and “Psychological Foundations”. In lieu of the traditional elective courses, Queen’s students choose a “concentration” theme that consists of two courses. Relevant teaching concentrations include: “At Risk Teaching”, “Social Justice”, and “Special Education”. Melanie graduated from Queen’s University and received her Bachelor of Education with a Special Education concentration in August 2016. Within her two-year degree, Melanie learned about the breadth of exceptionalities students may have, behaviours that may reveal a need for greater support, how to utilize assistive technology, as well as accommodating for different learning needs, and communication strategies for conversing with parents. Melanie was taught to look for signs of emotional regulation difficulties, lack of eye contact, social disengagement, and an inability to complete assigned work or sit still as precursors to a special education referral. She mentioned Indigenous history as the main focus in discussions of cultural diversity, however, this was not included in her special education classes. Melanie felt prepared to take on the role of a classroom teacher mostly from her practicum, and would like to see a change in the teacher’s college curriculum that would better aid their students in applying theoretical concepts of teaching diversity into practice.

Educational Professionals

Peel District School Board

The Peel District School Board (PDSB), is one of the largest school boards in Ontario, with 257 schools serving approximately 154,000 students. In the 2017-2018 school year, an

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estimated seventeen per cent of all students received special education support\textsuperscript{29}. In this study, a full-time classroom teacher from the Brampton region of the PDSB was interviewed on her experiences. Karen is a fourth-grade teacher who has been teaching in the PDSB for twelve years. She characterized the PDSB’s protocol for referring a child for assessment of need as a “team effort”. Karen described the process as beginning when a child’s reading and writing skills do not fall within the board’s expectations of grade level capabilities. While teachers do not receive specific training on when to make a referral, each school employs at least one special education teacher for these purposes. If Karen were to notice a child struggling, she would defer to the special education teacher to decide if further steps should be taken to support the child. Karen feels that she has adequate training and support from her employer in terms of responding to demonstrated need. While professional development options are available for teachers struggling to support certain students in their classrooms, Karen mentioned difficulty in receiving approval from administrators to participate. Karen has not received any cultural training from her employer, but noted that Peel has an extraordinarily ethnically diverse population, and therefore experiential learning is high. Karen reasoned that the ethnic diversity one would encounter as a teacher in the Peel Board allows for cultural competencies to increase with experience. Although, she explained some difficulties she had in the past with cultural differences, particularly in relation to the treatment of women. Karen explained the wide range of support for E.L.L.s in the PDSB, from online langue support programs to language support workers both in and out of the classroom.

\textit{Mississauga Area Montessori School}

The Canadian Council of Montessori Administrators (CCMA) acts as a governing body for schools teaching with the Montessori philosophy in Canada.\textsuperscript{30} Since any school can self-

\textsuperscript{29} \textit{Ibid.}
\textsuperscript{30} The Montessori philosophy involves an emphasis on individual learning, and a holistic approach to
identify as a “Montessori” school, the CCMA accredits schools that meet its standards of practice. For this study, a former teacher and current administrator of a CCMA accredited Montessori school in Mississauga was interviewed. Janet has worked for twenty years at her Montessori school; twelve years as a teacher, and eight as a vice-principal. Mississauga Montessori currently serves over 300 students from ages eighteen months to fourteen years old. Janet’s school takes an inclusive approach to special education, and incorporates accommodation strategies into the general education classroom. As Mississauga Montessori does not employ a special education teacher as a full-time staff member, when situations of student need arise, they rely on the Peel Inclusion Resource Services (PIRS). If a child is demonstrating signs such as: “unusual behaviour”, lack of concentration, or being non-verbal, the classroom teacher would confer with the school administrator, and make the decision to seek parental consent for referral to PIRS. Support workers from PIRS assist the classroom teacher in implementing teaching strategies to better suit the child’s learning needs. If there are no recognizable improvements, they may suggest to parents that a psychological or medical assessment may be necessary. Janet described the professional development resources the teachers receive, which includes seminars, web modules, and guest speakers. The themes of professional development are usually aimed towards the needs of students. In the past year, there have been professional development workshops on attention deficit hyperactive disorder (ADHD), autism spectrum disorder (ASD), and subjects related to diversity (religious, LGBT issues, and bias awareness). Janet noted that although she believes her school implements the most professional development that time and money will allow, she has concerns over teachers’ knowledge of special education. In her twenty years as a teacher, Janet has seen considerable changes in identification and accommodation of students with special needs. As such, she expressed her desire for more frequent updates on 

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31 Name changed for anonymity.
advances in special education, and voiced concern over schools with fewer resources than a private institution.

**Analysis**

Through analysis of interview data and pedagogical curricula, it has been demonstrated that special education reaped benefits from the one year extension to teacher’s college programs in Ontario. OISE, York University, and Queen’s University mandated courses related to special education, however, York was unable to extend these courses to their joint program with Ryerson. An evidence-based approach was apparent in the interviews of all four teacher’s college graduates, with each participant expressing the importance of documentation of student behaviour. Once they identified a student as “struggling”, they unanimously stated that they should not attempt to diagnose, and that instead, their role included observation of student performance, and modification of teaching methods to better suit student need. Aside from academic difficulties, there was a common theme among the teacher’s college graduates, as they collectively described social difficulty as an indication that a referral for assessment would be appropriate. The informants listed lack of eye contact, social isolation, and unhampered expressions of emotion as signs of special educational needs. While social deficits may be characteristic of certain intellectual or learning impairments, the classification of certain behaviours as “social deficits” is highly subject to localized social influence. Judgements of inadequate social ability are based on the violation of certain standards that vary based on where a person is situated in time and space. For instance, a child with a domineering personality could be interpreted by one community as displaying leadership skills that should be lauded, while being considered an unsociable bully by another. If teachers base their assumptions of ability on a student’s social acceptability, this places difference in every dimension (race, sexuality, gender identity, etc.) as influencing perceptions of ability. While courses in diversity were offered in
three of the four teacher’s college programs, at no point did diversity and special education overlap. By teaching these subjects as if they were isolated from one another, Ontario teacher’s colleges are risking the reproduction of problematic teacher referral biases for years to come. The introduction of the two-year teaching certification program proved beneficial to E.L.L.s., as all three two-year programs provided some instruction on supporting children while they learn English.

The analysis of the experiences of teachers in the PDSB and Mississauga Montessori exposed some key insights on the referral, assessment, and accommodation practices of their boards. Both schools took an interdisciplinary approach to assessment of need, and found support from special education professionals when they deemed appropriate. While there seemed to be extensive professional development resources in the Montessori system, the PDSB did not have quite as many. This signals a crucial difference in resource allocation and educational philosophy. As the Montessori system is privately funded and emphasizes an individualized approach to education, they may prioritize the development of special education practices, and have the agency to do so. Although their professional development training is not as extensive, the PDSB schools each have a designated special education teacher, whereas Mississauga Montessori did not. The professional development programs, much like the teacher’s college courses, did not address the intersections of the various dimensions of diversity and ability. In terms of referral judgements, the experienced teaching professionals had a more nuanced understanding and definition of academic need. A greater understanding of the range of abilities, and different manifestations of academic struggle signaled the accumulation of knowledge acquired through job experience.

Discussion
Issues of socio-demographic disproportionality in special education remain prevalent in North American primary and secondary education. While Ontario teaching certification programs have increased special education and diversity course offerings, an intersectional approach to disability has yet to appear in the curriculum. Furthermore, while professional development programs in GTA school boards are aimed towards updating teachers’ knowledge on strategies in teaching, the special education disproportionality problem has not been directly addressed. While many schools, including those mentioned in this paper, have introduced checks and balances in the form of interdisciplinary assessment teams to promote unbiased assessment, teachers still wield a great deal of influence throughout the assessment and placement processes. Culturally responsive special education training may be a crucial step towards combatting the imbalanced composition of special education placements in Ontario.

A 2011 study conducted by Ahram, Fergus, & Noguera, found that simple institutional “fixes” did not do much in the way of producing different referral outcomes, but rather, a more effective approach was found in teacher training that confronted “cultural deficit” thinking. Ahram et al. asserted that for many, the cultural construction of the “abnormal child” has become racialized, and cultural deficit thinking is the source of the disproportionality. Researchers found that professional development on race and ability aided in disrupting the pattern of cultural deficit thinking in teachers. Patterns of referral from teachers based on perceived social inadequacy have been well documented, and this study is no exception. Throughout the teacher interviews, social and emotional difficulties, including behavioural disruptions, emerged.

33 Ahram, et al., 2265.
34 Michael W. Dunn, "It was Written All Over Him: Classroom Teachers' Referral Criteria for Special Education Services," International Journal of Special Education 21, no. 2 (2006): 124-139.
as causes for referral. While challenges in self-regulation\textsuperscript{36} may suggest a need for additional classroom support, it also may lead teachers to continually recommend the students who are the most vocal about their frustrations for special education. This finding supports previous trends in research that suggest an overrepresentation of male students in special education can be explained by male students drawing more attention towards their struggles.\textsuperscript{37}

While teachers in this study felt that they increased their special education knowledge through experience, research has shown that teacher’s perceptions of their ability to appropriately refer children to special education does not increase with tenure.\textsuperscript{38} This finding implied an absence of experiential learning relevant to a necessary skill in the teaching profession. As such, professional development programs could assist teachers, of all experience levels, in more accurately identifying student need.

In March of 2018, the Ontario Liberal government pledged to spend more than $300 million over three years to better support children with special education needs. The plan included the hiring of support staff, the elimination of psychological assessment wait-lists in public schools, and the implementation of a greater language support system.\textsuperscript{39} However, with the Progressive Conservative Party of Ontario winning a majority government, and promising to decrease spending, special education funding remains vulnerable. Socio-demographic disproportionality in special education is a historically rooted issue in Ontario that persists to the present day. By continuing to leave this issue unaddressed, the province risks the well-being of all students, and the misappropriation of government resources. Allocating funds towards

\textsuperscript{36} In this context, “self-regulation” describes the ability to monitor one’s own actions, and base decisions on long-term consequence rather than ephemeral emotions.

\textsuperscript{37} Arms \textit{et al.}, 352.

\textsuperscript{38} Maria Tejeda-Delgado, "Teacher Efficacy, Tolerance, Gender, and Years of Experience and Special Education Referrals," \textit{International Journal of Special Education} 24, no. 1 (2009): 112-119.

culturally responsive special education training for teachers would be an important step towards a more responsible and equitable Ontario classroom.


Dunn, Michael W. "It was Written all Over Him: Classroom Teachers' Referral Criteria for Special Education Services." *International Journal of Special Education* 21, no. 2 (2006): 124-139.


McIntrye Tom, and Victoria Tong. “Where the boys are: Do cross gender misunderstandings of language and behaviour patterns contribute to the overrepresentation of males in programs for students with emotional and behavioural disorders?” *Education and Treatment of Children* 29, no. 3 (1998): 321–32.


Appendix: Interview Questions

Recent Teacher’s College Graduates

1. Where did you receive your teacher certification?
2. How long was your program?
3. When did you graduate?
4. What are your basic teaching qualifications?
5. Do you have any additional qualifications?
6. In your general teaching certification, were there any required courses relating to special education?
7. Can you recall any elective courses relating to special education?
8. What were you taught about the special education referral process?
9. Were there any signs you were taught to look for when identifying a child to be assessed for special needs?
10. Were you taught about any pre-referral interventions?
11. What did you learn about the teacher’s role in the referral, assessment, and placement processes?
12. Do you feel as if your education adequately prepared you to take on this role?
13. Within the scope of your basic teaching certification, did you learn about exceptionalities? And if so, can you describe generally what you learned?
14. Did you take any courses that addressed classroom management strategies or handling disruptive behavior? If so, what did you learn?
15. Did you take any courses that addressed handling cultural and/or linguistic diversity? Did any of this relate to special education?
**Educational Professional**

1. Can you describe your teaching experience?

2. What are your teaching qualifications?

3. What on-the-job training have you received regarding special education?

4. In your practice, has this training been useful to you?

5. If you have ever been in a situation where you decided to make a referral to begin the assessment process for a student, what led you to that decision?

6. Can you tell me about your school’s protocol on making the decision to refer a child for assessment?

7. Have you ever received any training on when to make the decision to refer?

8. What are some signs that would indicate to you that a referral would be appropriate?

9. Do you feel prepared to make those decisions?

10. Do you receive any support in implementing pre-referral interventions?

11. Do you feel like you have received adequate special education training from your employer?

12. Have you received any training on navigating emotional or behavioral issues with children?

13. Do you receive any cultural training in relation to special education?

14. Do you receive any training or support in teaching students who are learning English as a second language?