



**Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project
Faculty Survey Summary
Gaston College
Fall 2014**

The faculty from Gaston College (GC) and the University of North Carolina at Charlotte (UNC Charlotte) are currently collaborating to infuse early intervention and early childhood special education content, instruction, and practices into early childhood education coursework within the Gaston College Associate in Applied Science (AAS) degree program in Early Childhood Education. In an effort to determine the extent to which Gaston College faculty members perceived that they were prepared to teach their scholars special education content and activities addressing the twenty-two ACCEPT Standard items, the ACCEPT Project Faculty Survey (see Appendix A) was administered to the Gaston College Early Childhood Program Coordinator and two full-time faculty in August and December of 2014. Data from the pre-infusion survey were used to direct professional development efforts and choice of resources to infuse within early childhood core courses. Data from pre- and post-infusion surveys were compared to assess the effects of implementation efforts including choice of resources and professional development on the perceived preparedness of Gaston College faculty to prepare their scholars for promoting the development and learning of students with diverse abilities.

Pretest

Analyzed data reflected instructors' ($n = 3$) perceptions of preparedness to infuse related evidence-based practices consistent with those recommended by professional organizations (see Table 1). At the beginning of the semester, before project collaboration to infuse coursework began, data indicated the following:

1. Of the 22 survey items, there were 2 (.09%) to which 33% ($n=1$) of participating Gaston instructors answered "Strongly Disagree." They were:

ACCEPT Standard Item 2a Educate Gaston students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.

ACCEPT Standard Item 2b Educate Gaston students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.

2. Of the 22 survey items, there were 8 (36%) to which 33% ($n=1$) of participating Gaston instructors answered "Disagree." They were:

ACCEPT Standard Item 1b Educate Gaston students to use federal, state, and local policies for confidential communication about early intervention team practices. Educate MCC students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.

ACCEPT Standard Item 3a Educate Gaston students to build early cognitive skills including oral communication and literacy skills.

ACCEPT Standard Item 3b Educate Gaston students to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.

ACCEPT Standard Item 4a Educate Gaston students to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities).

ACCEPT Standard Item 4b Educate Gaston students to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

ACCEPT Standard Item 6b Educate Gaston students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.

ACCEPT Standard Item 6c Educate Gaston students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and early intervention team.

ACCEPT Standard Item 7c Educate Gaston students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.

3. Of the 22 survey items, there were 12 (55%) to which all (n=3) of participating instructors answered "Agree" or "Strongly Agree." They were:

ACCEPT Standard Item 1a Educate Gaston students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.

ACCEPT Standard Item 1c Educate Gaston students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.

ACCEPT Standard Item 2c Educate Gaston students to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations.

ACCEPT Standard Item 3c Educate Gaston students to embed learning opportunities in everyday routines, relationships, activities, and places.

ACCEPT Standard Item 5a Educate Gaston students to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).

ACCEPT Standard Item 5b Educate Gaston students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.

ACCEPT Standard Item 5c Educate Gaston students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.

ACCEPT Standard Item 6a Educate Gaston students to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).

ACCEPT Standard Item 7a Educate Gaston students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.

ACCEPT Standard Item 7b Educate Gaston students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.

ACCEPT Standard Item 8a Educate Gaston students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.

ACCEPT Standard Item 8b Educate Gaston students to participate as a team member to enhance communication and problem-solving.

Infusion Efforts

Based on the results of the *ACCEPT Project Fall 2014 Faculty Survey* taken before infusion began, university and community college faculty members chose six early childhood core courses to infuse with special education content and activities addressing all ACCEPT Standards and two in particular. Data indicated that some scholars and one instructor did not feel confident of skills particularly in these two areas. They were:

ACCEPT Standard Item 2a Educate Gaston students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.

ACCEPT Standard Item 2c Educate Gaston students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.

Courses

After administering the survey and reviewing the results prior to the beginning of the semester, ACCEPT Project team members from Gaston College and UNC Charlotte chose six core courses to infuse. They were: *Introduction to Early Childhood Education (EDU 119)*; *Child Development 1 (EDU 144)*; *Child Development II (EDU 145)*; *Health, Safety, & Nutrition (EDU 153)*, *Social Emotional Development (EDU 154)*, and *Cognitive and Language Activities (EDU 185)*. For each core course infused, a community

college instructor served as “point person.” Each community college point person was paired with a university ACCEPT Team member point person with expertise in the content of that course. Point people for each infused course collaborated to assess the extent to which course texts and other content were infused with special education content and activities and to extend infusion of coursework and direct service learning with evidence-based practices to promote the learning and development of young children with disabilities.

Resources

Not only were all resources made more available to instructors on the searchable data base but the quality and quantity of resources increased in our third year of implementation. For instance, we began the ACCEPT Project in 2011 and at that time had to carefully screen YouTube videos because, other than the CONNECT Modules, few websites offered clips of teacher evidence-based practices being modeled in early childhood settings. Now, there is a plethora of these videos on a number of reputable websites (e.g., Center on the Developing Child at Harvard University; Professional Development Program at Rockefeller College, Early Childhood and Training Program Video Library; Center for Early Childhood Education; The Iris Center; Colorado Department of Education Result Matter Video Library; Teaching Channel: Video Playlist Early Childhood Education; and Illinois Early Learning Project).

Resources providing evidence-based practices not only included videos and audios but also articles, manuals, reports, textbooks, workbooks, an online modules and webinars providing information, activities, strategies, and materials on topics such as collaborating and working effectively with licensed and certified professional practitioners; implementing social-emotional and behavioral interventions and classroom management practices; implementing instructional strategies to support early development and learning or academic achievement; using technology to enhance children's development and access to natural learning opportunities or improve student achievement and participation in the general education curriculum; observing and collecting data for progress monitoring; communicating effectively with children and families; assisting in the implementation of transition plans and services across settings from early intervention to preschool and preschool to elementary school; and working with children and families from diverse cultural and linguistic backgrounds, including English language learners with disabilities and high-need children with disabilities and their families.

Point people provided instruction in how to navigate the ACCEPT Project website with individualized course matrices of resources for twenty-one early childhood courses as well as a searchable data-base of resources. This was the first semester of infusion in which our website searchable database was extensive enough so that we could type in a keyword from an ACCEPT Standard item (e.g., self-management) and find resources with information and activities covering aspects of that topic. Although matrices were a good first step to introducing instructors to resources we believed would fit in their coursework, they were static and did not allow instructors to find resources when they modified instruction to meet learner needs and interests. The searchable data base provided instructors and scholars with the freedom to find resources independently.

Professional Development

In addition to individual collaboration, UNC Charlotte faculty also provided group professional development to the Gaston Early Childhood Program Coordinator and two full-time faculty members. Training focused on taking a topic area such as “promoting self-reliance” and determining how that would be infused across all courses. Comprehensive websites were introduced to instructors in face-to-face whole group workshops with extra support provided when needed via face-to-face meetings or emails between course point people. Workshop time was also provided for instructors and point people to review resources together and make decisions regarding the appropriateness and usefulness of the resources, when it would be introduced to scholars, and how it would be used (e.g., discussion starter, support for presented content or issue, and model of best practice).

Reviews of group professional development sessions were very favorable. All participants agreed or strongly agreed that training was well-organized, materials were current, training activities were appropriate, and that trainers were knowledgeable, communicated effectively and clearly, were available for consultation before and after sessions, provided ample opportunities for participants to ask questions, answered questions to participants’ satisfaction, and treated participants with respect. Participants agreed or strongly agreed that their skills/knowledge increased as a result of training and that they could apply what they learned to their job. One hundred percent of participants rated professional development sessions overall as excellent.

Posttest

At the end of the semester UNC Charlotte researchers asked the Gaston Early Childhood Program Coordinator and two full-time faculty members to retake the ACCEPT Project Faculty Survey (see Appendix A). Analyzed data after infusion activities were implemented with indicated that one hundred percent ($n = 4$) of participating Gaston instructors answered “Agree” or “Strongly Agree” to all items on the perceived preparedness survey.

Change

Comparison of the responses to surveys taken before and after professional development to support the infusion of special education content and activities indicated the following:

1. Gaston instructors showed particular growth in their confidence in teaching skills and content in the following ACCEPT Standard items:

ACCEPT Standard Item 1b Educate Gaston students to use federal, state, and local policies for confidential communication about early intervention team practices.

ACCEPT Standard Item 2a Educate Gaston students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.

ACCEPT Standard Item 2b Educate Gaston students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.

ACCEPT Standard Item 3a Educate Gaston students to build early cognitive skills including oral communication and literacy skills.

ACCEPT Standard Item 3b Educate Gaston students to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.

ACCEPT Standard Item 4a Educate Gaston students to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities).

ACCEPT Standard Item 4b Educate Gaston students to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).

ACCEPT Standard Item 6b Educate Gaston students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.

ACCEPT Standard Item 6c Educate Gaston students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and early intervention team.

ACCEPT Standard Item 7c Educate Gaston students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.

Survey data indicated that resources and professional development offered to Gaston faculty made a positive impact on their perceived preparedness to teach their scholars evidence-based practices to promote the learning and development of young children with disabilities. Because of the effects indicated by survey data, UNC Charlotte faculty plan to continue professional development to support Gaston faculty's use of the methods and materials needed to infuse early childhood coursework, service learning, and practicum experiences with special education content and activities.

Table 1. *ACCEPT Project Fall 2014 Faculty Survey Summary*

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
1. Know and share the laws, policies, procedures, and ethical principles that support and protect children birth to 5 with disabilities.												
Educate MCC students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families, and other stakeholders.	00.0	00.0	66.7	33.3	3.33	0.58	00.0	00.0	33.3	66.7	2.67	0.58
Educate MCC students to use federal, state, and local policies for confidential communication about early intervention team practices.	00.0	33.3	66.7	00.0	2.67	0.58	00.0	00.0	66.7	33.3	3.33	0.58
Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.	00.0	00.0	66.7	33.3	3.33	0.58	00.0	00.0	33.3	66.7	2.67	0.58

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
2. Develop and use instructional strategies to meet the needs of individual learners.												
Educate MCC students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	33.3	00.0	33.3	33.3	2.67	1.53	00.0	00.0	33.3	66.7	2.67	0.58
Educate MCC students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	33.3	00.0	66.7	00.0	2.33	1.16	00.0	00.0	33.3	66.7	2.67	0.58
Educate MCC students to demonstrate knowledge of Early Childhood/Special Education best practices as defined by professional organizations.	00.0	00.0	33.3	66.7	2.67	0.58	00.0	00.0	33.3	66.7	2.67	0.58
3. Build skills to promote child development and learning and lead to life and school success.												
Educate MCC students to build early cognitive skills including oral communication and literacy skills.	0.00	33.3	33.3	33.3	3.00	1.0	00.0	00.0	66.7	33.3	3.33	0.58

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
Educate MCC students to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	00.0	33.3	66.7	00.0	2.67	0.58	00.0	00.0	66.7	33.3	3.33	0.58
Educate MCC students to embed learning opportunities in everyday routines, relationships, activities, and places.	00.0	00.0	100.0	00.0	3.00	0.00	00.0	00.0	66.7	33.3	3.33	0.58
4. Engage in instructional planning using data to develop and implement activities and lessons that engage all learners, provide increased feedback, and reinforce skills and concepts.												
Educate MCC students to increase the participation and engagement of all children (with and without disabilities) in the classroom (e.g., use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities).	00.0	33.3	33.3	33.3	3.00	1.00	00.0	00.0	00.0	100.0	3.00	0.00

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
Educate MCC students to promote child development and learning through varied delivery of instruction (e.g., teach individual students or small groups of students to reinforce learning and skills introduced by the teacher).	00.0	33.3	66.7	00.0	2.67	0.58	00.0	00.0	66.7	33.3	3.33	0.58
5. Use assessment data from multiple sources to create, modify, and adapt a safe learning environment that promotes the achievement of all learners.												
Educate MCC students to collaborate with the lead teacher and early intervention team to select, adapt, modify, and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs (e.g., use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher).	00.0	00.0	33.3	66.7	2.67	0.58	00.0	00.0	33.3	66.7	2.67	0.58
Educate MCC students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.	00.0	00.0	33.3	66.7	2.67	0.58	00.0	00.0	33.3	66.7	2.67	0.58

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
Educate MCC students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.	00.0	00.0	66.7	33.3	2.33	.58	00.0	00.0	00.0	100.0	3.00	0.00
6. Build student skills to promote successful social interactions.												
Educate MCC students to promote peer interaction skills and development of friendship in all children (e.g., teach children to effectively communicate their emotions and feelings).	00.0	00.0	100.0	00.0	3.00	0.00	00.0	00.0	33.3	66.7	2.67	0.58
Educate MCC students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.	00.0	33.3	33.3	33.3	3.00	1.00	00.0	00.0	00.0	100.0	3.00	0.00
Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology determined by the lead teacher and early intervention team.	00.0	33.3	66.7	0.00	2.67	0.58	00.0	00.0	33.3	66.7	2.67	0.58
7. Build child, family, and community relationships that promote child development and learning.												

Topic/Item	Assessment											
	Pretest						Posttest					
	SD	D	A	SA	M	SD	SD	D	A	SA	M	SD
Educate MCC students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.	00.0	00.0	100.0	0.00	3.00	0.00	00.0	00.0	33.3	66.7	2.67	0.58
Educate MCC students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.	00.0	0.00	66.7	33.3	3.33	0.58	00.0	00.0	00.0	100.0	3.00	0.00
Educate MCC students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.	00.0	33.3	66.7	0.00	2.67	0.58	00.0	00.0	33.3	66.7	2.67	0.58
8. Engage in professional and ethical practice at all times.												
Educate MCC students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.	00.0	00.0	66.7	33.3	3.33	0.58	00.0	00.0	00.0	100.0	3.00	0.00
Educate MCC students to participate as a team member to enhance communication and problem-solving.	00.0	00.0	100.0	0.00	3.00	0.00	00.0	00.0	00.0	100.0	3.00	0.00

APPENDIX A

ACCEPT Project Faculty Survey

The ACCEPT Project requests your feedback to help understand your preparedness to infuse the Mitchell Community College (MCC) early childhood curriculum with special education content following the pilot phase of the project. Your responses will be useful in understanding how ACCEPT Project experiences may have contributed to course revisions. All information provided (i.e., individual responses) will be kept anonymous and reported in aggregate form.

Statement	Preparedness			
The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.	Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.			
1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree				
Topic 1: Know and share the laws, policies, procedures and ethical principles that support and protect children birth to 5 with disabilities.				
Educate MCC students to share with others the rights and responsibilities of children birth to 5 with exceptional needs, their families and other stakeholders.	1	2	3	4
Educate MCC students to use federal, state, and local policies for confidential communication about early intervention team practices.	1	2	3	4
Educate MCC students to indicate knowledge of appropriate educational terminology regarding students, programs, roles, and instructional activities.	1	2	3	4
Topic 2: Develop and use instructional strategies to meet the needs of individual learners.				
Educate MCC students to implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem, and independence in children birth to 5 under the guidance of the lead teacher.	1	2	3	4
Educate MCC students to demonstrate knowledge of the etiology, characteristics, and educational implications of each Category of Disability under IDEA.	1	2	3	4
Educate MCC students to demonstrate knowledge of Early Childhood/ Special Education best practices as defined by professional organizations.	1	2	3	4

Statement	Preparedness			
The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.	Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.			
	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree			
Educate MCC students to build early cognitive skills including oral communication and early literacy skills.	1	2	3	4
Educate MCC students to participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children birth to 5 with exceptional needs.	1	2	3	4
Educate MCC students to embed learning opportunities in everyday routines, relationships, activities, and places.	1	2	3	4
Educate MCC students to increase the participation and engagement of all children (with and without disabilities) in the classroom. (e.g., Use knowledge of individual children’s strengths, interests, and learning styles to encourage engagement in varied activities.)	1	2	3	4
Educate MCC students to promote child development and learning through varied delivery of instruction. (e.g., Teach individual students or small groups of students to reinforce learning and skills introduced by the teacher.)	1	2	3	4
Topic 5: Use assessment data from multiple sources to create, modify and adapt a safe learning environment that promotes the achievement of all learners.				
Educate MCC students to collaborate with the lead teacher and early intervention team to select, adapt, modify and use classroom instruction, curricula, materials, activities, and the physical environment for children birth to 5 with exceptional needs. (e.g., Use and maintain assistive technology for children birth to 5 under the guidance of the lead teacher.)	1	2	3	4
Educate MCC students to collect information under the guidance of the lead teacher on the needs of the children, their strengths, interests, and developmental growth.	1	2	3	4
Educate MCC students to collect information under the guidance of the lead teacher on effectiveness of activities and lessons.	1	2	3	4

Statement	Preparedness			
<p>The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.</p>	<p>Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.</p>			
	<p>1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree</p>			
<p>Topic 6: Build student skills to promote successful social interactions.</p>				
<p>Educate MCC students to promote peer interaction skills and development of friendship in all children. (e.g., Teach children to effectively communicate their emotions and feelings.)</p>	1	2	3	4
<p>Educate MCC students to develop and implement basic classroom rules and routines that do not undermine the dignity of the individual or the basic human rights of children with disabilities.</p>	1	2	3	4
<p>Educate MCC students to support children birth to 5 in their use of augmentative and alternative communication as well as other assistive technology as determined by the lead teacher and early intervention team.</p>	1	2	3	4
<p>Topic 7: Build child, family and community relationships that promote child development and learning.</p>				
<p>Educate MCC students to provide support to families so that they can implement health, nutrition, and safety practices and procedures for children birth to 5 with exceptional needs.</p>	1	2	3	4
<p>Educate MCC students to demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals, and early intervention team members.</p>	1	2	3	4
<p>Educate MCC students to provide accurate and timely information about children birth to 5 with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher.</p>	1	2	3	4
<p>Topic 8: Engage in professional and ethical practice at all times.</p>				
<p>Educate MCC students to maintain the dignity, privacy, and confidentiality of all children birth to 5 with exceptional needs, families, and agency employees.</p>	1	2	3	4

Statement	Preparedness			
<p>The topics and items below describe elements relevant to special education that were considered for infusion into early childhood courses during the pilot phase of the ACCEPT Project. Please read the following statements and circle the ratings that best reflect your perceptions.</p>	<p>Please provide a rating for each item based on YOUR PERCEIVED PREPAREDNESS TO INFUSE related content.</p>			
	<p>1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree</p>			
<p>Educate MCC students to participate as a team member to enhance communication and problem-solving.</p>	1	2	3	4