

Supplemental Material S1. Survey.

Directions: Select the response that describes you.

1. What is your profession?
 - a. Speech-language pathologist
 - b. School social worker
 - c. School psychologist
 - d. Learning disabilities teacher consultant
 - e. Other _____
2. Do you currently work as this profession in a New Jersey public school?
 - a. Yes
 - b. No
3. Have you worked as this profession in a New Jersey public school for at least one school year?
 - a. Yes
 - b. No
4. How many total years of experience do you have working as this profession in a New Jersey public school?
 - a. 1-5
 - b. 6-12
 - c. 13-20
 - d. 21 years or more
5. What is your age?
 - a. 22-30
 - b. 31-45
 - c. 46 or older
6. With which race and/or ethnicity do you identify?
Select all that apply.
 - Asian or Pacific Islander
 - Black or African American
 - Hispanic or Latinx
 - Native American or American Indian
 - White or Caucasian
 - Other _____

Directions: Please read the following case study. This child was referred for a child study team evaluation to determine eligibility for special education. Assume that the information provided below is all that you have available to you.

Vignette 1:

STUDENT BACKGROUND INFORMATION
Name: Jake Walker
Gender: Male
Chronological Age: 7 years 3 months
School: Apple School in New Jersey
Grade/Teacher: 1 st / Mrs. A
Primary Language(s): English
Father's Occupation: Lawyer
Mother's Occupation: Accountant
Siblings in Household/ Ages: Ava, 3 years-old
Household Yearly Income: \$170,000
Attendance in School: Excellent
Previous Schools: K at Apple School, private pre-k

MEDICAL INFORMATION (Provided by School Nurse and Parent)
Medical History/ Diagnoses: Noncontributory
Auditory Acuity Screening: Within normal limits
Visual Acuity Screening: Within normal limits

ACADEMIC INFORMATION (Provided by Classroom Teacher)
Strengths: Jake's attendance is excellent. He gets along well with his peers. He has very creative ideas.
Weaknesses: Jake is significantly behind all classmates in all subject areas, especially reading. He has difficulty following directions and completing classwork. He requires a lot of modifications and one-to-one assistance. Jake shuts down very easily and often has difficulty expressing himself.
Interventions Tried: Orton-Gillingham approach to reading, small group instruction, reading everything aloud, reduced answer choices on tests, highlighting important vocabulary, preferred seating, frequent breaks, sticker behavior chart.

Vignette 2:

STUDENT BACKGROUND INFORMATION
Name: Mahlik Brown
Gender: Male
Chronological Age: 7 years 0 months
School: Wayside School in New Jersey
Grade/Teacher: 1 st / Miss D
Primary Language(s): English
Father's Occupation: Financial analyst
Mother's Occupation: Pediatrician
Siblings in Household/ Ages: Isaiah, 2 years-old
Household Yearly Income: \$200,000
Attendance in School: Excellent
Previous Schools: Pre-k and K at Wayside School

MEDICAL INFORMATION (Provided by School Nurse and Parent)
Medical History/ Diagnoses: Noncontributory
Auditory Acuity Screening: Within normal limits
Visual Acuity Screening: Within normal limits

ACADEMIC INFORMATION (Provided by Classroom Teacher)
Strengths: Mahlik is a kind child who is very thoughtful towards others. He is eager to do well in class.
Weaknesses: Mahlik is very behind all of his classmates in reading and math. He needs a lot of help staying on task and learning the material. Mahlik struggles to answer questions and remember information, which sometimes is very frustrating for him.
Interventions Tried: Orton-Gillingham approach to reading, small group instruction, reading everything aloud, reduced answer choices on tests, highlighting important vocabulary, preferred seating, frequent breaks, sticker behavior chart.

Vignette 3:

STUDENT BACKGROUND INFORMATION
Name: Maxwell Clark
Gender: Male
Chronological Age: 7 years 6 months
School: Green School in New Jersey
Grade/Teacher: 1 st / Mrs. L
Primary Language(s): English
Father's Occupation: Firefighter
Mother's Occupation: Teacher
Siblings in Household/ Ages: Lily, 4-years-old
Household Yearly Income: \$65,000
Attendance in School: Excellent
Previous Schools: Pre-k and K at Green School

MEDICAL INFORMATION (Provided by School Nurse and Parent)
Medical History/ Diagnoses: Noncontributory
Auditory Acuity Screening: Within normal limits
Visual Acuity Screening: Within normal limits

ACADEMIC INFORMATION (Provided by Classroom Teacher)
Strengths: Maxwell is a friendly child. He gets along well with his classmates. He enjoys circle time and music class. He is motivated by verbal praise.
Weaknesses: Maxwell is behind his classmates in all academic subjects. He struggles to communicate his needs. Maxwell often states the work is too hard. Maxwell typically needs assistance to get classwork completed and requires repetition of directions.
Interventions Tried: Orton-Gillingham approach to reading, small group instruction, reading everything aloud, reduced answer choices on tests, highlighting important vocabulary, preferred seating, frequent breaks, sticker behavior chart.

Vignette 4:

STUDENT BACKGROUND INFORMATION
Name: Darnell Johnson
Gender: Male
Chronological Age: 7 years 3 months
School: Sunshine School in New Jersey
Grade/Teacher: 1 st / Mrs. L
Primary Language(s): English
Father's Occupation: Electrician
Mother's Occupation: Nurse
Siblings in Household/ Ages: Amani, 4-years-old
Household Yearly Income: \$70,000
Attendance in School: Excellent
Previous Schools: K at Sunshine, private pre-k

MEDICAL INFORMATION (Provided by School Nurse and Parent)
Medical History/ Diagnoses: Noncontributory
Auditory Acuity Screening: Within normal limits
Visual Acuity Screening: Within normal limits

ACADEMIC INFORMATION (Provided by Classroom Teacher)
Strengths: Darnell is a happy, kind child. He gets along well with his classmates. He enjoys coming to school and loves building things. His attendance is great.
Weaknesses: Darnell is significantly behind all of his classmates in reading and math. He will often shut down because the work is too advanced for him unless he gets help from a teacher. Darnell has difficulty answering questions and remembering information.
Interventions Tried: Orton-Gillingham approach to reading, small group instruction, reading everything aloud, reduced answer choices on tests, highlighting important vocabulary, preferred seating, frequent breaks, sticker behavior chart.

Vignette 5:

STUDENT BACKGROUND INFORMATION
Name: Logan Miller
Gender: Male
Chronological Age: 7 years 1 month
School: Main Street School in New Jersey
Grade/Teacher: 1 st / Mrs. T
Primary Language(s): English
Father's Occupation: Cook
Mother's Occupation: Housekeeper
Siblings in Household/ Ages: Liam, 5 years-old
Household Yearly Income: \$35,000
Attendance in School: Excellent
Previous Schools: K at Main Street, private pre-k

MEDICAL INFORMATION (Provided by School Nurse and Parent)
Medical History/ Diagnoses: Noncontributory
Auditory Acuity Screening: Within normal limits
Visual Acuity Screening: Within normal limits

ACADEMIC INFORMATION (Provided by Classroom Teacher)
Strengths: Logan enjoys coming to school, has great attendance, and playing with his friends. He loves gym class. Logan is thoughtful and generous.
Weaknesses: Logan is behind his classmates in all subject areas, but especially struggles with reading. He has difficulty following directions and completing classwork, and usually needs modifications and assistance. Logan struggles to express himself and ask for help, especially when frustrated.
Interventions Tried: Orton-Gillingham approach to reading, small group instruction, reading everything aloud, reduced answer choices on tests, highlighting important vocabulary, preferred seating, frequent breaks, sticker behavior chart.

Vignette 6:

STUDENT BACKGROUND INFORMATION
Name: Tyrone Williams
Gender: Male
Chronological Age: 7 years 2 months
School: Riverview School in New Jersey
Grade/Teacher: 1 st / Ms. Y
Primary Language(s): English
Father's Occupation: Food delivery driver
Mother's Occupation: Laundry worker
Siblings in Household/ Ages: Tiana, 2 years-old
Household Yearly Income: \$30,000
Attendance in School: Excellent
Previous Schools: Pre-K and K at Riverview

MEDICAL INFORMATION (Provided by School Nurse and Parent)
Medical History/ Diagnoses: Noncontributory
Auditory Acuity Screening: Within normal limits
Visual Acuity Screening: Within normal limits

ACADEMIC INFORMATION (Provided by Classroom Teacher)
Strengths: Tyrone is always happy to be in class and he gets along well with others. Tyrone loves to draw and to dance.
Weaknesses: Tyrone is very behind his classmates in all subject areas. He needs modifications to complete all classwork, and rarely completes work independently. Tyrone has trouble answering questions and does not like to participate in class.
Interventions Tried: Orton-Gillingham approach to reading, small group instruction, reading everything aloud, reduced answer choices on tests, highlighting important vocabulary, preferred seating, frequent breaks, sticker behavior chart.

Directions: For the following statements, use your clinical judgment and the information provided in the case study. For the purposes of these questions, please disregard particular workplace protocols or policies for eligibility criteria as well as resource or time management constraints.

7. I would recommend the following evaluations for this child:
Select all that apply.
- Social history
 - Psychological evaluation
 - Educational evaluation
 - Speech/language evaluation
 - Functional assessment of academic performance
 - Functional behavioral assessment
 - Neurological evaluation
 - Medical evaluation
 - No evaluations necessary.
8. Which components of an evaluation relevant to your profession would you complete for this child? *Select all that apply.*
- Norm-referenced standardized measures of assessment
 - Informal measures of assessment
 - Structured observation of student
 - Interview with the student's parent/guardian
 - Interview with the student's classroom teacher
 - Reviewing student's developmental, medical, and educational records
 - Reviewing documented interventions by student's teacher
 - Other (please specify: _____)
9. Which standardized assessments would you administer to this child? (If none, please write none.)
(Open-ended response.)
10. Briefly note your clinical impressions about this child in a few sentences. Please explain if there are any concerns regarding the child's development, and if you believe that any special education or related services may benefit this child and why.
(Open-ended response.)

Directions: Indicate how much you agree or disagree with the following statements regarding the child in the case study. Use the information in the case study and your clinical judgment. If you are unsure, please select the best answer.
(Choices: strongly agree, agree, disagree, strongly disagree.)

11. Standardized measures of assessment are appropriate for this child.
12. Special education is appropriate for this child.
13. School counseling is appropriate for this child.
14. Speech/language therapy services are appropriate for this child.
-

Directions: For the following questions, please consider your current place of employment and caseload. If you work in more than one building with differing populations, please choose the building that you spend the most of your time and/or work with the most students.

15. What is the primary grade level of the students on your caseload?
- Preschool
 - Elementary
 - Intermediate/ Middle
 - High School
16. Which races and/or ethnicities represent the students on your caseload?
Select all that apply.
- Asian or Pacific Islander
 - Black or African American
 - Hispanic or Latinx
 - Native American or American Indian
 - White or Caucasian
 - Other _____
17. If you had to estimate, most of the students on your caseload identify as which race or ethnicity?
- Asian or Pacific Islander
 - Black or African American
 - Hispanic or Latinx
 - Native American or American Indian
 - White or Caucasian
 - Other _____
18. How many students in the school receive free or reduced lunch? (If you are unsure, please provide an educated estimate.)
- Less than 25% (low poverty)
 - 26-50% (mid-low poverty)
 - 51-75% (mid-high poverty)
 - More than 75% (high poverty)
19. Approximately how many diagnostic evaluations have you administered to a student in your school over the past year?
- None
 - 1-5
 - 6-10
 - 11-15
 - Over 15
20. I have administered a norm-referenced standardized assessment as a part of a diagnostic evaluation within the past year.
- Yes
 - No

21. I feel ready to explain a diagnostic evaluation to someone who is unfamiliar with the terminology so they understand the results.
- Yes
 - No

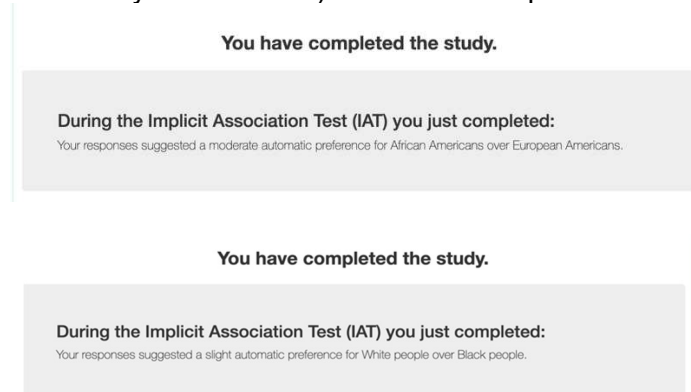
Directions: Using your clinical judgment, please indicate how much you agree or disagree with the following statements. If you are unsure, please select the best answer. (Choices: strongly agree, agree, disagree, strongly disagree.)

22. The state of New Jersey requires that child study team professionals always administer standardized assessments to determine special education eligibility.
23. My workplace requires that child study team professionals administer standardized assessments to determine special education eligibility.
24. Without standardized assessments, eligibility for special education and related services cannot be determined.
25. Standardized assessments are appropriate to use for all children without medical diagnoses.
26. Standardized assessments are the most accurate way to diagnostically measure a child's cognitive, academic, or language abilities.
27. Standardized assessments are biased against African American people.
28. Standardized assessments are biased against people from low-income households.
29. Informal measures of assessment are less reliable than standardized measures of assessments.

Attention: If you would like to enter a voluntary drawing to win a \$100 Amazon gift card, you will be asked to input your email address after the next section.

Directions:

- Click the below link which will bring you to the Project Implicit webpage, which contains implicit association tasks (IAT). **DO NOT CLOSE OUT OF THIS WINDOW.**
- Read the preliminary information page on the Project Implicit webpage. If you wish to participate, select "**I wish to proceed**".
- Select the **Race-IAT**. Follow the directions and complete this IAT.
- Once completed, **return to this page to enter your results.** (The results of the IAT are at the top and are indicated by a statement.) See the below pictures of example results.



CLICK THIS LINK TO PROJECT IMPLICIT: <https://implicit.harvard.edu/implicit/takeatest.html>

Directions: Select the answer most appropriate to you.

30. I have completed the Race-IAT.

- a. Yes
- b. No

31. My results of the Race-IAT indicated:

- a. Strong automatic preference for white/ European American compared to Black/ African American
- b. Moderate automatic preference for white/ European American compared to Black/ African American
- c. Slight automatic preference for white/ European American compared to Black/ African American
- d. Little to no automatic preference between Black/ African American and white/ European American
- e. Slight automatic preference for Black/ African American compared to white/ European American
- f. Moderate automatic preference for Black/ African American compared to white/ European American
- g. Strong automatic preference for Black/ African American compared to white/ European American

32. In my opinion, my results from the Race-IAT are accurate:

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

33. People inherently have an implicit bias towards others based on race:

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

34. Briefly reflect on your results from the Race-IAT in a few sentences. Please explain if you find the results to be accurate and why or why not. Also, please explain how your potential implicit bias may shape the way you react to others in a professional context.
(Open-ended response.)

A voluntary drawing is being conducted for those who completed the study. After the survey link is deactivated, one participant will randomly be selected to win a \$100 Amazon gift card. Participation is completely optional, and only those who volunteer to share their email addresses are encouraged to do so. (Note: only the PI and the faculty advisor will have access to email addresses, which will be stored on the PI's password-protected computer and will be electronically shredded after 5 years.)

35. I wish to be entered into the voluntary drawing to win a \$100 Amazon gift card:

- a. Yes – Please enter your email address: _____
- b. No

Thank you kindly for your participation.
