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BILL 82 & THE WATERLOO COUNTY BOARD OF EDUCATION:  
A PROCESS CONSULTATION

By

Ellen Num

B.A., WILFRID LAURIER UNIVERSITY, 1982

THESIS

Submitted to the Department of Psychology  
in partial fulfillment of the requirements  
for the Master of Arts Degree  
Wilfrid Laurier University  
1986

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To my parents, to whom I dedicate this thesis. I'm finally FINISHED! Thank you for all of your help and support.

The door to this chapter can be closed and the nightmare is over

## Abstract

The following thesis is a descriptive study of the perceived implementation of the Amendment to the Education Act 1974, more commonly known as 'Bill 82'. The context of this research was presented from the perspective of community psychology, more specifically, a process consultation approach utilizing the techniques of organizational development (O.D.). A cross-sectional sample of 434 voluntary participants were surveyed in this study. Respondents were selected across all levels of personnel within the Waterloo County Board of Education and the sample consisted of: elected board trustees, upper administration, central office staff (consultants) and operations personnel (principals, vice-principals teachers and guidance counsellors). Eleven survey instruments were designed and disseminated to each level of personnel and addressed the following areas: demographic information; general knowledge level of special education and in particular Bill 82; extent and awareness of utilization of special education materials and personnel available for consultation; general perceptions of objectives and expectations of the implementation of Bill 82 with respect to current job role and the overall system and lastly, if any, the salient needs as identified by the participants. The implications of knowledge and implementation are discussed.

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The formal provision of educating exceptional or handicapped (emotional, physical or behavioural) children has until the last decade been very sporadic. In Canada regulations governing special education have varied among provinces since education has been designated as a provincial rather than federal responsibility. To date, proclamation of mandatory special education is present in the following six provinces: Nova Scotia in 1969, Saskatchewan in 1971, Manitoba in 1976, Quebec and Newfoundland in 1979 and most recently, Ontario in 1980 (Goguen, 1980).

The state of special education in Ontario has undergone major policy changes as a result of the Education Act 1980, commonly known as Bill 82. Prior to March 1980 when Bill 82 was introduced as legislation, the guaranteed right to an appropriate and free education for exceptional children could legally be withheld. Also the involvement of children's parents or guardians to participate in and/or appeal decisions could be rightfully denied. It was not mandatory for school Boards to provide special education services, rather it was their option. In 1978 it was mandated that the 135 Boards in Ontario who had elected to provide special education services had to establish a 'Special Education Program and Review Committee'. However, policies that would guarantee some form of consistency in the delivery of special education province-wide were practically nonexistent (Keeton, 1979). School Boards, with or without special education services in Ontario could legally justify the exclusion of

exceptional children from receiving any form of educational instruction.

Each time legislation changes or creates new educational policies, school systems are faced with taking on additional functions of the newly perceived needs of the community at large. Bill 82 has necessitated extensive reorganization and/or creation of new programmes and system changes within special education. A phase-in period of approximately five years (March 1980 - September 1, 1985) was granted to allow both public and separate school Boards sufficient time for adequate teacher training and to establish special education services and appropriate programmes.

Although the Ontario Ministry of Education provides consistency in terminology across school Boards (e.g., defines categories of exceptionalities), implementation procedures of the legislation itself are ambiguous. Individual school Boards are left to interpret the legislation as they see fit and therefore procedures and quality will vary considerably province-wide. In order to facilitate the planning of implementation procedures, the Ontario Ministry of Education chose 21 test pilot Boards to study the effects and strategies of implementation. The data was incorporated into The Board Planning Guide, a document published by the provincial government to aid Boards in implementing Bill 82 (Hodder, 1984).

Mandated changes such as Bill 82 are rarely made as planned attempts within the organization, (i.e., by educational

professionals) but are more than often the result of "crises oriented legislature" (Coursen, 1976; Schmuck & Schmuck, 1974). Changes are sometimes made by well meaning individuals who are often naive in assessing the overall involvement required for the change. Schmuck & Miles (1971) stress that historically, members of school systems tend to resist improvement efforts.

Fox (as cited in Havelock, 1973) identified a series of nine concentric rings which he felt represented the subsystems found within the school system. The actions of each sub-system will affect one another to a certain extent as no single sub-system is mutually exclusive in existence. Beginning with the outermost layer, the levels are as follows: general societal and governmental forces; federal level of education and general consultants; school Boards, parents and advisory groups; central administration; supervisors and co-ordinators; principal; faculty peer group; teachers and direct work with students; classroom and lastly, the learner. What is apparent is an extremely complex social organization operating at multiple levels. Appropriately, it can be assumed that the ultimate goal of the system, through the educational process, is to create experiences which maximize learning opportunities for all students. Given the complex matrix in which the process is embedded, it is logical to assume a complementary goal. The goal of the educational administration is to create a smoothly functioning organization with supports at all levels in order to facilitate the former.

As schools are realizing the purposes for which they exist,

4  
increasing numbers of specialization of functional administrative teams are being formed. To maintain an open flexible system there is a salient need for evaluation, assessment and feedback of their work to determine where their strengths and weaknesses lie.

Community Psychology and Organizational Development.

The following thesis is a descriptive study that will provide a "State of the Art" conception of the perceived impact of implementation and knowledge levels of special education and Bill 82 within the Waterloo County Board of Education. The term "State of the Art" as applicable to this investigation provides a static picture or snap shot of a specific point in time of how the organization is coping internally with an implementation process. The context of this research is presented from the perspective of community psychology, and more specifically, a process consultation approach based upon the techniques of organizational development (O.D.)

The predominant focus of community psychology lies within its commitment to improve the quality of life via planned social change and political action. An emphasis is placed upon establishing a knowledge base in research and theory in order to facilitate the transition of planned social change (Rappaport, 1977). Change is perceived as a never ending process. Dependent upon the current social milieu or temperament of what society deems acceptable, political action (usually that of crises oriented legislature) will dictate when change will occur. Bill 82 was the result of crises oriented legislature. Political

action was initiated by public interests groups (i.e., The Ontario Association for Children with Learning Disabilities) and presented to the Ontario legislature by the members of the Liberal and New Democratic Party opposition parties (Ontario Legislature Debates Hansards, 1980).

Community psychology places an emphasis upon equitable or optimal distribution of human, social, economic and material resources. Rappaport (1977) espouses that the ecological viewpoint taken by community psychology "implies that differences among people and communities may be desirable and that the resources of society should not be allocated on the bases of a single standard competence" (p.3), and further it is "an attempt to support every person's right to be different without risk of suffering material or psychological sanctions" (p.1). Rather than force the person to fit the environment, the onus is placed upon creation of alternatives or re-development of existing resources.

Specific to this investigation is the political policy change of the Education Act 1980. The mandatory legislation requires reallocation and creation of alternative resources for the inclusion of a group of individuals who could be legally excluded from receiving an appropriate education prior to Bill 82's legislation. Denial of receiving educational instruction was based upon the differences of regular versus special needs of exceptional children. The Honourable Bette Stephenson Minister of Education announced the following before the Ontario legislature

with respect to the proposed changes within the Education Act 1974. "The concept is simply that an educational system which is supported by the taxation of all citizens has an obligation to be of service to all children, exceptionalities not withstanding." (Ontario Legislature Debates Hansards, 1980, p.4407).

Organizational psychology is the branch of community psychology in which consultants analyze changes within human service organizations, such as school systems. The techniques which evolved from organizational psychology are referred to as 'Organizational Development' (O.D.). Organizational Development researchers conceptualize the organization as an 'ongoing process' as opposed to a structure. Feedback and revision are regarded as salient features that contribute to the overall state of organizational health. The prevalent strategy of observation emphasizes a multifaceted perspective, collating data from each sub-level of the organization: first from the individual, second from each level of personnel and lastly from the overall perspective of the organization as a whole.

Organizational theory as applicable to change occurring in the school setting, is based on the foundations of four postulates (Schmuck & Miles, 1974). Schools are organizations that consist of subsystems which are separated by communication, decision-making, job-allocation and programme evaluation. Secondly, schools are goal directed with each sub-system organized with functional differences. Thirdly, schools are in a state of flux never being static and therefore must display a



minimum degree of openness and adaptability. The last postulate states that schools have at their disposal several resources within their subsystems, that have been referred to as 'variety pools'. Many of these resources are not being used and the schools can be taught how to develop these resources more effectively. Organizational development focusses on the relationship between and within subsystems, diagnosing and confronting any problems that may be present. Interventions are designed with the primary purpose of making each subsystem more open to the influences of the whole.

The effectiveness of an organization is measured by "its ability to adapt, grow, survive and maintain itself regardless of its function" (Rappaport, 1977, p. 168). Prevalent issues revolve about the 'personal satisfaction' and welfare of the individuals directly effected by the implementation procedures and secondly the relation to the achievement of the organization's formal goals. The goal of the consultant is to determine how the organization functions in order to advise the necessary strategies needed to aid them in adopting procedures which facilitate change and place minimal stress on the system.

Schein 1970 (cited in Rappaport, 1977), delineates six stages which merit investigation on the part of O.D. research. These stages will be described as applicable to the topic of investigation of the present research, implementing the mandatory legislation of Bill 82. The human service organization is represented by a Board of Education. The client system is

equated to all levels of personnel found within the Board (administrative, consultative staff and operations personnel e.g. principals, and teachers). Stage one involves "sensing changes in the environment" (p. 169). How well does Board of Education monitor what is occurring on an overall scale? How accurate are they in performing the previous task? The second stage examines how efficiently the appropriate departments of the Board of Education conveys information to other sub-levels. Patterns of communication are under investigation. The third stage deals with how each sub-level utilizes the information once received. A great deal of attention is placed upon resistance to change. The fourth stage involves "insuring the impact of change on other subsystems and stabilizing change" (p.169). The fifth stage concerns how the Board exports their new services or information to those implementing it, and to those individuals effected by the change must believe that the pedagogy and plan of action is worthwhile. The final stage is providing feedback of all the information obtained from steps one to five. The appropriate strategies for facilitation of adaptation can then be applied accordingly on the basis of systematic evaluation and communication.

The research data obtained from examining the implementation process of a Board of Education will aid the Board in the inter-related processes of consulting, training and research activities (Sashkin, Morris & Horst, 1973). Consulting activities link knowledge sources to users, diagnose client

system needs and recommend uses for knowledge. In turn, this effects training activities which focus upon aiding the client (members of the organization) in use of knowledge retrieval methods, and acquisition of new skills of implementation and evaluating change. Both consulting activities and training activities react in a circular fashion (each interacts with one another) with research activities. This encompasses, "helping clients evaluate effects of knowledge use, evaluating total process of change including own activities and linking knowledge obtained about process of change to professional knowledge bank and to client-discipline knowledge bank when relevant" (Sashkin, Morris, & Horst, 1973, p. 523).

Education and social change are inter-related as the question of educational policy is multifaceted, addressing social, political, intellectual and legal issues (Csapo & Goguen, 1980; Wilson, Stamp, & Audet, 1970). Therefore an integrative literature review of the following areas has been provided:

1. Implementation of Educational Policy
2. Bill 82 the Policy to be Implemented
3. Special Education: Heightened Awareness
4. Special Education Research Literature
5. Waterloo County Board of Education, Special Education Services

## Implementation of Educational Policy: An Overview

The Process and Purpose of Implementation. Implementation is a continual process, occurring over time involving the use of an innovation which requires alterations or re-establishment of current procedures. The process itself is complex involving multiple levels of personnel and "changes in materials, structure, role/behavior, knowledge and understanding and value internalization, all of these vis-a-vis an innovative idea or development" (Fullan & Pomfret, 1977, p.336). Educational innovations may take on several forms ranging from alterations in approaches (shifting from segregation to partial integration) to the inception of new curriculum programs. There are numerous stages of innovation adaptation and several interactions occur among variables and conditions which determine the outcome of implementation. Studying implementation provides an opportunity for systematic inquiry of the relationships of situational variables (Patton, 1978).

Mandates and policy have already determined what changes will occur, while implementation deals with how these changes are to be brought about. A plan of implementation will draw upon several strategies to communicate and achieve the objectives of the mandated changes. The study of implementation will assess the nature and degree of what should be happening and what is in reality actually taking place. It provides an examination of the discrepancies, if any, between what was intended or 'should be' and 'what is' (Leithwood & Montgomery, 1980; Patton, 1978).

Additionally it can identify variables and conditions which facilitate or obstruct successful implementation procedures. Fullan and Pomfret (1977) suggest that too much energy has been expended upon monitoring outcomes as opposed to directing attention to monitoring the process of change itself. A third reason, is that an assessment of the capability of the implementors and of the intended and unintended effects on the client (students) can be observed.

Determination of actual implementation requires the solicitation of data from representative samples of all levels of personnel who are to be effected by the innovation. Determination of policy usually involves minimal consultation with those groups immediately effected (Ingram, 1978), therefore inclusion allows them an opportunity to contribute their interest and concerns in a collaborative effort which will be fed back into the system. Collated data of this nature aids administration in determining decisions of management and accountability. If there are any concerns or stated needs, it is only the administration (upper management) who have the power and authority to sanction the allocation of necessary resources, materials, and monies (Gross, Giacquinta & Bernstein, 1977). They are responsible to initiate the appropriate course of action to rectify the situation. The research provides a 'static' picture of events which mirrors what is happening at a specific period in time. Interpretation of the actual (rather than theoretical) practicalities and realities can be applied

individually, to a group or level of personnel and thirdly, to the entire organization as a whole. Information is then utilized for corrective feedback purposes, outlining the strengths and weaknesses in the system.

Survey and feedback mechanisms can be construed as part of the incremental growth process of innovation adaptation. Incremental growth occurs during the time required to minimize the distance of discrepancies of the individuals adjustment of 'what was' (procedures previous to innovation) and 'what should be' (deliberate required procedure change). Individuals undergo a series of stages and concerns and engage in different levels of innovation use (Hall & Loucks, 1977). "The predominant concerns of innovation uses will also shift over time from concerns about self (How will it effect me?) to concerns about the task (How to get the job done?) and eventually to concerns about the effects (How is the innovation effecting students, teachers and so on?)" (Keeton, 1983, p.45).

Emergence of Vantage Viewpoints. Familiarity of an entire organization and its workings would be next to impossible for any one individual to comprehend. Each group occupies a niche which is part and parcel of the whole organization. When change is introduced each group will prioritize their concerns and conceptualize objectives with respect to their position in the organization, thus, specific 'vantage viewpoints' emerge (Keeton, 1983; Leithwood and Montgomery, 1980; Gross, Giacquinta & Bernstein, 1971). Further, individual viewpoints will be

influenced accordingly by level of involvement as defined by job role and by the accuracy and quality of experience and knowledge of the the innovation. Individual perceptions exist with respect to the achieved degree of implementation, thus what is perceived as being fully implemented by one member may not be the shared opinion of another. 'Vantage viewpoints' should be assessed and compared to ensure that clarity of goals are consistent among groups, otherwise implementation attempts may be advertently undermined and prove to be self-defeating. Inconsistencies and objectives might appear to be misguided and if not dealt with, distorted communication will filtrate laterally and vertically to other levels. Communication adequacy or "how easily information travels in the organization without distortion" (Schmuck & Miles, 1971, p.114) is an imperative variable in assessing the 'health' of the organization.

Clarity goes beyond identification of stated objectives. Equally crucial are the perceptions of role and responsibility. Is the individual aware of what he/she is expected to do in carrying out the implementation? Further, what is their perception of others with respect to themselves and to the overall process? Do they perceive their role as changing, if so what are their new needs. If each level affects another level and roles are perceived as changing, a domino effect will be experienced throughout the organization (Greenfield, Davis, Ryan, McIntosh, Schwartz & Ross, 1974). Fullan and Pomfret (1977) contend that the organizational component of role relationships

presents the most difficulties when implementing educational innovations.

Impediments and Facilitators of Change. Previous studies support the contention that receptivity of required change regardless of the context or level of which it is introduced, is always susceptible to resistance from those individuals of whom it will effect (Fullan & Pomfret, 1977; Goodwin, 1967; Pulleyblank, 1970). Overcoming these impediments "constitutes an initial prerequisite for the implementation of innovations" (Gross, Giacquinta & Bernstein, 1971). Variables which present obstacles and those which act to minimize resistance or facilitate implementation which will now be addressed.

Cavanagh and Styles (1982) in their article Implementation of Policy Documents, present a discussion of twenty questions and statements which they feel are representative of 'typical' objections encountered when deliberate changes are introduced within the school system or classroom. They immediately identify that the greatest challenge to surmount when implementing change is to convince those who will be effected by it, that the change is necessary and of benefit. Individuals who are adjusted to current practices and feel that they are beneficial may question the legitimacy of proposed changes. A competition between familiar (old) and changed (required) practices exists (Leithwood, 1981), and the person's expressed feeling toward the new objectives influence their patterns of adaptation. Deliberate change which occurs in



large doses (i.e., require retraining and considerable re-organization) and in rapid transition, nurture conditions that may induce stress and confusion. It is suggested that if individuals conceptualize that "change occurs merely for the sake of change" (Cavanagh & Styles, 1982, p.19), hostility is a common reaction as, "innovation can shake confidence in proven abilities" (p.19).

Educators need to be convinced that the change is pedagogically sound (Cavanagh & Styles, 1982; Polanyi, 1984; Pulleyblank, 1970). Issues of whether the means justify the ends will arise. As an example, "Will the re-organization and re-orientation required for Bill 82 be of benefit?" In Ontario the media has relayed public concerns expressed by teachers and parent groups reporting that possibly, "regular classroom pupils will suffer neglect if teachers are preoccupied with providing special care to exceptional students" (Polanyi, 1985, p. R4).

The majority of identified variables in the literature can be interpreted both as impediments or facilitators of change, dependent upon their state of development. As an example, resources (monies, personnel, materials) depending upon the quantity and or quality available, can be construed as a facilitator or obstacle to the implementation process (Cavanagh & Styles, 1982; Fullan & Pomfret, 1977; Pulleyblank, 1970). Administrators, parent groups and the Ontario Teacher Federation have all expressed concerns over matters of funding of Bill 82 as being a major obstacle to its implementation (Polanyi, 1985).

Lack of resources defined as the concept of 'time' has been highly criticized by educators (Fullan & Pomfret, 1977; Pulleyblank, 1970). Time is needed to familiarize oneself with new policies, learn new procedures, meet in consultation with parents, consultants, other staff and to receive and deliver feedback. Teachers may find this especially difficult to cope with, as the majority of their time is relegated to the classroom. A high school principal addressing an Administrative Conference in Alberta stated, "I know of no other profession that is more time-ridden than teaching" (Pulleyblank, 1970, p. 16). Requests by teachers for 'release time' to learn about program implementation has been documented by Cavanagh and Styles (1982). Time is essential for continuous training, as new ideas and techniques are constantly being developed for special and regular education (Fleming, 1971). Educators may perceive an increased workload added to an already busy schedule. The typical phrase which exemplifies the frustration is "What are you going to take away before you load something more on me?" (Cavanagh & Styles, 1980, p. 20)

Attempting to expand one's knowledge of procedures and practices can prove to be excessively demanding. Yet, expansion of knowledge is vital to ensuring clarity of objectives and goals of educational intent. "It's a relatively rare school faculty that can express its educational intent, and the absence of clearly expressed intent, is certainly an impediment to change" (Pulleyblank, 1970, p. 14). Knowledge is a contributing factor

needed to aid in the development of skills within the individual to ensure that he/she is capable of carrying out their job roles effectively. Pressures and anxieties may be offset by the presence of qualified personnel and the necessary materials to assist individuals in meeting adequate levels of training (Goodwin, 1967).

Lewin (1951) (cited Goodwin, 1967), suggests that the primary strategy to reduce resistance with minimal stress is to 'neutralize' or 'transform' the resistance, as opposed to resorting to methods of persuasion. If an administration is 'empathetic' and seeks to recognize objections and take actions to relieve or remove the impediments, this action will facilitate change. Individual participation is indulged, as feedback from the individual is being considered and will effect the decision of management.

Implementation Strategies. Although there are numerous implementation strategies cited in the literature, this discussion briefly addresses the work of Cavanagh & Styles (1982) and Keeton (1983). Cavanagh & Styles (1982) emphasize three factors which constitute a 'practical implementation model':

- A. people - their ideas, beliefs, attitudes, decisions and actions;
- B. policies and curricula - objectives, strategies, resources, evaluation practices and timelines;
- C. potential activities

Specific to Bill 82, Keeton (1983) outlines six categories of questions which will affect the success of educational implementation. It is a combination of those factors previously discussed and integrated with other new aspects.

A. The Program for Change:

1. Perceived need and relevance of the change
2. Clarity of the program
3. Complexity of the program
4. Quality and practicality of program materials, resources and so on

B. Conditions at the School Board Level:

5. The history of innovative attempts
6. The adoption process
7. Degree of central administrative support and involvement
8. Staff development (for example, service) and participation
9. Board and community support
10. Timeline and information system (evaluation)

C. Conditions at the School Level:

11. Principal's role and support
12. Teacher-teacher relations
13. Teacher characteristics and orientations

D. Conditions External to the Local System:

14. Role of government
15. External assistance, type and degree

(p. 47)

Summary of Implementation Literature.

To recapitulate the following points are of relevance:

Implementation is a continual process, complex in nature, involving multiple levels of personnel and "changes in materials, structure, role/behavior, knowledge and understanding and value internalization all of this vis-a-vis an innovative idea or development" (Fullan & Pomfret, 1977, p. 336).

Implementation is studied for numerous reasons, two of which are: to assess whether change is being implemented; and to determine, if any, discrepancies of 'what is' and 'what should be'.

It is a systematic inquiry of the relationships of situational variables which facilitate or impede implementation procedures (Patton, 1978).

Survey and feedback are mechanisms used to study implementation. These mechanisms can be construed as part of the incremental growth process of innovation adaptation.

Organizations are composed of subcomponents or levels, none of which are mutually exclusive. What occurs in one level affects or filtrates to another. Specific 'vantage viewpoints' will emerge that prioritize goals and objectives with respect to the individual's position within the organization (Keeton, 1984; Leithwood & Montgomery, 1980; Gross, Giacquinta, & Bernstein, 1971). It is imperative that these vantage viewpoints are complimentary in nature to facilitate successful implementation.

Studies support the contention that receptivity of required change regardless of the context or level of which it is introduced, is always susceptible to resistance from those individuals whom it will effect (Fullan & Pomret, 1977; Goodwin, 1967; Pulleyblank, 1970).

In order to minimize resistance, participation is an important factor in the feedback process. Feedback from personnel aid in identifying the facilitation and impediment variables.

Variables can be construed as facilitators or impediments dependent upon their current state of development.

Resistance to change should be minimized via techniques of 'neutralization' or 'transformation' as opposed to persuasion (Goodwin, 1967). An 'empathetic' administration recognizes obstacles and will attempt to remove or relieve the system of their presence.

Strategies of implementation include components concerning people, policies and potential activities (Cavanagh & Styles, 1982).

Bill 82 The Policy to be Implemented: An Overview

General Provisions and Definitions. Bill 82 ensures that all school age children in Ontario are guaranteed 'universal access' to a public education suited to his or her abilities and needs. In such cases, in which students are identified as 'exceptional' the appropriate special educational programmes must be provided. If the local school Boards cannot provide such services they must purchase these services from another school Board. Provision of educational instruction of 'trainable mentally retarded pupils' (T.M.R.) was in effect as of January 1, 1985. Exclusion of educational instruction based on exceptionality became illegal as of September 1, 1985. If a child was identified as a 'hard to serve pupil', he or she would may be placed under the auspices of an appropriate treatment facility outside of the regular school system.

The Education Act 1980, defines the 'exceptional pupil', 'hard to serve pupil', 'trainable retarded pupil', 'special education programme' and 'special education services' as follows:

"exceptional pupil" means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education programme by a committee. (p. 1)

"Hard to serve pupil" means an exceptional student who suffers from a mental handicap—or one or more additional handicaps and for whom care and treatment are primary educational needs that cannot be met by any board. (p.1)

"Trainable retarded pupil" means a pupil who is six or more years of age, but less than twenty-one years of

age, whose intellectual functioning is below the level at which he could profit from a special education programme for educable retarded pupils. (p. 2)

"Special education programme" means, in respect of an exceptional pupil, an education programme that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil. (p. 1)

"Special education services" means facilities and resources including support personnel and equipment necessary for developing and implementing a special education programme. (p. 1)

In addition, special education programmes and services must supply the following:

- a) individual education plan for the particular pupil
- b) proper assessment of the pupil's needs
- c) an opportunity for the pupil to benefit
- d) implementation of a programme in conformity with the predetermined individual education plan
- e) periodic evaluation
- f) the suitability of the programme and services equivalent to that offered pupils who are not exceptional pupils
- g) a proper educational setting
- h) the offering to the programme and services in the least restrictive manner possible.

(Amendment to the Education Act, 1974, p.4)

The Identification, Placement and Review Committee

(I.P.R.C.) and Parental Participation. Bill 82 also ensures certain provisions to the parents/guardians of exceptional children and pupils of age of majority. These individuals have

the right to participate in the Identification, Placement and Review Committee (I.P.R.C.) procedures. They also have the power to appeal any decisions made by the I.P.R.C.. The appeal procedures act as a safeguard to ensure that the pupil's rights and interests are represented.

The main functions of an I.P.R.C. are to: establish whether or not the individual is exceptional; if the student is exceptional to provide recommendation to the parents/guardians and the Board regarding a placement in which the pupil's needs are appropriately met; and to review the educational progress of the student on a continuous basis, a minimum of once a year. Parents/guardians or principals may request a review after a period of three months elapses from the initial placement date.

At anytime should parents/guardians submit a written request that his/her child be referred to an I.P.R.C. or a student of age of majority submits a written request to be referred to an I.P.R.C., the principal must oblige within a stipulated time period. The principal can also exercise the right of referral of a student, if he/she provides written notification to the parents/guardians. Although teachers can refer students to the principal as potential I.P.R.C. candidates, the final decision is the responsibility of the principal.

Parents/guardians must be provided with written notification of time and date of the I.P.R.C and an invitation to participate in the discussion. It is not mandatory for parents/guardians to attend these proceedings. Depending upon the case, significant



others and or a medical doctor will be invited. The student may also be invited. If the student is of age of majority he/she can request that the parents/guardians do not attend the proceedings. Depending upon the individual Board (e.g., the Waterloo County Board of Education) the I.P.R.C. bases its decision on a combination of factors such as: psychological and or medical assessments (with parents/guardians permission), educational assessments, previous report cards, or information resulting from parents/guardians and or student discussions. Once a decision is made by the committee, the parents/guardians are notified in writing of the recommendations.

Should parents/guardians disagree with the identification, placement and or review determinations, they may appeal the decision by rendering written notification to the secretary of the Board within fifteen days of the proceedings. The Appeal Board will hear the facts presented by the parents/guardians and the I.P.R.C.. The Ontario Association of Administrative Officials (OAAO) in a recent survey on Special Education appeals reported that in 9 of 37 appeals that took between January 1982 and September 1983, lawyers were in attendance on behalf of the parents/guardians. In two of these instances the Board was represented by a lawyer. They further stated that the issue of placement was challenged in all 37 cases (OAAO, 1984).

The Appeal Board within three days will decide whether to agree with the I.P.R.C., disagree and return the case to the I.P.R.C. or determine that the pupil in question is not

exceptional. The I.P.R.C. and the parents/guardians are notified in writing of the decision. The Board will accept or reject the decision and written notification is sent to the parents/guardians. If the parents/guardians disagree with the outcome they may appeal the case to a higher body, the Special Education Tribunal.

Parental consent is required for all special education placements. However, if there is no appeal made by the parents/guardians and they do not give consent to the Board, the Board can proceed with the recommended special education placement. To ensure 'informed consent' the onus is placed upon the school principal to inform the parents/guardians prior to their signing of the appropriate document of the following:

- i) what the objectives of the recommended and educational services are
- ii) what assessment procedures will be used
- iii) who will conduct the assessment
- iv) what the results of such an assessment could lead to
- v) that the assessment results will be discussed with the parents

(Special Education Programmes and Services, 1982, p. 90)

Summary of Bill 82. The following summarizes the highlights of Bill 82:

Bill 82 is a provision of special education programmes and services.

'Universal access' implies that all school age children in Ontario are guaranteed instruction of education, regardless of any exceptionality.

Instruction of education must be in the form of an 'appropriate programme'. An appropriate programme

consists of specific planned objectives which meet the unique needs of the pupil.

The placement of 'exceptional pupils' is subject to ongoing identification and continuous review mechanisms to assess the pupil's progress and the suitability of the placement.

An I.P.R.C. determines whether a student is exceptional, determines the placement, and is responsible for continuous review of the pupil's progress. Only the parents/guardians, pupil of age of majority and the principal may initiate an I.P.R.C..

An appeal procedure is provided for the parents or guardians of an exceptional child. It ensures that the pupil's rights and interests are protected via representation by the parent.

#### Special Education: An Overview

Heightened Awareness There were several events which led to a state of heightened awareness emphasizing the lack of educational provisions for exceptional children in Canada. In 1969, The Commission of Emotional and Learning Disorders in Children (CELDIC) and the Legislation and Services for Exceptional Children (Ballance & Kendall, 1969) documented the lack of resources available for special needs children. Both reports made recommendations for reforms in special education policy and stressed proper teacher training efforts were needed to accommodate these individuals. Recommendations by Ballance and Kendall (1969) included that the special needs of such students be incorporated into provincial legislation.

The Standards for Educators of Exceptional Children in Canada, published in 1971 cited that approximately 520,000 students in school were exceptional. In Ontario approximately 5%

of the population were in need of special services. The report also focussed upon the United Nations "Declaration of the Rights of the Children". Two of the ten principles concentrated upon the rights of children to receive a free and compulsory education on the basis of equal opportunity and that "the purposes of special education are no different from those of regular education in a democratic society" (p.5).

As Canada has yet to develop a national centre for information and co-ordination of special education research, they often found themselves dependent upon American research, curriculum development and teaching materials (Hodder, 1984; Magasino 1982; Perkins, 1979). Historically, the establishment of Ontario's free and compulsory education closely paralleled the development of education in the New England states (Porter & Blishen). Inevitably, the legislation of Bill 82, "was gradually accepted following the passage of the American Law" (Hodder, 1984, p. 44), the Education for All Handicapped Children Act, Public Law 94-142. Passed in 1975, it is considered a highly prescriptive piece of legislation that support principles of mainstreaming, full service goals, due process safeguards and individualized educational plans (Sarason & Doris, 1977). In addition there is a provision stipulating that all testing must be nondiscriminatory or culturally appropriate (Keeton Wilson, 1983). Unlike Ontario's Bill 82, Public Law 94-142 did not make any allowances for a phase in period, for teacher training, program re-organization and/or development. The Canadian and

U.S. educational laws although not identical are comparable pieces of legislation. Both are the end result of lengthy public, private and government debates.

Prior to the Passage of the Public Law 94-142, public litigation was the only route to ensuring an education for exceptional pupils. Public attitude began to shift toward increased understanding and tolerance for the disabled after World War II. This war is often remembered as the 'maiming war' with many veterans returning home disabled, and eventually the sympathy given to the veterans was extended to children (Cruickshank & Johnson, 1967). In the U.S. various groups began to advocate equal opportunity especially within education, and similar movements were taking place in Canada (Magasino, 1982).

The Report on Education Policies in Canada, 1970, also supported the earlier findings of CELDIC (1969) and Ballance and Kendall (1969) that the provision of full educational opportunities to handicapped persons had been "grievously neglected in Canada" (p. 65). The report was prepared by external examiners, the Organisation for Economic Co-operation and Development (OECD) who had been commissioned to assess the educational policies in Canada. Favouring free access to school for children within their living locality the committee recommended that each province sanction educational policies that would include handicapped persons into the regular classroom when possible.

Highlights of other concerns and recommendations were as follows:

Among the deficiencies most predominate they listed: lack of necessary provision of early diagnoses; basic teacher training was insufficient in introducing the individual to special education; lack of regional, trans-regional coordination and information-centres for assisting parent and interested educators.

Interest groups (e.g., parents, teachers, trustees) are significant at the local regional and national levels. Yet the OECD concluded that in Canada, teacher groups are not fully acknowledged for the concerns or input, thus often resulting in "frustration and hostile reactions" (p. 76). The examiners were concerned that the attitudes of the authorities to parent or other interest associations was "strangely ambivalent" (p. 78). Recommendations were put forth to strengthen the role between interest groups and authorities. Input from these groups should be considered in the decision-making process.

Research necessary for a solid knowledge base was very narrowly focussed. The OECD recommended expanded efforts to include socio-pedagogical problems. As an example to examine the "opportunity of using education by under privileged groups and limits to that use ... or examine schools as complex social systems" (p. 101).

Emphasis must be placed upon building capabilities and consensus. Canada must supplement current teacher training and build their human resources in order to develop knowledge and capabilities which are facilitating factors when change is introduced.

The submissions by the previously discussed reports brought special education to the forefront within a very select group of persons, namely educators and interest groups. In comparison the Year of the Child in 1979, brought about international attention to the exceptional child. National consciousness raising and awareness were emphasized by groups advocating fundamental rights of children as 'persons' (Magasino 1982).

Issues of Segregation and Integration. The following section does not attempt to identify either segregation or

integration as being the lesser of two evils. It simply presents summarized points of the segregation-integration debate which commonly exist among educators, parents and interest organizations.

Originally it was assumed that placing an exceptional child among his or her peers would foster a greater sense of self-confidence, achievement and overall acceptance. Gjessing (1979) documents the concern that placing an exceptional child into the regular classroom may be conducive to exposing the child to harmful pressure as a result of frustration due to slower progression in academic achievement. However, others may challenge that shielding the child in a segregated environment does not help when the child is of age and must be mainstreamed into society, for either life skill purposes or for the completion of further education (Coursen, 1976).

Critics have suggested that special classes were dumping grounds and provided relief to those teaching regular classes when once removed (Dunn, 1963). During the decades spanning the the forties and fifties administrators over promoted and misused special education classes for the problem student, as they found it easier to remove the student rather than modify the program (Coursen, 1976; Gearheart & Wieshen, 1980). Over the years constant removal of problem children from the regular classroom served to reinforce to the regular teacher, that adequate instruction for such children could only be given in a segregated environment (McKenzie, 1971). McKenzie (1971) also suggests that

the onus or incentive for regular classroom teachers to increase their skills to teach handicapped children is reduced when students are withdrawn from the classroom by withdrawal teachers. Regular classroom teachers may perceive that the teaching responsibilities for the child belong to the specialized teacher. This is an 'unintentional by-product' of specialization and although not every teacher may experience this attitude, administration must be aware of this pitfall (McKenzie, 1971). Integration efforts which are ill-organized, lack proper support networks and resources can be construed as a cost-cutting technique on the part of administration. It is too expensive for special classes, thus the regular classroom can be perceived as a dumping ground for exceptional children (Blatt, 1977; Fleming, 1974). It would be the assumption of those who hold this viewpoint that the needs of exceptional children are best met in specialized programs with trained personnel and appropriate facilities (Blatt, 1977).

Others may be more inclined to keep exceptional students out of the regular classroom because the monies needed to accommodate them properly in terms of staff and resources will cut into the budget for regular education (Burnham, 1984). If regular educators perceive a cutback in regular education monies, they may prove to be very uncooperative.

The question also arises whether all the money and effort channeled to so few of the entire population is worth the sacrifice. Education was designed for the masses and with the



emphasis on social reform and equal educational opportunities, there is a greater demand for individualization. It has been argued that this stresses the system as instructional problems plague the regular classroom setting (Robichaud & Enns, 1980).

After two decades of supporting segregated classes, there emerged a movement to restructure the existing system of special education. This was partially due to the inconclusive results from the studies of exceptional children doing no better in segregated settings versus regular settings (Dunn, 1963; Robichaud & Enns, 1980). Placements for exceptional children into the normal setting when possible were quickly becoming a social trend (Hodder, 1984). However, social ideologies are apt to change more rapidly than the institutions who must accommodate the change (Paul, 1981). When the institution is not given enough time to develop its capabilities and resources, the negatives may be stressed more than the positives. Thus, more personnel will find reasons to support segregation than integration simply because the old system was easier.

Lastly, one of the most predominate concerns of regular education teachers over integration is the issue of legal implications (Hodder, 1984; Keeton, 1983). Keeton (1983) has identified potential problems in Bill 82 that for some teachers may be of legal concern. There is fear of teaching a student whom they feel inadequately trained to teach. They may be required to make judgements which they are responsible for, but do not feel qualified to make. There is fear over the possibility

of being responsible for administering medication (Keeton, 1983). Questions arise over legal accountability and the possibility of law suits. "It is now clear in the United States, law suits against teachers and school boards have become the modus operandi for solving disputes" (Keeton Wilson, 1983, p. 86). Although teachers in Ontario may fear similar actions Keeton Wilson (1983) states that due to the differences in the two country's legal systems, it is an unlikely event.

#### Special Education Research Literature: Teachers.

Teachers as a 'Link-Pin'. Although Bill 82 does not stipulate mainstreaming, individual school boards "may subscribe to the principles of mainstreaming and may therefore encourage teachers to accept the principle of maximum integration" (Keeton Wilson, 1983, p. 66). An influx of exceptional placements into the regular classroom may be anticipated or already a reality for many teachers in Ontario. These students will spend ten months a year in the classroom receiving all or a significant portion of their instruction from one teacher (Gue, 1977). Research has demonstrated that the teacher's patterns of behavior and acceptance of the student are influential in ~~shaping~~ the pupil's intellectual, social and emotional disposition (Brookhaven, 1962; Brophy & Good 1974; Haring, 1974). How the teacher copes and responds to the presence of exceptional pupils in the regular classroom will ultimately effect the degree of success or failure of the implementation.

Innovative policies mandating changes in school procedures particularly those in the classroom, become highly dependent upon the teacher as an essential link in the implementation process. The "teacher is the key figure in all undertakings of educational reform" (Johnson, 1968, p. 155).

Teachers are, at least potentially the most powerful leverage point for changing other school system component. Teachers hold 'link-pin' positions between the the important components in the school - students, - the curriculum and the administration. Moreover they interpret and implement the curriculum for students and so implement the goals of the administration. Students, administrators and parents in turn, respond to teacher action in the classroom (Schmuck & Schmuck, 1974, p. 137).

The majority of regular classroom teachers receiving exceptional students usually have had minimal or no formal training in special education (Martin, 1974). The following excerpt was taken from a recent article on education appearing in The Globe and Mail, "Although qualified staff are responsible for special education classes, regular classroom teachers - some of whom have never taught disabled children - are now required to teach mixed classes" (Polanyi, p. R4). To be presented with the task of teaching students whom you feel ill-informed and inadequately prepared for can be perceived as threatening (Baker & Gottlieb, 1980). Given the aforementioned facts the relevance of research focussing on teacher's needs and perceptions when working with handicapped pupils should be apparent.

Training and Knowledge. It is salient to recognize that knowledge and understanding of an exceptional pupil is related to

the attitudes of the instructor. Kvaraceous (1956) in his study of professionals' attitudes toward disabled persons, demonstrated that educators prefer to work with pupils whom they possess or believe to possess the most knowledge about. LaBue (1959) contends "that attitudes of a person toward objects, persons, and processes have been shown to be dependent on the amount and quality of information he possess with respect to them" (p.433). To further the argument that increased knowledge effects the performance of the teacher (ultimately affecting the student), Murphy (1960) while discussing disabilities advocates,

It is that knowledge fosters comfort. The more one feels knowledgeable about a disability, the more inclined he is to move toward, be with, work with persons having that disability; granted that the bedrock determinant of rejecting or accepting attitudes will be the emotional dynamic of the reacting one, rather than the amount of information that person possesses. While in human relationships attitudes are more important than facts, if sound positive attitudes are to evolve they will do so more readily when there is familiarity with the facts (p.161).

As previously noted most regular classroom teachers are inexperienced in special education. Gickling and Theobald (1975) surveyed regular and special educators (elementary, secondary and administrative positions) to assess the degree of communication between special and regular education personnel and to elicit perceptions of mainstreaming. Less than 15% of their sample of regular teachers (elementary and secondary) reported that they felt regular classroom teachers had the required skills to help exceptional children. In another study Project Prime, Baker & Gottlieb (1980) cite that very few of the regular teachers who

were soon to receive handicapped students had any previous exposure or formal academic training. Shotel, Iano and McGettigan (1972) found that 90% of their sample (regular classroom teachers) felt that regular classroom teachers were not qualified to be effective instructors of EMR students. They reported comparable findings to Gickling & Theobald (1975) as 10% of their respondents felt regular classroom teachers were qualified to be effective instructors to EMR students.

Ringlaben and Price (1981) postulated that "one would hope that inservice education, college coursework, and independent study would assist in off-setting the lack of knowledge and preparation during the teacher training stage" (p. 303). Their findings revealed this to be an incorrect assumption supported again by lack of formal training and experience. The sample consisted of 101 elementary and secondary teachers. Teachers predominately perceived themselves as inexperienced and limited in knowledge regarding mainstreaming practices. Approximately 86.1% indicated they had no previous coursework and more than half of the teachers had never participated in inservices. Those teachers who had participated in inservice sessions were more often elementary rather than secondary teachers.

Perceptions of having the necessary skills to teach handicapped children tended to increase if the teachers knew that the proper support services would be supplied. Support services included inservice training, program and behavioural consultants, special teaching materials, teacher's aides and resource room

services. After one year of integration in their classes. 32% of the teachers in Shotel's et al. (1972) study indicated that if support materials and personnel were provided the regular classroom teacher would be capable of instructing handicapped students. Gickling and Theobald (1975) found that "Over 80% of the regular teachers indicated that they would feel more comfortable if special education were to assist them in their classrooms" (p. 323). As well, 38% of the teachers in their study acknowledged that if inservicing had been provided prior to their year of mainstreaming many of the problems experienced in their classrooms could have been avoided. The majority of regular classroom teachers (90%) were in agreement that if time were available they would take advantage of working with special education personnel. In Payne and Murray's (1971) study (cited Baker & Gottlieb, 1980) principals had identified inservicing as a priority need for regular classroom teachers.

Inservice Training. The literature reveals basically two types of orientations of inservices for teachers. The most common focus is one that emphasizes a rationalistic skill oriented approach (Martin, 1974). It responds to very specific training needs requested by teachers such as, individualization of instruction which differs for the exceptional pupil; instructional strengths and weaknesses; interpretation of tests results and specifics of exceptionalities, for example how to cope with emotional and physical problems of a handicapped child (Alberto, Castricone & Cohen, 1978; Cousen, 1976). Additionally,

the inservices may focus upon the concept of 'awareness'. Redmond (1982) surveyed 46 school Boards in Ontario and reported that more than 65% of the sample had made use of some form of 'attitude awareness programs'. Techniques and methods varied and included, panel discussions with disabled persons, audio and visual presentations, role playing and simulation experiments. The second orientation shifts the focus to personal needs of the teacher. Martin (1974) advocates that it would be more beneficial to teachers if workshops included instructions of how to share ones feelings, understand their fears, anxieties and feelings of competency when working with exceptional children. He further states that the provision of proper assistance and materials to overcome these problems are the responsibility of the administration. Redmond (1982) supports the contention that integrational programming "is alive with conflicting fears, notions and preconceptions" (p. 43)

An inservice session increases knowledge levels, can correct misinformed perceptions and overall should promote a better understanding of the subject in mind. It should also be exploited as an opportunity to explain the rationale behind the implemented change. Working on the assumption that teachers have their student's best interests at hand, they will not favor change which they feel may not be conducive to the academic progress or the social and emotional growth of the pupil (Baker & Gottlieb, 1980; Cavanagh & Styles, 1982).

However, it is highly unlikely that the basic underlying attitudes toward the subject will change significantly due solely to the introduction of new materials (Haring, Stern & Cruickshank, 1958; Harasymiw & Horne, 1976). A study by Haring et al. (1958), involved the provision of workshops to teachers who were to be receiving handicapped students. The investigation focussed on attempting to modify teachers attitudes positively towards integrated students by increasing the teacher's knowledge and understanding of exceptional students through workshop media and practical experience. Findings indicated that modification of teachers attitudes could be enhanced if the period of increased knowledge was concurrent with practical classroom experience.

Harasymiw & Horne (1976) found that program experience and increased knowledge led to modification of the following teachers opinions: integration of exceptional pupils in the regular classroom; their perceptions of expected degrees of difficulties toward classroom management of exceptional pupils and their opinions of who they perceived were responsible for integration shifted. However teachers social distance attitudes were not altered as a result of the inservice and program experience. This led the investigators to postulate that the changes in attitude could be a result of decreased anxiety level due to increased awareness of the disability and needs of the child. By decreasing anxiety level it is hoped that the individual's level of competency to teach exceptional children will increase. This



increases the individual's overall effectiveness and performance level of instructing the pupil.

The addition of new information was initially expected to promote more positive responses ~~towards~~ integration. However, Haring et al. (1958) found that overly positive responses could lead to negative consequences. Individuals who became overwhelmingly positive and supportive to the concept of integration were recommending students for integration whom experts did not consider suitable for the regular classroom. Such individuals held unrealistically high expectations for handicapped pupils. Equally undesirable is the individual who is overly negative and underestimates the capability of the exceptional student.

A large proportion of regular teachers exhibit anxiety and anticipate problems prior to receiving exceptional pupils. The overall reaction is more than often 'unfriendly' toward possible reception (Shotel et al., 1972). Kutner 1971 (cited in Hegarty, Pocklington & Lucas, 1981) felt that the teacher's lack of understanding was a major factor responsible for feelings of fear, hostility and aversion. Although some concerns may appear irrational due to past experiences, lack of information or of being misinformed, they exist and should be acknowledged and attended to (Martin, 1974).

It has previously been established that it is difficult to alter the basic underlying structures of attitude (Haring 1974). Theoretically the addition of new information should adjust

expectancies. Therefore, rather than view inservice training as a method to change teacher's attitude, it should be regarded as a mechanism which aids the teacher in surmising a more realistic assessment of the situation, one in which the teacher is not overly polarized in either extreme, positive or negative.

Provision of support service should always be accompanied by awareness campaigns. These services are of little use if the intended clients (educators) are not aware of their existence. Gickling & Theobald's (1980) study revealed that,

Less than 20% of regular secondary teachers, 35% of regular elementary teachers, 28% of secondary special teachers, and 16% of elementary special teachers acknowledged that their school systems were providing programs to inform about exceptional children. Even elementary supervisor/administrators acknowledged a lack of organized activity, as shown by less than 50% indicating that organized information-sharing sessions were operating. (p.323)

The researchers also drew various conclusions from the lack of communication and poor dissemination procedures existing among the participants of the study:

Perhaps poor overall communication on the part of special education has led regular education personnel to become hesitant about mainstreaming. With inconsistent and infrequent follow-through demonstrated in the past by special education, regular education might conclude that inadequate follow-up by special education will continue. There would be hesitancy on the part of regular education teachers to integrate the mildly handicapped if they felt that there would be no or inadequate help from special education. (p. 327)

Teaching Exceptional Pupils. A final area of concern is whether or not the experience of teaching exceptional pupils had effected the satisfaction level of the performance of the instructor's teaching. Expressing a need to become more

knowledgeable will directly effect ones competency in that given area. It is not unreasonable to assume instructors aspire to be skillful teachers and derive satisfaction from their performance. Beuree (1976) reported that "the satisfaction gained from widening the horizons of those who are handicapped will be a lasting nature of the willing teacher" (p.6).

Ringlaben & Price (1981) found that the effect on regular classroom teachers after experiencing mainstreaming, varied in personal satisfaction level. The overall effect on teaching performance was as follows: negative effect (23.4%); no effect (51.9%); and positive effect (24.7%). A 10% disparity existed between negative and positive effect with respect to overall teacher performance. In comparison a 1% disparity existed with respect to overall attitude toward teaching. If negative responses are on the rise this will have bearing upon 'burnout' casualties. Additional findings of the study did not yield any significant relationships between background variables (education level, post secondary credits, sex, school enrollment size) and teacher's opinion of mainstreaming.

#### Summary of Special Education Overview

To recapitulate the following points are of relevance:

Several commissioned reports and events influenced the policy changes within Special Education in Ontario. These included the CELDIC report (1969), the Balance and Kendall Report (1969), the report on The Standards for Educators of Exceptional Children in Canada (1971). The Education for All Handicapped Children Act Public Law 94-142, the OECD The Report on Education Policies in Canada 1976 and the International Year of the Child 1979. The reports stressed the need for improved

special education services in Canada.

The issues of the segregation-integration debate are numerous among educators, parents and interest organizations. Questions arise whether segregation or integration is the best setting conducive for social and academic development. Persons are also concerned over funding and resources.

Teachers are vital 'link-pins' in implementing policies which effect classroom practices (Schmuck & Schmuck, 1974).

A large number of studies (Baker & Gottlieb, 1980; Gickling & Theobald, 1975; Payne & Murray, 1974; Ringlaben & Price, 1981; Shotel et al., 1972) support the notion that the majority of regular classroom teachers possess limited information and experiences with exceptional children.

Teacher's lack of understanding can result in feelings of anxiety (Kutner, 1971; Shotel et al., 1972). Acquisition of new knowledge, although it does not alter basic attitude components (Haring et al., 1958) can nourish familiarity (Murphy, 1960). Familiarity of a disability increases commitment and competency to work with such individuals (Kvaraceous, 1956; LaBue, 1959). It also decreases anxiety (Baker & Gottlieb, 1980). Provision of new knowledge which is concurrent with practical classroom experience nurtures the possibility of positive attitude modification (Haring et al., 1958).

Teachers would feel more competent to teach exceptional pupils if they know the necessary support materials and personnel will be available in the classroom or for consultation.

The literature documents a need for support services, in particular inservice training. Content focus should include both rational academic and instructional methods as well as meeting the personal needs of the teacher in terms of coping with feelings of anxiety or fears (Martin, 1974). Such sessions offset the lack of the knowledge, misperceptions and or lack of experience with exceptional pupils. Ideally the inservice will aid teachers at arriving upon more realistic assessments which are not polarized in either extreme, positively or negatively.

Teacher's value towards special and regular education and perception of integration practices should be taken under consideration when determining placement of

exceptional pupils in the regular classroom. Attention should be directed to assessing the effects of teaching exceptional children with respect to the staff's perception of their effectiveness for the benefit of both teacher and student.

#### Waterloo County Board of Education, Special Education Services: An Overview

As mentioned earlier due to the ambiguities of Bill 82 each Board may interpret the legislation differently. In doing so the degree and quality of implementation will vary. This is often dependent upon the Board's current state of development of their Special Education Services, resources and stated philosophies. Therefore this researcher feels it necessary to include a brief overview on the Waterloo County Board of Education (WCBE) and their Special Education Services.

Population Served. Located in in mid-western Ontario the WCBE at the time of this study provided education to approximately 49,700 students residing in the Regional Municipality of Waterloo. The Board estimated that less than 5% of their students required the majority of their instruction in special classes or within a vocational setting. Regular classroom instructions with or without supplemented programmes accounted for the accommodation of 97% of their students. Provision for transportation to special education programmes for those students unable to walk due to distance or disability serviced approximately 1000 pupils.

A Needs Study conducted in 1983 by the Board revealed that there were approximately 10,465 students exhibited some type of

exceptionality. Teachers county-wide had estimated that 20.9% of all students were currently in modified programmes or were receiving support services. It was the opinion of regular teachers that sixty-one percent (61%) of the needs of exceptional pupils were being met at the Secondary level. In special education classes 88% of the needs were met. Overall, 66% of 'exceptional students' needs were being met.

Staffing. In 1981 the Board employed 178.5 elementary special education teachers and 18 secondary special education teachers. Support personnel consisted of 37 special education resource personnel and 55 teacher assistants. In addition 33.5 teachers were allocated to programmes for the trainable mentally retarded and 33.5 teachers for Section 28 programmes (WCBE: 1982).

Special Education Programmes. The WCBE offers a range of alternative programmes suited to the degree of exceptionality based upon the Cascade Model which emphasizes placement into the regular classroom with appropriate supports, if at all possible. An outline of the available programmes are as follows:

Exceptional children in regular classes.

Resource withdrawal/Support Programmes in which students are withdrawn from the regular classroom.

Special Class Programmes for students with behavioural exceptionalities withdrawn from the regular classroom. Classes for communicational exceptionalities including: students with specific learning disabilities; students who exhibit behavioural and communicational problems such that they are not able to relate to others in a meaningful manner; students with identified

communication disorders; and students whose hearing is severely impaired.

Special classes and programmes for intellectual exceptionalities that include: programmes for the gifted, classes for students who have general learning deficits; and classes for students who have learning deficits who would not profit from the classes for the general learning deficits.

Special programmes and classes for students with physical exceptionalities, including: individuals severely restricted in their physical activities and students who are visually impaired.

Composite programmes for multiple exceptionalities.

Section 16 programmes for those in psychiatric, developmental, detentional or group home facilities.

Provincial Schools if appropriate for those students who are deaf or blind.

(WCBE, 1983)

Special Education Handbook. The legislation of Bill 82 has required the reassessment of prior established programmes and resources with each Board's Special Education Branch. In response to Bill 82 the W.C.B.E. has made several provisions. A handbook of Special Education, Programmes and Services. explains the Board's approaches and philosophies of special education, their programmes and services, involvement with community services, needs assessments and directions of implementation strategies. has been made available to all personnel. The handbook is under annual revision as required by the Ministry of Education.

School Based Teams. School Based Teams (SBTs) may consist of several persons (e.g., principal, special education consultants, teachers) whose expertise will be drawn upon to

ensure that the needs of the student are being met appropriately. The concept of SBTs was incorporated to encourage effective communication and collaboration among those involved in the decision making process. A number of schools received assistance from Special Education Services in establishing SBTs. The assumption underlying the use of SBTs follows:

Each context such as a school has its own specific needs, its own resource base, its own special climate or tone, its own norms or rule for behaviour, its own attitudes and beliefs that collectively we might refer to as the culture of the school .... if we are to attempt to enhance the responsiveness of the schools to the needs of students, we need to do so within the context of each school .... It is important to help schools begin to assess their cultures in order to make the best use of their human resources, to organize efficiently for their use and to prepare a climate that enhances creative problem-solving.

(WCBE, 1983)

I.P.R.C. Development. Each Board of Education has been required to establish I.P.R.C. procedures. The W.C.B.E. has established three types of I.P.R.C.'s: "A School I.P.R.C. is held when programme modification is possible to accommodate exceptional pupils within the home school programmes" (WCBE, 1983, p.64); "An Area I.P.R.C. is held when programme modifications require a placement within the programmes designated to serve the administrative area or a change in schools is required within the administrative area" (WCBE, 1983, p.67); and "A County I.P.R.C. is held when placement into cross-county special programmes is being considered, when school and area resources have been exhausted, or when special equipment is being considered" (WCBE, 1983, p.70). A



Parental Information Guide explaining how the W.C.B.E. works with the parents in meeting the needs of their child and the I.P.R.C. process has been made available to all interested parents.

Additional Services. In addition inservice workshops on Bill 82 have been provided for all principals. Professional Development Days had been utilized for presentations for teacher workshops, dealing with very specific topics such as curriculum programming. The Board also hired additional staff (83 teachers and 86 aides) in response to meet the needs of Bill 82. aides for assisting teachers in the classroom.

Many of W.C.B.E.'s philosophies, aims and procedures already resembled Bill 82 prior to its legislation. Their objectives of special education are no different from that of regular education. In accordance with the regulations of Bill 82, the W.C.B.E. has established a 'Special Education Advisory Committee'. They are involved with twelve local associations "which are representative of the five areas of exceptionality as defined by the Minister of Education" (W.C.B.E., 1982, p.79). In addition to working with community services, they value the participation of parents/guardians as a "necessary component of the pupil's education" (WCBE, 1982, p.6).

#### Summary of Literature Review

The literature review began with a discussion of the implementation of educational policies. Implementation was described as an ongoing process which constantly monitors and

feeds back information into the organization. It is important to examine all levels from the specific 'vantage viewpoints'. Salient variables which may facilitate or impede implementation efforts are knowledge, communication and resources.

Bill 82 the policy to be implemented, presented a discussion of general provisions and definitions. Parental participation vis-a-vis the I.P.R.C. process was also addressed.

The review of special education focussed on the period of 'heightened awareness'. Relevant documents (e.g., CELDIC, OECD REPORT) and current events (Year of the Child) were discussed with respect to their influences on the movement away from total segregation. Issues of the segregation-integration debate were briefly addressed.

Special education research literature, focussed upon the teacher as a vital link-pin in implementing policies. Importance of teacher training, development of resources, development of knowledge, and its interaction with experience and effect on teacher competency was also discussed.

Lastly, the organization implementing Bill 82, the Waterloo County Board of Education was addressed. Descriptions of programmes and services provided by their Special Education Branch were outlined. There was a brief discussion of the provisions implemented in response to Bill 82.

### Statement of Purpose

This research is a descriptive study of the perceived impact and knowledge levels of the strategies of policy implementation of Bill 82, within the Waterloo County Board of Education. It is a systematic inquiry studying processes of change, determining the relationships of situational variables which facilitate or impede the implementation of Bill 82. 'Vantage viewpoints' across all levels of personnel were surveyed: elected board trustees, administration, central office staff (curriculum and special education consultants), and operations staff (principals, vice-principals, regular classroom teachers, special education teachers and guidance counsellors).

The surveys address the following:

1. Demographic data
2. The extent of awareness and utilization of special education resources (personnel and material) available.
3. The general knowledge levels of special education, in particular Bill 82.
4. The participant's perceptions of objectives and expectations of the implementation of Bill 82 with respect to the overall system and their current job role.
5. The salient needs, if any, acknowledged by the participants.

## METHOD

### Participants

A cross-sectional sample of 434 participants from the Waterloo County Board of Education, were surveyed in this study. Respondents were selected across all levels of personnel. The composition of participants were as follows: 2 Board members, 5 administration personnel, 27 special education consultants, 17 curriculum consultants, 66 junior elementary (kindergarten to grade 6) and senior elementary (grades 7-8) principals, 10 secondary (grades 9-13) principals, 7 junior and senior elementary vice-principals, 11 secondary vice-principals, 149 regular classroom teachers (RCT), 64 junior and senior elementary special education teachers, 19 secondary special education teachers, 14 senior elementary guidance counsellors and 43 secondary guidance counsellors.

### Survey Material

A bank comprised of 111 items (See Appendix A) were generated into eleven extensive questionnaires presented in slightly varied formats, each corresponding to a specific level of personnel. The questionnaires ranged in length from 32 to 68 items. The survey instruments were designed to elicit the following information: demographic data; general knowledge levels of special education and in particular Bill 32; the extent of awareness and utilization of special education materials and personnel available; the participant's perceptions of objectives

and expectations of the implementation of Bill 82 with respect to the overall system and their current job role; and lastly to identify, if any, the salient needs as identified by the participants.

All items with the exception of item numbers 44, 50, 51, 52, 60 and 61 were generated by the researcher (See Appendix A). The aforementioned items were extracted verbatim or similarly phrased from surveys developed by Keeton, Lindsay, Leithwood and Fullan at the Ontario Institute of Studies for Education. Consultation and informal meetings with various Board personnel from several levels (administrative, consultant, principal, teacher and guidance) were employed to gain insight of the stated areas of interest and needs in general, or of a particular reference group. This served as the basis of determining the direction and content of the survey items. A number of questions bare resemblance to those previously discussed in the literature review for reasons of comparison.

The construction of the ~~survey~~ utilized a funnelling technique presenting the least threatening items first. The gradual introduction of salient items was achieved through the use of section headings designated for specific groups. As an example a survey may begin with demographic questions, followed by general special education items, followed by specific Bill 82 items, and then presented with specific issues of Bill 82 in relation to their job and or classroom.

The surveys were composed of both 'universal' and 'target' questions. Universal questions are defined as items that are

present in all eleven questionnaires. As an example "Does anything concern you about Special Education?" appears in each survey. In comparison target questions are defined as items which appear in one or several surveys but not in all eleven. The example "Has the experience of teaching exceptional or special needs students effected your satisfaction level of the performance of your teaching?", is applicable only to the survey for Regular Classroom Teachers (RCT) Junior and Senior Elementary.

The eleven survey instruments were as follows: Board Survey designed for elected Board trustees (See Appendix B); Administration Survey designed for director of education, superintendents and their executive assistants (See Appendix C); Central Office Resource Personnel Survey designed for the special education and curriculum consultants (See Appendix D); Principal and Vice-Principal Survey (Senior and Junior Public) (See Appendix E); Principal and Vice-Principal Survey (Secondary) (See Appendix F); Junior and Senior Public Teacher Survey for regular education teachers (See Appendix G); Secondary Teacher Survey for regular education teachers (See Appendix H); Special Education Teacher Survey for junior and senior public (See Appendix I); Special Education Teacher Survey for secondary (See Appendix J); Guidance Counsellors Survey for senior elementary schools (See Appendix K) and Guidance Counsellors Survey for secondary schools (See Appendix L).

## Procedure

Preliminary Work. Prior to the dissemination of the surveys a meeting was held with members of the Special Education Administrative Group. Discussions focussed on the introduction and feasibility of the proposed study. A pilot study was sanctioned by Special Education Services for the purpose of determining final revisions of the survey instruments. Participants were selected and consisted of six regular classroom teachers, six special education teachers, four principals and four central office personnel. Teachers and principals were selected from both elementary and secondary schools. Elected trustees and administrators were not included due to the small sample size available for the main study. Participation was voluntary.

A cover letter of introduction and explanation as well as a 'Face Sheet' accompanied each survey. The Face Sheet served the purpose of soliciting specific information, if any, regarding how the respondent felt about length, format, or any ambiguities in the questionnaire. The surveys comprising the pilot study ranged from 51 to 68 items. They were distributed through the Board of Education courier service. As a result of the pilot study minor modifications were made on a small number of items. Based on reported times from the respondents it was estimated that the majority of participants would take between 40 minutes to one hour for completion of the survey.

Further consultation with Board administration led to the determination of the number of respondents to participate, the schools from which to obtain the participants, details of entry points, dissemination procedures and the proposed date to run the research at the Board's earliest convenience.

Survey Testing. All participation was on a voluntary basis. Using personnel lists provided by the W.C.B.E. appropriate surveys were sent to all of their personnel in each group, with the exception of regular classroom teachers. Due to the large number (2500 plus) of teachers employed by the Board, random selection was used to obtain a representative sample from the elementary and secondary panels. The questionnaires were sent out to the following: 21 elected board trustees, 21 administrative personnel, 93 Special Education and Curriculum consultants, 119 principals and vice-principals of senior and junior elementary schools, 42 principals and vice-principals of secondary schools, 82 junior and senior elementary special education teachers, 19 secondary special education teachers, 20 senior elementary guidance counsellors, 76 secondary guidance counsellors, 120 junior elementary regular classroom teachers (RCTs), 115 senior elementary RCTs and 117 secondary RCTs. Principals, vice-principals, teachers and guidance counsellors were selected from 96 junior and senior elementary schools and from all 14 district secondary schools.

Surveys were accompanied by a personalized cover letter (See Appendix M) and disseminated by the Board courier service.



Questionnaires did not request identification so that the survey could be returned anonymously via the courier service. After ten days had elapsed reminder letters (See Appendix N) were sent to all participants. Data collection was completed within two weeks of this date.

Data was interpreted, organized and or scored by content analysis. Further treatment involved processing and interpreting the results into statistical forms meaningful to the Waterloo County Board of Education and educators in general.

## RESULTS

Eight hundred and ninety-five questionnaires were distributed to elected board trustees and various personnel employed by the Waterloo County Board of Education. A total of 448 questionnaires (15 unanswered) were returned by the participants for a 50% return rate. Table 1 presents the breakdown of return by groups.

Table 1  
QUESTIONNAIRE RETURN

Group	N Sent Out	N Returned
Board Members (Trustees)	21	5
Upper Administration (Director of Education, Superintendents, Executive Assistants)	16	2
Central Office Resource Personnel		
Curriculum Consultants	49	27
Special Education Consultants	54	17
Principals & Vice-Principals		
Junior & Senior Elementary	117	73
Secondary	44	21
Regular Classroom Teachers		
Junior Elementary	117	58
Senior Elementary	113	53
Secondary	113	38
Special Education Teachers		
Junior & Senior Elementary	120	63
Secondary	35	19
Guidance Counsellors		
Senior Elementary	20	14
Secondary	76	43
<b>TOTALS</b>	<b>895</b>	<b>433</b>

\* Total = 448 (433 + 15 unanswered surveys)  
Rate of Return = 50%

The return from Board Members (5 of 21) and administration (2 of 21) were extremely low and consequently both groups were omitted from the statistical analysis. Eighty-four percent (372 of 448) of the participants completed 70% or more of the items presented. In comparison 5% (22 of 448) of the participants completed less than 50% of the items presented.

The majority of the schools used in the sample had both classes for exceptional students and regular classes with exceptional placements in addition to the regular classes. Three elementary schools had segregated classes only. One of the fourteen Secondary schools was completely vocational. Total enrollment of the elementary schools ranged from 27 to 673 pupils with a mean enrollment of 360. Total enrollment of the secondary schools ranged from 550 to 3,008 pupils with a mean of 1,356. The range of class size as reported by elementary regular classroom teachers was 16 to 35, with a mean of 26. The range of class size as reported by secondary regular classroom teachers was 14 to 30 pupils with a mean of 25.5.

All participants from the Operations Personnel (principals, vice-principals, regular and special education teachers, guidance counsellors) with the exception of 6 guidance counsellors were previously or currently regular classroom teachers. Teaching experience ranged from 0 to 36 plus years with a mean of 14 years. Since the number of participants with less than ten years of teaching experience represented only 14% of the sample (N=426) the number of years of teaching experience was not be examined as

a variable in this study. A range of curriculum courses were taught by the regular classroom teachers who participated in the study (e.g., math, language arts, french, family studies, shop).

The data were analysed by content analysis and/or chi square where applicable. Due to the large amount of data the results of the content analysis are presented in brief summarized lists. The reader can refer to the appendices for a more detailed treatment of the content analysis. The majority of content analysis did not indicate any exclusive patterns of association (i.e., category X was not exclusive to principals only) and generally were distributed among all the groups surveyed. Overall patterns of responses did emerge with respect to the development of categories (i.e., category Y had more occurrences than category X). Percentages cited for content analysis are representative of the total number of recorded responses.

The remainder of the results are presented under the following headings:

Resources - Utilization, Awareness and Accessibility

General levels of experience (practical, academic) in Special Education and Bill 82.

General levels of knowledge of Special Education and Bill 82. Education and Bill 82.

Perceptions of Special Education and Bill 82.

Perception of current job role duties in relation to Bill 82 implementation.

Perception of the Impact of Bill 82 Implementation.

Impediments and Facilitators of Implementation.

Bill 82 & the Board Office.

Resources

Board Consultant and Material Resource Utilization. Both the special education consultants and special education materials available at the Board of Education were being utilized by the majority of the participants sampled, as displayed in Table 2.

Table 2  
Special Education Services: Type of Resource

Utilization	Special Education Consultants	Resource Materials
Resource used	75%	62%
Resource Not Used	25%	38%

N=382 -

Fewer persons indicated using Board materials (62%) as opposed to seeking advice from special education consultants (75%). Chi Square results  $\chi^2(8, N=382)=171.42, p < .001$ , indicate a significant difference between groups and resource usage of consultants. Principals, vice-principals and special education teachers from both elementary and secondary were most likely to report that they obtain information from both consultants and reference materials.

Chi Square results for consultant referral  $\chi^2(1, N=382)=6.55, p < .02$  and for reference material utilization  $\chi^2(1, N=382)=29.53, p < .001$ , indicate significant differences between elementary and secondary panels. Table 3 displays the frequency distribution of responses by panel.

Table 3  
Utilization of Special Education  
Services by Panel

Panel	Type of Service and Utilization			
	Special Education Consultants		Special Education Materials	
	Utilized	Not Utilized	Utilized	Not Utilized
Elementary	71%	29%	79%	21%
Secondary	66%	34%	41%	59%
n=382				

Overall, the elementary panel tended to utilize consultant services and use the material resources more often than secondary panel. A further breakdown of figures revealed that secondary regular classroom teachers used these services least often. Approximately 60% (n=38) of this group indicated they did not seek out advice from consultants and 89% did not make use of reference materials available.

Although 25% (n=382) of the sample reported never using neither the consultants nor reference materials, less than 1% of these persons were unaware of the existence of these services. Nearly all principals and vice-principals (98%, n=93) felt that their "special education staff were fully aware of the special education consultants and the reference materials available. Comparatively fewer principals and vice-principals (63%) acknowledged regular classroom teachers as being fully aware of these services.

Staff Consultation. All principals and vice-principals were asked how often they perceived their staff approaching them to discuss special education issues. Responses were restricted to one of the following choices: frequently consulted, sometimes consulted or rarely/never consulted. Table 4 exhibits the overall distribution frequency of responses.

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Table 4  
Principal and Vice-Principal Perception of Staff  
Consultation for Special Education Issues

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Frequently Consulted	44%
Sometimes Consulted	47%
Rarely or Never Consulted	<u>9%</u>
	100%

n=94

---

Chi square results  $\chi^2 (2, N=93)=13.77$ ,  $p < .005$  indicated a significant difference between elementary and secondary principals and vice-principals perception of staff consultation. The frequency distribution of responses by panel are shown in Table 5.

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Table 5  
Principal and Vice-Principal Perception of Staff  
Consultation by Panel

---

Consultation	Elementary	Secondary
Frequently Consulted	47%	33%
Sometimes Consulted	50%	38%
Rarely or Never Consulted	<u>3%</u>	<u>29%</u>
	100%	100%

n=94

---

The majority of responses for elementary principals and vice-principals indicated they were 'frequently' or 'sometimes' being consulted by staff over special education issues, while very few reported that they were 'rarely or never' consulted. Contrastingly, almost one-third of the secondary principals and vice-principals felt they were 'rarely or never' consulted. Overall, fewer secondary principals and vice-principals perceived they were 'frequently' or 'sometimes' being consulted in comparison to their colleagues in the elementary panel.

All regular classroom teachers, special education teachers and guidance counsellors were asked whether they consulted their principal regarding special education issues. Table 6 displays the distribution frequency of school staff and their perception of Principal consultation for issues of special education.

---

Table 6  
Staff Perception of Principal Consultation  
For Special Education Issues

---

Consultation	
Frequently Consult	24%
Sometimes Consult	36%
Rarely or Never Consult	<u>39%</u>
	100%
n=288	

---

In comparison fewer staff members perceived themselves as 'frequently' consulting principals, than principals and vice-principals perceived themselves as being 'frequently' consulted (See Table 4). A greater number of staff members



reported 'rarely or never' consulting their principal, than principals and vice-principals perceived themselves as 'rarely or never' being consulted (See Table 5). A further breakdown by panels (elementary versus secondary) revealed nearly all of the secondary regular classroom teachers (88%, n=38) indicated they 'rarely or never' consulted their principal over special education issues.

Awareness of Resources. Nearly all principals and vice-principals (93%, n=94) were in agreement that their staff were aware of the special education personnel located in their school. Approximately 71% of principals and vice-principals perceived optimal usage of special education personnel by other staff members. Almost all elementary and secondary regular education teachers (94%, n=149) perceived special education personnel in their school as generally being accessible.

Staff Collaboration and Interaction. To ascertain the quality of interaction all regular classroom teachers, special education teachers and guidance counsellors were asked whether they had collaborated with special education personnel (special education teachers and consultants) with regard to a student and to indicate whether the collaboration 'went well', 'went fairly well' or 'had some concerns'. Table 7 displays the overall frequency distribution of the participant responses.

---

Table 7  
Quality of Collaboration

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Went well	73%
Went fairly well	20%
Had some concerns	<u>7%</u>
	100%

N=426

---

Chi Square did not reveal any significant difference between the groups sampled and the quality of collaboration reported. A content analysis revealed that collaborations perceived as 'went well' or 'fairly well' emphasized the following:

The opportunity to share information about programming and progress of the student and follow-up procedures were very good.

Communication skills were perceived as extremely good. The special education personnel seemed very concerned and willing to help teachers.

Collaborations described as 'had some concerns' dealt with the following issues:

Problems with time constraints to meet with the special education personnel. Concerned that caseloads did not permit sufficient time for discussion or proper feedback.

Individual differences in judgement regarding what is best for the student and or what is appropriate in the regular classroom setting. Theoretical practices often do not fit the reality of the classroom.

Special education teachers and guidance counsellors were asked if they felt that most regular classroom teachers would approach special education teachers as a resource for inquires regarding special education. Eighty-one percent (n=144) of the

participants were in agreement that most regular classroom teachers would approach special education teachers as a resource. About 13% of the sample did not feel that most regular classroom teachers would approach special education teachers. The remaining 6% chose not to respond to this question.

All guidance counsellors were asked if they felt regular classroom teachers would approach them for consultation of students with special needs. Nearly all (95%, n=57) of the participants were in agreement that most regular classroom teachers would approach guidance counsellors.

Principals, vice-principals, regular education teachers, special education teachers, and guidance counsellors were asked if interaction between regular and special education teachers existed in their school. A very large majority of individuals (92%) perceived that interactions did exist between regular and special education teachers in their school. Approximately, 3% of the participants did not perceive interactions as existing, while the remaining 5%, did not respond to the question.

Sources of Information. ITEM 49 surveyed all the participants to determine from which sources they had received information on Bill 82. The results are exhibited in Table 8.

**Table 8**  
**Sources of Information on Bill 82**

Group	Principal	Colleague	Parent	Media	Federation Newsletter
<b>Consultants</b>					
Special Education	10	0	1	10	12
Curriculum	3	7	1	10	6
<b>Principals &amp; Vice-Principals</b>					
Elementary	24	38	11	21	35
Secondary	9	11	1	11	17
<b>Regular Teachers</b>					
Elementary	74	39	9	75	83
Secondary	22	12	2	22	23
<b>Special Education Teachers</b>					
Elementary	49	27	7	36	45
Secondary	14	12	2	13	10
<b>Guidance Counsellors</b>					
Elementary	7	4	1	5	8
Secondary	33	29	2	20	19
	<u>245</u>	<u>199</u>	<u>37</u>	<u>227</u>	<u>258</u>

N of Participants=426

\*Numbers represent actual  
number of respondents

Additionally, there were 214 responses placed into the category other and six other sources were cited. They were as follows: Board office personnel (upper administration and consultants); school personnel other than the school principal; or immediate colleagues; inservices, course work; referral to documents (Ministry, Board or the actual Bill); interest group associations.

All of the participants were also asked to identify potential information sources (personnel or material) which they would consult if confronted with unresolved questions about policy or procedures of Bill 82 or the I.P.R.C. process. Personnel most often cited were special education consultants, followed consecutively by principals, School Based Teams, colleagues and upper administration. Additional sources of information that were identified to a lesser extent included the teacher federations, Ministry personnel, Ministry documents and information files collated by the individual (See Appendix N) Consultants and principals were more likely to seek out information from upper administration than were teachers (regular and special) and guidance counsellors. Elementary regular classroom teachers were more likely to consult principals, special education consultants and School Based Teams.

### Experience

The variable experience was broken down into four categories. They were: practical experience; academic experience; informal experience and no experience. Practical experience was operationally defined as professional contact with special needs or exceptional children in either a regular classroom, segregated or withdrawal setting. Academic experience was operationally defined as formal training, receiving credit courses (university, college, ministry), a degree and or certificate in special education or related areas (e.g., speech

therapy). Informal experience was operationally defined as nonprofessional teaching experience with any exceptional persons (e.g., as a volunteer, church, rotary club, friend, relative). For statistical analysis those individuals indicating informal experience only, were grouped with those who had neither practical nor academic experience. Table 9 shows a breakdown of experience levels by groups.

Table 9  
Type of Experience Levels By Group

Group	Practical & Academic	Practical Only	Academic Only	No Experience
Consultants				
Special Education	27	0	0	0
Curriculum	2	11	0	4
Principals & Vice-Principals				
Elementary	26	47	0	0
Secondary	5	16	0	0
Regular Teachers				
Elementary	9	21	20	61
Secondary	8	12	2	16
Special Education Teachers				
Elementary	62	1	0	0
Secondary	19	0	0	0
Guidance Counsellors				
Elementary	6	8	0	0
Secondary	13	30	0	0
TOTALS	177	146	22	81

N of Participants=426

<sup>A</sup>Number represents the  
actual number of respondents

Approximately 53% of the sample (mainly regular classroom teachers) indicated they had no formal academic training in special education. Approximately 30% (a large majority special education teachers) of the participants had earned specialist certificates or a degree in special education or in a related field. The remaining 17% of persons reported that they had

enrolled in a minimum of one course in special education.

Experience and Resource Utilization. Special Education Services were utilized more often by individuals with both practical and academic experience. Chi square results  $\chi^2(3, N=426)=97.64$ ,  $p < .001$  reveal significant differences between type of experience and utilization of special education consultant services. Chi Square results  $\chi^2(3, N=426)=71.77$ ,  $p < .001$  indicate significant differences between type of experience and utilization of special education materials. Table 10 displays the frequency distribution of both special education consultant and special education material utilization by experience level.

Table 10  
Utilization of Special Education Services  
By Level of Experience

Experience Level	Type of Service and Utilization			
	Special Education Consultants		Special Education Materials	
	Utilized	Not Utilized	Utilized	Not Utilized
Practical & Academic	93%	7%	86%	14%
Academic Only	71%	29%	62%	38%
Practical Only	80%	20%	53%	47%
No Formal Academic Training	34%	66%	31%	69%

N=426

Overall the participants utilized the services of special education consultants more often than making use of the special



education materials available at the Board Office. The majority of persons with academic and practical experience sought out help from special education consultants and were more likely to use the special education resource materials available at the Board Offices. Approximately 10% more persons with practical experience only utilized consultant services more often than persons with academic experience only. Contrastingly, approximately 10% more persons with academic experience only made use of the resource materials available than persons with practical experience only. Individuals with no formal academic training were least likely to utilize either service.

#### Knowledge

All participants were asked, how well informed they considered themselves in the areas of 'Special Education' and more specifically 'Bill 82'. Responses were restricted to one of three choices: 'very well informed', 'moderately informed' or 'not very well informed.' Similar patterns of responses emerged from both questions.

Perceived Knowledge of Special Education. Table 11 presents the overall frequency distribution of the perceived knowledge levels of Special Education.

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Table 11  
General Knowledge Level of Special Education

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#### Knowledge Levels

Very Well Informed	32%
Moderately Informed	56%
Not Very Informed	<u>12%</u>
	100%

N=426

---

Chi square results  $\chi^2(16, N=426)=117.74$ ,  $p > .001$  indicated a significant difference among groups and their perceived knowledge in the area of Special Education and the frequency distribution of responses is shown in Table 12.

Table 12  
General Knowledge Level of Special Education by Group

Group	Knowledge Level		
	Very Well Informed	Moderately Informed	Not Very Informed
Consultants			
Special Education (n=27)	66%	34%	0%
Curriculum (n=17)	6%	71%	23%
Principals, Vice-Principals			
Elementary (n=73)	48%	48%	4%
Secondary (n=21)	28%	72%	0%
Regular Classroom Teachers			
Elementary (n=111)	9%	68%	23%
Secondary (n=33)	5%	60%	35%
Special Education Teachers			
Elementary (n=63)	40%	59%	1%
Secondary (n=19)	89%	11%	0%
Guidance Counsellors			
Senior Elementary (n=14)	36%	57%	7%
Secondary (n=43)	35%	58%	7%
N=426			

Overall, the majority of special education consultants and secondary special education teachers perceived themselves as 'very well informed' and very few, if any, felt they were 'not very well informed'. The majority of principals, vice-principals, curriculum consultants, regular classroom

teachers and guidance counsellors perceived themselves as 'moderately informed' in the area of Special Education. Very few principals, vice-principals, and guidance counsellors perceived themselves as 'not very well informed' in Special Education. Very few of the regular classroom teachers and none of the curriculum consultants perceived themselves as 'very well informed' in the area of Special Education.

Perceived Knowledge of Bill 82. Table 13 presents the frequency distribution of the general knowledge level of Bill 82 of all participants.

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Table 13  
General Knowledge Level of Bill 82

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Knowledge Level

Very Well Informed	25%
Moderately Informed	62%
Not Very Informed	13%
	100%

N=426

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Chi square results  $\chi^2 (16, N=426)=100.58, p < .001$  indicate significant differences among groups and their perceived knowledge in the area of Bill 82. Table 14 displays the overall frequency distribution of responses by group.

Table 14  
General Knowledge Level of Bill 82 by Group

Group	Knowledge Level		
	Very Well Informed	Moderately Informed	Not Very Informed
<b>Consultants</b>			
Special Education (n=27)	66%	34%	0%
Curriculum (n=17)	1%	71%	23%
<b>Principals, Vice-Principals</b>			
Elementary (n=73)	47%	52%	1%
Secondary (n=21)	24%	71%	5%
<b>Regular Classroom Teachers</b>			
Elementary (n=111)	9%	65%	26%
Secondary (n=38)	0%	65%	35%
<b>Special Education Teachers</b>			
Elementary (n=63)	30%	65%	5%
Secondary (n=19)	63%	37%	0%
<b>Guidance Counsellors</b>			
Senior Elementary (n=14)	14%	50%	36%
Secondary (n=43)	16%	70%	14%

N=426

To briefly summarize, all of the groups with the exception of special education consultants and secondary special education teachers, the majority of respondents classified themselves as being 'moderately informed' in the area of Bill 82. The majority of special education consultants and secondary special education teachers described themselves as 'very well informed'. Very few principals, vice-principals, elementary special education teachers and senior elementary guidance counsellors perceived themselves as being 'not very well informed' in the area of Bill 82, while none of the secondary special education teachers and

special education consultants identified with this category. More regular classroom teachers placed themselves in this category. Contrastingly, very few regular classroom teachers considered themselves to be 'very well informed' in the area of Bill 82.

Knowledge and Terminology. ITEM 21 asked the the respondent if the terms 'Special Needs Student' and 'Exceptional Student' were interchangeable. Responses were restricted to a choice of 'yes' or 'no' and was asked of all participants. This question was an objective measure asking the participant to demonstrate their working knowledge of the terminology. Slightly more than half (58%. N=426) of sample responded that the terms were interchangeable, while the remaining 42% indicated the terms were not interchangeable.

No significant differences existed between knowledge level of Bill 82 and the identification of interchangeability of terminology. However, chi square results  $\chi^2(2, N=426)=7.55$ ,  $p < .05$  indicated significant differences between perceived level of knowledge in the area of Special Education and determination of whether the terms 'Special Needs Student' and 'Exceptional Student' are interchangeable. Table 15 displays the frequency distribution of identification of interchangeability of terminology by knowledge level.

Table 15  
Terminology and Knowledge Level of Special Education

Knowledge Level of Special Education			
Terms are Interchangeable	Very Well Informed	Moderately Informed	Not Very Well Informed
Yes	65%	57%	48%
No	<u>35%</u>	<u>43%</u>	<u>52%</u>
	100%	100%	100%
N=426			

The more informed participants perceived themselves, the more likely they were to acknowledge the terms as interchangeable. Participants who perceived themselves as 'Not very well informed' in the area of Special Education more often identified the terms as not being interchangeable in comparison to persons who perceived themselves as 'very well informed' or 'moderately informed'. The frequency distribution of responses by group are shown in Table 16.

Table 16  
Identification of Terminology as  
Interchangeable by Group

Terms 'Special Needs Student' and 'Exceptional Student' are Interchangeable		
Group	Yes	No
<b>Consultants</b>		
Special Education (n=27)	78%	22%
Curriculum (n=17)	80%	20%
<b>Principals, Vice-Principals</b>		
Elementary (n=73)	53%	47%
Secondary (n=21)	40%	60%
<b>Regular Classroom Teachers</b>		
Elementary (n=111)	56%	44%
Secondary (n=38)	31%	69%
<b>Special Education Teachers</b>		
Elementary (n=63)	72%	28%
Secondary (n=19)	66%	34%
<b>Guidance Counsellors</b>		
Senior Elementary (n=14)	64%	36%
Secondary (n=43)	45%	55%
N=426		

Special education and curriculum consultants and elementary special education teachers most often identified the terms 'Special Needs Student' and 'Exceptional Student' as being interchangeable. Slightly fewer elementary principals and vice-principals, secondary special education teachers, elementary regular classroom teachers and senior elementary guidance counsellors also identified the terms as interchangeable. In comparison, slightly more than half of the secondary principals and vice-principals, secondary regular classroom teachers and

secondary guidance counsellors reported that the terms were not interchangeable.

Chi square results  $\chi^2(3, N=426)=13.39$ ,  $p < .001$  revealed significant differences between special education consultants, curriculum consultants and elementary level and secondary level personnel and their identification of interchangeability of terms. Slightly more than half (54%,  $n=82$ ) of the secondary panel and approximately 40% of the elementary panel correctly identified the terms as not being interchangeable. Contrastingly, only a minority of special education consultants (22%) and curriculum consultants (20%) correctly identified the terms as not being interchangeable.

Knowledge Levels of the Identification, Placement and Review Committee (I.P.R.C.). A series of eight questions were asked of all participants regarding knowledge of the I.P.R.C. process. Items 71, 72 and 73 asked respondents to identify their level of awareness of the functions, procedures for referral of students and appeal procedures of an I.P.R.C.. Responses were restricted to one of three choices: 'Very Familiar', 'Moderately Familiar' or 'Not Very Familiar'. Table 17 displays the overall frequency distribution of responses.



Table 17  
 Knowledge Levels of the Identification, Placement  
 and Review Committee (I.P.R.C.)

Knowledge Level	I.P.R.C. Functions	I.P.R.C. Referrals	I.P.R.C. Appeals
Very Familiar	58%	55%	33%
Moderately Familiar	32%	29%	40%
Not Very Familiar	7%	14%	24%
Missing Responses	<u>2%</u>	<u>2%</u>	<u>3%</u>
	100%	100%	100%

N=426

Overall, the participants sampled were familiar with the functions, referral procedures and appeal procedures of the I.P.R.C. process. Slightly more than half of the sample described themselves as being 'Very Familiar' with both I.P.R.C. functions and referral procedures. In comparison approximately one third of the participants participants reported they were 'Very Familiar' with the appeal process. A greater number of persons identified themselves as least familiar with the appeal process, followed respectively by referral procedures and functions of an I.P.R.C.. Although no significant differences existed between all the individual groups sampled, significant differences between special education consultants, curriculum consultants, elementary personnel and secondary personnel were present. The chi square results for knowledge level of the functions, referral process and appeal procedures for an I.P.R.C. are respectively as follows:  $\chi^2(6, N=417)=24.31, p > .001$ ;  $\chi^2(6, N=417)=37.02, p > .001$  and  $\chi^2(6, N=417)=15.86, p > .05$ . Table 18 shows the frequency distribution of responses.

Table 18  
Knowledge Level of the Identification, Placement and  
Review Committee (I.P.R.C.) by Group Levels

Group & Knowledge Levels	I.P.R.C. Functions	I.P.R.C. Referrals	I.P.R.C. Appeals
<u>Consultant</u>			
<u>Special Education (n=27)</u>			
Very Familiar	89%	96%	30%
Moderately Familiar	11%	4%	63%
Not Very Familiar	<u>0%</u>	<u>0%</u>	<u>7%</u>
	100%	100%	100%
<u>Curriculum (n=17)</u>			
Very Familiar	24%	24%	29%
Moderately Familiar	71%	65%	47%
Not Very Familiar	<u>5%</u>	<u>11%</u>	<u>24%</u>
	100%	100%	100%
<u>Elementary Personnel (n=261)</u>			
Very Familiar	61%	57%	32%
Moderately Familiar	32%	31%	64%
Not Very Familiar	<u>7%</u>	<u>12%</u>	<u>24%</u>
	100%	100%	100%
<u>Secondary Personnel (n=121)</u>			
Very Familiar	53%	50%	40%
Moderately Familiar	36%	27%	28%
Not Very Familiar	<u>11%</u>	<u>23%</u>	<u>32%</u>
	100%	100%	100%

Overall special education consultants perceived themselves as more knowledgeable in all three areas (functions, referrals and appeal procedures) of an I.P.R.C. in comparison to the remaining three groups. Curriculum consultants were slightly less knowledgeable than special education consultants. In comparison to elementary and secondary personnel, special education consultants more often identified themselves as

'moderately informed' whereas the other groups more often described themselves as 'very well informed'. Secondary personnel reported the highest frequency of responses for the category 'not very familiar' in all three areas (functions, referral and appeals) of an I.P.R.C..

Significant differences were found between reported knowledge levels of Special Education and knowledge levels of an I.P.R.C.. Chi square results for functions, referral and appeals respectively are:  $\chi^2(4, N=415)=132.88, p < .001$ ;  $\chi^2(4, N=415)=131.96, p < .001$  and  $\chi^2(4, N=81.34, p < .001$ . The greater the familiarity of Special education the greater the familiarity of knowledge of an I.P.R.C. function or process.

Significant differences were found between reported knowledge levels of Bill 82 and knowledge levels of an I.P.R.C.. Chi square results for functions, referral and appeals respectively were:  $\chi^2(4, N=415)=138.21, p < .001$ ;  $\chi^2(4, N=415)=100.72, p < .001$  and  $\chi^2(4, N=106.84, p < .001$ . The greater the familiarity of Bill 82 the greater the familiarity of the knowledge of the I.P.R.C. process.

Significant differences were also found between type of experience and reported knowledge level of I.P.R.C.'s. Chi square results for functions, referral and appeals respectively were:  $\chi^2(6, N=411)=139.88, p < .001$ ;  $\chi^2(6, N=411)=118.82, p < .001$  and  $\chi^2(6, N=414)=76.91, p < .001$ .

The remainder of the ITEMS presented in this section were analysed by content analysis and/or percentage frequencies.

ITEM 74 asked respondents if they had referred a pupil(s) for possible assessment, and if the referral led to an I.P.R.C.? This question was directed to all regular classroom teachers, all special education teachers and all guidance counsellors. Approximately, half of the participants (53%, n=288) had made student referrals to their principal which led to an I.P.R.C. and 17% of the participants chose not to answer this item.

ITEM 75 was directed to all groups and asked whether they had participated in an I.P.R.C.? A large majority (70%, n=426) of the sample had participated in one or more I.P.R.C.'s. Approximately 28% reported no participation, while the remaining 2% chose not to answer this question. All special education consultants, elementary principals and vice-principals, secondary special education teachers and senior elementary guidance counsellors had participated in an I.P.R.C.. The majority of nonparticipants were regular classroom teachers. More RCTs from the elementary panel had participated in the I.P.R.C. than their secondary panel counterparts.

#### Goals and Objectives of Special Education and Bill 82

The next series of items relate to the participant's perception of objectives of Special Education and Bill 82 and the stated goals communicated by the Board Office, within the schools and classrooms.

ITEM 20 - "Do you feel that the goals of regular and special education are, a) the same, b) not the same, but similar or c) not similar at all?"

ITEM 24- "Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedures of Special Education?"

ITEM 25 - "Do you feel that the Waterloo County Board (administrative and consultative staff) has communicated any philosophies or guidelines regarding policy and procedure of Special Education, of which staff should be aware?"

ITEM 43 - "Have you personally set any goals for Special Education in your school and have they ever been formally communicated to the staff? Please explain."

ITEM 26 - "Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain."

ITEM 107 - "Have you developed any set of personal goals for Bill 82 in your classroom or work with others?"

ITEM 50 - "If you were explaining Bill 82 to naive colleague, what would you emphasize as the major thrust of the plan?"

ITEM 20 was asked to determine whether the participants felt the goals of regular and special education were the same, similar or different. The results indicated the following: 48% perceived that the goals were not the same, but similar; 45% perceived that the goals were the same; 5% perceived the goals as being not similar at all; and 2% elected not to answer the question (See Appendix P for Content Analysis).

ITEM 25 was asked to determine whether the administrative and consultative staff perceived any philosophies or guidelines of Special Education of which 'other staff' (e.g., teachers) should be aware. ITEM 24 was addressed to the 'other staff' to determine if they were aware of the philosophies and guidelines which administration and consultative staff had identified. Approximately 75% of the consultants indicated that there were guidelines and philosophies of Special Education of which other

staff should be aware, while only 5% reported there were no guidelines or philosophies existing. The remaining 20% elected not to answer the question. The results from ITEM 24 yielded the following: 72% (n=382) reported the Board had communicated philosophies and or guidelines for policies and procedures of Special Education; 11% perceived that the Board had not communicated any such philosophies and or guidelines and 17% chose not to answer the question. The majority of responses did not identify the nature of the philosophies or guidelines communicated. Rather, the responses indicated the "existence" of procedures and guidelines (See Appendix O for Content Analysis).

ITEM 43 was directed to principals to determine if they had established and formally communicated any goals for Special Education in their schools. ITEM 26 was addressed to staff (regular and special education teachers and guidance counsellors) to determine if they perceived their principals as formally communicated and establishing goals for Special Education in their schools. The results of ITEM 43 indicated that 80% (n=94) of the principals had established and communicated goals for special education in their school. The majority of these principals were from the elementary panel. The results from ITEM 26 were as follows: 62% (n=288) indicated their principals formally communicating goals; 22% stipulated the principal had made no attempt of formally communicating or establishing goals; 2% responded not sure and 20% did not answer the question.

ITEM 107 was directed to regular classroom teachers, special education teachers and guidance counsellors to determine whether the individual had established personal goals for Bill 82 in classroom or work with others. The results indicated the following: 41% (n=288) had developed specific goals; 39% had not developed any goals and 2% chose not to answer the item. The majority of respondents did not explain the nature of their goals (See Appendix P for Content Analysis).

ITEM 50 dealt more specifically with the goals and intent of Bill 82 and was directed to all participants. Participants used following key phrases to emphasize the "thrust of the plan": universal application; all children; appropriate programs and individual needs; integration of exceptional pupils; mandatory or guaranteed right; provision of education; assessment and identification for all pupils; education regardless of special needs; and guaranteed parental rights (See Appendix P for Content Analysis).

#### Role Perceptions

The next series of five items relate to the respondents perception of roles and duties in the implementation process of Bill 82. The items were presented to all participants in the study with the exception of elected Board trustees. The categories from the content analysis were applied to all five questions. The items were as follows:

ITEM 54 - How do you perceive the role and duties of principals in the implementation process of Bill 82?

ITEM 55 - How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82?

ITEM 56 - How do you perceive the role and duties of regular classroom teachers in the implementation process of Bill 82?

ITEM 57 - How do you perceive the role and duties of special education personnel in the implementation process of Bill 82?

ITEM 58 - How do you perceive the role and duties of guidance counsellors in the implementation process of Bill 82?

Due to the importance of these questions in the discussion section results are dealt with in more detail. Respondents may have identified more than one category with a particular job role. An overall analysis was conducted to determine how all the participants perceived each job role and how individual groups perceived their own job role. All of the tables presented in this section indicate the distribution frequency of occurrence of associating the job role in question and identification with a specific duty or set of responsibilities.

Respondents identified the person (e.g., principal, teacher) principal, guidance counsellor) as being 'KEY PERSONNEL'. The individual was thought to be vital to the process of carrying out the intent of Bill 82. It was acknowledged that without the presence of such persons, total implementation would be difficult or could not be achieved at all. Table 19 displays the frequency distribution of occurrences of job role identification designated as 'Key Personnel'.



---

**Table 19**  
Job Role Identification as 'KEY PERSONNEL'

---

Frequency of Occurrence	
Job Role	
Principal	59%
Regular Teachers	17%
Vice-Principals	12%
Special Education Personnel	10%
Guidance Counsellors	<u>2%</u>

N of Recorded Responses=128

---

Respondents identified the person (e.g., principal) in the role of a 'LIAISON AGENT'. The liaison agent is responsible for creating a unity of action between one or more parties through various forms of contact and communication. Table 20 exhibits the frequency distribution of job role identified as a 'Liaison Agent'.

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**Table 20**  
Job Role Identification as a 'LIAISON AGENT'

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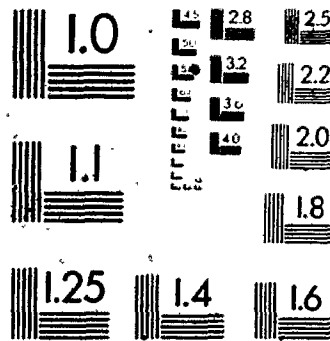
Frequency of Occurrence	
Job Role	
Guidance Counsellors	31%
Principals	25%
Special Education Personnel	22%
Vice-Principals	11%
Regular Teachers	<u>11%</u>

100%

N of Occurrences= 119

---

# 2



Respondents identified one party and multiple party liaison networks. An example of a one party network would consist of the Liaison Agent (Guidance counsellor) and the Contact Group (Regular Classroom Teacher). A multiple party network would be comprised of the Liaison Agent (Guidance Counsellor) and Contact Groups (Teacher, Parent and Student).

In summary of the Liaison Networks, vice-principals were least often identified in the role of a Liaison agent. They were not identified as the contact group in any of the other networks. Similarly, regular classroom teachers were also least often identified in the role of a Liaison agent. However, they were identified as a contact group in all of the liaison networks (See Appendix Q for Schematic Illustration of Liaison Networks).

Participants associated the person with the role of a 'STUDENT ADVOCATE'. In the role of a Student Advocate the person pleads the cause for the pupil, looks out for his or her best interests and thereby ensures, the student's needs are met. Table 21 exhibits the distribution of occurrences of job role identification designated as a 'Student Advocate'.

Table 21  
Job Role Identification as STUDENT ADVOCATE

Job Role	Frequency of Occurrence
Regular Teachers	37%
Guidance Counsellors	26%
Principals	17%
Special Education Personnel	16%
Vice-Principals	<u>4%</u>
	100%

N of Occurrences= 226

Participants associated the job role with the duties of an 'EDUCATOR'. The person taking on this role was expected to be highly knowledgeable regarding policy and procedures of Bill 82. Therefore, they must keep abreast of all new developments and are expected to pass these on to the appropriate personnel. If they are unaware of the answers they should be able to direct others to the appropriate personnel. Table 22 exhibits the frequency distribution of occurrences of job role association designated as an 'educator'.

Table 22  
Job Role Identification as an 'EDUCATOR'

Job Role	Frequency of Occurrence
Special Education Personnel	36%
Principal	32%
Guidance Counsellors	16%
Vice-Principals	16%
Regular Classroom Teachers	<u>0%</u>
	100%

N of Recorded Responses=100

Participants associated the person in a 'SUPPORT ROLE'. All responses in this category contained the actual phrase 'Support'. Table 23 displays the frequency distribution of occurrences of job role identification associated with the 'Support Role'.

---

Table 23  
Job Role Identification as a 'SUPPORT ROLE'

---

Job Role	Frequency of Occurrence
Special Education Personnel	31%
Principal	23%
Guidance Counsellors	23%
Vice-Principals	17%
Regular Classroom Teachers	6%
	<u>100%</u>

N of Recorded Responses=182

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Participants associated the job role with the functions of 'FACILITATOR'. The facilitator was to aid or assist other staff members in making the process of implementation easier. Table 24 shows the frequency of distribution of occurrences of job role identification as a 'facilitator'.

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Table 24  
Job Role Identification as a 'FACILITATOR'

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Job Role	Frequency of Occurrence
Principal	46%
Vice-principals	23%
Special Education Personnel	8%
Regular Classroom Teachers	0%
	<u>100%</u>

N of Recorded Responses=100

---

Respondents associated the job role with 'IMPLEMENTATION' duties. Persons were responsible in some manner for implementing Bill 82. Table 25 shows the frequency of distribution of occurrence of job role and implementation responsibilities.

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Table 25  
Job Role Identification with 'IMPLEMENTATION'

---

Job Role	Frequency of Occurrence
Regular Classroom Teachers	40%
Principals	34%
Special Education Personnel	12%
Vice-Principals	8%
Guidance Counsellors	6%
	<u>100%</u>
N of Recorded Responses=187	

---

Participants associated the job role with 'MONITORING' duties. Monitoring activities involves over-seeing the progress of students and ensuring that the recommendations passed down by I.P.R.C.'s or other staff are being carried out. Table 26 displays the frequency distribution of responses.

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Table 26  
Job Role Identification with 'MONITORING'

---

Job Role	Frequency of Occurrence
Principal	36%
Regular Classroom Teachers	26%
Vice-principals	14%
Special Education Personnel	12%
Guidance Counsellors	<u>12%</u>
	100%
N of Recorded Responses=100	

---

Participants identified the job role with 'IDENTIFICATION' responsibilities. This encompasses any activities which would contribute information about the student in the identification process. Table 27 displays the distribution frequency of responses.

---

Table 27  
Job Role Association with the 'IDENTIFICATION PROCESS'

---

Frequency of Occurrence	
Job Role	
Regular Classroom Teachers	37%
Special Education Personnel	29%
Guidance Counsellors	17%
Principals	13%
Vice-principals	<u>4%</u>
	100%

N of Recorded Responses=239

---

Participants associated the job role with 'PLACEMENT' and 'PROGRAMMING' responsibilities. These persons have an active role in determining placement and or developing the programming for pupils. Table 28 shows the frequency distribution of responses.

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Table 28  
Job Role Association with 'PLACEMENT AND PROGRAMMING'

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Frequency of Occurrence	
Job Role	
Special Education Personnel	44%
Regular Classroom Teachers	21%
Principals	20%
Guidance Counsellors	12%
Vice Principals	<u>3%</u>
	100%

N of Recorded Responses=192

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Respondents associated the job role with the duties of 'PROVIDING RESOURCES'. Table 29 displays the frequency distribution of occurrence of job role associated with being a 'Provider' of resources.

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Table 29  
Job Role Identification with 'PROVIDING RESOURCES'

---

Job Role	Frequency of Occurrence
Special Education Personnel	45%
Principals	35%
Vice-principals	8%
Guidance Counsellors	8%
Vice-principals	4%
	100%

N of Recorded Responses=75

---

In addition to the 11 categories previously presented, there were other patterns of responses that merit attention. Vice-principals were least often associated with the majority of categories. Nearly all the respondents identified vice-principals in a category exclusive to their particular job role. They were perceived primarily as a principal designate.

Regular classroom teachers were also associated with a category exclusive to their particular job role. There were 57 respondents whose answers contained phrases that suggested these teachers needed to be 'Informed'. The teacher needs to maintain the initiative to 'Seek Out' the necessary information. They should shoulder some responsibility to keep abreast of policy and procedures of Bill 82. The majority of guidance counsellors



and special education personnel felt that teachers were 'reluctant' to ask for help.

The information previously presented dealt with the overall perceptions of all the participants sampled. The following results pertain to the perception of each group and their association with the 11 categories previously identified. Elementary principals associated their role and duties with all of the previously stated categories. In comparison, secondary principals did not associate the following with their role and duties: student advocate, monitor and as a provider. Regular classroom teachers (K-8) did not associate their role and duties with the following: facilitator, Educator, and as a Liaison. Secondary regular classroom teachers did not associate their role and duties with the following: key person, educator, facilitator, placement or programming or as a provider. Elementary special education teachers did not perceive themselves as being key persons. Secondary special education teachers did not associate their roles with key persons or as implementors. Senior elementary guidance counsellors did not associate their roles and duties with any of the following: key person, facilitator, monitor, identification or as a provider (See Appendix R for Role Charts).

ITEM 89 asked special education and curriculum consultants the following. "Does your present role involve you with a) the planning process of Bill 82 and b) the implementation process of Bill 82?". Respondents were restricted to "yes" or "no" answers

for both a and b. All of the special education consultants (100%, n=27) indicated they were involved with both the planning and implementation stages of Bill 82. In comparison, relatively few curriculum consultants associated their role with the neither the planning nor implementation process of Bill 82. Only three individuals (n=17) perceived indicated involvement with the planning process and three individuals with the implementation process. One curriculum consultant acknowledged involvement with both the planning and implementation process of Bill 82.

Perceived Impact of Bill 82 Implementation.

The following questions were structured to determine the certain aspects of the perceived impact of Bill 82 implementation.

ITEM 59 - "Do you feel that as a results of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why?"

ITEM 60 -- "Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed into the regular classroom? Why?"

ITEM 63 - "Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs?"

ITEM 64 - "Do you feel that as a result of Bill 82, more students that are identified as 'Special Needs' or 'Exceptional' will be placed into advanced, general or basic level?"

ITEM 65 - Do you feel that the credit system fulfills the needs of 'Special Needs' or 'Exceptional' students for the following levels, advanced, general and basic?"

ITEM 66 - How do you perceive the special education needs are being met at the secondary level for, advanced, general and basic students?"

ITEM 100 -- "Has the experience teaching exceptional or special needs students effected your satisfaction level of the performance of your teaching?"

ITEM 101 - Did you feel that you were prepared and had adequate training to teach these students?

ITEM 80 - "What policy changes have been brought about by Bill 82?"

ITEM 81 - "How has the Board prepared itself to meet the required changes requested by Bill 82?"

ITEM 88 - "Overall, what has been Bill 82's impact on the Waterloo County Board of Education?"

ITEMS 59 & 60 determined whether respondents were perceiving an influx of 'special needs' or 'exceptional' students into the schools. The questions were directed to consultants and all elementary personnel. The results indicated that the majority of persons (89%, n=328) acknowledged that more students would be identified as 'special needs' or 'exceptional' due to Bill 82 legislation. A content analysis of the respondents explanations revealed that the increase was mainly attributed to the following: increased awareness by educators and parents of responsibilities and rights; legal or mandatory responsibility to students for the provision of special programs; and identification and assessment procedures are more sophisticated (See Appendix S for Content Analysis). A small number of individuals (less than 5%) acknowledged that the same number of students would be identified as 'special needs' or 'exceptional' because the W.C.B.E. had the programs and identification procedures in place prior to Bill 82 legislation. Approximately 68% (n=307) of the participants also expected that more of 'special needs' and 'exceptional' students would be placed into the regular classroom as a result of Bill 82, in comparison to 20% who did not perceive a change in placements. A content

analysis revealed that the increase was attributed to the following: the regular classroom setting has beneficial effects to offer exceptional students; integration is the intent of Bill 82; parental demands; special education classes are overcrowded; and assessment and identification techniques are more sophisticated.

ITEMS 63-66 surveyed all secondary personnel to determine the perceived impact of Bill 82 within secondary schools. The results of ITEM 63 indicate that the majority of persons (67%, n=135) felt that more students would be given modified programming to accommodate their special needs. Approximately 17% felt this would not happen and 16% of the participants did not answer the question. Although ITEMS 64, 65 and 66 were structured as open-ended questions, respondents tended to restrict their answers to yes, no, do not know, or no response. Therefore no content analysis was performed on the data and the results are exhibited in Tables 30, 31 and 32.

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Table 30  
Placement of Special Needs and Exceptional Pupils  
into Basic, General and Advanced Programs

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	More Students Will Be Placed into Advanced Level	General Level	Basic Level
Yes	45%	38%	31%
No	21%	31%	37%
Do Not Know	12%	14%	13%
No Response	<u>22%</u>	<u>17%</u>	<u>19%</u>
	100%	100%	100%

N=121

---

An increase of special needs and exceptional students were

expected in both Basic and General Levels, but not in the Advanced Level by the majority of persons.

---

Table 31  
The Credit System and Special  
Needs and Exceptional Students

---

The Credit System Fulfills the Needs of  
Special Needs and Exceptional Students in

	Advanced Level	General Level	Basic Level
Yes	57%	57%	46%
No	19%	19%	24%
Do Not Know	3%	5%	8%
No Response	<u>21%</u>	<u>19%</u>	<u>22%</u>
	100%	100%	100%

n=121

---

Slightly more than half the respondents felt that the credit system fulfilled the needs of special needs and exceptional students at the Advanced and General Levels and slightly less than half the participants agreed that the needs were being met at the Basic Level. Approximately one-quarter of the participants did not answer the question.

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Table 32  
Special Needs and Secondary Students

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Special Needs Are Being Met For

	Advanced Students	General Students	Basic Students
Yes	47%	52%	42%
No	27%	17%	23%
Do Not Know	2%	5%	5%
Not Sure	<u>24%</u>	<u>26%</u>	<u>30%</u>
	100%	100%	100%

N=121

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Slightly more than half the participants perceived the special education needs of general students were being met and slightly less than half the sample perceived these needs were being met for advanced students. Although it was acknowledged that needs were being met at the advanced level, 17% of the 57 responses indicated that the programs for the gifted were either minimal or very poor in quality. Less than half the participants perceived the special education needs of basic students were being met.

ITEM 100 addressed the impact of the regular classroom teacher's level of satisfaction of teaching as a result of accepting a special needs or exceptional student into their classroom. The results indicated that more than half of the teachers (65%, n=48) perceived a change in their level of satisfaction of their teaching performance. Approximately 15% perceived no change and 20% declined from comment. The direction of change was either positive or negative (See Appendix S for Content Analysis).

Although ITEM 101 is not a question addressing impact it has been included in this section as it is relevant to ITEM 100. The results indicated that only 12% (n=48) of the teachers felt 'very prepared' to teach the special needs and or exceptional students they received into their classrooms. The majority 54% felt they were 'adequately prepared', while 20% indicated they were 'not very prepared' for such students.

ITEMS 80, 81 and 88 surveyed Board trustees, administration

and special education and curriculum consultants. The questions addressed the issues of policy changes, impact and responses to Bill 82 by the Board Office. Approximately half (51%, n=51) of the participants indicated policy changes had occurred. The changes focussed upon: revised documentation procedures; accommodation of exceptional students; development of School Based Teams; I.P.R.C. procedures; and procedures for parental involvement (See Appendix S for Content Analysis). Respondents perceived the Board Office as engaging in the following activities in response to Bill 82: assessment and re-evaluation of current special education services; creation of task forces; program development; and hiring of additional staff (See Appendix S for Content Analysis). A content analysis of ITEM 88 revealed that respondents perceived the following impact on the system: increased pressure and stress among its personnel (teachers, principals); and increased awareness of special needs and exceptional students. Approximately 16% (n=51) of the participants acknowledged that the impact due to Bill 82 has been very minimal as the W.C.B.E already had the concepts and principals of Bill 82 in place prior to its legislation.

#### Impediments and Facilitators of Implementation

Several of the questions in this study allowed the participants to identify the variables (e.g., funding) or mechanisms (e.g., I.P.R.C.) which they perceived as facilitating or impeding the implementation process of Bill 82. There were

also questions which allowed the participants an opportunity to identify the positive or negative benefits of Bill 82. These ITEMS are listed below:

ITEM 18 "Does anything CONCERN you about Special Education?"

ITEM 19 "Does anything EXCITE you about Special Education?"

ITEM 51 "Does anything EXCITE you about Bill 82?"

ITEM 52 "Does anything CONCERN you about Bill 82?"

ITEM 61 "Do you feel there will be any significant effects on REGULAR students who are integrated with Special Education students?"

ITEM 62 "Do you feel there will be any significant effects on EXCEPTIONAL students who are integrated with Regular Students?"

ITEM 34 "When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (e.g. special education personnel, principal, others)." Please explain.

ITEM 35 "Do you have any concerns working with guidance, and or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional Students'?"

ITEM 36 "Do you have any concerns, working with Regular Teachers, over matters regarding 'special needs' or 'Exceptional students'."

ITEM 36A "If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience? (Forced Choice - 'went well', 'went fairly well' or 'had some concerns' and participants were allowed to provide comments)

ITEM 91 "Do you have any concerns when working in schools?"

ITEM 104 "Do you have any concerns about dealing with certain exceptionalities?"

ITEM 77 "What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?"

ITEM 78 "What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for a student?"



ITEM 79 "Do you feel that the I.P.R.C. process helps to resolve administrative questions or create them?"

ITEMS 18,19,51 and 52 are structured to allow the participants to express both positive (EXCITES) and negative (CONCERNS) aspects in general of Special Education and then more specifically Bill 82? ITEMS 61 and 62 are questions which dealt with the participants perceived "expectations" of the consequences of Bill 82 in the classroom. ITEMS 34,35,36,36A and 91 questions concerning communication and collaboration. ITEM 104 addressed concerns of regular classroom teachers with respect to teaching certain exceptionalities. ITEMS 77, 78 and 79 were specific to the I.P.R.C. process. Separate content analysis were performed on each of the previously mentioned ITEMS. Only the general results are listed below (See Appendices T for Content Analysis)

The following mechanisms or variables were commonly identified as 'facilitating' the implementation process of Bill 82: The School Based Team concept which promoted positive dialogue among the parties involved; the collaborative effort among the large number of persons involved (e.g., teacher, parent, consultant); group or individual conferences promoting the concept of shared responsibility; parental involvement; sophisticated identification and assessment techniques; the I.P.R.C. process and involvement of parents.

The following mechanisms or variables were commonly identified as 'impeding' the implementation process of Bill 82: lack of communication among the parties involved; lack of

resources (funding, personnel, and facilities; lack of knowledge and training; unrealistic expectations; inappropriate programming; the I.P.R.C. process; lack of time; number of persons involved; and parental involvement.)

The most prevalent negative concerns of Bill 82 were as follows: regular classrooms teachers and special education personnel were overworked and overstressed; funding would be diverted from regular education to special education; special education is serving a minority of persons; the regular student will suffer; and that the exceptional student will suffer.

The most prevalent positive concerns of Bill 82 were as follows: exceptional and regular students will benefit socially and emotionally; exceptional students can no longer be ignored; and that the students are succeeding.

The results from ITEM 79 indicated that slightly more persons (24%) felt the I.P.R.C. process resolved rather than created (19%) administrative questions. Approximately 20% of the sample indicated that the I.P.R.C. both resolved and created administrative questions. 19% indicated they were not sure and the remaining 28% declined from comment.

#### Bill 82 & the Board Office.

The following items were included to survey the participants perceptions of the implementation responsibilities they associate with the Board Office.

ITEM 83 - "Where do you feel the planning process begins for Bill 82?"

ITEM 84 - "Where do you feel the implementation process begins for Bill 82?"

ITEM 85 - "What do you perceive is the Board's responsibility in terms of a) Providing support services to meet the necessary changes and b) Preparation of the staff?"

ITEM 87 - "Do you feel that the Board has a responsibility to educate the general public (e.g. parents) about Bill 82 and its implications for their rights?"

ITEMS 83 & 84 were directed to Elected Board Trustees, administration, special education and curriculum consultants, principals and vice-principals. Participants indicated that planning process began at one of the following: the Board Office Level; the School Level; jointly at the Board Office and School Level; the Ministry Level; and jointly at the Board Office and Ministry Level. Respondents referred only to the Board and School levels with respect to the implementation process of Bill 82 (See Appendix U for Content Analysis).

ITEM 85 was directed to all participants, and a content analysis revealed several activities which the Board Office was expected to engage themselves in order to provide the necessary support services to accommodate Bill 82. Participants perceived the Board Office as being responsible for the following: hiring sufficient qualified staff; to ensure that sufficient funds were available; to ensure the necessary equipment, facilities and or materials are accessible; and to provide training programs which emphasize both technical (use of educational materials) and personnel (coping strategies) aspects of teaching exceptional pupils. (See Appendix T for Content Analysis). Respondents associated the following responsibilities with the Board Office

with respect to the preparation of staff: provision of adequate inservices or workshops; provision of adequate consultative services; and the provision of adequate "preparation" or "release" time to attend inservices or meetings (See Appendix T for Content Analysis).

Bill 82 has emphasized the involvement of parents in the I.P.R.C. process and they often will have contact with teachers, principals and other educators. ITEM 87 was directed to all participants to determine if they felt that the Board Office had a responsibility to inform the public (parents) about Bill 82? The majority of persons (40%) indicated that the Board Office had a responsibility to inform the public about Bill 82. Slightly less (36%) acknowledged that the onus to educate the public should not be on the local Board Offices, but solely the responsibility of the Ministry of Education. The remaining 13% of the respondents declined from comment.

## DISCUSSION

Before discussing the results and their implications, the rationale and purpose of this study are briefly reiterated. One of the basic premises of studying implementation is to detect, if any, discrepancies of 'what is occurring' and 'what should be' occurring in the system. The questionnaires in this study were designed to systematically address such issues by examining general knowledge levels of Special Education and Bill 82, the extent and utilization of special education resources and perception of the impact of Bill 82 with respect to their own job role and to the overall system. Due to the large amount of data not all of the results and their implications are addressed.

Typically the literature review cites that the average response rate of mail survey material is approximately 40% with a high-interest group. Since the surveys were distributed among all levels of personnel and the response rate was 50% overall, it was assumed that respondents were highly representative of their respective groups. However, this was not the case with elected Board trustees and Upper Administration, whose rate of return was disappointingly low. Questions had been specifically designed for both groups and consequently it was not feasible to meaningfully analyse their data. Trustees are elected by and accessible to the general public (e.g., parents) as potential information sources. Additionally, trustees are responsible for the allocation of funds for Special Education Services and the state of funding has direct influence over the implementation process

of Bill 82. Ideally, administration implements policy set by the Board of Education and creates the necessary procedures. They are also responsible for administrative decisions regarding funding and resource allocations. In addition they were identified as information sources by the participants in this study. To aid the decision making process, both groups would benefit if they conceptually understood the impact and overall needs of the system. Therefore, it would have been valuable to determine general knowledge levels and perceptions of Bill 82 (awareness of needs) on various levels of the system.

### Resources

As previously stated, school systems have resource 'variety pools' which are often not used (Schmuck & Miles, 1974). The results of this study indicate that the participants surveyed from the W.C.B.E. were not only aware of, but have also utilized special education resource personnel and accessed available Board materials. There were differences in the amount of utilization by groups. Those individuals most directly associated with special education and Bill 82 procedures (special education teachers, principals and vice-principals) were more likely to seek out advice from the special education consultants and access Board materials compared to other educators. One factor found to influence usage of these resources was type of experience levels. Individuals with both academic and practical experience were more likely to use special education services than those with

practical or academic experience only or those with no formal training in special education. As cited in the literature regular classroom teachers (RCTs) possessed the most limited information and experience (e.g., no previous coursework) in special education (Baker & Gottlieb, 1980; Shotel et al., 1972) and similar results were yielded in this study. Again, those individuals most directly associated with special education and Bill 82 procedures (special education teachers, principals and vice-principals, guidance counsellors) had both practical and academic experience.

The results of this study have indicated that regular classroom teachers (both secondary and elementary) overall utilized special education services least often and are also the least experienced. Members from the elementary panel were more inclined to utilize special education services than their counterparts from the secondary panel. In particular large discrepancies were found among secondary regular classroom teachers in comparison to all other groups. More than half of these teachers reported that they did not use consultants and less than 11% accessed the reference materials available at the Board Office.

These discrepancies probably reflect the differences in 'structure' of the two panels. Educating the exceptional student in the elementary panel (if not in a special education class) typically takes place in the regular classroom with one teacher on a full-time basis. Contrastingly, RCTs in the secondary panel

spend considerably less time with the exceptional student. Classes are on a rotational basis usually consisting of a fifty minute period. Therefore, the secondary RCT may be more inclined to place the onus of responsibility to meet their unique needs on the special education teacher. Thus, they may not perceive a need to use these resources to seek out advice or information. In comparison, the regular classroom teacher who has a special needs or exceptional student for the majority of the day, may place a greater onus upon themselves to become more knowledgeable about the student. Thus, the RCT is more likely to seek out advice or information.

Due to the provisions of Bill 82 there is an increased likelihood that exceptional pupils will be placed into the regular classroom in the elementary panel and concurrent views were yielded in this study. The majority of consultants and members of the elementary panel perceived an increase in identification and placement of special needs and exceptional children into the regular classroom. The majority of members from the secondary panel also acknowledged that they perceived an increase in modified programming to meet the special needs of pupils. In addition, two major thrusts of Bill 82 acknowledged in this study were: the provision of a mandatory education for a child; and integration of exceptional pupils into the regular classroom. Having an exceptional pupil in the classroom may necessitate the need of the RCT to utilize special education resources. Therefore, it is essential that a focus should be



placed upon reaching RCTs who potentially may receive exceptional pupils.

It would be valuable to establish if special education resources have not been used to date by regular classroom teachers or other educators due to either a lack of need or reluctance. Respondents who indicated that they were not being consulted or that regular classroom teachers would not approach potential resource personnel suggested that possibly these persons (RCTs) were reluctant due to their lack of knowledge. To approach a very knowledgeable individual when one is lacking in general knowledge can be perceived as threatening. If issues of reluctance are a contributing factor to nonutilization, then emphasis must be placed upon determining the factors of reluctance and to improve the 'approachability' of the resource.

Although it was acknowledged by the majority of participants that interactions existed among regular and special education personnel in their schools, concern was stated over the quality of interactions. Principals stated that special education teachers were more likely to initiate the contact than regular education teachers. This would suggest a certain reluctance or reservation on the part of the regular teachers. Special teachers stipulated that it was important to regular education teachers that special education teachers demonstrated competence and trust before approaching them for advice. The results indicate that special education teachers must appear 'approachable' before regular classroom teachers will consult

them.

Participants who stressed positive interactions often cited the School Based Teams as being instrumental in encouraging collaboration and open communication lines. Emphasis was placed upon 'shared' responsibility and decision making drawing upon the expertise of several persons. As such, School Based Teams were acknowledged as a major facilitator to implementation process.

Knowledge and Support Services.

To recapitulate, it has been established that knowledge "fosters comfort" or familiarity (Murphy, 1960). Familiarity of an area increases competency and commitment. Contrastingly, lack of knowledge can result in feelings of anxiety (Kutner, 1971) promoting stress which presents itself as a major impediment.

Inservicing is one form of support which provides an opportunity to increase knowledge and address any misperceptions or concerns (realistic or unrealistic) which the person may hold. Such inservices should be available to all those who request it. More importantly, inservices would be more beneficial to those, who by their own admission are not very well informed. The majority of the participants in this study perceived themselves as being knowledgeable about Special Education, Bill 82 and the I.P.R.C. process. More knowledgeable individuals worked directly in the area of special education or with exceptional students. Overall, regular classroom teachers and curriculum consultants perceived themselves as least informed in special education.

Requests for inservicing were common to all the groups

surveyed. Not only were individual requests made for inservicing, but it was also suggested that it be available to other groups. In particular principals and special education teachers, stressed the need for inservicing regular classroom teachers. As one special education teacher suggested, regular teachers need to be educated about the role of special education teachers with respect to regular education.

It is a point of interest, that elementary regular classroom teachers who established goals for Bill 82 in their classes in this study, expressed a need to become more knowledgeable. Responses that focussed upon the rewards of teaching reflected Beuree's (1971) contention that instructors aspire to become skillful teachers and derive satisfaction from their performance. A number of respondents, in particular guidance counsellors and special education teachers acknowledged that RCTs have a responsibility to 'seek out' advice and to become more knowledgeable if necessary.

Requests for very specific types of inservicing (e.g., learning disabilities) were made most often by individuals who worked more directly in the area of special education. Although regular classroom teachers made similar requests, they also acknowledged a need for inservices which would help them 'mentally cope' with exceptional pupils in the classroom. This is concurrent with Martin (1974) who advocates inservices focus upon the personal needs of teachers (e.g., real or irrational fears).

Accompanying requests for the acquisition of knowledge was

the common complaint of lack of time. The RCTs found this particularly frustrating as the majority of their time is restricted to the classroom. Unless inservices were held on professional development days they found it difficult to attend. In addition, if they wanted to use Board materials this activity was usually restricted to after hours, in which case the board office was closed. It was also difficult to schedule meeting times for consultation. This was a common complaint across all groups.

An overwhelming number of persons across all groups requested additional support personnel (e.g., teachers aides, social workers, experts). The majority of RCTs surveyed indicated that if appropriate support networks (personnel and material) were made available they would feel more competent to teach exceptional students in the class. These results were concurrent to those cited in the literature (Gottlieb & Theobald, 1975). Most participants felt additional staff was needed to relieve 'overworked' personnel (e.g., special education consultants and regular classroom teachers).

#### Knowledge and Terminology

An 'exceptional student' has 'special needs', but a 'special needs' student is not necessarily 'exceptional'. To be an 'exceptional student', the pupil must be declared as such by an I.P.R.C. and the term is a legal definition which can be used in a court of law.

It would be anticipated that individuals who perceived themselves as knowledgeable in special education, particularly the I.P.R.C. process would have a working command of the terms 'special needs students' and 'exceptional students'. The results were contrary to what one would expect in that those with a perceived high level of knowledge more often incorrectly identified the terms as interchangeable, than those with a perceived low level of knowledge. The results would indicate that many persons who are considered 'experts' in the system are interchanging the two terms. During consultation the incorrect usage of terms is then filtered to other personnel.

#### Vantage Viewpoints

As mentioned earlier, individuals will prioritize the goals and objectives of the implementation dependent upon their current job position. This was referred to as the emergence of 'vantage viewpoints' (Keeton, 1984; Liethwood & Montgomery, 1980; Gross et al., 1971). These viewpoints may differ, however, it is important that they are complementary to one another.

Although participants were aware of the existence of Board initiated goals for Special Education and Bill 82, very few were able to identify the specifics of these goals. Considering their involvement with special education, one would have anticipated that special education consultants, principals, vice-principals and special education teachers would have a working knowledge of the specific goals. Therefore, it was surprising in that they

were no more explicit in explaining the goals than regular classroom teachers. Regular classroom teachers had acknowledged these groups as potential information resources. As well, each of these groups had identified one another as potential information resources.

Although the majority of principals indicated that they had established and communicated goals of special education to their staff, it was found that the majority of respondents (regular classroom teachers, special education teachers, guidance counsellors) also failed to provide specifics of these goals. Those who identified goals tended to confuse them with the mechanisms of communication which principals utilized. As an example, principals held regular information-sharing meetings which were construed as a goal by the respondents. In addition, fewer staff members perceived their principals as establishing and communicating goals in comparison to the principal's perceptions. The discrepancy of these results may be reflective of poor communication or lack of clarity of goals.

Many assumptions can be drawn from these results. Overall, an overwhelming majority of respondents across all groups were unable to clearly articulate the goals of Special Education as stipulated by the Board Office. Since there was an awareness of the existence of goals and many referred to the mechanisms of relaying goals, this may reflect that participants have a general overall sense of the direction of goals, but are lacking in clarity and depth of knowledge. The absence of the ability to

clearly express the intent of goals could be interpreted as an impediment to the system.

Equally important to the discussion of vantage viewpoints are the groups perception of the roles and duties associated with their job. In comparing the overall perception of roles and duties (e.g., how all participants view principals) to the individual group perception (e.g., how principals view themselves) discrepancies were found. Elementary and secondary panels did not place equal emphasis on the same categories and did not always associate their jobs with the same duties. Secondary principals did not associate their job role with any of the following: student advocate, monitor or provider. Contrastingly all three of these categories were identified with their job role by members from other groups including principals from the elementary panel. This example typifies the nature of discrepancies that also occurred among other groups.

The existence of inconsistencies suggest that not only are there ambiguities in role definition but as a result individuals within groups are shifting the responsibilities to other groups. When individuals do not share the same job perceptions this increases the likelihood that certain tasks may not be carried out. Lines of communication may breakdown and advertantly the efforts of one may be undermined by another obstructing implementation. Therefore, it is important to establish clearly defined role definitions for all members of the system.

### Impediments and Facilitators

Identification of facilitators and/or impediments to the implementation process, concurred with those cited in the literature (Cavanagh & Styles, 1982; Fleming, 1974; Gjessing, 1979; Polyani, 1984; Pulleyblank, 1970). Two recurrent themes were acknowledged when participants identified impediments in the system.

One of the most prevalent themes was that special education posed a threat to the quality of regular education. It was a concern to some participants that the placement of exceptional pupils into the regular classroom was a cost cutting technique. Faced with a shortage of space in special education classes, it would be more economical to disperse exceptional students among regular classes. Others feared that funding would be diverted from regular education and as a result the regular student would suffer from the loss of teacher time devoted to exceptional students. As a consequence of too much attention being directed to special education students, the regular student is perceived at at risk.

The concept that education serves the masses and special education serves so few was inferred by many of the participants. These participants questioned whether "the means justifies the ends". The following question, typifies the respondents overall concerns. "Would the potential benefit gained by the placement of an exceptional student, outweigh the cost placed upon the regular classroom (e.g., teacher and regular student stress)?"



Burnham (1984) suggested that when persons working within regular education perceive their resources (personnel, funding, time) being diverted to special education, they may harbor resentment and be very uncooperative. It would seem that many persons in regular education are unaware that special education also serves the needs of students in regular education. Special Education Services identified special needs of both regular and exceptional students. 'Special needs students' may be regular students who are experiencing difficulties in school. If their needs were not identified or attended to, their problems could be compounded over time and potentially become an 'exceptional student'. Thus, meeting the special needs of regular students is a form of preventive action.

Perceptions that regular education as being short-changed by special education need to be neutralized. One possible method in which to accomplish neutralization is to focus upon the role of special education in regular education. If emphasis is placed upon developing a partnership between special and regular education, this strategy may encourage cooperation and reduce, if any, resentment or reluctance. This is essential as integration has been perceived as a major thrust of Bill 82, thus, the boundaries of regular and special education are beginning to erode. If there is no cooperation between special and regular education personnel, successful integration cannot be accomplished.

### Future Directions

As an exploratory study, the investigation yielded data that can be utilized by the W.C.B.E. to aid various aspects of their implementation process. The study has documented and identified facilitators, impediments and specific needs. It is recommended that these data serve as the basis for two purposes: further investigation in specific target areas (e.g., clarity of role perception, clarity of goals); and as a basis for developing directions of future inservices (e.g., topics for professional development days) or training sessions. Although inservicing on all levels is important, particular attention should be directed to regular classroom teachers or any other individuals who potentially must deal with exceptional or special needs children. Inservices should address both academic and personal concerns of all educators. When personal concerns are addressed, individuals' perceptions, whether real or irrational, should be acknowledged and discussion should be encouraged. Other issues to address could include the perception of common goals of regular and special education, and the clarity or rationale of the implementation.

Regular classroom teachers by their own admission were overall the least informed group in the area of special education. Logically, they are a target group for inservices. It is interesting to note that more regular classroom teachers received information on Bill 82 from media (newspaper, radio, television) sources in comparison to all other groups. Often the

media tends to polarize issues as extremely positive or negative and may present unrealistic views. Therefore, persons developing inservices should be prepared for the consequences of media knowledge among those receiving the inservices.

In terms of contributing to the general body of literature of implementation of educational policies and also to potential studies in the future conducted by W.C.B.E., data from this study can provide a directional basis for other survey instruments. A potential area to address is the investigation of the differences existing between the elementary and secondary panels. As previously stated, this is probably reflective of the differences in their organizational structure. It would seem that there is more attention and emphasis given to special needs and exceptional students in the elementary panel. This is typical as identification which leads to assessments and programming, usually occurs in the earlier school years. As very little research has been directed to the transition phase between senior elementary and secondary school, it would be of interest to investigate what happens to special needs and exceptional students during this period. This in turn could be related to another body of research which would examine the perceptions of special education (i.e., interpreting its roles and functions) among the educators in the elementary and secondary panels.

Based upon the data and the interests of the WCBE it is recommended that a series of smaller inter-related studies be conducted as opposed to a single large general study. There

would be several advantages as a result of this approach. Smaller studies often allow a narrower focus of research questions, as the present study has served the purpose of providing a directional base. Given that the question design has been based upon previous work (i.e., data from this study), the format can be reduced to forced-choice questions as opposed to an open-ended format. Using forced-choice questions eliminates many of the problems of content analysis (e.g., valid categorization, objectivity, interpretation of ambiguities) and lends itself to a greater variety of statistical testing. However, forced-choice questions do restrict the respondents answers and to avoid losing potential information it would be advisable to always include the category "other" and the request for a brief explanation.

If an open-ended format is to be utilized and it is feasible, individuals should be interviewed on tape. Open-ended questions must first be analysed by content analyses. Interviewing would allow for the clarification and explanation of answers. Respondents in this study were restricted to written answers in a very small amount of space. Therefore, their answers were very brief and it was assumed that their given responses represented their most salient issues. Other factors may have been an issue for the individual, however the opportunity to express this was not there. Interviewing is a more thorough procedure when using open-ended questions.

Another advantage of conducting a series of smaller inter-related studies are the number of persons involved. Having

a team of persons helps to maintain a sense of objectivity toward the research questions and likely increases the reliability of interpretation particularly when content analyses is utilized. To a certain extent a researcher's own opinions will contaminate their interpretations. The presence of several researchers or other resource persons will help to keep this to a minimum. Also, if large amounts of data are to be collected and analysed it is not as overwhelming for a research team to perform this task. If teams from different departments developed studies that were inter-related it should also encourage a greater sense of involvement and cooperation. As an example should the WCBE decide to address the issue of "the partnership between special and regular education", those involved in the study should come from both areas.

As a final note, this study did not attempt to determine the actual effects of Bill 82 on its intended benefactors, (i.e., special needs and exceptional children). Nor did it attempt to determine whether Bill 82 would be successful in fulfilling its mandate. Bill 82 has resulted in the presence of special needs and exceptional children in the regular classroom but whether acceptance goes beyond physical presence will be determined largely by situational determinants (e.g., RCT). Although mainstreaming is not an official mandate of Bill 82, less emphasis has been placed upon segregation. The presence of Bill 82 has forced many persons within the educational system to become more aware of the rights and needs of exceptional

children. Philosophically many persons in the study agreed with the intent of Bill, however there were reservations regarding the lack of resources and preparation for implementation procedures. The legislation of Bill 82 was the result of a political decision and socially is very progressive. Unfortunately, social change occurs more rapidly among people and often requires more time to incorporate these changes within institutional settings.

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APPENDIX A

Complete Listing of Questionnaire Items

COMPLETE QUESTION LISTING

Questions that appear similar in wording are listed as separate items as each item is directed to a different group.

A) ABOUT YOURSELF

1. How many years have you been teaching fulltime?
2. What curriculum subjects and grade levels are you responsible for teaching? (Please List)
3. What is the average size of your class?
4. How many years have you been teaching fulltime as a
  - a) Regular Classroom Teacher \_\_\_\_\_
  - b) Special Education Teacher \_\_\_\_\_
5. How many years have you been a school counsellor?
6. Prior to becoming a counsellor, were you a teacher?
7. Are you presently teaching any courses? If yes, please list.
8. How many years have you been a
 

Principal \_\_\_\_\_

Vice-Principal \_\_\_\_\_
9. Are you currently a principal or vice-principal?
10. How many years have you been a teacher?

B) ABOUT YOUR SCHOOL

11. What grade levels are taught in your school?
12. What is the total enrollment of your school?
13. Approximately what is the average class size?
14. Approximately, how many students in your school have been identified as 'Special Needs' or 'Exceptional Students'? Please specify which.
15. How many segregated and integrated classes are in your school?
 

\_\_\_\_\_ Segregated                      \_\_\_\_\_ Integrated
16. Approximately, how many students in the school are currently in a modified program?



C) ABOUT SPECIAL EDUCATION

17. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)

Well informed  
 Moderately informed  
 Not very well informed

18. Does anything CONCERN you about Special Education?

19. Does anything EXCITE you about Special Education?

20. Do you feel that the goals of regular and special education are (Please check one)

the same  
 not the same, but similar  
 not similar at all.

Please explain

21. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)

Yes  
 No

22. How would you define the term 'modified program'? Please explain.

23. Would you define 'Basic Level' as 'Special Education'? Please explain.

24. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedures of special education with which you are familiar? Please explain.

25. Do you feel that the Waterloo County Board (administrative and consultative staff) has communicated any philosophies or guidelines regarding policy and procedure of Special Education, of which staff should be aware of? Please explain.

26. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain.

27. Have you ever consulted your principal about Special Education?  
(Please check one)

Often  
 Sometimes  
 Rarely  
 Never

What was the general nature of the inquiry?

28. Are there any Special Education, itinerant or other personnel in your school on a regular basis?
29. How many Special Education, itinerant or other personnel (excluding regular teachers) are in your school on a regular basis?
30. Do you feel that such personnel are accessible to you for consultation?
31. Approximately, what percentage of staff do you feel are aware of these personnel?
32. Do you feel that the Special Education resource personnel in your school are being optimally used by the remaining staff? Please explain.
33. Do you feel that there is much interaction between the regular and Special Education teachers in your school? Please explain.
34. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (e.g., special education personnel, principal, others).
35. Do you have any concerns working with guidance, and/or special education personnel, (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students?
36. Do you have any concerns, working with Regular Teachers, over matters regarding 'special needs' or 'exceptional' students?
- 36A If you have worked in collaboration with Special Education personnel with regard to a student, how would you describe experience. (Please check one)
- Went well  
 Went fairly well  
 Had some concerns
37. If you HAVE NOT worked in collaboration with Special Education personnel what type of topics or concerns might you consult them about?

38. Have you ever consulted with Special Education personnel at the Board?  
(Please check one)

Yes  
 No

39. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

Yes  
 No

40. If you are not aware of or do not feel that the Board's special education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you?

41. Do you feel that most Regular classroom teachers would approach special education teachers as a resource for inquiries about special education? Please explain.

42. Do you feel that most regular classroom teachers would approach guidance counsellors for consultation over students who may have 'Special Needs'?

43. Have you personally set any goals for Special Education in your school and have they ever been formally communicated to the staff. Please explain.

44. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education?

D) YOU & YOUR STAFF

45. Do you feel staff members are aware of and familiar with the Special Education resource personnel or teaching and curriculum materials available at the Board? (Please check)

SPECIAL EDUCATION STAFF

Yes  
 No

REGULAR TEACHING STAFF

Yes  
 No

46. Do you find staff members approaching you to discuss issues about Special Education? (Please check one)

Frequently  
 Sometimes  
 Rarely

General nature of the inquiry

47. Do you feel that the majority of staff is well informed about the policies and procedures of Special Education?

E) ABOUT BILL 82

48. Generally, do you consider yourself well informed in the area of Bill 82 ? Please Check one.

Very well informed  
 Moderately informed  
 Not very well informed

49. Have you received any information about Bill 82? If yes, please identify the source. You may check more than one

<input type="checkbox"/> Principal	<input type="checkbox"/> Media (Newspaper/Radio)
<input type="checkbox"/> Colleague	<input type="checkbox"/> Federation Newsletter
<input type="checkbox"/> Parent of a Student	<input type="checkbox"/> Other, please specify

50. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan?

51. Does anything EXCITE you about Bill 82? Please explain.

52. Does anything CONCERN you about Bill 82? Please explain.

53. If you have any unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult?

54. How do you perceive the role and duties of a principal in the implementation process of Bill 82?

55. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82?

56. How do you perceive the role and duties of a teacher in the implementation process of Bill 82?

57. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82?

58. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82?

59. Do you feel that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'. Why?

60. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed

in the regular classroom? Why?

61. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain.
62. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain.
63. Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs?
64. Do you feel that as a result of Bill 82, more students that are identified as 'Special Needs' or 'Exceptional' will be placed in
- a) Advanced level
  - b) General level
  - c) Basic level
65. Do you feel that the credit system fulfills the needs of 'Special Needs' or 'exceptional' students for the following levels?
- a) Basic level
  - b) General level
  - c) Advanced level
66. How do you perceive the special education needs are being met at the Secondary Level for
- a) Advanced students
  - b) General students
  - c) Basic students
67. Do you feel that the regular classroom teachers on staff feel prepared to teach integrated classes? Please explain.
68. Approximately how much of your time is spent on administrative duties or issues regarding Bill 82 and Special Education? (Please briefly elaborate, eg: time spent on referrals, with parents)
69. Do you feel that as a result of the implementation of Bill 82 the overall time available to accomplish your previous responsibilities has been overall reduced? If so, in what ways is it affecting you?
70. On the whole, how would you describe the discussions and reactions to Bill 82 among your fellow colleagues?

F) BILL 82 & I.P.R.C.

71. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

- Very Familiar  
 Moderately Familiar  
 Not Very Familiar

72. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? Please check one.

- Very Familiar  
 Moderately Familiar  
 Not very Familiar

73. Are you aware of any of the appeal procedures for an I.P.R.C.? Please check one.

- Very Familiar  
 Moderately Familiar  
 Not very Familiar

74. If you have referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

- Yes  
 No

75. Have you ever participated in an I.P.R.C.? (Please check one)

- Yes  
 No

76. If you have unresolved questions about an I.P.R.C., who or what resources do you consult?

77. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?

78. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?

79. Do you feel that the I.P.R.C. helps to resolve administrative questions or create them?

G) BILL 82 & THE BOARD

80. What type of policy changes have been brought about by Bill 82?
81. How has the Board prepared itself to meet the required changes requested by Bill 82?
82. When examining the legislation of Bill 82, do you feel that there are any undefined areas which the Board has been left to interpret. Please explain in specific terms.
83. Where do you feel the PLANNING process begins for Bill 82?
84. Where do you feel the IMPLEMENTATION process begins for Bill 82?
85. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes
  - b) Preparation of staff
86. As a result of Bill 82, has there been an impact on the Board, from the community at large? (eg: parental groups)
87. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights?
88. Overall, what has been Bill 82's impact on the Waterloo County Board of Education?
89. Does your present role involve you with
- a) the planning process of Bill 82?  
(Please check one)
- Yes  
 No
- b) the implementation process of Bill 82?  
(Please check one)
- Yes  
 No
90. How often do you find yourself consulting in a school? Please check one.
- Frequently  
 Sometimes  
 Rarely  
 Never

91. Do you have any concerns when working in schools?
92. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain.

H) BILL 82 & THE CLASSROOM

93. Approximately how many of your students are currently in a modified program?
94. How many of your students are 'Exceptional' or 'Special Needs'?
95. In your class, how much time is spent administratively on
- Regular students
  - Special Education students
96. In your class, how much time is spent on teaching.
- Regular students only
  - Special education students only
  - Special and Regular students together
97. Do any of your Special Education students spend time out of class or do any students not on your register spend time in class on a regular basis? Please specify.
98. How does the rest of the class react to the students coming or going and how do you deal with this?
99. What is the nature of the problems of your Special Education students?
100. Has the experience of teaching exceptional or special needs students effected your satisfaction level of the performance of your teaching?
101. Did you feel that you were prepared and had adequate training to teach these students? (Please check one)
- Very prepared
- Adequately prepared
- Unprepared
102. Given your current background and training, what type of exceptionalities do you feel prepared to teach? (eg: speech impaired, hearing impaired)
103. If you were to be given assistance in terms of training and additional personnel would you feel prepared to teach exceptional students?



104. Do you have any concerns about dealing with certain exceptionalities?
105. Has Bill 82 caused any administrative problems for your job? Please explain.
106. Have you had any inquiries about Bill 82 or special education from parents? If so, how have you dealt with them?
107. Have you developed any set of personal goals for Bill 82 in your classroom or work with others?

J) ABOUT YOURSELF

108. Have you had any professional training in Special Education? If yes, please list.
109. Have you had any non-professional experiences with exceptional children? If so, in what capacity?
110. Are you a parent with children presently attending school? If so how do you react to Bill 82, as a parent?
111. Any additional comments?

APPENDIX B  
Board Survey

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT SPECIAL EDUCATION

1. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)

- Well informed
- Moderately informed
- Not very well informed

2. Does anything CONCERN you about Special Education? \_\_\_\_\_

\_\_\_\_\_

3. Does anything EXCITE you about Special Education? \_\_\_\_\_

\_\_\_\_\_

4. Do you feel that the goals of regular and special education are (Please check one)

- the same
- not the same, but similar
- not similar at all

Please explain \_\_\_\_\_

\_\_\_\_\_

5. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)

- Yes
- No

6. Would you define 'Basic Level' as 'Special Education'? Please explain

\_\_\_\_\_

\_\_\_\_\_

7. How would you define a 'Modified Program'? \_\_\_\_\_

\_\_\_\_\_

8. Do you feel that the Waterloo County Board of Education (administrative and consultative staff) has communicated any philosophies regarding policy and procedure for Special Education, of which staff should be aware? Please explain.

\_\_\_\_\_

\_\_\_\_\_

SECTION B  
ABOUT BILL 32

9. Generally, do you consider yourself well informed in the area of Bill 32? (Please Check one)

- Very well informed
- Moderately informed
- Not very well informed

10. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify \_\_\_\_\_

11. When you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_

12. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_

13. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_

14. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_

SECTION C  
BILL 82 & I.P.R.C.'S

15. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

Very familiar  
 Moderately familiar  
 Not Very Familiar

16. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? Please check one.

Very familiar  
 Moderately familiar  
 Not very familiar

17. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

Very familiar  
 Moderately familiar  
 Not very familiar

18. Have you ever participated in an I.P.R.C.? (Please check one)

Yes  
 No

SECTION D  
BILL 82 & THE BOARD

19. What type of policy changes have been brought about by Bill 82? \_\_\_\_\_

20. How has the Board prepared itself to meet the required changes requested by Bill 82? \_\_\_\_\_

21. When examining the legislation of Bill 82, do you feel that there are any undefined areas which the Board has been left to interpret? (Please explain in specific terms) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
22. Where do you feel the PLANNING process begins for Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
23. Where do you feel the IMPLEMENTATION process begins for Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
24. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
25. As a result of Bill 82 has there been an impact on the Board, from the community at large? (eg: parental groups) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
26. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
27. Have you had any inquiries about Bill 82 or Special Education from parents? If so, how have you dealt with them? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
28. Overall, what has been Bill 82's impact on the Waterloo County Board of Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SECTION E  
ABOUT YOURSELF

29. Have you had any professional training in Special Education? If yes, please list. \_\_\_\_\_  
 \_\_\_\_\_
30. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
31. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

32. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study.

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THANK YOU FOR YOUR TIME AND ASSISTANCE!

APPENDIX C  
Administration Survey

ADMINISTRATION SURVEYINSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT SPECIAL EDUCATION

1. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
  
2. Does anything CONCERN you about Special Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. Does anything EXCITE you about Special Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
4. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all
 Please explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
5. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
  
6. Would you define 'Basic Level' as 'Special Education'? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
7. How would you define a 'Modified Program'? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
8. Do you feel that the Waterloo County Board of Education (administrative and consultative staff) has communicated any philosophies policy and procedure for Special Education, of which staff should be aware? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
9. If you had your choice, in what areas would you like additional professional assistance in dealing with special education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



ABOUT  
ABOUT BILL 82

10. Generally, do you consider yourself well informed in the area of Bill 82?  
(Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

11. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

<input type="checkbox"/> Principal	<input type="checkbox"/> Media (Newspaper/Radio)
<input type="checkbox"/> Colleague	<input type="checkbox"/> Federation Newsletter
<input type="checkbox"/> Parent of a Student	<input type="checkbox"/> Other, please specify _____

12. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

16. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

21. Do you feel that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

22. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in the regular classroom? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION C  
ABOUT BILL 82 & THE  
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE  
(I.P.R.C.)

25. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)  
 Very Familiar  
 Moderately familiar  
 Not Very Familiar

26. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? Please check one.  
 Very familiar  
 Moderately familiar  
 Not very familiar

27. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)  
 Very familiar  
 Moderately familiar  
 Not very familiar

28. Have you ever participated in an I.P.R.C.? (Please check one)  
 Yes  
 No

29. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

31. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

32. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION D  
ABOUT BILL 82 & THE BOARD

33. What type of policy changes have been brought about by Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
34. How has the Board prepared itself to meet the required changes requested by Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
35. When examining the legislation of Bill 82, do you feel that there are any undefined areas which the Board has been left to interpret? (Please explain in specific terms) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
36. Where do you feel the PLANNING process begins for Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
37. Where do you feel the IMPLEMENTATION process begins for Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
38. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
39. As a result of Bill 82 has there been an impact on the Board, from the community at large? (eg: parental groups) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
40. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
41. Overall, what has been Bill 82's impact on the Waterloo County Board of Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION E  
ABOUT YOU & BILL 82

42. Has Bill 82 caused any administrative problems for your job? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
43. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

44. Does your present role involve you with

a) the planning process of Bill 82?  
(Please check one)

Yes  
 No

b) the implementation process of Bill 82?  
(Please check one)

Yes  
 No

**SECTION F**  
**ABOUT YOURSELF**

45. Have you had any professional training in Special Education? If yes, please list. \_\_\_\_\_

46. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_

47. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_

48. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_

THANK YOU FOR YOUR TIME AND ASSISTANCE!

**APPENDIX D**

**Central Office Resource Personnel Survey**

CENTRAL OFFICE RESOURCE PERSONNEL  
SURVEY

INSTRUCTIONS-

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT SPECIAL EDUCATION

1. Generally, do you consider yourself well-informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
  
2. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all
 Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
  
6. Would you define 'Basic Level' as 'Special Education'? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. How would you define a 'Modified Program'? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
8. Do you feel that the Waterloo County Board of Education (administrative and consultative staff) has communicated any philosophies regarding policy and procedure for Special Education, of which staff should be aware? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
9. If you had your choice, in what areas would you like additional professional assistance in dealing with special education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION B**  
**ABOUT BILL 82**

10. Generally, do you consider yourself well informed in the area of Bill 82?  
(Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

11. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify \_\_\_\_\_

12. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

14. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

16. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

21. Do you feel that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

22. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in the regular classroom? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
23. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_
24. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION C**  
**ABOUT BILL 82 & THE**  
**IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**  
**(I.P.R.C.)**

25. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)
- Very Familiar  
 Moderately familiar  
 Not Very Familiar
26. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? Please check one.
- Very familiar  
 Moderately familiar  
 Not very familiar
27. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)
- Very familiar  
 Moderately familiar  
 Not very familiar
28. Have you ever participated in an I.P.R.C.? (Please check one)
- Yes  
 No
29. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
30. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
31. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
32. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



SECTION D  
ABOUT BILL 82 & THE BOARD

33. What type of policy changes have been brought about by Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
34. How has the Board prepared itself to meet the required changes requested by Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
35. When examining the legislation of Bill 82, do you feel that there are any undefined areas which the Board has been left to interpret? (Please explain in specific terms) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
36. Where do you feel the PLANNING process begins for Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
37. Where do you feel the IMPLEMENTATION process begins for Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
38. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
39. Do you feel that the Board has the responsibility to educate the general public (eg; parents) about Bill 82 and its implications for their rights? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
40. Overall, what has been Bill 82's impact on the Waterloo County Board of Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SECTION E  
ABOUT YOU & BILL 82

41. Has Bill 82 caused any administrative problems for your job? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
42. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

43. Does your present role involve you with

a) the planning process of Bill 82?  
(Please check one)

Yes  
 No

b) the implementation process of Bill 82?  
(Please check one)

Yes  
 No

44. How often do you find yourself consulting in a school? (Please check one)

Frequently  
 Sometimes  
 Rarely  
 Never

45. Do you have any concerns when working in schools? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

46. When you have a 'Special Needs' or 'Exceptional' student, do you find find that there is effective communication among all parties involved (teacher, principal, others)? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

47. Do you have any concerns working with guidance, and/or special Education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION F**  
**ABOUT YOURSELF**

48. Have you had any professional training in Special Education? If yes, please list. \_\_\_\_\_  
\_\_\_\_\_

49. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

50. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

51. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR TIME AND ASSISTANCE!

APPENDIX E

Principal and Vice-Principal Survey  
(Senior and Junior Public)

PRINCIPAL AND VICE-PRINCIPAL SURVEY  
JUNIOR & SENIOR PUBLIC

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOUR SCHOOL

1. What grade levels are taught in your school? \_\_\_\_\_
2. What is the total enrollment of your school? \_\_\_\_\_
3. Approximately what is the average class size? \_\_\_\_\_
4. Approximately, how many students in your school have been identified as 'Special Needs' or 'Exceptional Students'? (Please specify which)  
\_\_\_\_\_
5. How many segregated and integrated classes are in your school?  
\_\_\_\_\_ Segregated                      \_\_\_\_\_ Integrated

SECTION B  
ABOUT SPECIAL EDUCATION

6. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)  
 Well informed  
 Moderately informed  
 Not very well informed
7. Does anything CONCERN you about Special Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Does anything EXCITE you about Special Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9. Do you feel that the goals of regular and special education are (Please check one)  
 the same  
 not the same, but similar  
 not similar at all  
 Please explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)  
 Yes  
 No
11. How would you define a 'Modified Program'? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Would you define 'BASIC LEVEL' as Special Education? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedures of Special Education with which you are familiar? Please explain. \_\_\_\_\_  
\_\_\_\_\_

14. Have you personally set any goals for Special Education in your school and have they ever been formally communicated to the staff? Please explain. \_\_\_\_\_  
\_\_\_\_\_

**SECTION C**  
**ABOUT SPECIAL EDUCATION RESOURCES,**  
**YOU AND YOUR STAFF**

15. Are there any Special Education, itinerant or other personnel in your school on a regular basis? \_\_\_\_\_

16. Approximately, what percentage of staff do you feel are aware of these personnel? \_\_\_\_\_

17. Do you feel that the Special Education resource personnel in your school are being optimally used by the remaining staff? Please explain. \_\_\_\_\_  
\_\_\_\_\_

18. Have you ever consulted with Special Education personnel at the Board? (Please check one)

\_\_\_\_ Yes  
\_\_\_\_ No

19. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

\_\_\_\_ Yes  
\_\_\_\_ No

20. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_  
\_\_\_\_\_

21. Do you feel staff members are aware of and familiar with the Special Education resource personnel or teaching and curriculum materials available at the Board? (Please check)

SPECIAL EDUCATION STAFF	REGULAR TEACHING STAFF
____ Yes	____ Yes
____ No	____ No

22. Do you find staff members approaching you to discuss issues about Special Education? (Please check one)

\_\_\_\_ Frequently  
\_\_\_\_ Sometimes  
\_\_\_\_ Rarely

General nature of the inquiry \_\_\_\_\_  
\_\_\_\_\_

23. Do you feel that there is much interaction between the regular and Special Education teachers in your school? (Please explain) \_\_\_\_\_  
\_\_\_\_\_

- 24. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)? \_\_\_\_\_  
 \_\_\_\_\_
- 25. Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_  
 \_\_\_\_\_
- 26. Do you feel that the majority of staff is well informed about the policies and procedures of Special Education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION D**  
**ABOUT BILL 82**

- 27. Generally, do you consider yourself well informed in the area of Bill 82? (Please Check one)  
 \_\_\_\_\_ Very well informed  
 \_\_\_\_\_ Moderately informed  
 \_\_\_\_\_ Not very well informed
- 28. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)  

_____ Principal _____ Colleague _____ Parent of a Student	_____ Media (Newspaper/Radio) _____ Federation Newsletter _____ Other, please specify _____
---	--
- 29. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_
- 30. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 31. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 32. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 33. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 34. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 35. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

36. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
37. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
38. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
39. Where do you feel the PLANNING process begins for Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
40. Where do you feel the IMPLEMENTATION process begins for Bill 82? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
41. Do you feel that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
42. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in the regular classroom? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
43. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
44. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
45. Have you had any inquiries about Bill 82 or Special Education from parents? If so, how have you dealt with them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
46. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

47. Do you feel that the regular classroom teachers on staff feel prepared to teach integrated classes? Please explain. \_\_\_\_\_  
 \_\_\_\_\_
48. Has Bill 82 caused any administrative problems for your job? Please explain. \_\_\_\_\_  
 \_\_\_\_\_
49. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain. \_\_\_\_\_  
 \_\_\_\_\_
50. Approximately how much of your time is spent on administrative duties or issues regarding Bill 82 and Special Education? (Please briefly elaborate, eg: time spent on referrals, with parents) \_\_\_\_\_  
 \_\_\_\_\_
51. On the whole, how would you describe the discussions of and reactions to Bill 82 among your fellow colleagues? \_\_\_\_\_  
 \_\_\_\_\_
52. If you had your choice, in what areas would you like additional professional assistance in dealing with special education? \_\_\_\_\_  
 \_\_\_\_\_

SECTION E  
ABOUT BILL 82 & THE  
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE  
I.P.R.C.

53. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)
- \_\_\_\_ Very Familiar  
 \_\_\_\_ Moderately familiar  
 \_\_\_\_ Not Very Familiar
54. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? Please check one.
- \_\_\_\_ Very familiar  
 \_\_\_\_ Moderately familiar  
 \_\_\_\_ Not very familiar
55. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)
- \_\_\_\_ Very familiar  
 \_\_\_\_ Moderately familiar  
 \_\_\_\_ Not very familiar
56. Have you ever participated in an I.P.R.C.? (Please check one)
- \_\_\_\_ Yes  
 \_\_\_\_ No
57. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_



58. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?

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59. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?

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60. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

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SECTION F  
ABOUT YOURSELF

61. How many years have you been a

Principal \_\_\_\_\_  
Vice-Principal \_\_\_\_\_

62. Are you currently a principal or vice-principal? \_\_\_\_\_

63. How many years have you been a teacher? \_\_\_\_\_

64. Are you presently teaching any courses? If so, please list.

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65. Have you had any professional training in Special Education? If yes, please list. \_\_\_\_\_

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66. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_

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67. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_

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68. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_

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THANK YOU FOR YOUR TIME & ASSISTANCE!

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APPENDIX F

Principal and Vice-Principal Survey  
(Secondary)

PRINCIPAL & VICE-PRINCIPAL SECONDARY  
SCHOOL SURVEY

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOUR SCHOOL

1. What is the total enrollment of your school? \_\_\_\_\_
2. Approximately what is the average class size? \_\_\_\_\_
3. Approximately, how many students in your school have been identified as 'Special Needs' or 'Exceptional Students'? (Please specify which)  
\_\_\_\_\_
4. Approximately, how many students in the school are currently in a modified program? \_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

5. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)

\_\_\_\_\_ Well informed  
\_\_\_\_\_ Moderately informed  
\_\_\_\_\_ Not very well informed

6. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Do you feel that the goals of regular and special education are (Please check one)

\_\_\_\_\_ the same  
\_\_\_\_\_ not the same, but similar  
\_\_\_\_\_ not similar at all

Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

10. Would you define 'Basic Level' as 'Special Education'? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. How would you define a 'modified program'? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Has your Board (administrative and consultative staff) communicated any philosophies regarding policy and procedures of Special Education with which you are familiar? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
13. Have you personally set any goals for Special Education in your school and have they ever been formally communicated to the staff? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION C**  
**ABOUT SPECIAL EDUCATION RESOURCES,**  
**YOU AND YOUR STAFF**

14. Are there any Special Education, itinerant or other personnel in your school on a regular basis? \_\_\_\_\_
15. Approximately, what percentage of staff do you feel are aware of these personnel? \_\_\_\_\_
16. Do you feel that the Special Education resource personnel in your school are being optimally used by the remaining staff? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
17. Have you ever consulted with Special Education personnel at the Board? (Please check one)  
 \_\_\_\_\_ Yes  
 \_\_\_\_\_ No
18. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)  
 \_\_\_\_\_ Yes  
 \_\_\_\_\_ No
19. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
20. Do you feel staff members are aware of and familiar with the Special Education resource personnel or teaching and curriculum materials available at the Board? (Please check)

<b>SPECIAL EDUCATION STAFF</b>	<b>REGULAR TEACHING STAFF</b>
_____ Yes	_____ Yes
_____ No	_____ No

21. Do you find staff members approaching you to discuss issues about Special Education? (Please check one)  
 \_\_\_\_\_ Frequently  
 \_\_\_\_\_ Sometimes  
 \_\_\_\_\_ Rarely

General nature of the inquiry \_\_\_\_\_  
 \_\_\_\_\_

22. Do you feel that there is much interaction between the regular and Special Education teachers in your school? Please explain. \_\_\_\_\_  
 \_\_\_\_\_
23. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)? \_\_\_\_\_  
 \_\_\_\_\_
24. Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_  
 \_\_\_\_\_
25. Do you feel that the majority of staff is well informed about the policies and procedures of Special Education? \_\_\_\_\_  
 \_\_\_\_\_

SECTION D  
ABOUT BILL 82

26. Generally, do you consider yourself well informed in the area of Bill 82? (Please Check one)
- \_\_\_\_ Very well informed  
 \_\_\_\_ Moderately informed  
 \_\_\_\_ Not very well informed
27. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)
- |                          |                                  |
|--------------------------|----------------------------------|
| ____ Principal           | ____ Media (Newspaper/Radio)     |
| ____ Colleague           | ____ Federation Newsletter       |
| ____ Parent of a Student | ____ Other, please specify _____ |
28. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_
29. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_  
 \_\_\_\_\_
30. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_
31. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_  
 \_\_\_\_\_
32. Approximately how much of your time is spent on administrative duties or issues regarding Bill 82 and Special Education? (Please briefly elaborate, eg: time spent on referrals, with parents) \_\_\_\_\_  
 \_\_\_\_\_

33. Has Bill 82 caused any administrative problems for your job? Please explain. \_\_\_\_\_  
\_\_\_\_\_

34. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

35. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

36. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

37. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

38. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

39. What do you perceive is the Board's responsibility in terms of  
a) Providing support services to meet the necessary changes \_\_\_\_\_  
\_\_\_\_\_  
b) Preparation of staff \_\_\_\_\_  
\_\_\_\_\_

40. Where do you feel the PLANNING process begins for Bill 82? \_\_\_\_\_  
\_\_\_\_\_

41. Where do you feel the IMPLEMENTATION process begins for Bill 82? \_\_\_\_\_  
\_\_\_\_\_

42. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in  
a) Basic Level \_\_\_\_\_  
b) General Level \_\_\_\_\_  
c) Advanced Level \_\_\_\_\_

43. Do you feel that as a result of Bill 82, more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why? \_\_\_\_\_  
\_\_\_\_\_

44. Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
45. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
46. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
47. Do you feel that the credit system fulfills the needs of 'Special Needs' or 'Exceptional' students for the following levels?  
 a) Advanced \_\_\_\_\_  
 b) General \_\_\_\_\_  
 c) Basic \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
48. How do you perceive the special education needs are being met at the Secondary level for  
 a) Advanced students \_\_\_\_\_  
 b) General students \_\_\_\_\_  
 c) Basic students \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
49. Have you had any inquiries about Bill 82 or Special Education from parents? If so, how have you dealt with them? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
50. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
51. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
52. On the whole, how would you describe the discussions of and reactions to Bill 82 among your fellow colleagues? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
53. If you had your choice, in what areas would you like additional professional assistance in dealing with special education? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION E**  
**ABOUT BILL 82 & THE**  
**IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**  
**(I.P.R.C.)**

54. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

- Very Familiar.
- Moderately familiar
- Not Very Familiar

55. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)

- Very familiar
- Moderately familiar
- Not very familiar

56. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

- Very familiar
- Moderately familiar
- Not very familiar

57. Have you ever participated in an I.P.R.C.? (Please check one)

- Yes
- No

58. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

59. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?

\_\_\_\_\_

\_\_\_\_\_

60. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?

\_\_\_\_\_

\_\_\_\_\_

61. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SECTION F**  
**ABOUT YOURSELF**

62. How many years have you been a

- Principal \_\_\_\_\_
- Vice-Principal \_\_\_\_\_

63. Are you currently a principal or vice-principal? \_\_\_\_\_

64. How many years have you been a teacher? \_\_\_\_\_



65. Have you had any professional training in Special Education? If yes, please list. \_\_\_\_\_  
\_\_\_\_\_
66. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
\_\_\_\_\_
67. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
\_\_\_\_\_
68. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR TIME AND ASSISTANCE!

APPENDIX G

Junior & Senior Public Teacher Survey  
(Regular Classroom Teachers)

JUNIOR AND SENIOR PUBLIC  
TEACHER SURVEY

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOURSELF

1. How many years have you been teaching fulltime? \_\_\_\_\_
2. What curriculum subjects and grade levels are you responsible for teaching? (Please List) \_\_\_\_\_  
\_\_\_\_\_
3. What is the average size of your class? \_\_\_\_\_
4. Have you had any formal training in Special Education? If so, please list \_\_\_\_\_  
\_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

5. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
6. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
7. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
8. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all

Please explain \_\_\_\_\_  
\_\_\_\_\_
9. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
10. How would you define the term 'modified program'? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_
11. Has your Board (administrative and consultative staff) communicated any philosophies regarding policy and procedure of Special Education with which you are familiar? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain.

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13. Have you ever consulted your principal about Special Education?  
(Please check one)

Often  
 Sometimes  
 Rarely  
 Never

General nature of the inquiry \_\_\_\_\_

14. Are there any Special Education, itinerant or other personnel in your school on a regular basis? \_\_\_\_\_

15. Do you feel that such personnel are accessible to you for consultation?

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16. Do you feel that there is much interaction between the regular and Special Education teachers in your school? Please explain. \_\_\_\_\_

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17. If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience?  
(Please check one)

Went well  
 Went fairly well  
 Had some concerns

Comments \_\_\_\_\_

18. If you HAVE NOT worked in collaboration with Special Education personnel, what type of topics or concerns might you consult them about? \_\_\_\_\_

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19. Have you ever consulted with Special Education personnel at the Board?  
(Please check one)

Yes  
 No

20. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

Yes  
 No

21. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_

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22. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education? \_\_\_\_\_

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**SECTION C**  
**ABOUT BILL 82**

23. Generally, do you consider yourself well informed in the area of Bill 82?  
Please Check one

Very well informed  
 Moderately informed  
 Not very well informed

24. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify \_\_\_\_\_

25. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_  
\_\_\_\_\_

26. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_  
\_\_\_\_\_

27. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_  
\_\_\_\_\_

28. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_  
\_\_\_\_\_

29. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

30. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

31. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

32. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

33. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

34. What do you perceive is the Board's responsibility in terms of

a) Providing support services to meet the necessary changes  
\_\_\_\_\_  
\_\_\_\_\_

b) Preparation of staff  
\_\_\_\_\_  
\_\_\_\_\_

35. Do you feel that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why?
- \_\_\_\_\_
- \_\_\_\_\_
36. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in the regular classroom? Why?
- \_\_\_\_\_
- \_\_\_\_\_
37. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain.
- \_\_\_\_\_
- \_\_\_\_\_
38. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain.
- \_\_\_\_\_
- \_\_\_\_\_
39. On the whole, how would you describe the discussions and reactions to Bill 82 among your fellow colleagues?
- \_\_\_\_\_
- \_\_\_\_\_

PLEASE STOP AND READ THE  
FOLLOWING INSTRUCTIONS BEFORE  
PROCEEDING ANY FURTHER.

PROCEED WITH SECTION D ONLY IF YOU ARE CURRENTLY TEACHING OR HAVE TAUGHT 'SPECIAL NEEDS' OR 'EXCEPTIONAL' STUDENTS. IF YOU HAVE NOT TAUGHT 'SPECIAL NEEDS' OR 'EXCEPTIONAL' STUDENTS, PLEASE PROCEED WITH SECTION E.

SECTION D  
BILL 82 AND YOUR CLASSROOM

- 40a) Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)
- \_\_\_\_\_ Very Familiar  
\_\_\_\_\_ Moderately familiar  
\_\_\_\_\_ Not Very Familiar
- 41A) Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)
- \_\_\_\_\_ Very familiar  
\_\_\_\_\_ Familiar  
\_\_\_\_\_ Not very familiar
- 42A) Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)
- \_\_\_\_\_ Very familiar  
\_\_\_\_\_ Moderately familiar  
\_\_\_\_\_ Not very familiar

43A) If you have referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

Yes  
 No

44A) Have you ever participated in an I.P.R.C.? (Please check one)

Yes  
 No

45A) If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_  
 \_\_\_\_\_

46A) What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?  
 \_\_\_\_\_  
 \_\_\_\_\_

47A) What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?  
 \_\_\_\_\_  
 \_\_\_\_\_

48A) Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_  
 \_\_\_\_\_

49A) When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)? \_\_\_\_\_  
 \_\_\_\_\_

50A) Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_  
 \_\_\_\_\_

51A) How many of your students are 'Exceptional' or 'Special Needs'? \_\_\_\_\_  
 \_\_\_\_\_

52A) In your class, how much time is spent administratively on

a) Regular students \_\_\_\_\_  
 b) Special Education students \_\_\_\_\_

53A) In your class, how much time is spent on teaching

a) Regular students only \_\_\_\_\_  
 b) Special education students only \_\_\_\_\_  
 c) Special and Regular students together \_\_\_\_\_

54A) Do any of your Special Education students spend time out of class or do any students not on your register spend time in your class on a regular basis? Please specify which. \_\_\_\_\_  
 \_\_\_\_\_

55A) How does the rest of the class react to the students coming or going and how do you deal with this? \_\_\_\_\_  
 \_\_\_\_\_

56A) What is the nature of the problems of your Special Education students?  
 \_\_\_\_\_  
 \_\_\_\_\_

57A) Did you feel that you were prepared and had adequate training to teach these students? (Please check one)

- Very prepared
- Adequate
- Unprepared

58A) Do you have any concerns about dealing with certain exceptionalities?

---



---

59A) Has the experience of teaching exceptional or special needs students, effected your satisfaction level of the performance of your teaching?

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60A) Do you feel that as a result of the implementation of Bill 82 the overall time available to accomplish your previous responsibilities has been overall reduced? If so, in what ways is it affecting you?

---



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61A) Do you feel that the board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights?

---



---

62A) Have you had any inquiries about Bill 82 or Special Education from parents?

---



---

63A) Have you developed any set of personal goals for Bill 82 in your classroom or work with others?

---



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ABOUT YOURSELF

64A) Have you had any non-professional experiences with exceptional children? If so, in what capacity?

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---

65A) Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent?

---



---

66A) Any additional comments?

---



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THANK YOU FOR YOUR TIME & ASSISTANCE!



PROCEED WITH SECTION E ONLY IF YOU HAVE NEVER TAUGHT ANY  
'SPECIAL NEEDS' OR 'EXCEPTIONAL' STUDENTS

SECTION E  
BILL 82 AND YOUR CLASSROOM

67B) Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

Very Familiar  
 Moderate Knowledge  
 Not Very Familiar

68B) Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)

Very familiar  
 Moderately familiar  
 Not very familiar

69B) Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

Very familiar  
 Moderately familiar  
 Not very familiar

70B) If you HAVE referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

Yes  
 No

71B) Have you ever participated in an I.P.R.C.? (Please check one)

Yes  
 No

72B) If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_

73B) What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?  
\_\_\_\_\_  
\_\_\_\_\_

74B) What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?  
\_\_\_\_\_  
\_\_\_\_\_

75B) Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

76B) Given your current background and training, what type of exceptionalities do you feel prepared to teach? (eg: speech impaired, hearing impaired)  
\_\_\_\_\_  
\_\_\_\_\_

77B) Do you have any concerns about dealing with certain exceptionalities? Please explain. \_\_\_\_\_

78B) If you were to be given assistance in terms of training and additional personnel would you feel prepared to teach exceptional students? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

79B) Have you had any inquiries about Bill 82 or Special Education from parents? If so, how have you dealt with them? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

80B) Do you feel that the Board has the responsibility to educate the general public (ie: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

81B) Have you developed any set of personal goals for Bill 82 in your classroom or work with others? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ABOUT YOURSELF

82B) Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

83B) Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

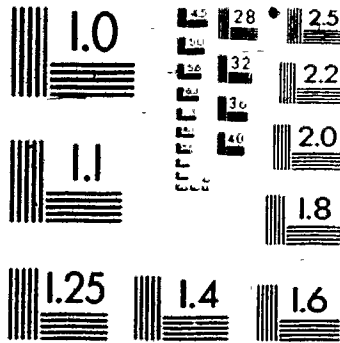
84B) Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

THANK YOU FOR YOUR TIME & ASSISTANCE!

APPENDIX H

Secondary Teacher Survey  
(Regular Classroom Teachers)

# 3 of/de 3



SECONDARY TEACHER SURVEYINSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOURSELF

1. How many years have you been teaching fulltime? \_\_\_\_\_
2. What curriculum subjects and grade levels are you responsible for teaching? (Please list) \_\_\_\_\_  
\_\_\_\_\_
3. What is the average size of your class? \_\_\_\_\_
4. Have you had any formal training in Special Education? If so, please list. \_\_\_\_\_  
\_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

5. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
6. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all
 Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
10. Would you define 'Basic Level' as 'Special Education'? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. How would you define the term 'modified program'? Please explain.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedures of Special Education with which you are familiar? Please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

13. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

14. Have you ever consulted your principal about Special Education?  
 (Please check one)

- Often  
 Sometimes  
 Rarely  
 Never

General nature of the inquiries \_\_\_\_\_

15. Are there any Special Education, itinerant or other personnel in your school on a regular basis? \_\_\_\_\_

16. Do you feel that such personnel are accessible to you for consultation?  
 \_\_\_\_\_

17. Do you feel that there is much interaction between the regular and Special Education teachers in your school? (Please explain) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

18. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

20. If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience?  
 (Please check one)

- Went well  
 Went fairly well  
 Had some concerns

Comments \_\_\_\_\_

21. If you HAVE NOT worked in collaboration with Special Education personnel, what type of topics or concerns might you consult them about? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

22. Have you ever consulted with Special Education personnel at the Board?  
 (Please check one)

- Yes  
 No

23. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

Yes  
 No

24. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_

25. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education? \_\_\_\_\_

SECTION C  
ABOUT BILL 82

26. Generally, do you consider yourself well informed in the area of Bill 82? (Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

27. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

<input type="checkbox"/> Principal	<input type="checkbox"/> Media (Newspaper/Radio)
<input type="checkbox"/> Colleague	<input type="checkbox"/> Federation Newsletter
<input type="checkbox"/> Parent of a Student	<input type="checkbox"/> Other, please specify _____

28. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_

29. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_

30. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_

31. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_

32. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_

33. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_

34. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_

35. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_
36. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_
37. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
38. Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs? \_\_\_\_\_  
 \_\_\_\_\_
39. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in
- a) Basic Level \_\_\_\_\_
- b) General Level \_\_\_\_\_
- c) Advanced Level \_\_\_\_\_
40. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_
41. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
42. On the whole, how would you describe the discussions and reactions to Bill 82 among your colleagues? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION D**  
**BILL 82 AND YOUR STUDENTS**

43. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)
- \_\_\_\_ Very Familiar  
 \_\_\_\_ Moderately familiar  
 \_\_\_\_ Not Very Familiar
44. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)
- \_\_\_\_ Very familiar  
 \_\_\_\_ Moderately familiar  
 \_\_\_\_ Not very familiar



45. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

- Very familiar  
 Moderately familiar  
 Not very familiar

46. If you have ever referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

- YES  
 NO

47. Have you ever participated in an I.P.R.C.? (Please check one)

- Yes  
 No

48. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_

49. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?  
 \_\_\_\_\_  
 \_\_\_\_\_

50. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?  
 \_\_\_\_\_  
 \_\_\_\_\_

51. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

52. Approximately, how many of your students in the school are currently in a modified program? \_\_\_\_\_

53. In your class, how much time is spent administratively on

- a) Regular students \_\_\_\_\_  
 b) Special Education students \_\_\_\_\_

54. In your class how much time is spent on teaching,

- A) Regular students only \_\_\_\_\_  
 b) Special education students only \_\_\_\_\_  
 c) Special and Regular students together \_\_\_\_\_

55. Do you feel that the credit system fulfills the needs of 'Special Need or 'Exceptional' students for the following levels?

- a) Advanced \_\_\_\_\_  
 b) General \_\_\_\_\_  
 c) Basic \_\_\_\_\_

56. How do you perceive the special education needs are being met at the Secondary level for

- a) Advanced students \_\_\_\_\_  
 b) General students \_\_\_\_\_  
 c) Basic students \_\_\_\_\_

57. Do you feel that you were prepared and had adequate training to teach these students? (Please check one)

- very prepared
- adequate
- unprepared

58. Do you have any concerns about dealing with certain exceptionalities? Please explain. \_\_\_\_\_

\_\_\_\_\_

59. Have you had any inquiries about Bill 82 or Special education from parents? If so, how have you dealt with them? \_\_\_\_\_

\_\_\_\_\_

60. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_

\_\_\_\_\_

61. Have you developed any set of personal goals for Bill 82 in your classroom or work with others? \_\_\_\_\_

\_\_\_\_\_

**SECTION E**  
**ABOUT YOURSELF**

62. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_

\_\_\_\_\_

63. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_

\_\_\_\_\_

64. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THANK YOU FOR YOUR TIME & ASSISTANCE!

APPENDIX I

Special Education Teacher Survey  
(Junior & Senior Public)

SPECIAL EDUCATION TEACHER  
JUNIOR & SENIOR PUBLIC  
SURVEY

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOURSELF

1. How many years have you been teaching fulltime as a
  - a) Regular Classroom Teacher \_\_\_\_\_
  - b) Special Education Teacher \_\_\_\_\_
2. What curriculum subjects and grade levels are you responsible for teaching? (Please List) \_\_\_\_\_  
\_\_\_\_\_
3. What is the average size of your class? \_\_\_\_\_
4. What has been your formal training in Special Education? (Please list)  
\_\_\_\_\_  
\_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

5. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
 

Well informed  
 Moderately informed  
 Not very well informed
6. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
7. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
8. Do you feel that the goals of regular and special education are (Please check one)
 

the same  
 not the same, but similar  
 not similar at all

Please explain \_\_\_\_\_  
\_\_\_\_\_
9. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
 

Yes  
 No
10. Would you define 'Basic Level' as 'Special Education'? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_

11. How would you define the term 'Modified Program'? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedures of Special Education with which you are familiar? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
13. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
14. Have you ever consulted your principal about Special Education?  
 (Please check one)
- Often  
 Sometimes  
 Rarely  
 Never
- What was the general nature of the inquiry? \_\_\_\_\_  
 \_\_\_\_\_
15. How many Special Education, itinerant or other personnel (excluding regular teachers) are in your school on a regular basis? \_\_\_\_\_
16. Do you feel that there is much interaction between the regular and Special Education teachers in your school? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
17. Do you feel that most Regular Classroom teachers would approach Special Education teachers as a resource for inquiries about Special Education? Please explain? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
18. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (ie? teachers, principal, others)? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
19. Do you have any concerns, working with Regular Teachers, over matters regarding special needs or exceptional students? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
20. If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience?  
 (Please check one)
- Went well  
 Went fairly well  
 Had some concerns
- Comments \_\_\_\_\_  
 \_\_\_\_\_
21. If you HAVE NOT worked in collaboration with Special Education personnel, what type of topics or concerns might you consult them about? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

22. Have you ever consulted with Special Education personnel at the Board?  
(Please check one)

Yes  
 No

23. Have you made use of the special education resource and teaching materials at the Board? (Please check one)

Yes  
 No

24. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_  
\_\_\_\_\_

25. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education? \_\_\_\_\_  
\_\_\_\_\_

SECTION C  
ABOUT BILL 82

26. Generally, do you consider yourself well informed in the area of Bill 82?  
(Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

27. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify \_\_\_\_\_

28. When you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_  
\_\_\_\_\_

29. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_  
\_\_\_\_\_

30. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_  
\_\_\_\_\_

31. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_  
\_\_\_\_\_

32. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

33. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

34. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

35. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

36. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

37. What do you perceive is the Board's responsibility in terms of

a) Providing support services to meet the necessary changes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Preparation of staff \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

38. Do you feel that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why? \_\_\_\_\_  
\_\_\_\_\_

39. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in the regular classroom? Why? \_\_\_\_\_  
\_\_\_\_\_

40. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain. \_\_\_\_\_  
\_\_\_\_\_

41. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain. \_\_\_\_\_  
\_\_\_\_\_

42. On the whole, how would you describe the discussions of and reactions to Bill 82 among your colleagues. \_\_\_\_\_  
\_\_\_\_\_

SECTION D  
BILL 82 AND YOUR CLASSROOM

43. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

- Very Familiar
- Moderately familiar
- Not Very Familiar

44. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)

- Very familiar
- Moderately familiar
- Not very familiar

45. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

- Very familiar
- Moderately familiar
- Not very familiar

46. If you have referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

- Yes
- No

47. Have you ever participated in an I.P.R.C.? (Please check one)

- Yes
- No

48. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_

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49. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?

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50. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?

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51. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

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52. Do you have any concerns about dealing with certain exceptionalities? Please explain. \_\_\_\_\_

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53. Have you had any inquiries about Bill 82 or Special education from parents? If so, how have you dealt with them? \_\_\_\_\_

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54. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_

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55. Have you developed any set of personal goals for Bill 82 in your classroom or work with others? \_\_\_\_\_

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**SECTION E**  
**ABOUT YOURSELF**

56. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
\_\_\_\_\_

57. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
\_\_\_\_\_

58. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR TIME & ASSISTANCE!

APPENDIX J  
Special Education Teacher Survey  
(Secondary)

SPECIAL EDUCATION+TEACHER  
SECONDARY SURVEY

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOUR SCHOOL

1. How many years have you been teaching fulltime as a
  - a) Regular Classroom Teacher \_\_\_\_\_
  - b) Special Education Teacher \_\_\_\_\_
2. What curriculum subjects and grade levels are you responsible for teaching? (Please List) \_\_\_\_\_  
\_\_\_\_\_
3. What has been your formal training in Special Education? (Please list) \_\_\_\_\_  
\_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

4. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
5. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
6. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
7. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all
 Please explain \_\_\_\_\_  
\_\_\_\_\_
8. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
9. Would you define 'Basic Level' as 'Special Education'? Please explain. \_\_\_\_\_  
\_\_\_\_\_
10. How would you define a 'Modified Program'? \_\_\_\_\_  
\_\_\_\_\_

11. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedure of Special Education of which you are familiar? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Have you ever consulted your principal about Special Education?  
 (Please check one)

- Often  
 Sometimes  
 Rarely  
 Never

General nature of the inquiries \_\_\_\_\_  
 \_\_\_\_\_

14. How many Special Education, itinerant or other personnel (excluding regular teachers) are in your school on a regular basis? \_\_\_\_\_

15. Do you feel that there is much interaction between the regular and Special Education teachers in your school? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

16. Do you feel that most Regular classroom teachers would approach Special Education teachers as a resource for inquiries about Special Education? Please explain? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. Do regular classroom teachers consult you? (Please check one)

- Often  
 Sometimes  
 Rarely

18. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

19. Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience? (Please check one)

- Went well  
 Went fairly well  
 Had some concerns

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

21. If you HAVE NOT worked in collaboration with Special Education personnel, what type of topics or concerns might you consult them about? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

22. Have you ever consulted with Special Education personnel at the Board?  
(Please check one)

Yes  
 No

23. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

Yes  
 No

24. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you?

\_\_\_\_\_

25. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education?

\_\_\_\_\_

SECTION C  
ABOUT BILL 82

26. Generally, do you consider yourself well informed in the area of Bill 82?  
(Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

27. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify

28. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult?

\_\_\_\_\_

29. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan?

\_\_\_\_\_

30. Does anything EXCITE you about Bill 82? Please explain.

\_\_\_\_\_

31. Does anything CONCERN you about Bill 82? Please explain.

\_\_\_\_\_

32. How do you perceive the role and duties of a principal in the implementation process of Bill 82?

\_\_\_\_\_

33. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82?

\_\_\_\_\_

34. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_
35. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_
36. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_
37. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
38. Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
39. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in
- a) Basic Level \_\_\_\_\_  
\_\_\_\_\_
- b) General Level \_\_\_\_\_  
\_\_\_\_\_
- c) Advanced Level \_\_\_\_\_  
\_\_\_\_\_
40. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with exceptional students? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
41. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain! \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
42. On the whole, how would you describe the discussions and reactions to Bill 82 among your colleagues? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION D**  
**BILL 82 AND YOUR STUDENTS**

43. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

\_\_\_\_\_ Very Familiar  
\_\_\_\_\_ Moderately familiar  
\_\_\_\_\_ Not Very Familiar

44. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? Please check one.

- Very familiar
- Moderately familiar
- Not very familiar

45. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

- Very familiar
- Moderately familiar
- Not very familiar

46. If you have referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

- Yes
- No

47. Have you ever participated in an I.P.R.C.? (Please check one)

- Yes
- No

48. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

49. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student?

\_\_\_\_\_

\_\_\_\_\_

50. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?

\_\_\_\_\_

\_\_\_\_\_

51. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

52. Do you feel that the credit system fulfills the needs of 'Special Need or 'Exceptional' students for the following levels?

- a) Advanced \_\_\_\_\_
- b) General \_\_\_\_\_
- c) Basic \_\_\_\_\_

53. How do you perceive the special education needs are being met at the Secondary level for

- a) Advanced students \_\_\_\_\_
- b) General students \_\_\_\_\_
- c) Basic students \_\_\_\_\_

54. Do you have any concerns about dealing with certain exceptionalities? Please explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

55. Have you had any inquiries about Bill 82 or Special education from parents? If so, how have you dealt with them? \_\_\_\_\_  
\_\_\_\_\_
56. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_  
\_\_\_\_\_
57. Have you developed any set of personal goals for Bill 82 in your classroom or work with others? \_\_\_\_\_  
\_\_\_\_\_

**SECTION E**  
**ABOUT YOURSELF**

58. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
\_\_\_\_\_
59. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
\_\_\_\_\_
60. Additional comments? Please use this as an opportunity to elaborate on any items in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR TIME & ASSISTANCE!



**APPENDIX K**

**Guidance Counsellor Survey  
(Senior Elementary)**

GUIDANCE COUNSELLOR SURVEYINSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOURSELF

1. How many years have you been a school counsellor? \_\_\_\_\_
2. Prior to becoming a counsellor, were you a teacher? \_\_\_\_\_
3. Are you presently teaching any courses? If yes, please list. \_\_\_\_\_  
\_\_\_\_\_
4. Have you had any formal training in Special Education? If so, please list. \_\_\_\_\_  
\_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

5. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
6. Does anything CONCERN you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
7. Does anything EXCITE you about Special Education? \_\_\_\_\_  
\_\_\_\_\_
8. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all
 Please explain \_\_\_\_\_  
\_\_\_\_\_
9. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
10. Would you define 'Basic Level' as 'Special Education'? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_
11. How would you define the term 'modified program'? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_

12. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedure of Special Education of which you are familiar? Please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

13. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

14. Have you ever consulted your principal about Special Education? (Please check one)

- Often  
 Sometimes  
 Rarely  
 Never

General nature of the inquiries \_\_\_\_\_  
 \_\_\_\_\_

15. Are there any Special Education, itinerant or other personnel in your school on a regular basis? \_\_\_\_\_

16. Do you feel that most Regular classroom teachers would approach Special Education teachers as a resource for inquiries about of Special Education? Please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

17. Do you feel that there is much interaction between the regular and Special Education teachers in your school? Please explain. \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

18. Do you feel that most regular classroom teachers would approach guidance counsellors for consultation over students who may have 'Special Needs'?

\_\_\_\_\_  
 \_\_\_\_\_

19. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

20. Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

21. If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience? (Please check one)

- Went well  
 Went fairly well  
 Had some concerns

Comments \_\_\_\_\_  
 \_\_\_\_\_

22. If you HAVE NOT worked in collaboration with Special Education personnel, what type of topics or concerns might you consult them about? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

23. Have you ever consulted with Special Education personnel at the Board?  
(Please check one)

Yes  
 No

24. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

Yes  
 No

25. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_

\_\_\_\_\_

26. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education? \_\_\_\_\_

\_\_\_\_\_

**SECTION C**  
**ABOUT BILL 82**

27. Generally, do you consider yourself well informed in the area of Bill 82?  
(Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

28. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify \_\_\_\_\_

29. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_

\_\_\_\_\_

30. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_

\_\_\_\_\_

31. Does anything EXCITE you about Bill 82? Please explain. \_\_\_\_\_

\_\_\_\_\_

32. Does anything CONCERN you about Bill 82? Please explain. \_\_\_\_\_

\_\_\_\_\_

33. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_

\_\_\_\_\_

34. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

35. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

36. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

37. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
\_\_\_\_\_

38. What do you perceive is the Board's responsibility in terms of

a) Providing support services to meet the necessary changes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Preparation of staff \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

39. Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs? \_\_\_\_\_  
\_\_\_\_\_

40. Do you that as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why? \_\_\_\_\_  
\_\_\_\_\_

41. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in the regular classroom? Why? \_\_\_\_\_  
\_\_\_\_\_

42. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain. \_\_\_\_\_  
\_\_\_\_\_

43. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain. \_\_\_\_\_  
\_\_\_\_\_

44. On the whole, how would you describe the discussions and reactions to Bill 82 among your colleagues? \_\_\_\_\_  
\_\_\_\_\_

**SECTION D**  
**BILL 82 AND YOUR STUDENTS**

45. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)

- Very Familiar
- Moderately familiar
- Not Very Familiar

46. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)

- Very familiar  
 Moderately familiar  
 Not very familiar

47. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)

- Very familiar  
 Moderately familiar  
 Not very familiar

48. If you have ever referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)

- YES  
 NO

49. Have you ever participated in an I.P.R.C.? (Please check one)

- Yes  
 No

50. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_

51. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student? \_\_\_\_\_

52. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student? \_\_\_\_\_

53. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_

54. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain. \_\_\_\_\_

55. How many of your students have been identified as 'Exceptional'? \_\_\_\_\_

56. Have you had any inquiries about Bill 82 or Special education from parents? If so, how have you dealt with them? \_\_\_\_\_

57. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_

58. Have you developed any set of personal goals for Bill 82 in your classroom or work with others? \_\_\_\_\_

**SECTION E**  
**ABOUT YOURSELF**

59. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_  
\_\_\_\_\_

60. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_  
\_\_\_\_\_

61. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR TIME AND ASSISTANCE!

APPENDIX L

Guidance Counsellor Secondary Survey



GUIDANCE COUNSELLOR SURVEY  
SECONDARY

INSTRUCTIONS:

Please answer the following questions to the best of your ability. Please be BRIEF but as EXPLICIT as possible in your responses. Your co-operation and time are greatly appreciated.

SECTION A  
ABOUT YOURSELF

1. How many years have you been a school counsellor? \_\_\_\_\_
2. Prior to becoming a counsellor, were you a teacher? \_\_\_\_\_
3. Are you presently teaching any courses? If yes, please list. \_\_\_\_\_
4. Have you had any formal training in Special Education? If so, please list. \_\_\_\_\_

SECTION B  
ABOUT SPECIAL EDUCATION

5. Generally, do you consider yourself well informed in the area of Special Education? (Please check one)
  - Well informed
  - Moderately informed
  - Not very well informed
6. Does anything CONCERN you about Special Education? \_\_\_\_\_
- Does anything EXCITE you about Special Education? \_\_\_\_\_
8. Do you feel that the goals of regular and special education are (Please check one)
  - the same
  - not the same, but similar
  - not similar at all

Please explain \_\_\_\_\_
9. Do you feel that the terms 'Exceptional Student' and 'Special Needs Student' are INTERCHANGEABLE? (Please check one)
  - Yes
  - No
10. Would you define 'Basic Level' as 'Special Education'? Please explain. \_\_\_\_\_

11. How would you define the term 'modified program'? Please explain.

\_\_\_\_\_

\_\_\_\_\_

12. Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedure of Special Education of which you are familiar? Please explain.

\_\_\_\_\_

\_\_\_\_\_

13. Do you feel that your principal has communicated and developed any set of goals for Special Education in your school? Please explain.

\_\_\_\_\_

\_\_\_\_\_

14. Have you ever consulted your principal about Special Education?  
(Please check one)

- Often
- Sometimes
- Rarely
- Never

General nature of the inquiries \_\_\_\_\_

\_\_\_\_\_

15. Are there any Special Education, itinerant or other personnel in your school on a regular basis?

\_\_\_\_\_

16. Do you feel that most Regular classroom teachers would approach Special Education teachers as a resource for inquiries about of Special Education? Please explain.

\_\_\_\_\_

\_\_\_\_\_

17. Do you feel that there is much interaction between the regular and Special Education teachers in your school? (please explain)

\_\_\_\_\_

\_\_\_\_\_

18. Do you feel that most regular classroom teachers would approach guidance counsellors for consultation over students who may have 'Special Needs'?

\_\_\_\_\_

\_\_\_\_\_

19. When you have a 'Special Needs' or 'Exceptional' student, do you find there is effective communication among all parties involved (eg: special education personnel, principal, others)?

\_\_\_\_\_

\_\_\_\_\_

20. Do you have any concerns working with guidance, basic and/or special education personnel (other than communication), over matters regarding 'Special Needs' or 'Exceptional' students?

\_\_\_\_\_

\_\_\_\_\_

21. If you have worked in collaboration with Special Education personnel, with regard to a student, how would you describe the experience?  
(Please check one)

- Went well
- Went fairly well
- Had some concerns

Comments \_\_\_\_\_

\_\_\_\_\_

22. If you **HAVE NOT** worked in collaboration with Special Education personnel, what type of topics or concerns might you consult them about? \_\_\_\_\_

23. Have you ever consulted with Special Education personnel at the Board? (Please check one)

Yes  
 No

24. Have you made use of the Special Education resource and teaching materials at the Board? (Please check one)

Yes  
 No

25. If you are not aware of or do not feel that the Board's Special Education resources (personnel and/or written materials) are available to you, how could they be made more accessible to you? \_\_\_\_\_

26. If you had your choice, in what areas would you like additional professional assistance in dealing with policy, procedures and/or teaching of Special Education? \_\_\_\_\_

SECTION C  
ABOUT BILL 82

27. Generally, do you consider yourself well informed in the area of Bill 82? (Please Check one)

Very well informed  
 Moderately informed  
 Not very well informed

28. Have you received any information about Bill 82? If Yes, Please identify the source. (You may check more than one)

Principal  
 Colleague  
 Parent of a Student  
 Media (Newspaper/Radio)  
 Federation Newsletter  
 Other, please specify \_\_\_\_\_

29. If you have unresolved questions about the policy or procedures of Bill 82, who or what resources do you consult? \_\_\_\_\_

30. If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan? \_\_\_\_\_

31. Does anything **EXCITE** you about Bill-82? Please explain. \_\_\_\_\_

32. Does anything **CONCERN** you about Bill 82? Please explain. \_\_\_\_\_

33. How do you perceive the role and duties of a principal in the implementation process of Bill 82? \_\_\_\_\_

34. How do you perceive the role and duties of a vice-principal in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
35. How do you perceive the role and duties of a teacher in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
36. How do you perceive the role and duties of Special Education personnel in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
37. How do you perceive the role and duties of school counsellors in the implementation process of Bill 82? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
38. What do you perceive is the Board's responsibility in terms of
- a) Providing support services to meet the necessary changes \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b) Preparation of staff \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
39. Do you feel that as a result of Bill 82 more students than in previous years will now be placed into modified programs? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
40. Do you feel that as a result of Bill 82 more students that are identified as 'Special Needs' or 'Exceptional' will be placed in
- a) Basic Level \_\_\_\_\_  
 b) General Level \_\_\_\_\_  
 c) Advanced Level \_\_\_\_\_
41. Do you feel there will be any significant effects on REGULAR STUDENTS who are integrated with Special Education students? Please explain.  
 \_\_\_\_\_  
 \_\_\_\_\_
42. Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students? Please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
43. On the whole, how would you describe the discussions and reactions to Bill 82 among your colleagues? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION D**  
**BILL 82 AND YOUR STUDENTS**

44. Are you aware of the functions of an Identification, Placement and Review Committee (I.P.R.C.)? (Please check one)
- Very Familiar  
 Moderately familiar  
 Not Very Familiar
45. Are you aware of any of the procedural steps for a referral to an I.P.R.C.? (Please check one)
- Very familiar  
 Moderately familiar  
 Not very familiar
46. Are you aware of any of the appeal procedures for an I.P.R.C.? (Please check one)
- Very familiar  
 Moderately familiar  
 Not very familiar
47. If you have ever referred a pupil(s) for possible assessment, did that referral lead to an I.P.R.C.? (Please check one)
- YES  
 NO
48. Have you ever participated in an I.P.R.C.? (Please check one)
- Yes  
 No
49. If you have unresolved questions about an I.P.R.C., who or what resources do you consult? \_\_\_\_\_
- \_\_\_\_\_
50. What aspects of an I.P.R.C. process do you feel facilitates the determination and/or placement of an appropriate education for a student? \_\_\_\_\_
- \_\_\_\_\_
51. What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student? \_\_\_\_\_
- \_\_\_\_\_
52. Do you feel that the I.P.R.C. helps to resolve administrative questions, or create them? \_\_\_\_\_
- \_\_\_\_\_
53. In reference to Bill 82, has your role changed and/or expanded in any way? Please explain. \_\_\_\_\_
- \_\_\_\_\_
54. How many of your students have been identified as 'Exceptional'? \_\_\_\_\_
55. Do you feel that the credit system fulfills the needs of 'Special need' or 'Exceptional' students for the following levels?
- a) Advanced \_\_\_\_\_
- b) General \_\_\_\_\_
- c) Basic \_\_\_\_\_

56. How do you perceive the special education needs of students are being met at the Secondary level for

a) Advanced students \_\_\_\_\_

b) General students \_\_\_\_\_

c) Basic students \_\_\_\_\_

57. Have you had any inquiries about Bill 82 or Special education from parents? If so, how have you dealt with them? \_\_\_\_\_

58. Do you feel that the Board has the responsibility to educate the general public (eg: parents) about Bill 82 and its implications for their rights? \_\_\_\_\_

59. Have you developed any set of personal goals for Bill 82 in your classroom or work with others? \_\_\_\_\_

SECTION E  
ABOUT YOURSELF

60. Have you had any non-professional experiences with exceptional children? If so, in what capacity? \_\_\_\_\_

61. Are you a parent with children presently attending school? If so, how do you react to Bill 82, as a parent? \_\_\_\_\_

62. Additional comments? Please use this as an opportunity to elaborate on any item in the survey or to express any opinions in relevant areas which you feel have not been provided for in the study. \_\_\_\_\_

THANK YOU FOR YOUR TIME & ASSISTANCE!

APPENDIX M  
Cover Letter



The Waterloo County  
Board of Education

220

Education Centre  
51 Arden Avenue  
Box 68  
Kitchener, Ontario  
N2G 3X5

5191 742-1751  
Cambridge (GALT)  
ZEnin 91630

ATTENTION: PLEASE READ FIRST

October 2, 1984

To:

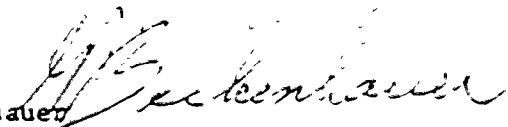
The Special Education Services Branch of the Educational Services Division is conducting a 'State of the Art' study of Bill 82. We are doing this in conjunction with the Department of Psychology at Wilfrid Laurier University, in particular Ellen Num. We would like to invite you to participate in a study that surveys awareness levels, current conceptions and the potential impact of Bill 82 implementation across our system.

The survey does not represent any form of evaluation or assessment, but rather provides an opportunity for you to respond to and identify any needs which you feel would aid yourself and/or your colleagues in the successful transition and implementation process of Bill 82.

Participation is voluntary and if you wish to omit any questions please feel free to do so. All information is kept confidential and anonymous. The emphasis is being placed upon group data and not on individual results. The general findings of the study will be mailed to each participant early in the new year.

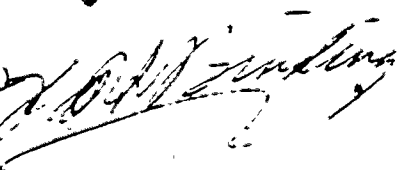
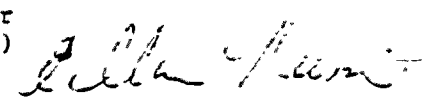
Please return the survey by or before Friday October 12th, via the courier service to Dr. J. Dudeck (Education Centre, Building 2). Should you have any inquiries, please feel free to contact any of the persons below. Your time and co-operation are greatly appreciated. Thank you.

Sincerely,

  
G. Beckenhauer  
Superintendent of Special Education  
Services (744-1751 Ext. 233)

Dr. F. Binding  
Professor - Advisor  
(884-1970 Ext. 2345)

Ellen Num  
Student - Researcher  
(884-1970 Ext. 2371)



APPENDIX N  
REMINDER LETTER

**The Waterloo County  
Board of Education**

Education Centre  
51 Ardelt Avenue  
Box 88  
Kitchener, Ontario  
N2G 3X5

(519) 742-1751  
Cambridge (GALT)  
ZEith 91630

October 12, 1984

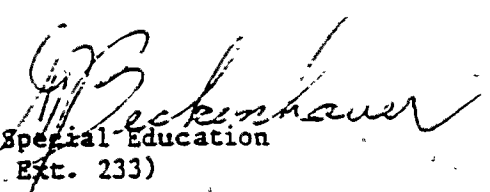
To:

Last week you were mailed a 'State of the Art' survey on Bill 82. For those who chose to participate the questionnaire was to be completed and returned by Friday October 12th. If you wish to participate and have not completed the survey, please do so and return it via courier service to Dr. J. Dudeck by Thursday October 18th.

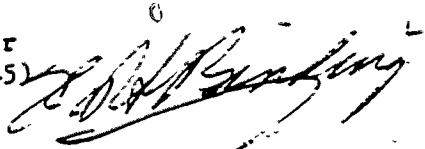
If you have already completed and returned the survey, please disregard this letter. Thank you for your time and co-operation.

Sincerely,

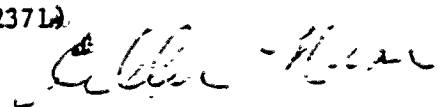
G. Beckenhauer  
Superintendent of Special Education  
Services (744-1751 Ext. 233)



Dr. F. Binding  
Professor - Advisor  
(884-1970 Ext. 2345)



Ellen Num  
Student - Researcher  
(884-1970 Ext. 237L)



APPENDIX 0

Potential Information Resources

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 Potential Sources of Information for Bill 82 Inquiries
 

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Group	Upper Admin.	Special Ed. Con.	Principal	School Based Team	Other Staff	Other.
Consultants						
Special Ed.	14	13	1	7	3	5
Curriculum	2	9	1	1	2	0
Principals						
Elementary	10	53	0	2	5	4
Secondary	3	11	3	0	4	4
Regular Teachers						
Elementary	1	31	57	33	1	0
Secondary	0	2	5	17	2	0
Special Ed. Teachers						
Elementary	5	42	30	8	12	11
Secondary	3	12	5	3	6	5
Guidance Counsellors						
Elementary	2	10	5	0	2	3
Secondary	1	14	10	11	3	3
<b>TOTALS</b>	<u>41</u>	<u>197</u>	<u>117</u>	<u>82</u>	<u>43</u>	<u>26</u>

Numbers Represent Individual Respondents.  
N of Participants=426

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\* Upper Admin. = Upper Administration  
Special Ed. Con. = Special Education Consultants

APPENDIX P

Content Analysis of Goals and Objectives  
Items 20.24.26.50 & 107

ITEM 20  
CONTENT ANALYSIS

ITEM 20 - "Do you feel that the goals of regular and special education are. a) the same, b) not the same, but similar or c) not similar at all?"

Participants Surveyed - All Groups  
Rate of Response - 98% (N=426)

THE GOALS OF REGULAR AND SPECIAL EDUCATION ARE THE SAME

\*N of Recorded Responses=192

The goals of regular and special education focussed upon maximizing the student to his or her fullest potential. Respondents cited the following, "to become better citizens", to develop "social and emotional adjustments", to develop a "sense of worthiness and self-confidence for the child" and emphasis was placed upon both academic and social skills. (Frequency of Occurrence=51%)

Responses stressed meeting the special needs of all children and that all children are individuals. (Frequency of Occurrence=20%)

Respondents identified the goals of regular and special education as the same, but did not reveal the intent of the goals. (Frequency of Occurrence =19%)

The remaining 11% of the responses were placed into the category "Other".

THE GOALS OF REGULAR AND SPECIAL EDUCATION ARE NOT THE SAME, BUT SIMILAR

\*N of Recorded Responses=202

Respondents acknowledged the goals of regular and special education are different, as the latter dealt with modified curriculum, to "modified curriculum". (Frequency of Occurrence =32%)

Respondents felt that the goals of regular and special education were the same, however the "delivery" or "approach" was very different. (Frequency of Occurrence=27%)

Respondents distinguished the difference between regular and special education in terms of "orientation". Special Education had less "academic content" and directed its focus toward "social-emotional" aspects, and "life skills". (Frequency of Occurrence= 13%).

Respondents acknowledged similarities, but did not provide the nature of the nature of the details. (Frequency of Occurrence=22%)

The remaining 6% of responses were placed into the category "Other".

THE GOALS OF REGULAR AND SPECIAL EDUCATION ARE NOT SIMILAR AT ALL

\*N of Recorded Responses=20

The emphasis of regular education was academic and the emphasis of special education was the "social-emotional" welfare of the pupil. (Frequency of Occurrence=45%)

The remaining 55% of the comments were placed into the category "Other".

ITEM 24  
CONTENT ANALYSIS

ITEM 24 asked "Has your Board (administrative and consultative staff) communicated any philosophies or guidelines regarding policy and procedures of Special Education?"

Participants Surveyed - Principals, Vice-Principals, Regular Classroom Teachers, Special Education Teachers and Guidance Counsellors

Rate of Response - 83% (n=382)

\*N of Recorded Responses=207

Reference was made toward the "Special Education Handbook" provided by Special Education Services. Responses did not identify the content of the handbook with respect to explaining procedures or goals. (Frequency of Occurrence=39%)

Responses made reference to "meetings" or "inservices" which were held to communicate the goals of Special Education, in particular Bill 82. Discussion centered upon interpretation of policy and procedures and role definitions. Responses did not explain what the procedures or goals were with respect to Special Education. (Frequency of Occurrence =26%)

Emphasis of responses focussed upon the process of and importance of identifying the specific needs of the pupil. Specific references were made to "integration" and the "Least Restrictive Environment". (Frequency of Occurrence=16%)

Participants made reference to the I.P.R.C. process as representing the goals and procedures of Special Education. (Frequency of Occurrence= 9%)

The remaining 10% of the responses were placed into the category "Other".



ITEM 26  
CONTENT ANALYSIS

ITEM 26 - "Do you feel that your principal has communicated and developed any set of goals for Special Education in your school?"

Participants Surveyed - Regular Classroom Teachers, Special Education Teachers and Guidance Counsellors  
Rate of Response = 86% (n=288)

\*N of Recorded Responses=86

\*\*Note content analysis is based only on "Yes" responses.

There was formal communication that "Integration" of exceptional students into the regular classroom setting was a school policy. (Frequency of Occurrence =24%)

There was formal communication that emphasized "accepting" students, and encouraging their ability to succeed. The idea of "each child is special and needs to experience success". (Frequency of Occurrence=24%)

There was formal communication that students with providing the necessary programs and aid needed. (Frequency of Occurrence=15%)

Responses did not stipulate a goal, but rather provided an explanation of how the principal was responding to Bill 82 in their school. Principals were emphasizing the following:

a) The development of School Based Teams as a mechanism to convey information and to identify needs of the students. (Frequency of Occurrence=19%)

b) Special information sessions on Bill 82 for the entire school staff. (Frequency of Occurrence=18%)

ITEM 50  
CONTENT ANALYSIS

ITEM 50 - "If you were explaining Bill 82 to a naive colleague, what would you emphasize as the major thrust of the plan?"

Participants Surveyed - All Groups  
Rate of Response = 91% (N=426)

\*N of Recorded Responses = 612

Bill 82 means the provision of UNIVERSAL opportunities for an education. It addresses ALL children. (Frequency of Occurrence=30%)

Bill 82 means the provision of APPROPRIATE PROGRAMS suited to the INDIVIDUAL needs of the pupil. (Frequency of Occurrence=14%)

Bill 82 means EXCEPTIONAL pupils will be integrated into the REGULAR CLASSROOM. (Frequency of Occurrence=14%)

Bill 82 is the provision of a MANDATORY or GUARANTEED RIGHT to an education for a child. The Board of Education has a LEGAL responsibility for the provision of education. (Frequency of Occurrence = 11%).

Bill 82 is the provision of an education for EXCEPTIONAL children. (Frequency of Occurrence=10%)

Bill 82 means the provision of ASSESSMENT and IDENTIFICATION procedures for all pupils. (Frequency of Occurrence=8%)

Bill 82 means the provision of an education REGARDLESS of any type of SPECIAL NEEDS. (Frequency of Occurrence=6%)

Bill 82 means the provision of guaranteed rights for PARENTS of the children. (Frequency of Occurrence=3%)

Approximately 4% of the responses were designated to the category 'Other' which dealt with a range of miscellaneous topics.

ITEM 107  
CONTENT ANALYSIS

ITEM 107 - "Have you developed any set of personal goals for Bill 82 in your classroom or work with others?"

Participants Surveyed - Regular Classroom Teachers, Special Education Teachers, Guidance Counsellors  
Rate of Response = 86%

\*N of Recorded Responses=30

The participant was trying to do his or her best by keeping informed and aware of new issues as they applied to their job roles. (Frequency of Occurrence =40%)

The participant was trying to improve themselves by obtaining any additional training or inservicing which they felt was necessary. (Frequency of Occurrence, =28%)

The participant was willing to receive students, and integrate them into the regular classroom where possible. (Frequency of Occurrence=15%)

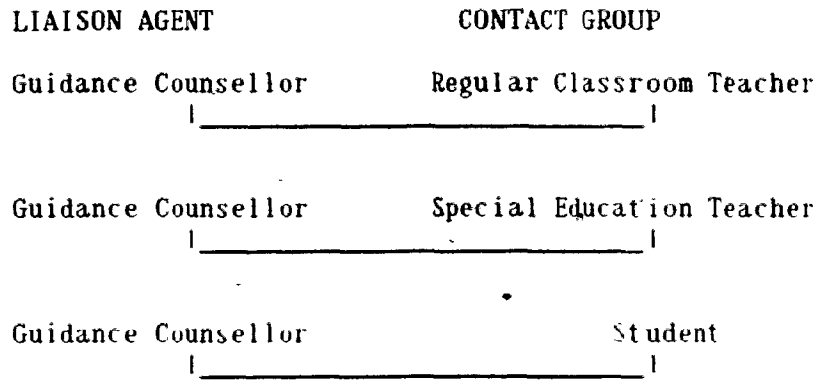
The participant was keeping an open mind and approach for teaching exceptional placements. As an example "...to give each child time and attention... to help him grow at his own rate", or "...made me evaluate and individualize more in my classroom according to needs, learning styles, and expectations." (Frequency of Occurrence= 12%)

The remaining 7% of the responses were placed into the category "Other".

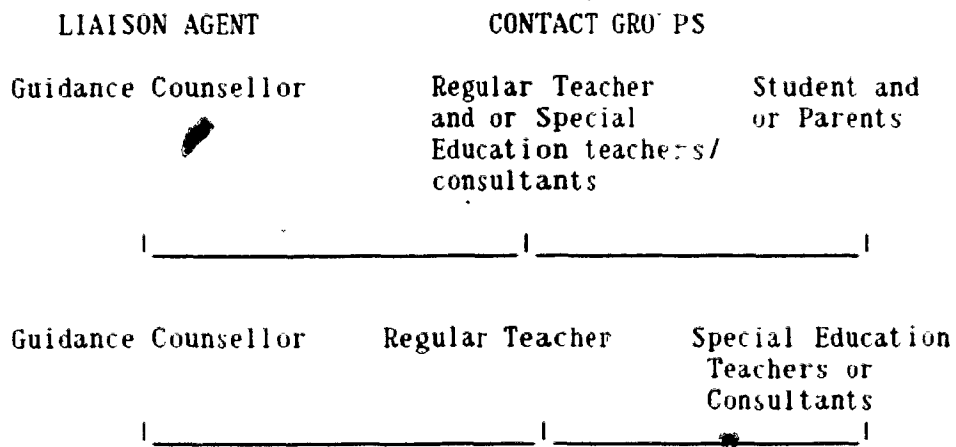
APPENDIX Q  
Liaison Networks

Guidance Liaison Networks

One Party Networks



Multiple Party Networks



Principal Liaison NetworksOne Party Networks

LIAISON AGENT

CONTACT GROUP

Principal

Regular Classroom Teacher

| \_\_\_\_\_ |

Principal

Special Education Teachers/  
Consultants

| \_\_\_\_\_ |

Principal

Parent

| \_\_\_\_\_ |

Multiple Party Networks

LIAISON AGENT

CONTACT GROUP

Principal

Regular Classroom  
TeacherSpecial Education  
Teacher/Consultant

| \_\_\_\_\_ |

Principal

Regular/Special  
Education Teacher

Parent

| \_\_\_\_\_ |

Principal

Guidance Personnel

Regular/Special  
Teacher

| \_\_\_\_\_ |

Principal

Guidance/Regular &  
Special Education Teachers

Parent

| \_\_\_\_\_ |

Special Education Personnel Liaison Networks

One Party Networks

LIAISON AGENT	CONTACT GROUP
Special Education Personnel	Regular Classroom Teacher
-----	
Special Education Personnel	Student
-----	
Special Education Personnel	Parent
-----	

Multiple Networks

LIAISON AGENT	CONTACT GROUPS	
Special Education Personnel	Student	Regular Classroom Teacher
----- -----		
Special Education Personnel	Student	Parent
----- -----		
Special Education Personnel	Regular Classroom	Parent
----- -----		

\* Special Education personnel includes both Special Education Consultants and Special Education Teachers.

APPENDIX R  
Role Charts



Principals' perceptions of the duties and roles they associated with their current job position are listed below. The list begins with the role which they MOST OFTEN associated and ends with the role with which they LEAST OFTEN associated. 'Categories Excluded' refers to the roles with which none of the principals identified.

Elementary  
Principals (K-8)

ROLE

Educator

Implementor

Monitor

Key Person

Program/Placement

Liaison

Support Role

Identification

Provider

Facilitator

Secondary  
Principals (9-13)

ROLE

Key Person

Implementor

Educator

Facilitator

Liaison

&

Support Role

&

Identification

Program/Placements

Categories Excluded

Student Advocate

Monitor

Provider

Regular classroom teachers' (RCTs) perceptions of the duties and roles they associated their current job position are listed below. The list begins with the role which they MOST OFTEN associated and ends with the role with which they LEAST OFTEN associated. 'Categories Excluded' refers to the roles with which none of the RCTs identified.

Junior Elementary  
Teachers (K-6)

ROLE

Student Advocate

Identification  
&  
Placement/Program

Key Person  
&  
Monitor

Liaison

Support Role

Categories Excluded

Educator  
Facilitator  
Implementor  
Provider

Senior Elementary  
Teachers (7-8)

ROLE

Student Advocate

Implementor

Monitor

Identification  
&  
Provider

Key Person

Support Role

&  
Program/Placement

Categories Excluded

Facilitator  
Educator  
Liaison

Secondary  
Teachers (9-13)

ROLE

Implementor

Student Advocate

Support Role

Monitor

Liaison

Categories Excluded

Key Person  
Educator  
Facilitator  
Placement/Program  
Provider  
Identification

Special education teachers' perceptions of the duties and roles they associated with their current job position are listed below. The list begins with the role which they MOST OFTEN associated and ends with the role with which they LEAST OFTEN associated. 'Categories Excluded' refer to the roles with which none of the special education teachers identified.

Elementary Special  
Education Teachers (k-8)

ROLE

Educator

Program/Placement

Identification

Support Role  
&  
Provider

Student Advocate

Liaison

Facilitator

Monitor  
&  
Implementor

Categories Excluded

Key Person

Secondary Special  
Education Teachers (9-13)

ROLE

Educator

Program/Placement

Student Advocate  
&  
Support Role

Identification  
&  
Provider

Facilitator  
&  
Monitor

Categories Excluded  
Key Person  
Implementor

Guidance counsellors' perceptions of the duties and roles they associated with their current job position are listed below. The list begins with the role which they MOST OFTEN associated and ends with the role with which they LEAST OFTEN associated. 'Categories Excluded' refer to the role with which none of the guidance counsellors

Senior Elementary  
Guidance Counsellors  
(7-8)

ROLE

Student Advocate

Identification  
&  
Program/Placement

Liaison  
&  
Implementation

Educator

Categories Excluded

Key Person  
Facilitator  
Monitor  
Identification  
Provider

Secondary  
Guidance Counsellors  
(9-13)

ROLE

Student Advocate

Liaison

Support Role

Identification

Educators

&  
Monitor

Implementor

&  
Key Person

Category Excluded  
Facilitator

APPENDIX S

Content Analysis of Perceived Impact

Items 59, 60, 80, 88 & 100

ITEM 59  
CONTENT ANALYSIS

ITEM 59 "Do you feel as a result of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional'? Why?"

Participants Surveyed - Administration, all Consultants, Principals, Vice-principals, Elementary Regular Teachers, Elementary Special Education Teachers and Senior Elementary Guidance Counsellors.

Rate of Response - 92% (n=328)

\*N of Recorded Responses=357

Participants perceived a general level of "increased awareness" among both teachers and parents. Teachers and educators were becoming more aware of their responsibilities with respect to identifying student's needs and responding with the appropriate actions. One respondent conceptualized the overall process as a form of "raised consciousness" requiring a new focus of attitudes for some colleagues. Respondents who referred to parents, focussed attention upon the increased awareness of "Rights". An increasing number of parents were soliciting outside approval (e.g., from special interest advocacy groups) to obtain services to which they perceived their child as entitled. Parents who subjected the Board to unrealistic demands were seen as "abusing" the "Rights" privilege. (Frequency of Occurrence=42%).

Responses emphasized the mandatory legal aspects of Bill 82 in conjunction with their professional duties. The underlying theme was that the intent of Bill 82 is identification and provision of special education services, therefore we must look for it. The legislation of Bill 82 legitimized the demand for identification, thus drawing more attention to the issue, therefore we consciously identify and perhaps unconsciously as well. There was some concern expressed over the fear of legal recourse and the fear that "colleagues may identify a child even when in doubt to cover oneself. (Frequency of Occurrence=20%)

Participants acknowledged that we now are more more sophisticated in identification and assessment procedures, therefore we are identifying pupils whom may have been previously overlooked. There is a better understanding of what "special needs" are and how we can serve them. Programs are in place for the purpose of early identification and research in related areas, has led to the development of more "precise" definitions. Schools are also equipped with better resources. (Frequency of Occurrence=17%)

Respondents felt that the increase of students was not due to Bill 82, but could be attributed to the fact that the W.C.B.E. already had the programs in place prior to Bill 82 legislation. (Frequency of Occurrence=6%)

Respondents felt that there would be no increase of students due to Bill 82. (Frequency of Occurrence =8%)

The remaining 7% of the responses were placed into the category "Other".

ITEM 60  
CONTENT ANALYSIS

ITEM 60 - "Do you feel that as a results of Bill 82 more students than in previous years will now be identified as 'Special Needs' or 'Exceptional Students'?"

Participants Surveyed - Administration, Consultants, Elementary personnel (Principals, Vice-Principals, Regular Classroom Teachers, Special Education Teachers and Guidance Counsellors)

Rate of Response - 88% (n=307)

\*N of Recorded Responses=338

An increase of placements will take place because of the beneficial effects the setting (regular classroom) has to offer. People are beginning to realize that not every case demands "a segregated setting" in order for students to succeed. The regular classroom allows for "Home School Support" and offers better social/emotional support for the pupil. (Frequency of Occurrence=22%)

More special needs and exceptional students will be placed into the regular classroom because it is the major "intent" of Bill 82. The emphasis has been placed upon "integration", thus education is experiencing a movement away from "segregation". "Societal pressures" created Bill 82, and integration is in "vogue". (Frequency of Occurrence=11%)

Parents are demanding that their child be placed in the regular classroom and sometimes the demands are unreasonable. A regular teacher stated "The general public feels the classroom teachers should answer and solve all problems no matter how drastic". (Frequency of Occurrence=11%)

Exceptional students are being placed into the regular classroom because special education classes are overcrowded. It has become a question of money as it is more economical to place students in the regular classroom. A principal stated, "The establishment of special classes is not keeping pace with there number of students, and the expansion of staff at the school level is not occurring." (Frequency of Occurrence =11%)

Identification and assessment procedures are very sophisticated. Thus, students who were always there before are now being detected. (Frequency of Occurrence =6%)



Respondents indicated there would be no increase and did not elaborate why this would occur. (Frequency of Occurrence=11%)  
Respondents indicated there would be an increase but did not elaborate why this would occur. (Frequency of Occurrence=9%)

The remaining 14% of responses were placed into the category "Other". Approximately 5% of these responses made reference that the W.C.B.E. had procedures in place prior to Bill 82, thus they would not experience any drastic increase.

ITEM 80  
CONTENT ANALYSIS

ITEM 80 - "What policy changes have been brought about by Bill 82?"

Participants Surveyed - Elected Board Trustees, Administration, Special Education and Curriculum Consultants

Rate of Response - 67% (n=51)

\*N of Recorded Responses=51

The Board office and schools were being confronted with legal responsibilities, which require 'increased documentation' or 'additional paperwork'. 'Formality' of procedures was frequently referred to and as one special education consultant stated, "Legislatively we are more tidy". (Frequency of Occurrence=30%)

The Board office must now accommodate 'exceptional students. Such provision of education will effect both school procedures (e.g., hiring of additional staff) and classroom procedures (e.g., programming). (Frequency of Occurrence=14%)

The development and utilization of School Based Teams. (Frequency of Occurrence=14%)

Development of procedures for parents, in particular involvement in the I.P.R.C. process. As one curriculum consultant stated, "Due process in terms of parental rights and responsibilities are being openly discussed and clearer strategies and procedures of exercising rights are now in place". (Frequency of Occurrence=14%)

Four respondents although they acknowledged that policy changes had occurred as a result of Bill 82, their responses did not identify the nature of the policy. Also 25% of the participants were not sure whether any changes had occurred and responded "do not know" or "not sure".

ITEM 88  
CONTENT ANALYSIS

ITEM 88 - "Overall, what has been Bill 82's impact on the Waterloo County Board of Education?".

Participants Surveyed - Elected Board Trustees, Administration and Special Education and Curriculum Consultants

Rate of Response - 88% (n=51)

\*N of Recorded Responses=50

Respondents perceived increased pressure and stress placed upon principals, regular teachers, special education teachers and consultants. An "energy drain" was experienced due to the additional workload, which meant less time for other duties. Special Education consultants raised the issue of the potential for increased conflict between parents and schools and the anxieties or fears of regular classroom teachers with respect to perceived "legal liabilities". (Frequency of Occurrence=36%)

Respondents perceived that as a result of the attention drawn to Bill 82, there was an "increased awareness" of the special needs of exceptional children among the majority of personnel, especially those located in the schools. (Frequency of Occurrence=22%)

Respondents perceived that as a result of Bill 82, there has been very little impact. They attributed this to the fact that the W.C.B.E. already had the concepts and principals of Bill 82 "extensively in place" prior to its legislation. (Frequency of Occurrence=20%)

Participants responded with answers of "not sure" or "do not know". (Frequency of Occurrence=12%)

The remaining 10% of responses were placed into the category "other".

ITEM 100  
CONTENT ANALYSIS

ITEM 100 - "Has the experience teaching exceptional or special needs students effected your satisfaction level of the performance of your teaching?"

Participants Surveyed - Elementary regular classroom teachers who are or have taught exceptional and or special needs students  
Response Rate - 79% (n=48)

\*N of Recorded Responses=24

The change in level of satisfaction of teaching performance was perceived as "Positive". Descriptive terms used by respondents included, "more satisfying", "more gratifying", and "very rewarding". Teachers expressed excitement when students were making "real progress". (Frequency of Occurrence=41%)

The change in level of satisfaction of teaching performance was perceived as "Negative". The experiences were described as "less satisfying", and feelings of frustrations were expressed, due to lack of time and or resources. Typical responses included, "not as effective with students", "Am more stressed" and "I expect more of myself". There was a concern that the regular students were suffering, as one person said "I feel that my regular students are missing out. I do not have the rapport I would like to". (Frequency of Occurrence=55%)

The remaining 4% of responses were placed into the category "Other".

APPENDIX T

Content Analysis of Impediments and Facilitators  
Items 18 & 52, 19 & 51, 36, 61, 62, 77, 78 & 91

ITEMS 18 & 52  
CONTENT ANALYSIS

ITEM 18 - "Does anything CONCERN you about Special Education?"

ITEM 52 "Does anything CONCERN you about Bill 82?"

Participants Surveyed = All Groups

Rate of Response - ITEM 18=87%. ITEM 52=85%

\*N of Recorded Responses for Special Education=417

\*N of Recorded Responses for Bill 82=468

Respondents were concerned over issues of identification, assessment, programming and/or placement. Problems cited included, "lack of skills in accurate diagnoses", "the inability to adequately view the needs of a such a vast range of pupils requiring programs", "too much on the low end and not enough on the high end (enrichment)", "what happens to the continuity of programs from year to year", "lack of responses in some areas, i.e., integrating difficult adolescents into Secondary School" and "the label it carries, any student in Special Education must be either stupid or has a BIG problem." (Frequency of Occurrence a) Special Education=20% b) Bill 82=4%)

Concern was expressed over the cost of Special Education Services. Issues included, "where will the money come from", "the government has not fulfilled funding agreements", "as a taxpayer I am concerned so much is going to so few". Others also expressed the concern over immediate versus continued financing. (Frequency of Occurrence a) Special Education=10% b) Bill 82=16%)

Participants expressed the concern that teachers both regular and special education are "over stressed", and therefore the quality of teaching suffers, and so will the teaching experience for some individuals. Regular classroom teachers will suffer additional frustrations if they are inadequately trained to teach exceptional pupils. The "degree to which the regular classroom teacher perspective must be altered to accommodate the new exceptional pupil" can be very stressing. A guidance counsellor observed that "regular teachers do not understand their role in special education". (Frequency of Occurrence a) Special Education=14% b) Bill 82=8%)

Lack of qualified staff (consultants, teachers) and classroom aides were cited as an issue of concern. (Frequency of Occurrence a) Special Education=8% b) Bill 82=15%)

Respondents were concerned that meeting the needs of special students would detract from serving the needs of regular students. In addition special students were perceived as a minority and regular students as the majority. Responses included "we are chasing too few bodies", "success is too small when

compared to the whole" and "resources being assigned to the delivery of Special Education cause austerity for the average student". Participants felt that the regular student may "fall through the cracks". (Frequency of Occurrence a) Special Education=11% b) Bill 82=8%)

Participants' concerns focussed upon segregation and integration issues. Issues that were cited included, "Is the regular classroom really the best placement?", "there is a potential for backlash against special education", "we emphasize children's differences rather than capitalizing on their similarities" and there is a lack of cooperation between special education and primary education. (Frequency of Occurrence a) Special Education=8% b) Bill 82=11%)

Parents of exceptional children were of concern to participants. Problems associated with parents included, "unreasonable" demands, the potential for litigation as they often employ legal aid (lawyers), "assertiveness bordering lobbying as a group", and that they are often lacking in knowledge or are misinformed. It becomes a concern when "Public perception believes that the school system is able to do all things for all pupils." (Frequency of Occurrence a) Special Education=9% b) Bill 82=10%)

Responses centered upon the "bureaucracy" and "formality" associated with the I.P.R.C. process. (Frequency of Occurrence a) Special Education=9% b) Bill 82=10%)

The remaining 11% of responses for Special Education and 18% of responses for Bill 82 were placed into the category other. Approximately 9% of the responses for Bill 82 focussed upon "time" constraints to work with children or to consult with other personnel and 7% dealt with the potential for "legal liability" of the exceptional child in the classroom. "Legal liability" was an issue for less than 2% for Special Education and time was a concern for approximately 3% of the participants.

CONTENT ANALYSIS  
ITEMS 19 & 51

ITEM 19 "Does anything EXCITE you about Special Education?"

ITEM 51 - "Does anything EXCITE you about Bill 82?"

Participants Surveyed - All Groups

Rate of Response - ITEM 19=82%. ITEM 51=67%

\*N of Recorded Responses Special Education=478

\*N of Recorded Responses Bill 82=456

Programs emphasize an "individualized" approach which is usually in the "best enabling environment" (regular classroom. Remedial services have been expanded, in particular enrichment programs for the gifted are becoming more "substantial" in content as opposed to "extra work" for the pupil. (Frequency of Occurrence a) Special Education=20% b) Bill 82=6%)

Participants are "excited" about the positive impact on students "who might otherwise be lifelong failures". Students are allowed to develop to their fullest potential, and educators enjoy watching their successes finally come together. Pupils develop a "new awareness of their own capabilities". (Frequency of Occurrence a) Special Education=20% b) Bill 82=6%)

Individuals are "excited" about the quality that caring personnel exhibit. Personnel show enthusiasm and a commitment to the students and to working cooperatively with others. (Frequency of Occurrence a) Special Education=10% b) Bill 82=5%)

Participants are "excited" that students' needs are being recognized and attended to with appropriate programs. Children are no longer left out due to special needs and the "level of commitment to all pupils should be similar". There is a "tremendous opportunity for children to develop their aspirations now that we are recognizing their abilities". (Frequency of Occurrence a) Special Education=16% b) Bill 82=30%)

Bill 82 "forces" all educators to become more "aware" of the needs of exceptional children. Generally, participants are "excited" the attention being directed to these students. The channels for specialized help and resources are opening up, and attitudes on the part of teachers and parents are becoming more positively influenced. (Frequency of Occurrence a) Special Education =10% b) Bill 82=10%)

Respondents indicated an "excitement" that regular education is expanding to "include all learners". Exceptional placements into the regular classroom (integration) allows peer affiliation in a "heterogenous" setting. Individuals responses made specific references to the "mainstreaming" movement. (Frequency of Occurrence a) Special Education=7% b) Bill 82=10%)



Participants are "excited" with the overall intent of Bill 82. The "social" and "educational intent" is a step forward and is "an essential component" of the educational system. Bill 82 is perceived as a very "progressive piece of legislation" within the area of Special Education. (Frequency of Occurrence a) Special Education=6% b) Bill 82=14%)

The remaining 9% of the Special Education and 17% of the Bill 82 responses were placed into the category "other".

ITEM 36  
CONTENT ANALYSIS

ITEM 36 "Do you have any concerns, working with Regular Teachers, over matters regarding special needs or exceptional students?"

Participants Surveyed - Elementary and Secondary Special Education  
Rate of Response - 95% (n=63)

Approximately 5% (n=63) indicated this question was not applicable to their setting (i.e., they had no contact with regular classroom teachers).

\*N of Recorded Responses=68

Respondents expressed a concern that due to the large number of students in the regular classroom, it is extremely difficult for the teacher to deal effectively with a student requiring special needs. (Frequency of Occurrence=15%)

Respondents perceived regular teachers as being uncooperative in accepting the student, or they were willing to physically accept the student in the classroom but did not carry out the recommendations for programming. Teachers were not prepared to make the necessary concessions (modifying teaching approaches) to accommodate the special needs of the student. Some of these teachers were described as "uncaring" or "disinterested" and needed to be "coaxed" into carrying out advice in the classroom. A special education teacher wrote, "Some regular classroom teachers need to be educated on the role the special education teacher plays in the school. (Frequency of Occurrence=15%)

Special Education teachers felt there was a general "lack of knowledge" which was common to regular classroom teachers. Participants were concerned if regular teachers really understood the implications and requirements of the exceptional student. As well, there was a sense of "fear" experienced by some regular teachers. One respondent stated his/ her "main concern is that the regular teachers feel free to ask questions and express concerns over students involved...not to hold things back and become frustrated." (Frequency of Occurrence=14%)

Respondents expressed a concern over "time". The time required for exceptional students must be balanced to the responsibility of the remaining students in the classroom. There is also very little time for "teacher-support conferencing" with special education teachers. If regular teachers are apprehensive it takes "time and patience and on going communication" to bridge this gap. (Frequency of Occurrence =10%)

Participants indicated they had no concerns working with regular classroom teachers with regards to special needs or exceptional students. (Frequency of Occurrence=30%)

The remaining 11% of the responses were placed into the category "Other".

ITEM 61  
CONTENT ANALYSIS

ITEM 62 - "Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students?"

Participants Surveyed - All Groups  
Rate of Response - 89% (N=426)

The results indicated that 46% of the sample perceived significant positive effects on regular students and 25% perceived significant negative effects. Approximately 8% reported significant effects would be both positive and negative depending on situational factors, while 10% felt there would be no significant effects on regular students placed with exceptional students.

POSITIVE SIGNIFICANT EFFECTS

<sup>A</sup>N of Recorded Responses=234

Regular students will benefit from this experience as the regular exposure will aid the pupil in developing tolerance, sensitivity and increased understanding of children with exceptionalities. If they have any fears or negative preconceived ideas of exceptional children they may lose them as a result of positive interactions. The child becomes more "empathetic", and the message that one respondent suggests that these children experience, is, "I'm okay, you're okay, we are more the same than different". (N of Occurrence=60%)

The regular student will experience positive effects dependent upon the situational variables such as, the degree of the students' exceptionality, the resources needed for the exceptional student, and whether the teacher is an appropriate "role model" (perceived as caring and empathetic). (Frequency of Occurrence=20%)

Regular students will benefit from this experience as they can take on a "helping" role (tutor) from which they can derive a certain amount of satisfaction and feeling of "success". "They will feel wanted and have something to offer". The increased responsibility will help foster leadership qualities. (Frequency of Occurrence=8%)

Regular students will benefit from this experience, as they will learn to live comfortably with all persons. Integrating the individuals "matches the reality of the outside world". The students social skills grow and they as they develop a "good sense of values". (Frequency Occurrence=6%)

The remaining 6% of the responses were placed into the category "other".

NEGATIVE SIGNIFICANT EFFECTS

\*N of Recorded Responses=157

Regular students will suffer due to loss of teacher time spent on exceptional students. The quality of their education will be "damaged". (Frequency of Occurrence=54%)

Regular students will suffer because their educational needs will not be addressed. The overall quality of regular education is compromised, as funds are "diverted" to special education programs. Participants perceive the regular student "at risk" of being "overlooked" or "short-changed". (Frequency of Occurrence=20%)

The work and progress of regular students will suffer due to the distractions provided by exceptional placements (Frequency of Occurrence=15%)

The regular students will be "resentful" or "jealous" of the extra attention demanded by exceptional pupils. They may take on negative behaviours and become less tolerant. (Frequency of Occurrence=14%)

The remaining 7% of the responses were placed into the category "other".

ITEM 62  
CONTENT ANALYSIS

ITEM 62 - "Do you feel there will be any significant effects on EXCEPTIONAL STUDENTS who are integrated with Regular Students?".

The majority of persons (65%) indicated significant positive effects on exceptional children placed with regular children in the classroom. Fewer (5%) perceived negative significant effects, while 9% indicated the presence of both positive and negative effects. The remaining 10% felt there would be no significant effects on the exceptional student.

Participants Surveyed - All Groups  
Rate of Response - 89% (N=426)

POSITIVE SIGNIFICANT EFFECTS

\*N of Recorded Responses=238

Responses focussed upon "social growth" of the exceptional student. The student would develop a more "personnel" understanding of his/her specialness, become more "well adjusted", generally be more "happy" and have an improved sense of "self esteem". (Frequency of Occurrence=46%)

Exceptional students would experience a feeling of "acceptance" and "peer affiliation". Responses included, "Feel more a part of the school rather than a segment of it", "they will experience a more humane atmosphere", and "students will lose the feeling of isolation". (Frequency of Occurrence=30%)

The experience for exceptional students will be positive dependent upon situational factors such as, low teacher-ratio appropriate facilities, teacher response and appropriate programming. (Frequency of Occurrence=4%)

The remaining 7% of responses were placed into the category "other".

NEGATIVE SIGNIFICANT EFFECTS

\*N of Recorded Responses=100

Exceptional students will feel "frustrated" and "rejected". They will never be able to keep pace with the achievements of regular students and will be constantly aware of this fact. This may "reinforce feelings of inadequacy". They will suffer from "cruel teasing" from their regular peers. (Frequency of Occurrence=39%)

Exceptional students will suffer due to the lack of appropriate support available in the regular classroom setting. Academic needs will not be met as effectively as in a special class setting. (Frequency of Occurrence=23%)

Respondents indicated negative significant effects but did not explain the nature of the consequences. (Frequency of Occurrence=25%)

The remaining 13% of responses were placed into the category "Other".

## ITEM 77

## CONTENT ANALYSIS

ITEM 77 - "What aspects of an I.P.R.C. process do you feel facilitates the determination and or placement of an appropriate education for a student?"

Participants Surveyed - All Groups  
Response Rate - 71% (N=426)

\*N of Recorded Responses=561

A strong "collaborative" effort among the parties involved was perceived as facilitating the I.P.R.C. process. Communication lines were described as "good" for consultation, creative problem solving and shared responsibility. The result led to group "consensus" in the decision making process. (Frequency of Occurrence=26%)

Parental "dialogue" or "involvement" was perceived as facilitating the I.P.R.C. process. Parent-school partnerships for the responsibility of the child were being developed. Instead of the school and parent working against one another, they worked together. (Frequency of Occurrence=21%)

The large number of persons required to be present or contribute information to an I.P.R.C. was perceived as being facilitative to the I.P.R.C. process. A wider resource base of expertise could be drawn upon using a multi-disciplinary approach. Individuals cited as contributing their expertise or first hand information about the student included (principals, teachers, parents, consultants, family physicians, significant others). Working as a "team" led to "creative problem solving" and several alternatives could be discussed. As one participant replied "It is a meeting of minds". Five percent of the sample indicated the importance of direct teacher input. (Frequency of Occurrence=18%)

The student profile work-ups (information gathered prior to an I.P.R.C. were seen as an extremely good concept. The document "coordinated" all the available information (personal history, school performance, medical history, etc.) about the pupil and allowed persons to view the "whole" child. (Frequency of Occurrence=13%)

The legislation or legalization of Bill 82 facilitated the I.P.R.C. process, in that it provided the guidelines for the procedures involved. (Frequency of Occurrence =10%)



Assessment procedures were regarded as being high in standards and aided the decision making process. (Frequency of Occurrence=5%)

Respondents replied they were "Not sure" or "Did not know". (Frequency of Occurrence=4%)

The remaining 6% of the responses were placed into the category "Other".

ITEM 78  
CONTENT ANALYSIS

ITEM 78 - "What aspects of an I.P.R.C. process do you feel may impede the determination and/or placement of an appropriate education for the student?"

Participants Surveyed - All Groups  
Response Rate - 66% (N=426)

\*N of Recorded Responses=448

The inclusion of parents was perceived as an obstacle to the I.P.R.C. process. Concerns cited by participants included, the potential for disagreement, poor attitudes or unreasonable expectations, lack of knowledge, and parental advocacy (e.g., lawyers, interest groups) who were generally perceived as adversarial. (Frequency of Occurrence=26%)

Respondents felt the some of the individuals present at the I.P.R.C. may hold "unrealistic" expectations. They are either "too positive" or "too negative". Such persons were perceived as wearing 'blinkers' or 'headsets' which were considered detrimental to the decision-making process. (Frequency of Occurrence=15%)

"Excessive" time demands are required to gather data and to hold meetings. Often there is a tremendous time span between the determination of an I.P.R.C. and the actual placement of the pupil. The number of I.P.R.C.'s are numerous and overloading the system, therefore quality of procedure may easily be short changed. (Frequency of Occurrence=15%)

Participants perceived a limited amount of resources (material, physical, financial, personnel) available, which effects I.P.R.C. determinations. If there is lack of space in classes, facilities or programs than it will mean lack of appropriate placements. Existing space is already overcrowded, and many regular classroom teachers are under qualified to take on 'exceptional placements'. (Frequency of Occurrence=15%)

The formal process of an I.P.R.C. is too rigid with documentation and set procedures. This may act to "intimidate or inhibit honest flexibility" of input. (Frequency of Occurrence=11%)

The number of people involved in an I.P.R.C. is too numerous. It is difficult to reach consensus, and it is more probable that disagreement will occur, leading to breakdown in communications. (Frequency of Occurrence=7%)

Respondents perceived no impediments or obstacles in the I.P.R.C. process. (Frequency of Occurrence=5%) Participants replied "not sure" or "do not know". (Frequency of Occurrence=3%)

The remaining 3% of responses were placed into the category "Other".

ITEM 91  
CONTENT ANALYSIS

ITEM 91 - "Do you have any concerns when working in schools?"

Results indicated that the majority of consultants (77%) stated that they had concerns when working in the schools.

Participants Surveyed = Special Education and Curriculum Consultants  
Rate of Response = 90% (n=44)

\*N of Recorded Responses=30

Participants expressed concern over the lack of time teachers have for consultation and for carrying out recommendations. One consultant remarked, "We can often see solutions but are not able to implement them". (Frequency of Occurrence=37%)

Consultants encountered individuals who were very misinformed regarding special education or a specific disability. (Frequency of Occurrence=23%)

Participants were concerned regarding the lack of support they are receiving in schools. There are school personnel who have negative attitudes. A consultant stated, "I have a sense that central office staff are perceived as intruders". There is a need to "develop rapport to create a working atmosphere" (Frequency of Occurrence=20%)

The remaining 20% of responses were placed in the category "Other". Concerns expressed in this category included, "misuse of the I.P.R.C. process will consciously avoid declaring a child exceptional to avoid the paperwork, meetings", the heavy workload of regular classroom teachers, "that my special education contact role is expanding" and "the differences in the delivery of programs and services from school to school and the different levels of responsiveness from the principals."

APPENDIX U

Content Analysis of Bill 82 & the Board Office  
Items 83, 84 & 85

ITEM 83  
CONTENT ANALYSIS

ITEM 83 - Where do you feel the planning process begins for Bill 82?

Participants Surveyed - Elected Board Trustees, Administration, Special Education and Curriculum Consultants, Principals and Vice-Principals

Rate of Response - 65% (n=145)

\*N of Recorded Responses = 151

Respondents indicated that planning must begin at the Board Offices. Before anything can be implemented it must be approved at the "Board Level". Responses were made mainly by principals and vice-principals. (Frequency of Occurrence=35%)

Respondents indicated that the planning process was a joint responsibility occurring at the Board and school levels. Implementation would not be successful without the cooperation of schools. (Frequency of Occurrence=23%)

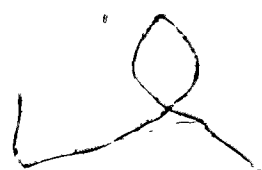
Respondents indicated that the planning process began at the "school level". Components comprising the "school level" included, principals, vice-principals teachers and the classroom. (Frequency of Occurrence=17%)

Respondents indicated that the planning process began at the "ministry level". (Frequency of Occurrence=8%)

Respondents indicated that the planning process began at the "ministry" and "board" levels. (Frequency of Occurrence=7%)

Respondents did not know where the planning process began. (Frequency of Occurrence=6%)

The remaining 4% of responses were placed into the category "Other".



ITEM 84  
CONTENT ANALYSIS

ITEM 84 - "Where do you feel the implementation process begins for Bill 82?"

Participants Surveyed - Elected Board Trustees, Administration, Special Education and Curriculum Consultants, Principals and Vice-Principals

Rate of Response - 75% (n=145)

\*N of Recorded Responses = 127

Respondents reported that the implementation process began at the "Board" level. (Frequency of Occurrence =21%)

Respondents reported that the implementation process began at the "School" level. Approximately half of these responses made specific reference to the "classroom and the teacher". (Frequency of Occurrence= 22%)

Respondents felt that the implementation process began at two levels, the "Board" and the "School". (Frequency of Occurrence=17%)

Respondents were not sure where the implementation process began. (Frequency of Occurrence=3%)

The remaining 9% of responses were placed into the category "Other".

ITEM 85  
CONTENT ANALYSIS

ITEM 85 "What do you perceive is the Board's responsibility, in terms of a) Providing support services to meet the necessary changes and b) Preparation of staff?"

Participants Surveyed - All Groups  
Rate of Response - 80% (N=428)

a) Provision of Support Services

Recorded Responses=530

The Board has a responsibility to hire sufficient qualified staff needed to accommodate exceptional students in the classroom. Specific references were made to "Support Staff", "Consultants" and "Aides". (Frequency of Occurrence=33%)

The Board has a responsibility to ensure that sufficient "Funds" are available to support additional needs (e.g., to hire staff, to purchase materials). (Frequency of Occurrence=21%)

The Board has a responsibility to provide the necessary "Training Programs" for staff and emphasis should be placed upon a) developing procedural skills (use and application of education materials or teaching approaches) and b) developing coping skills (strategies for decreasing apprehension or tension among teachers). Adequate preparation was also requested. (Frequency of Occurrence=16%)

Respondents indicated that the Board does have a responsibility to provide support services services, however their answers did not provide any details of the nature of these responsibilities (Frequency of Occurrence=12%)

The Board has a responsibility to ensure that the necessary equipment, facilities and materials needed to accommodate 'exceptional placements' are available to staff for the students use. (Frequency of Occurrence=10%)

The Board has a responsibility to reduce the "Pupil-Teacher Ratio" in classes that are to receive exceptional placements. (Frequency of Occurrence=4%)

The remaining 4% of responses were placed into the category "other".