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THE PERCEPTIONS OF CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS
FULL-TIME SEMINARY TEACHERS REGARDING THE INCLUSION OF
STUDENTS WITH DISABILITIES

by

Reginald S. Slocombe

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Agricultural Systems Technology
(Family and Consumer Sciences Education and Extension)

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2009

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ABSTRACT

The Perceptions of Church of Jesus Christ of Latter-day Saints Full-Time Seminary
Teachers Regarding the Inclusion of Students with Disabilities

by

Reginald S. Slocombe, Master of Science

Utah State University, 2009

Major Professor: Brian K. Warnick, Ph. D.
Department: Agricultural Systems Technology and Education

Efforts to formally educate students with special needs have been ongoing for over 50 years in the United States. Teachers are on the front line of the work to include students with disabilities. Previous research indicates a correlation between the attitudes of teachers and successful inclusion of students with disabilities. Two-hundred and fifty-one full-time released-time seminary teachers for The Church of Jesus Christ of Latter-day Saints Seminaries and Institutes of Religion (S&I, formerly the Church Education System or CES) in Utah responded to a questionnaire regarding their attitudes toward including students with disabilities in their classrooms. Selected personal and professional characteristics were correlated with these attitudes and perceptions. Results indicate that most teachers feel they understand the concept of inclusion, have had positive experiences teaching students with disabilities, and are willing to include students with all types of disabilities, even multiple disabilities, yet teachers also feel that

they lack confidence in the skills to include students with disabilities successfully.

Results also show that teachers are in need of and are willing to participate in professional development regarding best inclusionary practices. Many teachers reported that they were unaware of policies that deal with adapted programs for seminaries, and that they were not secure in their abilities to adapt curriculum for students with disabilities that are mainstreamed into their traditional classrooms.

(177 pages)

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Reginald S. Slocombe

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CHAPTER 1

INTRODUCTION

Today's secondary education teachers face many challenges to being successful at teaching the entire population of students in their classrooms (Dormody, Seevers, Andreasen, & VanLeeuwen, 2006). Students with intellectual and other disabilities have been given the right to receive their education in the least restrictive environment through the Education for All Handicapped Children Act of 1975 (Public Law 94-142) which grew into the Individuals with Disabilities Act (IDEA, PL 101-476, 1990), and was reauthorized in 2004 as the Individuals with Disabilities Education Improvement Act (IDEIA, PL 108-446). The IDEA mandate was the genesis for the practice of placing students with disabilities in traditional classrooms with their traditional student peers for a majority of their school day and has come to be known as inclusion. The update of the law in 2004 was issued to include provisions for the placement of students with disabilities by parents in private schools, to which the Local Education Authority (LEA; i.e., local school board), has some jurisdiction concerning IDEIA statutes.

Since the inception of the released-time seminary programs of The Church of Jesus Christ of Latter-day Saints in 1912, the LEA has also had responsibilities extended to them for some oversight of released-time programs. The purpose of this study is to determine the perceptions of released-time teachers in the seminary programs of The Church of Jesus Christ of Latter-day Saints regarding inclusion and to assess their perceived ability to include students with disabilities in their classrooms. The results of this study will help educational leaders and teacher educators evaluate the current perceptions, attitudes, and experiences of seminary teachers who have students with

disabilities included in their classrooms and thus help develop effective professional development strategies.

Statement of the problem

“[T]he manner in which the regular-classroom teacher responds to the needs of the special child may be a far more potent variable in determining the success on mainstreaming than is any administrative or curricular scheme” (Larrivee & Cook, 1979, p. 316) One of the most valuable elements to the inclusion process for a student is the positive attitude of the student’s teachers (Guralnick, 1982; Hanline, 1985; Hudson, Graham, & Warner, 1979; Odom & McEvoy, 1990; Shotel, Iano, & McGettingan, 1972; Williams & Algozinne, 1979). Analysis of past research on inclusion has suggested that the topic needed further investigation. In their 2000 review of literature, Kavale and Forness analyzed over 280 scholarly articles, books, and official documents regarding inclusion and reported that past research into inclusion has been both inconclusive and lacking in empirical evidence. Researchers have recommended more quantitative and qualitative research into inclusion so that treatments are not implemented that have not been properly tried and that may actually disserve students as a whole (Bender, Vail, & Scott, 1995; Kavale & Forness, 2000; MacMillan, Gresham, & Forness, 1996). Utah full-time seminary teachers’ attitudes toward the inclusion of students with disabilities and their perceived ability have never been specifically assessed. In order to provide students with fair education and the least restrictive educational environment the profession needs to be aware of the teachers’ attitudes, lesson preparation, and needs.

Once these attitudes and perceived abilities are clearly understood appropriate professional development opportunities and the necessary tools can be provided to the teachers.

Purpose and Objectives

The purpose of this study is to determine the perceptions of Utah released-time teachers in the seminary programs of The Church of Jesus Christ of Latter-day Saints regarding inclusion, and to assess their perceived ability to include students with disabilities in their classrooms. The results of this study will help educational leaders and teacher educators evaluate the current attitudes and experiences of seminary teachers who have students with disabilities included in their classrooms and thus develop effective professional development strategies.

The objectives of this study were to:

1. Describe the full-time seminary teacher in Utah according to selected demographic variables;
2. Determine the perceived attitudes and abilities of full-time seminary teachers in Utah pertaining to inclusion of students with disabilities;
3. Determine the perceived security level regarding the ability of full-time seminary teachers in Utah to include students with disabilities;
4. Determine the willingness of full-time seminary teachers in Utah to include students with specific disabilities;

5. Determine the skill set of full-time seminary teachers in Utah to include students with specific disabilities;
6. Determine the perceptions of adequacy and satisfaction of full-time seminary teachers in Utah with available support services;
7. Determine the willingness of full-time seminary teachers in Utah to participate in professional development regarding best inclusive practices;
8. Describe how students with special needs are included in the Utah full-time seminary teachers classroom;
9. Describe how teaching students with special needs impacts lesson preparation for full-time seminary teachers in Utah;
10. Summarize the strategies full-time seminary teachers in Utah employ to include students with disabilities in their classrooms; and
11. Correlate selected demographic variables with the analyzed perceptions of full-time seminary teachers on inclusion of students with disabilities.

Definitions

Disability terms used in this thesis are specific to special education, and are those generally used by educators in Utah specific to disabilities (Utah State Office of Education, 2008)

Inclusion: The practice of educating students with special needs in regular classes for all or nearly all of the day instead of in special education classes.

Integration: The process of opening a group, community, place, or organization to all, regardless of ability.

Perceived ability: The recognition of personal skill or competency level by teachers. Perceived ability refers to how well teachers *think* they can perform a specific task according to their own judgment and opinion.

Professional Development: The opportunity provided to teachers to develop, improve, collaborate, and/or enhance their knowledge, aptitudes, skills, and/or abilities through educational experiences. The opportunities are provided to teachers by teacher educators. Teachers are assessed as to what their needs or weaknesses are, then teacher educators strive to provide educational experiences for teachers in order to advance their teaching ability.

Autism: A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects the student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities, and stereotyped movements, resistance to environmental change or change in daily routine and unusual responses to sensory experiences.

Emotional or Behavioral Disorders: "Emotional disturbance" is used as a generic term to cover two types of behavior difficulties which are not mutually exclusive but which adversely affect educational performance: (1) Externalizing refers to behaviors that are directed outwardly toward the social environment and usually involves behavioral excesses, and (2) Internalizing refers to a class of behavior problems that are directed inwardly and often involves behavior deficits.

Hearing Impairment – Deafness: Deafness is a hearing impairment so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.

Intellectual Disability: A student who demonstrates sub-average intellectual functioning concurrently with deficits in adaptive behavior. Students with intellectual disabilities are those individuals who exhibit cognitive and adaptive behavior deficits that are likely to be life-long disabilities which can interfere with independent living (ID).

Learning Disability: A disorder in one of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

Multiple Disabilities: Combination of two or more disabilities which causes severe educational deficit (such as intellectual disability-blindness; intellectual disability-orthopedic impairment, and so forth).

Orthopedic Impairment: A severe orthopedic impairment, the term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, and so forth), impairment caused by disease (e.g. Poliomyelitis, bone tuberculosis, and so forth), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).

Visual Impairment: Impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Released-time Seminary: Released-time classes are held during school hours each day school is in session. These classes are generally taught by employed teachers in a Church-owned seminary building adjacent to a public school. Released-time programs must be approved by the Church Board of Education.

Assumptions

The assumptions of the current study are as follows:

1. An adaptation of the Regular Education Initiative (REI) Survey by Phillips, Allred, Bruelle, and Shank (1990) as modified by Gemmell-Crosby and Hanzlik (1994) was a valid method of assessing full-time seminary teachers of The Church of Jesus Christ of Latter-day Saints' attitudes toward including students with disabilities in their classrooms and determining their perceived ability to include students with disabilities in their classrooms.
2. Full-time seminary teachers of The Church of Jesus Christ of Latter-day Saints were familiar with the Individuals with Disabilities Education Act and the requirements of including students with disabilities; therefore, no explanation of the law was required.
3. Latter-day Saint (LDS) Seminary teachers are religious educators and must be endorsed by their local ecclesiastical leader as a worthy church member in order to teach.

Limitations

The following limitations were present during this research:

1. The collection of data through a questionnaire automatically excludes rich, descriptive detail from the respondents about their opinions and feelings and not all questions are understood by participants (Gall, Borg, & Gall, 1996).
2. The sample targeted as participants for this study were those current full-time seminary teachers for The Church of Jesus Christ of Latter-day Saints Seminaries and Institutes of Religion identified by the S&I Research Committee. Any other teachers in Utah matching the parameters of the population were not known and were therefore not part of the population studied.
3. The study utilized an electronic web based questionnaire instrument and the recruiting and follow-up procedures made use of e-mail services.

Significance of the Study

Data collected by the U. S. Department of Education Office of Special Education and Rehabilitative Services Office of Special Education Programs (2008) indicated that there were over 56,000 school age children involved in special education programs across the state of Utah. Almost 18,000 (31%) of those students with disabilities were secondary education students. S&I reported in 2009 that 84,433 secondary age students were enrolled in Utah seminaries (Annual Report) with close to 11,000 students with disabilities among them. The attitudes and aptitudes of full-time seminary teachers for The Church of Jesus Christ of Latter-day Saints toward inclusion of students with disabilities have never been assessed. It is generally felt by students with disabilities and

their parents that teachers are falling short in meeting their inclusive obligations (Pivic, McComas, & LaFlamme, 2002). Furthermore, one of the most significant barriers to successful inclusion of students with disabilities is the attitude of the teacher due to lack of knowledge, skills, and effort (Pivic et al.). The results of this study will make data available regarding the perceived attitudes, abilities, and experiences of full-time seminary teachers in Utah toward inclusion. Church Education System leaders and teacher educators may then use the information to guide advancement of appropriate professional development for seminary teachers.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide an overview of the available literature on the perceptions and attitudes of full-time seminary teachers on including students with disabilities. Based on the review of literature, Chapter II has been divided into the following sections: (a) theoretical framework; (b) released-time seminary and religious education for students with disabilities; (c) attitudes and perceived skills of teachers; (d) variables that impact attitudes and perceptions; (e) summary. Hand searches of *Exceptional Children*, *Journal of Special Education* and *Learning Disabilities Practice* were performed. Information was obtained from the Utah State University Library online databases using Google Scholar, ERIC and EBSCO host's Education collection. Searches were conducted using the following words or combination of words: perceptions, inclusion, disabilities, attitudes, mainstream, integration, religious education, and special education.

Theoretical Framework

The theory of reasoned actions (TRA) as postulated by Ajzen and Fishbein (1980) provided the necessary framework to study the perceptions of Church of Jesus Christ of Latter-day Saints full-time seminary teachers regarding the inclusion of students with disabilities. Ajzen and Fishbein proposed that a central factor in reasoned action is one's behavioral intention, and behavioral intention is the sum of one's attitude and subjective norms. Furthermore, attitudes are influenced by one's salient beliefs combined with past

experience, and subjective norms are born of “the person’s perception that most people who are important to him or her think he should or should not perform the behavior in question” (Fishbein & Ajzen, 1975, p. 302). All of these factors combine to become a strong predictor of an individual’s voluntary behavior, in the case of this research, the inclusion of students with disabilities in the traditional released-time seminary classroom. Within the context of the present research the TRA was applied by considering how Utah full-time seminary teachers’ experiences and characteristics relate to their perceptions and attitudes. A conceptual model was developed to illuminate the application of the TRA to the research as shown in Figure 1.

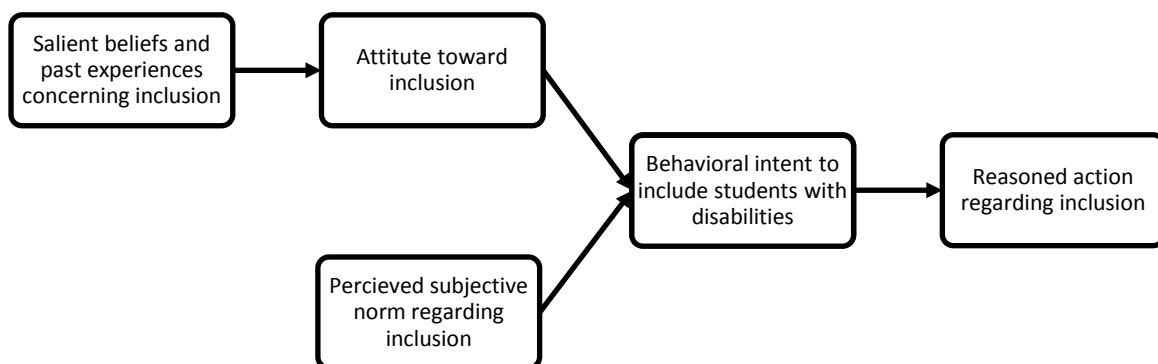


Figure 1. How beliefs, attitude, and perception toward inclusion influence intentions and actions.

Released-Time Seminary and Religious Education for Students with Disabilities

The first released-time seminary program for The Church of Jesus Christ of Latter-day Saints was established in 1912, across the street from Granite High School in

Salt Lake City, Utah, with 70 students enrolled in this program. It is reported by S&I in their *Annual Report* (2009) that over 115,000 secondary age students currently attended released-time seminary. In Utah, just over 600 men and women are employed full time as religious educators in the released-time seminary programs of The Church of Jesus Christ of Latter-day Saints.

Released-time seminary has been making progress since the 1970s to provide religious education for all children with disabilities of a secondary age level including homebound, blind, deaf, and intellectual disabilities (S. Hanna, personal communication, September 22, 2008). It has been a basic tenant of The Church of Jesus Christ of Latter-day Saints from its establishment, that “all the minds and spirits that God ever sent into the world are susceptible of enlargement” (Smith, 1976, p. 354).

The special education seminary and institute program was started as a separate entity from traditional seminary with its own meetings, buildings, and administration. By the late 1970s the special education seminaries were using a program developed by the church for helping young Native American students attain greater educational opportunity called the “Indian Placement Program” as a foundational resource for their special education curriculum but did not have any formal special education curriculum. Then the special education staff received permission to write and illustrate the basic canon of scripture used in S&I as scripture readers specifically geared for students with disabilities. These scripture readers became the foundation of the curriculum for the program but a formal universal seminary curriculum for students with disabilities has not been created. Currently, curriculum is developed on an individual teacher basis. As a

side note, the use of the scripture reader has spread to the entire population of children in primary programs of the church (S. Hanna, personal communication, September 22, 2008).

In the late 1980s and early 1990s, the efforts to mainstream students with disabilities in public schools increased. The special education seminary and institute program and administration was slowly merged into the traditional seminary and institute programs of the Church. The attitude in S&I at that time seemed to be that since mainstreaming had begun, now everyone was healed and little needed to be done to accommodate students with disabilities. Boyd K. Packer, in a worldwide general conference of The Church of Jesus Christ of Latter-day Saints in April, 1991, made mention of the efforts to include all students in seminary classrooms. He said:

In Mendoza, Argentina, we attended a seminary graduation. In the class was a young man who had great difficulty climbing ordinary steps. As the class marched in, two strong young classmates gracefully lifted him up the steps. We watched during and after the proceedings, and it became apparent that the whole class was afflicted with a marvelous kind of blindness. They could not see that he was different. They saw a classmate, a friend. In *them* the works of God *were being* manifest. While there was no physical transformation in the boy or in his classmates, they were serving like angels, soothing a spirit locked in a deformed body awaiting that time when it would be everlastingly made perfect. (p. 7)

This talk became a landmark in Church education with regards to the integration of students with disabilities into traditional classrooms and as a result several more

barriers were removed and S&I made significant progress toward inclusion. Since that time efforts have continued to increase to accommodate students with disabilities in the least restrictive environment (S. Hanna, personal communication, September 22, 2008). In November of 2007, section four of the S&I Policy Manual was updated. It outlines, among other things, specific direction for seminary program administrators to “contact local school administrators and become acquainted with the educational approach for populations with disabilities” (Seminaries and Institutes of Religion Policy Manual, 2009, Introduction, ¶ 2). Three different adapted programs/classes are available in seminaries: the inclusive (mainstream) class; the blended (reverse mainstream) class; and the cluster class. Each class has specific purposes and is tailored to the needs of the disabled population enrolled. In some areas with large populations of students with disabilities attending released-time programs, an Adapted Programs Advisor oversees and helps administer these programs. Section four of the policy manual also details important terminology and information concerning each class offered.

In many ways released-time seminary programs are similar to public schools when it comes to their approach to students with disabilities and they try to reinforce what the schools are doing; however there are some differences between public school efforts to educate students with disabilities and those of released-time seminaries. For example, seminaries do not require testing, labeling, or formal individualized education plans (IEP). Students with disabilities are perceived very differently in seminary and integration is much easier (S. Hanna, personal communication, September 22, 2008). As

a result traditional students and teachers alike perceive less formality when associating among students with disabilities.

In addition, public schools have support staff such as nurses, specialists, and therapists, as well as access to adaptive technology devices like voice buttons and computers for students with visually impairments that are not available to released-time seminaries. Other resources for teachers to appropriately accommodate students with disabilities are absent from seminary classrooms and buildings in general. Furthermore, both teachers and administrators are traditionally not trained in special education. Some teachers come into the released-time seminary programs with backgrounds in special education but because of the general lack of training and education in special education it is difficult to evaluate and assess teachers, classrooms, expectations, and/or discipline with regards to including students with disabilities (W. Parker, personal communication, June 10, 2009).

Attitudes and Perceived Skills of Teachers

It has been argued that whether or not a particular practice (e.g., inclusion) is implemented successfully is determined largely by how well the practice is accepted by the schools staff (e.g., teachers, administrators, and so forth). Failure to appropriately understand the attitudes and perceptions of staff may hinder efforts to increase participation in particular practices and ultimately lead to the staff rejecting practices and philosophies all together (Avramidis & Norwich, 2002; Carter & Hughes, 2006; Norwich, 1994; Schwartz & Baer, 1991; Snell, 2003). Titone (2005) observed that a

teachers' positive attitude toward inclusion and inclusive practices was an absolute prerequisite to their skills of actually being able to include students with disabilities.

In Larrivee's (1981) research regarding the effect of in-service training intensity on teachers' attitudes toward mainstreaming, it was noted that it has become increasingly more imperative to learn about those who teach young people with special needs in inclusive settings. Teachers' perceptions have tremendous impact on the success of all the students in their classroom. It has also been noted that staff and administrators, who are most distant from classrooms and students tend to have more positive attitudes toward mainstreaming. However, teachers with the greatest proximity to students exhibit a higher incidence of negative attitudes (Barngrover, 1971; Bender et al., 1995; Gickling & Theobald, 1975; Guerin & Szatlocky, 1974; Keogh & Levitt, 1976; Larrivee & Cook, 1979; MacMillan, Jones, & Meyer, 1976; Meyers, Sundstrom, & Yoshida, 1974).

In their 1996 research synthesis of teacher perceptions of mainstreaming and inclusion from 1955 to 1995 Scruggs and Mastropieri found that a two-thirds majority of teachers had positive attitudes toward the general concept of inclusion/mainstreaming, while only a slight majority was in favor of implementing those practices in their individual classrooms. Moreover, they found that administrators and other personnel tended to have more favorable attitudes towards mainstreaming and inclusion when compared to teachers.

Smith (2007) contended that the biggest factor in discouraging inclusive practices was a widespread attitude that the inclusion of students with disabilities is only a special education issue, when in reality it is a matter of general education, an issue for all to care

about, work on, and receive support and help. Hannah (personal communication, September 29, 2008) affirmed that these attitudes existed among released-time seminary teachers. However, she observed a drastic positive shift in perception, from teachers, when students with disabilities were actually included in regular seminary programs. Additionally, Monahan, Marino, and Miller (1996) concluded that successful inclusion involves parents, teachers and administrators.

The ultimate extent to which positive attitudes and perceptions held by a teacher impacts his or her classroom and students is not fully known, but several noteworthy outcomes have been observed. Bender and associates (1995) found that teachers with favorable attitudes toward mainstreaming tried more instructional and individualization strategies for inclusion. Also, the more positive teachers were toward mainstreaming and the more effective they felt they were as a teacher, the greater the likelihood they utilized proven strategies for mainstreaming (Bender et al.; Gemmell-Crosby & Hanzlik, 1994). Teachers with favorable attitudes toward mainstreaming prepared for their classes in different ways than those with negative attitudes toward inclusion (Bender et al.).

Teacher skill or lack thereof plays an important role in the perceptions they have toward inclusion. Smith's 2007 progress report on inclusion stated that "[a]ll educators, not only special educators, need information, experience, and skills related to teaching students with intellectual disabilities in their classrooms" (p. 304). General education teachers tend to make very few major changes to accommodate their students with disabilities (Bender et al., 1995; Munson, 1986; Myles & Simpson, 1989), but do more frequently make minor adaptations like purposeful seating arrangements and/or shortened

assignments (Bacon & Schulz, 1991; Bender et al.). The acquisition and use of skills in practicing inclusion is necessary and vital to the success of all students. General education teachers are likely to struggle knowing what skills will benefit their teaching and how to implement them most effectively.

Buell, Hallam, Gamel-McCormick, and Scheer (1999) found that general educators tend to lack confidence in their ability to accomplish objectives needed to support inclusion in general education classrooms. Namely, they lack confidence in the skills of adapting materials and curriculum, managing behavior problems, giving individual assistance, and writing behavioral objectives.

In 2002, Pivic and associates found that there was still a great need for disability awareness training for teachers. Disabled students and their parents felt that teachers needed additional skills training to be able to appropriately include all students in their classrooms. One such skill that researchers have found to be useful in adapting curriculum is that of a teacher acting as an observer of students. Titone (2005) indicated that teachers who could observe and recognize when students needed additional help were more capable of meeting their individual needs in adapting the curriculum.

Research has identified collaborative efforts between special and regular educators as one of the most important skills teachers can employ to include students with disabilities successfully (Daane, Beirne-Smith, & Latham, 2000; Friend & Bursuck, 2002; MacPherson-Court, McDonald, & Sobsey, 2003; Titone, 2005, Villa, Thousand, Nevin, & Liston, 2002). Burstein, Sears, Wilcoxon, Cabello, and Spagna (2004) found that general education teachers appreciated increased collaboration with special education

teachers. As a result of increased collaborative efforts general education teachers felt more comfortable and confident at practicing inclusive strategies and skills, especially curricula adaptation for students with disabilities. It has also been suggested that teachers look to sources outside of the school to collaborate on best possible strategies for inclusion, including parents, grandparents, and other important people in the student's life (File, 2001; Titone).

Peer tutoring or peer-mediated instruction, which involves any teaching situation where students are teaching agents for other students, has also been shown to be a particular skill that has been employed frequently and with high rates of success in regular classrooms where students with disabilities are being included (Bender et al., 1995; Villa et al., 2002). Lifshitz and Glaubman (2002) concluded that when teachers perceived themselves as capable in handling students with disabilities they were more willing to include them in their classrooms.

Variables that Impact Attitudes and Perception

Several variables that affect the attitudes and perceptions of teachers have been identified. Age and formal training play a role in teachers' perceptions. Dormody and associates (2006) suggested that in courses where classroom instruction was predominant, older teachers perceived less of a challenge when including students with special needs than those who were younger. Additionally, along with others, the authors reported that the more formal special education instruction a teacher received the less

their perceived challenge in including students with disabilities (Bender et al., 1995; Burke & Sutherland, 2004; Jobe, Rust, & Brissie, 1996).

Support services, initial education/training, and ongoing in-service training regarding inclusion also impact teachers' attitudes. Gemmell-Crosby and Hanzlik (1994) found the more satisfied a teacher was with support services and their education/training to become a teacher the more favorable their attitude. It was also found that better ongoing training predicted a higher level of competence in teachers with regards to inclusion. Additionally, higher levels of satisfaction with support services and increased competency providing specialized education for students with disabilities predicted a better attitude toward inclusion.

Titone (2005) found that teachers who had positive attitudes toward including students with disabilities and were successful including such students often did not start out with positive attitudes. Teachers overcame their fears, discomforts, lack of knowledge and apathy by participating in opportunities, interacting and observing students with disabilities. Involvement in activities that expose teachers to students with disabilities seems to increase positive attitudes toward inclusion because teachers become more familiar with students with disabilities.

In a Canadian investigation of the perceptions of kindergarten through 12th grade teachers toward the practice of inclusion, Vaughn, Schumm, Jallad, Slusher, and Saumell (1996) chose a sample of teachers who were not participating in inclusion in their school or classroom. They concluded that the overall attitude toward inclusion was not favorable among these teachers and that the negative attitudes toward inclusion were the

result, by and large, of a lack of positive experiences with inclusion. They also cited disconnects between administrators and classroom realities, class size, inadequate resources, and a lack of preparation time as variables that affect the attitudes of teachers toward inclusion. Bender and associates (1995) concur that teachers with larger classes tend to have less favorable attitudes toward their own efforts to include students with disabilities.

However, Larrivee and Cook (1979) found that class size was not a statistically significant impact on teachers' attitudes. Furthermore, they noted, along with others, that teachers' attitudes tended to become more negative as grade levels increased (Bender et al., 1995), with the greatest negativity found at the junior high school level. In addition, "teacher perception of degree of success, level of administrative support received, and availability of support services – all seem to have a significant impact on teacher attitudes" (Larrivee & Cook, p. 317). The authors also suggested that teachers attitude toward mainstreaming was not related to the population of the community in which they taught (i.e. rural, suburban, or urban).

Other variables that impact educators' perceptions are specific characteristics of the students in their classrooms. Soodak, Podell, and Lehman (1998) found that disability labels influenced educators' perceptions. The severity of disability has also been found to impact perceptions in a negative relationship, as the severity of the disability increased the attitudes of the teachers toward inclusion became more negative (Avramidis & Norwich, 2002; Cook, 2001).

Avramidis and Norwich in their 2002 review of literature concerning teachers' attitudes toward inclusion, identified several other variables that determine perceptions including: teachers' beliefs and school's ethos, and socio-political views.

Religiosity has also been considered as a variable that bears sway on attitudes toward inclusion. Lifshitz and Glaubman (2002) in their study of whether religiosity influenced teachers' willingness and skill to include students with disabilities in a positive way found that teachers who were religious were more willing to include students with most disabilities. They also concluded that teachers who were religious felt a greater sense of efficacy in their classrooms when practicing inclusive strategies.

Utah Seminary Teacher Demographics

The use of demographic information aids researchers in drawing conclusions and forming recommendations from their data. Gemmel-Crosby and Hanzlik (1994) chose to collect data on the following demographic variables: gender; age; geographic location (rural, suburban, and urban); education level; certification; types of certification; participation in IEP's; experience; and work with related service providers.

Summary

This study provides needed insight concerning the issues that affect full time seminary teachers' perceptions toward inclusion and their experiences regarding self-efficacy related to including students with disabilities. It also offers important glimpses into what teachers' preparation experiences were while teaching classes with inclusive

strategies. Assessment of the attitudes and experiences of full time seminary teachers of The Church of Jesus Christ of Latter-Day Saints in relation to inclusion is critical, especially so as to not disserve any of the young people involved in seminary programs.

CHAPTER III

PROCEDURES

The purpose of this study is to determine the perceptions of released-time teachers in the seminary programs of The Church of Jesus Christ of Latter-day Saints regarding inclusion, and to assess their perceived ability to include students with disabilities in their classrooms. The results of this study will help educational leaders and teacher educators evaluate the current attitudes and experiences of seminary teachers who have students with disabilities included in their classrooms and thus develop effective professional development strategies.

Objectives

Eleven objectives were identified for this study:

1. Describe the full-time seminary teacher in Utah according to selected demographic variables;
2. Determine the perceived attitudes and abilities of full-time seminary teachers in Utah pertaining to inclusion of students with disabilities;
3. Determine the perceived security level regarding the ability of full-time seminary teachers in Utah to include students with disabilities;
4. Determine the willingness of full-time seminary teachers in Utah to include students with specific disabilities;
5. Determine the skill set of full-time seminary teachers in Utah to include students with specific disabilities;

6. Determine the perceptions of adequacy and satisfaction of full-time seminary teachers in Utah with available support services;
7. Determine the willingness of full-time seminary teachers in Utah to participate in professional development regarding best inclusive practices;
8. Describe how students with special needs are included in the Utah full-time seminary teachers classroom;
9. Describe how teaching students with special needs impacts lesson preparation for full-time seminary teachers in Utah;
10. Summarize the strategies full-time seminary teachers in Utah employ to include students with disabilities in their classrooms; and
11. Correlate selected demographic variables with the analyzed perceptions of full-time seminary teachers on inclusion of students with disabilities.

Instrumentation

In order to explore the perceptions and attitudes of Utah's full-time seminary teachers ($n = 251$) regarding the inclusion of students with disabilities in their classrooms, descriptive survey techniques were employed. The instrument that was selected to provide the most reliable data was an adaptation of the Regular Education Initiative (REI) survey by Phillips et al. (1990) as modified by Gemmell-Crosby and Hanzlik (1994). To better reveal the attitudes and perceptions of full-time seminary teachers in Utah the questionnaire was revised, updated, and converted into an electronic version that was administered via the internet (see Appendix A). Face and content

validity were determined by a panel of experts consisting of the S&I adaptive programs coordinator and other S&I pre-service personnel, university teacher educators, and special education teacher educators. Specific terms used in the questionnaire were updated to reflect current terminology used by the Utah State Office of Education and were defined in the survey instrument (Utah State Office of Education, 2008).

The electronic version of the instrument was created using *Survey Monkey*, an internet based survey collection provider. To assure anonymity, responses were collected digitally without any identifiable information that could be viewed by the researchers. *Survey Monkey* also guaranteed the protection of all the information collected and maintained on their SSL encrypted servers. Those servers were secured by pass-card and biometric access systems and monitored through digital video surveillance 24 hours a day.

The instrument was broken down into four subsections. Section I asked for personal and professional information from the respondent. Section II made use of a 5-point Likert-type scale for each statement that rated their response from “strongly agree” to “strongly disagree” and acquired information pertaining to teachers’ attitudes toward the inclusion of students with disabilities in their classrooms, perceptions of adequacy of support services, and their perceived efficacy in teaching such students. Section III consisted of items that determined teachers’ satisfaction regarding support services and the education they received or were currently receiving concerning inclusion of students with special needs. The same Likert-type scale was employed as in Section II. Section IV contained three open ended questions that provided a forum for the teachers to express

their comments regarding their experiences including students with disabilities and how it has influenced their preparation.

Selection of Population

The population ($N = 600$) of full-time seminary teachers in Utah were selected for this study. The liaison for the S&I Education Research Committee provided the researchers with a database containing the names, positions, and official work e-mail addresses of the population of current full-time seminary teachers in Utah needed for the study. A random sample ($n = 314$, 5% margin of error and 75% response rate calculated) of teachers were extracted from the population, coded appropriately for data collection, and invited to participate. The sample targeted as participants for this study were those current full-time seminary teachers for S&I, by the S&I Research Committee. Any other teachers in Utah matching the parameters of the population were not known and were therefore not part of the population studied.

Collection of Data

Data collection was conducted between December, 2008 and February, 2009. As per S&I Education Research Committee guidelines, contact with the research subjects and their immediate supervisors was made in advance of initiating data collection to inform them of the nature and procedure of the survey techniques. Area supervisors were also contacted to inform them of the participation of some teachers in their administrative area. E-mail is an official form of communication for S&I and all full-time seminary

teachers and administrators are provided with on-sight work internet access and a personal e-mail address that they are required to check regularly. Microsoft Word documents were created and mail merged in order to communicate with necessary parties.

All seminary principals in Utah were notified on December 6, 2008 via e-mail about the purpose of the research and the intent of the researchers (see Appendix B). E-mail messages informing area directors followed (see Appendix C). On December 8, 2008 a pre-notice e-mail was sent to each teacher in the sample notifying them of their selection and voluntary participation in the research (see Appendix D). Dillman (2000) found that response rates were significantly higher when pre-notice communications were sent to subjects. Notification to each participant (see Appendix E) containing a link to the IRB approved Letter of Information (see Appendix I) and the coded web link to the electronic questionnaire were sent on December 19, 2008. A reminder e-mail was sent January 2, 2009 to participants who had not yet completed the survey (see Appendix F), with a second reminder sent on January 27, 2009 (see Appendix G). The final follow up e-mail for the subjects who had not responded, containing the date and time the survey would close, was sent February 2, 2009 (see Appendix H). The data collection ended February 4, 2009 at 5:00 pm.

Data Analysis

The first research objective was statistically analyzed using descriptive statistics such as frequency, percentages, mean and standard deviation. Objectives two through

seven used descriptive statistics including frequency, percentages, and medians. The respondents comments were written verbatim in connection with objectives eight to ten (see Appendix J). Analysis of the response to the open-ended questions was conducted through the process of individual identification of primary coding schemes, negotiation with additional analysts of a formal coding scheme, and then individual recoding of data. A series of multiple regression analyses was utilized to determine if any significant relationship existed for objective eleven. A priori alpha level was set at .05. A post hoc analysis using Cronbach's alpha was conducted to estimate reliability of the instrument.

CHAPTER IV

RESULTS AND FINDINGS

The purpose of this study was to determine the perceptions of released-time teachers in the seminary programs of The Church of Jesus Christ of Latter-day Saints regarding inclusion, and to assess their perceived ability to include students with disabilities in their classrooms. The results of this study will help educational leaders and teacher educators evaluate the current attitudes and experiences of seminary teachers who have students with disabilities included in their classrooms and thus develop effective professional development strategies.

Of the defined sample ($n = 314$) of full-time seminary teachers in Utah, 251 responses were received for a response rate of 79.9%. Post hoc analysis of reliability for the instrument was performed to establish reliability using Cronbach's alpha. The data showed internal consistency at .915.

Linder, Murphy, and Briers (2001) suggested comparing those who respond late to those who respond early as a way of controlling for non-response error. All 251 respondents completed the instrument online through the provided personal web links. Participants who completed the survey after the initial e-mail contact were identified as early respondents ($n = 208, 82.9\%$) and those who completed the survey after the second e-mail reminder were identified as late respondents ($n = 43, 17.1\%$). These participants' scaled responses were summed and an analysis of variance (ANOVA) was calculated to determine if any differences existed between the two groups. The results indicated no statistically significant differences between the two groups, $F(249, 55) = 0.626, p = .430$.

Eleven objectives were identified to fulfill the purpose of this study. The objectives were to:

1. Describe the full-time seminary teacher in Utah according to selected demographic variables;
2. Determine the perceived attitudes and abilities of full-time seminary teachers in Utah pertaining to inclusion of students with disabilities;
3. Determine the perceived security level regarding the ability of full-time seminary teachers in Utah to include students with disabilities;
4. Determine the willingness of full-time seminary teachers in Utah to include students with specific disabilities;
5. Determine the skill set of full-time seminary teachers in Utah to include students with specific disabilities;
6. Determine the perceptions of adequacy and satisfaction of full-time seminary teachers in Utah with available support services;
7. Determine the willingness of full-time seminary teachers in Utah to participate in professional development regarding best inclusive practices;
8. Describe how students with special needs are included in the Utah full-time seminary teachers classroom;
9. Describe how teaching students with special needs impacts lesson preparation for full-time seminary teachers in Utah;
10. Summarize the strategies full-time seminary teachers in Utah employ to include students with disabilities in their classrooms; and

11. Correlate selected demographic variables with the analyzed perceptions of full-time seminary teachers on inclusion of students with disabilities.

Objective 1: Describe the Full-Time Seminary Teacher in Utah

According to Selected Demographic Variables

The characteristic full-time seminary teacher for The Church of Jesus Christ of Latter-day Saints in Utah based on the responses to this survey was 39.12 years old ($SD = 9.11$), had 12.56 years of teaching experience ($SD = 8.34$), and had 6.63 years of experience teaching students with disabilities ($SD = 7.54$). When it came to the number of university special education courses taken the mean number for the respondents was .43 ($SD = 1.49$) with the mean number of professional development programs participated in relating to special education reported as 1.50 ($SD = 3.08$). The respondents in this study consisted of 12 females (4.8%) and 239 males (95.2%). In general, 30 (12.0%) of the teachers taught at seminaries located in rural areas (population less than 2,500), 128 (51.0%) taught at seminaries located in suburban areas (population of 2,500 – 49,999), and 93 (37.1%) taught at seminaries located in urban areas (population greater than 50,000). Forty-eight (19.1%) full-time seminary teachers held Bachelor's degrees as their highest level of education, 195 (77.7%) held a master's degrees, and 8 (3.2%) held doctoral degrees.

The instrument used in this study asked the respondents to indicate any and all of the related service providers they had worked with over the course of their career. Table 1 provides the data collected from the responses for each service provider.

Table 1

Special Education Service Providers Utilized by Full-Time Seminary Teachers

Type of service provider	<i>N</i> Worked with	%
Occupational therapist	14	5.6
Physical therapist	14	5.6
Speech language pathologist	38	15.1
Special education teacher	188	74.9
Behavior specialist	53	21.1
Mobility specialist	18	7.2
Interpreter (ASL, and so forth)	94	37.5
Other (psychologist, nurse, and so forth)	55	21.9
None of the above	39	15.5

Objective 2: Determine the Perceived Attitudes and Abilities
of Full-Time Seminary Teachers in Utah Pertaining to
Inclusion of Students with Disabilities

Participants responded to statements representative of their perceived skill level and understanding of including students with disabilities in their classroom. Their responses are summarized in Table 2. Exactly 84% of the participants agreed or strongly agreed that they understood the concept of inclusion/integration, however only half of the seminary teachers agreed or strongly agreed that they were in favor of including students with disabilities in their own classrooms. Only 25% of seminary teachers agreed or strongly agreed that students with disabilities should be integrated into traditional classes

for traditional students rather than attending special education classes and two out of every three teachers felt that the number of students in the class needed to be lower when students with disabilities are included. Only 33.1% of the participants agreed or strongly agreed that they had the skills to successfully include students with disabilities and nearly half felt that including students with special needs into traditional classes would take much of the teachers' time and attention away from traditional students.

Table 2

Skill Level and Understanding of Including Students with Disabilities

Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
I understand the concept of inclusion/integration.	46 18.3	165 65.7	29 11.6	11 4.4	0 0.0	2
Students with disabilities should be integrated into traditional classes for traditional students rather than attending special education classes.	9 3.6	58 23.1	112 44.6	58 23.1	13 5.2	3
The number of students in the class needs to be lowered when students with disabilities are included.	58 23.1	109 43.3	45 17.9	35 13.9	3 1.3	2
I presently have the skills to successfully include students with disabilities in my classroom.	10 4.0	73 29.1	67 26.7	83 33.1	15 6.0	3
The inclusion of students with special needs into traditional classes will take much of the teachers' time and attention from traditional students.	32 12.7	78 31.1	73 29.1	62 24.7	4 1.6	3
I am in favor of including students with disabilities in my class.	29 11.6	100 39.8	88 35.1	26 10.4	6 2.4	2

Note. SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree.

Objective 3: Determine the Perceived Security Level Regarding the
Ability of Full-Time Seminary Teachers in Utah to Include
Students with Disabilities

Teachers responded to a series of statements that indicate their perceived security level regarding the ability to include students with disabilities in their classroom. Table 3 lists the rankings of each statement.

Generally, seminary teachers in Utah reported that they are secure in their ability to work with parents of students with disabilities (82.8%) and three out of four teachers felt all students are safe in their classroom when including students with disabilities. Half of all full time seminary teachers responded that they feel secure in their ability to manage behavior problems related to students with disabilities. Yet 41% of teachers reported that they do not feel secure in their ability to properly adapt materials/curriculum specifically for students with disabilities.

An overwhelming majority (81.2%) of responding seminary teachers felt that students with mild level disabilities are best served in traditional classrooms. That number shrinks to less than half (39.1%) where students with a moderate level of need are concerned and just over 75% of teachers felt that students with significant level special needs are not best served in a traditional classroom.

Seminary teachers were split on how they felt about class size and student teacher ratio being appropriate for mainstreaming to take place, 36.7% agreed or strongly agreed that they were appropriate and 33.5% disagreed or strongly disagreed. Nearly half

disagreed or strongly disagreed that there was very little difference in the curriculum when students with disabilities were included.

Table 3

Level of Security Regarding the Ability to Include Students with Disabilities

Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
I feel secure in my abilities to adapt materials/curriculum for students with disabilities.	13 5.2	85 33.9	50 19.9	87 34.7	16 6.4	3
I feel secure in my abilities to manage behavior problems related to students with disabilities.	14 5.6	109 43.4	47 18.7	70 27.9	11 4.4	3
I feel I can create a safe environment in my classroom for all students when including students with disabilities.	33 13.1	165 65.7	33 13.1	15 6.0	5 2.0	2
I feel secure in my abilities to work with parents of students with disabilities.	50 19.9	158 62.9	29 11.6	12 4.8	2 0.8	2
A traditional classroom setting is probably the best placement for students with mild level of need.	45 17.9	159 63.3	36 14.3	11 4.4	0 0.0	2
A traditional classroom setting is probably the best placement for students with moderate level of need.	14 5.6	84 33.5	100 39.8	51 20.3	2 0.8	3
A traditional classroom setting is probably the best placement for students with significant level of need.	4 1.6	12 4.8	45 17.9	132 52.6	58 23.1	4
In my classroom, teacher/student ratios are adequate or appropriate for mainstreaming students with disabilities.	12 4.8	80 31.9	75 29.9	71 28.3	13 5.2	3

(table continues)

Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
There is very little difference in the curriculum when a student with special needs is included in the class or group.	13 5.2	73 29.1	48 19.1	92 36.7	25 10.0	3
The extra time needed to accommodate students with disabilities is <i>not</i> a problem.	6 2.4	74 29.5	74 29.5	76 30.3	20 8.0	3
My experience in teaching students with disabilities has been mostly positive.	60 23.9	129 51.4	44 17.5	16 6.4	2 0.8	2

Note. SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

Only 31.9% of teachers felt that the extra time needed to accommodate students with disabilities was not a problem while 38.3% of the respondents disagreed.

Overall, three out of every four full-time seminary teacher in Utah felt that experiences teaching students with disabilities had been mostly positive.

Objective 4: Determine the Willingness of Full-Time Seminary Teachers in Utah to Include Students with Specific Disabilities

Seminary teachers responded to statements regarding their level of willingness to include students with specific special needs. Table 4 lists the teacher responses for each specific disability.

Full-time seminary teachers' responses to the statements regarding their willingness to include students with specific disabilities were overwhelmingly positive.

Table 4

Teachers' Willingness to Include Students with Specific Disabilities

Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
I am willing to include students with <i>autism</i> in my classroom.	48 19.1	127 50.6	57 22.7	14 5.6	5 2.0	2
I am willing to include students with an <i>emotional or behavioral disorder</i> in my classroom.	38 15.1	124 49.4	61 24.3	23 9.2	5 2.0	2
I am willing to include students with <i>hearing impairment/deafness</i> in my classroom.	89 35.5	136 54.2	19 7.6	6 2.4	1 0.4	2
I am willing to include students with an <i>intellectual disability</i> in my classroom.	59 23.5	153 61.0	35 13.9	2 0.8	2 0.8	2
I am willing to include students with a <i>learning disability</i> in my classroom.	70 27.9	160 63.7	17 6.8	2 0.8	1 0.4	2
I am willing to include students with <i>multiple disabilities</i> in my classroom.	46 18.3	105 41.8	72 28.7	21 8.4	6 2.4	2
I am willing to include students with an <i>orthopedic impairment</i> in my classroom.	101 40.2	128 51.0	17 6.8	3 1.2	0 0.0	2
I am willing to include students with <i>visual impairment (including blindness)</i> in my classroom.	91 36.6	133 53.0	19 7.6	8 3.2	0 0.0	2

Note. SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

Of particular note were the number who were willing to include students with learning disabilities (91.6%), orthopedic impairments (91.2%), hearing impairments (89.7%), visual impairment (89.6%), and intellectual disabilities (84.5%). Still, 69.7% agreed that they would include students with autism and 64.5% indicated they would include

students with emotional/behavioral disorders. When responding to the statement regarding willingness to include students with multiple disabilities, 60.1% said they were willing.

Objective 5: Determine the Skill Set of Full-Time Seminary Teachers in Utah to
Include Students with Specific Disabilities

The instrument had the respondents indicate their perceived skill level to successfully include students with specific needs. Table 5 outlines the data collected for this category. In general, full-time seminary teachers in Utah tended to believe that they did not have the proper skills necessary to include students with disabilities in their classroom.

While 60.1% of the full-time seminary teachers in Utah agreed they had the skill to include students with orthopedic impairments and nearly half (47.2%) felt they could include students with learning disabilities, 46.7% of respondents felt they did not have the skills necessary to include students with multiple disabilities.

Over 40% felt they could properly include students with visual impairments and intellectual disabilities. Yet, 42.3% felt they did not have adequate skills to include students with autism.

Teachers were split when they considered their ability to include students with emotional or behavioral disorders and hearing impaired/deafness. One third of all teachers agreed or strongly agreed they had the skills to include students with emotional or behavioral disorders, one third was neutral, and the other third felt they did not

presently have the skills to do so. While 38.3% of all teachers agreed they had the skills to include students with hearing impairment/deafness, 40.7% disagreed.

Table 5

<i>Teachers Perceived Skill Set when Including Students with Specific Disabilities</i>						
Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
I presently have the skills to include students with <i>autism</i> in my classroom.	13 5.2	56 22.3	76 30.3	90 35.9	16 6.4	3
I presently have the skills to include students with an <i>emotional or behavioral disorder</i> in my classroom.	9 3.6	72 28.7	81 32.3	70 27.9	18 7.2	3
I presently have the skills to include students with <i>hearing impairment/deafness</i> in my classroom.	15 6.0	81 32.3	53 21.1	81 32.3	21 8.4	3
I presently have the skills to include students with an <i>intellectual disability</i> in my classroom.	12 4.8	96 38.2	76 30.3	60 23.9	7 2.8	3
I presently have the skills to include students with a <i>learning disability</i> in my classroom.	13 5.2	108 43.0	79 31.5	47 18.7	4 1.6	3
I presently have the skills to include students with <i>multiple disabilities</i> in my classroom.	8 3.2	48 19.1	77 30.7	93 37.1	24 9.6	3
I presently have the skills to include students with an <i>orthopedic impairment</i> in my classroom.	34 13.5	117 46.6	50 19.9	39 15.5	10 4.0	2
I presently have the skills to include students with <i>visual impairment (including blindness)</i> in my classroom.	16 6.4	90 35.9	56 22.3	71 28.3	18 7.2	3

Note. SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

Objective 6: Determine the Perceptions of Adequacy and Satisfaction of
Full-Time Seminary Teachers in Utah with Available
Support Services

The participants were asked to indicate what support services they had received or would receive in order to more successfully include students with disabilities in their classroom. Nearly half of all full-time seminary teachers in Utah who responded to the survey were not satisfied with their level of support services or training/professional development regarding students with disabilities. A summary of the teachers' responses to the statements related to support services is provided in Table 6.

A strong majority of respondents felt that consulting with parents and special education teachers would be beneficial and nine out of ten agreed that in-class support such as peer-tutors and paraprofessionals would be helpful to them. Over 60% of teachers felt team teaching and opportunities to teach an adapted class would also be beneficial. Just over 45% of respondents indicated that they disagreed or strongly disagreed that they were aware of section four of the CES policy manual which informs them of the current programs and resources regarding students with disabilities.

Table 6

Satisfaction and Needs of Support Services

Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
The support services I have or am currently receiving to help me with the inclusion of students with special needs have been adequate.	14 5.6	57 22.7	78 31.1	77 30.7	24 9.6	3
I have received or am receiving adequate education, training and/or professional development regarding inclusion and teaching students with disabilities.	4 1.6	38 15.1	65 25.9	110 43.8	33 13.1	4
Consultations with special education teachers, parents, and so forth would be beneficial for including students with disabilities in my classroom.	81 32.3	142 56.6	17 6.8	9 3.6	1 0.4	2
I am aware of section four of the CES policy manual which informs me of current programs and resources regarding students with disabilities.	14 5.6	79 31.5	44 17.5	88 35.1	26 10.4	3
In-class support such as peer-tutoring students, paraprofessionals, and so forth would be beneficial support in my classroom with students with special needs.	99 39.4	127 50.6	13 5.2	8 3.2	1 0.4	2
Team teaching with special education teachers/specialists would be beneficial in including students with special needs in my classroom.	56 22.3	112 44.6	51 20.3	26 10.4	6 2.4	2
An opportunity to teach an adapted class would be beneficial for including students with disabilities in my traditional classroom.	49 19.5	114 45.4	69 27.5	15 6.0	3 1.2	2

Note. SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

Objective 7: Determine the Willingness of Full-Time Seminary Teachers in
Utah to Participate in Professional Development Regarding
Best Inclusive Practices

Teachers were asked to indicate the types of professional development workshops or activities they would be willing to participate in to more successfully include students with disabilities in their classroom. Table 7 outlines their responses for each statement. Teachers were generally in agreement insofar as their willingness to participate in professional development workshops or activities to help them with behavior management (81.7%), how to collaborate with support service personnel (75.7%), and special education techniques (75.3%).

Table 7

Teachers' Willingness to Participate in Professional Development

Statement	SA <i>f</i> %	A <i>f</i> %	N <i>f</i> %	D <i>f</i> %	SD <i>f</i> %	Median
I would attend professional development workshops or activities dealing with special education techniques.	55 21.9	134 53.4	47 18.7	13 5.2	2 0.8	2
I would attend professional development workshops or activities dealing with behavioral management.	62 24.7	143 57	34 13.5	11 4.4	1 0.4	2
I would attend professional development workshops or activities on how to collaborate with support service personnel.	52 20.7	138 55.0	43 17.1	14 5.6	3 1.2	2

Note. SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

Objective 8: Describe How Students with Special Needs Are Included in the
Utah Full-Time Seminary Teachers Classroom

The teachers were asked to respond to a series of open ended questions. The first question, “Describe how students with special needs are included in your class” received 228 responses that were reviewed. A summary of their responses is found in Table 8. Appendix J includes the verbatim responses to these open ended questions.

Noted by the authors was that many teachers have had experiences using traditional student peers as helpers with specific instructions given them to aid students with disabilities in the class. A respondent replied “We have peer tutors to assist and all special needs students are mainstreamed into traditional classes.” Several teachers indicated that in their experience they have not treated their students with disabilities any differently than their traditional students. As one teacher stated “When I have had students with special needs I have tried to treat them as I treat the traditional students.”

Many full-time seminary teachers indicated that the particular seminary they taught at provided a fully adaptive class for students with disabilities and that they felt that was the best learning environment for students with disabilities. A number of respondents indicated multiple themes in their experiences. For instance, one teacher stated, “They are usually seated next to a stronger student that can help them with some but not all activities. Accommodations are made for those with physical needs (ramps, special desks, help in getting to and from class, and so forth). Opportunities are given for them to share with the class their special perspective of things.”

Table 8

How Students with Special Needs Are Included in Your Class

Theme	<i>N</i>
Peer tutors and/or aides assist special needs students	93
Special needs students are treated the same as regular learners	65
Curriculum adaptations	25
Students with disabilities attend a fully adapted special needs class at the seminary	25
Try to meet student needs individually	25
Student given individual attention/time in class	14
Miscellaneous	12
Do not currently teach any students with disabilities	11
Teacher needs more skills	11
General accommodations (i.e. seating arrangement, media, physical facilities, and so forth)	10
Interpreters	10
Collaboration with others (i.e. parents or support specialists)	7
Daily jobs	7
Left out or ignored	5
Team teach	2
Trial & error	1
Behavior modification	1

Objective 9: Describe How Teaching Students with Special Needs Impacts Lesson
Preparation for Full-Time Seminary Teachers in Utah

Respondents were asked to “describe how teaching students with special needs impacts lesson preparation” and 223 responses were recorded. A summary can be found in Table 9. Verbatim comments can be found in Appendix J.

In reviewing the responses, many of the teachers responded that their preparation was not impacted in a significant way by having students with special needs in their traditional classes. A respondent put it this way: “It has impacted my preparation very little because it is simply a part of the regular preparation that I go through.” One respondent added this to the statement that his preparation had been impacted in a minimal way: “It's hard enough to prepare for 6 different classes with 25-30 mainstream students each, without trying to figure out what one or two special needs students can do.” Several of the respondents reported that their preparation had been impacted by special adaptations for activities, materials, or audio visuals. One respondent explained how and why his preparation included special adaptations in this way: “I have to approach my class in such a way so as to know which activities will or will not work. I also look at classroom management and student interaction for every lesson as it has related to students with disabilities that have been in my class. I also have adjusted writing assignments, scripture mastery, tests, quizzes, and so forth, to meet individual needs and not just be a one-size fits all.”

Table 9

How Teaching Students with Special Needs Impacted Lesson Preparation

Theme	<i>N</i>
Little or no impact on lesson preparation	96
Adapted activities/materials/ or audio visual	38
Additional time and effort	28
Trust peer tutors to help adapt lessons	22
Simplified lesson plans/slower pacing	20
Increased awareness of students with disabilities	18
Frustration/confusion/lack skills	15
Miscellaneous	12
In class attention and adaptation	9
Don't have time to do anything different	8
Two separate lessons are prepared	5
Better teacher of traditional classes	4
Lessons more student centered	4
Collaborate more with teachers, parents, and so forth	3
More Prayer	2
Prepare reactions to disruptive behaviors	2

Objective 10: Summarize the Strategies Full-Time seminary Teachers in Utah Employ to
Include Students with Disabilities in Their Classrooms

Respondents were asked “what strategies have you used to include students with disabilities in your classroom?” Two-hundred sixteen responses were collected. For a summary of these responses see Table 10. See Appendix J for verbatim responses to this question.

It was apparent that several strategies were being used to include students with disabilities in regular classrooms. Half of the respondents reported using some form of peer tutoring as a way to include students with disabilities, with some reporting it as their only strategy, “peer tutors have been my salvation, otherwise I have generally failed”, while others have utilized it with broader strategies. It was also apparent that many felt like extra positive attention during class from the teacher and/or traditional students was a valuable strategy. In a similar way it was evident that respondents felt that lesson plans needed some adaptation for students with disabilities. One respondent acknowledged that they try to “find activities that they [the students with disabilities] feel comfortable with so they can participate”, while another said “the list is endless as I am inspired to try new things each time I prepare a lesson..., it seems like every time I prepare with a specific student or situation in mind, then the Lord is able to provide the necessary strategy to be successful for that student”.

Table 10

Strategies Used to Include Students with Disabilities in the Classroom

Theme	<i>N</i>
Peer assistance	109
Extra attention (i.e. kindness, encouragement, and so forth)	48
Adapted lesson plans	35
Instructional aids	28
Collaboration	23
Treat students with disabilities the same as traditional students	16
Miscellaneous	13
Selective seating arrangement	10
ASL interpreter	8
None	8
Don't know any strategies	4
Prayer	2

Objective 11: Correlate Selected Demographic Variables with
the Analyzed Perceptions of Full-Time Seminary Teachers on
Inclusion of Students with Disabilities

In order to identify which survey items indicated a statistically significant level of variance with the selected demographic variables a series of stepwise multiple regression analyses was employed. The statistics were run with the .05 level of significance. A stepwise multiple regression analysis was performed to determine which survey items

accounted for a statistically significant amount of the variance in the age of the subjects. This analysis revealed that 9.7% of the variance in age was explained by four variables. The variables are delineated in Table 11 along with the regression data.

Table 11

Stepwise Multiple Regression Results of Age with Survey Items

Variables	Beta	<i>t</i>	<i>p</i>
I am aware of section four of the CES policy manual which informs me of current programs and resources regarding students with disabilities.	-0.155	-2.340	.020*
An opportunity to teach an adapted class would be beneficial for including students with disabilities in my traditional classroom.	0.192	3.038	.003*
The support services I have or am currently receiving to help me with the inclusion of students with special needs have been adequate.	0.169	2.596	.010*
I feel secure in my abilities to manage behavior problems related to students with disabilities.	-0.142	-2.097	.037*

$$*F(4, 230) = 6.190, p = .000$$

* $p < .05$.

The analysis revealed that four variables had statistically significant relationships with the variable age. The first significant variable with age was “I am aware of section four of the CES policy manual which informs me of current programs and resources regarding students with disabilities,” $p = .020$. Further analysis indicated that as age tended to increase so did awareness of section four of the policy manual. The subsequent variable in the regression analysis was “An opportunity to teach an adapted class would be beneficial for including students with disabilities in my traditional classroom,” $p =$

.003. Additional analysis indicated that younger respondents were more likely to be willing to teach an adapted class to benefit the inclusion of students with disabilities in their traditional classroom. The third significant variable with age was “The support services I have or am currently receiving to help me with the inclusion of students with special needs have been adequate,” $p = .010$. Additional analysis showed that as age increased agreement that support services regarding inclusion were adequate tended decrease. The last variable to have a significant relationship with age was “I feel secure in my abilities to manage behavior problems related to students with disabilities,” $p = .037$. Further analysis revealed a negative correlation with age, as respondents become older they tend to feel more secure in their abilities to manage behavior issues related to students with disabilities.

A stepwise multiple regression analysis was performed in order to identify which survey items accounted for a statistically significant amount of variance in the population of the community in which the respondents teach. This analysis indicated that 4.2% of the variance in community size was explained by two variables. The variables are listed in Table 12 along with the regression results.

The analysis exposed two variables that had significant relationships with the community’s population where the respondent taught. The first variable identified as significant with the community’s population was “I am willing to include students with an emotional or behavioral disorder in my classroom,” $p = .012$. Extended analysis indicated that the less populated the community where the respondent taught the more willing the respondent was to include students with an emotional or behavioral disorder.

The other significant variable with the community's population was "I have received or am receiving adequate education, training and/or professional development regarding inclusion and teaching students with disabilities," $p = .027$.

Table 12

Stepwise Multiple Regression Results of Community Population with Survey Items

Variables	Beta	<i>t</i>	<i>p</i>
I am willing to include students with an <i>emotional or behavioral disorder</i> in my classroom.	0.164	2.535	.012*
I have received or am receiving adequate education, training and/or professional development regarding inclusion and teaching students with disabilities.	-0.144	-2.221	.027*

**F(2, 232) = 5.028, p = .007*

* $p < .05$.

Follow-up analysis revealed that the greater the population of the community where the respondent taught, the greater the adequacy of the education, training, and/or professional development regarding the inclusion of students with disabilities.

A stepwise multiple regression analysis was performed in order to identify which survey items accounted for a statistically significant amount of variance in the level of education of the respondents. The regression was performed at the .05 level of significance. This analysis indicated that 5.1% of the variance in the level of education was explained by two variables. The variables are listed in Table 13 along with the regression results.

Table 13

Stepwise Multiple Regression Results of Level of Education with Survey Items

Variables	Beta	<i>t</i>	<i>p</i>
I presently have the skills to successfully include students with disabilities in my classroom.	-0.216	-3.278	.001*
I feel secure in my abilities to adapt materials/curriculum for students with disabilities.	0.137	2.082	.038*

* $F(2, 232) = 6.260, p = .002$

* $p < .05$.

The analysis showed that two variables had a statistically significant relationship with the respondent's level of education. The first variable to indicate a significant relationship with the respondents level of education was "I presently have the skills to successfully include students with disabilities in my classroom," $p = .001$. Further analysis indicated that the more education a respondent had attained the more they tended to agree that they had the skills necessary to successfully include students with disabilities. The second significant variable to correlate with the level of education obtained by the respondents was "I feel secure in my abilities to adapt materials/curriculum for students with disabilities," $p = .038$. Additional analysis depicted a relationship that tended to have the level of confidence in a respondents ability to adapt materials and curriculum decreasing as the level of education increased.

A stepwise multiple regression analysis was performed in order to identify which survey items accounted for a statistically significant amount of variance in years of teaching experience. The regression was performed at the .05 level of significance. This analysis indicated that 9.7% of the variance in years of teaching experience was

explained by three variables. The variables are listed in Table 14 along with the regression results.

Table 14

<i>Stepwise Multiple Regression Results of Years of Teaching Experience with Survey Items</i>			
Variables	Beta	<i>t</i>	<i>p</i>
An opportunity to teach an adapted class would be beneficial for including students with disabilities in my traditional classroom.	-0.214	3.412	.001*
I feel secure in my abilities to manage behavior problems related to students with disabilities.	-0.211	-3.310	.001*
I feel secure in my abilities to adapt materials/curriculum for students with disabilities.	0.164	2.579	.011*

* $F(3, 231) = 8.228, p = .000$

* $p < .05$.

The analysis indicated that three variables had a statistically significant relationship with the respondent's years of teaching experience. The foremost variable was "An opportunity to teach an adapted class would be beneficial for including students with disabilities in my traditional classroom," $p = .001$. Follow up analysis showed that as the years of teaching experience of respondents increased so did the attitude that an opportunity to teach an adapted class would be beneficial to their teaching in the traditional classroom. The next variable with a statistically significant relationship to years of teaching experience was "I feel secure in my abilities to manage behavior problems related to students with disabilities," $p = .001$. Further analysis indicated the less teaching experience a respondent had the less secure they felt in their abilities to

manage behavior problems with students with disabilities. Finally, the variable “I feel secure in my abilities to adapt materials/curriculum for students with disabilities,” $p = .011$, was found to have a statistically significant relationship with the years of teaching experience of a respondent. Additional analysis revealed that respondents with more years of teaching experience tended to be less secure in their ability to adapt materials and curriculum for students with disabilities.

A stepwise multiple regression analysis was performed in order to identify which survey items accounted for a statistically significant amount of variance in years of experience teaching students with disabilities. The regression was performed at the .05 level of significance. This analysis indicated that 27.7% of the variance in years of experience teaching students with disabilities was explained by eleven variables. The variables are listed in Table 15 along with the regression results.

The analysis indicated that 11 variables had a statistically significant relationship with the respondent’s years of experience teaching students with disabilities. The first variable of statistical significance was “I feel secure in my abilities to manage behavior problems related to students with disabilities,” $p = .000$. Upon further analysis it was revealed that those with several years of experience teaching students with disabilities were more confident in their abilities to manage behavior problems related to students with disabilities.

Next, the variable “Team teaching with special education teachers/specialists would be beneficial in including students with special needs in my classroom” was found

Table 15

Stepwise Multiple Regression Results of Years of Experience Teaching Students with Disabilities with Survey Items

Variables	Beta	<i>t</i>	<i>p</i>
I feel secure in my abilities to manage behavior problems related to students with disabilities.	-0.252	-3.614	.000*
Team teaching with special education teachers/specialists would be beneficial in including students with special needs in my classroom.	0.239	4.056	.000*
Consultations with special education teachers, parents, and so forth would be beneficial for including students with disabilities in my classroom.	0.143	2.344	.020*
I am willing to include students with an <i>intellectual disability</i> in my classroom.	-0.401	-4.944	.000*
I am willing to include students with <i>multiple disabilities</i> in my classroom.	0.139	1.710	.089*
There is very little difference in the curriculum when a student with special needs is included in the class or group.	0.133	2.091	.038*
I feel secure in my abilities to work with parents of students with disabilities.	0.206	2.999	.003*
I presently have the skill to include students with to include students with <i>hearing impairment / deafness</i> in my classroom.	-0.247	-3.510	.001*
I am willing to include students with <i>hearing impairment / deafness</i> in my classroom.	0.207	2.842	.005*
A traditional classroom setting is probably the best placement for students with mild level of need.	-0.153	-2.503	.013*
I feel secure in my abilities to adapt materials/curriculum for students with disabilities.	0.133	2.004	.046*

* $F(11, 223) = 7.766, p = .000$

* $p < .05$.

to be statistically significant with respondent's years of experience teaching students with disabilities.

Additional analysis indicated the more years experience teaching students with disabilities a respondent had the less positive they were that team teaching with a special education teacher or specialist would be beneficial to their including students with special needs in their traditional classroom. The third variable "Consultations with special education teachers, parents, and so forth, would be beneficial for including students with disabilities in my classroom" also had a significant relationship with the dependant variable, $p = .020$. In analyzing this variable further it was noted that respondents with less years of experience teaching students with disabilities felt that consultations with special education teachers, parents, and others would be beneficial toward including students with disabilities in their classroom, while those with more years tended to feel that it would not be benefit them. The next variable to exhibit a significant relationship with the dependant variable was "I am willing to include students with an intellectual disability in my classroom," $p = .000$. Analysis of the variable indicated respondents with more years experience teaching students with disabilities tended to be more willing to include students with and intellectual disability. The fifth variable to be significant was "I am willing to include students with multiple disabilities in my classroom," $p = .089$. Subsequent analysis indicated as years of experience teaching students with disabilities increased, willingness to include students with multiple disabilities decreased. The next independent variable to indicate a significant relationship was "There is very little difference in the curriculum when a student with special needs is included in the

class or group,” $p = .038$. Follow up analysis revealed that respondents with fewer years experience teaching students with disabilities tended to agree that there was very little difference in the curriculum when including students with special needs while respondents with more years experience teaching students with disabilities tended to disagree. The seventh identified variable was “I feel secure in my abilities to work with parents of students with disabilities,” $p = .003$. Analysis of this variable made it clear that the more years experience teaching students with disabilities a respondent had the less secure they were in their ability to work with the parents of students with disabilities. After that, “I presently have the skill to include students with to include students with hearing impairment / deafness in my classroom,” was identified as having a statistically significant relationship with the dependent variable, $p = .001$. In analyzing this variable it was noted that as years of experience teaching students with disabilities increased, respondents were more likely to have the skills necessary to include students with hearing impairments or deafness in their classroom. The next statistically significant variable was “I am willing to include students with hearing impairment / deafness in my classroom,” $p = .005$. Further analysis indicated respondents with fewer years of experience teaching students with disabilities were more willing to include students with hearing impairment or deafness. The tenth variable of significance was “A traditional classroom setting is probably the best placement for students with mild level of need,” $p = .013$. The analysis of this variable suggested that respondents who reported more years of experience teaching students with disabilities were also more likely to believe a traditional classroom setting was the best placement for students with mild level of need.

Finally, the variable “I feel secure in my abilities to adapt materials/curriculum for students with disabilities” was found to have a significant relationship with the years of experience teaching students with disabilities, $p = .046$. When analyzing this variable it was found that the fewer years of experience teaching students with disabilities a respondent possessed, the more secure they were in their abilities to adapt materials and curriculum for students with disabilities.

A stepwise multiple regression analysis was performed in order to identify which survey items accounted for a statistically significant amount of variance in number of university special education courses taken. The regression was performed at the .05 level of significance. This analysis indicated that 13.8% of the variance in years of teaching experience was explained by four variables. The variables are listed in Table 16 along with the regression results.

The analysis indicated that four variables had a statistically significant relationship with the number of university special education courses taken. The first variable to be found significant was “I presently have the skills to successfully include students with disabilities in my classroom,” $p = .005$. Advanced analysis of the variable found as the number of university special education courses taken increased so did the respondents confidence in their skills to successfully include students with disabilities. The next significant variable identified was “My experience in teaching students with disabilities has been mostly positive,” $p = .000$. Subsequent analysis suggested that respondents who reported mostly positive experiences in teaching students with disabilities were those who had taken little or no university special education courses.

Table 16

Stepwise Multiple Regression Results of Number of University Special Education Courses Taken with Survey Items

Variables	Beta	<i>t</i>	<i>p</i>
I presently have the skills to successfully include students with disabilities in my classroom.	-0.219	-2.835	.005*
My experience in teaching students with disabilities has been mostly positive.	0.282	4.050	.000*
I feel secure in my abilities to manage behavior problems related to students with disabilities.	-0.199	-2.613	.010*
Consultations with special education teachers, parents, and so forth would be beneficial for including students with disabilities in my classroom.	-0.156	-2.419	.016*

$$*F(4, 229) = 9.134, p = .000$$

* $p < .05$.

The third variable with a statistically significant relationship to the dependant variable was “I feel secure in my abilities to manage behavior problems related to students with disabilities,” $p = .010$. In analyzing this variable it was made clear that the higher the number of university courses a respondent had taken the more secure they felt in their abilities to manage problems related to students with disabilities. Finally, “Consultations with special education teachers, parents, and so forth would be beneficial for including students with disabilities in my classroom” was found to be a significant independent variable, $p = .016$. The analysis of this variable indicated that respondents who had taken more university special education courses were more likely to see benefits in consulting

with special education teacher, parents, and others than those who had taken fewer courses.

A stepwise multiple regression analysis was performed in order to identify which survey items accounted for a statistically significant amount of variance in the number of professional development programs participated in related to special education. The regression was performed at the .05 level of significance. The analysis did indicate a 21.4% of variance to be explained for the number of professional development workshops attended. There were six variables explained. The variables are listed in Table 17 along with the regression results.

The analysis indicated six variables were statistically significant in relationship to the number of professional development programs participated in related to special education. The first variable of statistical significance was “I presently have the skills to successfully include students with disabilities in my classroom,” $p = .002$. Additional analysis indicated that as respondents participated in more professional development programs related to special needs, the more they felt they had the skill set necessary to include students with disabilities successfully in their classroom. The second significant variable was “Students with disabilities should be integrated into traditional classes for traditional students rather than attending special education classes,” $p = .001$. Analysis of the variable indicated respondents who had participated in fewer professional workshops related to special education felt stronger that students with disabilities should be integrated into traditional classrooms rather than attending special education classes.

Table 17

Stepwise Multiple Regression Results of Number of Professional Development Programs Participated in Related to Special Education with Survey Items

Variables	Beta	<i>t</i>	<i>p</i>
I presently have the skills to successfully include students with disabilities in my classroom.	-0.232	-3.084	.002*
Students with disabilities should be integrated into traditional classes for traditional students rather than attending special education classes.	0.221	3.483	.001*
I presently have the skill to include students with to include students with an <i>emotional or behavioral disorder</i> in my classroom.	-0.172	-2.2358	.019*
I would attend professional development workshops or activities on how to collaborate with support service personnel.	-0.198	-3.195	.002*
My experience in teaching students with disabilities has been mostly positive.	0.190	2.795	.006*
I have received or am receiving adequate education, training and/or professional development regarding inclusion and teaching students with disabilities.	-0.167	-2.478	.014*

$$*F(6, 227) = 10.311, p = .000$$

* $p < .05$.

Furthermore, “I presently have the skill to include students with to include students with an emotional or behavioral disorder in my classroom,” was shown to be a statistically significant variable, $p = .019$. Follow up analysis revealed that respondents who had participated in more professional development programs related to special education tended to agree that they were equipped with proper skills to include students with an emotional or behavioral disorder. The next significant variable was “I would attend professional development workshops or activities on how to collaborate with

support service personnel,” $p = .002$. In analyzing this variable it was noted that those who had attended professional development programs related to special education previously were more willing to attend professional development workshops or activities on how to collaborate with support service personnel than those who have not attended any special education professional development programs. The fifth variable found to be significant was “My experience in teaching students with disabilities has been mostly positive,” $p = .006$. The analysis suggested when respondents participated in little or no professional development programs related to special needs they had more positive experiences teaching students with disabilities. The last variable of significance was “I have received or am receiving adequate education, training and/or professional development regarding inclusion and teaching students with disabilities,” $p = .014$. Advanced analysis of the variable found that as the number of professional development courses participated in related to special education increased so did the respondents feeling that they had received adequate instruction regarding inclusion and teaching students with disabilities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The present study provides insight into the connections between the variables that impact Utah full-time seminary teachers' attitudes and perceptions toward inclusion and their perceived skill in including students with disabilities successfully. The findings of this study are vital to administrators, preservice trainers, and other support providers who are involved with released-time seminary. It is crucial that such individuals comprehend the current attitudes, perceptions, and needs of full-time seminary teachers in Utah in order to increase the successful impact of seminary experiences for all students involved in seminary.

Almost 85% of the teachers surveyed felt that they understood the concept of inclusion/integration, but less than 30% agreed that students with disabilities should be integrated into traditional classes for traditional students rather than attending special education classes, even with 75% of teachers reporting that their experience in teaching students with disabilities had been mostly positive. An interesting finding in this particular area is that respondents who reported mostly positive experiences teaching students with disabilities were those teachers who reported having taken little or no university special education courses. Additionally, those teachers who did feel that students with disabilities should be integrated in to traditional classrooms rather than attend special education classes tended to have participated in fewer professional development programs related to special education.

Generally, the teachers in this study were willing to include students with disabilities in their classrooms, including those with multiple disabilities. Willingness did vary based on the specific type of disability, and teachers in more rural areas were more willing to include students with emotional or behavioral disorders in their classes. Furthermore, teachers with more years of experience teaching students with disabilities tended to be more willing to include students with intellectual or hearing impairment/deafness disabilities, while they were less willing to include students with multiple disabilities.

There was also some disparity between teachers' willingness to include students with particular disabilities and their perceived skill to include them. For example, nearly 90% of teachers said they were willing to include students with hearing impairment/deafness but only 38% said they had the skills to actually include them successfully. Ultimately, only 33% of the teachers surveyed felt they had the skills to successfully include students with disabilities in their classrooms. These results reflect those found by others that teachers generally agree with the concepts of integration and inclusion (Scruggs & Mastropieri, 1996) but do not perceive that they are skilled enough to successfully accomplish the objectives of inclusion (Center & Ward, 1987). Those teachers who did feel they possessed the skills to successfully include students with disabilities in their classrooms tended to have higher than a bachelors degree, have taken more university special education courses, and participated in more professional development courses related to special education than their counterparts.

When considering whether a traditional classroom setting was the best placement option for students with a mild level of need, 81% of teachers agreed or strongly agreed. However, that number fell to 39% when the level of need increased to moderate, and decreased to just over 6% when the level of need became significant. Of interest to this point was that teachers with fewer years experience teaching students with disabilities were less comfortable with the idea of a traditional classroom being the best placement choice for students with mild level of need but more willing to include students with multiple disabilities or hearing impairment/deafness than those with more years experience teaching students with disabilities. Teachers with fewer years experience including students with disabilities were also more willing to participate in team teaching with special education teachers/specialists and individual consultations with special education teachers, parents, and others, as a beneficial way to better include students with disabilities in their classrooms. Moreover, they were likely to feel that there was very little difference in the curriculum when a student with special needs was included in their class or group, and more secure in their abilities to work with the parents of students with disabilities and to adapt materials/curriculum for students with disabilities.

When it came to questions dealing with curriculum, teachers were split in their feelings. Only 39% agreed or strongly agreed that they were secure in their abilities to adapt materials/curriculum for students with disabilities, and 41% disagreed or strongly disagreed. Those who were not secure were teachers holding more than a bachelors degree, more years teaching experience, and more years experience teaching students

with disabilities. Basically, teachers with more experience and education were the ones who struggled with adapting curriculum/materials.

The findings were less than positive in regard to receiving support services and professional development regarding inclusion and teaching students with disabilities. Just less than 23% agreed and less than 6% strongly agreed that the support services they have received or are receiving to help them with the inclusion of students with special needs have been adequate, and only 17% of teachers agreed or strongly agreed that they have had adequate education, training, and/or professional development regarding inclusion and teaching students with disabilities. As teachers' ages increased they tended to feel like the support services they were receiving were less adequate. Those who had attended more professional development programs related to special education were correlated with those who felt they were receiving or had received adequate training, education, and/or professional development regarding inclusion and teaching students with disabilities.

By and large, teachers wanted more support in helping students with disabilities to be included. Almost 90% said consultations with special education teachers, parents, and others would be beneficial, and exactly 90% said that in class support such as peer tutoring students, paraprofessionals, and so forth would be helpful. Nearly 67% felt that team teaching with a special education teacher/specialist would be beneficial and 65% thought an opportunity to teach an adapted class would be beneficial for including students with disabilities in their own traditional classroom. Additionally, only 37% of teachers said they were even aware of section four of the CES policy manual which

informs them of current programs and resources available regarding students with disabilities, and they were generally older teachers. Older teachers along with those with more teaching experience tended to disagree or strongly disagree that opportunities to teach adapted classes would be beneficial and, interestingly, teachers with more experience teaching students with disabilities were less inclined to feel team teaching with special education teachers/specialists would be beneficial.

More than three fourths of the teachers surveyed said they were willing to participate in professional development regarding special education techniques, behavioral management, and how to collaborate with support service personnel. Almost 82% of respondents reported that they would like to attend professional development workshops or activities dealing with behavioral management.

Teachers are trying to include students with special needs in their classrooms with several different strategies. The most commonly reported manner in which teachers have tried to accomplish inclusion is through peer tutors and/or aides to assist special needs students. But many teachers also feel that they should treat students with disabilities the same as their traditional students. Another strategy that some teachers employ is to find ways to give students with disabilities some form of additional attention, kindness, and encouragement from both students and themselves. Notably, almost half of teachers who responded indicated that teaching students with special needs has had little or no impact on their preparation for class. Those that felt it impacted their lesson preparation generally reported a difference in the need to adapt activities, materials, or audio visual materials. Interestingly, some, but not many, teachers indicated that prayer offered in the

preparation stages and in consequence to the needs arising in specific situations was an important aspect to successful inclusion of students with disabilities.

Purpose and Objectives

The purpose of this study was to determine the perceptions of Utah released-time teachers in the seminary programs of The Church of Jesus Christ of Latter-day Saints regarding inclusion, and to assess their perceived ability to include students with disabilities in their classrooms. The results of this study will help educational leaders and teacher educators evaluate the current attitudes and experiences of seminary teachers who have students with disabilities included in their classrooms and thus develop effective professional development strategies.

The objectives of this study were to:

1. Describe the full-time seminary teacher in Utah according to selected demographic variables;
2. Determine the perceived attitudes and abilities of full-time seminary teachers in Utah pertaining to inclusion of students with disabilities;
3. Determine the perceived security level regarding the ability of full-time seminary teachers in Utah to include students with disabilities;
4. Determine the willingness of full-time seminary teachers in Utah to include students with specific disabilities;
5. Determine the skill set of full-time seminary teachers in Utah to include students with specific disabilities;

6. Determine the perceptions of adequacy and satisfaction of full-time seminary teachers in Utah with available support services;
7. Determine the willingness of full-time seminary teachers in Utah to participate in professional development regarding best inclusive practices;
8. Describe how students with special needs are included in the Utah full-time seminary teachers classroom;
9. Describe how teaching students with special needs impacts lesson preparation for full-time seminary teachers in Utah;
10. Summarize the strategies full-time seminary teachers in Utah employ to include students with disabilities in their classrooms; and
11. Correlate selected demographic variables with the analyzed perceptions of full-time seminary teachers on inclusion of students with disabilities.

Conclusions and Discussion

The conclusions of this study were based upon the responses from the Utah full-time seminary teachers that participated in the study. Generalizing the study results beyond the identified population should be done with caution. Based on the findings of this study, the following conclusions were formulated.

Teachers did indicate that they understood the concept of inclusion. However they also said that they preferred to not have students with disabilities integrated into their traditional classes. Some questions arise from these findings. Is there a difference between what full-time seminary teachers in Utah understand inclusion to be and the

actual reality of what it is that causes them to believe that it is not the best practice for students with disabilities with more than minor needs? Based upon several comments made by teachers it appears that teachers feel there is a better alternative than integration into traditional classes. Many teachers referred to the reverse mainstream classes that take place in their seminary or in seminaries they have worked at previously in their responses as to what strategies they employ to include students with disabilities. Is reverse mainstream the preferred method of instruction for students with disabilities among full-time seminary teachers in Utah?

Almost half of the teachers reported they were not aware of section four of the policy manual and those that were aware of it tended to be older teachers. Based on these findings it seems that many teachers are unaware of the policies and resources available to them with regards to students with disabilities. Do younger teachers feel that they do not need to be aware of such policies and resources, that someone older knows about them and will help when needed? Can more be done earlier in a teachers' career to improve this? What other policies are teachers not aware of? It is evident that current resources are not being utilized and teachers are struggling to properly include students with disabilities in part because of this.

Teachers are trying to include students with disabilities that have been mainstreamed into their classes but many reported a lack of security in their own personal abilities to adapt curriculum and more than half indicated that there is more than a little difference in the curriculum when they are including a student with disabilities. What innovations can be made to our current curriculum to help teachers easily feel more

confident in reaching students with disabilities? Are there universal strategies that could benefit the curriculum?

Teachers are having positive experiences including students with disabilities. Three out of every four teachers reported having a positive experience, but what variables caused them to feel that their experience was positive? What did they do different because of their experience?

The perception of a majority of teachers is that their education regarding inclusion is limited which has contributed to a lack of confidence in skill to include students with any type of need whether minor, moderate, or significant. Based on the findings, seminary teachers need and are willing to participate in additional professional development regarding inclusion of students with special needs. The findings also show that teachers who have participated in professional development programs related to special education perceive a greater ability to successfully include students with special needs. If teachers are required to include students with disabilities they need to be prepared to do so successfully.

Many teachers have found traditional students are valuable as peer tutors in some fashion when trying to include students with disabilities. With 90% of teachers indicating that in-class support such as peer-tutoring students and paraprofessionals would be beneficial support in their classroom with students with special needs, it becomes apparent that teachers want to get traditional students and others more involved in inclusion efforts. But with so few teachers reporting any additional education or

professional development with regards to inclusion it is questionable whether teachers are even aware of how to properly organize and administer peer tutors and other resources.

The fact that full-time seminary teachers overwhelmingly indicated that they were willing to include students with all types of disabilities but were lacking the skills necessary to successfully include them, causes one to question whether or not inclusion is happening. Will without skill has the potential to be dangerous in classrooms, especially where students with disabilities attend. Do teachers feel a need to agree with the policies regarding students with disabilities without having a real knowledge base regarding actual inclusionary practices? Are we truly providing a quality education and experience for students with disabilities?

Recommendations and Implications

Full-time seminary teachers should have proper training and additional attitudinal assessment on a regional level regarding inclusion of students with special needs in traditional classrooms. The teachers in this study reported willingness to include students with special needs, but indicated a lack of confidence in their skills to successfully do so. Based on these findings, questions arise regarding the adequacy of accommodations students with special needs are receiving in traditional seminary classrooms. Teachers are willing to participate in and are in need of professional development regarding inclusion to increase their ability to successfully reach every student in the classroom. This is especially true with regards to learning the proper way to implement peer tutoring programs that involve traditional students working closely with students with disabilities,

awareness of resources available to teachers regarding mainstreaming and inclusion, and behavior management skills for students with disabilities. Future curriculum projects should enhance the ability of teachers to accommodate students with disabilities, and younger teachers should be provided with education regarding the policies of S&I adapted classes and programs so that needed resources may be utilized as they were intended and are not wasted.

Recommendations for Further Study

Based upon the findings of this research, it is suggested that:

1. Further qualitative research be conducted to distinguish between teachers' perceived abilities and attitudes toward including students with disabilities and actual behavior related to inclusion; and
2. Further research into the history and development of the adapted classes and programs for students with disabilities in seminaries be conducted; and
3. Further qualitative research be conducted to determine the perceptions of public schools special education teachers and administrators regarding how seminary programs adjacent to their schools are conducted with regard to students with disabilities; and
4. In depth qualitative and quantitative research to determine the perceptions of both traditional students and students with disabilities participating in mainstreaming and other adapted classes in released-time seminary be conducted; and

5. Research be conducted to determine the perceptions of parents of both traditional students and students with disabilities regarding effort in released-time seminary programs to include students with disabilities; and
6. Additional quantitative and qualitative research be conducted to determine how administrators of S&I perceive the adapted programs and classes for students with disabilities; and
7. Further qualitative research be done to determine why teachers are reporting positive experiences including students with disabilities.

Final Statement

Burke and Southerland (2004) stated:

Every student deserves to be given every chance possible to succeed. Teachers with positive attitudes due to their knowledge and experiences with the disabled will help make this feasible...Rather than merely covering the curriculum, teachers must find ways to support and connect with the needs of all learners.

(Conclusion section, ¶ 1-2)

Today's seminary teachers have the responsibility to provide the best education for each student in their classes in the least restrictive and most accommodating environment possible. Based on the findings of this study, full-time seminary teachers in Utah have the will to include all students with disabilities in their classrooms but have a low perception of their ability to successfully include them. This issue should be addressed

so as to not disserve any students participating in the released-time seminary programs of The Church of Jesus Christ of Latter-day Saints.

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APPENDICES

Appendix A: Full-Time Seminary Teachers' Perceptions
Regarding the Inclusion of Students with Disabilities

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Survey Directions

This survey seeks to identify Full-Time Seminary Teachers' attitudes toward classroom inclusion of students with disabilities and to determine their perceived ability to include students with disabilities in their classrooms. Teacher needs in this area will be identified as a result of this study. This model will then be used to create appropriate development activities for seminary teachers.

Section I - Personal and Professional Characteristics:

Please respond to the following personal and professional characteristic questions by placing a check mark in the box that best describes the correct answer, or fill in the blank provided.

Section II - Attitudes and Abilities Toward Inclusion:

On the designated scale please specify to what degree you feel the statements are true by circling the number that corresponds to your choice.

Section III - Teachers' Satisfaction with Support Services, and Education:

Please specify on the designated scale to what degree you feel the statements are true by circling the number that corresponds to your choice.

Section IV - Comments Regarding Inclusion, Lesson Preparation, and Inclusive Strategies:

Please provide any comments you may have to the questions listed.

Deadline for Completion

Please complete the survey on line. Be sure to click on the "done" button before exiting the web site. Please complete the survey no later than January 30, 2009.

Contact Information

If you have any questions concerning this survey, please feel free to contact Dr. Brian Warnick at 435-797-0378 or brian.warnick@usu.edu.

Thank you for completing this survey, we understand your time is extremely valuable and we appreciate your participation.

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section I: Personal and Professional Characteristics

Directions: Please respond to the following personal and professional Characteristics questions by providing the information that best describes the answer.

1. What is your gender?

Female

Male

2. What is your age in years?

3. How would you describe the location of the seminary where you teach?

Rural (< 2,500)

Suburban (2,500 - 49,000)

Urban (> 50,000)

4. Highest level of education attained.

Bachelor's Degree

Masters Degree

Doctorate Degree

5. Years of teaching experience.

6. Years of experience teaching students with disabilities.

7. Number of university special education courses taken.

8. Number of professional development programs participated in related to special education.

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

9. Please select all of the related service providers with whom you have worked in providing accommodations for the students you teach who have special needs.

(Check all that apply)

Occupational Therapist	<input type="checkbox"/>
Physical Therapist	<input type="checkbox"/>
Speech Language Pathologist	<input type="checkbox"/>
Special Education Teacher	<input type="checkbox"/>
Behavior Specialist	<input type="checkbox"/>
Mobility Specialist	<input type="checkbox"/>
Interpreter (ASL, etc.)	<input type="checkbox"/>
Other (psychologist, nurse, etc.)	<input type="checkbox"/>
None of the above	<input type="checkbox"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section II: Attitudes and Abilities Towards Inclusion

Directions: Please specify on the designated scale to what degree you feel the statements are true about your perspective of inclusion.

10. Inclusive Perspective: Please indicate your SKILL LEVEL and UNDERSTANDING of including students with special needs in your classroom.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understand the concept of inclusion/integration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities should be integrated into traditional classes for traditional students rather than attending special education classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of students in the class needs to be lowered when students with disabilities are included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to successfully include students with disabilities in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inclusion of students with special needs into traditional classes will take much of the teacher's time and attention from traditional students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am in favor of including students with disabilities in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section II continued: Attitudes and Abilities Towards Inclusion

Directions: Please specify on the designated scale to what degree you feel the statements are true about your perspective of inclusion.

11. Abilities: Please indicate your level of SECURITY regarding your ability to include students with disabilities in your classroom.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel secure in my abilities to adapt materials/curriculum for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure in my abilities to manage behavior problems related to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can create a safe environment in my classroom for all students when including students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure in my abilities to work with parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A traditional classroom setting is probably the best placement for students with mild level of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A traditional classroom setting is probably the best placement for students with moderate level of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A traditional classroom setting is probably the best placement for a student with significant level of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classroom, teacher/student ratios are adequate or appropriate for mainstreaming students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is very little difference in the curriculum when a student with special needs is included in the class or group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extra time needed to accommodate students with disabilities is NOT a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience in teaching students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion

Section II continued: Attitudes and Abilities Towards Inclusion

Directions: Please specify on the designated scale to what degree you feel the statements are true about your perspective of inclusion.

11. Abilities: Please indicate your level of SECURITY regarding your ability to include students with disabilities in your classroom.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel secure in my abilities to adapt materials/curriculum for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure in my abilities to manage behavior problems related to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can create a safe environment in my classroom for all students when including students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure in my abilities to work with parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A traditional classroom setting is probably the best placement for students with mild level of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A traditional classroom setting is probably the best placement for students with moderate level of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A traditional classroom setting is probably the best placement for a student with significant level of need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classroom, teacher/student ratios are adequate or appropriate for mainstreaming students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is very little difference in the curriculum when a student with special needs is included in the class or group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extra time needed to accommodate students with disabilities is NOT a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experience in teaching students with disabilities has been mostly positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section II continued: Definitions

Definitions: Please use the following information to complete the remainder of section II.

AUTISM: A developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects the student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities, and stereotyped movements, resistance to environmental change or change in daily routine and unusual responses to sensory experiences.

EMOTIONAL or BEHAVIORAL DISORDERS: "Emotional disturbance" is used as a generic term to cover two types of behavior difficulties which are not mutually exclusive but which adversely affect educational performance: (1) "Externalizing" refers to behavior that are directed outwardly towards the social environment and usually involves behavioral excesses, and (2) "Internalizing" refers to a class of behavior problems that are directed inwardly and often involves behavior deficits.

HEARING IMPAIRMENT DEAFNESS: Deafness is a hearing impairment so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.

INTELLECTUAL DISABILITY: A Student who demonstrates sub-average intellectual functioning concurrently with deficits in adaptive behavior. Students with intellectual disabilities are those individuals who exhibit cognitive and adaptive behavior deficits that are likely to be life-long disabilities which can interfere with independent living.

LEARNING DISABILITY: A disorder in one of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

MULTIPLE DISABILITIES: Combination of two or more disabilities which cause severe educational deficit (such as intellectual disability-blindness; intellectual-orthopedic impairments; etc.).

ORTHOPEdic IMPAIRMENT: A severe orthopedic impairment, the term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).

VISUAL IMPAIRMENTS: Impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Definitions adapted from Utah State Office of Education Special Education Services

<http://www.schools.utah.gov/sars/inforesource/disabilities.htm>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section II continued: Attitudes and Abilities Towards Inclusion

12. Disability Level: Please indicate your level of WILLINGNESS to include the following students in your class:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am willing to include students with AUTISM in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with an EMOTIONAL OR BEHAVIORAL DISORDER in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with HEARING IMPAIRMENT / DEAFNESS in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with an INTELLECTUAL DISABILITY in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with a LEARNING DISABILITY in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with MULTIPLE DISABILITIES in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with an ORTHOPEDIC IMPAIRMENT in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to include students with VISUAL IMPAIRMENT (INCLUDING BLINDNESS) in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section II continued: Attitudes and Abilities Towards Inclusion

13. Skill Level: Please indicate your SKILL LEVEL to successfully include the following students in your class:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I presently have the skills to include students with AUTISM in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with an EMOTIONAL OR BEHAVIORAL DISORDER in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with HEARING IMPAIRMENT / DEAFNESS in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with an INTELLECTUAL DISABILITY in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with a LEARNING DISABILITY in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with MULTIPLE DISABILITIES in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with an ORTHOPEDIC IMPAIRMENT in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I presently have the skills to include students with VISUAL IMPAIRMENT (INCLUDING BLINDNESS) in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section III: Teachers' Satisfaction with Support Services and Education

Directions: Please indicate to what degree you feel the statements are true about support services you receive or could use more successfully to include students with special needs in your classroom.

14. Successful Inclusion: Please indicate what support services you have received or would receive to more successfully include students with disabilities in your class:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The support service I have or am currently receiving to help me with the inclusion of students with special needs have been adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received or am receiving adequate education, training and/or professional development regarding inclusion and teaching students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultations with special education teachers, parents etc. would be beneficial for including students with disabilities in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of section four of the CES policy manual which informs me of current programs and resources regarding students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class support such as peer-tutoring students, paraprofessional, etc. would be beneficial support in my classroom with students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team teaching with special education teachers/specialists would be beneficial in including students with special needs in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An opportunity to teach an adapted class would be beneficial for including students with disabilities in my traditional classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of

Section III continued: Teachers' Satisfaction with Support Services and Edu...

Directions: Please indicate to what degree you feel the statements are true about support services you receive or could use more successfully to include students with special needs in your classroom.

15. Successful Inclusion: Please indicate what you would attend in order to more successfully include students with disabilities in your class:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I would attend professional development workshops or activities dealing with special education techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend professional development workshops or activities dealing with behavioral management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend professional development workshops or activities on how to collaborate with support service personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Full-Time Seminary Teachers' Perceptions Regarding the Inclusion of**Section IV: Comments Regarding Inclusion, Lesson Preparation, and Inclusive...**

Directions: Please provide any comments you may have to the items listed in the text boxes below.

16. Describe how students with special needs are included in your class.

17. Describe how teaching students with special needs has impacted your preparation for class.

18. What strategies have you used to include students with disabilities in your classroom?

THANK YOU!

This concludes the questionnaire. Thank you for your responses!

THANK YOU!

Appendix B: Immediate Supervisor Notification E-mail

December 6, 2008

Dear Principal,

My name is Reggie Slocombe. I teach at the Logan seminary and am working on my master's thesis. I recently received permission from the CES research committee to survey a random sampling of full-time seminary teachers in Utah areas. This email is to inform you as the seminary principal that you and some of the instructors you supervise may be asked to participate. The research I am conducting is to determine the perceptions of seminary teachers toward including students with disabilities in their traditional classrooms and how including students with disabilities impacts lesson preparation. Those selected to participate will receive a pre-notice email requesting their participation which will be followed by an email containing a letter of information about the study and a link to a secure web site where the survey will be administered. Anonymity and personal data security have been established for this study.

If you have any questions or comments please contact me at 435-713-9508 (home), 435-755-5655 (work), or slocomers@dscs.org

Thank you for your time,

Reggie Slocombe

Appendix C: Area Director Notification E-mail

January 21, 2009

«GreetingLine»

Director of the «Area» Area.

My name is Reggie Slocombe; I am a seminary teacher in Logan Utah and am currently a graduate student at Utah State University working on my thesis. I have been granted permission from the CES (S&I) research committee to conduct a survey on a random sample of 314 Full-Time seminary teachers in Utah areas pertaining to their perceptions of students with disabilities (to view the formal approval Letter from S&I for this research please click on this link http://www.usu.edu/aste/graduate/Slocombe,R_approval.pdf).

This letter is to inform you that some teachers in your area are participating in this research. Each individual participant has been notified for their consent. All Principals who may have a teacher on their faculty participating in the research have also been notified. Participation is voluntary, anonymous, confidential, and takes about 15 minute to complete. Any and all private information provided by the participants will be protected. For a complete letter of information regarding the study please click on this link http://www.usu.edu/aste/graduate/Slocombe,R_letter-of-information.pdf.

Thank you very much for your cooperation, this important research will provide S&I with valuable information and hopefully make it possible for each one of us to increase our effectiveness and impact as teachers of the Gospel of Jesus Christ. If you have any further questions please contact me at slocomers@ldscs.org or at my work or home phones: (W) 435-755-5655, (H) 435-713-9508.

Best Regards,

Reggie Slocombe

Appendix D: Pre-Notice E-mail

December 8, 2008

Dear «Name»,

A few days from now you will receive an e-mail requesting your participation in a very important research project being conducted by the Agriculture Education Department at Utah State University and endorsed by the CES research committee. The questionnaire will ask questions about full-time seminary teachers' perceptions and experiences regarding inclusion of students with disabilities in an attempt to determine the attitudes and aptitudes of seminary teachers toward inclusion. We will also be collecting demographic information about the seminary teachers' participating in the research.

Your next e-mail will include all of the information needed to complete the questionnaire. All responses will be confidential. Please complete all parts of the survey and follow the procedures outline in your letter of information. Completing the survey should take less than 15 minutes.

I am e-mailing you now because many people like to know in advance that they will be contacted. Thank you for your time and consideration. It is with the generous help of professionals like you that research can benefit seminary teachers.

Sincerely,

Reginald Slocombe
Logan Seminary
Graduate Researcher

Brian Warnick
Assistant Professor

Appendix E: Subject Notification with Letter of Information E-mail

December 19, 2008

«Name»,

We are pleased that you will be able to participate in this important study to help build on the body of knowledge concerning seminary teachers and their students. Please follow the directions given below to complete the survey. All responses will be confidential. You need not reply to this email when you have finished. Your participation is critical and we appreciate your time and effort. Thank you for your cooperation.

If you would like to find out more about your rights as a participant in this research study, please see the “Letter of Information” found at http://www.usu.edu/aste/graduate/Slocombe,R_letter-of-information.pdf.

Thank you again,

Reggie Slocombe
Principal Investigator
slocomers@ldscs.org

Brain Warnick
Principal Investigator
Brian.warnick@usu.edu

Directions: Please click on the link given below to access the web site where the survey will be administered.

https://www.surveymonkey.com/s.aspx?sm=uOjnV_2basPvRmqnDgi8yZ_2fw_3d_3d&c=«Code»

If the link does not work when you click on it please copy the full address and paste it in your internet browser. If it still will not access the survey please contact either of the investigators listed above.

Appendix F: First Reminder E-mail

January 12, 2009

Dear «Name»,

In the last couple of weeks, a questionnaire regarding Full-Time Seminary Teachers perception of inclusion, personal abilities to include children with disabilities and success of inclusion in the classroom was sent to you.

If you have already responded please accept our sincere appreciation. If not please do so today. Your coded link to the survey is:

https://www.surveymonkey.com/s.aspx?sm=uOjnV_2basPvRmqnDgi8yZ_2fw_3d_3d&c=«Code»

Please click on the link and follow the steps through the questionnaire. If clicking on the link does not work please cut and paste the link into your internet browser. We are especially grateful for your help because it is only by hearing from everyone that we can accurately determine the results.

If you have any questions or comments concerning this study, we would be happy to talk with you. Please feel free to contact Reggie Slocombe at 435-713-9508, slocomers@ldscs.org or Dr. Brian Warnick at 435-797-0378, brian.warnick@usu.edu.

Thank you again for your help in this important study.

Sincerely

Reggie Slocombe

Appendix G: Second Reminder E-mail

Tuesday-January 27, 2009

Dear «Name»,
«Position»
«Seminary»

A few weeks ago a questionnaire regarding full-time seminary teachers' perceptions of inclusion, personal abilities to include children with disabilities, and success of inclusion in the classroom was sent to you.

We are near the end of the data collection process and I see that you have not yet responded. Your answers are critical to the success of this research. If you have already completed the survey and are receiving this email in error I apologize, your participation has been invaluable. Some participants have contacted me with problems accessing the survey through the internet, if that has been the case with you please reply to this email letting me know. If you have not yet taken the survey please spend a few minutes today completing the items on the survey.

Your individual survey can be accessed simply by clicking on the hyperlink below if you are connected to the internet.
https://www.surveymonkey.com/s.aspx?sm=uOjnV_2basPvRmqnDgi8yZ_2fw_3d_3d&c=«Code»

Sometimes your computer will require that you hold down the "Ctrl" button on the bottom left hand corner of your keyboard while clicking the link with your mouse. I have placed the approval letter from the CES (S&I) Research Committee for this survey to be administered to you at this hyperlink http://www.usu.edu/aste/graduate/Slocombe,R_approval.pdf and the official letter of information concerning all security, anonymity, confidentiality, and other issues at this hyperlink http://www.usu.edu/aste/graduate/Slocombe,R_letter-of-information.pdf.

Thank you very much for your cooperation, this important research will provide S&I with valuable information and hopefully make it possible for each one of us to increase our effectiveness and impact as teachers of the Gospel of Jesus Christ.

Best Regards,

Reggie Slocombe
Logan Utah Seminary
Slocomers@ldscs.org

Appendix H: Last Reminder E-mail

February 2, 2009

Dear «Name»,
«Position»
«Seminary»

We are wrapping up our research study concerning full-time seminary teachers' perceptions of inclusion, personal abilities to include students with disabilities, and the success of inclusion in the classroom.

WE NEED A FEW MORE SURVEYS TO REACH OUR GOAL!

If you have already completed and submitted the questionnaire, please accept our sincere thanks. If not please take a moment to do so today! The survey will be closing on **Wednesday February 4, 2009 at 5:00 pm**. Your personal survey may be accessed through this hyperlink.

https://www.surveymonkey.com/s.aspx?sm=uOjnV_2basPvRmqnDgi8yZ_2fw_3d_3d&c
≡«Code»

We are especially grateful for your help because it is only by hearing from everyone that we can accurately determine the results. If you have any questions or comments concerning this study, I would be happy to talk with you. Please feel free to contact me anytime by telephone at 435-713-9508 or via email Slocombers@ldsces.org.

Thank you again for your help in this important study.

Reggie Slocombe

Appendix I: Letter of Information



Department of ASTE
2300 Old Main Hill
Logan UT 84322-2300
Telephone: (435) 797-2230

Date Created: October 6, 2008;
Page 113 of 177
USU IRB Approved: xx
Approval terminates: xx
Protocol Number: 2168
IRB Password Protected per IRB
Administrator

Letter of Information
Seminary Teacher Perceptions and Experiences
Regarding Inclusion of Students with Disabilities

Introduction/ Purpose: Professor Brian Warnick in the Department of Agricultural Systems Technology and Education at Utah State University is conducting a research study to find out more about the Perceptions of Church of Jesus Christ of Latter-day Saints Full-Time Seminary Teachers Regarding the Inclusion of Students with Disabilities. You have been randomly selected to take part because you are a Full-Time Seminary Teacher. There will be approximately 314 total participants in this research.

Procedures: If you agree to participate in this research study, you will be asked to answer a short questionnaire. The questionnaire will take approximately 15 minutes to complete. We ask that you respond to each survey question honestly and completely.

New Findings: During the course of this research study, you will be informed of any significant new findings (either good or bad), such as changes in the risks or benefits resulting from participation in the research or new alternatives to participation that might cause you to change your mind about continuing in the study. If new information is obtained that is relevant or useful to you, or if the procedures and/or methods change at any time throughout this study, your consent to continue participating in this study will be obtained again.

Risks: There are no anticipated risks to the individuals who participate in this study.

Benefits: There may not be any direct benefit to you from these procedures; however, researchers may learn more about attitudes and perceived abilities of seminary teachers including students with disabilities in their classrooms. This information may be used to create effective professional development opportunities in which you could be a beneficiary of in the future.

Explanation & offer to answer questions: Dr. Brian Warnick has explained this research study to you and answered your questions. If you have other questions,

concerns, complaints, or research-related problems, you may reach Professor Warnick at (435) 797-0378 or by email brian.warnick@usu.edu

Voluntary nature of participation and right to withdraw without consequence:

Participation in research is entirely voluntary. You may refuse to participate or withdraw at any time without consequence or loss of benefits.

Confidentiality: Research records will be kept confidential, consistent with federal and state regulations. Only Dr. Brian Warnick and Reginald Slocombe will have access to the data which will be kept on an SSL encrypted server. Researchers will obtain a copy of the current database containing names and address of all full-time seminary teachers in Utah through the CES research committee. Survey instruments will be coded so that those who have responded will not receive unnecessary requests to complete the survey as part of the follow-up procedures. The code numbers linking you to your responses will be kept separately in a locked file cabinet in a locked room. Only Dr. Warnick will have access to the code numbers associated to the personal, identifiable information. After the survey data has been collected (approximately three months) all personal identifiable information will be destroyed. Only Reginald Slocombe will have access to the responses until the master code/participant list has been destroyed.

IRB Approval Statement: The Institutional Review Board (IRB) for the protection of human participants at USU has reviewed and approved this research study. If you have any pertinent questions or concerns about your rights or think the research may have harmed you, you may contact the IRB Administrator at (435) 797-0567. If you have a concern or complaint about the research and you would like to contact someone other than the research team, you may contact the IRB Administrator to obtain information or to offer input.

Investigator Statement: “I certify that the research study has been explained to the individual, by me or my research staff, and that the individual understands the nature and purpose, the possible risks and benefits associated with taking part in this research study. Any questions that have been raised have been answered.”

Dr. Brian Warnick
Principal Investigator
(435) 797-0378

Reginald Slocombe
Co-Principal Investigator
(435)713-9508

Appendix J: Responses to Open Ended Questions

Describe how students with special needs are included in your class.

Verbatim comments (spelling and grammar errors included)

- all of my students are special needs at the State Hospital
- I am not aware of the special needs sufficiently to know how or who to include at this point.
- I have one student in a wheelchair at present. He is very well adjusted and there are no unusual accommodations for him whatsoever. Fellowstudents who have known him and been with him for years know what he needs (very few needs) and just do what is needed.
- Currently we have done very little inclusion or mainstreaming of students with disabilities into regular classroom settings. We offer two special needs classes at Timpanogos Seminary.
- They are part of the class like anyone else.
- It all depends on the special needs...some are treated normally. Others need to be taught using a completely different method in order for them to have a more concrete positive experience in seminary.
- I really do not have any that I am aware of
- randomly by assignment through the class placement process. consideration is usually made to not have multiple severe special needs students in the same class
- I've only had two special needs students in my classes...both have been intellectually challenged.
- We find students who can help them to feel included. Put them in a desk where they will feel involved.
- We have a student who is legally blind and does a fantastic job, a girl who is dealing with depression and other issues like thoughts of suicide and is doing great in class and getting help with LDS family services, I have a down syndrom girl last year who was a great student and higher functioning, and for a few months we had a student with Azspergers syndrome. He did great in class and was funny, but he had a hard time and chose not to come.
- I just try abd spend a little extra time with them before class and typically assign someone to be there helper
- All your questions seemed asked about about my current skill level, and my willingness to help them. The problem with disabilities in the seminary classroom is that us teachers don't have the means to deals with each individual

problem. If I have 30 kids in class and 1 with disabilities, what am I to do? I hook them up with a student to help them. But disabilities come in so many different forms that we do not have the resources to deal with all the various types of disabilities. For example: 3 years ago, a deaf girl moved here and enrolled in seminary. I don't know sign language and neither did anyone at the school. At the high school level, it is very helpful if there are at least a few with disabilities so you can hold a special seminary class for them. Mostly I feel that a lot of these students come to seminary and they can feel the good spirit here, but I wonder if they get much else out of it.

- student assistance as needed, resources provided for individual needs, assignments modified and given according to individual needs and abilities using maximum inclusion and least invasive techniques, treating each student with dignity and respect.
- Most often students with mild disabilities are integrated without any notification or training on how to best meet their needs. However, I did have special arrangements with parents and school support specialists when I had a blind student.
- They are treated like everyone else except for extra attention from me when a task becomes trying. And peer tutors help them along and do a good job.
- I don't have any right now.
- we have a special needs class, with peer tutors that work one-on-one with the students. This is much more effective than having one or two students with special needs integrated into the traditional class room. I feel that the students individual needs can be met better in a class designed for students with special needs.
- Try to give them the individual attention they need.
- several accommodations must be used. they fall behind, but love the atmosphere and attention given which sometimes is all they need. on the other hand, a lot of time is taken repeating and showing what needs to be done which causes other behaviors with regular students to "act out." they are not asked to complete as much as other students. they usually out of touch with what the other students are communicating and thus lose interest or find adverse ways to be noticed, so you have to put out a lot of "fires."
- Peers are assigned to each. Hearing impaired are seated appropriately, etc
- currently there are no severe cases in my class
- Currently I have a student who comes in a wheel chair with a peer tutor. He cannot speak so the peer tutor does it for him. We treat him like all the rest.

We all welcome Him and try our best to include Him in all the activities. The peer tutor is a great resource.

- I have great peer helpers who do a lot to help out. This year I have one special need student who attends class with a student who already helps a lot in the school's special needs program.
- do okay could be better
- I use peer tutors and students with special needs do basically what everyone else does.
- Currently I have students with multiple disabilities, hearing disabilities, learning disabilities, and behavioral disabilities in my classes. They are included by looking for volunteers to help sign for lessons (lack of volunteers for this to be done consistently), having peer tutors, trying to work with students to develop classroom appropriate behavior, etc.
- For the most part, included as any other student--involvement in discussions, activities, etc. Often other class members have not been aware of the other student's special needs; tried to create sense of normalcy and acceptance
- Adaptive learning techniques, peer tutors
- I have two students with autism that are given time at the beginning of class to make any announcements/tell jokes/share thoughts. The class loves this time and it helps my autistic students feel a part of the class. They have peer-tutors come with them to class and those peer-tutors help modify what I'm teaching to be accessible.
- There might be more attention given. The traditional students enjoy helping
- This is the great weakness in education. I suppose most teachers (myself included) tend to proceed mostly as normal and allow the students with special needs who are in our mainstream classes to get along as best as the will. We ignore them and hope they do well just being in our class with the other students. This is the tendency.
- They are usually seated next to a stronger student that can help them with some but not all activities. Accommodations are made for those with physical needs (ramps, special desks, help in getting to and from class etc). Opportunities are given for them to share with the class their special perspective of things.
- Called upon to comment, write on the board, participate in object lessons, work with a partners to complete assignments, etc.
- Currently they come and sit there. If the lesson provides an opportunity to

showcase them I will ask them to participate

- I am not the teacher of the special needs class here - I'm not sure if you knew that - but most of the kids I have taught with disabilities would be learning disabilities and not necessarily physical/mental. I have been able to include them by not calling on a person with dyslexia to read, not calling on a person with mental or physical disabilities to be in a presidency, etc.
- I love them and do the best I can. I feel really strongly that a special needs class is a wonderful thing. In the past I have been at bigger schools and having a volunteer do it has been great.
- Usually a peer mentor is used
- Though we all have special needs, I only have one student who has a behavioral/emotional disability of which I have just learned today. So, I have not yet had experience with including students with special needs.
- primarily with student peers, adapted curriculum, etc.
- They are well received by other students, but they just usually sit at the back with their student aid. Some with more ability participate more directly in class.
- They are given the same opportunity to talk in front of the class, share their feelings and ask questions.
- Depending on the disability, they are usually paired up with another student.
- No difference from the others
- very, very minor special needs students are mainstreamed, but all others are in special needs seminary classes.
- peer tutors who are impaired
- Interpreters are there for the hearing impaired, but in seminary they (the interpreters) feel they can skip out if they are tired. For those with Aspergers, Autism (usually mild), or Behavioral Issues, I specifically address their interests, sit them next to understanding students. An extra level of tolerance and patience demonstrated by the teacher transfers to the students and it is good for them. I even inform the class to be extra patient when disabilities are obvious.
- It is totally different for each student. Even students with the same disability will have different levels of success due to their individual personality and parent support.

- usually a peer tutor is assigned to them and they assist them in their activities.
- We have an interpreter for deaf students.
- I believe the best form of inclusion is equal treatment. It seems that just about every student has some form of a special need and all are included and expected to participate.
- They are assigned a peer tutor to assist them in their learning. Also at times curriculum that is prepared specific to their needs is also utilized. For example: a work sheet page that the students work through as the lesson is taught
- I try to pair them with strong students who will help them find scriptures and be a friend to them.
- It really depends on the individuals. This is a hard question to answer. But perhaps an example could help. One student has great difficulty reading. He would prefer not to read aloud in class. So I make sure he isn't asked to unless he volunteers himself. I have ensured that he has the scriptures to listen to audibly at home, and like all the students he knows the next scripture block we will be going over next class.
- There is understanding from the students when directions are repeated several times. Students with physical disabilities have room to sit and move through the class.
- Leading music, adapted assignments, special adapted leadership opportunities, adapted piano keyboard, given peer tutors.
- When I have had students with special needs I have tried to treat them as I treat the traditional students.
- At this point, nearly all students with any sort of exceptional need go to a specialized school that meets their needs. I have not had any real experience teaching students with exceptional needs. Nearly all of my answers on this survey are not based on experience, but rather on hypotheticals.
- usually buddied up another student to help meet their needs and feel included
- Both now and in the past I have found it important to help minimize "surprises" with my special needs kids. I have always tried to treat them mostly the same as the rest of the kids. When issues arise I take them on a case by case basis. When appropriate, I have enlisted the help of the other kids in class. As peers they, many times, have a greater influence.
- They are viewed as a normal student, they are included.

- Most of the time I have students that are assigned to help them and I give them help on ways to incorporate the student into the activity.
- They participate in all aspects of class in which they are able, similar to other students. However, we have students with sever disabilities who are not in a mainstream seminary class and have thier own dedicated special needs class. These are for students with severe disabilities only where it is not realistic to have them mainstreamed. Once again, those students with special needs who are mainstreamed are invited and involved to participate as other students if they are able.
- They are just treated like normal students. Much is expected of them just and they are loved just like the other students and they rise to the occasion.
- i SPEAK TO THEM EVERY DAY. i INVITE THEM TO SHARE THEIR FEELINGS IN CLASS. I give them oppourtunities to participate in games and activities.
- peer assigned as a friend
- I try and include them to their ability in every way that i include any other student
- I just try not to treat them differently. And respond to their comments with respect and positive reinforcement.
- I make an effort to include them, but often they are not fully connected because of the limitations of the size and demands of the rest of the class
- I assign one peer tutor per student to help explain what we are doing and to change assignments if possible.
- We have created partners in all my classes allowing everybody to work with someone else...the needs that one peer has may vary from another. At the end of the day they have been treated the same as any other student...passing off scripture mastery, reading in scriptures, etc...
- I'm not sure if I understand the question. "How" are they included? They sign up just like any other student and join in with the rest of the class. Depending on their abilities they are asked to participate as any other student.
- They come but I do not give them any special attention.
- I no longer teach a special needs class.
- I teach two blended classes. I attempt to use a variety of methods but, I know

there is a lot more I could be doing.

- we have a special needs class all others are simply dealt with as their need dictates
- I'm not aware of students in my class that have major needs.
- I have 16 students who are low functioning to high functioning autistic and Down's syndrome.
- My hearing impaired student is seated front and center. I make sure he can see my mouth when I am speaking, have my subtitles on for a media clip, and seat a student next to him to make sure he understands the assignments.
- I assign them a peer turtor and also involve them in the lesson where and when appropriate.
- As one of the group. I try to find something specific for them to help me with or the class.
- I haven't taught special needs students for many years because the buildings I have been teaching at have all had special needs classes taught by teachers who have been trained to teach special needs and who have done a terrific job with it.
- Such a hard question to answer with such a wide variety of special needs students. Some participtate more than others depending on their level of disability.
- This trimester none that I am aware of
- First of all this survey is greatly flawed. You really need to make a clear distinction between a physical disability such as hearing impairment or blindness and special needs or somethink like Down's Syndrome. If your definition of special needs is any disability then some students are included in the regular classes, if it is deliniated differently then the answer is that we have a separate class here for those with needs such as severe autism or Down's Syndrome.
- Assigned a peer helper then treated like everyone else
- About 20 total students this year out of 180 kids
- Very well accepted but I lack sufficient understanding of their disability to help them appropriately.
- If they are severe special needs, they go to the special needs instructor. If they

are not severe, they come to me and I teach them the same as everyone else.

- I have had the great opportunity of having a few students with special needs in my classes. It is helpful when they have a peer tutor to help them get the most out of class. I try and make sure that they understand and that they are able to do most, if not everything we do with the traditional students. I often will think ahead of something that they can have success at that will teach the same principles, if they are unable to participate in a learning activity of some sort.
- I have taught hearing impaired with an interpreter. I have participated in IEP with students, parents & teachers.
- I have assigned helpful students to sit by and help those in need.
- They are included in group activities, which is a common practice in my class, and are often placed next to a student who is willing, and has the kind and considerate personality to assist the special needs student.
- Peer tutoring and assistance
- I have assigned two peer tutors to work with them. I have provided a large set of scripture to assist the student. I have assigned the student with special needs a responsibility that needs to be completed each day.
- With the help of peer mentors they are included in all aspects of the learning activities. Many learning activities however are not necessarily geared to them. Peer mentors are not prepared adequately to really give them the assistance they need to truly benefit.
- I teach at a school for students with special needs.
- They are given a mainstream peer-tutor to help them in class. They are given a job to do before class starts that takes them about 8 – 10 minutes. I expect them to participate as I do a lot hands on learning.
- They are basically treated as any other student with the understanding that the class needs to be more patient and kind to them.
- I try my best to give them the same opportunities as the other students unless their disability prevents them from doing so.
- Currently I have students with intellectual disabilities that are mild, mostly manifested in difficulty reading and analyzing information. I do not ask them to read aloud, but they are asked to do other class activities. I do not currently have any moderately or significantly disabled students.
- They are sometimes left out due to the material presented or the number of

students.

- sometimes the parents decide to mainstream their kids and I have had the blessing of having a few in class and they've been great for me and the class
- Students who express and interest to learn are invited to participate through sharing thoughts and feelings as well as participating in group and pair activities and taking turns reading (when capable). We try to make sure none of the students are left out regardless of their learning difficulties.
- Just like everyone else. Students with severe needs have a special needs class in our building
- Devotionals, pair share
- They are assigned buddies and they are given simpler questions
- With special needs, each student is different. Many of them I give a job to write the devotional on the board, or lead, or a person to say hi to every day . . . etc. Some fit in well enough that I don't have to do much, if anything, different.
- I have a Special Needs class w/ five severe Students and 6 peer tutors. I would not put them in a mainstream class. having tauht this class I would never put moderate or severe students in a mainstream situation. A special needs class is the only way to go.
- I have two students swith issues in my class. One girl is in a wheel chair with cerebral palsy. She is adorable and the whole class rallies around her and has a lot of patience with her. The other student is a boy in denial. He has assberger's but won't get help for it and life for him is day to day. He's tough to deal with.
- We have a seperate class designed for the adaptive needs individuals which operates the same way a traditional class does for the most part. Peer helpers volunteer from our mainstream classes to be part of this class.
- I presently team teach one seminary class with another teacher. the class consists of 20 students with various special needs. we travel to their special need facility each week to teach this class.
- I have peer tutors that help. Sometimes I have to change class presentations to meet their needs and I use the helps the church has provided as much as possible
- Everyone has a responsibility. Each knows their role and performs it to the best of their ability.

- I modify the learning activities a little so that they are able to participate with the rest of the class.
- I pair up a student who understands their specific needs and they work together on everything.
- We have peer tutors to assist and all special needs students are mainstreamed into traditional classes.
- I try to assign a student to help them
- They would be given 2 peer helpers to adapt the flow of the class to the needs of the student
- Students used as companions
- The answer is as varied as the students with disabilities. There is not just one way to include a student with a special need. The biggest challenge comes from the fact that what worked the last time may not work this time. Very unpredictable and difficult to prepare day to day. With multiple students with multiple needs the task can be overwhelming.
- I use peer partners to help my two special needs students. They are also encouraged to participate in discussions and in reading out-loud as they can.
- Typically, if their needs are mild/ moderate they are included like everyone else.
- Students with mild special needs are included (mainstreamed) at parents request. Others are part of a special needs class taught by a trained teacher.
- I have had the occasion to teach special needs classes, and it was a wonderful experience. The mainstream kids in the class were wonderful, sweet and kind, and acutally cried when one of the special needs kids moved. I felt however that about 85% of my experience was gained on the job. My principal at the time offered no support, there was no area support, so while I felt that did okay, it was to a certain extent trial and error.
- main stream student is helps feel the needs
- I typically seat them next to one or more students who I can invite to assist and take initiative in improving the experience of the special needs student.
- We currently have a class that is designed for students with special needs which works well. I have taught most of them in class and if there is a mild disability they add a great spirit to the class-room and students within the class help them. It is a fun experience. The difficulty is the students who have a greater special

need that I struggle with trying to find ways to help them feel included and as one with the other students.

- They are part of role-plays and drawing. They watch the videos and sing the songs.
- In the past I have had a student with a hearing impairment, and we included her by placing her at the front of the room and using subtitles during film clips. For those with learning disabilities, I often times seek to put them next to a partner who can help them keep up with the class. I also allow for some of my students to go in the hall to complete a test because they need more time.
- I assign each one a peer tutor. I adjust assignments to their level. I give them extra attention and love and teach my students to do the same.
- We treat them socially the same as any other student. Depending on their needs we will seat them near students who can help. And we allow them to study the gospel at their own pace.
- They are treated kindly, but frankly, I don't think I'm teaching them a thing. I don't know how to adapt the curriculum to meet any of their needs.
- Currently I have a hearing impaired student and three or four others who are mildly mentally impaired or behavior/emotional challenged.
- I have found that the best way for me has been to assign a peer tutor to help adapt what I am teaching to that particular student. When I try to focus on the student, I often lose many traditional students. At one seminary where I taught, we had a special needs seminary class. This seemed to be much more beneficial for these students, who were paired with traditional students for peer support.
- I treat them just like the others, I seek to understand the disability and respond in a way that is not embarrassing to the student. I do not ever allow any students to make fun of or negatively influence those with special needs.
- I pair them up with someone when they are working on an assignment.
- Through group work, coloring activities, asking them in advance to prepare a thought, asking them to volunteer for things, treating them as the amazing individuals that they are.
- Many are mainstreamed with virtually 100% coming with a peer tutor to help, encourage, or instruct so we are not slowed down by them at all.
- They are paired with a carefully selected partner to help them with any classroom challenges.

- I have a young man with Down's Syndrome. We include him the best we can. He has a peer tutor which is extremely helpful.
- At our school there is not much integration. I'm sure there are those who have needs that I am unaware of.
- Currently, they simply come to our regular classes and do the same work that our other students do (with additional allowances for their classwork and participation). Given more time/resources, I would certainly like to "customize" some things for them because I feel they would get more out of seminary that way. However, reality is that there is simply not enough time to make this happen. For this reason, we simply do the best we can to help the special needs students progress given the curriculum we use for traditional students. Not the ideal situation, but the best that we can offer under the circumstances.
- I do my best to include them. However, I know those students could have a better experience.
- They participate like others and if they need help, other students help them.
- They participate like everyone else, I also ask certain students to assist
- They are asked to participate just like other students are.
- I try to assign a student to help them with difficult tasks they encounter.
- A peer is assigned to help with needs. My current student is allowed to sit where he feels most comfortable. The rest of the class understands and is very accepting.
- They aren't. They just sit there, while I meet the needs of the other 30 students.
- They are given all the opportunities of other students, such as devotionals, bearing testimony, doing assignments (with help from another student)
- I currently have a student with Autism. He functions just fine in class I can include him just like any other student. He has impressed many students with his gospel knowledge. I also have a student with Downs syndrome. He is very difficult to include in class. He has a peer tutor with him every day. His behavior depends on who the peer tutor is that day. However sometimes that doesn't matter. I don't think he has a clue what we are doing in seminary. Any comment made from me to him is treated in a joking way. He has a set response to every question-the same one every time. He is hard to include in class, and he can be distracting. I have other students with mild disabilities I try to include them just like any other student, but with sensitivity to their specific needs .

- In the past seminaries I've taught at we had a special needs class taught by a special needs teacher and all the teachers supplied one of their best students as a "friend" . I taught before that in a school that mainstreamed the special needs students and to me there is NO comparison. Mainstreaming the special needs student is not fair to the special needs student nor to the students in the classroom who are able to participate fully.
- Some physically impaired students are already fully involved in mainstream classes, along with their interpreters.
- I don't have any students with special needs in class.
- Students with disabilities are included using a peer assistant. When I have taught deaf students I usually have a translator. Students with learning disabilities are paired with peer tutors. Withdrawn autistic students are difficult for me to reach, but I have found that sometimes a peer mentor can help some.
- Peer tutors to help students with reading, assignments, behavior modification reminders, adjusting assignments to the level of the student, understanding the needs of the students, participate by holding up scripture cards, directing and participating in devotionals, expressing their ideas with "study buddies" and in class.
- If I know that there is a need I will often let the person(s) sitting by the individual know so they can help as needed.
- Honestly the same as all others
- The special needs students in seminary classes that I have had in the past have all participated through commenting and answering questions, sometimes reading verses of scripture, participating in any type of group activity. Many times my special needs students will participate in role plays and scenario-type learning. All my special needs students are expected to put forth effort on any test or scripture mastery activity that the other students participate in.
- It depends on the disability. I try to include them the same as anyone else in the class insofar as it is possible.
- They do what they are physically, intellectually, and emotionally able.
- The majority of students that are currently attending my classes are those with behavioral or emotional challenges. How each of these student are included are as different as the disabilities themselves. For each student it is unique. For one student who has been sexually molested by her father her entire life, she is allowed to sit in the back and participate on her own terms. For those with ADHD, I ask and try to get them to continually participate, thus helping them to

remained focused.

- With peer tutors.
- they can draw what we are learning. they have been included with a simple story telling drama
- Up to this point, the students I have taught with disabilities have been those with mild forms of autism and some behavioral issues. Their level of involvement depends mainly on their capabilities. It is difficult to give them too much personalized time so they are encouraged to read or participate and I usually assign a strong, compassionate student to be a partner with them and encourage them.
- As much as possible I treat them like any other student. When reading is a problem, I have all passages of scripture read out loud. When sight or hearing is a problem, I have them sit as close to me as possible. With any disability I assign a classmate to assist where needed. I once brought two autistic young men into the seminary on a full-time basis for an entire year. They were called as missionaries, and I acted as their "mission president." They assisted in every aspect of teaching. I taught them how to accompany hymns on the piano with a single finger note finding technique. They were trained in the various principles found in 'Teach My Gospel' and then were taken into the various classes and given an opportunity to take 2-5 minutes of class time to teach these techniques. They were used as greeters and in hundreds of other ways. Their parents were extremely grateful for the opportunity and I received five or six requests from other parents to do the same for their child the next year, but I couldn't donate the time again. I figured that working with these two boys added more than two hours to each day - in other words, more than 400 extra hours that year. Of course, there was no compensation, recognition or appreciation from S&I. None was expected, but none was received either. While working at that same high school we had 30+ disabled students each year that were brought over to the seminary each day. I assigned each student a peer mentor. The students at seminary looked forward to this opportunity and pressed each semester for the privilege to be included in the group. Often they expressed that it was their favorite semester of seminary. Typically, my involvement with special needs students is with those who are nearly fully functioning. Often, I don't even know that they struggle.
- Due to low budgets, if I have a student in my classroom there is no help with peer tutors to supervise. I have had to assign a student to help.
- Currently we have few students with moderate to severe special needs. Most of the special needs students participate in our classroom activities, but my expectations as to what they can accomplish, particularly in terms of reading

and grading policies, are adapted individually.

- The only special needs that I am aware of are two boys in separate classes who have asperger's. For each there is a mature and capable young man who works with them.
- There are no special needs students that require assistance in this Seminary
- Finally, a place where I can actually explain something. I didn't finish the survey because I didn't feel comfortable answering a lot of the questions without a place next to the question where I could explain my reasoning for the answer I put. I felt forced into putting a certain answer but with no place to explain why I checked to answer that I did. I would be happy to take this survey again if there is space provided to explain things. Thanks.
- Peer leaders sitting by them to assist them
- Depending on their needs I may have a helpful, kindly student sit next to them to assist them.
- I usually treat them as I would other students. The instruction I've recieved from the High School is that with some of these students we just want them to have a "normal" seminary experience. We do have a special needs seminary class for those who need it. But if they're blind I make sure to accomedate by describing what's being shown, having a helpful student sit by them, if the student is deaf we have fun learning some signs and I make sure to slow down for the interpretor.
- They are hopefully comfortable and are asked to participate. With some severely special needs students, peer tutors have been helpful. also, I try to give the special needs student a leadership role in my class to the level of their ability. For the learning disabled, I have had to adjust how I approach grading and assignments to fit their needs. The tough part is the student that doesn'r fit the special needs profile, but really is.
- I team them up with another student and that person helps the special needs person.
- I invite the special needs students to share and participate so far as they are possible. I expect and train the non disabled class members to be patient and understanding.
- There is a separate class for special needs. Therefore, I have no comment.
- When a disability is known, I will try to individually help the student and provide activities that can be performed by that student.

- I have some students who struggle with learning. I include them by having them read, asking them questions and striving to include them each class period.
- It is very difficult to make this happen. I have tried many different things to include students with a wide range of disabilities. However, I find in almost every case that I have neither the time to make a different lesson plan for them, or even give them the attention they need to succeed. Most of the time, if the special needs student does not have the ability to succeed with the other main stream kids, they will either sleep, misbehave, or check out.
- I have a girl who has muscular dystrophy and is confined to a wheelchair. She can only speak with her eyes. A district helper is with her everyday. We have adjusted some of what we teach by sending stuff to her on her computer (that she can control). This has helped her feel a little more involved. Teach with the Spirit and then the Lord will be reaching her better than I ever will be.
- I would say that most students come to class with the need to feel included no matter their need. So I try to create an environment where each student is included, but for some my ability to provide such an environment is decreased by my lack of knowledge of either the specific need a student has, the successful way to meet that need, or the time required to meet that need in a way that does not keep the rest of the class engaged.
- I usually assign a peer student who is capable of giving personal attention and help to a person with special needs. They are also treated as a normal student in class. They are encouraged to participate and experience the spirit guided lessons offered in my class.
- They would be put into groups or paired off with another capable, mature student(s) to accomplish small tasks. There are signing interpreters if needed.
- Some of them sing the hymn and are asked to participate in the devotional occasionally.
- depending on the severity of their need, they are included with the class or given something for them seperate to do. Most come and just want to sit and listen. But seem to feel a very big part of the class still. the other students are very good to help them or talk with them.
- I do not have any special needs students with severe needs. Most have a slight disorder that really does not affect the class. They are accepted by their peers as though there were not disability
- I have used interpreters and closed caption for my deaf students. Sally hannah (Specialist) helped with my blind students by coming in once a week and that helped me adapt much better. With my other disabled students I work with

parents to meet their needs and use peer mentors.

- Depending on the type of special needs then I often will use the other students in the class to rally around, support, assist, and include the student(S) with special needs. The more willing I am to include the rest of the class the less challenges I have in the classroom instruction and the greater success I have with all of the students. I do look for opportunities for appropriate participation by students with special needs and give many of those assignments to those students. I do my best to teach each lesson in a "regular" fashion, but always am looking for ways I may need to make accommodations for any of the students in the classroom--special needs or otherwise.
- I teach the special needs class in our building. I have 7 SN students and 10 peer helpers. Three of the SN students have a mild problem while four are moderate.
- We have a specific special needs seminary class. Each special needs student has a peer tutor assigned to them. We work to tailor content and activities to the needs of the students. In other classes, efforts are made to accomodate, although this is challenging.
- With the students that have been main streamed into my classes they are treated just like anyother student.
- Mainly with the help of partner participation.
- It's hard, honestly. I try to put them next to a great student that can help them, but I always feel like I can't personally help them as much as they need.
- I have just included them in any discussions we have had. I try to treat them just like any other student.
- I try to treat students with special needs with sensitivity and encourage others to do likewise. If I have a student with special needs in the class, I always counsel with the parent(s) and, when necessary, I involve a traditional student or two to assist the special needs student.
- Our special needs students are brought to class by a SN-Teacher who also participates in class activities with mainline students. The SN-students do what they can, depending on their disability.
- I don't have any students with severe disabilities but do have one with Asbergers and it is difficult at times to keep the conversation directed. It also makes it more difficult because I am the only person aware of the situation and the student has asked me not to mention it to the rest of the class (understandibly so). It is good to know the situation so I can try to handle it appropriately.

- Most of the special needs students are in smaller class, so they can receive individualized attention. I only teach a couple, and only one with moderate problems. I frequently attempt to pair him with students who will be patient with him, and understanding of his challenges. I also try to reward his positive behavior with praise after class.
- I have them sit next to a star student who can easily help them flip pages, read, etc.
- The only student I have taught are those that are already mainstream and have mild disabilities. They come on their own and have aquired some skills to sucessfully participate in a regular seminary experience
- we have a student help and I to give them attention, but I feel inaduate.
- I have not had students with special needs in my class.
- I have a palsy inflicted student who I have to adjust in his wheel chair every 15 minutes
- I don't have many special needs students in my class as special needs students attend their own class because of their level of special needs
- They are usually assigned a "buddy" that can help them with projects that may be outside their normal range of abilities.
- I just make sure they feel welcome and loved. As far as lessons they really dont pay much attention or have a desire to participate in a way that traditional students can add to a lesson.
- We try to treat them like the others and meet needs accordingly.
- They are included just like everyone else. It is very situational. For example, I had a deaf girl in class with an ASL interpreter. Each day, she would teach us a new ASL gospel word for all of us to learn.
- Almost the same.
- They are in the class. With severe needs they don't seem to contribuet a lot. At times they can be a distraction. When they are social, they really can help a class.
- Students with special needs are mainstreamed in the classes I have taught and their needs are considered as equal with all of the other students
- Treated as any other student. I expect them to be included and do their part in the devotionals and lessons.

- It totally depends on the needs of the individual. The array of time, attention skills, adaptation, and so forth is not easily described in a paragraph. I have loved all my students with special needs. I have had positive experiences with all of them, in my mind. But I cannot confidently tell you what their experience was. It is difficult to assess which students have "mild" disabilities. As for the ones with more severe disabilities it has been a spectrum of experience. Some who may have been classified as a mildly disabled may have done better integrated into a special needs classroom, others who may have had slightly more involved needs may have fit wonderfully in my class room. I believe there are too many individual factors to be so broad as you are attempting to be. These issues need to be worked out on a individual basis. I responded to many of your questions as neutral because I have had such a different array of students, some I would have gladly kept, others I think would have been better off in a special needs classroom. Some in the special needs classroom I would have gladly taken.
- In my institute choir class we usually have 7 to 10 students that have down syndrome but are very high functioning so they take part like any other students. When we have performances or travel to temple square to perform at Christmas I use peer assistants and coordinate as necessary, with parents any special needs for food and travel and supervision.
- I use other students to be peer tutors and then during an activity I do my best to try and help the peer tutors.
- I don't have any right now. In the past, the students came to class with a peer tutor provided by the school. These tutors have bridged the gap between my teaching approach and the students' learning.
- Many of the students with special needs aren't made known to me until I discover it. Parents don't often want the child singled out for special treatment and attention, which makes it difficult for the teacher and students.
- They participate in activities. They are treated as members of our class. As necessary, we adapt the activities for their consideration.
- It works best with a peer tutor that will act as a tutor and not just a bump on the wall.
- Students with physical and maental needs are included like any other student, the only difference is in their ability to participate and respond, but we look for opportunities to let them be with the group. The needs of the deaf have been greatly facilitated by an intepreter that has motivation for inclusion.
- Depends on the need. For autism, I incorporate much more audio/visual, hands on construction of pictures etc. depiciting scripture blocks, in a small learning

group setting. If the need is greater, and the student is capable, I often have them help with physical arrangements, object lessons, magnetized conceptual/principle-based visuals on the whiteboard, etc.

- They are not expected to do everything the other students do. They work to "their" capacity.
- I don't have any students with special needs at this time
- Just kind of by chance--the way the computer assigns them
- They are paired with a traditional student who helps them with everything. I have a special needs president. They lead the music, participate in devotional sharing, and answer questions.

Describe how teaching students with special needs has impacted your preparation for class.

Verbatim comments (spelling and grammar errors included)

- It takes a great deal of time and effort
- This hasn't been applicable up to this point because of my inability to identify those with special needs or not being aware of that need.
- none this year. Other years there have been some impact on the class and my prep.
- I teach one of our special needs (adapted programs) classes and feel that it has helped me greatly to be more aware of individual needs and challenges. It has also helped me be more flexible in the way I prepare and teach.
- This is my concern. I do not have enough time to prepare adequately for special needs students. I feel students with special needs are being short changed.
- Sometimes I have to prepare two different lessons.
- Well again i really do not recall ant experiences with that
- confusion. i feel we are all special needs in some areas of learning. we are always trying to include all students in the learning process, however with no formal training and help, the objective must be the same for all students.
- I believe the other students have demonstrated an amazing level of acceptance and interest in the welfare of the special needs students.
- in the activities that I choose.

- Honestly, I haven't done much different unless it was talking to a parent, having a student help them, or talking to the class about their issue when appropriate and okay with the parent.
- It has made me more aware of the need for interactive methods.
- When I am aware of the disability I am anxious to make special plans and the effort necessary to provide a meaningful experience.
- I teach the same lesson with the exception of those classes that have really challenged youth who may not be able to participate in a particular activity. In that case, we put them to work doing something useful for the class and the activity.
- It takes a lot longer to prepare, but it is always worth it if the students learn.
- I have to prepare an entirely different lesson, one that allows for learning on multiple levels of understanding.
- I have not considered it very often.
- It's very difficult to prepare when you are unsure what the exact disability is
- Not much.
- I have loved the creativity necessary and found that I have increased in my teaching skills through the experience.
- Just love the spirit they bring to the classroom. They bring a calming spirit to the class. It allows us to be doers of service and not just hearers only. Most of the time having special needs in the class only enhances the class. As stated in John 9:3 "The works of God should be made manifest in him"
- Most of my experience has been with higher functioning students. They have been able to participate in a meaningful way in a lot of the activities that we have done. In some cases we needed to adapt the activity some, but usually the entire class is on board and willing surround and support the special needs student.
- sometimes students rise in their ability to be sensitive
- Not much difference
- More time necessary to prepare materials, etc.
- Adapted some visual materials - more attention to physical activities - attention to variety and movement

- Reevaluation of presentations and visual material, change in time expectations
- I remind myself to slow down. With one student, I need to be very precise in explaining things . . . I take time to make sure I have considered how any learning activities might overly-excite my autistic students.
- the class becomes united
- Lessons begin with more of a ground-up approach. Much more thought goes into "what will the students DO to experience this idea?" as opposed to simply trying an intellectual presentation by the Spirit.
- Honestly I have done little to prepare extra. I tried for a while, but had little success in the things I tried so I now pretty much just rely on the student sitting next to them to help the special needs student as best they can.
- Requires additional time and effort to customize elements of the lesson for them...(depending on their disability). (On a personal note, I was amazed at the additional time needed each week to include an integrated blind/deaf student in my class. Understanding that probably MOST of my students have SOME type of disability, she received most of my attention being the most "needy," which forced me to neglect others. Still, the idea of integration is great for the way it requires ALL students to overcome differences, cooperate and work together for the good of the class--gospel in action. However, until CES provides focused training on UNIVERSAL DESIGN in teaching with special needs in mind, I feel the best thing for students with observable or severe disabilities is to be taught by those who possess skills necessary for that type of teaching. Otherwise, they are quickly overlooked...
- Not at all currently
- It helps me to prepare for individuals...not just large groups.
- I don't have the time to do anything very different.
- Some extra time is involved but not much.
- Not a great deal. initial preparation, and then follow-through
- It takes a little extra consideration 5-10 min
- It can be frustrating when you know the special needs student will not understand the scripture block even after explanations, nor will they understand how to apply it after we have given examples.
- In the classes that those kids are in I make sure to have their partners re-explain things and walk them through any activities or help them to find the scripture

and so forth.

- None
- None, really because those mainstreamed are at a comprehension and behavioral level to not affect class.
- it depends on the disability and the number of students who are impaired
- I find myself learning how to focus on the one individual and it flows to the others students as well - I feel.
- it has not...I have usually just trusted that the peer tutor would be engaged with them and help them to whatever level they meet.
- It has been some time for me but I rarely did much differently
- Preparation remains important and consuming so all are benefited.
- Truthfully, I prepare lessons the same way as if they were not there.
- I have tried to pay more attention to different learning styles, and tried to incorporate variety in how we learn doctrine. It has
- It causes me to try to make it possible for someone to be able to help an individual with special needs.
- Currently, I don't have any special needs students. But in the past I have always prepared with them in mind. I taught Full-time special needs for a year so I have some adaptive lesson resources and ideas from that experience.
- In the past I have made special handouts for those with disabilities.
- I probably don't alter my lesson much and they are probably lost in all honesty
- They are on my mind to the extent that if there is ever an activity or event that may place them in danger, fear of failure, or severe discomfort I have tried to anticipate any possible situations.
- I have not had that much experiance with this.
- I am always second guessing whether it is going to help the student enough to change the lesson plan for them. I often find myself thinking afterward, "what could I have done that might have given him and those assigned to help a little bit better experience?" I struggle with this.
- It doesn't impact my daily preparations. Perhaps those with learning disabilities enter my mind, regarding how to help them maintain focus or involvement, but

it is minimally on my mind.

- The same
- nOT VERY MUCH. i DON'T DO ANYTHING DIFFERENT FOR THEM.
- None
- I always have what they might need in order to participate and understand in the back of my mind
- Not much, yet. I haven't had students that needed extra preparation. So far they've been easily incorporated.
- How can I gear my lessons to meet the needs of one special needs student and then leave the rest of the class bored?
- None at this point because I have had only one student per class.
- I have tried to make the lesson more universal that it does not matter the level the student is at...this has caused me to spend more time looking at how the lesson can be more hands on and interactive
- It has required me to either create a separate activity for a student, adjust an activity, rearrange group assignments and simplify activities.
- I don't think about it.
- It creates a unique challenge adjusting your teaching from the main stream to the special need students.
- It has definitely made me more aware of what it takes to be more successful as a teacher. The needs of EVERY student should be considered.
- It mostly impacts my preparation by thinking of someone in the class (a peer) that can help those with their special need.
- none
- It has not had a great impact on my preparation.
- It has benefitted my traditional classes because of the modifications needed to include a wide variety of disabilities which helps other students in traditional classes that may learn better because of the adaptations made for those with disabilities
- I have not had success teaching students with extreme special needs. I have to greatly alter my lessons for that class, and usually don't have sufficient time to

prepare for the rest (majority) of my students.

- It is more time consuming.
- It is a different kind of preparation. I have one autistic boy with whom I have tried different techniques (drawing, copying words, coloring, etc.). Such preparation takes a little bit more time than the norm.
- Again, I have rarely taught kids with special needs, except for mild autism, or a physical ailment that caused them to be late for some reason. At times I have had some that are mentally challenged and I assign them a companion that helps them in the classroom, but it hasn't drastically changed my lesson preparation.
- no difference unless it includes talking to the school's special needs teacher about a behavioral problem
- It causes me to pause and try to figure away to involve them
- When I taught a girl that was deaf I made sure CC was on for every video and I didn't do anything that would require audio only in the lessons.
- very little
- Extra preparation, extra time spent with them and peer tutors. More prayer!
- Without sufficient understanding I am limited in my ability to reach them.
- I try to keep things simple and I look for leaders in my class that will help that particular student
- It has caused me to think differently in my preparation. I try and teach to their strengths, but still stretch them and have them grow. I do simplify things some and try and make them really clear. Really, when it comes down to it, all of my students have "special needs" of some sort.
- I don't feel that it impacts my preparation.
- I have tried to have a few more handouts made just for the special needs and their helper.
- Usually it just makes me more aware of the need to do activities that allow the student to work with others. It hasn't drastically affected the preparation other than just being aware of the student's needs.
- Preparations vary depending on need and circumstance. In a special needs class lessons are adapted to meet the needs of the special needs students almost exclusively. In a traditional class adaptations are made by use of resources

specifically designed for the individual along with individual peer help.

- Not much change has taken place.
- It takes two to three times longer than I normally would do.
- It has made me simplify, which I think makes for better teaching.
- Pray a lot. It seems to take more time in prepare for my SN lessons. I am always thinking of special ways to take principles and apply it to their lives and to their hearts. But in over all I feel that it has helped me with my mainstream class.
- There are too many teachers who use Sis Parker's approach to special Needs teaching; I've found that they don't need much more preparation nor curriculum differences than main stream students.
- I really have not changed much, with exception to occasionally making special handouts for a student with disabilities.
- It hasn't affected it much except for an increased awareness of personal limitations of certain students to complete certain tasks.
- I try to stay more basic. I slow down. I place a strong student next to them because we do a lot as teams, groups, and pairs.
- Only in one case has it affected my preparations. It was more a matter of how to react when he/she would act out.
- I prepare about the same but will personally help those with special needs (or have a buddy help them) after the others have already begun
- It has impacted my preparation very little because it is simply a part of the regular preparation that I go through.
- It causes me think how and where can I simplify my lessons.
- I have actually done a terrible job of preparing with the special needs students in mind.
- I haven't taught really anyone with a learning disability so much as a physical impediment
- It is usually just minor (that's all any of us probably have time for). I'll ask them to draw me a picture of the story of the lesson one day, or ask them to bear testimony at the end . . . etc.
- I spend multiple preps changing my lessons for them so that they can participate

in the lesson. I am a better teacher w/ my regular classes for having taught a special needs class.

- Allowing more time for certain activities, finding short verses for them to read. Prepare other students ahead of time so that they can help
- I don't prepare differently for these two students.
- I don't teach them , but have. It just takes a tweak but the same curriculum is used and similar teaching skills.
- I use a much more simplistic approach to the principles being taught. Selective in media use. I prepare paraphrased verses from the scriptures for those I use in class. I think "primary children" when preparing.
- I know what I am going to say is heresy, but I feel like CES does a good job with students whose disabilities are seen or are readily apparent. We do our best to reach out to those students. CES is failing with students whose disabilities are not readily apparent such as kids with dyslexia, fetal alcohol syndrome or other learning/behavioral disabilities. Right now CES policy seems to be to kick them out of Seminary as fast as possible because teachers are unwilling or more likely do not have the training and patience to deal with such students. Many feel these types of students are a disruption to the spirit, lower the almighty SOAS scores and make them appear to be bad teachers. Until CES leadership recognizes these kinds of student and makes some concessions we will continue to fail. Granted these kinds of students are not the easiest to work with but what would the Savior do!
- I think of each student in the preparation process more and often design an activity with one particular student in mind.
- I have to ponder the needs of my students and what activities they might be able to do and which activities I need to adjust for their needs.
- You have to prepare differently. You have to adjust the lesson completely to try to help that one student receive the help they need.
- Very little. Perhaps a broader explanation on occasion and more activities to keep the special needs student engaged.
- I don't necessarily cause I have no idea what to do.
- Not much because of the peer tutors
- I've had to simplify greatly in classes with several students who need special help.

- The lesson is prepared for the majority of the students and multiple options are reviewed, trying to predict possible behaviour options.
- I have taken some time to adapt things to my special needs kids, however it has been a struggle to spend enough time to feel well prepared for their special needs. I also do not feel I know enough to help include them the way they should be included.
- Most often it does not change my preparation very much.
- I look for ways to include them without treating the other class members as if they have special needs too.
- I found that the challenge with an integrated class was teaching to keep the regular kids interested and still teaching to the special need level as well, I remember trying to use my kids as helpers alot, to let them do the teaching and explaining and then also trying to teach simply, as childlike as I could, so I had a five year old at the time, and if I could explain it to her, then I could teach it in class. Maybe that's wrong or not being sensitive, but I found that it worked well and both sides were okay with it.
- involves more visual and hands on learning
- Not at all. There are so few.
- More preparation is needed and more training so that I know what I can do to help the special need students.
- Very little. It's hard enough to prepare for 6 different classes with 25-30 mainstream students each, without trying to figure out what one or two special needs students can do.
- I can't say that it has impacted my preparation.
- I give them opportunities to participate just as much as any other student. I talk to counselors and special education teachers at the public school for help with each student so that I know how to prepare to help them.
- I love teaching students with needs. It always brings a special spirit into the classroom. Other students are sensitive to their needs and I think it causes both teacher and student to reflect on the eternal nature of the Gospel.
- All I can say I've done is provide them with paper and pencil or something to color with. I am embarrassed by how little I can do for them. They just occupy a seat.
- It depends on the class and the student. The emotionally disturbed students are a

challenge not because of preparation, but rather because you never know what will 'set them off'. The hearing and sight impaired students are usually no problem because they are capable in every way other way outside their particular challenge and they have already been taught or trained to adapt to the situation by the time I get to my class. The mentally challenged are able to fit in because I use peer tutors or 'class friends' to help them achieve success.

- Very little, other than selecting and assigning a peer tutor.
- If there is an activity that they will not be capable of participating in, I will come up with some other way that they can take a role in the activity. For example the score keeper or my special assistant, the judge, whatever it is.
- I don't prepare with the special needs students in mind. I could do better that way.
- Helps me stay away from teacher centered lessons and focus on student centered lessons.
- It usually doesn't impact it at all. The attitude here has been that they get what they can get and peer tutors have been really helpful at explaining or getting the information to their level.
- I essentially teach my classes the same as I normally do, but with an extra sensitivity to individuals with special needs.
- I cannot say that it has because I still teach to the level of the rest of the class.
- Just getting ready for regular classes and maintaining the points of the Teaching Emphasis take up every minute of preparation time each day. At times, I am able to anticipate ways of getting special needs students "teamed up" with strong students during class so that they can work together on projects. This goes extremely well. However, I am rarely able to prepare something that caters to the specific needs/abilities of the special needs students in my classes.
- It has not really had an impact on preparation.
- Adds variety and helps keep it simple
- Not very much, I only have 1 or 2 total.
- I have had to limit activities to help students that might not be able to handle different types of activities.
- Making sure that you have the media that will benefit all students.
- I haven't changed much this year other than "in-class" attention and adaptation.

- It hasn't. I always prepare for the other 30.
- For mild disabilities, not at all, but for severe disabilities, I prepare a little more for them.
- Honestly, I have not put any specific time into planning something for my students with special needs I feel I have so little time to prepare for my main lesson that I don't give it much thought. I usually rely on spur of the moment adaptation.(if I need to)
- TECHNICAL ASPECTS: Closed vsption videos, etc.
- To prepare for a student with disabilities I must ask myself, "how can this concept be taught to include this student?" With a few modifications many different types of students with disabilities can be reached.
- Depending upon the severity of the disability, it may range from very little change in preparation to extensive in order to gain inclusion for the student. Peer tutors are great for helping with minor adjustments, but sometimes more is required in lesson preparation to help the student understand the principles being discussed. With autistic students the devotional at the beginning of class creates a feeling of comfort due to the routine. I have found that class activities that create a variety in the learning experience such as "anaconda learning" where students can start anywhere and move from seat to seat for a new learning activity, will not work well with some who are more than mildly autistic even when there are peer tutors to help.
- Overall, I make a few adjustments. I just try to be patient and I lower my expectations.
- It takes a little more mental awareness
- Probably the main way the presence of special needs students in my classes has affected my lesson preparation is that I contemplate more ways to make an idea or doctrine simple and more clear. Sometimes I will eliminate an aspect of an activity that would be too difficult for a special needs student, or would overly-excite them. I found myself frequently wondering how I needed to adapt an activity to include any of those with special needs. Yet, at the same time, I expect the special needs students in my classes to push themselves educationally and cognitively and strive to participate with higher functioning students. So, any impacts upon my lesson preparations have been minimal, mainly just small tweaks to involve special needs. I do feel that, if a teacher is not careful and balanced, an instructor can adapt a lesson for one special needs student in class resulting in the other 25 students not being fed and not being able to really dig into difficult subjects that might be beyond comprehension

for some special needs students.

- It depends again on the disability. Students with sever disabilities attend our special needs class and have peer tudors from the school provided by them. All the rest are integrated and I prepare no differently other than asking a regular student to assist when needed, or be a peer tudor.
- It has caused me to think more inclusionary.
- It has impacted the activities that we do. Like I already said, I usually only have those with emotional or behavioral problems. My class right now that has several students with behavioral problems, we cannot do as many high energy activities. It is difficult to maintain the proper level of energy.
- Not much although I strive to give them something relevant to do. Socially it is a good experience for them. But I am not sure they are learning the doctrine.
- it helps me simplify the material so it is more impacteful for the other students as well
- It has not affected my lesson preparation.
- Right now it doesn't impact my preparation at all. Those I teach seem to do fine.
- Since I don't have the skills necessary to teach special needs students in a beneficial way, I just prepare a normal lesson and hope the spirit will deliver some insights into the heart of the special needs student.
- Frankly, very little. I consider how I might involve students with special needs as I prepare an activity, but rarely change the activity itself based on these students.
- because I only have two students, it doesn't affect it that much. both of the boys who have aspergers do well enough if they have someone to work with
- Very little. I have however gone to some training in the Area I am assigned in order to receive better training on how to better assist students with special needs. This has somewhat altered how I teach because I think that many of the techniques and methods that work with special needs students also work with students with mild behavioral problems. (i.e. more visual learning, tactile learning and etc.
- It requires more time and I do not always know how to create what will work
- I to be sensitive to their needs and adapt the lesson to them, consider how to include them or reach them etc.

- It hasn't really, I don't have time to create a whole different lesson just for that one class with the student, I try to do things in the lesson for them, but my preparation is for all my students as a whole.
- I have to approach my class in such a way so as to know which activities will or will not work. I also look at classroom management and student interaction for every lesson as it has related to students with disabilities that have been in my class. I also have adjusted writing assignments, scripture mastery, tests, quizzes, etc. to meet individual needs and not just be a one-size fits all.
- I only have one student, so I really don't change my preparation very much.
- Very little. Most preparation focuses on meeting the spiritual needs of the non special needs students. The only preparation done for special needs students is to involve them on a social level.
- There is a separate class for special needs. Therefore, I have no comment.
- When I have learned of a student's disability, I reflect on what I do each day and try to ascertain if it can be performed by that particular student.
- As I ponder what to teach I think of those students and strive to find away to include them and help them understand.
- It is very hard to prepare for all situations. I don't think the inclusion of kids with anything more than a minor disability in a mainstream is a good idea. Especially in seminary when a kids attitude can be a special disability all on it's own.
- It requires more preparation and thought. Some activities can be adjusted to adapt to them...which often makes it better for everyone else. Simplify!
- When teaching students with special needs, I am often concerned with the level of understanding that is taking place. I try and clarify scripture passages and terms. I discuss with peer helpers any concerns they have with the person they are assisting.
- More preparation and careful planning on various activities are needed to accomodate them.
- It hasn't affected my preparation at all.
- Not much. I am not sure what more I could do to include them.
- it really does not affect my prep at all
- I have prepared most of my lessons for the mainstream students and deal with

the exceptions in the actual classroom environment. I could do much better to try to include them but don't have the time to put in to operation like I should.

- My preparation for students with special needs has required me to become very simple in my presentation as well as seek for the greatest clarity in my words. I do mentally have to walk through my lesson with a little more detail to make sure that I have appropriately prepared to be effective for all of the students. When I am dealing with only one or two special needs students in a classroom then this preparation process is not much different than my normal lesson preparation. However, when I have more students with special needs then my lesson preparation does require more time.
- It takes at least one prep and sometimes two to get a SN lesson put together. It is much more work than a regular need class. My regular classes have suffered because of my special needs assignment. My SOAS scores have gone down and I am really concerned with having to teach SN class.
- As you prepare lessons, you think about what they will do, how they will receive it, what activities they can engage in to learn the content and principles.
- I prepare the same for all students.
- It hasn't.
- I haven't felt like I have time to prepare an "extra" lesson our handout for them. Too often, they are just part of class, but not having much to do.
- I have had to take some extra time to make sure they are included in the class experience. I always make sure they feel wanted and safe.
- I haven't altered my preparation much for students with special needs.
- Preparation has not changed because of my SN-Students. Our aid helps us get them involved where she can. It's great having the aid in class not only for our SN-students, but for our other student also.
- It hasn't really. The special needs students I have in a seminary of 170 is about 3. So I don't necessarily go out of my way to change a lesson plan.
- Some of the students do require different types of learning activities but I have not done much if anything different in my preparation because I don't think I have the skills
- It hasn't
- I have not prepared a lesson for a class that includes students with special needs.

- Not much. Most are able to keep up when they are matched with someone who is helping them.
- It has made me more aware of how they learn
- I may choose a different activity if I think the original activity might make the student with special needs uncomfortable.
- I have to prepare my lessons for the traditional students it is complicated to prepare two lessons. I have given special needs kids coloring books with Jesus pictures and they have fun with that and it allows the class to have a lesson. Each situation has to be evaluated on a case by case basis.
- When I try to do specific preparation to help them, my lessons generally suffer. Meaning, the give and take for one student is hard to justify when there are so many spiritually disabled students in the classroom needing attention. It is difficult, when I feel that my job is to reach out to "the one" to place the needs of those who are physically disabled over those who are spiritually disabled. There is not enough prep time and not enough effective training. I don't intend to be rude but, the special needs training I have received has been designed to help us not offend people instead of meeting specific needs. I therefore feel unequipped to actually help and I also view the special needs training I have received as some of the least effective training I have received in this profession.
- My experience with special needs has been minimal - mainly deaf, blind, and some learning disabilities. They have told me that they didn't want/need special treatment. My prep was a little different, but not major.
- None. I haven't had that many in class.
- At times they need special attention to feel included. This takes extra preparation in the classroom; not necessarily outside preparation.
- Thinking about the methods of inclusion for special needs students is always at the forefront of my mind during preparation
- Knowing that some special needs students need assistance, I pair them with another student who appropriately assists.
- Only in minor ways.
- I do plan on taking extra time after class and sometime before class to visit with special needs students one on one. In the choir setting often extra time rehearsing with the special needs students is necessary.
- It takes a lot more time. Each special need takes a different approach to help

them learn. When I have more than one, it is difficult. There was an autistic boy in my class with some strange fetishes, that made it important to be very careful what visual aids I used as well as any group activities and where he was at all moments.

- Not much. If anything, I suspect that I try to either simplify things or generate additional, proper learning activities.
- Takes much more preparation. One worry is that while there may be one official special needs student in the room, much of the teacher's and classes time and effort is on that one student.
- As a teacher you need to ask yourself how the teaching activity will impact each student in your class including those with special needs.
- It can be quite disruptive but the other students seem to understand and in some cases the special needs students are a great benefit. It limits that amount of discussion and/or humor you can attain from the other students from time to time because they don't want to cause the student to disrupt or to appear "off" themselves.
- I take a little more time to think of some little things students with special needs can do to feel accepted and appreciated in class. But I wonder if I should do more, I don't know.
- I certainly think of how to help them during the 'What to Teach?' phase of prep, and then the 'How to Teach?' planning. It is frustrating often, however, when a student with special needs is placed in class, and due to their lack of familiarity with the teacher and students, refuses to do any of the things that would help them participate. I have an autistic student currently, who is a sweet young man, but all he cares about in life are animated Disney movies. He is brilliant, because he can (if allowed) act out and recite entire dialogues and characterizations, with great passion, etc. The same boy, refuses to work in a small group to learn about and help construct a Nativity scene. If it ain't disney, he ain't doin' it! He has no peer tutor with him, etc. I use a higher amount of audio/visuals etc. in his class, but there is no way I know of to assess his level of absorption or understanding. I have had many different young men and young women with special needs in my classes over the years, and confess I felt effective only at Orem High, Orem, UT which had a 'Circle of Friends,' approach. That to me seemed to provide the best overall experience for these young people than simply being placed without peer tutor in a class of 25-30 students, hoping that somehow, some way, 'mainstreaming' was taking place.
- I am sorry to say that it hasn't impacted my teaching very much. I should take more time in helping those with special needs. Some of the activities are

adapted for students with special needs.

- Over the course of years past there has not been a significant impact
- Trying to adapt depending on the circumstances and how severe the needs are.
- I lean heavily on visual aids, music, and hands on lessons

What strategies have you used to include students with disabilities in your classroom?

Verbatim comments (spelling and grammar errors included)

- I treat them as a standard student as much as possible and find a highlight or talent that they have and invite them to share it often.
- Individual attention and love
- none. They just do it themselves because they know what to do and are willing in all cases to do what I ask or what they themselves perceive the need to be.
- Because it is a special needs class my focus is 100% on them. We have helpers that come in and assist me but my lessons are totally focused on the special needs kids.
- I pair a student with disabilities with a "study buddy."
- More hands on...not so abstract, less in depth discussions and more activities. They accept things much better at face value.
- I guess for kids with some trouble have used kindness
- 1- assign a peer tutor from the class to give more constant attention. 2- set up a separate teaching situation where higher efficiency learning students teach greater special needs students. 3- some special needs students that have been severe!! almost have to be ignored and focus made to the rest of the class to retain appropriate control.
- I let the other students lead the way...I assign 'tutors' from within the class to watch, encourage and lead the special needs students.
- I've tried to accommodate at times, I've allowed seating where they wanted, I have given some extra attention when needed
- None
- peer tutoring, lessons adapted to the ability of the students with aids based on abilities, incentives and rewards, instructional aids based on individual

disabilities.

- Peer helpers, sitting the student closer to me for more personal interaction and less distraction.
- Cheering them on. Giving the other youth chances to work with these needy youth and visiting with parents and adult advisors.
- Peers
- Treat them with the same respect as you would students without special needs. And the use of Peer-tutors has been highly successful.
- More Visual Aides
- I try to get other class mates involved with them to ease the difficulty
- I have had peer-helpers. They are the most effective help. I had a student with autism in my main-stream classes and he caused some disruption, but it was a valuable learning experience for students that would have no exposure to these disorders. They left class with a greater understanding, and hopefully greater compassion.
- Peer tutoring Parent consultations School consultations (special needs teacher)
- Mostly peer helpers who can help them with most of the activities we do.
- peer tutors
- Peer tutor - alternate communication (drawing/writing for a student who could not communicate verbally) - group activities
- Treat them as students, not disabled students
- Students supporting the student
- Partnering the students with someone. Assessing the student in many ways to see how involved and included they are.
- Pictures to go along with the scriptures, peer-tutors, adapted writing or sharing assignments, opportunities to help in class with "smaller assignments" that will help them feel included and successful.
- Peer Helpers, and others in the classrooms are assigned to help them with their needs.
- Many times they want to help out by leading music or taking some other task

that allows them to feel helpful but not picked on.

- have other students help them
- Discussion with Special Education teacher.
- Teach based on individual interests, especially of those struggling in class; counseling with seminary principal.
- peer tutoring, hands-on projects, pair and share activities, etc.
- I ask them to do one thing each day depending on their ability (like hold up an answer when I ask, help with devotional, complete a crossword)
- I have used a interpreter for sign language. I have shared a laptop with a hearing impaired student so he can see the lesson outline and receive input from a hearing student who also has a keyboard. I have shown children's scripture movies so the student would have a better chance to understand the concepts.
- Just give them time during the day or week to be noticed in front of the rest of the class.
- None
- I just find out from informed parties such as other teachers and parents what the disability is and work with it or around it
- duct tape for extreme behavioral problems has been very effective.
- Talking to the student directly and not to the interpreter (in the case of a deaf student) and learning key phrases and even scripture mastery in ASL, or singing hymns in ASL and caroling to another classroom. Treating students with the same tone level and expectations as to not make them appear like a "baby." Most of my strategies are the same for any other individual, but with a little more emphasis.
- none.
- pairing up with a peer tutor or friend.
- Coloring, interpreters, going slow, defining words, peer help.
- See answer 16 for an example. I also think involving other students, specialists, etc. is extremely helpful.
- Had their peers help to explain and keep them on track.

- Not many I treat them like I would traditional students
- When there will be student reading in class, I try to prepare them for their particular verse. Then they can "seamlessly" read when it's their turn. Years ago I had a deaf student who couldn't read my lips because of a "cheezy" mustache I used to have, so I shaved it off. Both my student and my wife were thrilled. I don't sign or read braille, but I certainly would learn if necessary. Above all else, patience and love for all of my students has been foremost in my efforts to include these great kids!
- Just talking with the class, talking about how the Master would treat them.
- I try to use a variety of activities. I have student helpers. I have some materials suited more for special needs.
- I've invited them to participate in all aspects of class, seminary councils, etc. up to the level they are able and feel comfortable performing in.
- Treated and loved them the same
- NOT MANY. Many of the students I have are only capable of just sitting and do't possess the ability to really get involved.
- Give opportunities to share what they can with the class
- Peer-support, special assignments, the same responsibilities as they are able
- Not single them out as needing special attention, but just see them as another student in class.
- Assign a student next to them to assist them in the activities we are involved in.
- Drawing and sharing what they are learning. I treat all my students the same.
- partners, teach a lesson on disabilities and discuss the fact that all the students have dis. some are more easily seen than others...
- Peer tutoring, team teaching, individualized assignments.
- Just the normal.
- I mostly use peer tutors in my blended classes.
- I think the most important thing to remember is that those with disabilities have something to gain from every class. They can also help the class unify when I allow those with disabilities to grow.

- none
- I use visual help and student help.
- Included 1 or 2 students to assist depending upon the need of the student with a disability. They have then assisted in writing, holding up cards or signs or give instructions via sign language or special methods of communication. Those who can read and pray are invited to participate in the devotional and those interested in leading the music or are capable of running audion/visual equipment are allowed to do so.
- Know how they learn best, what they resond to, know what throws them off. I will prep them in advance if I forsee an activity that overly challenges them, make sure they feel comfortable with and understand how I have adapted it for them, etc.
- Peer turtors, adapting lesson material to meet their needs, discussing with the other students how they can help and learn from someone with special needs, love them as much as the "regular" students, seek the spirit to guide me in helping them, prepare material (pictures, handouts, etc.) that would help them with what were are going to discuss.
- Helping me in front of the class. Putting him in contact with others in the class. Talking about him with the class when appropriate. The class loves him.
- Companions, as explained previously.
- Truthfully I don't have many strategies. In our building we have a special needs teacher who has worked extensively with special needs students for years. I feel like, and it is the truth, that she does a better job at teaching students with special needs than anyone I have seen. My strategy is to pick her brain as much as possible.
- peer tutors. give them special assignments
- manipulation of who will be in groups
- Peer Tutor, seating chart, involvement, interest and love
- Peer assistance and inclusion in some part of the lesson.
- I try to keep things simple and I look for leaders in my class that will help that particular student
- Use of media - music, slide shows, videos. The Scripture readers and DVDs are fantastic. A lot of small group or pair activities, a lot of hands on stuff, such as drawing, coloring, sculpting. I also tried to do rotational activities, where they

would move to different stations.

- My strategy is merely to not focus on the "dis" but rather the "abilities" I also use strong, capable peers to help those with special needs
- That depends on the social skill of the student. I always try to make sure the student feels wanted in class, and that they have a friend in the class. I am very aware of the possible of bullying and offence to special needs students, usually they are very sensitive to the way people treat them.
- As expressed, group work, partnering with one or more partners, personalized attention and simplifying some activities for the students. I have also used the special education student for reading if possible or simple classroom duties such as greeter, music selection, birthdays, or something else to strive to include them.
- Individual adaptation of lesson material and peer assistance.
- The Doctrine of Inclusion
- I teach adjacent to a self-contained school. All of my students have disabilities.
- A lot of hands on activities, reading, writing, drawing, testifying.
- Let's have everyone get over the fear of teaching people with special needs! It's not that hard, in all honesty -- and quite refreshing, to be honest.
- Plowing-up handouts for those with visual impariments, and having them sit in the front of the class. Using closed captions when we watch something on the Television.
- I seat them next to very charismatic and loving students who will help them and love them.
- I've had an ASL interpreter. I've consulted with parents. I've studied student's IEP's. I've spoken with the student and made adjustments according to their needs and preferences. I have noted those who need to sit in front. I have placed strong students in their vicinity. I have changed grading expectations for them.
- Surround those with the disability with the strong and mighty students.
- I try to be aware of disabilities and make any necessary adjustments but for the most part I just include them as I would any other member of the class. If adjustments are necessary I handle them on a case by case basis.
- Art work, music, pairs, give them, (those w/ disabilities) an opportunity to share

testimony, etc.

- Peer tutor, parent suggestions
- Place them at the front where I can be sure to see them and ask for their input. Ask them the simpler questions
- In my opinion my best strategy is seat them next to someone very patient and helpful. I talk to that student and ask for their help and then rotate that position about every month.
- Puppet shows, we use all the senses - games - scripture signing - specific music when in scriptures - peer tutors help w/ reading, coloring, bearing testimony, etc.
- Give them a partner to help them with reading or other activities.
- Here at WX we have two special needs classes with peer tutors. It works very well here with brother Klodnicki. We did the same with Olympus years ago with Alan Barlow. I like this idea better than integrating special needs into mainstream classes. Thanks! TYE ARVIDSON
- Pair them up with mainstream seminary students every day and rotate them.
- I am more conscientious of providing a hands on experience along with lots of visual aids such as pictures or objects that assist the students in understanding and participation. I use a guitar to accompany some music along with the piano so there is more variety.
- I teach them the scriptures as much as possible, give them the regular lesson (although I sometimes have to simplify) use some of the helps I have been given and attempt to give them an opportunity to feel the Spirit. I feel these students have physical disabilities and not spiritual. I probably learn more about the gospel and christ like behavior from them they do from me
- After pairing everyone up with a peer, I give them a lesson outline that they follow together that includes questions to answer, scriptures to read and mark, and the storyline of the assigned scripture block.
- Thinking each day of what was prepared and what changes I need to make to include special needs students.
- Assign a student to help them.
- Give them opportunities to share thoughts and feelings
- Bring them into and/or make them a part of the lesson when practical.

- Paring with a willing student. Special tasks as needed.
- The main things I have done is to assign a partner to help them. We also have given them a chance to share scriptures with the class each day as they would like. It have given them a sense of belonging in the class as they cannot always participate in other types of thinking and sharing activities we do. I really feel inadequate at helping these two students get the most out of seminary. I also feel I am missing some opportunities for other students to gain some great experiences interacting with those with disabilities. But, I don't know how to do it.
- Depends on the disability. WHen I had a young woman who was deaf we all tried to communicate with her and help her feel a part of the class. I also slowed down as a teacher so that her interpreter could keep up. etc.
- I am failing with a student with mild special needs--too high functioning for the special needs class but unable to really participate with a typical class. I don't think he's getting anything out of my class.
- Just get to know your kids and use them, even if it's to hand out pencils, nobody wants to be treated as a pariah, I also assigned kids as helpers, so that they had some ownership, also walking around and shaking hands at the beginning of the class and helped immensely.
- they are much more involved with every part of class. Excellent mentors is the foundation
- One on one attention. Special tasks or assignments that are catered to the student's abilities.
- If they are able, they participate in the devotional and I have students sit by them that are able to help them. I also have them participate in lesson according to their ability to participate.
- I have never been trained to teach special needs students and I don't know how to handle some situations with them. I don't really have a strategy.
- Education is the best help. I teach the students in the class that they are just like all of us except they have some special needs. Once the students understand their needs they are always willing to help and to let these young people do as much as they can and be involved as much as they can.
- I just bring them in, love them and accommodate them according to their needs. I always enlist the help of other students.
- I smile and talk to them like I do the other students. But I don't do very well with including them in any meaningful way, unless just being there somehow

helps them feel more a part of things.

- I believe in peer tutors. I ALSO BELIEVE THAT SOME STUDENTS IMPAIRMENTS OR LIMITATIONS ARE NOT SERVED BY BEING PUT IN A TRADITIONAL CLASSROOM. But even those circumstances I believe in peer-tutors or class- friends. In this case the curriculem is centered on the special need student first and the traditional student second; a reversal of tradidional inclusion. Call it 'modified inclusion' if you like.
- Peer tutors; involving special needs students in appropriate activities.
- I speak with the other students and challenge them to help make this the best experience that it can be. I go out of my way to make sure that they feel included. I call and talk with their parents and visit with them about their son or daughter and their abilities and concerns.
- I have teamed them up with caring students to help them with assignments and helped them feel loved.
- I use other students to help special needs students feel more involved and better understand the assignments. I get to know the special needs students as best as I can in order to adapt the lessons to them. Involving other students in this process spreads the ownership of success to all students and lifts the overall experience for the entire class.
- Include them whenever possible. Call them by name and praise good behavior. Ignore questionable behavior. It obviously depends on the disability and the level of their needs.
- I try to find ways to include them in the lessons or activities that build them up and make them feel included and important.
- Have him pass out the grade sheets, praise him when he completes a drawing and put it on the wall, interact with him during scripture reading.
- As mentioned, involving these students in some type of "group work" and assuring that they get directly involved with the stronger students in the class. I have spoken with some of these "mentors" and even made informal assignments to them to help with our special needs students. It works best when this "assignment" rotates rather than having one traditonal student working with the same special needs student all of the time. My preference would be to increase the number of special needs students in a class and balance the class make-up. This would allow for us to have a "special" lesson on a regular basis (perhaps once or twice a week) where the traditional students would understand that the focus would be different and that they would actually help in the teaching and classwork which we would administer at a level that our special

needs students could better relate to and understand. However, when you only have one or two special needs students in a class of 25-30, this situation is almost impossible to justify and even more difficult to create.

- Buddies... and a lot of patience!
- Choose what they love to do and build on it. Also, I've had a few students alternate helping them with difficult tasks like reading, etc.
- Student help Acting out scripture scenes Drawing Use of clay
- I have worked with parents on listening, reading, writing, and other skills during a student's reading at home so they are more prepared to answer and share in class. Other comments - this was a hard survey to take, my experience with students and disabilities has varied a lot. In the types of disabilities to the over all experience with each student. In most cases, I support inclusion, but believe each situation should be handled on a personal basis. The hardest for me has been those with learning disabilities and I have had experience with all the disabilities listed with definitions. I wonder if there could be a benefit in grouping these kids so that teachers could focus even more attention to basic skills that will include these students?
- Find activities that they feel comfortable with so they can also participate.
- Provided activities to help him feel like he is doing something. I've given him assignments like being a class greeter. I've also allowed him to join in the activities and participate in the same way as other students do.
- None.
- Sit them in the front, ask a student to help them, find out from parents what they would suggest I do.
- I have tried to assign little jobs. Encouraged participation, and sharing of experiences. I have had difficulty handling behavioral issues. I have been punched in the head by one down's syndrome boy and was punched in the nose by another. I was doing what the special needs teacher told me to do to handle the boy's behavior. Those weren't pleasant experiences of inclusion. I've had some sweethearts in class as well. They brought with them a uniqueness that unified the class and brought the best out of many students.
- Mostly student friends or helpers
- none
- Peer mentoring, groupwork and interpreters have been used to reach students

with disabilities.

- The use of peer tutors, inclusion, and love!!!!
- Peer tutors, communication with parents, talk to the school
- Contact with parents and other teachers
- I can't think of any special strategies, just being aware of the different levels of mental abilities in my class involving students according to their abilities, while at the same time challenging their abilities in a way that they can struggle in a healthy manner and improve.
- Peer tutoring works best. I have them participate as much as possible when I need a volunteer for something.
- Having the class learn the basic alphabet and basic conversational words in sign language. Call on them for their answers like I would any other student. Participate in devotionals. Read scripture (according to their ability) and having other students help them as needed. Make them feel they are an important part of the class.
- Once again, they are as diverse as the students.
- Tactile and visual aids.
- peer to peer teaching.
- Mainly I use partners and their peers to help them and to give them encouragement. They are the ones who help them to understand what we are talking about and help them feel included.
- If they are capable, I will try to treat them as any other student. I ask for their opinions, I ask them to read, I include them in group work or any activity that they can handle.
- I have visited with school assistants and parents as to how best to adapt my teaching and grading to meet the needs of those students. Since I have so little expertise in the area, I generally just follow the directions given to me by parents and school professionals.
- There has been one special consideration. One of the boys with aspergers continuously talks out of turn, and sometimes the other students get really cynical towards him. Speaking with his mother about possible strategies to help this young man has been the most productive.
- Peer leader are the best I have found.

- Do some activities that fit their level, like have them color a picture with crayons etc.
- Allow them the opportunity to present devotionals, thoughts or comments, and be a part of work groups. If there's a bigger situation, I talk with the class as a whole when that student is not there to make sure we are all on the same page to help that student.
- Peer tutors, parental suggestions, area training which included awareness and more visual learning. One on one time with students with disabilities, adjusted assignments.
- good peers. Discussing with the class when the student is not in the classroom how to properly interact with the special needs student
- Peer tutors, media enhancement (larger fonts, visual & written communication, ie powerpoints); publicly funded aids assisting the disabled
- There is a separate class for special needs. Therefore, I have no comment.
- No specific strategies other than reflection each day on my curriculum.
- Encouraging them, letting them know I love them and will be there to assist and help them anytime. Letting them know they are safe in the classroom and they can feel safe in any type of participation in the classroom. I also talk with them each day and strive to be interested in what they are interested in.
- Worksheets, peer tutoring, coloring, other activities. But they never can get as much out of it as when they have their own class with kids of their own speed, and more attention to their needs.
- When a situation arises I make it a matter of prayer and go to work to receive the direction I need for that situation.
- Work closely with the parents to understand the best strategies needed for success. Use student leaders in class to assist. Have the students teach each other during the lesson.
- They participate in devotionals giving prayers and leading the music. Sometimes when the rest of the class is working on mastery scriptures I will have those with disabilities either write the scripture or draw a picture depending on their abilities.
- Put them in groups with other students. On scripture mastery pass off days, many of them will also want to pass one off and they can read it if they need to. They seem to love that.

- I treat them much the same as other students. I am aware of their disability and know what to watch out for.
- I am poor at trying to figure out exceptions. I try to adapt with little tweaks here and there and use peer mentors or friends to help.
- The list is endless as I am inspired to try new things each time I prepare a lesson. I have tried such things as: assigning students to get hymn books, lead the music, teach the rest of the class mastery verses in sign language, have the special needs student be a group leader, write extra big on the board, include subtitles on the videos, give more opportunities to color or draw the lessons, use the scripture reader books, adapted scripture mastery activities (i.e. instead of looking up the mastery verses, learning to identify them by colored slips of paper that they hold up) have them conduct in class, assign talks in front of the class, have other students paired with the special needs students to assist in reading, taking notes, explaining an activity, etc., having the special needs student teach us about their disability, give extra praise and attention to accomplishments, let special needs students leave early or late depending on needs, adjust seating arrangements, look for more hands on objects that connect to the class instruction, lots more pictures and visual aids with lessons, It seems like everytime I prepare with a specific student or situation in mind, then the Lord is able to provide the necessary strategy to be successful for that student.
- I get ideas from the Primary manuals found on lds.org. They are my biggest asset. My secretary works with SN students after hours so she helps me with discipline and emotional problems.
- We use peer-to-peer help a lot with our moderate and mild students. We actually have a school professional that comes with the severely handicapped and stays with them throughout the periods
- Lots of variety in teaching activities. We try to do activities that involve movement.
- Putting caring students next to those who need a boost.
- Bring them up front when I can, have them share a testimony, etc.. But, not enough!
- I have made sure they have a one on one person with them to help them make sure they are on task.
- Generally, I find that special needs students typically limit the amount of material I can cover in a class. Specifically, I try to meet as many of the special needs as possible. For example, for a deaf student a few years ago, I learned

how to do closed caption on the television and fought to get an interpreter to come over from the public school. I supply student readers and scriptures on tape for students with learning disabilities.

- The best thing about having the SN-students in class is the effect it has on my other students, they seem to step up (being better), help, and care for the SN-students. It sometimes make for a better class, or good effect on the other students.
- star students, group work, one on one time taken in class, reading assignments with parents, etc.
- I have assigned them a friend to help them and tried to come up with some alternative activities
- I just try to get the class to help.
- I have not used strategies to include students with special needs because I have not taught a class with special needs students in it.
- Mostly teaming up with peers.
- parental involvement and instructions regarding their students...
- Assign them a "buddy". And once I give instructions to the class for an activity go over and help them on a more personal level.
- Assigned a student to help them, given them different activities to keep them occupied, it depends on the class and the student.
- Peer tutors have been my salvation, otherwise I have generally failed.
- Peer help
- None.
- Matching them up with a friend. Teach them how to mark scriptures, etc...
- Predominantly peer-tutoring, inclusion of parents from the classes inception, consultation with school faculty regarding IEP's and other resources, interaction with interpreters, etc
- Awareness is step one, inclusion is step 2. They can teach powerful lessons to all of us. I am grateful for these students, it adds a richness to the class that some "traditional" classes miss out on.
- Additional love, attention, recognition, specialized tasks, student mentor help,

etc.

- Peer assistants have been a tremendous help. I've given certain special needs students specific assignments or "ways to help"/contribute to the class--such as assistant choir music librarians, or official class photographer/historian etc. Recently at the seminary that I also teach at we were in a setting with our adapted needs class and there was a young lady who screamed through out the class. It is most difficult at times to mainstream certain students with certain challenges into a classroom setting that needs to be conducive to helping teenagers recognize, feel, and follow the spirit. I know many students were disturbed by that experience and struggled to focus and enjoy that particular classroom experience.
- I have had greatest success with peer tutors. I think that where possible, there should be a trained teacher that knows how to teach those with multiple disabilities and enjoys doing so. I had one young man that would always volunteer to pray, but when he did, he'd pray to me... I never got him to pray to Heavenly Father. I haven't had much success.
- Seating the students next to compassionate, sharp students. Interacting with the peer tutor to gain information. Endeavors to simplify my instructions and create additional learning activities.
- Talking to parents. Talking to the student. Consulting with the public ed special needs teacher.
- Having other students help them, taking time to inservice the students on the special needs of the student(s), having the student(s) share their experiences about having special needs, making sure each students feels like they are a part of our class
- I often have to talk to them in the middle of a class and tell them what is acceptable and what is not.
- Have them stand up with a group in front of the class during an activity just to be part of the group. One individual loved music and got a kick out of leading the music each day. Found out their favorite song and sang it. Have another student and the student will disabilities be a team in reading, discussing with others. These stratagies have all been with individuals with more severe disabiilities (ie. inability to communicate and or think above a pre school level)
- 1. Consultation with parents 2. Consultation with high school special needs teachers (and ongoing collaboration) 3. Determine their level of communication ability through various means 4. Determine which of my non-special needs students has the capacity to work in a learning group with them 5. Determine within the learning group their level and capacity of understanding

through various means 6. Try to establish a bond with them through personal welcoming, discussing something that happened to them that week, etc. 7. Include in lessons opportunities for them to get up (with the class) and do something active. 8. Include them in class 'Spotlights,' early on in the formation of the class, so others will get to know them, their interests, etc. etc. 9. Find a set of expectations (with parent and professional input) the student can be and needs to be held to in terms of behavior and performance, so as not to ask too little of them.

- When we memorize scriptures, those with disabilities are allowed to do an alternate activity that is meaningful.
- peer tutors
- Assigning peer tutors or asking students to make a special effort to help. I feel generally that we have short changed those with disabilities because they don't get as much help as they need.
- Have an individual scoring sheet for the traditional students to evaluate them at the end of every day with a treat at the end of the month for those who had enough points. I don't do this anymore.