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Leah P. Hurst

East Tennessee State University

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**Tennessee's administrators' and supervisors' level of concern
toward mainstreaming the classes for severely mentally retarded
and the classes for multi-handicapped into the regular school**

Hurst, Leah P., Ed.D.

East Tennessee State University, 1988

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**300 N. Zeeb Rd.
Ann Arbor, MI 48106**

**TENNESSEE'S ADMINISTRATORS' AND SUPERVISORS' LEVEL OF CONCERN TOWARD
MAINSTREAMING THE CLASSES FOR SEVERELY MENTALLY RETARDED AND THE CLASSES
FOR MULTI-HANDICAPPED INTO THE REGULAR SCHOOL**

A Dissertation

Presented to

the Faculty of the Department of Supervision and Administration

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Leah P. Hurst

November 17, 1988

APPROVAL

This is to certify that the Advanced Graduate Committee of

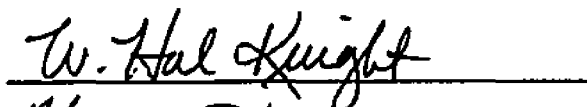
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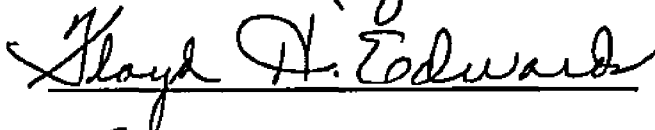
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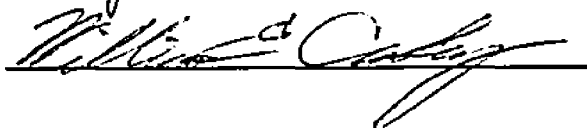
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The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School, in partial fulfillment of the requirements for the degree Doctor of Education in Supervision and Administration.


Chairman, Advanced Graduate Committee







Signed on behalf of

the Graduate Council
Research



Associate Vice-President for
and Dean of the Graduate School

ABSTRACT

Tennessee's Administrators' and Supervisors' Level of Concern Toward Mainstreaming Classes for the Severely Mentally Retarded and Classes for the Multi-handicapped into the Regular Schools

by

Leah P. Hurst

The problem of this study was to determine the level of concern of supervisors and administrators in the state of Tennessee toward mainstreaming classes for the severely mentally retarded and the classes for the multi-handicapped into the regular schools.

The Change Facilitators Stages of Concern Questionnaire (CFSocQ) was the instrument selected as appropriate for the study. Permission was obtained from Dr. Gene Hall at the University of Florida to reproduce and administer the CFSocQ. A stratified random sample was conducted as representative of the total population of superintendents, special education supervisors, special day school principals, high school principals, middle school principals, and elementary school principals in the state of Tennessee. A demographic data sheet and the CFSocQ were mailed to 824 selected educators. A 21% return was obtained. The data sheet asked for the sex, current position in education, number of years in education, area of certification, last degree received, whether their system had a special day school, and whether their school had a class for either severely mentally retarded or multi-handicapped students. If they did have either a class for severely mentally retarded or a class for multi-handicapped, they were asked to also answer 15 additional questions concerning the class and its students.

Twenty null hypotheses and 22 research questions were tested at the .05 level of significance, using a two-tailed test. The t test for independent samples was used to test for significance among the groups. The analysis of variance was used to test for significant differences between groups. The Newman-Keuls Procedure was selected to show where the significant difference existed.

Two hypotheses were rejected. Major findings revealed that special education supervisors are aware of the need to mainstream classes for the severely mentally retarded and classes for the multi-handicapped into the regular schools.

EAST TENNESSEE STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: Tennessee's Administrators' and Supervisors' Level of Concern
Toward Mainstreaming the Classes for Severely Mentally Retarded and the Classes for
Multi-Handicapped into the Regular School.

PRINCIPAL INVESTIGATOR: Leah P. Hurst

The Institutional Review Board has reviewed the above-titled
project on (date) 7-27-88 with respect to
the rights and safety of human subjects, including matters of
informed consent and protection of subject confidentiality, and
finds the project acceptable to the Board.

Ernest A. Raignault (PH)
CHAIRMAN

Dedicted to
the loving memory of
Theima P. Hurst

ACKNOWLEDGEMENTS

I would like to thank my parents, Chad and Amelia Hurst, and my brother, Chad, who supported me and encouraged me through this whole endeavor.

I would also like to thank my aunt and uncle, B. J. and Sam, who spent their summer vacation helping me get some of the paper work completed.

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CHAPTER 1

Introduction

Prior to 1700, handicapped individuals were sometimes neglected, abandoned, ignored, abused or accepted; but there were no educational or training programs. The time between the 1800s and the 1940s was characterized by fluctuating periods of optimism and skepticism about the potential for education, training, and social integration of handicapped individuals (Horne, 1985, p. 15). Following World War II, there was a renewed interest in the status of handicapped persons (Horne, 1985).

Integrating special education youngsters into the mainstream of education is nothing new. Recently the concern for mainstreaming has accelerated as a result of the recognition that many of the needs of handicapped youngsters can be met within the framework of regular education programs. Educators over the past 10 years have increasingly emphasized the necessity of mainstreaming special education students so they may benefit from the wider scope of the educational process.

The passage of Public Law 94-142 has forced school systems to increase both the numbers and types of handicapped children who will be placed in the regular stream or mainstream. The reason for mainstreaming children and the justification for doing so can be argued by some, but the responsible educator cannot ignore the issues. Since the passage of P.L. 94-142, there is no question that children must be provided an educational program which is in the least restrictive

environment. The law requires those children receiving special education services to be mainstreamed as much as possible (Bosman & Sloan, 1979).

The majority of classes for the severely mentally retarded and the classes for the multi-handicapped are in special day schools. The Tennessee State Department of Education wants these classes in the regular school and not isolated. Mainstreaming of the classes for the severely mentally retarded and the classes for the multi-handicapped is becoming a reality in many school systems. The concerns that administrators and supervisors have toward mainstreaming, as they implement P.L. 94-142, may vary according to many factors. How effectively school administrators and supervisors deal with this recent change depends on their awareness of the concerns that the implementer of mainstreaming has at a given time.

The Problem

Statement of the Problem

The problem of this study was to determine the level of concern of supervisors and administrators in the state of Tennessee toward mainstreaming the classes for the severely mentally retarded and the classes for the multi-handicapped into the regular school.

The following subproblems were developed for this study:

1. Determine if a difference existed between the level of concern of administrators and supervisors with placement of the classes for the

severely mentally retarded in special day schools versus placement within regular schools.

2. Determine if a difference existed between the level of concern of administrators and supervisors with placement of the classes for the multi-handicapped in special day schools versus placement within regular schools.

Purpose of the Study

The purpose of this study was to evaluate the level of concern of supervisors and administrators in the state of Tennessee toward the placement of the classes for the severely mentally retarded and the classes for the multi-handicapped in regular schools. These concerns include limits of involvement; extent of available information; creation of personal demands; the utilization of available resources and information; impact on the student and his/her immediate influences; coordination and cooperation with others; and possible changes in the innovation.

Significance of the Study

Change and the tendency to embrace or to resist it seems always to have been a part of the human condition. Change leads to consternation for some, indignation for others, and hope for a few. Because of this inherent potential for trauma, defining concepts and developing measurement procedures for assessing what is actually accomplished by change is difficult and challenging work. All too frequently the affective dimension of change draws a veil that obscures what the

innovation users are actually doing (Hall, Loucks, Rutherford, & Newlove, 1975, p. 52).

The passage of the Education for All Handicapped Children Act (Public Law 94-142) in 1975 was the culmination of years of litigation dealing with the discrimination against handicapped children in this nation's schools. This law mandates that handicapped children must be educated in the "least restrictive environment" (LRE). LRE communicates the necessity for a continuum of services for mentally retarded children in the public schools. This continuum must be broad enough to meet the developmental needs of all retarded children regardless of severity (Drew, Logan, & Hardman, 1984).

According to Prillaman, (1984) teachers' attitudes toward exceptional children are more likely to be positive if they observe a positive and supportive atmosphere in their school administrators and supervisors. The topic of administrators' and supervisors' attitudes toward mainstreaming is important. The principal has a major responsibility to exercise leadership since he or she must assist the staff in recognizing that integration must examine and include social integration, the analysis of status character which affects social integration, physical integration, and the acknowledgement of the importance of the primary teachers' ability to determine learning and classroom interaction (Prillaman, 1984).

Hypotheses

1. Elementary school principals who have classes for the severely mentally retarded or classes for the multi-handicapped in their school

will express a significant difference between the level of concern about having those classes in their school than will those elementary school principals who do not have classes for the severely mentally retarded or classes for the multi-handicapped in their school.

2. Middle school principals who have classes for the severely mentally retarded or classes for the multi-handicapped in their school will express a significant difference between the level of concern about having those classes in their school than will those middle school principals who do not have classes for the severely mentally retarded or classes for the multi-handicapped in their school.

3. High school principals who have classes for the severely mentally retarded or classes for the multi-handicapped in their school will express a significant difference between the level of concern about having those classes in their school than will those high school principals who do not have classes for the severely mentally retarded or classes for the multi-handicapped in their school.

4. Superintendents who have classes for the severely mentally retarded or classes for the multi-handicapped in regular schools will express a significant difference between the level of concern about having those classes in the regular schools than will those superintendents who do not have classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

5. Special education supervisors who have classes for the severely mentally retarded or classes for the multi-handicapped in regular schools will express a significant difference between the level of

concern about having those classes in the regular schools than will those special education supervisors who do not have classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

6. There will be a significant difference among principals, special education supervisors, and superintendents at the awareness stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped into the regular schools.

7. There will be a significant difference among principals, special education supervisors, and superintendents at the informational stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped into the regular schools.

8. There will be a significant difference among principals, special education supervisors, and superintendents at the personal stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped into the regular schools.

9. There will be a significant difference among principals, special education supervisors, and superintendents at the management stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped into the regular schools.

10. There will be a significant difference among principals, special education supervisors, and superintendents at the consequence stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped into the regular schools.

11. There will be a significant difference among principals, special education supervisors, and superintendents at the collaboration stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped into the regular schools.

12. There will be a significant difference between the level of concern of principals with more than 10 years experience as compared with the principals with less than 10 years experience.

13. There will be a significant difference between the level of concern of principals who have been in the field of education for more than 15 years as compared with the principals who have been in the field of education less than 15 years.

14. There will be a significant difference between the level of concern of principals who have certification in special education as compared with the principals who do not have certification in special education.

15. There will be a significant difference between the level of concern of principals who have a masters, specialist, or a certificated advance graduate study (C.A.G.S.) degree as compared with the principals who have a doctorate degree.

16. There will be a significant difference between the level of concern of female principals as compared with male principals.

Research Questions

The following research questions were examined in this study:

1. Does your school have classes for the severely mentally retarded or multi-handicapped? If yes, how many years has your school had these classes?
2. Do the students from either special education class attend assemblies with nonhandicapped students?
3. Do the students from either special education class eat lunch with the nonhandicapped students?
4. Has your special education supervisor contacted you concerning the policies for the mainstreaming of either class?
5. Has your special education supervisor explained how either class will be staffed (i.e., the number of teachers and aides to the number of students)?
6. Who will choose the staff for either special education class?
7. Which office will be responsible for obtaining materials and equipment for either special education class?
8. Has your special education supervisor given you information to increase your knowledge of the handicapped students?
9. Who performs the evaluation on the staff of either class?
10. Who trains the staff for either class?
11. Who deals with discipline problems that may arise in either special education class?
12. Who deals with parental concerns that may arise in either special education class?

13. Who reports special events (i.e., special olympics or special field trips) of either special education class to the Board of Education or to the public?

Limitations of the Study

The following limitations were imposed on the study:

1. The review of the literature was limited to materials available at the Sherrod Library of East Tennessee State University; the University of Tennessee library; the University of Central Florida library; ERIC searches; and Tennessee State Department of Education manuals.

2. The study was limited to 70 randomly selected school districts in Tennessee.

3. The study was limited to randomly selected superintendents, special education supervisors, elementary school principals, middle school principals, and high school principals of the selected districts.

4. Data collection was limited to information obtained with the Change Facilitator Stages of Concern Questionnaire and the demographic data sheet.

5. Information for analysis of data was limited to the number of questionnaires returned.

Assumptions of the Study

The following assumptions were considered relevant to the study:

1. Administrators and supervisors will answer the survey honestly and to the best of their ability.

2. The sampling procedures were adequate for population representation.
3. The questionnaire was appropriate for the purpose of the study.

Definitions of Terms

1. Administrators: The superintendents and the principals of the school districts.
2. Elementary School: The schools which have any combination of grades kindergarden to 8.
3. Least Restrictive Environment: A setting that is as close to normal as possible and which enables a child to master content and skills (Kirk & Gallagher, 1983, pp. 57-58).
4. Mainstreaming: Placing the classes for severely mentally retarded and the classes for multi-handicapped in a regular school.
5. Mentally Retarded: A child who has, or develops, a continuing handicap in intellectual functioning and adaptive behavior which significantly impairs the ability to think and/or act and the ability to relate to and cope with the environment (Tennessee Department of Education, 1985).
6. Middle School: Those schools which have any combination of grades 5 to 8.
7. Multi-Handicapped: A child who has a combination of two or more certifiable handicapping conditions, whose impact is so severe that the educational needs of the child cannot be met in programs designed for the separated handicapping conditions (Tennessee Department of Education, 1985).

8. **Physically Handicapped:** A child who has a severe orthopedic impairment which adversely affects educational performance. The term includes impairments caused by congenital anomaly, disease, and other causes (Tennessee Department of Education, 1985).

9. **Secondary School:** Those schools which have any combination of grades 9 to 12.

10. **Special Day Program:** A program which will provide the array of necessary comprehensive services for the children whose handicapping characteristics are so profound or complex as to require more than two educational or related services as well as transportation (Tennessee Department of Education, 1985).

11. **Severely Mentally Retarded:** A child who has multiple handicaps that often interfere with normal instructional procedures (Kirk & Gallagher, 1983, p. 125), and whose IQ is between 20 to 30 (Drew, Logan, & Hardman, 1984, p. 19).

12. **Supervisors:** The special education supervisor of the school district.

Procedures

The following procedures were followed in conducting the study:

1. A review of related literature was conducted.
2. A telephone call was made to Gene Hall at the University of Florida, requesting his permission to use The Change Facilitator Stages of Concern Questionnaire.

3. A packet containing a cover letter, demographic data sheet, and the survey instrument was mailed to the superintendents, special

education supervisors, and the principals of the randomly selected districts asking that they participate in the study.

4. After a period of 30 days, responses were compiled and analyzed.

5. A summary of the findings and analyses was prepared.

6. Conclusions and recommendations were formulated.

Organization of the Study

The study was organized into five chapters.

Chapter 1 includes the introduction, the statement of the problem, significance of the study, limitations, assumptions, definitions of terms, hypotheses, procedures, and organization of the study.

Chapter 2 provides a review of literature.

Chapter 3 presents the research methodology and instrumentation.

Chapter 4 contains a presentation, an analysis, and an interpretation of the data.

Chapter 5 includes the summary, findings, conclusions, recommendations, and implications.

CHAPTER 2

Review of Related Literature

Special education for mentally retarded children has historically meant segregated education. Up until 1950 most states had legislative provisions only for the education of so-called educable mentally retarded children (Smith & Arkans, 1974). The vast majority of special education services available were through self-contained classrooms that completely segregated the retarded child from nonretarded peers. Additionally, these special education services were available primarily to the more mildly retarded child who was defined as "educable," a term which implied that, although the child was retarded, he or she could still benefit from some of the traditional academic curricula taught in the public schools. Children functioning at lower levels (as determined by IQ tests) were generally excluded from public schools, because they required "training" in such areas as self-help, language development, gross motor skills, or academic readiness. The needs of "trainable" mentally retarded children were not within the public education curriculum. For more severely retarded children, exclusion from the public schools was evident. These children needed habilitation, not education. Severely and profoundly retarded children were often labeled "custodial," obviously implying a minimal functioning level (Drew, Logan, & Hardman, 1984, p. 236).

In 1950, parents of the retarded began to form cohesive organizational groups, the goals of which included provisions of

educational services for their retarded children who were not receiving assistance. Many of the parents and early leaders of the National Association for Retarded Children had children who were severely and profoundly retarded and whose educational needs were not being met by the schools. Their efforts focused primarily upon getting schools to include those children formerly labeled uneducable. In response to their pressures, states at first passed permissive enabling legislation, whereby local districts and counties who sponsored programs for the trainable retarded child followed the permissive legislation of the mid-1950s and early 1960s (Smith & Arkans, 1974, p. 497).

Due to the states' slow responses in enacting educational legislation for these retarded children, many parent groups were compelled to establish their own programs. Such private programs had to provide foremost for the then designated trainable level (typically 25 to 50 IQ) child not yet being served by the state. The severely and profoundly retarded child living in the community still had no school services. As more states provided public education for the retarded, some of the parent sponsored classes for trainable or severely retarded were taken over by the local school districts (Smith & Arkans, 1974, p. 497).

Public Law 94-142

Legislation passed in the 1960s provided funding for programs for the handicapped, and in 1966 the Bureau of Education for the Handicapped was established within the federal Office of Education by Congress. During the early 1970s there were several legal decisions guaranteeing

the mentally retarded the right to an education, regardless of the extent of their handicap. Public Law 94-142, The Education for All Handicapped Children Act, was enacted in 1975. The purpose of this legislation was to ensure that handicapped children ages 3 through 21, regardless of the nature and degree of their handicap, would have access to free and appropriate public education (Horne, 1985, p. 16).

Public Law 94-142 requires that handicapped students be educated with the nonhandicapped as much as is appropriate. Specifically, each local education agency must ensure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are to be educated with children who are not handicapped. Also, special classes, separate schooling or other removal of handicapped children from the regular educational environment, occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Clelland, 1978, p. 107).

Subpart D of Section 504 regulation requires that recipients of Department of Health, Education and Welfare financial assistance who operate public elementary and secondary education programs must provide a free appropriate public education to each qualified handicapped individual who is in the recipient's jurisdiction, regardless of the nature or severity of the individual's handicap. In general, Section 504 regulation is an extension of the civil rights provisions of Title VI of the Civil Rights Act of 1964 and Title IX of The Education

Amendment of 1972 (applying, respectively, to racial discrimination and to discrimination in education on the basis of sex) (Clelland, 1978, p. 102).

Paragraphs 84.34(b) of Section 504 regulation and 121.553 of P.L. 94-142 regulation require that in providing or arranging for the provisions of nonacademic and extracurricular services and activities, each local education agency must ensure that each handicapped child participates with nonhandicapped children in those services and activities to the maximum extent appropriate to the needs of that child (Clelland, 1978, p. 107).

The Handicapped Individual

While present day educational practice recognizes that all children with disabling conditions need not be served in regular education classes, debate pertaining to the implementation of mainstreaming has often clouded this recognition. Much of the confusion results from the inappropriate interchanging of the terms "mainstreaming" and "least restrictive environment". Mainstreaming is related to the educational practice of placing children who are disabled in regular classrooms. Least restrictive environment (LRE) is a much more global concept which sets forth the notion that the ideal placement for any child is that which brings the child closest to his or her learning potential, while still providing for the child's unique educational needs (Icabone & Gallery, 1982, p. 66).

The majority of children who are severely and profoundly retarded are placed in special schools. These children's educational needs are

very different. Diagnostic labels and traditional approaches to training therefore provide little or no help in developing a strong, effective instructional program (Schifani, Anderson, & Odle, 1980).

Children attend special schools during regular school hours and then return to their place of residence--be it institution, group home, or family. Since severe and profound retardation is a low incidence disabling condition, day schools are usually administered by a centralized school district to serve the needs of the few severely and profoundly retarded school-age learners in constituent local schools districts. The centralization of these services allows for the provision of ancillary services (occupational therapy, aquatics, and so forth) by trained professionals who do not have to spend time traveling from school to school. This practice allows for the procurement of costly equipment to be used in one place rather than be duplicated in each constituent district (Icabone & Gallery, 1982, p. 69).

Other less restrictive options have placed severely and profoundly retarded learners in self-contained classes in regular public schools. Advocates of this option believe that other, more restrictive, options are in violation of both the philosophical and legal interpretations of LRE. They argue that the legal meaning of the principle of LRE (providing educational service delivery models for all learners that most closely approximates the best educational services used for the majority of students) applies as much to people who are severely retarded as it does to any other group of people. It is argued that facilitation of more positive attitudes can only begin when disabled and

nondisabled persons have contact with one another (Icabone & Gallery, 1982, p. 69). As these students become less restricted in their educational setting and spend more school time with their nonhandicapped peers, there is a growing concern among educators as to how to effectively teach and subsequently discipline handicapped students.

Federal and state legislation has placed a great deal of emphasis on the specialness of handicapped students; on their unique differences, their exceptional needs. In trying to appropriately serve these children within the public school system we have had to set them apart from other students. By the very process of trying to meet their educational needs we have emphasized their perceived differences. This apartness does not encourage comfortable give and take between the handicapped and the nonhandicapped students or teachers. The natural consequences are evident when teachers express concern over handicapped students being placed in their classroom. A principal may feel understandable anxiety when he/she is told that programs for handicapped students will be located in his/her building (Tennessee Department of Education, 1984).

A handicapped student may have special needs that are dictated by his/her exceptionality but is first of all a child who has the same basic needs as all children. In this respect, the handicapped student is more similar to "normal" children than dissimilar. Nonhandicapped children benefit from learning to respect others' rights and property, to function within guidelines and parameters and to live in a world peopled by those different from them. Handicapped students are no

exception. Nonhandicapped children benefit from a supportive environment and, in turn, grow in their capacity to accept others. The needs of handicapped children are the same. "Normal" children benefit from learning and achieving with the hope of becoming productive adults. The handicapped also benefit from this. All children need to learn that there are consequences resulting from behavior. Accepting the similarities across these two apparently separate populations will assist principals and teachers in effectively educating handicapped students (Tennessee Department of Education, 1984).

Mainstreaming

According to Schifani, Anderson, and Odle (1980) mainstreaming has reduced the populations of institutions and, in the process, has contributed mightily to the alleviation of human suffering. Mainstreaming has given rise to a new awareness of the plight of handicapped children and a new willingness to accommodate differences within the broad expanse of regular education. For all degrees of impairment, mainstreaming has elevated the conscience of society and generated new demands for effort on the part of the teacher, parent, and child.

Thomason and Arkell (1980) pointed out that for the first time, many public school educators will face the inclusion of severely and profoundly handicapped children in regular schools. The increasing population of moderately to profoundly retarded in our schools will not only include those children who live at home and have formerly been denied an education, but it will also include former residents of

institutions for the mentally retarded who are now beginning to reside in foster homes, in hostels, and in group homes in the community (Smith & Arkans, 1974, p. 498).

The myriad education problems typically affecting severely/profoundly handicapped students, coupled with heterogenous abilities of the population, present unique programming concerns for public school administrators. In particular, one of the most important decisions facing administrators of severely/profoundly handicapped programs is the location of such programs within the school district (Thomason & Arkell, 1980). The majority of these retarded individuals have multiple handicaps, and present physical arrangements of regular schools and classes is unsuitable for them. The daily apparatus that many of these individuals require demands space and an uncluttered environment not normally found in the regular classroom. In addition, the architecture of most regular school buildings is ill suited for children with multiple handicaps. In order to accommodate them, rampways would have to replace stairways, elevators would need to be installed, gymnastic equipment would have to be modified, and lavatory facilities would need renovation. Amelioration of their conditions necessitates the employment of physical therapists, speech clinicians, and many other specialists who are not available through regular class services. The specialized therapists, particularly the occupational and

physical therapists, require additional and separate rooms to perform their services (Smith & Arkans, 1974, p. 498).

Due to the small number of children requiring these services, not every neighborhood school building will purchase this equipment. It would be financially unfeasible, and some buildings would not provide the additional space. Such rooms could be established in a few district schools which have special classes especially planned for the severely or profoundly retarded (Smith & Arkans, 1974, p. 498).

A population of children with numerous self help, speech, language, academic, social, motoric, and concept deficits would only compound already existing problems for the regular public school educator. The regular teachers would have difficulty in setting, carrying out, and being accountable for behavioral objectives for severely impaired children.

Many special educators express the feeling that the regular class is becoming more individualized and the special child can be more easily integrated. However, even if the regular class teacher has an individualized classroom, the behavioral objectives he will be forced to set for the population of moderately to severely retarded children is beyond the realm of his existing abilities and energies (Smith & Arkans, 1974, p. 499).

Thomason and Arkell (1980) discussed two approaches: (1) the cluster approach and (2) the dispersal approach. The cluster approach is a self contained school approach. It is usually incompatible with the concept of least restrictive environment as specified in Public Law

94-142. To some extent, the cluster approach represents a modified version of residential placement.

The dispersal approach places students in classes located throughout a school district. One of the advantages of this approach is placement of students in schools near their homes and regular contact with nonhandicapped persons.

One possible way to reap the benefits of both approaches is to disperse clusters of classes throughout public schools within a district. Classes within a school should be dispersed throughout the building. This is termed a side-by-side approach.

Side-by-side sites use a systems approach to combat a number of problems that are external to students and/or classroom instruction but can significantly affect educational, social, and psychological development of handicapped students. Thomason and Arkell (1980) stress that side-by-side sites are not the least restrictive settings for severely and profoundly handicapped students per se. Public school placements can become least restrictive settings but not until an effort is made on a district-wide basis to systematize and subsequently evaluate resources, in-service training, the general education content, and community variables affecting a variety of opportunities for severely/profoundly handicapped students (Thomason & Arkell, 1980).

Stainback and Stainback (1984) pointed out the rationale for merger is based on two premises. The first is that the instructional needs of students do not warrant the operation of a dual system. There are not two distinct types of students--special and regular. Rather, all

students are unique individuals, each with his or her own set of physical, intellectual, and psychological characteristics. The instructional needs of students would support the merger of the two systems into a comprehensive, unified system designed to meet the unique needs of every student.

The second premise on which the rationale for merger is based centers on inefficiency of operation. The dual system creates an unnecessary and expensive need to classify students. Stainback and Stainback (1984) have noted that the existence of special education encourages categorization and the subsequent stereotyping of students. It works against viewing all students as individuals, each with his or her own profile of strengths and weaknesses.

In education, all students are (or should be) entitled to assistance if they need it. The only criteria should be that their assessment profile indicates that they need assistance.

Stainback and Stainback (1984) concluded that it is inefficient to operate two systems. This inefficiency, coupled with the lack of need for two systems, supports the merger of special and regular education. The major difference between what is currently practiced and what would be needed in a merged system is the reorganization of personnel preparation and assignment according to instructional categories rather than by categories of students (Stainback & Stainback, 1984).

In theory, mainstreaming for the handicapped has about it the aura of opportunities made equal and the promise of accomplishment within the purview of regular education. The concept of least restrictive

environment presumes the goals of normalization, the individualization of instruction, the reduction of labeling, a zero reject policy, and educational alternatives. These benchmarks of change confirm our commitment to the educability of intelligence, the plasticity of character, and the regeneration of body and spirit. Should mainstreaming succeed, the classroom isolation and the demeaningly low expectations that have been identified with much of special education will be a thing of the past (Schifani, Anderson, & Odle, 1980, p. 489).

Mainstreaming works when children make the long trek from institution to special school. It works when grade level teachers individualize to meet the needs of children who might otherwise fail to achieve. It works when typical children in need of remediation seek out the resources of special class and teacher. And mainstreaming is working when the nonacademic activities of schools are fully available to all children without regard to limitation or placement. Indeed, the accommodation of variances is indicative of education at its best. The promise of mainstreaming of the "special" will be the character of all schools and as an adjective need not refer to either programs or children (Schifani, Anderson, & Odle, 1980, p. 492).

Certainly, the placement of a handicapped child in an ordinary school does not in itself guarantee integration: What is critical is what happens to the child within the school. Full integration can be said to take place when a handicapped child is accepted by his peers as a member of an ordinary class (whether or not he receives extra help outside the class, as do many nonhandicapped children) and takes part to

a substantial extent in their academic and social activities. For some handicapped children, however, integration in an ordinary school is likely to be partial only. The child may be based in a special class or unit and join his peers for selected lessons only, as well as for social activities. Very severely handicapped children may not even do this; integration may, for them, be confined to a limited amount of social interaction. As long as this is recognized, and clearly stated, the use of the term "integration" seems perfectly legitimate (Cope & Anderson, 1977, p. 15).

Views on the desirability and feasibility of extending "integrated" provision for handicapped children vary enormously, from the expression of considerable hostility or anxiety at one end of the spectrum, through the cautious optimism of the majority in the middle, to strong pressure for a more rapid change in policy (Cope & Anderson, 1977, p. 16).

Parents of handicapped children have also furthered the moves towards integrated education. Earlier research with physically handicapped children as well as discussions over a number of years with parents and professionals, clearly indicate that most parents favor ordinary school placement for their children. It is, of course, also true that parents generally come to terms with the fact that the special facilities needed by many handicapped children are rarely available in ordinary schools in this country, and that the only realistic placement for their child is a special school. However, given a genuine choice

between placement of the child in a special school or in an ordinary school in which special facilities had been made available, most parents would opt for the latter (Cope & Anderson, 1977, pp. 15-16).

CHAPTER 3

Methods and Procedures

The purpose of this study was to examine the level of concern of selected supervisors and administrators in the state of Tennessee toward mainstreaming classes for the severely mentally retarded and classes for the multi-handicapped into regular schools.

This chapter describes the research methods and procedures involved in the study. The chapter is divided into four sections. Section one contains a background and description of the data collection instrument. Section two provides a description of the procedures used to collect the data. Section three provides a description of the procedures used to analyze the data, and section four provides a listing of the hypotheses stated in the null form.

Background and Description of the Data Collection Instrument

The concept of Stages of Concern (SoC) has been extensively studied and applied with users and nonusers of educational, administrative and organizational innovations. This was based on the pioneering research of Frances Fuller who studied the concerns of preservice teachers. Based on clinical experiences, field studies and the literature Fuller theorized that the concerns of preservice and in-service teachers changed as their amount of experience with teaching increased. In recent years various practitioners, policymakers, and researchers have suggested that administrators, staff developers and

other change facilitators also have concerns about implementation (Rutherford, Hall, & George, 1982, pp. 1-2).

The SoC Questionnaire proved to be very satisfactory when used to measure the concerns of teachers. Items representing each stage on the questionnaire were selected in such a manner that high internal reliability was very likely. One of the necessary conditions for an item to be included was that responses to it correlate more highly with responses to other items measuring the same stage than with responses to items on other scales. As a result, high internal reliability was assured. Stage correlation ranged from .65 to .86 with four of the seven correlations being above .80. Estimates of internal consistency (alpha coefficients) range from .64 to .83 with six of the seven coefficients being above .70 (Hall, George, & Rutherford, 1977, pp. 10-11).

The validity of the scores on the SoCQ as measures of the defined Stages of Concern could not be demonstrated as easily as could their reliability. An attempt was made to demonstrate that scores on the questionnaire relate to each other and to other variables as concerns theory would suggest. Thus, intercorrelation matrices, judgments of concerns based on interview data, and confirmation of expected group differences and changes over time have been used to investigate the validity of the SoCQ scores (Hall, George, & Rutherford, 1977, p. 12).

The SoCQ did not work as well when completed by administrators, staff developers and others who were responsible for facilitating frontline use of the innovation. Change facilitators who completed the

SoCQ indicated that many items were not appropriate because they were phrased for users of the innovation (Rutherford, Hall, & George, 1982, p. 6).

In May 1979, plans were made to build a concerns questionnaire specifically designed to measure the concerns of change facilitators. The questionnaire was designed to be applicable to different organizational roles. The stages that measured the change in facilitators' concerns about impact increasingly focused on the impact of the facilitator's efforts and concerns about revising the facilitation process rather than focusing on impact of one's use of the innovation (Rutherford, Hall, & George, 1982, pp. 9-10).

Reliability and Validity of the CFSocQ

During 1981, a total of five hundred eighty nine 35-item CFSocQ Questionnaires were collected. The statistics indicated that the scales had adequate internal consistency reliability. The many revisions and extensive item reviews seemed to have paid off in a measure that has independent scales and high internal reliability. In addition the scale stage definitions were developed from field realities and are seen as meaningful by practicing change facilitators (Rutherford, Hall, & George, 1982, p. 11-12).

The items on the Change Facilitator Stages of Concern Questionnaire are as follows:

- 0 AWARENESS: Change facilitation in relation to the innovation is not an area of intense concern. The person's attention is focused elsewhere.
- 1 INFORMATIONAL: There is interest in learning more about the innovation. The concern is not self-oriented or

necessarily change facilitation oriented. The focus is on the need/desire to know more about the innovation in general, its characteristics, effects and requirements for use.

- 2 PERSONAL: Uncertainty about one's ability and role in facilitating use of the innovation is indicated. Doubts about one's adequacy in being able to be an effective change facilitator and questions about institutional support and rewards for doing the job are included. Lack of confidence in oneself or in the support to be received from superiors, nonusers and users are a part of this stage.
- 3 MANAGEMENT: The time, logistics, available resources and energy involved in facilitating others in use of the innovation are the focus. Attention is on the "how to do its" of change facilitation and decreasing the difficulty of managing the change process.
- 4 CONSEQUENCE: Attention is on improving one's own style of change facilitation and increasing positive innovation effects. Increasing the effectiveness of users and analyzing the effects on clients are the foci. Expanding his/her facility and style for facilitating change is also the focus.
- 5 COLLABORATION: Coordinating with other change facilitators and/or administrators to increase one's capacity in facilitating use of the innovation is the focus. Increased coordination and communication for increased effectiveness of the innovation are the focus. Issues related to involving other leaders in support of and facilitating use of the innovation for increased impact are indicated.
- 6 REFOCUSING: Ideas about alternatives to the innovation are a focus. Thoughts and opinions oriented toward increasing benefits to clients are based on substantive questions about the maximum effectiveness of the present innovative thrust. Thought is being given to alternative forms or possible replacement of the innovation (Hall, Newlove, George, & Rutherford, 1986).

For the purpose of this study, the refocusing stage was omitted.

Permission was obtained from Dr. Gene Hall to modify the CFSocQ.

Sampling Procedures

A sample size of one half of the 140 districts was chosen. The 70 districts were selected using a table of random numbers. This resulted in 736 elementary school principals, 137 middle school principals, 195

high school principals, and 17 special day school principals. Since the 736 elementary school principals were a larger sample than necessary, one half or 368 were chosen. These were also chosen using a table of random numbers.

Procedures to Collect Data

A random sample was conducted within the state of Tennessee. Seventy districts were selected. A packet was mailed to the superintendents, special education supervisors, elementary school principals, middle school principals, high school principals, and special day school principals of the districts selected. The packet contained a cover letter, demographic data sheet, the survey instrument, and a return self-addressed stamped envelope. The packet was to be completed by the superintendent, the special education supervisor, and principals. When 30 days had lapsed, the responses were compiled and analyzed.

Data Analysis

The t test for independent samples was used to test for significant differences among the groups. The analysis of variance was used to test for significant differences between the groups. The Student-Newman-Keuls Procedure was selected to show where the significant differences existed. The .05 level of significance, using a two-tailed test, was accepted as the basis for rejecting null hypotheses.

Hypotheses

The hypotheses were stated in the research form. They were tested in the null form in every case. The null form states there will be no significant difference.

The level of concern was obtained using a questionnaire designed to measure the level of concern of those involved in an innovation. For the purpose of this paper, the innovation was mainstreaming classes for the severely mentally retarded or classes for the multi-handicapped.

Chapter 4

Analysis of Data

The problem of this study was to determine the level of concern of supervisors and administrators in the state of Tennessee toward mainstreaming the classes for the severely mentally retarded and the classes for the multi-handicapped into the regular schools.

Presentation of the Data

Data for this study were obtained from a questionnaire sent to a stratified random sample of superintendents, special education supervisors, special day school principals, high school principals, middle school principals, and elementary school principals. Participants were asked to respond to seven items on the data sheet. These questions addressed sex of the respondent, current position in education, number of years in education, areas of certification, last degree received, whether their system had a special day school, and whether their school had a class for either severely mentally retarded or multi-handicapped students. If they did have either a class for severely mentally retarded or a class for multi-handicapped, they were asked to also answer 15 additional questions concerning the class and its students.

The questionnaire comprised 28 questions for which the participant could respond with a number 0 through 7 to indicate a level of concern ranging from "irrelevant" to "very true of me now." The

respondent marked one side of the page for severely mentally retarded and the other side for multi-handicapped.

One hundred seventy-six responses to The Change Facilitators' Stages of Concern Questionnaire were received, but not all respondents answered all questionnaires. This accounted for a 23% return. The respondents represented superintendents, special education supervisors, special day school principals, high school principals, middle school principals, and elementary school principals. Data indicating this distribution are presented in Table 1.

Table 1

Frequency Distribution for Respondents

Respondents	Number	Percent Returned	Percent Not Returned
Superintendents	17	24.3	75.7
Special Education Supervisors	19	51.4	48.6
Special Day School Principals	9	52.9	47.1
High School Principals	37	19.0	81.0
Middle School Principals	39	28.5	71.5
Elementary School Principals	55	14.0	86.0
Total	176	23.1	76.9

Item 1 on the data sheet asked the respondents to indicate their sex. The majority of the respondents 114, or 64.8%, were male; 59, or

33.5%, were female; and 3, or 1.7%, did not respond. Data depicting the frequency distribution for these data are shown in Table 2.

Table 2

Frequency Distribution for Sex of Respondents

Sex of Respondent	Number	Percent
Male	114	64.8
Female	59	33.5
No Response	3	1.7
Total	176	100.0

Item 2 on the data sheet asked the respondents to indicate how many years they have held their current position. Four options were listed. Most of the respondents 64, or 36.4%, had held their present position for 0-5 years; 29, or 33.5%, had held their position for 6-10 years; 39, or 22.2%, had held their position for 11-15 years; 43, or 24.4%, had held their position for 15 years or more; 1, or .6% did not respond. The frequencies for these data are shown in Table 3.

Item 3 on the data sheet asked the respondents how many years they had been in the field of education. Five options were listed. Most of the respondents 104, or 59.1%, had been in the field of education for 20 years or more; 37, or 21.0%, had been in the field of education for 16-20 years; 28, or 15.9%, had been in the field of education for 11-15 years; 5, or 2.8%, had been in the field of education for 6-10 years; 1,

Table 3

Frequency Distribution for Years in Current Position

Years in Current Position	Number	Percent
0-5 years	64	36.4
6-10 years	29	16.5
11-15 years	39	22.2
15+ years	43	24.4
No Response	1	.6
Total	176	100.0

or .6%, had been in the field of education for 0-5 years; and 1, or .6%, did not respond. The frequencies for these data are shown in Table 4.

Item 4 on the data sheet asked the respondents to indicate all areas in which they were certificated. Four options were listed. Most of the respondents 165, or 93.8%, held a certificate in administration; 137, 77.8%, held a certificate in supervision; 42, or 23.9%, held a certificate in special education; 150, or 85.2%, held a teaching certificate, and 1, or .6%, did not respond. The frequencies for these data are shown in Table 5.

Item 5 on the data sheet asked the respondent what was the last degree received. Five options were listed: Bachelor's, Master's, Specialist's, C.A.G.S., and Doctorate. Of the responses 3, or 1.7%, had

Table 4

Frequency Distribution for Years in the Field of Education

Years in the Field of Education	Number	Percent
0-5 years	1	.6
6-10 years	5	2.8
11-15 years	28	15.9
16-20 years	37	21.0
20+ years	104	59.1
No Response	1	.6
Total	176	100.0

Table 5

Frequency Distribution of Areas of Certification

Area of Certification	Number	Percent
Administration	165	93.8
Supervision	137	77.8
Special Education	42	23.9
Teacher	150	85.2
Total	494	280.7

only a Bachelor's degree; 103, or 58.5%, had a Master's degree; 40, or 22.7%, had a Specialist's degree; 2, or 1.1%, had a C.A.G.S. degree; 27,

or 15.3%, had a Doctorate; and 1, or .6%, did not respond. The frequencies for these data are shown in Table 6.

Table 6

Frequency Distribution for Degree Held

Last Degree Received	Number	Percent
Bachelor's Degree	3	1.7
Mastor's Degree	103	58.5
Specialist's Degree	40	22.7
C.A.G.S.	2	1.1
Doctorate Degree	27	15.3
Unknown	1	.6
Total	176	100.0

Item 6 on the data sheet asked the respondents if they had a special school for handicapped students in their system. Three options were listed: yes, no, or do not know. Of the 176 responses 74, or 42.0%, reported that their system did have a school for handicapped students; 99, or 56.3%, reported that their system did not have a school for handicapped students; 1, or .6%, did not know; and 2, or 1.1%, did not respond. The frequencies for these data are shown in Table 7.

Item 7 on the data sheet asked the respondents if they had a class for severely mentally retarded or a class for multi-handicapped. Of the 176 respondents 90, or 51.1%, had a class for either the severely

Table 7

Frequency Distribution for a School for Handicapped Students

School for Handicapped Students	Number	Percent
Yes	74	42.0
No	99	56.3
Do Not Know	1	.6
Unknown	2	1.1
Total	176	100.0

mentally retarded or the multi-handicapped students; 81, or 46.0%, did not have a class; and 5, or 2.9%, did not respond. The frequencies for these data are shown in Table 8.

Table 8

Frequency Distribution for Class for the Handicapped

Class for the Handicapped	Number	Percent
Yes	90	51.1
No	81	46.0
Unknown	5	2.9
Total	176	100.0

Table 7

Frequency Distribution for a School for Handicapped Students

School for Handicapped Students	Number	Percent
Yes	74	42.0
No	99	56.3
Do Not Know	1	.6
Unknown	2	1.1
Total	176	100.0

mentally retarded or the multi-handicapped students; 81, or 46.0%, did not have a class; and 5, or 2.9%, did not respond. The frequencies for these data are shown in Table 8.

Table 8

Frequency Distribution for Class for the Handicapped

Class for the Handicapped	Number	Percent
Yes	90	51.1
No	81	46.0
Unknown	5	2.9
Total	176	100.0

Items 8-22 were answered only if the respondents answered Item 7 "yes", they did have a class for severely mentally retarded or a class for multi-handicapped. Items 8-22 also addressed the research questions of this study.

Item 8 asked whether the respondents had a class for the severely mentally retarded; how long they had had this class; and where the class was located according to a diagram. Of the 91 who responded, 65, or 71.4%, did have a class for the severely mentally retarded and 26, or 28.6%, did not have a class. The frequencies for these data are shown in Table 9.

Table 9

Frequency Distribution for the Class for Severely Mentally Retarded

Had Class for Severely Mentally Retarded	Number	Percent
Yes	65	71.4
No	26	28.6
Total	91	100.0

Of the 65 respondents who did have a class for the severely mentally retarded, 10, or 15.4%, had had this class for 0-3 years; 7, or 10.8%, had had this class for 4-6 years; 9, or 13.8%, had had this class for 7-9 years; and 38, or 58.5%, had had this class for 10 or more years; and 1, or 1.5%, did not respond. The frequencies ofr these data are shown in Table 10.

Table 10

Frequency Distribution for Years Had Class

Years Had Class	Number	Percent
0-3 years	10	15.4
4-6 years	7	10.8
7-9 years	9	13.8
10+ years	38	58.5
Unknown	1	1.5
Total	65	100.0

Of the 65 respondents who did have a class for the severely mentally retarded, 11, or 16.9%, had their class located at point A (see diagram below); 20, or 30.8%, had their class located at point B; 23, or 35.4%, had their class located at point C; 8, or 12.3%, had their class located at point D; and 3, or 4.6% did not respond. The frequencies for these data are shown in Table 11.

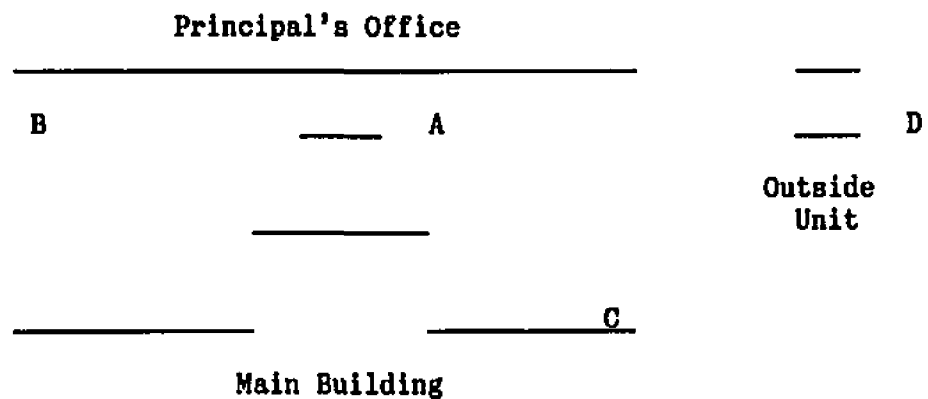


Table 11

Frequency Distribution for Location of Class

Location of Class	Number	Percent
A	11	16.9
B	20	30.8
C	23	35.4
D	8	12.4
Unknown	3	4.6
Total	65	100.0

Item 9 asked whether the respondents had a class for the multi-handicapped in their school; how many years they had had it; and where it was located. Of the 91 who responded, 82, or 90.1%, did have a class for the multi-handicapped and 9, or 9.9%, did not have a class. The frequencies for these data are shown in Table 12.

Table 12

Frequency Distribution for the Class for Multi-Handicapped

Class for Multi-Handicapped	Number	Percent
Yes	82	90.1
No	9	9.9
Total	91	100.0

Of the 82 respondents who did have a class for the multi-handicapped, 14, or 17.1% had had this class for 0-3 years; 11, or 13.4%, had had this class for 4-6 years; 12, or 14.6%, had had this class for 7-9 years; 44, or 53.7%, had had this class for 10 or more years; and 1, or 1.2%, did not respond. The frequencies for these data are shown in Table 13.

Table 13

Frequency Distribution for Years Had Class

Years Had Class	Number	Percent
0-3 years	14	17.1
4-6 years	11	13.4
7-9 years	12	14.6
10+ years	44	53.7
Unknown	1	1.2
Total	82	100.0

Of the 82 respondents who did have a class for the multi-handicapped, 17, or 20.7%, had their class located at point A (see diagram below); 24, or 29.3%, had their class located at point B; 30, or 36.6%, had their class located at point C; 5, or 6.1%, had their class located at point D; and 6, or 7.3%, did not respond. The frequencies for these data are shown in Table 14.

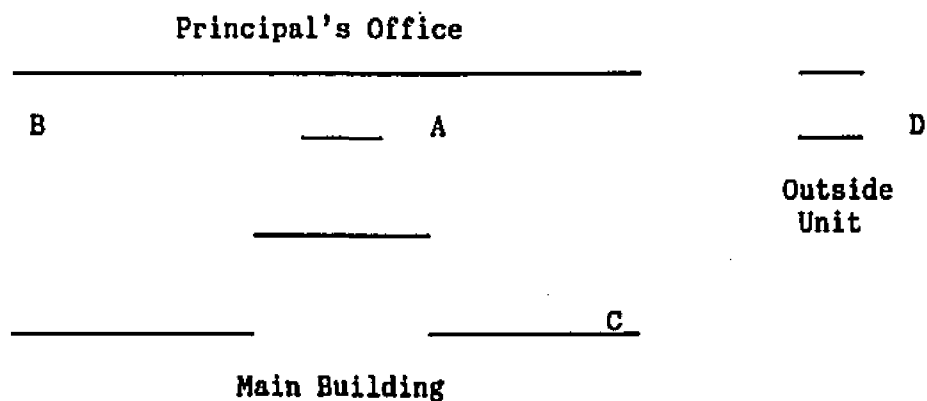


Table 14

Frequency Distribution for Location of Class

Location of Class	Number	Percent
A	17	20.7
B	24	29.3
C	30	36.6
D	5	6.1
Unknown	6	7.3
Total	82	100.0

Item 10 on the data sheet asked the respondents if the students in either special education class attended assemblies with nonhandicapped students. Three options were listed. Of the 90 respondents, 79, or 87.8%, did have assemblies where handicapped and nonhandicapped students attended together; 4, or 4.4%, did not have assemblies where both attended; and 7, or 7.8%, had assemblies where handicapped and

nonhandicapped students sometimes attended together. The frequencies for these data are shown in Table 15.

Table 15

Frequency Distribution for Attending Assemblies

Attended Assemblies	Number	Percent
Yes	79	87.8
No	4	4.4
Sometimes	7	7.8
Total	90	100.0

Item 11 on the data sheet asked whether handicapped students ate lunch with nonhandicapped students. Of the 90 respondents, 78, or 86.7%, had lunch periods where both handicapped and nonhandicapped students ate together; 5, or 5.6%, had separate lunch periods for handicapped and nonhandicapped students; and 7, or 7.7%, sometimes had lunch periods where both handicapped and nonhandicapped students ate together. The frequencies for these data are shown in Table 16.

Item 12 on the data sheet asked if their special education supervisor had contacted them concerning the policies for the mainstreaming of either class of severely mentally retarded or of multi-handicapped students. Two options were listed. Of the 83 respondents, 68, or 81.9%, said their special education supervisor had contacted them and 15, or 18.1%, said their special education supervisor

Table 16

Frequency Distribution for Eating Lunch Together

Ate Lunch Together	Number	Percent
Yes	78	86.7
No	5	5.6
Sometimes	7	7.7
Total	90	100.0

had not contacted them concerning the policies for the mainstreaming of either class. The frequencies for these data are shown in Table 17.

Table 17

Frequency Distribution for the Explanation of Policies for Mainstreaming

Explanation of Policies	Number	Percent
Yes	68	81.9
No	15	18.1
Total	83	100.0

Item 13 on the data sheet asked if the special education supervisor had explained how either class would be staffed. Of the 82 respondents, 74, or 90.2%, said their special education supervisor had explained how either class would be staffed and 8, or 9.8%, said the special education

supervisor had not explained how either class would be staffed. The frequencies for these data are shown in table 18.

Table 18

Frequency Distribution for Explanation of How Class Will Be Staffed

Explanation of How Class Will Be Staffed	Number	Percent
Yes	74	90.2
No	8	9.8
Total	82	100.0

Item 14 on the data sheet asked who will choose the staff for either class. Three choices were listed. The respondent could choose one, two, or all three of the choices. The choices were principal, special education supervisor, and superintendent. Of the 86 respondents, 8, or 9.3%, said the principal chose the staff; 22, or 25.6%, said the special education supervisor chose the staff; 9, or 10.5%, said the superintendent chose the staff; 12, or 14.0%, said the principal and the special education supervisor chose the staff; 5, or 5.8%, said the principal and the superintendent chose the staff; 5, or 5.8%, said the special education supervisor and the superintendent chose the staff; and 25, or 29.1%, said all three chose the staff. The frequencies for these data are shown in Table 19.

Table 19

Frequency Distribution for Who Chooses the Staff

Who Chooses the Staff	Number	Percent
Principal	8	9.3
Special Education Supervisor	22	25.6
Superintendent	9	10.5
Principal and Special Education Supervisor	12	14.0
Principal and Superintendent	5	5.8
Special Education Supervisor and Superintendent	5	5.8
Principal, Special Education Supervisor, and Superintendent	25	29.5
Total	86	100.0

Item 15 on the data sheet asked who would be responsible for obtaining materials and equipment for either special education class. Three options were listed: school, special education, or both. Of the 89 respondents, 41, or 46.1%, replied that special education was responsible for obtaining materials and equipment for either special education class; 48, or 53.9%, replied that both the school and special education were responsible for obtaining the materials and equipment; and no one replied that the school alone was responsible for obtaining the materials and equipment for either special education class. The frequencies for these data are shown in Table 20.

Table 20

Frequency Distribution for Who Obtains Materials and Equipment

Obtained Materials and Equipment	Number	Percent
School	0	0.0
Special Education	41	46.1
Both	48	53.9
Total	89	100.0

Item 16 on the data sheet asked if their special education supervisor had given them information to increase their knowledge of the handicapped students. Two options were listed. Of the 84 respondents, 75, or 89.3%, replied that the special education supervisor did give them information to increase their knowledge of the handicapped students; 9, or 10.7%, replied that the special education supervisor had not given them information. The frequencies for these data are shown in Table 21.

Item 17 on the data sheet asked who performed the evaluation on the staff of either class. Four options were listed. The options were principal, special education supervisor, both, or someone else. The respondent could pick one or a combination of the options. Of the 90 respondents, 23, or 25.6%, replied that the principal evaluated the staff; 9, or 10.0%, replied that the special education supervisor evaluated the staff; 54, or 60.0%, replied that both the principal and

Table 21

Frequency Distribution for Information on Handicapped Students

Informed of Handicapped Students	Number	Percent
Yes	75	89.3
No	9	10.7
Total	84	100.0

special education supervisor evaluated the staff; 2, or 2.2%, replied that someone else evaluated the staff; and 2, or 2.2%, replied that the principal, special education supervisor, and someone else evaluated the staff. The frequencies for these data are shown in Table 22.

Table 22

Frequency Distribution for Evaluation of Special Education Staff

Evaluated the Staff	Number	Percent
Principal	23	25.6
Special Education Supervisor	9	10.0
Principal and Special Education Supervisor	54	60.0
Someone Else	2	2.2
All of the Above	2	2.2
Total	90	100.0

Item 18 of the data sheet asked who trained the staff. Four options were listed: principal, special education supervisor, both, or someone else. The respondent could choose one or any combination of the options. Of the 90 respondents, 2, or 2.2%, replied that the principal trained the staff; 37, or 41.1%, replied that the special education supervisor trained the staff; 48, or 53.4%, replied that the principal and the special education supervisor trained the staff; 1, or 1.1%, replied that someone else trained the staff; and 2, or 2.2%, replied that the principal, special education supervisor, and someone else trained the staff. The frequencies for these data are shown in Table 23.

Table 23

Frequency Distribution for Who Trained the Special Education Staff

Who Trained Staff	Number	Percent
Principal	2	2.2
Special Education Supervisor	37	41.1
Principal and Special Education Supervisor	48	53.4
Someone Else	1	1.1
All of the Above	2	2.2
Total	90	100.0

Item 19 on the data sheet asked who dealt with discipline problems that arise in either class. Three options were listed: principal,

special education supervisor, and someone else. The respondent could choose one or any combination of the options. Of the 90 respondents 42, or 46.7%, replied that the principal dealt with discipline problems; 2, or 2.2%, replied that the special education supervisor dealt with discipline problems; 42, or 46.7%, replied that both the principal and the supervisor of special education dealt with discipline problems; 3, or 3.3%, replied that someone else (the teacher was specified) dealt with discipline problems; and 1, or 1.1%, replied that the principal, special education supervisor, and someone else dealt with discipline problems. The frequencies for these data are shown in Table 24.

Table 24

Frequency Distribution for Who Dealt With Discipline Problems

Dealt With Discipline Problems	Number	Percent
Principal	42	46.7
Special Education Supervisor	2	2.2
Principal and Special Education Supervisor	42	46.7
Someone Else	3	3.3
All of the Above	1	1.1
Total	90	100.0

Item 20 on the data sheet asked who dealt with parental concerns that arise in either special education class. Four options were listed: principal, special education supervisor, both, or someone else. The

respondent could choose one or any combination of options. Of the 91 respondents, 11, or 12.1%, replied that the principal dealt with parental concerns; 4, or 4.4%, replied that the special education supervisor dealt with parental concerns; 69, or 75.8%, replied that both the principal and the special education supervisor dealt with parental concerns; 3, or 3.3%, replied that someone else (the teacher was specified) dealt with parental concerns; 3, or 3.3%, replied that the principal and someone else (the teacher was specified) dealt with parental concerns; and 1, or 1.1%, replied that the principal, the special education supervisor, and someone else dealt with parental concerns. The frequencies for these data are shown in Table 25.

Table 25

Frequency Distribution for Dealing With Parental Concerns

Dealt With Parental Concerns	Number	Percent
Principal	11	12.1
Special Education Supervisor	4	4.4
Principal and Special Education Supervisor	69	75.8
Someone Else	3	3.3
Principal and Someone Else	3	3.3
All of the Above	1	1.1
Total	91	100.0

Item 21 on the data sheet asked who reported special events (i.e., special olympics or special field trips) of either special education class to the Board of Education. Four options were listed: principal, special education supervisor, both, and someone else. The respondent could choose one or any combination of the options. Of the 88 respondents, 13, or 14.8%, replied that the principal reported special events to the Board of Education; 33, or 37.5%, replied that the special education supervisor reported special events to the Board of Education; 13, or 14.8%, replied that both the principal and the special education supervisor reported special events to the Board of Education; 11, or 12.5%, replied that someone else (the teacher was specified) reported special events to the Board of Education; 7, or 8.0%, replied that the principal and someone else reported special events to the Board of Education; 3, or 3.4%, replied that the special education supervisor and someone else reported special events to the Board of Education; and 8, or 9.1%, replied that the principal, special education supervisor, and someone else reported special events to the Board of Education. The frequencies for these data are shown in Table 26.

Item 22 on the data sheet asked who reports special events of either special education class to the public (i.e., newspapers, parent groups, etc.). Four options were listed: principal, special education supervisor, both, and someone else. Of the 89 respondents, 17, or 19.1%, replied that the principal reported special events to the public; 31, or 34.8%, replied that the special education supervisor reported

Table 26

Frequency Distribution for Who Reports to the Board of Education

Reported to Board of Education	Number	Percent
Principal	13	14.8
Special Education Supervisor	33	37.5
Principal and Special Education Supervisor	13	14.8
Someone Else	11	12.5
Principal and Someone Else	7	8.0
Special Education Supervisor and Someone Else	3	3.4
All of the Above	8	9.1
Total	88	100.0

special events to the public; 2, or 2.2%, replied that both the principal and special education supervisor reported special events to the public; 15, or 8.5%, replied that someone else (the teacher was specified) reported special events to the public; 15, or 16.9%, replied that both the principal and someone else reported special events to the public; 5, or 10.1%, replied that both the special education supervisor and someone else reported special events to the public; and 10, or 11.2%, replied that the principal, special education supervisor, and someone else reported special events to the public. The frequencies for these data are shown in Table 27.

Table 27

Frequency Distribution for Who Reports Special Events to the Public

Reported to Public	Number	Percent
Principal	17	19.1
Special Education Supervisor	31	34.8
Principal and Special Education Supervisor	2	2.2
Someone Else	15	16.9
Principal and Someone Else	9	10.1
Special Education Supervisor and Someone Else	5	5.6
All of the Above	10	11.2
Total	89	100.0

Analysis and Interpretation of Findings

Twenty null hypotheses were tested in this study. The hypotheses were tested using the t test for independent samples, the analysis of variance and Student-Newman-Keuls Procedure. All 20 hypotheses were tested at an acceptable .05 level of significance using a two-tailed test.

H01. Elementary school principals who have classes for the severely mentally retarded or classes for the multi-handicapped in their school will not express a significant difference between the level of concern about having those classes in their school than will those

elementary school principals who do not have classes for the severely mentally retarded or classes for the multi-handicapped in their school.

Of the six stages tested for those elementary school principals who had classes for the severely mentally retarded and those elementary school principals who did not have classes for the severely mentally retarded, only one, the personal stage, approached the acceptable .05 level of significance with a two-tail probability of .053. Those principals who did have classes for the severely mentally retarded in their schools scored significantly higher at the personal stage. The other two-tailed probabilities were .599 for the awareness stage; .427 for the informational stage; .918 for the management stage; .541 for the consequence stage; and .900 for the collaboration stage. These two-tailed probabilities were not at an acceptable level of significance at the .05 level. H_0 failed to be rejected as it pertained to these two-tailed probabilities. Data are presented in Table 28.

Of the six stages tested for those elementary school principals who had classes for the multi-handicapped and those elementary school principals who did not have classes for the multi-handicapped, only one, the consequence stage, approached the acceptable .05 level of significance. Those principals who did not have classes for the multi-handicapped in their school scored significantly higher at the consequence stage. The .039 for the consequence stage was considered significant to reject the null hypothesis at this stage. The other two-tailed probabilities were .427 for the awareness stage; .670 for the informational stage; .146 for the personal stage; .825 for the

Table 28

Differences in Mean Scores in the Level of Concern Between Elementary School Principals Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	22	12.7727	6.582	0.53	47	.599
Group 2	27	11.8519	5.593			
<u>Informational</u>						
Group 1	22	13.1739	6.125	0.80	47	.427
Group 2	27	11.8148	5.864			
<u>Personal</u>						
Group 1	22	10.1364	3.858	-1.99	47	.053*
Group 2	27	12.0370	2.835			
<u>Management</u>						
Group 1	22	17.0909	4.956	-0.10	47	.918
Group 2	27	17.2222	3.935			
<u>Consequence</u>						
Group 1	22	21.5455	8.846	0.62	47	.541
Group 2	27	19.9259	9.389			
<u>Collaboration</u>						
Group 1	22	18.5000	9.164	-0.13	47	.900
Group 2	27	18.8519	10.098			

* $p < .05$.

Group 1 - Principals who did have classes.

Group 2 - Principals who did not have classes.

management stage; and .185 for the collaboration stage. H01 failed to be rejected as it pertained to these two-tailed probabilities. Data are presented in Table 29.

H02. Middle school principals who have classes for the severely mentally retarded or classes for the multi-handicapped in their school will not express a significant difference between the level of concern about having those classes in their school than will those middle school principals who do not have classes for the severely mentally retarded or classes for the multi-handicapped in their school.

Of the six stages tested for those middle school principals who had classes for the severely mentally retarded and those middle school principals who did not have classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .480 for the awareness stage; .902 for the informational stage; .395 for the personal stage; .718 for the management stage; .530 for the consequence stage; and .201 for the collaboration stage. H02 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 30.

Of the six stages tested for those middle school principals who had classes for the multi-handicapped and those middle school principals who did not have classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .406 for the awareness stage; .895 for the informational stage; .094 for the personal stage; .760 for the

Table 29

Differences in Mean Scores in the Level of Concern Between Elementary School Principals Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	23	13.1739	6.125	0.80	48	.427
Group 2	27	11.8148	5.864			
<u>Informational</u>						
Group 1	23	19.2174	10.013	-0.43	48	.670
Group 2	27	20.4444	10.154			
<u>Personal</u>						
Group 1	23	10.4348	3.616	-1.48	48	.146
Group 2	27	11.7778	2.806			
<u>Management</u>						
Group 1	23	16.9565	4.517	-0.22	48	.825
Group 2	27	17.2222	3.935			
<u>Consequence</u>						
Group 1	23	23.8261	6.140	2.13	48	.039*
Group 2	27	18.9630	9.375			
<u>Collaboration</u>						
Group 1	23	21.3478	7.854	1.34	48	.185
Group 2	27	17.8519	10.148			

* $p < .05$.

Group 1 - Principals who did have classes.

Group 2 - Principals who did not have classes.

Table 30

Differences in Mean Scores in the Level of Concern Between Middle School Principals Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	15	14.3333	7.335	0.71	32	.480
Group 2	19	12.6316	6.542			
<u>Informational</u>						
Group 1	15	21.6000	10.211	0.21	32	.902
Group 2	19	21.1579	10.383			
<u>Personal</u>						
Group 1	15	11.9333	3.634	0.86	32	.395
Group 2	19	10.8421	3.686			
<u>Management</u>						
Group 1	15	17.8667	4.068	-0.36	32	.718
Group 2	19	18.4211	4.659			
<u>Consequence</u>						
Group 1	15	22.6000	8.016	0.64	32	.530
Group 2	19	20.7368	8.837			
<u>Collaboration</u>						
Group 1	15	21.8000	8.308	1.30	32	.201
Group 2	19	17.7895	9.337			

$p < .05.$

Group 1 - Middle school principals who did have classes.

Group 2 - Middle school principals who did not have classes.

management stage; .898 for the consequence stage; and .394 for the collaboration stage. H02 failed to be rejected, at an acceptable 0.05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 31.

H03. High school principals who have classes for the severely mentally retarded or classes for the multi-handicapped in their school will not express a significant difference between the level of concern about having those classes in their school than will those high school principals who do not have classes for the severely mentally retarded or classes for the multi-handicapped in their school.

Of the six stages tested for those high school principals who had classes for the severely mentally retarded and those high school principals who did not have classes for the severely mentally retarded, the personal stage approached the acceptable .05 level of significance with a two-tailed probability score of .078. Those high school principals who did not have classes for severely mentally retarded scored higher than those high school principals who did have classes for the severely mentally retarded. The other two-tailed probabilities were .175 for the awareness stage; .321 for the informational stage; .260 for the management stage; .675 for the consequence stage; and .517 for the collaboration stage. H03 failed to be rejected at an acceptable 0.05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 32.

Of the six stages tested for those high school principals who had classes for the multi-handicapped and those high school principals who

Table 31
Differences in Mean Scores in the Level of Concern Between Middle School Principals Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	16	15.0625	6.933	0.84	35	.406
Group 2	21	13.1905	6.539			
<u>Informational</u>						
Group 1	16	20.6250	10.411	-0.13	35	.895
Group 2	21	21.0952	10.853			
<u>Personal</u>						
Group 1	16	12.8750	4.113	1.72	35	.094
Group 2	21	10.6667	3.679			
<u>Management</u>						
Group 1	16	17.6250	3.594	-0.31	35	.760
Group 2	21	18.0476	4.511			
<u>Consequence</u>						
Group 1	16	22.0000	8.165	0.13	35	.898
Group 2	21	21.6190	9.421			
<u>Collaboration</u>						
Group 1	16	21.6250	8.074	0.86	35	.394
Group 2	21	19.0476	9.651			

$p < .05.$

Group 1 - Middle school principals who have classes.

Group 2 - Middle school principals who do not have classes.

Table 32

Differences in Mean Scores in the Level of Concern Between High School Principals Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	12	15.5833	7.716	1.39	32	.175
Group 2	22	11.7273	7.766			
<u>Informational</u>						
Group 1	12	16.2500	13.492	-1.01	32	.321
Group 2	22	20.6364	11.358			
<u>Personal</u>						
Group 1	12	9.0000	4.068	-1.82	32	.078
Group 2	22	11.5455	3.801			
<u>Management</u>						
Group 1	12	14.4167	4.100	-1.15	32	.260
Group 2	22	16.0909	4.058			
<u>Consequence</u>						
Group 1	12	16.9167	13.433	-0.42	32	.675
Group 2	22	18.7273	11.033			
<u>Collaboration</u>						
Group 1	12	14.5833	12.094	-0.66	32	.517
Group 2	22	17.3636	11.668			

$p < .05.$

Group 1 - High school principals who did have classes.

Group 2 - High school principals who did not have classes.

did not have classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable 0.05 level of significance. The two-tailed probabilities were .771 for the awareness stage; .806 for the informational stage; .214 for the personal stage; .717 for the management stage; .162 for the consequence stage; and .556 for the collaboration stage. H03 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 33.

H04. Superintendents who have classes for the severely mentally retarded or classes for the multi-handicapped in regular schools will not express a significant difference between the level of concern about having those classes in the regular schools than will those superintendents who do not have classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

Of the six stages tested for those superintendents who had classes for the severely mentally retarded and those superintendents who did not have classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .448 for the awareness stage; .969 for the informational stage; .642 for the personal stage; .184 for the management stage; .969 for the consequence stage; and .723 for the collaboration stage. H04 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 34.

Table 33

Differences in Mean Scores in the Level of Concern Between High School Principals Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	13	12.3846	4.574	0.29	33	.771
Group 2	22	11.7273	7.232			
<u>Informational</u>						
Group 1	13	20.9231	10.388	0.25	33	.806
Group 2	22	20.0000	10.819			
<u>Personal</u>						
Group 1	13	9.9231	3.989	-1.27	33	.214
Group 2	22	11.6364	3.787			
<u>Management</u>						
Group 1	13	14.7692	4.549	-1.40	33	.717
Group 2	22	16.8636	4.121			
<u>Consequence</u>						
Group 1	13	23.6154	7.388	1.43	33	.162
Group 2	22	18.7727	10.770			
<u>Collaboration</u>						
Group 1	13	20.2308	7.518	0.60	33	.556
Group 2	22	18.1364	11.252			

p < .05.

Group 1 - High school principals who did have classes.

Group 2 - High school principals who did not have classes.

Table 34

Differences in Mean Scores in the Level of Concern Between Superintendents Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	9	15.6667	7.106	0.78	12	.448
Group 2	5	12.6000	6.804			
<u>Informational</u>						
Group 1	9	16.6667	9.760	0.04	12	.969
Group 2	5	16.4000	15.307			
<u>Personal</u>						
Group 1	9	11.5556	2.297	-0.48	12	.642
Group 2	5	12.6000	5.983			
<u>Management</u>						
Group 1	9	18.0000	2.915	1.41	12	.184
Group 2	5	14.0000	7.778			
<u>Consequence</u>						
Group 1	9	19.7778	8.941	-0.40	12	.969
Group 2	5	20.0000	12.309			
<u>Collaboration</u>						
Group 1	9	21.5556	8.719	0.36	12	.723
Group 2	5	19.6000	11.349			

p < .05.

Group 1 - Superintendents who did have classes.

Group 2 - Superintendents who did not have classes.

Of the six stages tested for those superintendents who had classes for the multi-handicapped and those superintendents who did not have classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .924 for the awareness stage; .658 for the informational stage; .391 for the personal stage; .503 for the management stage; .744 for the consequence stage; and .393 for the collaboration stage. H04 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 35.

H05. Special education supervisors who have classes for the severely mentally retarded or classes for the multi-handicapped in regular schools will not express a significant difference between the level of concern about having those classes in the regular schools than will those special education supervisors who do not have classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

This hypothesis could not be tested. There were no responses from special education supervisors who did not have classes for the severely mentally retarded or classes for the multi-handicapped in regular schools. Since there were no responses, a comparison could not be made.

H06. There will not be a significant difference among principals, special education supervisors, and superintendents at the awareness level concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

Table 35

Differences in Mean Scores in the Level of Concern Between Superintendents Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	11	15.9091	6.284	0.10	14	.924
Group 2	5	15.6000	4.722			
<u>Informational</u>						
Group 1	11	19.3636	9.405	0.45	14	.658
Group 2	5	16.6000	15.110			
<u>Personal</u>						
Group 1	11	10.9091	3.390	-0.88	14	.391
Group 2	5	13.0000	6.205			
<u>Management</u>						
Group 1	11	17.6364	3.557	0.64	14	.503
Group 2	5	16.4000	3.578			
<u>Consequence</u>						
Group 1	11	20.9091	7.648	0.33	14	.744
Group 2	5	19.4000	10.015			
<u>Collaboration</u>						
Group 1	11	22.8182	9.239	0.88	14	.393
Group 2	5	18.4000	9.397			

$p < .05.$

Group 1 - Superintendents who did have classes.

Group 2 - Superintendents who did not have classes.

The analysis of variance for principals, special education supervisors, and superintendents at the awareness stage concerning placement of the classes for the severely mentally retarded in regular schools, had a mean square of 98.9047 between the groups, a mean square of 47.1648 within the groups, and a F ratio of 2.0968. The F probability was .0687 which was not at an acceptable .05 level of significance. However, Student-Newman-Keuls Procedure showed a significant difference between the special education supervisors and elementary school principals. H_06 failed to be rejected as it pertained to the F probability. Data are presented in Table 36.

The analysis of variance for principals, special education supervisors, and superintendents at the awareness stage concerning placement of classes for the multi-handicapped in regular schools, had a mean square of 133.3878 between the groups, a mean square of 38.1670 within the groups and had a F ratio of 3.4948. The F probability was .0050 which was not at an acceptable .05 level of significance. The Student-Newman-Keuls procedure showed a significant difference between special education supervisors and high school principals, special education supervisors and elementary school principals, and special education supervisors and middle school principals. H_06 was rejected as it pertained to the F probability. Data are presented in Table 37.

H_07 . There will not be a significant difference among principals, special education supervisors, and superintendents at the informational level concerning placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

Table 36

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Awareness Stage Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	12.3725*	6.2417
Middle School Principals	13.3824	6.8491
High School Principals	13.4000	7.9565
Special School Principals	14.8750	8.3399
Special Education Supervisors	18.4118**	5.3742
Superintendents	14.5714	6.9028

* Significantly different from the special education supervisors.

** Significantly different from the elementary school principals.

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	494.5234	98.9047	2.0968	.0687
Within Groups	153	7216.7722	47.1684		
Total	158	7711.2956			

$p < .05.$

Table 37

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Awareness Stage Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	12.5385*	6.1913
Middle School Principals	14.0000	6.6833
High School Principals	11.9722*	6.2174
Special School Principals	13.5556	5.8119
Special Education Supervisors	18.5000**	5.4906
Superintendents	15.8125	5.6829

* Significantly different from the special education supervisors.

** Significantly different from the elementary and high school principals.

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	666.9390	133.3878	3.4948	.0050
Within Groups	162	6183.0550	38.1670		
Total	167	6849.9940			

p < .05

The analysis of variance for principals, special education supervisors, and superintendents at the informational stage concerning placement of the classes for the severely mentally retarded in regular schools, had a mean square of 185.2280 between the groups, a mean square of 115.8701 within the groups and a F ratio of 1.5986. The F probability was .1637 which was not at an acceptable .05 level of significance. H07 failed to be rejected as it pertained to the F probability. Data are presented in Table 38.

The analysis of variance for principals, special education supervisors, and superintendents at the informational stage concerning placement of the classes for the multi-handicapped in regular schools, had a mean square of 143.8828 between the groups, a mean square of 103.5068 within the groups and a F ratio of 1.3901. The F probability was .2306 which was not at an acceptable .05 level of significance. H07 failed to be rejected as it pertained to the F probability. Data are presented in Table 39.

H08. There will not be a significant difference among principals, special education supervisors, and superintendents at the personal stage concerning placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

The analysis of variance for principals, special education supervisors, and superintendents at the personal stage concerning placement of the classes for the severely mentally retarded in regular schools, had a mean square of 4.7111 between the groups, a mean square of 13.2574 within the groups and a F ratio of .3554. The F probability

Table 38

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Informational Stage Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	19.9216	10.2310
Middle School Principals	21.3529	10.1530
High School Principals	18.5429	12.3844
Special School Principals	12.7500	8.2937
Special Education Supervisors	14.7647	10.2988
Superintendents	16.5714	11.4935

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	926.1401	185.2280	1.5986	.1637
Within Groups	153	17728.1241	115.8701		
Total	158	18654.2642			

$p < .05.$

Table 39

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Informational Stage Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	20.2692	10.0511
Middle School Principals	20.8919	10.5193
High School Principals	20.5278	10.4238
Special School Principals	13.8889	5.6446
Special Education Supervisors	15.5556	10.1473
Superintendents	18.5000	11.0272

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	719.4140	143.8828	1.3901	.2306
Within Groups	162	16768.1039			
Total	167	17487.5179			

$p < .05.$

was .8782 which was not at an acceptable .05 level of significance. H08 failed to be rejected as it pertained to the F probability. Data are presented in Table 40.

The analysis of variance for principals, special education supervisors, and superintendents at the personal stage concerning placement of the classes for the multi-handicapped in regular schools, had a mean square of 2.0851 between the groups, a mean square of 13.2102 within the groups and a F ratio of .1578. The F probability was .9774 which was not at an acceptable .05 level of significance. H08 failed to be rejected as it pertained to the F probability. Data are presented in Table 41.

H09. There will not be a significant difference among principals, special education supervisors, and superintendents at the management stage concerning placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

The analysis of variance for principals, special education supervisors, and superintendents at the management stage concerning placement of the classes for the severely mentally retarded in regular schools, had a mean square of 59.1681 between the groups, a mean square of 18.9220 within the groups and a F ratio of 3.1269. The F probability was .0102 which was at an acceptable .05 level of significance. The Student-Newman-Keuls procedure showed the significant differences existed between the special education supervisors and the high school principals and elementary school principals. H09 was rejected as it pertained to the F probability. Data are presented in Table 42.

Table 40

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Personal Stage Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	11.0784	3.4167
Middle School Principals	11.3235	3.6492
High School Principals	10.5429	4.0172
Special School Principals	11.3750	3.6621
Special Education Supervisors	10.8824	3.2955
Superintendents	11.9286	3.8122

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	23.5557	4.7111	.3554	.8782
Within Groups	153	2028.3814	13.2574		
Total	158	2051.9371			

$p < .05.$

Table 41

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Personal Stage Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	11.0577	3.2323
Middle School Principals	11.6216	3.9746
High School Principals	11.0278	3.8433
Special School Principals	11.3333	3.0822
Special Education Supervisors	11.2778	3.0833
Superintendents	11.5625	4.3508

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	10.4257	2.0851	.1578	.9774
Within Groups	162	2140.0505	13.2102		
Total	167	2150.4762			

$p < .05.$

Table 42

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Management Stage Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	17.1961*	4.3314
Middle School Principals	18.1765	4.3517
High School Principals	15.4571*	4.0391
Special School Principals	16.7500	3.2404
Special Education Supervisors	20.1765**	4.6265
Superintendents	16.5714	5.2728

* Significantly different from special education supervisors.

** Significantly different from elementary and high school principals.

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	295.8404	59.1681	3.1269	.0102*
Within Groups	153	2895.0653	18.9220		
Total	158	3190.9057			

* $p < .05$.

The analysis of variance for principals, special education supervisors, and superintendents at the management stage concerning placement of the classes for the multi-handicapped in regular schools, had a mean square of 36.2375 between the groups, a mean square of 17.3715 within the groups and a F ratio of 2.0860. The F probability was .0697 which was not at an acceptable .05 level of significance. However, the Student-Newman-Keuls procedure did show a significant difference did exist between the special education supervisors and the elementary school principals. H08 failed to be rejected as it pertained to the F probability. Data are presented in Table 43.

H010. There will not be a significant difference among principals, special education supervisors, and superintendents at the consequence stage concerning placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

The analysis of variance for principals, special education supervisors, and superintendents at the consequence stage concerning placement of the classes for the severely mentally retarded in regular schools, had a mean square of 123.2852 between the groups, a mean square of 92.0572 within the groups and a F ratio of 1.3392. The F probability was .2507 which was not at an acceptable .05 level of significance. H010 failed to be rejected as it pertained to the F probability. Data are presented in Table 44.

The analysis of variance for principals, special education supervisors, and superintendents at the consequence stage concerning placement of the classes for the multi-handicapped in regular schools,

Table 43

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Management Stage Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	17.1346	4.1351
Middle School Principals	17.8649	4.0904
High School Principals	16.0833*	4.2787
Special School Principals	17.2222	5.1667
Special Education Supervisors	19.8333**	4.2183
Superintendents	17.2500	3.4928

* Significantly different from special education supervisors.

** Significantly different from high school principals.

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	181.1874	36.2375	2.0860	.0697
Within Groups	162	2814.1876	17.3715		
Total	167	2995.3750			

p < .05.

Table 44

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Consequence Stage Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	20.9412	9.0585
Middle School Principals	21.5588	8.4106
High School Principals	17.5714	11.9860
Special School Principals	18.2500	11.0809
Special Education Supervisors	24.1176	6.4117
Superintendents	19.8571	9.7890

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	616.4261	123.2852	1.3392	.2507
Within Groups	153	14084.7563	92.0572		
Total	158	14701.1824			

$p < .05$

had a mean square of 23.3294 between the groups, a mean square of 74.7861 within the groups and a F ratio of .3119. The F probability was .9053 which was not at an acceptable .05 level of significance. H010 failed to be rejected as it pertained to the F probability. Data are presented in Table 45.

H011. There will not be a significant difference among principals, special education supervisors, and superintendents at the collaboration stage concerning placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

The analysis of variance for principals, special education supervisors, and superintendents at the collaboration stage concerning placement of the classes for the severely mentally retarded in regular schools, had a mean square of 171.1607 between the groups, a mean square of 98.6675 within the groups and a F ratio of 1.7347. The F probability was .1299 which was not at an acceptable .05 level of significance. H011 failed to be rejected as it pertained to the F probability. Data are presented in Table 46.

The analysis of variance for principals, special education supervisors, and superintendents at the collaboration stage concerning placement of the classes for the multi-handicapped in regular schools, had a mean square of 145.2667 between the groups, a mean square of 82.9221 within the groups and a F ratio of 1.7518. The F probability was .1257 which was not at an acceptable .05 level of significance. H011 failed to be rejected as it pertained to the F probability. Data are presented in Table 47.

Table 45

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Consequence Stage Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	21.4615	8.3183
Middle School Principals	21.7838	8.7817
High School Principals	20.7778	9.7632
Special School Principals	21.2222	7.8705
Special Education Supervisors	23.5556	7.6098
Superintendents	20.4375	8.1402

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	116.6469	23.3294	.3119	.9053
Within Groups	162	12115.3531	74.7861		
Total	162	12232.0000			

$p < .05.$

Table 46

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Collaboration Stage Concerning Placement of Classes for the Severely Mentally Retarded in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	19.0588	9.5758
Middle School Principals	19.5588	8.9956
High School Principals	15.9143	11.8678
Special School Principals	20.5000	10.7438
Special Education Supervisors	24.1765	8.3234
Superintendents	20.8571	9.3468

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	855.8035	171.1607	1.7347	.1299
Within Groups	153	15096.1336	98.6676		
Total	158	15951.9371			

$p < .05.$

Table 47

Differences in the Level of Concern Among Principals, Special Education Supervisors, and Superintendents at the Collaboration Stage Concerning Placement of Classes for the Multi-Handicapped in Their Regular Schools as Measured by the CFSocQ

Group	Mean	Standard Deviation
Elementary School Principals	19.8077	9.2334
Middle School Principals	20.1622	8.9769
High School Principals	19.1667	9.9326
Special School Principals	25.7778	5.8476
Special Education Supervisors	25.1111	8.3447
Superintendents	21.4375	9.2157

Source	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	5	726.3335	145.2667	1.7518	.1257
Within Groups	162	13433.3748	82.9221		
Total	167	14159.7083			

$p < .05.$

H012. There will not be a significant difference between the level of concern of principals who have been in the field of education for more than 15 years as compared with the principals who have been in the field of education less than 15 years.

Of the six stages tested for those principals who had up to 5 years experience and those principals who had more than 15 years experience concerning the placement of classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .970 for the awareness stage; .343 for the informational stage; .370 for the personal stage; .163 for the management stage; .460 for the consequence stage; and .475 for the collaboration stage. H012 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 48.

Of the six stages tested for those principals who had up to 5 years, experience and those principals who had more than 15 years experience concerning the placement of classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .952 for the awareness stage; .616 for the informational stage; .117 for the personal stage; .550 for the management stage; .948 for the consequence stage; and .890 for the collaboration stage. H012 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 49.

Table 48

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 0 To 5 Years Experience and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	43	12.7674	6.531	0.04	68	.970
Group 2	27	12.7037	7.295			
<u>Informational</u>						
Group 1	43	18.5349	11.415	-0.96	68	.343
Group 2	27	21.0741	9.786			
<u>Personal</u>						
Group 1	43	10.6512	3.747	-0.90	68	.370
Group 2	27	11.5158	4.173			
<u>Management</u>						
Group 1	43	15.8605	4.229	-1.41	68	.163
Group 2	27	17.3333	4.279			
<u>Consequence</u>						
Group 1	43	19.8837	10.377	-0.74	68	.460
Group 2	27	21.7037	9.306			
<u>Collaboration</u>						
Group 1	43	17.6977	10.945	-0.72	68	.475
Group 2	27	19.5556	9.842			

$p < .05.$

Group 1 - Those principals who had 0 to 5 years experience.

Group 2 - Those principals who had more than 15 years experience.

Table 49

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 0 To 5 Years Experience and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	45	12.6444	6.285	-0.06	73	.952
Group 2	30	12.7333	6.319			
<u>Informational</u>						
Group 1	45	19.9111	10.344	-0.50	73	.616
Group 2	30	21.1000	9.524			
<u>Personal</u>						
Group 1	45	10.7556	3.600	-1.59	73	.117
Group 2	30	12.1667	4.018			
<u>Management</u>						
Group 1	45	16.4000	3.951	-0.60	73	.550
Group 2	30	16.9667	4.081			
<u>Consequence</u>						
Group 1	45	22.0000	8.904	0.07	73	.948
Group 2	30	21.8667	8.025			
<u>Collaboration</u>						
Group 1	45	19.7556	9.789	-0.14	73	.890
Group 2	30	20.0667	9.112			

$p < .05.$

Group 1 - Those principals who had 0 to 5 years experience.

Group 2 - Those principals who had more than 15 years experience.

Of the six stages tested for those principals who had 6 to 10 years experience and those principals who had more than 15 years experience concerning placement of classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .898 for the awareness stage; .501 for the informational stage; .954 for the personal stage; .790 for the management stage; .913 for the consequence stage; and .986 for the collaboration stage. H_{012} failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 50.

Of the six stages tested for those principals who had six to ten years experience and those principals who had more than fifteen years experience concerning placement of classes for the multi-handicapped, the two-tailed probabilities were no where near the acceptable .05 level of significance. The two-tailed probabilities were .727 for the awareness stage; .892 for the informational stage; .323 for the personal stage; .714 for the management stage; .527 for the consequence stage; and .837 for the collaboration stage. H_{012} failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 51.

Of the six stages tested for those principals who had 11 to 15 years experience and those principals who had more than 15 years experience concerning placement of classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .844 for the

Table 50

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 6 To 10 Years Experience and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	22	12.9545	6.098	0.13	47	.898
Group 2	27	12.7037	7.259			
<u>Informational</u>						
Group 1	22	22.9545	9.464	0.68	47	.501
Group 2	27	21.0741	9.786			
<u>Personal</u>						
Group 1	22	11.4545	3.405	-0.06	47	.954
Group 2	27	11.5185	4.173			
<u>Management</u>						
Group 1	22	17.6364	3.485	0.27	47	.790
Group 2	27	17.3333	4.279			
<u>Consequence</u>						
Group 1	22	21.4091	9.435	-0.11	47	.913
Group 2	27	21.7037	9.306			
<u>Collaboration</u>						
Group 1	22	19.5000	10.141	-0.02	47	.985
Group 2	27	19.5556	9.842			

$p < .05$.

Group 1 - Those principals who had 6 to 10 years experience.

Group 2 - Those principals who had more than 15 years experience.

Table 51

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 6 To 10 Years Experience and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	21	13.3810	6.712	0.35	49	.727
Group 2	30	12.7333	6.319			
<u>Informational</u>						
Group 1	21	21.4762	9.857	0.14	49	.892
Group 2	30	21.1000	9.524			
<u>Personal</u>						
Group 1	21	11.0476	3.814	-1.00	49	.323
Group 2	30	12.1667	4.018			
<u>Management</u>						
Group 1	21	17.3810	3.748	0.37	49	.714
Group 2	30	16.9667	4.081			
<u>Consequence</u>						
Group 1	21	20.2857	9.644	-0.64	49	.527
Group 2	30	21.8667	8.025			
<u>Collaboration</u>						
Group 1	21	19.5238	9.368	-0.21	49	.837
Group 2	30	20.0667	9.112			

$p < .05.$

Group 1 - Those principals who had 6 to 10 years experience.

Group 2 - Those principals who had more than 15 years experience.

awareness stage; .534 for the informational stage; .466 for the personal stage; .644 for the management stage; .246 for the consequence stage; and .460 for the collaboration stage. H012 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 52.

Of the six stages tested for those principals who had 11 to 15 years experience and those principals who had more than 15 years experience concerning placement of classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .992 for the awareness stage; .683 for the informational stage; .237 for the personal stage; .408 for the management stage; .509 for the consequence stage; and .713 for the collaboration stage. H012 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 53.

H013. There will be no significant difference between the level of concern of principals who have been in the field of education for more than 15 years as compared with the principals who have been in the field less than 15 years.

A comparison could not be made for those principals who had been in the field for 5 years or less. There was only one respondent who had been in the field for 5 years or less.

Of the six stages tested for those principals who had 6 to 10 years in the field and those principals who had more than 15 years experience concerning the placement of classes for the severely mentally retarded,

Table 52

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 11 To 15 Years Experience and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	27	13.1111	7.836	0.20	52	.844
Group 2	27	12.7037	7.295			
<u>Informational</u>						
Group 1	27	19.2593	11.458	-0.63	52	.534
Group 2	27	21.0741	9.786			
<u>Personal</u>						
Group 1	27	10.7778	3.178	-0.73	52	.466
Group 2	27	11.5185	4.173			
<u>Management</u>						
Group 1	27	17.9259	5.068	0.46	52	.644
Group 2	27	17.3333	4.279			
<u>Consequence</u>						
Group 1	27	18.6667	9.691	-1.17	52	.246
Group 2	27	21.7037	9.306			
<u>Collaboration</u>						
Group 1	27	17.6296	9.157	-0.74	52	.460
Group 2	27	19.5556	9.842			

$p < .05.$

Group 1 - Those principals who had 11 to 15 years experience.

Group 2 - Those principals who had more than 15 years experience.

Table 53

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 11 To 15 Years Experience and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	28	12.7500	6.642	0.01	56	.992
Group 2	30	12.7333	6.319			
<u>Informational</u>						
Group 1	28	19.9643	11.497	-0.41	56	.683
Group 2	30	21.1000	9.524			
<u>Personal</u>						
Group 1	28	11.0357	3.097	-1.19	56	.237
Group 2	30	12.1667	4.018			
<u>Management</u>						
Group 1	28	17.9643	5.007	0.83	56	.408
Group 2	30	16.9667	4.081			
<u>Consequence</u>						
Group 1	28	20.3571	9.274	-0.66	56	.509
Group 2	30	21.8667	8.025			
<u>Collaboration</u>						
Group 1	28	19.1786	9.149	-0.37	56	.713
Group 2	30	20.0667	9.112			

p < .05.

Group 1 - Those principals who had 11 to 15 years experience.

Group 2 - Those principals who had more than 15 years experience.

the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were 0.569 for the awareness stage; 0.424 for the informational stage; .865 for the personal stage; .726 for the management stage; .405 for the consequence stage; and .557 for the collaboration stage. H013 failed to be rejected at the acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 54.

Of the six stages tested for those principals who had 6 to 10 years in the field and those principals who had more than 15 years experience concerning the placement of classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .501 for the awareness stage; .403 for the informational stage; .763 for the personal stage; .757 for the management stage; .250 for the consequence stage; and .348 for the collaboration stage. H013 failed to be rejected at the acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 55.

Of the six stages tested for those principals who had 11 to 15 years in the field and those principals who had more than 15 years experience concerning the placement of classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .324 for the awareness stage; .894 for the informational stage; .458 for the personal stage; .351 for the management stage; .734 for the consequence stage; and .580 for the collaboration stage. H013 failed to be rejected at the

Table 54

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 6 to 10 Years in the Field of Education and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	3	16.3333	10.214	0.57	72	.569
Group 2	71	13.8873	7.153			
<u>Informational</u>						
Group 1	3	14.0000	14.000	-0.80	72	.424
Group 2	71	19.4648	11.448			
<u>Personal</u>						
Group 1	3	10.6667	3.215	-0.17	72	.865
Group 2	71	11.0282	3.594			
<u>Management</u>						
Group 1	3	18.0000	3.464	0.35	72	.726
Group 2	71	17.0563	4.573			
<u>Consequence</u>						
Group 1	3	15.0000	13.229	-0.84	72	.405
Group 2	71	20.0000	10.027			
<u>Collaboration</u>						
Group 1	3	14.6667	13.650	-0.59	72	.557
Group 2	71	18.2394	10.155			

$p < .05.$

Group 1 - Those principals who had 6 to 10 years experience.

Group 2 - Those principals who had more than 15 years experience.

Table 55

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 6 to 10 Years in the Field of Education and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	3	16.3333	10.214	0.68	75	.501
Group 2	74	13.7162	6.448			
<u>Informational</u>						
Group 1	3	14.6667	14.048	-0.84	75	.403
Group 2	74	20.1622	10.999			
<u>Personal</u>						
Group 1	3	10.6667	3.215	-0.30	75	.763
Group 2	74	11.3108	3.622			
<u>Management</u>						
Group 1	3	18.0000	3.464	0.31	75	.757
Group 2	74	17.2297	4.228			
<u>Consequence</u>						
Group 1	3	15.0000	13.229	-1.16	75	.250
Group 2	74	21.2297	8.982			
<u>Collaboration</u>						
Group 1	3	14.6667	13.650	-0.94	75	.348
Group 2	74	19.8243	9.128			

$p < .05.$

Group 1 - Those principals who had 6 to 10 years experience.

Group 2 - Those principals who had more than 15 years experience.

acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 56.

Of the six stages tested for those principals who had 11 to 15 years in the field and those principals who had more than 15 years experience concerning the placement of classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .284 for the awareness stage; .779 for the informational stage; .475 for the personal stage; .250 for the management stage; .715 for the consequence stage; and .392 for the collaboration stage. HO13 failed to be rejected at the acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 57.

HO14. There will be no significant difference between the level of concern of principals who were certified in special education as compared with the principals who were not certified in special education.

Of the six stages tested for those principals who were certified in special education as compared with those principals who were not certified in special education concerning the placement of classes for the severely mentally retarded in their schools, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .406 for the awareness stage; .481 for the informational stage; .195 for the personal stage; .440 for the management stage; .357 for the consequence stage; and .718 for the collaboration stage. HO14 failed to be rejected at an acceptable .05

Table 56

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 11 to 15 Years in the Field of Education and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	16	11.9375	6.884	-0.99	85	.324
Group 2	71	13.8873	7.153			
<u>Informational</u>						
Group 1	16	19.8750	9.591	0.13	85	.894
Group 2	71	19.4648	11.448			
<u>Personal</u>						
Group 1	16	10.2500	4.524	-0.74	85	.458
Group 2	71	11.0282	3.594			
<u>Management</u>						
Group 1	16	15.8750	4.440	-0.94	85	.351
Group 2	71	17.0563	4.573			
<u>Consequence</u>						
Group 1	16	19.0625	9.595	-0.34	85	.734
Group 2	71	20.0000	10.027			
<u>Collaboration</u>						
Group 1	16	16.6875	9.877	-0.55	85	.580
Group 2	71	18.2394	10.155			

$p < .05.$

Group 1 - Those principals who had 11 to 15 years experience.

Group 2 - Those principals who had more than 15 years experience.

Table 57

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had 11 to 15 Years in the Field of Education and Those Principals Who Had More Than 15 Years Experience Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	17	11.8235	6.867	-1.08	89	.284
Group 2	74	13.7162	6.448			
<u>Informational</u>						
Group 1	17	19.3529	9.239	-0.28	89	.779
Group 2	74	20.1622	10.999			
<u>Personal</u>						
Group 1	17	10.5882	4.273	-0.72	89	.475
Group 2	74	11.3108	3.622			
<u>Management</u>						
Group 1	17	15.8824	4.742	-1.16	89	.250
Group 2	74	17.2297	4.228			
<u>Consequence</u>						
Group 1	17	20.3529	8.536	-0.37	89	.715
Group 2	74	21.2297	8.982			
<u>Collaboration</u>						
Group 1	17	17.7059	9.292	-0.86	89	.392
Group 2	74	19.8243	9.128			

$p < .05.$

Group 1 - Those principals who had 11 to 15 years experience.

Group 2 - Those principals who had more than 15 years experience.

level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 58.

Of the six stages tested for those principals who were certified in special education as compared with those principals who were not certified in special education concerning the placement of classes for the multi-handicapped in their schools, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .524 for the awareness stage; .594 for the informational stage; .390 for the personal stage; .469 for the management stage; .685 for the consequence stage; and .886 for the collaboration stage. H014 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented in Table 59.

H015. There will be a significant difference between the level of concern of principals who have a master's, specialist's, or C.A.G.S. degree as compared with the principals who have a doctorate degree.

Of the six stages tested for those principals who had a master's degree as compared to a doctorate degree concerning the placement of classes for the severely mentally retarded, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .336 for the awareness stage; .892 for the informational stage; .403 for the personal stage; .902 for the management stage; .327 for the consequence stage; and .347 for the collaboration stage. H015 failed to be rejected at an acceptable .05

Table 58

Differences in Mean Scores in the Level of Concern Between Those Principals Who Were Certified in Special Education Compared to Those Principals Who Were Not Certified in Special Education Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	105	13.0571	7.097	0.83	117	.406
Group 2	14	11.4286	4.686			
<u>Informational</u>						
Group 1	105	19.8381	10.824	-0.71	117	.481
Group 2	14	22.0000	10.168			
<u>Personal</u>						
Group 1	105	10.8667	3.656	-1.30	117	.195
Group 2	14	12.2143	3.446			
<u>Management</u>						
Group 1	105	17.1048	4.299	0.77	117	.440
Group 2	14	16.1429	4.865			
<u>Consequence</u>						
Group 1	105	20.0000	10.119	-0.93	117	.357
Group 2	14	22.5714	6.284			
<u>Collaboration</u>						
Group 1	105	18.3143	10.196	-0.36	117	.718
Group 2	14	19.3571	9.467			

$p < .05.$

Group 1 - Principals who were not certified in special education.

Group 2 - Principals who were certified in special education.

Table 59

Differences in Mean Scores in the Level of Concern Between Those Principals Who Were Certified in Special Education Compared to Those Principals Who Were Not Certified in Special Education Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSQCG

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	110	12.9455	6.583	0.64	122	.524
Group 2	14	11.7857	4.441			
<u>Informational</u>						
Group 1	110	20.3000	10.301	-0.53	122	.594
Group 2	14	21.8571	10.030			
<u>Personal</u>						
Group 1	110	11.1091	3.696	-0.86	122	.390
Group 2	14	12.0000	3.138			
<u>Management</u>						
Group 1	110	17.1545	4.066	0.73	122	.469
Group 2	14	16.2857	5.269			
<u>Consequence</u>						
Group 1	110	21.1909	9.070	-0.41	122	.685
Group 2	14	22.2143	6.996			
<u>Collaboration</u>						
Group 1	110	19.6182	9.410	-0.14	122	.886
Group 2	14	20.0000	8.762			

$p < .05.$

Group 1 - Principals who were not certified in special education.

Group 2 - Principals who were certified in special education.

level of significance, as it pertained to these two-tailed probabilities. Data are presented on Table 60.

Of the six stages tested for those principals who had a master's degree as compared to a doctorate degree concerning the placement of classes for the multi-handicapped, the two-tailed probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .151 for the awareness stage; .753 for the informational stage; .393 for the personal stage; .798 for the management stage; .177 for the consequence stage; and .181 for the collaboration stage. H_0 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented on Table 61.

Of the six stages tested for those principals who had a specialist's degree as compared to a doctorate degree concerning the placement of classes for the severely mentally retarded, the two-tail probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .289 for the awareness stage; .985 for the informational stage; .734 for the personal stage; .301 for the management stage; .856 for the consequence stage; and .876 for the collaboration stage. H_0 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented on Table 62.

Of the six stages tested for those principals who had a specialist's degree as compared to a doctorate degree concerning the placement of classes for the multi-handicapped, the two-tailed

Table 60

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had a Master's Degree as Compared to Those Principals Who Had a Doctorate Degree Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	70	13.1714	7.106	0.97	87	.336
Group 2	19	11.4211	6.518			
<u>Informational</u>						
Group 1	70	20.1714	10.841	0.14	87	.892
Group 2	19	19.7895	11.083			
<u>Personal</u>						
Group 1	70	10.6000	3.445	-0.84	87	.403
Group 2	19	11.3684	3.876			
<u>Management</u>						
Group 1	70	16.6429	4.559	-0.12	87	.902
Group 2	19	16.7895	4.733			
<u>Consequence</u>						
Group 1	70	19.1714	10.191	-0.99	87	.327
Group 2	19	21.7895	10.518			
<u>Collaboration</u>						
Group 1	70	17.6000	10.491	-0.95	87	.347
Group 2	19	20.1579	10.345			

$p < .05.$

Group 1 - Principals who had a master's degree.

Group 2 - Principals who had a doctorate degree.

Table 61

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had a Master's Degree as Compared to Those Principals Who Had a Doctorate Degree Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	74	13.2027	6.639	1.45	91	.151
Group 2	19	10.7895	5.808			
<u>Informational</u>						
Group 1	74	19.9730	10.117	-0.32	91	.753
Group 2	19	20.7895	9.908			
<u>Personal</u>						
Group 1	74	10.7568	3.140	-0.86	91	.393
Group 2	19	11.4737	3.657			
<u>Management</u>						
Group 1	74	16.9189	4.400	0.26	91	.789
Group 2	19	16.6316	4.193			
<u>Consequence</u>						
Group 1	74	20.4459	9.165	-1.36	91	.177
Group 2	19	23.6842	9.575			
<u>Collaboration</u>						
Group 1	74	18.7162	9.783	-1.35	91	.181
Group 2	19	22.0526	8.020			

$p < .05.$

Group 1 - Principals who had a master's degree.

Group 2 - Principals who had a doctorate degree.

Table 62

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had a Specialist's Degree as Compared to Those Principals Who Had a Doctorate Degree Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	27	13.5556	6.722	1.07	44	.289
Group 2	19	11.4211	6.518			
<u>Informational</u>						
Group 1	27	19.8519	11.083	0.02	44	.985
Group 2	19	19.7895	11.083			
<u>Personal</u>						
Group 1	27	11.7778	4.070	0.34	44	.734
Group 2	19	11.3684	3.876			
<u>Management</u>						
Group 1	27	18.0370	3.357	1.05	44	.301
Group 2	19	16.7895	4.733			
<u>Consequence</u>						
Group 1	27	22.2963	8.352	0.18	44	.856
Group 2	19	21.7895	10.518			
<u>Collaboration</u>						
Group 1	27	19.7037	9.131	-0.16	44	.876
Group 2	19	20.1579	10.345			

$p < .05.$

Group 1 - Principals who had a specialist's degree.

Group 2 - Principals who had a doctorate degree.

probabilities were not at an acceptable .05 level of significance. The two-tailed probabilities were .109 for the awareness stage; .914 for the informational stage; .721 for the personal stage; .499 for the management stage; .676 for the consequence stage; and .564 for the collaboration stage. H015 failed to be rejected at an acceptable .05 level of significance, as it pertained to these two-tailed probabilities. Data are presented on Table 63. No one responded who had a C.A.G.S. degree.

H016. There will be no significant difference between the level of concern of female principals as compared with male principals.

Of the six stages tested for male principals who had classes for the severely mentally retarded in their schools and female principals who had classes for the severely mentally retarded in their schools, the collaboration stage was significant at an acceptable .05 level of significance. The female principals scored significantly higher concerning placement of classes for the severely mentally retarded in their schools. The two-tailed probabilities were .536 for the awareness stage; .536 for the informational stage; .774 for the personal stage; .745 for the management stage; .060 for the consequence stage; and .026 for the collaboration stage. H016 failed to be rejected at an acceptable .05 level of significance, as it pertained to all the two-tailed probabilities except for the collaboration stage. H016 was

Table 63

Differences in Mean Scores in the Level of Concern Between Those Principals Who Had a Specialist's Degree as Compared to Those Principals Who Had a Doctorate Degree Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	27	13.7407	6.181	1.63	44	.109
Group 2	19	10.7895	5.808			
<u>Informational</u>						
Group 1	27	21.1481	11.658	0.11	44	.914
Group 2	19	20.7895	9.908			
<u>Personal</u>						
Group 1	27	11.9259	4.548	0.36	44	.721
Group 2	19	11.4737	3.659			
<u>Management</u>						
Group 1	27	17.4074	3.500	0.68	44	.499
Group 2	19	16.6316	4.193			
<u>Consequence</u>						
Group 1	27	22.6296	7.401	-0.42	44	.676
Group 2	19	23.6842	9.575			
<u>Collaboration</u>						
Group 1	27	20.5185	8.737	-0.58	44	.564
Group 2	19	22.0526	8.929			

$p < .05.$

Group 1 - Principals who had a specialist's degree.

Group 2 - Principals who had a doctorate degree.

rejected at the acceptable .05 level of significance, as it pertained to the collaboration stage. Data are presented in Table 64.

Of the six stages tested for male principals who had classes for the multi-handicapped and the female principals who had classes for the multi-handicapped, the consequence stage and the collaboration was significant at an acceptable .05 level of significance. The female principals scored significantly higher concerning placement of multi-handicapped in their schools at the consequence stage and the collaboration stage. The two-tailed probabilities were .716 for the awareness stage; .136 for the informational stage; .775 for the personal stage; .778 for the management stage; .040 for the consequence stage; and .027 for the collaboration stage. H_{016} failed to be rejected at an acceptable .05 level of significance, as it pertained to the awareness stage, the informational stage, the personal stage, and the management stage. H_{016} was rejected as it pertained to the consequence stage and the collaboration stage. Data are presented in Table 65.

Table 64

Differences in Mean Scores in the Level of Concern Between Male Principals Compared to Female Principals Concerning Placement of Classes for the Severely Mentally Retarded in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	76	12.6053	6.995	-0.62	115	0.536
Group 2	41	13.4390	6.786			
<u>Informational</u>						
Group 1	76	18.7763	10.944	-1.52	115	0.536
Group 2	41	21.9024	9.995			
<u>Personal</u>						
Group 1	76	11.1316	3.792	0.29	115	0.774
Group 2	41	10.9268	3.431			
<u>Management</u>						
Group 1	76	17.1316	4.840	0.33	115	0.745
Group 2	41	16.8537	3.425			
<u>Consequence</u>						
Group 1	76	19.0000	10.178	-1.90	115	0.060
Group 2	41	22.5854	8.826			
<u>Collaboration</u>						
Group 1	76	16.9605	10.292	-2.25	115	0.026*
Group 2	41	21.2927	9.226			

* $p < .05$

Group 1 - Male Principals

Group 2 - Female Principals

Table 65

Differences in Mean Scores in the Level of Concern Between Male Principals Compared to Female Principals Concerning Placement of Classes for the Multi-Handicapped in Their Schools as Measured by the CFSocQ

Stages	Number of Cases	Mean	Standard Deviation	t Value	Degrees of Freedom	2-tailed Probability
<u>Awareness</u>						
Group 1	83	12.6988	6.644	-0.36	120	0.716
Group 2	39	13.1538	5.945			
<u>Informational</u>						
Group 1	83	19.3253	10.708	-1.50	120	0.136
Group 2	39	22.2821	8.802			
<u>Personal</u>						
Group 1	83	11.1807	3.829	-0.29	120	0.775
Group 2	39	11.3846	3.266			
<u>Management</u>						
Group 1	83	17.0241	4.641	-0.28	120	0.778
Group 2	39	17.2564	3.210			
<u>Consequence</u>						
Group 1	83	20.1446	9.635	-2.08	120	0.040*
Group 2	39	23.6923	6.614			
<u>Collaboration</u>						
Group 1	83	18.4458	9.783	-2.24	120	0.027*
Group 2	39	22.4359	7.653			

* $p < .05$

Group 1 - Male Principals

Group 2 - Female Principals

CHAPTER 5

Summary, Findings, Conclusions, Recommendations and Implications

This chapter contains a summary, findings, conclusions, recommendations, and implications based on the review of the literature and analysis of data.

Summary

For the first time in Tennessee, many public school educators will face the inclusion of severely and profoundly handicapped children in regular schools. The myriad of education problems typically affecting severely/profoundly handicapped students, coupled with heterogeneous abilities of the population, present unique programming concerns for public school administrators. In particular, one of the most important decisions facing administrators of severely/profoundly handicapped programs is the location of such programs within the school district (Thomason & Arkell, 1980).

Views on the desirability and feasibility of extending "integrated" provision for handicapped children vary enormously from the expression of considerable hostility or anxiety at one end of the spectrum, through the cautious optimism of the majority in the middle, to strong pressure for a more rapid change in policy (Cope & Anderson, 1977, p. 16).

Summary of Findings

Caution had to be taken in the analysis and interpretation of the findings due to the low percent of questionnaires returned. From the results of the data analysis and interpretation, the following findings are presented:

1. The majority of the respondents, 64.8%, were male; 33.5% were female; and 1.7% did not indicate their gender.

2. Most of the respondents, 36.4%, had been their current position for 5 years or less; 24.4% had been in their current position for more than 15 years; 22.2% had been in their current position for 11 to 15 years; and 16.5% had been in their current position for 6 to 10 years.

3. The majority of the respondents, 59.1% had been in the field of education for more than 20 years; 21.0% had been in the field of education for 16 to 20 years; 15.9% had been in the field of education for 11 to 15 years; 2.8% had been in the field of education for 6 to 10 years; and .6% had been in the field of education for 5 years or less.

4. The majority of the respondents, 93.4% were certified in administration; 77.8% were certified in supervision; and 23.9% were certified in special education. Of these, 58.5% held a master's degree; 22.7% held a specialist's degree; and 15.3% held a doctorate degree.

5. The majority of the respondents, 56.3% replied that they did not have a special school for handicapped students; 42.0% did have a special school for handicapped students, in their counties.

6. Of the 65 respondents who did have classes for the severely mentally retarded in their regular schools, 58.5% had had these classes for 10 years or more.

7. Of the 82 respondents who did have classes for the multi-handicapped in their regular schools, 53.7% had had these classes for 10 years or more.

8. Of the special classes in the regular schools, 87.8% attended assemblies and 87.6% ate lunch with the other students in the school.

9. At least 80% of the respondents replied that they had been informed of the policies that governed the special education classes.

10. There were no significant differences among the principals, special education supervisors, or superintendents tested at the awareness stage concerning the placement of classes for the severely mentally retarded in the regular schools, as measured by the CFSocQ. The Student-Newman-Keuls Procedure did show a significant difference between special education supervisors and elementary school principals. This suggests that elementary school principals' concern was focused in other areas rather than on the mainstreaming of classes for the severely mentally retarded in their regular schools.

There were significant differences for the principals, special education supervisors, or superintendents tested at the awareness stage concerning the placement of classes for the multi-handicapped in the regular schools, as measured by the CFSocQ. The Student-Newman-Keuls Procedure showed the significant differences existing between the special education supervisors and the high school principals, the

special education supervisors and the elementary school principals, and the special education supervisors and the superintendents. This suggests that high school principals', elementary school principals', and superintendents' concern was focused in other areas rather than on the mainstreaming of classes for the multi-handicapped in their regular schools.

11. There were no significant differences for the principals, special education supervisors, or superintendents tested at the informational stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools, as measured by the CFSocQ.

12. There were no significant differences for the principals, special education supervisors, or superintendents tested at the personal stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools, as measured by the CFSocQ.

13. There were significant differences for the principals, special education supervisors, or superintendents tested at the management stage concerning the placement of classes for the severely mentally retarded in the regular schools, as measured by the CFSocQ. The Student-Newman-Keuls Procedure showed a significant difference existed between special education supervisors and high school principals and between special education supervisors and elementary school principals. This suggests that high school principals and elementary school principals are not as concerned as special education supervisors with

the time, logistics, available resources or energy involved in mainstreaming the classes for severely mentally retarded.

There were no significant difference for the principals, special education supervisors, or superintendents tested at the management stage concerning the placement of classes for the multi-handicapped in the regular schools, as measured by the CFSocQ. However, the Student-Newman-Keuls Procedure did show a significance existed between special education supervisors and high school principals. This suggests that high school principals are not concerned with the time, logistics, available resources and energy involved in mainstreaming the classes for the multi-handicapped.

14. There were no significant differences for the principals, special education supervisors, or superintendents tested at the consequence stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools, as measured by the CFSocQ.

15. There were no significant differences for the principals, special education supervisors, or superintendents tested at the collaboration stage concerning the placement of classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools, as measured by the CFSocQ.

16. Of the six stages tested, a significant difference did not exist in the level of concern between principals with more than 10 years experience as compared with the principals with less than 10 years

experience, as measured by the CFSocQ. The two-tailed probabilities were not at an acceptable .05 level of significance.

17. Of the six stages tested, a significant difference did not exist in the level of concern between principals who had been in the field of education for more than 15 years as compared with the principals who had been in the field of education for less than 15, as measured by the CFSocQ. The two-tailed probabilities were not at an acceptable .05 level of significance.

18. Of the six stages tested, a significant difference did not exist in the level of concern between principals who had had special education courses and those who had not had special education courses, as measured by the CFSocQ. The two-tailed probabilities were not at an acceptable .05 level of significance.

19. Of the six stages tested, a significant difference did not exist in the level of concern between principals who had doctorate degrees and principals who did not have doctorate degrees, as measured by the CFSocQ. The two-tailed probabilities were not at an acceptable .05 level of significance.

20. There was a significant difference between the two-tailed probabilities for the female principals as compared with male principals in the level of concern about placement of classes for the multi-handicapped in the regular schools, as measured by the CFSocQ. That difference was in the consequence stage. The female principals scored higher. This suggests that female principals are more interested in increasing their effectiveness and in analyzing the effects of

mainstreaming classes for the multi-handicapped than are male principals. The significance level was .040 concerning the placement of classes for the multi-handicapped. This was beyond the acceptable .05 level of significance for rejecting the hypothesis as it applies to this component.

There was also a significant difference in the two-tailed probabilities at the collaboration stage. The female principals scored higher for each. This suggests that female principals are more interested in coordinating with other administrators to increase their capacity in mainstreaming either class than are male principals. This was beyond the acceptable .05 level of significance for rejecting the hypothesis as it applies to this component. The other two-tailed probabilities were not at an acceptable .05 level of significance.

Conclusions

As a result of the study the following conclusions are:

1. that principals' level of concern about placing classes for severely mentally retarded or classes for multi-handicapped in the regular schools are essentially the same at the awareness, informational, personal, management, consequence, and collaboration stage;
2. that superintendents' level of concern about placing classes for severely mentally retarded or classes for multi-handicapped in the regular schools are essentially the same at the awareness, informational, personal, management, consequence, and collaboration stage;

3. that principals' and superintendents' level of concern about placing classes for severely mentally retarded or classes for multi-handicapped in the regular schools are essentially the same at the awareness, informational, personal, management, consequence, and collaboration stage; and

4. that principals' and special education supervisors' level of concern about placing classes for severely mentally retarded or classes for multi-handicapped in the regular schools are significantly different at the awareness, informational, personal, management, consequence, and collaboration stage; and

5. that the majority of classes for the severely mentally retarded and classes for the multi-handicapped are located away from the principals' office, at the ends of the school building, for easy accessibility to the entrances.

Recommendations

1. Since the special education supervisors scored high at the awareness stage as compared to the elementary school principals, special education supervisors need to work with principals to increase their awareness for the need of placing classes for the severely mentally retarded or classes for the multi-handicapped in those regular schools that do not have either of these classes.

2. Special education supervisors need to work with principals who have classes for the severely mentally retarded or multi-handicapped in their schools to help them manage the placement of such classes in their schools.

3. After special education supervisors have worked with the principals to increase their awareness for the need of placing classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools, this study should be replicated.

4. A study should be conducted to determine if principals' leadership styles compare with their level of concern for placing classes for the severely mentally retarded or classes for the multi-handicapped in the regular schools.

Implications

The finding of this study provided the following implication.

1. Special education supervisors need to make themselves more available to principals to answer questions that may arise with having special education classes in their schools.

2. Special education supervisors need to meet annually to discuss problems that may arise in the classes for the severely mentally retarded and the classes for the multi-handicapped across the state of Tennessee.

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APPENDICES

APPENDIX A

.CHANGE FACILITATORS STAGES OF CONCERN QUESTIONNAIRE

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

**These consist of pages:
128-130**

U·M·I

APPENDIX B

COVER LETTER AND DATA SHEET



East Tennessee State University
College of Education

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4413, 4430

Dear

Would you please complete and return the enclosed questionnaire. The results of this questionnaire will provide data for my doctoral dissertation which is entitled Tennessee's Administrators' and Supervisors' Level of Concern Toward Mainstreaming the Classes for Severely Mentally Retarded and the Classes for Multi-Handicapped Into the Regular School.

My study concerns your attitude toward placing classes for severely mentally retarded (those with an IQ between 20 to 30) or classes for multi-handicapped (those with a combination of 2 or more certifiable handicapping conditions) in your school(s).

On the back of this letter is a form required by East Tennessee State University. Upon receipt, this form is returned to the University. It is not used in any way with the questionnaire. If the questionnaire is returned without the form, the questionnaire must be discarded.

Thank you very much for your help.

Sincerely,

Leah P. Hurst

Data Sheet

Please check the appropriate spaces below.

1. Male Female
2. How many years have you held your current position?
 0-5 6-10 11-15 15+
3. How many years have you been in the field of education?
 0-5 6-10 11-15 16-20 20+
4. Check all areas in which you are certificated.
 Supervision Administration Special Education
 Teacher (list area) _____
5. What was the last degree you received?
 Bachelors Masters Specialist C.A.G.S.
 Doctorate (Ed. D. or Ph.D.)
6. In your system, do you have a school for handicapped children only?
 Yes No Do not know
7. Do you have either a class for severely mentally retarded or a class for multi-handicapped in your school?
 Yes No

If you do not have either class in your school, you have completed this questionnaire.

If you do have either class in your school, please complete the next two pages.

8. Does your school have classes for the severely mentally retarded?

Yes No

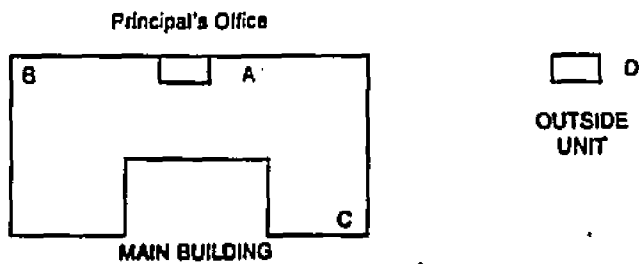
If yes, how many years has your school had these classes?

0-3 4-6 7-9 10+

As compared to the diagram below, where is your class for the severely mentally retarded located?

A B C D

Briefly explain the rationale for the location of this class. _____



9. Does your school have classes for the multi-handicapped?

Yes No

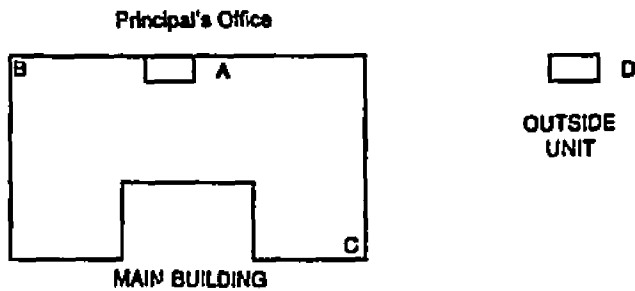
If yes, how many years has your school had these classes?

0-3 4-6 7-9 10+

As compared to the diagram below, where is your class for the multi-handicapped located?

A B C D

Briefly explain the rationale for the location on this class. _____



10. Do the students from either special education class attend assemblies with nonhandicapped students?

Yes No Sometimes

11. Do the students from either special education class eat lunch with the nonhandicapped students?

Yes No Sometimes

12. Has your special education supervisor contacted you concerning the policies for the mainstreaming of either class?
 Yes No
13. Has your special education supervisor explained how either class will be staffed (ie - the number of teachers and aides to the number of students)?
 Yes No
14. Who will choose the staff for either special education class?
 Principal SES* Superintendent
15. Which office will be responsible for obtaining materials and equipment for either special education class?
 School Special Education Both
16. Has your special education supervisor given you information to increase your knowledge of the handicapped students?
 Yes No
17. Who performs the evaluation on the staff of either class?
 Principal SES* both
 Someone else _____ (Specify)
18. Who trains the staff for either class?
 Principal SES* both
 Someone else _____ (Specify)
19. Who deals with discipline problems that may arise in either special education class?
 Principal SES* both
 Someone else _____ (Specify)
20. Who deals with parental concerns that may arise in either special education class?
 Principal SES* both
 Someone else _____ (Specify)
21. Who reports special events (ie - special olympics or special fieldtrips) of either special education class to the Board of Education?
 Principal SES* Superintendent
 Someone else _____ (Specify)
22. Who reports special events (ie - special olympics or special fieldtrips) of either special education class to the public (newspapers, parent groups, etc.)?
 Principal SES* Superintendent
 Someone else _____ (Specify)

*SES - Special Education Supervisor

APPENDIX C

INSTITUTIONAL REVIEW BOARD

INFORMED CONSENT FORM

East Tennessee State University
Institutional Review Board
INFORMED CONSENT FORM

PRINCIPAL INVESTIGATOR: Leah P. Hurst

TITLE OF PROJECT: Tennessee's Administrators' and Supervisors' Level of Concern Toward Mainstreaming The Classes for Severely Mentally Retarded and The Classes for Multi-Handicapped Into The Regular School

- (1) Indicated below are the (a) purposes of this study, (b) the procedures to be followed and (c) the approximate duration of this study:
- (a) To examine the attitudes of administrators and supervisors toward mainstreaming classes for severely mentally retarded or classes for multi-handicapped into a regular school.
 - (b) A questionnaire and data sheet is sent to randomly selected supervisors and administrators. They are asked to complete the questionnaire and data sheet and return them in the envelope provided.
 - (c) 30 days
- (2) Discomforts, inconveniences, and/or risks that can reasonable be expected are:
NONE
- (3) I understand the procedures to be used in this study and the possible risks involved. If I have any further questions about this study I understand that I can call Leah P. Hurst at 477-2414 who will try to answer any additional questions that I might have. I understand that I will receive a copy of this form to read at leisure.

I also understand that while my rights and privacy will be maintained, the Secretary of the Department of Health and Human Services and the ETSU Institutional Review Board do have free access to any information obtained in this study should it become necessary and I freely and voluntarily choose to participate. I understand that I may withdraw at any time without prejudice to me. I also understand that while East Tennessee State University does not provide compensation for medical treatment other than emergency first aid, for any physical injury which may occur as a result of my participation as a subject in this study, claims arising against ETSU or any of its agents or employees may be submitted to the Tennessee Claims Commission for disposition to the extent allowable as provided under TCA Section 9-8-307. Further information concerning this may be obtained from the Chairman of the Institutional Review Board.

Date _____

8-15-88

Date

Signature of Volunteer _____

Leah P. Hurst

Signature of Investigator