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ADMINISTRATORS, REGULAR AND SPECIAL EDUCATION
TEACHERS AND OTHER EDUCATORS' PERCEPTIONS
REGARDING THE IMPLEMENTATION
OF INCLUSION

By

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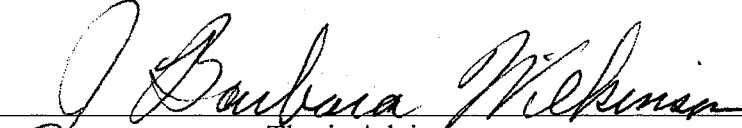
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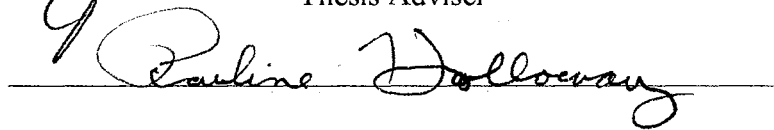
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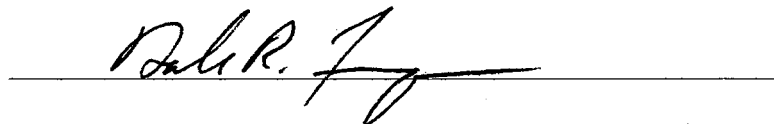
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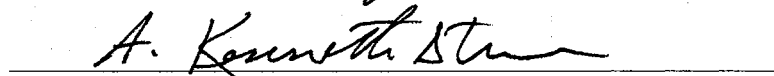
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In Loving Memory of
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Definition of Terms	2
Mainstreaming	4
Collaboration	6
Inclusion	7
Statement of the Problem	9
Research Questions	10
II. REVIEW OF LITERATURE.....	11
Historical Aspects of Special Education.....	11
Mainstreaming as an Educational Strategy.....	15
Collaboration as an Educational Process.....	17
The Impact of Inclusion on the Educational Process.....	20
Summary.....	24
III. PROCEDURES.....	26
Subjects	26
Instrumentation.....	27
Pilot Study.....	28
Data Collection and Analysis.....	28
Research Questions.....	29
IV. RESULTS.....	31
Demographic and Descriptive Information.....	31
Question One-Position in Education.....	31
Question Two-Years in Education.....	33
Question Three-Size of Student Population.....	34
Question Four-Number of SNP in School.....	35
Question Five-Number of SNP Worked with Daily.....	36
Research Question Results.....	37
Research Question One.....	37
Research Question Two.....	39
Research Question Three.....	40

Chapter	Page
Research Question Four	40
Research Question Five	41
V. DISCUSSION, SUMMARY, AND CONCLUSIONS	43
Discussion	43
Research Question One	43
Research Question Two	44
Research Question Three	45
Research Question Four	45
Research Question Five	46
Implications For Future Research	47
Limitations Of The Investigation	47
Summary	49
BIBLIOGRAPHY	50
APPENDIXES	53
APPENDIX A - IRB CONSENT FORM	54
APPENDIX B - COVER LETTER FOR PILOT STUDY	56
APPENDIX C - COVER LETTER FOR STUDY	58
APPENDIX D - THE ANALYSIS OF SCHOOL PERSONNEL REGARDING THE SUCCESSFUL IMPLEMENTATION OF INCLUSION	60
APPENDIX E - FOLLOW-UP POSTCARD	67

LIST OF TABLES

Table	Page
I. Respondents Holding Different Positions in the Field of Education	32
II. Number of Years Respondents Have Worked in Education	33
III. Size of Student Population	34
IV. Population of Special Education Students.....	35
V. Special Education Students Worked with Daily	36
VI. Means and SD of Respondents Holding Different Positions in the Field of Education.....	38
VII. Means and Sd of Respondents of the number of Special Education Students Worked with Daily	41

CHAPTER I

INTRODUCTION

Meeting the needs of all students in our schools is one of the most critical challenges facing professional educators today (Jenkins, Pious, & Jewel, 1990). Legislative enactment's and court decisions have guaranteed a free and appropriate education in the least restrictive environment (LRE) for all children with special needs. These rights were mandated through federal legislation, PL 94-142, Education for All Handicapped Children Act (Federal Register, 1975), and other subsequent legislation designed to expand their rights. This Act was responsible for opening the doors to the public school system for millions of students. The initial movement started to experience its greatest impetus during the 1960's and 1970's.

The landmark case of *Brown v. Board of Education Topeka* (1954), challenged the practice of segregating students according to race. The case declared that education must be made available to all children on equal terms. This landmark decision, though applying to segregating students according to race, provided the foundation for the questioning of educational practices by which students were denied equal educational access due to mental and physical disabilities (West & Cannon, 1988).

The practice of integrating students with mild academic disabilities into regular classes is largely justified by the argument based on the beliefs that there will be social and academic gains by children with disabilities if they are taught along with their nonhandicapped peers (Stainback & Stainback, 1992). In determining placement for students with disabilities, the following factors should be considered: supplemental aids with appropriate services in comparison to the educational benefits for the student from a

special education classroom: the non academic benefits to the disabled student from integrating with their nondisabled peers; the degree of disruption for the education of others; and the inability to meet the diverse needs of the disabled student in the regular classroom. Requiring separate special education classes is not only unequal, but is also detrimental to the development of all students (Gerrard, 1994). The decision for placement cannot be based exclusively on the category or severity of the disability or solely on other factors relating to supplemental services and supports. All children, regardless of their disability or perceived reducibility, are entitled to a free and appropriate education.

The major issue raised over the last decade by teachers, administrators, other professionals, and parents has been the disproportionate number of minority students that are being placed in special education classes (Jenkins, et al. 1990). Additional issues include the larger number of students being placed in special education, the effects of inappropriate labeling, the rules and regulations that create a separate system, the escalating cost of special education programs, the inability to provide appropriate instruction depending on the individual needs of students, and the limits the child's handicap creates for the Special Needs Population (SNP).

Definition of Terms

The key terms defined in this study include 1. Special Needs Population (SNP); 2. Mainstreaming; 3. Collaboration; 4. Inclusion; and 5. Least Restrictive Environment (LRE).

1. Special Needs Population: In this study SNP refers to any student that is eligible to receive special education services as outlined in special education legislation .

1. Special Needs Population: In this study SNP refers to any student that is eligible to receive special education services as outlined in special education legislation .

2. Mainstreaming: Refers to the selective placement of special education students in one or more regular education classes or settings. This placement is often without supplemental services and supports.

3. Collaboration: The combined efforts of teachers (both regular and special educators) and educational professionals (i.e. speech pathologists , psychometrists, physical and occupational therapists, and psychologists) to create for the SNP an educational climate that nurtures, facilitates learning, and supports the educational mission of the school as it relates to the SNP.

Collaboration standards are often prescribed by both state and federal mandates, guidelines, and regulations (Cook & Friend, 1991). This collaborative process has become the key component to building successful and effective schools for all children. Successfully integrated or included students benefit academically when teachers share ideas and cooperate in this collaborative effort. Teachers from regular and special education and other professionals can work together toward common goals for the SNP and every student in the school. Responsibilities are identified according to each team member's area of expertise. Special educators work collaboratively with regular educators in teaching and facilitating challenging, supportive, and appropriate educational programs for students.

4. Inclusion: The ultimate goal of inclusion is to provide appropriate education for all exceptional students in the Least Restrictive Environment to the maximum extent possible. The commitment by the school and or district is to provide for the SNP an education that is the least restrictive and enables the SNP to have access to a wide range of educational services common to all other students within such an environment. Such inclusion practices create and facilitate the learning for all students with diverse needs. Inclusion is designed to give students with disabilities a legitimate place in the regular

classroom (Bandit, 1995). In the inclusion process all students will be afforded the opportunity to reach their optimum learning potential in such an educational climate. It requires that support services and supplemental aids be brought to the regular classroom and that a child benefit from participation in the regular classroom. An inclusive environment exists when everyone belongs, is accepted, and is supported by his or her peers and other members of the learning environment. Such inclusion practices provide all students with appropriate educational programs that are challenging, yet geared to their capabilities and needs, as well as any support and assistance they or their teachers or both may need to be successful in the mainstream (Stainback & Stainback, 1992). The special needs educator serves as an outside resource for the regular classroom teacher. Inclusion creates appropriate programming to accommodate the needs of all children in the classroom, whether or not they are special education students.

5. Least Restrictive Environment(LRE): Special Education Legislation standards require that, to the maximum extent appropriate, children with disabilities, including children in public and private institutions or other facilities, are educated with children who are not disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occur only when the nature of the disability is such that education in the regular classes with the use of supplemental aids and services cannot be achieved satisfactorily. The regular classroom in the school that the student would attend if not disabled is the first placement option considered for each disabled student before an alternative placement can be considered (Coates, 1989).

Mainstreaming

Mainstreaming is a method to remove the stigma associated with a segregated placement. The last decade of mainstreaming has experienced problems due to

Population (SNP) has not achieved its optimum potential in segregated specialized classes with intensive instruction and therapeutic interventions. The tremendous need to make the process of mainstreaming more productive for the SNP requires a better understanding of what the child's unique needs require (Pudlas, 1993).

Service delivery in special education continues to change for a variety of reasons, including expanding the knowledge base regarding appropriate strategies for academic success and addressing the problems created with the delivery of services. There are many children with exceptionalities that can and should be educated in the regular classroom. The traditional separation of regular and special education programming is no longer the only way to deliver appropriate services for students with special needs. Segregated programming often leads to embarrassment, reduced self-esteem, encouragement of students to foster a dislike for school, isolation of students, and little or no opportunity to develop appropriate social skills. Providing intense tutoring for the SNP with the goal of catching up and having separate classes is not a sufficient individualized program that produces the desired results.

The regular education classroom is only one option for providing the LRE, but is no substitute for the full range of educational programming, as well as a continuum of placement options, which is necessary to reach the students with diverse needs (Kauffman, Spon-Shevin, & O'Neil, 1994). Providing the needed special services, such as speech therapy and physical and occupational therapy in the regular school environments, provides students with mild to severe exceptionalities age appropriate activities, opportunities to develop required social skills, models for age appropriate behaviors and activities, and valuable opportunities for instruction with their nonhandicapped peers. Students with moderate to severe disabilities achieve more in regular schools than in separate schools. The regular classroom environment provides opportunities to develop skills and appropriate behavior. Students without disabilities benefit as well. Students learn individual differences and form perceptions that will affect their attitudes and values

in adult life (Bandit, 1995). Many students with special education needs have been placed in mainstreamed programs without the adequate supports needed to ensure successful integration into a regular education setting that also provides the LRE for the child who requires some form of special programming.

Collaboration

Collaboration describes the wide range of services and activities in special education. The shared responsibility and expertise of each team member is required to ensure that the wide range of needs of each student is met. The collaborative skills required for inclusion appears to be more difficult for middle and secondary level teachers, administrators, counselors, and other secondary professionals than for elementary school personnel. Secondary schools have more issues with scheduling and lack of needed personnel. (Morsink, 1988). Collegial sharing will improve multidisciplinary problem solving, classroom interventions, strategies, empowerment of teachers, and more effective school wide implementation of the continuum of placement options that each students requires .

Societal trends suggest an increase in the importance of collaboration in all aspects of our lives (Donaldson & Christinnsen 1990). The profound global changes lead to the need for more communication and the move toward successfully using collaboration as a strategy to promote success. The knowledge explosion and technological advances require that we are most dependent on a specialist to ensure optimum results in every aspect of appropriate instructional placement. The effects of the population explosion, deteriorating environments, and diminished resources require transitional solutions and are forcing more communication among world leaders and a recognition that isolationism is not a successful world educational strategy. These are a few factors that contribute to an increased need for collaboration (Cook & Friend, 1991). Collaborative consultation is necessary to provide comprehensive and effective programs for students with special

needs within the most appropriate context, thereby creating an environment that facilitates achievement to the maximum, along with providing interaction with their nonhandicapped peers (West & Cannon, 1988).

The concept of collaboration is rapidly being utilized throughout all phases of our lives. The growing need for team work will utilize the strengths of all involved. The utilization of the collaboration process came about as a result of needing more efficiently produced products in the corporate world. The utilization of professional collaboration can provide the same positive results in the education setting (Ayers & Meyers, 1992). In other words, schools are similar to the corporate world. Providing appropriate instruction for lower achieving students continues to shift the focus toward a more successful world using collaboration strategies. The utilization of inclusion as a educational strategy can also prove to be equally as beneficial as a more efficient way to deliver services for the students and teachers that are actively involved in the learning process, thus providing a better all around opportunity for the SNP and all students in the learning environment (Bandit, 1995).

Inclusion

Inclusion requires educators to take pride in providing appropriate instruction, successful teaching and management of behavior, and developing expertise in the appropriate service delivery of each responsible professional. Attitudes of administrators, teachers, and other professionals toward the SNP can inhibit the positive integration which requires planning for successful participation in the learning environment for everyone involved in the process. The presence of negative attitudes are learned responses that, in part, can be attributed to the historical isolation of people with disabilities in our communities (Morsink, 1988). Familiarity will generate acceptance and a better understanding of individuals with exceptional needs. Schools can easily do harm if they

are inaccessible, unfriendly, unknowing, and not adaptive to the individual needs of students and their parents.

Meeting the diverse needs of the students that make up school populations is a critical challenge facing educators (Williams, 1992). Teachers are faced with assuring that the LRE is provided. The regular education teacher should be empowered to provide quality instruction for the SNP while in the regular class setting. The change in service delivery can best be described as a shift away from programs that isolate students by disabilities, and teach basic academic skills presumed relevant to the developmental level of the students.

Special education continues to evolve from a variety of influences. The increasing knowledge base regarding exceptional learners is rapidly growing. Expanding the knowledge base regarding effective instruction for learners who have difficulty learning in the traditional setting is the primary goal of professionals involved in service delivery for SNP. Providing a flexible curriculum appropriate for the varying range of needs in an inclusion classroom requires much planning and collaboration of the multidisciplinary team. The ultimate goal of inclusion is to provide appropriate education for all exceptional students in the LRE to the maximum extent possible. Many of these students can achieve academically and develop both positive self images and pertinent social skills with the extra assistance that an inclusion format can provide in the regular classroom (National Joint Committee on Learning Disabilities, 1991), therefore providing the opportunity to interact with their peers and still have the advantage of an individualized curriculum that is needed to fulfill the objectives of the IEP without overloading the regular classroom teacher. Much of the time we are still failing to offer meaningful alternatives for students who have not flourished in the mainstream (Sewell, 1994).

Creating the LRE for all children needing some form of program modification requires that colleagues collaborate in an effort to create the best plan possible for the SNP. Inclusion provides a variety of the necessary supports required by the SNP,

parents, and the regular education teachers to succeed. The professional team working together enables the SNP to share a legitimate membership with their peers both in the classroom and throughout the school, while still being involved in individually suited educational outcomes (Raynes, Snell, & Salior, 1991).

The primary goal of professionals involved in the service delivery for the SNP continues to be to provide an appropriate learning environment for everyone in the process. Educators are using the expanding knowledge base to provide appropriate instruction for exceptional learners that continue to experience difficulty in the traditional school setting. Providing appropriate instruction for lower achieving students will always be a constant struggle for educators. The increasing number of students with learning problems lends support to the use of collaboration among professionals to better meet the diverse needs of the learner. Special and regular educators are also faced with the increasing number of children from substance abuse, teenage pregnancy, and family instability that require curriculum modifications. (Morsink, 1988). Providing the LRE has caused special educators to examine alternative ways of service delivery for the SNP (Coates, 1989). Somehow educators are still puzzled with the fact that students are not being adequately addressed in terms of suitable programming for successful learning to take place.

Statement of the Problem

The purpose of this study was to determine if there are differences among the perspectives of administrators, regular and special education teachers, and other professionals that are involved in the successful implementation of an inclusion program, as measured by a questionnaire. This study addressed whether those perspectives were influenced by the educators' position, years in education, school size, special education population size, or the number of special education students they work with daily. The

major goal of inclusive education is to provide the LRE for students with disabilities. Inclusion is designed to provide equal access to the education system for all students with disabilities.

Research Questions

1. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons holding different positions in the field of education?
2. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons who have different numbers of years working in education including teachers and administrators?
3. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons that work in schools with different size populations?
4. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons that work in schools with different numbers of special education students?
5. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons that work with different numbers of special education students each day?

CHAPTER II

REVIEW OF THE LITERATURE

Historical Aspects of Special Education

Administrators, regular and special education teachers, and other educational professionals constantly struggle with providing appropriate instructions to meet the diverse range of student needs. The focus for the past several years has been to get disabled students who were out of school in school, to ensure those in school the right to a free and appropriate education, and to provide appropriate services and guaranteeing a fair process in designing programming for the SNP. However, little or no attention was paid to monitoring the outcomes of programs designed for the SNP. Schools are now serving students with a more diverse range of handicapping conditions than ever before (Delpit, 1988). Mandatory special education laws enacted require the integration of the SNP to the maximum extent possible. Learning environments that can address the diverse range of needs and differences can be provided in some regular classrooms. The primary goal of the inclusionary process is to integrate the SNP into the total education setting with their nonhandicapped peers to the maximum extent possible. Improving instruction in alternative settings rather than trying to get all students into a regular class is not the LRE. Some students may perform better in pullout programs. A range of options are set in place to assure that the range of appropriate services are provided (Bandit, 1995).

Most of the current practices in special education were developed prior to the early 1960's. The emphasis in the early stages of special education was to provide services for

children with distinct disabilities, but public education has progressed to broader forms of services. Making education work for all children continues to drive the direction of changing educational practices. *Brown v. Board of Education Topeka (1954)* challenged the educational practices of segregation according to race. This landmark decision was the basis for sweeping changes in the educational practices that denied students equal access to the educational process. School districts both public and private guarantee that LRE is being provided for each student that qualifies for special education services. More emphasis is being placed on the child and what the specific individual needs are and how they should be met. The SNP learning styles are usually more varied from the norm and their skill levels vary widely, requiring different teaching strategies for optimum success.

The LRE requirement of the Education for All Handicapped Children Act of 1975, PL 94-142, requires that students with disabilities be educated in the LRE to the maximum extent appropriate. Districts must educate students with disabilities in the regular classroom with pertinent aids and supports. Implementing the LRE requires the regular educational environment in the school where the student would attend to be the first placement option to be considered before other placement options can be considered. When the student's IEP can not be implemented adequately in the regular classroom, even with the use of supplementary aids and services, the regular classroom would then not be considered the LRE. Federal legislation does not require every student with a disability to be placed in the regular classroom. A range of placement options should be made available by school districts to meet the diverse educational needs of students with disabilities.

A solution to educational inequities, denial of the rights to the free and appropriate education for the handicapped caused the direction to change. The change in the trends were a result of legislation that changed the basis of special education (Algozine, Morsink, & Algozine, 1988). Ninety-three percent of handicapped students were educated in public schools as a result of the implementation of state and federal mandates. Of those

same students two-thirds were educated in the regular classroom for some part of the day (Munson, 1987).

The 1970's brought a growing understanding of handicapping conditions with expanded and more complex systems of categorization based largely on medical criteria (West & Cannon, 1988). Students with disabilities are to be placed in an educational environment with appropriate education that brings them into close proximity with age-appropriate, nondisabled peers. Schools sometimes move too quickly to remove students from regular education and are reluctant to consider alternatives to regular classroom placement (Bandit, 1995). Shifts in beliefs within the field have been significant. A student must exhibit significant learning or behavior problems to qualify for special services. These students will continue to experience similar problems when mainstreamed. To ensure the appropriateness of the program, modifications in the services provided in the mainstream setting are required. Improving community relationships and as much integration as possible is now being done. More sharing of expertise among professionals will facilitate the appropriate delivery of services (Cook & Friend, 1991).

Twenty-six regular teachers that were involved in providing services for mainstreamed mildly handicapped students in academic subjects were interviewed by Munson (1987). The teachers volunteered to participate in the study. According to the study, regular teachers were willing to make the necessary curriculum modifications in the areas of math directions, assignments, and testing. The curriculum content areas of grading, instructional materials, and individual instruction were not as eagerly made. Districts have not followed through with policy changes to ensure that integrated settings actually occur. The majority of teachers and administrators have received little or no backing from the central office to implement inclusionary practices. The challenge has been to develop strategies to integrate students into the regular classroom milieu. However, many of these decisions are guided by state and federal mandates. The new federal laws embrace the policies of inclusive programming.

The general reforms of the late 1980's began to question the effectiveness of special education programs. A greater awareness of handicapping difficulties encountered in education and general development started to emerge (Stainback & Stainback, 1992). Most of the earlier efforts had been aimed at serving students with disabilities in special programs as part of the public schools, but not necessarily with the regular education students. A move followed to establish the programs for SNP in regular education settings. More students were identified and classified and moved from regular classes into special education classes and resources classes (Cosden, 1990). The trend continues to move toward returning these students to a normalized regular classroom setting and educating them with their regular classroom peers.

In 1990, the Education for All Handicapped Children Act was re-authorized as PL 101-476. The name was changed to the Individuals with Disabilities Education Act (IDEA) (Federal Register, 1990), to reflect the consensus that handicapped persons wanted to be considered individuals first. The need to help students with disabilities in schools, acceptance of the significance of the parents role, and rights in relationship to their children has always been the underlying theme of special education (White & White, 1992). Professionals are still puzzled with the fact that students are not being adequately addressed in terms of suitable programming for successful learning to take place, starting to examine ways to better facilitate learning for all students, and utilizing the information that continues to emerge concerning more appropriate ways to deliver suitable services for the exceptional learner. Educators are being forced to change from traditional "pullout," excluding children with disabilities from the regular classroom, to an environment that includes the SNP in a more full daily academic and social environment. The two basic options that are usually provided are regular education and special education. The most common strategy is regular education that relies on the traditional methods of services delivery: The SNP using a traditional approach to instruction. The second form of service delivery for the SNP usually offers an opportunity for varied

classroom instruction, and remediation usually taking place outside the general education classroom. The SNP'S educational needs can then be more effectively met. It is becoming increasingly more important to provide adequate programming for the SNP. Programming provided in the LRE must address the individual needs of the SNP to be effective (Munson, 1987). Munson's study also revealed that the age and years of experience determined whether and to what extent a negative relationship would exist between regular and special education teachers in some cases. Regular teachers were either unwilling or unable to do the needed educational modifications with large classes. The lack of training regarding making the appropriate modifications that is required for the SNP is also a factor.

Mainstreaming as an Educational Strategy

Mainstreaming involves many people including the regular teacher. The most important elements of mainstreaming is not to lower the curriculum expectations, but to adapt to the needs of the SNP (Moskowitz, 1988). The responsibility is shared for the learning process and socialization of the SNP. The success of the SNP is dependent upon the ability of all professionals involved in the service delivery of the student to work together as a team and provide an appropriate educational program for the student. All children with disabilities cannot be educated in the regular classroom. However, many students can achieve academically and develop positive self-esteem and social skills with the extra help that is provided in regular learning environment. Mainstreaming provides an opportunity for other students who are more capable to develop compassion for those who struggle academically. The ultimate goal is to provide an appropriate education for all students (National Joint Committee on Learning Disabilities, 1991.) The regular education classroom is one of many options that is available to the team providing the LRE and other related services for the SNP. It is impossible to provide all needed services

in one place at the same time for all types of children. Regular education teachers were surveyed to examine perceptions and feelings about planning for mainstreamed students as well as their planning practices. Findings suggest that teachers are willing to have mainstreamed students as long as the students do not display emotional or behavioral problems. (Shay, Schumm, & Vaughn, 1992).

The tremendous need to make the process of inclusion more productive for the special needs population and the regular education teacher requires a better understanding of what the child's unique needs require (Smith-Myles & Simpson, 1990). Changing characteristics and needs of the individual schools along with policy changes influence the level of understanding of how well these policies are implemented and how effective they are in providing free and appropriate education for the SNP. Empowering the regular education teacher to provide quality instruction for the SNP during the time spent in the regular classroom setting is essential along with complying to state and federal mandates of LRE.

One hundred twenty seven regular teachers in grades 1-8 were surveyed by Bender, Scott, and Vail (1995) to compare positive and negative attitudes toward the SNP. The study reported an increase in effective mainstreaming, instructional strategies, and successful mainstreaming resulted. Teachers beliefs and attitudes about their own teaching effectiveness may determine to what extent the appropriate selection of instructional strategies are selected.

Mainstreaming is the most appropriate placement for most handicapped children and no student should be removed from the regular class until it is clear that effective programming cannot be provided in the regular classroom setting (Smith & Simpson, 1990). A greater focus should be placed on assessment of academic and behavioral functioning. Social benefits of friends and connections with the broader community are achieved through the process of mainstreaming. The rapid demographic composition of the school age population shift to include more students from diverse cultural

backgrounds, bilingual homes, and economically deprived families increases the need for special services in our schools (Cosden, 1990).

Collaboration as a Educational Process

The term collaboration has perhaps been overly used in identifying a wide range of services and activities in the area of special education. The integration with parents, team meetings, and working relationships with persons responsible for service delivery is a collaborative model. Inclusion emphasizes the right of the SNP to receive the most appropriate services possible. Inclusion encourages participation and facilitates the development of everyone's ability to plan and deliver the appropriate services to the student. It also engages all participants in shared decision making as they work toward the common goal.

The increase in the demand for collaboration has been attributed to many factors. The knowledge explosion and technological advances require that educators are more dependent on specialists to insure ideal results. The concept of collaboration is rapidly being utilized throughout all phases of our lives. The utilization of collaboration came about as a result of needing more efficiently produced products in the corporate world. The utilization of collaboration will provide the same positive result in the educational setting. Empowering the regular education teacher to provide quality instruction for the SNP during the time spent in the regular classroom setting is essential.

Parents have many concerns and reservations about the policies for the SNP. In 1995, Hales found that the major concern stems from the unique needs of their students. Questions are asked such as; How well can these accommodations be made in the regular classroom?; Is the regular classroom the appropriate place for the services to be delivered?; Can their needs be met in a traditional classroom setting?; To what extent will

a child's behavioral and emotional problems impact the regular education classroom?; and Will the number of the SNP affect the educational process for all students involved?

Eliminating the negative effects of labeling the SNP has also generated the focus on reevaluating the effectiveness of the present educational process for students that require special programming. Inclusionary practices are the most appropriate placement for most handicapped children and no student should be removed from the regular class until it is clear that effective programming cannot be provided in the regular classroom setting. According to the study done by Shay, Schumm, and Vaughn (1992), teachers are willing to receive the SNP in their class if the adaptations are not part of their responsibilities. Teachers frequently cited class size, lack of teacher preparation, problems with emotionally handicapped students, and limited instructional time as barrier factors to the successful inclusion of the SNP in a regular educational setting.

Collaboration represents the first major change in special education policy since IDEA was first enacted (McKinney & Hocutt, 1988). The term collaboration has perhaps been overused in identifying a wide range of services and activities in the area of special education. The traditional separation of regular and special education programs has created a barrier that makes collaboration difficult and less successful. In addition there is an absence of support in school systems, resources, and organizational structure to ensure creating a program that will effectively meet the needs of all parties involved. Teachers traditionally operate as individuals rather than participating in a collaborative model. Teachers in regular education and special education programs have grown accustomed to working in isolation. Collaboration is unfamiliar and uncomfortable in the traditional educational setting. The integrated team meetings with parents and a working relationships with all team members responsible for service delivery is essential to the successful program implementation. The negative attitudes of educators toward the mainstreaming of disabled learners is one of the primary obstacles encountered with the use of collaboration. Collaboration emphasizes the value of the SNP to receive the most

normalized services possible (Boudah, 1991). It encourages the ability to plan and deliver the appropriate services to students. It also engages all participants in shared decision making as they work toward the common goal.

Cooperative and collaborative activities among special educators, regular educators, and professionals from related services need to begin from the referral to special education to program development to service delivery (Cosden, 1990). Collaboration provides the avenue for ownership of the student's problems and special and regular educators working together for a common goal. Responsibilities are identified according to the collaboration model used. Strengthening the partnership among all educators, parents, other professionals, and students will help to provide more effective educational plans (Braaten & Kauffman, 1988). When special education teachers work together with regular education teachers, the integration process appears to work especially well (Bandit, 1995).

Teacher training needs to be enhanced with more incentives to attract and retain highly skilled teachers and to develop more effective programming to provide services for the SNP in the regular classroom setting. Increasing emphasis has been placed on the education and learning environments for handicapped students in the regular classroom in the last decade. Two thirds of the nations handicapped students receive the majority of their education in the regular classroom (West & Cannon, 1988). Trends in special education are changing for a variety of reasons. Our societal trends are a reflection of an increasing demand for collaboration. Empowering everyone evolved by including them in on the decision making process for students where each is responsible for some phase of the service delivery. Special education is also experiencing a growing need to collaborate among agencies and organizations in meeting the multiple services needed for the SNP. Future special education roles will involve greater interactions with professionals in agencies outside of education.

The increasing knowledge regarding exceptional learners is rapidly expanding. When students enter a regular classroom they are expected to be able to perform a variety of

tasks during the span of the average school day without encountering a great deal of difficulty. Therefore, to a great extent, the SNP may require some form of curriculum modification in the regular classroom learning environment in order to function effectively and to assure that appropriate education is being provided. People with disabilities have a fundamental right to live and participate fully in settings and programs in school, at home, and in the community that are as normalized as possible. Individuals with disabilities also have the right to as much independence as we can help them achieve. Special education must continue to expand its efforts to recognize and respond appropriately to all learners with exceptional educational needs. All students have the right to an effective education. The primary responsibility is to design and implement effective instruction for personal, social vocational, and academic skills.

Keys to successful collaboration need to include: individual support to students with a disability; regular and special educators working together and sharing their expertise; and recognition of each student's chronological age, personal preferences, learning styles, individual potential, and curricular modifications to meet the diverse needs of the SNP.

The Impact of Inclusion on the Educational Process

For a decade inclusion has had a major impact on the movement to educate the SNP in the regular classroom. Educators have historically created separate programs and systems to address the diverse needs of students requiring a modified curriculum. Inclusion is broader than special education, individual classrooms, and schools. It requires fundamental restructuring, a change in curriculum, pedagogy, staff allocations, teacher education, and changes that are beneficial to all children (O'Neil, 1994). Inclusion as an education process assures that all children, regardless of physical, emotional, or academic ability, can and should learn together in the same educational environment as their peers.

Inclusionary practices tend to assign students a grade based on their chronological age only. The process also assures that the child that requires services of the special education can get most or all of the services in the regular classroom setting. Services are generally delivered in the regular classrooms. Adequate resources, accommodations, and programs for all students become the focus. Developing a decision making process to select intervention strategies appropriate for each student is created. For example, designing behavioral programs, identifying alternatives placement options, creating instructional delivery systems, and modifying instructional techniques are ways that will assure that applicable services are delivered for the SNP (Donaldson & Christinnsen, 1990).

According to their studies inclusion has a positive impact on nondisabled students. The rate of achievement in reading and math is not inhibited by the presence of peers with severe disabilities. Learning opportunities for all students increase. Inclusion provides numerous challenges and possibilities to meet the academic and social needs of the SNP. An inclusive education system is not merely based on the academic achievement, but the needs of the whole child. (Hales, 1995). Education should be germane for each student. The academic, social and emotional, and personal aspects should also be addressed as an integral part of the educational program plan.

Currently, more than ninety percent of the students with learning disabilities are taught in the regular education classroom for all or some part of their school day (Stainback & Stainback, 1992). Inclusion reflects how students, teachers, administrators, parents, and others view students' potential and how it is defined. Innovative methods of instruction can be facilitated through shared decision making. Inclusion implies that the way schools are organized and restructured, the curriculum, instruction, teacher training, and the types of materials and instructional technology determine the service delivery. To accommodate and assist the SNP to perform successfully in a traditional classroom, teachers, administrators, and other professionals must be well prepared to handle students with physical and intellectual challenges. Standards and expectations for the SNP are made

clear and placement and programming are appropriate. Inclusion requires special education teachers to have extensive knowledge of school programs and intervention strategies that promote student progress.

An inclusive environment enables educators with diverse expertise to create alternatives to traditional educational approaches for the SNP (Donaldson & Christinnsen, 1990). The regular educational environment that meets the needs of SNP requires not only implementing certain teaching strategies, but also instructing the SNP as to recognition, purpose, and intent of the those behaviors (Carnine & Kameenui, 1990). For some SNP operating in the mainstream, full time inclusion provides some unexpected benefits for everyone involved. Each student requires varying degrees of support for successful integration into the regular classroom. Inclusion also offers an alternative to the traditional way of service delivery. Supports needed by the SNP are provided in regular education classrooms to assure that the students are educated to the maximum extent possible. Making adaptations as needed, rather than focusing on the norm and trying to adjust a fit into the regular education classroom, is the presumption of inclusion. Inclusion supports that, if the diverse needs of SNP can be met, then success is attainable in the mainstream.

During the past two decades, increasing emphasis has been placed on integrating students with mild disabilities into the regular classroom. The majority of students with handicapping conditions are receiving services in the regular classroom. Nearly 10-12% of the school age population have disabilities that require some form of special education services (Walther & Carter, 1993). The traditional separation of regular and special education is no longer the only way to ensure that a continuum of services and placement options are available for the SNP. Moving toward supplying more appropriate educational options for all children needing some form of curriculum modifications requires that colleagues collaborate in an effort to create the best plan possible. Even though they repeatedly have been tested , their scores were not quite low enough to earn

them the help that only a label can bring (Bandit, 1995). The change has forced both regular and special educators and other professional to collaborate concerning the service delivery of the SNP for whom they both share responsibility and accountability for appropriate education. The goal is to enhance, alter, and produce solutions that provide opportunities for SNP to experience success in the learning environment (West & Cannon, 1988). In order for an inclusionary classroom to provide appropriate services the proper support teams of aides, therapists, special and regular educators, and other specialists require training to understand the divergent needs that each child brings to the classroom. The academic curriculum must be custom designed for each student with a disability. Continued specialized training needs to be part of the programming.

Parents responded to a questionnaire addressing inclusionary practices in a study by Smith-Myles and Simpson (1990). The one hundred and twenty nine respondents felt that the process of inclusion of their children in regular classes was an important factor to assure equal access for their children with disabilities. Parents were supportive of full inclusion for their student with disabilities depending on how inclusion was implemented and the overall benefit to the child. They also felt that parent participation was essential. Teachers work together to enable the SNP to share a legitimate membership in the classroom. Inclusion also provides the opportunity for the SNP to be involved in individual suited educational outcomes, while participating in the regular class environment (Raynes, et al. 1991).

A peer tutoring study done by Mandoli, Mandoli, and McLaughlin (1982) indicates that students with disabilities as well as the non handicapped student was enriched by the academic interaction of a tutoring format. A greater focus needs to be placed on assessment of academic and behavioral functioning. The rapid change in demographic composition of the school age population to include more students from diverse cultural backgrounds, bilingual homes, and economically deprived families increases the need for special services in our schools.

The negative attitudes of teachers toward the SNP frequently inhibit the positive integration and required planning for successful participation in the learning environment for everyone involved in the process. Schools can easily do harm if they are inaccessible, unfriendly, unknowing, and non-adaptive to the individual needs of their students (Morsink, 1988). Expecting educators to take responsibility in providing appropriate service delivery is a responsibility of each professional .

The primary goal of professionals involved in the service delivery for the SNP is to provide an appropriate learning environment for everyone in the process. The use of an expanding knowledge base is necessary to address effective instruction for exceptional learners that are experiencing difficulty in the traditional school setting, enhancing the abilities of professionals to make the learning process more productive for everyone involved in the process. Providing appropriate instruction for lower achieving students will always be a constant struggle for educators (Jenkins, et al. 1990). The increasing number of students with learning problems lends support to the use of collaboration among professionals to better meet the diverse needs of the SNP.

Summary

The implementation of inclusion began less than ten years ago. The controversy of inclusion continues to be a divisive issue with some advocating for full inclusion, in which every child with an exceptionality is integrated into the regular classroom environment and others supporting segregated placements for students with exceptionalities. Inclusion is now considered as a way to deliver services effectively along with a continuum of services.

Record numbers of students with disabilities are now being served in an inclusive settings. States are providing services for an increased number of students in the area of special education. In addition, a larger number of these students are being served in the

regular classroom than ever before. The effective implementation of an inclusive services requires more, not less, resources than those being spent on the traditional pullout programs. The SNP is receiving an improved education in the regular class through the inclusion process. Some students have achieved greater academic and social progress and provided increased opportunities for special and regular educators to collaborate and expand their expertise. However, some students are not receiving appropriate instruction and poor teacher morale is fueling the arguments against inclusive settings. When inclusion is successful and the supplemental services are provided in the regular classroom, the service delivery is unique and individually suited for the student, as was originally intended by PL 94-142.

CHAPTER III

PROCEDURES

The purpose of this study was to determine if there are differences among the perspectives of administrators, regular and special education teachers, and other professionals in the successful implementation of inclusion, measured by a questionnaire. This chapter contains a description of the subjects, instrumentation, data collection and analysis, and research questions. Approval was obtained from the Oklahoma State University Institutional Review Board before the questionnaire was administered (see Appendix A). Approval from Tulsa public School was also obtained before the questionnaire was administered to the subjects. The specific procedures were performed in accordance to assure ethical treatment of the human subjects.

Subjects

The subjects for this study consisted of various educators employed by a southwestern urban school district. The district employees about 2540 teachers, in a total of 78 schools, with 55 elementary schools, 14 middle schools, and 9 high schools. Five hundred questionnaires were sent through the school mail to regular and special education teachers, administrators, and other professionals associated with the district in early May, 1996. Schools were randomly selected from a district list. Every fifth elementary school was chosen from the list of schools in the district. From the list of middle and high schools in the district, every other one was chosen. The package consisted of a cover

letter explaining the study (Appendix B), the questionnaire to be completed (Appendix C), and a return addressed envelope was mailed to the principals of the chosen schools. Each principal was contacted by the researcher to give directions on how the questionnaires were to be distributed. Each principal was given twenty-five questionnaires to randomly distribute in each building selected. The directions were to distribute the questionnaires randomly to each level of position.

The first mailing resulted in a total of 173 responses. A follow-up postcard (Appendix D) was sent two weeks later to those not responding. An additional 107 questionnaires were returned for a total of 280 study participants.

Instrumentation

The questionnaire, "An Analysis of School Personnel Perceptions Regarding the Successful Implementation of Inclusion" (AASPPRSII) was developed by the researcher with the guidance of several Oklahoma State University faculty members and based on the review of the literature (See Appendix D). The questionnaire consisted of 25 questions. Demographic information gathered included position, age category, gender, ethnic status, years of experience in education, highest educational level, size of student population, size of faculty, socio-economic status of the school population based on free and reduced school lunch program, the certification(s) held, and the number of special education students worked with daily.

The questionnaire presented 25 statements regarding inclusion for participant responses. Subjects responded on a Likert-type scale ranging from one to five, with one representing strongly disagreeing with the statement and 5 strongly agreeing with the statement. The questions were worded so that a higher score would indicate the respondent had a more positive perspective about inclusion. The possible range of scores was 25 to 125.

At the end of the questionnaire, participants were invited to add additional comments regarding inclusion. These comments and observations proved to be insightful, and were included in the discussion.

Pilot Study

The study was piloted in March of 1996 with a group of regular and special education teachers currently employed by a southwestern urban school district. Participants in the pilot study are employed by the same district where the study was administered. These pilot participants were not included in the research study. The district gave permission to use the subjects from the district as long as the questionnaire could be filled out voluntarily. Two hundred questionnaires were sent through the school mail with return envelopes enclosed in the mailing. Sixty-nine of the questionnaires were returned by the respondents. The purpose of the pilot study was to assess any errors or any questions that were unclear to the reader. A cover letter included instructions and a request for any question that may need some clarification to be identified by the respondent (See Appendix B). Some small typographical changes were required as a result of the pilot study. Additionally, three questions were reworded to match the pattern of the other questions so that a positive response received a higher score. A reliability analysis was calculated from the data collected from the pilot study. The overall Alpha was .83.

Data Collection and Analysis

The 280 questionnaires were reviewed and found to be complete. The questionnaires were coded by number to assure anonymity of the respondents. The questionnaires were totaled and a total score was assigned to each questionnaire. Of the demographic variables collected, only five were used as independent variables in this study. The five

variables used as independent variables were: 1) position, 2) years in education, 3) size of student population, 4) number of special education students in the student population, and 5) number of special education students worked with daily.

There were five levels of each variable. The increments for each variable were taken from similar questionnaires. For position, the levels were: 1) administrators, 2) regular education teachers, 3) special education teacher, 4) education students, and 5) paraprofessionals/volunteers. For years in education, the levels were: 1) 0-1 year, 2) 2-3 years, 3) 4-5 years, 4) 6-9 years, 5) 10+ years. For Size of Student Population, the five levels were: 1) <250 students, 2) 251-500, 3) 501-700, 4) 701-950, 5) 951 or more. For Number of Special Education Students Worked With, the five levels were: 1) 0-50 students, 2) 51-100, 3) 101-150, 4) 151-200, 5) 201 or more.

The data were analyzed through five separate, single factor design ANOVA's having unequal sample size. The dependent variable was the participants total questionnaire score. Each of the five independent variables was analyzed to determine if the data met the assumptions for ANOVA. The Hartley F-max was calculated for each variable and failed to reject the null hypothesis, adding support for homogeneity of variance. Each subject's score was independent, or unrelated, meeting the assumption of independence. The scores of the subjects in each cell were normally distributed, meeting the assumption of normality. Therefore, the design was robust, meeting the assumptions for an ANOVA design.

Research Questions

1. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons holding different positions in the field of education?
2. Is there a difference in the attitude toward the implementation of inclusion based on total score of persons who have different numbers of years working in education?

3. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons that work in schools with different size populations?

4. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons that work in schools with different numbers of special education students?

5. Is there a difference in the attitude toward the implementation of inclusion based on the total score of persons that work with different numbers of special education students each day?

CHAPTER IV

RESULTS

The purpose of this chapter is to present the statistical analyses for the five research questions formulated and tested in this investigation. The major focus of this study was designed to determine if there is a difference in the attitude toward the implementation of inclusion based on the total score of persons holding different positions, different years working in education, different size student populations, different numbers of special education students in the population, and different numbers of special education students worked with each day.

Demographic and Descriptive Information

Question One - Position in Education

Information regarding variable one, position, is presented in Table 1. The five levels that makeup the variable of position are; 1) administrators, 2) regular education teachers, 3) special education teachers, 4) education students and 5) a paraprofessionals/volunteers. Nine percent of the respondents were administrators. Thirty-seven percent of the respondents were regular education teachers. Fifteen percent of the respondents were special education teachers. Twenty-five percent of the respondents were education students. Fourteen percent of the respondents were paraprofessional/volunteers.

TABLE I

RESPONDENTS HOLDING DIFFERENT POSITIONS IN THE FIELD OF
EDUCATION

Variable Levels	Respondents	Percent
Administrators	24	9
Regular Education Teachers	105	37
Special Education Teachers	41	15
Education Students	71	25
Paraprofessionals/Volunteers	39	14
Totals	280	100

Question Two - Years in Education

Totals for variable two, years that the respondent has worked in education, is presented in Table 2. The five levels that makeup the variable of years worked in education are; 1) 0-1 years, 2) -3 years, 3) 4-5 years, 4) 6-9 years and 5) 10 or more years. Thirty-three percent of the respondents had a year or less experience in the field of education. Fourteen percent of the respondents had two to three years of experience. Also fourteen percent of the respondents had four to five years of experience. Fourteen percent of the respondents had 6 to 9 years of experience in the field of education. Twenty- five percent of the respondents had ten or more years in the field of education.

TABLE II

NUMBER OF YEARS THAT RESPONDENTS HAVE WORKED IN EDUCATION

Number of Years in Education	Number of Respondents	Percent
0-1	92	33
2-3	39	14
4-5	39	14
6-9	40	14
+10	70	25
Totals	280	100

Question Three - Size of Student Population

For variable three, the size of student population that the respondents are involved with is presented in Table 3 . The five levels that makeup the variable of size of student population are; 1) less than 250 students, 2) 251-500 students, 3) 501-700 students 4) 701-950 students and 5) 951 or more students. Fifteen percent of the respondents worked with less than 250 students. Thirty-four percent of the respondents worked with between 251 and 500 students. Seventeen percent of the respondents worked with between 500-700 students. Twenty percent of the respondents worked with between 701-950 students. Fourteen percent of the respondents worked with more than 951 students.

TABLE III

SIZE OF STUDENT POPULATION

Size of Student Population	Number of Respondents	Percent
<250	43	15
251-500	96	34
501-700	48	17
701-950	55	20
951 or more	38	14
Totals	280	100

Question Four - Number of SNP in School

The size of the special education student population that the respondents are involved with, which is variable four, is presented in Table 4. The five levels that makeup the variable of number of special education population are; 1) 50 or less students, 2) 51-100 students, 3) 101-150 students, 4) 151 -200 and 5) 200 or more students. Thirty-eight percent of the respondents worked with 50 or less special education students.

Twenty-three percent of the respondents worked with between 51-100 special education students. Seventeen percent of the respondents worked with 101-150 special education students. Ten percent of the respondents worked with more than 200 special education students.

TABLE IV

POPULATION OF SPECIAL EDUCATION STUDENT

Number of Students	Number of Respondents	Percent
0-50	107	38
51-100	63	23
101-150	47	17
151-200	33	12
201 or more	30	10
Totals	280	100

Question Five - Number of SNP Worked with Daily

Variable five, the number of special education students that the respondents are involved with daily is presented in Table 5. The five levels that make up the variable of Number of special education students worked with daily are; 1). 50 or less students, 2). 51-100 students, 3). 101-150 students, 4) 150 -200 and 5) 200 or more students. Eighty-one percent of the respondents worked with 50 or less special education students on a daily basis. Twelve percent of the respondents worked with between 51-100 special education students on a daily basis. Five percent of the respondents worked with 101-150 special education students on a daily basis. One percent of the respondents worked with more than 150-200 special education students on a daily basis. One percent of the respondents work with 201 special education students on a daily basis.

TABLE V

SPECIAL EDUCATION STUDENTS WORKED WITH DAILY

Number of Students	Number of Respondents	Percent
0-50	227	81
51-100	34	12
101-150	13	5
151-200	3	1
201 or more	3	1
Totals	280	100

The level of 0-50 special education students worked with daily had a mean of 85.202 with a standard deviation of 13.485. The scores ranged from 53-124. The level of 51-100 special education students worked with daily had a mean of 90.853 and the standard deviation of 14.465 with a range of 96-120. The level of 101-150 students worked with daily had a range of scores from 58-125 with a mean of 94.462 and a standard deviation of 21.033. The level of 101-105 students worked with daily had the highest mean for this variable. Therefore, the inclusion setting requires educators to work with larger numbers of the SNP. The level of 151-200 students worked with daily had a range of scores from 84-102 with a standard deviation of 33.347 and a mean of 70. The level of 200 or more students worked with daily had a mean of 106 and a standard deviation of 12.028 and a range of scores 98-123 (See Table 6)

Research Question Results

Research Question One

The first research question addressed the difference in the attitude toward the implementation of inclusion based on the total score of persons holding different positions in the field of education. Table 6 was constructed to display the mean and standard deviation for these groups.

TABLE VI

**MEANS AND SD OF RESPONDENTS HOLDING DIFFERENT POSITIONS IN THE
FIELD OF EDUCATION**

Variable Levels	Mean	SD	Range
Administrators	89.46	20.15	25-108
Regular Education Teachers	84.81	14.49	54-125
Special Education Teachers	90.76	13.92	69-120
Education Students	87.79	14.11	53-124
Paraprofessionals/Volunteers	82.36	12.86	58-108

The mean score of administrators was 89.458 and a standard deviation of 20.151. The scores ranged from 25-108. Regular education teachers had a mean score of 84.809 and a standard deviation of 14.494 with scores ranging from 54-125. Special education teachers had a mean score of 90.756 and a standard deviation of 13.919. The mean of special education teachers was higher than the other levels of position. Therefore, special education teachers were more in favor of inclusion. The standard deviation for education students was 14.110 with a mean of 87.789. The range of scores was 53-124. Paraprofessionals/volunteers had a mean score of 82.359 and a standard deviation of 12.858 and the scores ranged from 58-108 (See Table 7).

A single factor ANOVA yielded a nonsignificant effect $F(4, 275)=2.37, p >.05$). This result indicated no significant difference among persons holding different positions in their perceptions regarding inclusion. This finding is surprising due to the fact that position determines how much actual day to day contact an educator has with the SNP. Regular education teachers generally had more complaints and criticisms about the inclusion process. Regular educators bear the overall responsibility of the student whether or not a special educator or consultant is present in the classroom. These teachers often do not feel prepared enough or have the instructional strategies needed to adequately serve the SNP in their regular education classroom. Regular education teachers also expressed feelings of resentment that their classroom was being “invaded” and that they were losing control.

Administrators deal with inclusion at a higher level and have less actual student contact. Administrators deal mainly with paperwork and personnel matters as they relate to special education programming. Frustration is also felt by administrators who must deal with a lack of funding for personnel and equipment to adequately implement successful inclusion. A lack of staff development regarding inclusion is a problem issue at all levels.

Special education teachers generally have the most preservice and inservice knowledge of inclusion and general special education practices. However, in this study, special education teachers represented only 15% of the sample. Frustration is also felt on the part of special educators due to the unclear expectations which vary from school to school. They understand what their role should be, but often find that administrators and regular educators have different expectations. Inclusion should be dictated by the needs of the students in each population, so implementation often varies from site to site. Special educators also indicated that they need more instructional strategies for team teaching through their staff development programs.

Paraprofessionals are less involved with the administrative aspects of inclusion, but are able to observe its implementation on a daily basis. They work closely with the other educational professionals and the SNP and are an integral part of successful implementation. Paraprofessionals may also have frustrations due to their changing role in an inclusive environment. This group of educators receives the least amount of staff development and often feel a lack of adequate training to meet the challenges of inclusion.

Research Question Two

The second research question looked at the difference in the attitude toward the implementation of inclusion based on the total score of persons who have different numbers of years working in education. A single factor ANOVA was calculated and yielded a nonsignificant $F(4, 275)=0.48$ $p > .05$. This result is not statistically significant. Interestingly, these results may reflect the fact that half of the respondents (131/280) had less than three years experience in education. These educators possibly had fewer preconceived ideas about how regular education and special education have worked in the past and how well inclusion may or may not be beneficial for the SNP.

Research Question Three

The third research question addresses the differences in the attitude toward the implementation of inclusion based on the total score of working schools with different size student populations. A single factor ANOVA yielded a nonsignificant $F(4, 275)=1.747$ ($p<.05$). This result is non-significant at the .05 level but is statistically significant at the .25 level. Perhaps a change in the design of this question would have produced a larger F ratio. In examining the size of the student population of the respondents, it appears that educators working with larger populations would mean more teachers available for collaboration and support. Also, with a large student population, the SNP are more spread among the mainstream population and it is easier for educators to provide a free, appropriate public education. This indicated that there is practical significance in looking at the size of the school in regard to the attitudes toward the implementation of inclusion.

Research Question Four

The fourth research question addressed differences toward the implementation of inclusion based on the number of special education students in the student population. A single factor ANOVA yielded a significant effect $F(4, 275)=0.096$ $p, .05$). This result is not statistically significant.

Research Question Five

The final research question addressed the difference in the attitude toward the implementation of inclusion based on the total score of persons that work with different numbers of special education students each day.

TABLE VII

MEANS AND SD OF RESPONDENTS FOR THE NUMBER OF SPECIAL
EDUCATION STUDENTS WORKED WITH DAILY

Number of Students	Mean	SD	Range
0-50	85.20	13.49	53-124
51-100	90.85	14.47	69-120
101-150	94.46	21.03	58-125
151-200	70.00	33.35	84-102
201 or more	106.00	12.03	98-123

Table 7 presents the mean and SD for subjects with 5 different grouping of contact. It is obvious even in casual observation that the variances across these 5 groups are substantially different. In the case of heterogeneous variance, the analysis of variance ratio is inappropriate. Instead, Dannett's T3 Test has been recommended for use for testing mean comparison when variances are heterogeneous. Dannett's T3 statistic was calculated for the 10 possible pair-wise comparison. None of these tests were found to be significant with the alpha set at .05. However, in this study, 227 out of the 280 respondents were represented in level one, which are those who worked with 0-50 special

education students per day. The remainder of the respondents in the other four levels represented only 19% of the sample. This question was worded so that level one represented working with 0-50 special education students per day. A more realistic division of the categories would have been to use smaller increments. Perhaps it would be useful to know if the respondent worked with no special education students each day. Also, an educator working with only two special education students per day may reflect a different perspective than an educator working with 10, 20 or even 50 on a daily basis. Although this question revealed a statistically significant result, it is felt that the practical significance of the findings are not valid.

CHAPTER V

DISCUSSION, SUMMARY, AND CONCLUSIONS

Discussion

Research Question One

The first research question examined the difference in the attitude toward the implementation of inclusion based on the different positions in the field of education held by the respondents. Position was not statistically significant. The position that a person in education holds will impact what kinds of staff development that will be needed to prepare the person in each position to facilitate in the successful implementation of inclusion. What kind of staff development will be required for each level of position is an important consideration. An increased need for staff development was one comment that continued to be mentioned in the comment section of the questionnaire. Creating a school wide plan that includes all levels of position having adequate input is essential for the successful implementation of inclusion.

Position impacts who should be involved in the planning sessions for the implementation of inclusion. Each position dictates different input based on the responsibility that each position represents. The perceptions and how it relates to the implementation of inclusion is an important factor to be considered. A person's position may determine the person's level of understanding of the SNP. The range of options that are provided to accomplish the LRE for students has an impact on position.

To what degree are students a factor in the successful implementation of inclusion? The range of their special needs dictates what has to take place in the regular classroom for the SNP. Their opinions are valuable in making decisions about an appropriate learning environment for each student involved in the inclusion process. Perhaps, SNP students need to be included also in the design and implementation of service programs.

Research Question Two

The second research question dealt with the difference in the attitude toward the implementation of inclusion of persons who have different numbers of years working in education. Number of years in education was not significant. The majority of respondents were recent college graduates and, therefore, received more information and training on the successful implementation of inclusion. These teachers may be eager to try new types of instructional strategies than teachers with more traditional experience. Educators new to the field have little experience and have not experienced traditional “pull out” special education. They tend to have a more open mind regarding implementing the mandates of least restrictive environment. More experienced teachers need to be involved in the process. What would be required to spark their interest and get them involved in the process in a more positive manner? Team teaching skills would be an important part of the staff development for all teachers, especially for older teachers. Primarily they have worked alone in the classrooms without the added dimension of the SNP and other professionals. Staff development is needed to better inform teachers about the different SNP’s these teachers will encounter throughout the inclusion process. Providing strategies for curriculum modifications are needed. Training needs to show how the teaching strategies that they have always used to work successfully with regular education students will work just as well with the SNP with adaptations. Supports needed for teachers as well

as students have to be in place. There is a need to develop trust between regular and special education teachers.

Research Question Three

The third research question examined the difference in the attitude toward the implementation of inclusion of persons that work in schools with different size populations. The size of the population was not a statistically significant variable. A large population may possibly mean a larger number of students with special needs. The number of special educators will be greater in a larger school.

More students require that more modifications have to be made by the individuals involved in the inclusion process. This increases the opportunities for students to gain the necessary social skills in the inclusion process. It facilitates the opportunity for students to generate wholesome relationships with their non-handicapped peers. Modeling of appropriate behaviors is also a benefit. Each individual in the relationship gains something positive from the experience. Students also learn to accept diversity in others and to recognize that every person has a strength. Therefore, more in service and support services will be necessary to handle a greater number of SNP students and increase the full range of positions in the school.

Research Question Four

Research question four examined the difference in the attitude toward the implementation of inclusion based on the total score of persons that work in schools with different numbers of special education students. Different numbers of special education students in the population was not statistically significant. More special education students in the population requires more curriculum modifications for regular and special education

teachers. This required more collaboration for a positive outcome for everyone involved. More students in the population make it harder to integrate students appropriately. More strategies are required to meet the diverse needs of the students. Empowering regular and special education teachers with required information needs assist more meeting the needs of the SNP. The larger the SNP, the more interaction with regular education teachers. This may have a positive or negative effect on regular educators perspectives. When there is a larger SNP in the school, there is more opportunity for students and educators to interact. Everyone benefits from the interaction, including regular and special education teachers, and students. Teachers commented that they often found “hidden talents” in the SNP. Regular education class placement increases the self esteem of the SNP when they can be successful around regular education students. Inclusion gives all students a legitimate place in society. It does not matter how many SNP students are in a district. Emphasis needs to be placed on helping those who are and support for all positions involved.

Research Question Five

Research question five examined the differences in attitude toward the implementation of inclusion of persons that work with different numbers of special education students each day. The fifth independent variable was statistically significant. Additional staff development for better instructional strategies is required to assure that students and teachers are empowered in the learning environment. Staff development opportunities are needed in the areas of team teaching, collaboration, and student involvement. Strategies on integrating student are necessary to make the LRE is an option for every student and to avoid setting teachers and students up for failure. Enveloping the more experienced teachers with teachers who have less experience could enhance collaboration for the SNP

by using their expertise to help the less experienced teachers through brainstorming and collaboration on an informal and formal basis.

Implications For Future Research

In this study each variable was examined as a main effect. Perhaps there are intersectional effects among the variables that would provide additional useful information: evaluating the perspectives of parents of the SNP that are involved in the inclusion process; how do they differ from the parents whose children are not in the inclusive environment; looking at the perspectives of the parents of the non handicapped students; evaluating the perspectives of parents that still have students in pullout programs.

Investigation is needed of students that are still in the pullout programs. Students that are in the inclusion process need to be evaluated to examine what needs to be done to make the process more student friendly. Exploration of the perceptions of students involved in both regular and special education would offer further information.

Consideration of the types of inservice that could better prepare teachers for implementing inclusion needs to be researched. Staff development opportunities that would empower teacher and students would likely facilitate the process.

Limitations of this Investigation

Only one district was used in this study. Results can only be generalized back to this district. Replicating this study with a variety of districts of varying sizes and different geographic regions would add insight into the perspectives of inclusion. Perhaps a larger number of respondents would also have made more of the research questions significant. Perhaps a persons position could contribute to ones attitude. It is conceivable that a

person, regardless to whether or not he or she works in the field of education, could show the same level of compassion for the SNP. Also every person in the field of education may or may not show compassion for the SNP.

Perhaps if another questionnaire was available to compare the results would have been more helpful to determine the extent to which the results were generalizable. The length of the instrument could have contributed to the outcome of the questionnaire. Perhaps some of the statements in the questionnaire were misunderstood and therefore altered the results. The Likert Scale may have been too limiting in answering the questions. Perhaps other questions would better address inclusion issues.

The time of year that the questionnaire was distributed may have affected the response rate. The end of the school year is a very busy time for school personnel. The end of year activities may have interfered in the filling out of the questionnaire as personnel may have been rushed to get it finished and not read each item carefully. Perhaps a less demanding time of year would have yielded different responses influenced results. Principals may or may not have teaching experience with SNP. Their teaching experience may have some impact on their perception of the successful implementation of inclusion. Terminology that identifies the SNP could influence attitudes regarding students with exceptionalities. School districts should build staff development programs that promote positive attitudes to enhance the successful implementation of inclusion. Programs should be designed to deal with negative attitudes that interfere with implementing inclusion. It is conceivable that districts would make it mandatory for faculty and staff to participate in staff development opportunities. Preparation time for needed collaboration should be incorporated into daily schedules in order to plan appropriately.

Regarding size of student population, more categories may have changed the outcome. Number of SNP Worked With also may have required more categories and

hence, given different outcomes. The SNP in the population with alternative increments may have picked up significant differences.

Summary

Inclusion provides educators with one option for service delivery for the SNP. Inclusion does not replace the continuum of services that may be required for the SNP. The state and federal mandates do not require that the LRE for every student is in the regular classroom. Educators in each position should be involved in some level of staff development to ensure the successful implementation of inclusion. Inclusion appears to be the direction that special education is moving. The number of students that receive SNP programming continues to increase at a rapid pace.

More research is needed to provide knowledge for the successful implementation of inclusion. Additional research will provide an incentive for higher education to better prepare regular and special education teachers for the required curricular modifications and adaptations needed for the SNP. Future research should include the perspectives of students and parents.

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APPENDIXES

APPENDIX A

IRB CONSENT FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 02-19-96

IRB#: ED-96-077

Proposal Title: ADMINISTRATORS, REGULAR AND SPECIAL EDUCATION
TEACHERS AND OTHER PROFESSIONALS PERSPECTIVES: IMPACTS THE
IMPLEMENTATION OF INCLUSION

Principal Investigator(s): Barbara Wilkinson, Gloria Faine

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval
are as follows:

Signature:



Chair of Institutional Review Board

Date: February 20, 1996

APPENDIX B

COVER LETTER FOR PILOT STUDY

4554 N. Iroquois
Tulsa, Oklahoma
May 25, 1996

Dear Fellow Educators,

I am asking for your support in a research project concerning your perceptions on the implementation of inclusion. Your assistance is needed in helping to develop a questionnaire. The questionnaire will be used to gather data to improve strategies in the implementation of inclusion process.

Enclosed is a brief questionnaire totaling 9 pages that should take approximately 10 minutes to complete. Please feel free to write any comments about unclear or poorly worded questions, **make notes on the questionnaire itself**. The purpose of the pilot is to clarify any parts of the questionnaire that are unclear.

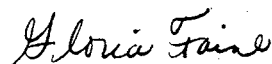
When the questionnaire has been piloted and revised (with your input) it will be sent to teachers, administrators and other professionals involved in the implementation of the inclusion process.

The final results of the survey will be released in a doctoral research study at Oklahoma State University. The information being gathered is not a part of any state agency, school district, or other group report. All of the data collected will be reported as group information. There will be no personal identification connected to the reported findings.

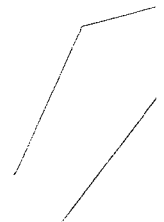
Your help is extremely **important** and is **greatly appreciated**. A stamped, addressed envelope has been included for the return of your completed questionnaire. The return envelope has been coded on the back in order to locate unanswered questionnaires for follow-up letters to be sent. Again under no circumstances will the information be used to identify the responder.

Once again, your cooperation is essential and a special thanks to you for your participation in my study.

Sincerely,



Gloria Faine



APPENDIX C

COVER LETTER FOR STUDY

4554 N. Iroquois
Tulsa, Ok 74106
May 1, 1996

Dear Fellow Educators,

I am asking for your assistance in a research project concerning your perceptions of the implementation of inclusion in your school. Your Participation in this study is strictly voluntary.

The results of the survey will be released in a doctoral research study at Oklahoma State University. The information being gathered is not a part of any state agency, school district, or other group report. All of the data collected will be reported as group information. There will be no personal identification connected to the reported findings.

Enclosed is a brief questionnaire totaling 4 pages. The Analysis of School Personnel Regarding the Successful Implementation of Inclusion is designed to gather data about your perception on the inclusion process and how it affects the implementation. It should only take about 10 minutes to complete the questionnaire.

Your help is extremely important and is greatly appreciated. A stamped, addressed envelope has been included for the return of your completed questionnaire. The return envelope has been coded on the back in order to locate unanswered questionnaires for follow-up letters to be sent. Again under no circumstances will the information be used to identify the responder.

Once again, your cooperation is essential and a special thanks to you for your participation in my study. **Please return the questionnaire by May 7, 1996.**

Sincerely,

Gloria Faine
Gloria Faine

APPENDIX D

**THE ANALYSIS OF SCHOOL PERSONNEL REGARDING THE
SUCCESSFUL IMPLEMENTATION OF INCLUSION**

Questionnaire For
The Analysis of School Personnel Regarding
the Successful Implementation of Inclusion

Part 1

Consists of questions relating to basic demographics. This section is designed to elicit data that pertains to your area of expertise and your professional experience.

Part 2

Consists of questions relating to the logistics of the implementation of inclusion. This section is also composed of questions to collect information about your experiences in your school site as it relates to the implementation inclusion.

Part 3

Consists of questions relating to classroom management issues with inclusion.

Part 4

Consists of questions relating to your perceptions of inclusion implementation.

Each question should be answered as accurately as possible. Directions will be provided for each section. All information collected is confidential. Please complete the entire questionnaire. Space is also provided for any additional comments that you choose to make on any area of the questionnaire.

Section I. Demographics

Directions: Please circle the appropriate response to each question.

1. Position

- | | |
|--|------------------------------|
| a. Board Member | h. Undergraduate Student |
| b. Central Office Administrator/Specialist | i. Superintendent |
| c. College Professor/Administrator | j. Regular Education Teacher |
| d. Educational Consultant | k. Special Education Teacher |
| e. Principal/ Asst. Principal | l. Paraprofessional |
| f. School Psychologist/Counselor/Social Worker | m. Graduate Student |
| g. School Volunteer/Parent | n. other----- |

Directions: Please circle the appropriate response.

2. Age Category

- a. 20-30
- b. 31-40
- c. 41-50
- d. 51-60
- e. 61-70

3. Ethnic Data

- a. White American
- b. African American
- c. American Indian
- d. Hispanic
- e. Asian
- f. Other

4. Gender

- a. male
- b. female

4. TEACHING EXPERIENCE

Directions: Check **only one** choice for each question.

1. What is the total number of years you have taught?

_____ 0 yr. _____ 1-2 yrs. _____ 3-5 yrs. _____ 6-9 yrs. _____ 10+

2. What is the total number of years you have taught in special education?

_____ 0 yr. _____ 1-2 yrs. _____ 3-5 yrs. _____ 6-9 yrs. _____ 10+

3. What is the total number of years you have taught regular education?

_____ 0 yr. _____ 1-2 yrs. _____ 3-5 yrs. _____ 6-9 yrs. _____ 10+

4. What is the total number of years you have been an administrator?

_____ 0 yr. _____ 1-2 yrs. _____ 3-5 yrs. _____ 6-9 yrs. _____ 10+

5. Educational Level

Directions : Please check **only one** response to **each** question.

- a. _____ High School Graduate
- b. _____ Undergraduate Student
- c. _____ Undergraduate Degree
- d. _____ Masters Degree
- e. _____ Ph.D.
- f. _____ Other

6. Size of student population.
- 250 or less
 - 251 to 500
 - 501 to 700
 - 701 to 950
 - 951 or more
7. Size of Faculty (please circle)
- 25 or less
 - 26 to 50
 - 51 to 75
 - 76 to 100
8. Describe the Socioeconomic status of the school population. (please Circle one)
- Average Annual Income
- 13,800
 - 18,600
 - 23,300
 - 28,000
 - 32,800
 - 37,500
 - 42,200
 - 46,900
9. How many special education students do you believe are in your school? (please circle one)
- 0 to 50
 - 51 to 100
 - 100 to 150
 - 151 to 200
 - 200 or more
10. How many special education students do you believe that you are working with each day?
- 0 to 50
 - 51 to 100
 - 100 to 150
 - 151 to 200
 - 200 or more

Directions : Please Check each one that applies.

11. Certification

1. I have a provisional or standard certification in the following area(s):

	PROVISIONAL	STANDARD
a. learning disabilities	_____	_____
b. mental retardation	_____	_____
c. emotional disturbance	_____	_____
d. multiple handicapped	_____	_____
e. deaf education	_____	_____
f. visually impaired	_____	_____
g. regular elementary education	_____	_____
h. regular secondary education	_____	_____
i. other professional (list)	_____	_____
j. administrative (list)	_____	_____

Section II. LOGISTICS

Directions: Using the code below, circle the number that corresponds to the description that describes the degree to which you disagree or agree with each of the following statements.

- ___ 1. strongly disagree
 ___ 2. moderately disagree
 ___ 3. somewhat agree
 ___ 4. moderately agree
 ___ 5. strongly agree

12. The support and supplemental services provide the needed assistance in your classroom. 1 2 3 4 5
13. Children with severe disabilities placed in a regular classroom changes what curriculum will be implemented. 1 2 3 4 5
14. There will be behavioral changes in the special and regular education students as a result of inclusion. 1 2 3 4 5

Section III. Classroom Management

- | | | | | | |
|---|---|---|---|---|---|
| 15. You understand what inclusion means as an educational process. | 1 | 2 | 3 | 4 | 5 |
| 16. Inclusion has caused changes in how you view the way a child should receive educational services. | 1 | 2 | 3 | 4 | 5 |
| 17. The expectation are increased for all students in an inclusive class. | 1 | 2 | 3 | 4 | 5 |
| 18. The special needs child benefits from having the appropriate behavior modeled in the regular education class. | 1 | 2 | 3 | 4 | 5 |
| 19. Inclusion will facilitate better self esteem for special needs students in regular education classroom setting. | 1 | 2 | 3 | 4 | 5 |
| 20. There are advantages to having two teachers in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 21. Regardless to their disability every student should be placed in the regular classroom. | 1 | 2 | 3 | 4 | 5 |
| 22. Some categories should not be part of the inclusion process. | 1 | 2 | 3 | 4 | 5 |
| 23. Inclusion will reduce the academic progress of non disabled children. | 1 | 2 | 3 | 4 | 5 |
| 24. Nondisabled children lose teacher time and attention. | 1 | 2 | 3 | 4 | 5 |
| 25. Nondisabled students lessen undesirable behavior from students with disabilities. | 1 | 2 | 3 | 4 | 5 |

Section IV. Support

- | | | | | | |
|--|---|---|---|---|---|
| 26. Special education teachers support the philosophy of inclusion. | 1 | 2 | 3 | 4 | 5 |
| 27. Every one in the process of implementation is willing to plan , provide instruction, and evaluate student performance. | 1 | 2 | 3 | 4 | 5 |
| 28. Current inclusion practices produce their intended outcomes. | 1 | 2 | 3 | 4 | 5 |
| 29. Separate special education classes are a better way to educate students with diverse needs. | 1 | 2 | 3 | 4 | 5 |

Barriers to the successful implementation of Inclusion.

- | | | | | | |
|---|---|---|---|---|---|
| 30. Beliefs and attitudes act as barriers | 1 | 2 | 3 | 4 | 5 |
| 31. Rigid or ineffective policies | 1 | 2 | 3 | 4 | 5 |
| 32. Lack of teacher support | 1 | 2 | 3 | 4 | 5 |
| 33. Lack of administrative support | 1 | 2 | 3 | 4 | 5 |
| 34. Lack of funding | 1 | 2 | 3 | 4 | 5 |
| 35. Inadequate strategies | 1 | 2 | 3 | 4 | 5 |
| 36. Poor communication | 1 | 2 | 3 | 4 | 5 |

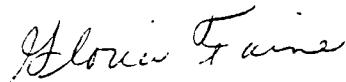
Additional Comments:

APPENDIX E
FOLLOW-UP POSTCARD

Dear Fellow Educators,

About two weeks ago, I sent you a questionnaire concerning implementation of inclusion. If you have not yet completed the questionnaire, it is not too late! I would like very much to have your input.

Sincerely,

A handwritten signature in cursive script that reads "Gloria Faine".

Gloria Faine

2

VITA

Gloria Strassner Faine

Candidate for the Degree of

Doctor of Philosophy

Thesis: ADMINISTRATORS, REGULAR AND SPECIAL EDUCATION
TEACHERS AND OTHER EDUCATORS' PERCEPTIONS
REGARDING THE IMPLEMENTATION OF INCLUSION

Major Field: Applied Behavioral Studies

Biological:

Personal Data: Born in Tulsa, Oklahoma, July 20, 1948, the daughter of Roy
A. Strassner and A. Raye Strassner.

Education: Graduate of Booker T. Washington High School, Tulsa,
Oklahoma, in May of 1966; received Bachelor of Science degree in
Elementary Education in 1970; received Master of education degree in
Special Education from Northeastern State University in 1980; completed
requirements for the Doctor of Philosophy degree at Oklahoma State
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Professional Experience: Third Grade Teacher, Little Rock Public Schools,
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Schools, September 1970 to May 1974; Third Grade Teacher, Brunswick
Public Schools, September, 1974 to May, 1976; Elementary Education
Teacher, Tulsa Public Schools, September 1976 to May of 1987; Visiting
Lecturer, Department of Applied Behavioral Studies, Oklahoma State
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Tulsa Public Schools, September, 1988 to September 1991; Teacher
Consultant, Tulsa Public Schools, September 1991, to May of 1993;
Learning Disabilities Teacher, Tulsa Public Schools, September 1993 to

1995; Special Education Department Chairperson, September, 1995 to present; Adjunct Professor, Langston University, September, 1992 to present.