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Secondary Special Education Teachers' Attitudes Toward Extended School Year Calendars

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Secondary Special Education Teachers' Attitudes

Toward Extended School Year Calendars

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Date of Approval

May 3, 1995

Abstract

This researcher conducted a study in four traditional school year calendar districts to determine teachers' attitudes towards extending the school year. All special education teachers and a randomly selected sample of regular education teachers from the middle and high schools from each school district were surveyed. A researcher-made survey was constructed using a Likert scale. Questions were constructed to obtain information about their own feelings toward extended school year programs and how their students might benefit from these services. Results were categorized as either regular or special education. A t-test was conducted to determine any significant differences between the two categories. A one-way analysis of variance and a Newman-Keuls was used to detect any significant differences among the special education teachers (e.g. learning disabled, mentally retarded, and emotionally disturbed). Using these statistical tests, several significant differences were found.

Acknowledgments

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I would like to take a moment to recognize my committee members: Dr. Linda Tennison, Dr. Nancy H. Vick, Dr. Stephen Keith, and especially Dr. Patricia Whitfield. Your individual expertise, guidance, and time invested in this project is appreciated more than you will ever know. Dr. Rachel Mathews - thank you for your valuable advice and smiling face! I would also like to extend my thanks to Dr. Ruth Meese. You are an educational inspiration to everyone you meet.

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But above all, I wish to thank my family. Dad, Mom, and Courtney - your love, support, and sacrifices you all have made means more to me than you will ever know. Thank you for always believing in me! Christopher, thank you for your ongoing support, encouragement, and love. Finally, I would like to thank my Paw-Paw Smith who has also shared in giving me the best gift ever imaginable, my education.

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Secondary Special Education Teachers

Attitudes Toward Extended School Year Calendars

When looking at different school calendars across the United States, many options are available. The most common of these is the traditional school calendar (TSC). The TSC typically runs from September to June, fulfilling the required number of days that students legally have to attend school. Another option that has been getting educators attention over the past several decades is the year-round calendar.

Year-round education (YRE) includes: single-tracks, multi-tracks, and the extended school year (ESY) (Peltier, 1991). Single and multi-tracks are represented by numbers (45-15, 60-20, 60-15, and 90-30) that indicate the number of days that the student spends in school and the number of vacation days. According to Peltier (1991), single tracks are designed so that all students within a school are on one schedule and are on vacation at the same time. Multi-tracked students follow different school and vacation schedules in the same school. The extended school year consists of a flexible all-year plan with shorter vacation spans where everyone follows the same schedule.

The history of the development of the school year dates back several centuries. Originally the school year revolved around the crop season of a particular locality. American society in the 1800s was primarily agrarian; therefore, schools in agricultural areas were closed from spring until mid-fall so that the children could help with planting and harvesting (Shepard & Baker, 1977).

In more urbanized areas, schools remained open all year since children were not needed to help make ends meet. Shepard and Baker (1977), stated that evidence exists that Chicago, Boston, Washington, D.C., Cleveland, Buffalo, and Detroit all maintained school sessions of 48 weeks or more. The 12-1 plan became the most popular school schedule in the early 1800s (American Association of School Administrators, 1970). This plan consisted of twelve weeks in school and one week of vacation between terms.

Just after the Civil War, there was a trend in urban areas toward the formation of summer schools or vacation schools, an outgrowth of the social reform movement occurring at this time (Shepard & Baker, 1977). What initially began as a church-supported project was later adopted and implemented by individual school systems. By the 1900s, twenty urban areas had summer school programs. Shepard and Baker (1977) noted that vacation schools initially began in order to keep children occupied during the summer months, but later the focus shifted from recreational to academic and vocational programs.

World War I brought about many changes to this country, including the return of the traditional nine-month calendar. According to Shepard and Baker (1977), as school districts were forming in both urban and rural areas, a unitary calendar was necessary. The use of the unitary calendar became widespread after the war because industrialization and the escalating birth rates were increasing the student enrollment in school districts. During this period, implementing year round education again was being considered. Unfortunately, because of high construction costs and the advent of the Great Depression, the idea was quickly forgotten (Shepard & Baker, 1977).

It was not until the 1960s that year round education would resurface. In 1968, Valley View, Illinois developed and implemented the first 45-15 plan (Shepard & Baker, 1977). This plan served as the model for other schools to emulate. Over the years, other variations of the 45-15 plan were designed (e.g. 60-20), but the 45-15, or extended school year plan, still remains the most popular year round education model (Shepard & Baker, 1977).

ESY and Special Education Students

While some school districts have voluntarily implemented year round education/extended school year calendars, others have not been given the choice. With the passage of specific pieces of legislation, Public Law 94-142 (PL 94-142) and the Individuals with Disabilities Education Act (IDEA), certain responsibilities and services for children with disabilities were made mandatory. By law, every child that has been labeled handicapped has the right to a free appropriate public education (FAPE) (Mesibov, 1984). Free appropriate public education includes special education and related services in compliance with the child's individualized education program (IEP).

While neither PL 94-142 or IDEA requires an extended school year as a related service, it is still considered an option containing all of the benefits that other services provide. This has been the position that parents, students, and various special education organizations have taken in order to acquire these services. Browder, Lentz, Knoster, and Wilansky (1988), cited the landmark case of *Armstrong v. Kline* (1979) in which a class action suit was brought on behalf of students with severe disabilities in the U.S. District Court for the Eastern District of Pennsylvania. The Pennsylvania Department of

Education refused to provide any funding for programs in excess of 180 days. The court concluded that regression was caused by the interruption, (e.g. summer break), of educational programs for children with severe disabilities, and that for many of these children long periods of time were required to regain lost skills (Alper & Noie, 1987). Sargent and Fidler (1987) stated that unless certain students are enrolled in an extended school year program, their education can not be appropriate for their unique needs. *Armstrong v. Kline* set the precedent for extended school year programs for students with severe disabilities who experience skill regression (Browder, et al 1988).

Other court cases that have followed *Armstrong v. Kline* (1979) include *Battle v. Commonwealth* (1980), where the court noted that regression due to long interruptions in education violates the requirements for an appropriate education for children with severe disabilities, and the *Georgia Association for Retarded Citizens v. McDaniel* (1981) in which the court stated that federal law places responsibility on state educational agencies to provide appropriate services to children with disabilities (Alper & Noie, 1987). Each year, more cases enter courtrooms throughout the United States.

Therefore, while there is growing educational and legal support for extended year programming, many questions still need to be addressed (Barton, Johnson, & Brulle, 1986). One question that should be addressed is who is eligible for extended school year services? One answer may be any child who is receiving special education services and whose unique needs would be met by an extended school year. Determining eligibility is no longer dependent on one criterion, but rather a list of criteria the court has compiled. The areas of consideration in determining eligibility as supported by various judicial

decisions include: individual need, nature and severity of the disability, educational benefit, regression and recoupment, self-sufficiency and independence, and meeting short-term goals and objectives (Rapport & Thomas, 1993). Sargent and Fidler (1987) added that critical need for instructional and related services is based on current and clear evidence of significant problems related to acquiring life-sustaining, health preservation, and self-control skills. For example, even without notable regression, a student who is fed through a gastrostomy tube would be a good candidate to receive extended school year services if that student had an attainable IEP goal to learn to take food orally (Sargent & Fidler, 1987). An extended school year program could fulfill this student's IEP objective by keeping instruction consistent without prolonged interruptions.

Bahling (1981) studied 58 extended school year children in a three county area of Pennsylvania and found that service options included itinerant instruction (three times per week), center-based day camp, residential placement, and a private school summer program. Support services included speech therapy, physical therapy, adaptive physical education, and transportation.

According to Rapport and Thomas (1993), eligibility practices are substantially similar from state to state. Extended school year services also require the formation of an IEP team consisting of special education teachers, parents, students, and other school officials. The team, as a whole, constructs a series of objectives that the student will work toward all year. Ultimately, the parents make the final decisions regarding any extended school year services that will be rendered.

As mentioned before, one component that must be considered when deciding if a student will be eligible for extended school year services is the issue of regression and recoupment. Of all of the eligibility issues, regression/recoupment has been the most debated (Sargent & Fidler, 1987). The terms regression and recoupment might be better conceptualized as "cross-time generalization" or "maintenance" (Browder et al, 1988, p. 236).

Rapport and Thomas (1993) defined regression as a decline in skills and abilities during or following an interruption in educational programming. Browder and Lentz (1985) defined skill regression as the failure to maintain previous performance levels across time. In special education, a common complaint by teachers is that students regress during the summer months and that the degree of loss is greater among the more severely disabled students (Edgar et al, 1977). Recoupment, on the other hand, refers to rate of recovery at which skills and abilities are regained following an interruption in educational programming.

School districts contested the idea that the regression/recoupment problem was important enough to justify an extended school year. According to Sargent and Fidler (1987), however virtually every judicial decision following *Armstrong v. Kline* (1979) has had the regression/recoupment question as its central determinant as to who is eligible for service.

The greatest concern regarding regression/recoupment is that the court has not established or enforced one particular way of measuring lost skills or information. At best, some authors have advocated for direct, ongoing assessment of regression, while

others have provided examples about how such data might be utilized to make decisions about eligibility (Larsen et al, 1981). Browder et al (1988) discussed the advantages of direct, ongoing assessment as: (a) assessment can be matched to each objective of every student's IEP; (b) cross-time trends can be noted; and, (c) the data obtained can be compared with the literature on maintenance for subsequent evaluation of service effectiveness.

Advantages & Disadvantages of ESY

Extended year programs for individuals with special needs has been a highly debated issue for many years. The research and past court cases have indicated that extended school year programs greatly benefit all of those included. For example, one of the advantages often cited for extending the school year is the need for less review time because of the shorter vacation times. If less review time is needed it would seem that there would be added time for instruction in the year-round calendar. Recent research does indicate student academic gains in the year-round schools (Peltier, 1991). For example, a model year-round education program in Oxnard, California, found that since 1981, over 80% of the students enrolled in the year-round education schedule showed an increase on the state's annual reading, writing, and mathematics scores (Ordozensky, 1986).

Gitlin (1988) points out that another major advantage is that more frequent breaks prevent student and teacher burnout. The "battery-recharge" theory claims that the child and the teacher both get tired and bored with the structured environment of the classroom (Mesibov, 1984). Both the students and the teachers return to school refreshed and rested

following frequent breaks. Gitlin (1988) states that if a teacher has a student who is hard to manage then at least he or she, under the extended school year plan, would look forward to three-week reprieves. This is also a good time for teachers to think of new behavior modification strategies.

Another advantage is the decreased rates of teacher and student absences in extended school year programs. Teacher and student attitudes toward an extended school year tend to be measured by how much they say they like extended school year programs, and in a few cases, by comparing absentee and unexcused records for teachers and students in extended school year programs to the same records in a traditional program (Shepard & Baker, 1977). Peltier (1991) found that with more frequent vacations, teachers appeared to have less need to use sick-leave days for rest and recuperation.

As far as students are concerned, the dropout rate of high school students has also been positively influenced by extending the school year (Peltier, 1991). Peltier (1991) also reported that in some places that implement extended school year programs, the dropout rate has decreased by 50%. After short vacations, not only are students' motivational levels up, but they are also eager to return to school to see friends.

One disadvantage to extended school year programs is their effect on the summer camp industry. If students attend school during the summer months, then camp attendance would suffer. On the other hand, extended school year programs could present the opportunity for more efficient use of camp facilities by establishing year-round camps rather than just summer camps (Shepard & Baker, 1977). This same idea could also be applied to other summer oriented programs (e.g. YMCA, church activities,

and Boy/Girl Scouts camps).

Another disadvantage for teachers would be the lack of sufficient time to further their own education. While many teachers depend on the summer months to take classes, most communities do offer evening classes or in some instances intensive courses (e.g. Longwood College's Special Education Institute) that may be available to that individual.

Overall, the research has been supportive of the idea and implementation of extended school year programs. Not only have students and teachers been receptive, but also the parents are receptive as well. According to White (1988), parents like the new life style opportunities presented by having more than one extended vacation a year. With the correct guidelines and support, extended school year programs can be successful and benefit all of those involved.

Even though extending the school year is not a common practice in all localities, it is gaining in popularity. The purpose of this research is to determine if special education teachers in non-extended school districts would be receptive to the idea of an extended school year. This researcher expects to find that special education teachers, in particular teachers of students with mental retardation, are more receptive to the idea of extending the school year.

Method

Subjects

Subjects for this study were fully licensed middle and high school teachers from northern, western, central, and eastern portions of Virginia. Both urban and rural regions were represented. Teachers were categorized as either teaching regular education or special education.

Twenty-one surveys had to be eliminated because they did not meet the criteria to be considered for the study in terms of the number of years of teaching experience and categorical assignment (i.e. did not fit into LD, ED, or MR category if special education). Fifty-three percent (n=48) of those respondents were categorized as regular education, while forty-seven percent (n=42) made up the special education population of this study (See Table 1).

The majority of those responding were female, high school teachers. The number of female regular education and female special education teachers were equal, comprising 80% of the sample. Thirty-eight percent of special education teachers and thirty-five percent of the regular education teachers fit into the 40-48 age category. Forty percent of the regular education teachers have been in his/her present setting between 1-11 years, with forty-six percent having between 12-20 years of teaching experience. Fifty-eight percent of special education teachers have been in the same educational setting between 1-11 years, while having at least 12-20 years of experience.

Ninety percent of the regular education teachers stated that they spend most of the time in a departmentalized setting. Sixty-two percent of the special education

teachers answered that the self-contained room was where the majority of their time was spent.

Instrument

A two-part survey was constructed (see Appendix A). Part I consisted of obtaining demographic information from the subjects. Questions such as years of teaching experience and areas of endorsement were asked.

The second portion of the survey measured teachers' attitudes towards extended school year calendars by using a Likert scale. Subjects chose from a range of 5 (strongly agree) to 1 (strongly disagree). This instrument was developed by the researcher and field tested in a class containing regular and special education student teachers before being administered to the subjects.

Design

All special education teachers and randomly selected regular education teachers received identical surveys. Upon arrival, surveys were categorized as either special education or regular education. Teachers in both groups were given operational definitions of the terms mentioned in the survey (e.g. extended school year).

Procedure

Initially, permission was obtained to conduct the survey from the appropriate school administrative offices. In the Spring of 1995, secondary teachers, both regular and special education, were surveyed from four counties in Virginia. Surveys were coded according to school division. The surveys were sent to the individual granting permission for dissemination to the teachers. All special education teachers within the school

received surveys, while the same number of regular education teachers were randomly selected to participate. A self-addressed stamped envelope accompanied each survey. Surveys were returned directly to the researcher so that information linking a teacher to his/her school division or responses would not be disclosed.

Responses were categorized as either regular education or special education. Those respondents who did not meet the required minimum three years of experience were disqualified from the study.

Data Analysis

Attitudes were measured by the response given on the survey. These were compared both between each group, special or regular education, and within each group (e.g. learning disabled teachers versus emotionally disturbed teachers).

For this study, means and percentages were calculated for demographic information. Means and standard deviations were calculated for answers on the Likert scale. A t-test was conducted to determine any differences between the mean scores of regular education and special education teachers on the Likert scale. A one-way analysis of variance was used to detect any significant differences among the different types of special education teachers.

Results

Initially questions from the survey were categorized as either: teachers' personal benefits or students' benefits. For example, in order to obtain the teachers' own perceptions, questions such as "I would be receptive to extending the school year", "Teacher absenteeism would decrease", "My motivation level would increase", "The teacher burn-out rate would decrease", and "An extended school calendar would interfere with personal educational advancement" were compiled for a mean of 11.79 for special education and a mean of 10.46 for regular education.

The same procedure was carried out for the students' category. Questions such as "My students would benefit academically", "My students would benefit socially", "Student absenteeism would decrease", "My students would be receptive if the school year was extended", and "My students' level of motivation would increase" were grouped together to get an overall mean of 17.10 for special education and a mean of 13.35 for regular education.

A t-test was conducted to find any significant differences between the regular education and special education teachers. No significant differences were found with either the teachers' own attitudes or the teachers' perceptions of student benefits.

An analysis of variance was used (See Table 2) to test for differences between the special education teachers working with different populations of students (LD, ED, MR). When analyzing responses related to student benefits from year-round schooling, a significant difference was found ($F(2,36) = 7.42, p < .01$). Tests between pairs of means were conducted using a Newman-Kuels (See Table 3).

Using the Newman-Keuls, teachers of emotionally disturbed students were more positive towards extended school year programs (regarding benefits to students) than were the teachers of mentally retarded students or the teachers of students with learning disabilities. The teachers of students with learning disabilities and the teachers of students with mental retardation, however, were not significantly different.

Teachers expressed a great deal of concern when establishing and carrying out behavior modification programs. The teachers in this study, both special and regular education, had very little interest in extending the school year for their own purposes. For example, they do not believe in absenteeism. Teachers appear to be content with the current traditional school calendar and believe it does work well in their particular school divisions. The issue of child care for their children was a concern expressed on several surveys returned to the researcher. Teachers felt that a problem could arise if a teacher taught in a different school district than their child attended. Instead of employing someone just for the summer to watch their children, parents would have to schedule child care for a three week period every nine weeks.

Several limitations with this study were discovered while analyzing the data. First, with so many different definitions and interpretations of what extended or year-round schooling is, the researcher perhaps should have included an information sheet with a variety of operational definitions and a list of the pros and cons with each survey.

Another problem that may have influenced respondents is that the survey questions were positively slanted towards extended school year programs. This may have caused some of the questions to be invalid. The researcher had to assume that all of

Discussion

It was expected from the review of the literature on year-round education that teachers of students with mental retardation would be the strongest advocates for these programs. However, this study found teachers of students with emotional disturbances to be more receptive to extending the school year to benefit their students. This makes a great deal of sense when establishing and carrying out behavior modification programs.

The teachers in this study, both special and regular education, had very little interest in extending the school year for their own purposes (e.g. to decrease burnout and absenteeism). Teachers appear to be content with the current traditional school calendar and believe it does work well in their particular school divisions. The issue of child care for their children was a concern expressed on several surveys returned to the researcher. Teachers felt that a problem could arise if a teacher taught in a different school district than his/her child attended. Instead of employing someone just for the summer to watch their children, parents would have to schedule child care for a three week period every nine weeks.

Several limitations with this study were discovered while analyzing the data. First, with so many different definitions and interpretations of what extended or year-round schooling is, the researcher perhaps should have included an information sheet with a variety of operational definitions and a list of the pros and cons with each survey.

Another problem that may have influenced respondents is that the survey questions were positively slanted towards extended school year programs. This may have caused some of the questions to be invalid. The researcher had to assume that all of

the respondents answered the questions honestly and that they understood what they were answering.

There are several suggestions for future studies. First, a qualitative study could be conducted. This would allow for more open-ended questions and may detect different attitudes that teachers may have towards extending the school year.

Second, only middle and high school teachers were included in this study. Further research could be done to include elementary school teachers. It would be interesting to see if there are any significant differences between the elementary and secondary teachers.

Finally, this researcher would like to see some studies involving parental attitudes towards extending the school year. Since it is usually the parents who advocate for services their children need, it would be interesting to see where they stand on this issue.

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Appendix A
Operational Definitions

Extended School Year (ESY): twelve month school calendar containing short increments of vacation time.

Traditional School Calendar (TSC): nine month school calendar in which students attend school from September to June.

45-15 Plan: nine week learning and three week vacation pattern in which everyone follows the same schedule.

Regression: loss of skills/knowledge during or following an extensive break from school.

Recoupment: how quickly these skills or knowledge may be recovered.

February 9, 1971

Dear Sir/Madam:

I am a graduate student in the Special Education program at Longwood College in Farmville, Virginia. This particular program requires the completion of a student's thesis. My thesis topic is on teachers' attitudes towards an extended school year program.

I am writing you to request permission to survey the middle and high school teachers in your school district. I understand that your office, including the names of the schools and counties, will contain this information.

Appendix B
Letter to Superintendent

I appreciate your time and assistance with this request. If you have any questions, please feel free to contact me.

Sincerely,

Stephanie B. K. M.

February 6, 1995

Dear Sir/Madam:

I am a graduate student in the Special Education program at Longwood College in Farmville, Virginia. This particular program requires the completion of a master's thesis. My thesis topic is on teachers' attitudes towards an extended school year calendar.

I am writing you to request permission to survey the middle and high school teachers in your school district. I assure that information, including the names of the schools and counties, will remain confidential.

I appreciate your time and assistance with this matter. If you have any questions, please feel free to contact me.

Sincerely,

Stephanie E. Kidd

March 1, 1995

Dear Teacher:

I am a graduate student in the Special Education program at Longwood College in Farmville, Virginia. The survey accompanying this letter was constructed to obtain research for my master's thesis.

Your cooperation in completing Appendix C would be much appreciated. All responses to this survey will be treated in a confidential manner and will remain confidential at all times.

I will appreciate your completing the survey and returning it to me within 7-10 days. A self-addressed stamped envelope has been provided for these purposes. Thank you for your time and assistance.

Sincerely,

Stephanie E. Kidd

March 1, 1995

Dear Teacher:

I am a graduate student in the Special Education program at Longwood College in Farmville, Virginia. The survey accompanying this letter was constructed to obtain research for my master's thesis.

Your cooperation in completing this survey would be much appreciated. All responses to this survey will be treated in a professional manner and will remain confidential at all times.

I will appreciate your completing the survey and returning it to me within 7-10 days. A self-addressed stamped envelope has been provided for these purposes. Thank you for your time and assistance.

Sincerely,

Stephanie E. Kidd

Teacher Survey

Please read over the following definition before beginning survey.

*Extended school year (ESY) twelve month school calendar containing short increments of vacation time.

Please answer the following questions.

Your sex: M F

Your age: _____

Years of teaching experience in your _____

Appendix D

Years of teaching experience total? Teacher Survey

Are you a regular or special education teacher? _____

Do you teach middle or high school? _____

What grade(s) do you teach? _____

What subject(s) do you teach? _____

Are you endorsed? If so, in what area? _____

Please check the setting(s) that primarily apply to you this year. If more than one applies, please rank order according to amount of time you spend in each (majority of time).

(less than half my time).

_____ Collaborative _____ Resource Room

_____ Self-contained _____ Departmentalized

_____ Other (please specify)

Please answer the following: (strongly agree), (agree), (neutral), (disagree), (strongly disagree).

Teacher Survey

Please read over the following definition before beginning survey.

*Extended school year (ESY): twelve month school calendar containing short increments of vacation time.

Please answer the following questions.

Your sex: M F

Your age: _____

Years of teaching experience in your present setting? _____

Years of teaching experience total? _____

Are you a regular or special education teacher? _____

Do you teach middle or high school? _____

What grade(s) do you teach? _____

What subject(s) do you teach? _____

Are you endorsed? If so, in what area? _____

Please check the setting(s) that primarily apply to you this year. If more than one applies, please rank order according to amount of time you spend in each: 1(majority of time), 2(less than half my time).

_____ Collaborative _____ Resource Room

_____ Self-contained _____ Departmentalized

_____ Other (please specify)

Please answer the following. 5(strongly agree), 4(agree), 3(neutral), 2(disagree), 1 (strongly disagree).

1. I am familiar with extended school year programs. *the school year was extended.*

5 4 3 2 1

2. I would be receptive to extending the school year. *school year was extended.*

5 4 3 2 1

3. My students would benefit academically if the school year was extended. *program.*

5 4 3 2 1

4. My students would benefit socially if the school year was extended. *personal*

5 4 3 2 1 *accommodations I may wish to seek.*

5. Teacher absenteeism would decrease if the school year was extended.

5 4 3 2 1 *school calendar is successful in my school division.*

6. Student absenteeism would decrease if the school year was extended.

5 4 3 2 1 *school year program could work in my school division.*

7. The time needed to review previously learned material would decrease following shorter vacation times in an extended school year program.

5 4 3 2 1

8. My students would be receptive to an extended school year program.

5 4 3 2 1

9. The parents of my students would be receptive to extending the school year.

5 4 3 2 1

10. My motivation level would increase if the school year was extended.

5 4 3 2 1

11. My students' level of motivation would increase if the school year was extended.

5 4 3 2 1

12. The teacher burn-out rate would decrease if the school year was extended.

5 4 3 2 1

13. The high school dropout rate would decrease in an extended school year program.

5 4 3 2 1

14. An extended school calendar would interfere with courses or other personal educational advancements I may wish to seek.

5 4 3 2 1

15. The traditional school calendar is successful in my school division.

5 4 3 2 1

16. An extended school year program could work in my school division.

5 4 3 2 1

Table 1

Demographic Information		
	Regular Education	Special Education
Gender		
Male	12	06
Female	36	36
Age		
22-30	07	06
31-39	10	14
40-48		16
49-57	14	05
58-66	0	01
Middle School	20	22
High School	23	25
Years of Experience		
03-11	11	17
12-20	22	17
21-29	15	04
30-38+	03	01
Years in Present Setting		
01-11	19	24
12-22	13	19
23-32	10	03
33-43+	01	01

Table 1
Demographic Information

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Demographic Information		
N=90		
	Regular Education	Special Education
Gender		
Male	12	06
Female	36	36
Age		
22-30	07	06
31-39	10	14
40-48	17	16
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21-29	15	04
30-38+	03	01
Years in Present Setting		
01-11	19	24
12-22	13	19
23-32	10	03
33-43+	01	01

Grade(s) Taught		
6	05	11
7	14	09
8	14	13
9	21	19
10	21	23
11	22	23
12	21	23
Setting		
Collaborative	04	01
Resource	0	13
Departmentalized	43	0
Self-contained	0	26
Other	01	03

Table 2

Special Education Teachers' Perceptions of Students Benefiting From Extended School Year Calendars

Source	Sum of Squares	df	Mean Squares	F
Between				
Within				
groups	752.64	36	20.91	
Total	1002.97	38		

Table 2

Special Education Teachers' Perceptions of Students Benefiting From Extended School

Year Calendars

Table 2

**Special Education Teachers' Perceptions of Students Benefiting From Extended
School Year Calendars**

Source	Sum of Squares	df	Mean Squares	F
Between groups	310.33	2	155.165	7.42 p<.01
Within groups	752.64	36	20.91	
Total	1062.97	38		

Table 3

Differences Among Special Education Teachers

	Emotionally Disturbed	Learning Disabled	Mentally Retarded
ED		(4.16)*	(7.21)*
LD			(3.05)
MR			

Table 3

Differences Among Special Education Teachers

* p < .05

Table 3

Differences Among Special Education Teachers

	<u>Emotionally Disturbed</u>	<u>Learning Disabled</u>	<u>Mentally Retarded</u>
ED		(4.16)*	(7.21)*
LD			(3.05)
MR			

Figure 1

Means for Teachers' Attitudes Toward Extended School Year Calendars

* p < .05

Means for Teachers' Attitudes Toward Extended School Year Calendars

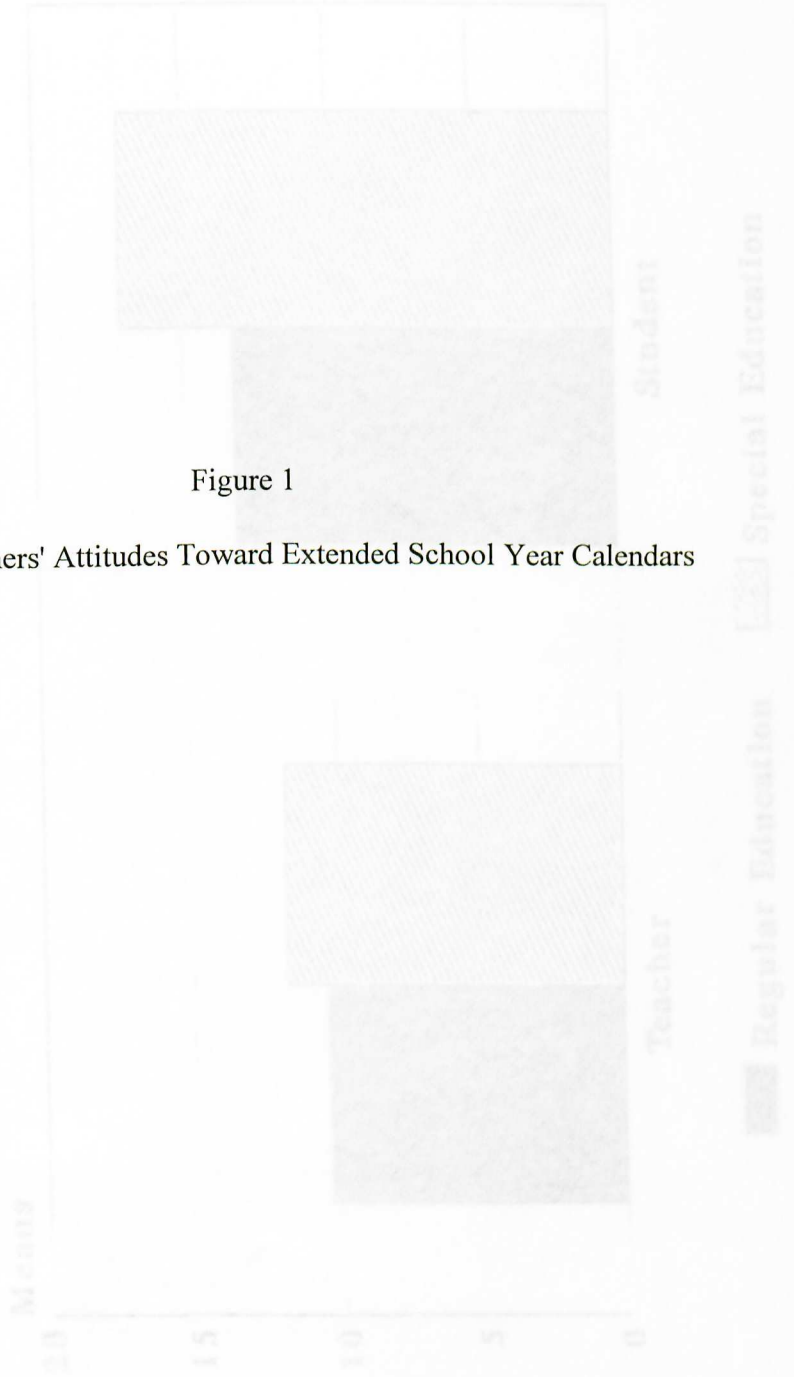
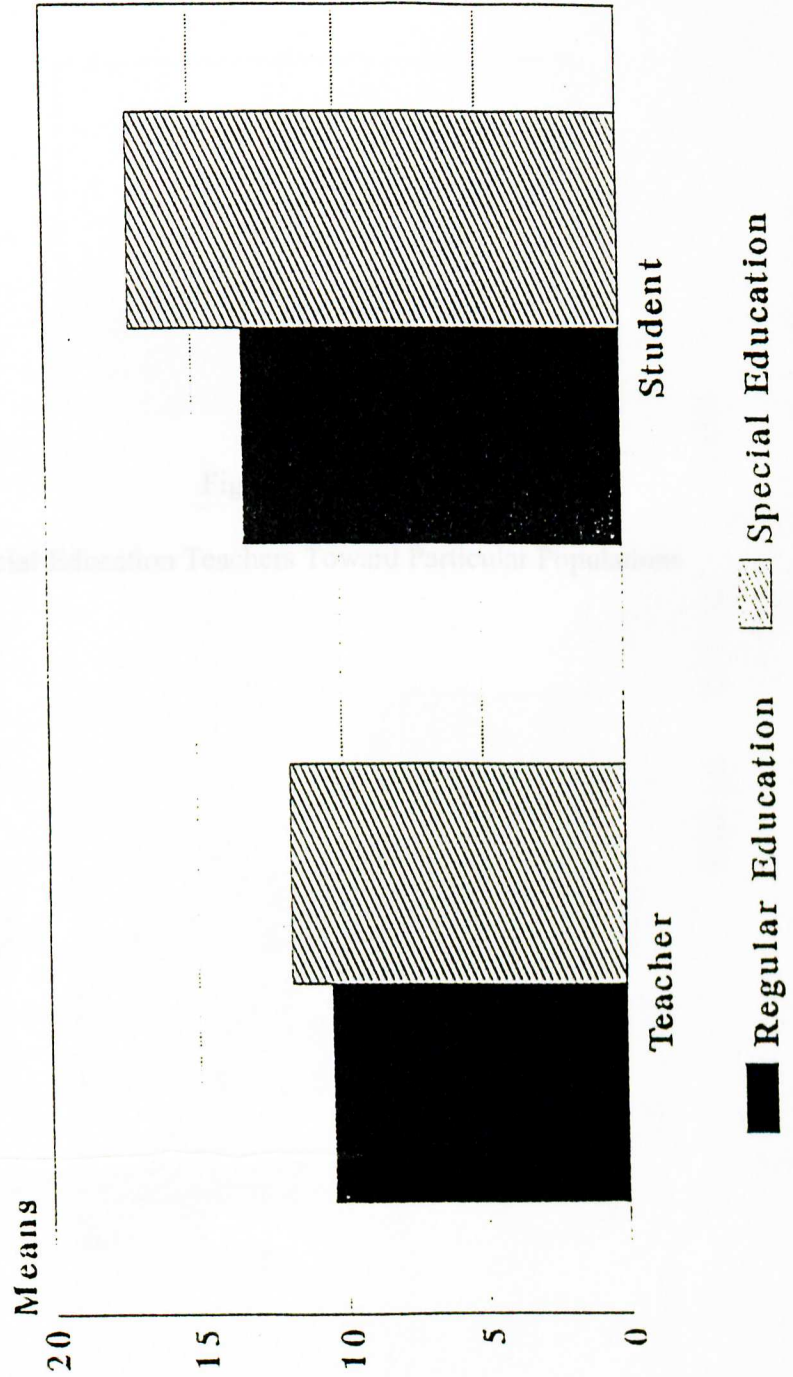


Figure 1

Means for Teachers' Attitudes Toward Extended School Year Calendars

Figure 1

Means for Teachers' Attitudes Toward Extended School Year Calendars



Means of Special Education Teachers
Toward Particular Populations

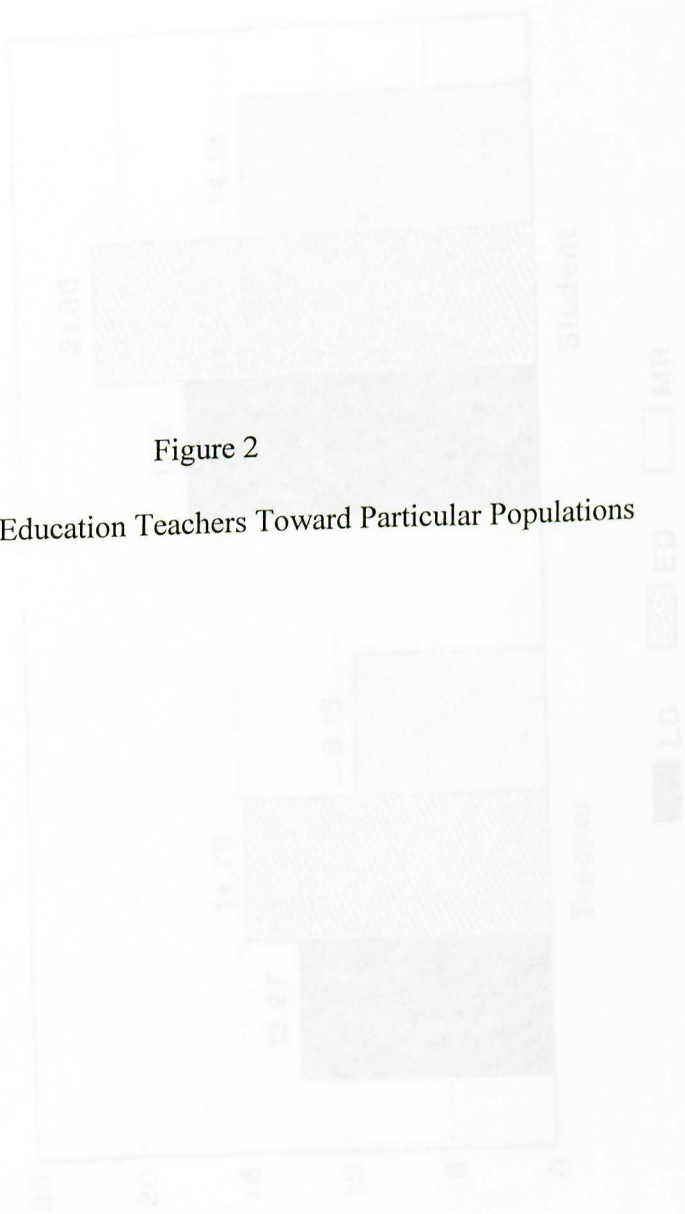


Figure 2

Means of Special Education Teachers Toward Particular Populations

Figure 2

Means of Special Education Teachers Toward Particular Populations

