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THE EFFECT OF A DIRECT TEACHER CONSULTANT
INTERVENTION SYSTEM ON TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE AND
KNOWLEDGE OF AND ATTITUDES TOWARDS
HANDICAPPED CHILDREN

A Dissertation Presented

By

Mary C. Vernacchia

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September   1985

Education

Mary C. Vernacchia

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ACKNOWLEDGEMENTS

I gratefully acknowledge the guidance, encourage-
ment and support of my dissertation committee throughout
the course of this study. A special thanks is due to
Dr. Peter Wagschal, advisor and dissertation chairperson,
for his scholarly counsel and encouragement since the
inception of my doctoral studies. Grateful recognition
is extended to Dr. Harvey Scribner for the dynamic
role model he set as an educational leader, innovator
and strong support throughout the doctoral program. I
am also gratefully indebted to Dr. Jay Melrose for his
specific comments and detailed apprisal of my disser-
tation along with his enthusiastic spirit.

This dissertation is dedicated to Dr. Warren E. Heiss,
mentor, teacher, friend, colleague and "father" of this
study. It represents only a small part of the professional
accomplishments that Dr. Heiss has significantly influenced
during my career over the past several years. For your
endless patience, wisdom and unselfish efforts, I am
forever grateful and deeply appreciative. You are a
true inspiration in my life!

I am most thankful for the special love and support
offered to me by my parents, Anne and Ralph, every step
of the way through the brightest and most difficult
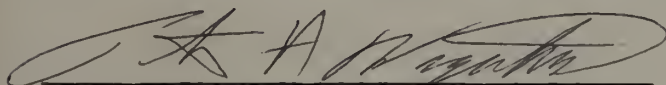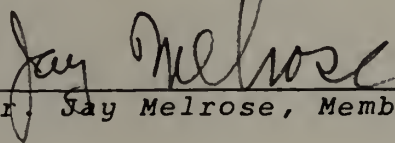moments towards the achievement of this goal.

ABSTRACT

The Effect of a Direct Teacher Consultant
Intervention System on Teachers'
Perceptions of Organizational Climate and
Knowledge of and Attitudes Towards
Handicapped Children

(September 1985)

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The purpose of this study was to investigate the
relationship between teachers' involvement in the CLIP
consultant intervention system and teachers' perceptions
of organizational climate and their knowledge of and atti-
tudes towards handicapped children. The subjects were 25
regular classroom teachers in the Montclair, New Jersey
school district who had participated in a direct consultant
intervention system (CLIP) designed to serve handicapped
children in the mainstream. Teachers' level of involvement
was determined by CLIP staff ratings of teachers' "partici-
pation," "understanding," "years of association" and "number
of students served" with regard to the CLIP system.

Information was collected on teachers' perceptions
of organizational climate of their schools utilizing the

Likert _Profile of a School_ (POS) questionnaire - teacher's form. The _Rucker-Gable Educational Programming Scale_ (RGEPS) was used to assess teachers' attitudes toward handicapped children and teachers' knowledge of program placements for handicapped children. The degree of involvement scores and scores from the POS and RGEPS were subjected to correlational analyses to determine the extent to which the degree of CLIP involvement was related to teachers' perceptions of organizational climate and knowledge of and attitudes towards handicapped children.

The results of the study indicated that although the respondents viewed the organizational climate of their schools as characteristic of "System 3" and "System 4" management no statistically significant relationship was found between POS scores and CLIP involvement scores leading to the acceptance of the null hypothesis. Similarly, teachers' attitudes towards handicapped children were positive as evidenced by RGEPS attitude scores although no statistically significant relationship was found between RGEPS attitude and CLIP involvement scores also leading to the acceptance of the null hypothesis. RGEPS knowledge scores were comparable to expert opinions and approximated statistical significance indicating an existing relationship between teachers' level of involvement in the CLIP system and teachers' perceptions of knowledge about handicapped

children leading to the acceptance of the null hypothesis.
Overall results indicated that the relationship between
teachers' level of involvement in CLIP and their knowledge
of handicapped children was greater than both the relation-
ship between teachers' level of CLIP involvement and organi-
zational climate and teachers' attitudes towards handicapped
children.

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THE PROBLEM

Introduction

Significant strides have been made in the education of
handicapped children since the mandate of P.L. 94-142, the
Education of All Handicapped Children Act of 1975. This
legislation states that handicapped students shall be
placed in the least restrictive environment or the "main-
stream" of school and society. The innovation known as
mainstreaming has led to the development of service delivery
models that provide alternatives within the educational
system for handicapped students. For the alternatives to
be successful, consideration must be given to the service
providers, their knowledge about and attitude towards
handicapped children and the delivery system they implement.

School districts continue to face the challenge of
implementing effective service delivery systems for handi-
capped children. The literature reflects a variety of
attempts to focus on organizational features that must be
present as prior conditions for effective operations. It
is important to consider the learning and teaching environ-
ment, referred to in this study as the organizational
climate, as the basic structure within which teachers

operate to successfully meet mainstreaming challenges. Research relating to organizational climate suggests that it can be a critical variable in the success of the implementation of an innovation (Berman & McLaughlin, 1976). Specifically related to this study is the research conducted by the Institute for Social Research under the direction of Rensis Likert (1967). One interpretation of the results of the Institute's research is that organizational climate, evolving from a "participative group style" of management facilities high productivity. "System 4" is the symbolic name Likert uses to identify behavioral science-based system of management. "System 4" stresses confidence and trust, open communication, cooperative teamwork, and decision-making and goals established by means of group participation.

Statement of the Problem

Mainstreaming educationally handicapped children remains a major responsibility for regular classroom teachers in every state. Birch (1974), in a study of efforts of several school districts to make mainstreaming a reality, found that teachers and administrators in each district repeatedly stated that the positive attitudes of teachers make up the most effective force for high quality special

education and successful mainstreaming. Since the
regular class teacher's attitude towards handicapped
children is so critical to successful program implemen-
tation, it is important to consider innovations that
produce a positive attitude in teachers in their knowledge
of and attitudes towards handicapped children.

Deno (1976) stresses the need for the teacher to
understand the total school environment to achieve school
goals and individual child goals. She suggests that
school systems need to be structured in such a way that
a teacher can function to his or her maximum capability.
In order to accomplish this procedures must be established
within the organization setting which recognize that the
teacher is the primary mobilizer and applicator of re-
sources and technology required to advance students'
learning. Alternative programming for handicapped children
requires an environment which stresses a balance between
meeting the needs of the teacher and the needs of the
organization (Deno, 1976). This study will attempt to
examine the relationship between teachers' involvement
in a classroom consultant intervention system and their
perceptions of organizational climate and knowledge about
and attitudes towards handicapped children.

The Cognitive Linguistic Intervention Program (CLIP)
is a special education service delivery system for 4 to

6 year old mildly handicapped children who have been
placed in the mainstream in the Montclair Public Schools.
The CLIP intervention system is an innovation that
addresses organizational climate and is based on knowledge
and attitudes about handicapped children. This study will
investigate the perceived attitudes of teachers involved
in a special education service delivery system (CLIP)
that promotes decision-making and is characterized by the
"participative group style" of management specified by
Likert.

Statement of Purpose

The proposed research will examine relationships
that exist between teachers' attitudes towards handicapped
children and their perceptions of organizational climate
in the CLIP system. Specifically, the purpose of this
study is to determine the degree to which involvement
in a direct classroom consultant intervention system (CLIP)
accounts for perceived organizational climate. This study
will also examine CLIP teachers' perceptions of their know-
ledge of and attitudes towards handicapped children.

To achieve this purpose, two measures will be used
to determine these two outcomes:

1.   The <u>Likert</u> <u>Profile</u> <u>of</u> <u>a</u> <u>School</u> questionnaire will
     be used to compare the perceived attitudes of
     teachers participating in the CLIP system towards
     organizational climate. The results will be used
     to determine whether teachers involved in the
     CLIP system had a more positive sense of the
     organizational climate in the direction of
     "System 4" Management.

2.   The <u>Rucker-Gable</u> <u>Educational</u> <u>Programming</u> <u>Scale</u>
     will be used to assess the knowledge and atti-
     tudes of those teachers involved in the CLIP
     innovation towards handicapped children. The
     results will be used to determine whether the
     degree of CLIP involvement affects level of
     knowledge about and attitudes towards handicapped
     children.

This study seeks an answer to two questions:

1.   Does the degree of involvement in CLIP affect
     the perceptions of organizational climate?

2.   Does the degree of inolvement in CLIP affect
     the perception of knowledge and attitudes towards
     handicapped children?

Rationale and Significance of the Study

Organizational climate studies describe the administrative features of a school. These studies show that the more teachers are involved in decision-making the more they are satisfied with their situations. Likert (1967) pointed out that this "participative group style" of management known as "System 4" facilitates high productivity. He indicated that successful organizations have significant characteristics that make them different from other less successful organizations. These specific features include the communication process, the attitudinal dimensions and motivational characteristics, the support system and the decision-making process.

Current developments in the field of special education have indicated an increased involvement on the part of regular classroom teachers in appropriately meeting the needs of handicapped children. Along with this increased responsibility is the necessity for understanding and knowledge by the regular classroom teacher of the special needs of various handicapped groups within the school setting. Acknowledging that the regular classroom teacher is a major change agent in implementing appropriate placements for children (Beer and Huse, 1972; Haring et al, 1958; Safford, 1978), a study of teachers' attitudes of and

knowledge about handicapped children is of increased research significance.

The Cognitive Linguistic Intervention Program (CLIP) is a service delivery system operating within the school organization. This system incorporates the characteristics of the participative group management style as specified by Likert. As a result the degree to which teachers participated in the CLIP intervention system might influence their sense of organizational climate of the school. This study will determine the relationship between the degree of involvement in an intervention system (CLIP) stemming from System 4 Management and the perceived organizational climate of the school.

School districts are organizations that need to consider incorporating management techniques that will improve the learning and teaching environment. Establishing effective and efficient service delivery systems for handicapped children in the mainstream setting continues to present a challenge to regular and special educators.

Wang and Birch (1984) suggest the feasibility of restructuring regular education programs to much more adequately serve students with diverse learning characteristics and needs, including many of those students who currently are served by compensatory and special education pull-out programs. Realization of this vision requires

restructuring both the educational system and the present fiscal reimbursement and accounting systems to ensure the provision of adequate financial and administrative support for program implementation. The authors contend that widespread implementation of effective mainstreaming is unlikely without concomitant restructuring of schools' present educational systems and financial support/fiscal management structures. They suggest that a realistic possibility for the 1980's would involve building on current school improvement efforts to provide instructional-learning experiences that are adaptive to the special learning needs of diverse students. Such an approach attempts to merge the best in regular and special education.

This study identifies a special education service delivery system that exemplifies the participative group management style as characterized by its good communication networks, mutual understanding and cooperation, group decision-making and the development of positive teacher attitudes. The results of this research will assist school administrators in implementing intervention systems that serve children more effectively by incorporating those features described by Likert as "System 4" participative group management system. Such a model has direct implications for the delivery of regular and special education services and involves the integration of both systems as

a unit in order for successful mainstreaming to become
a reality.

Definition of Terms

Terms which are vital to the understanding of this study
are defined and explained as follows:

Regular classroom teacher

This refers to classroom teachers who teach regular
classes at the primary level, pre-K, K, grade 1, as
opposed to those teachers who teach special education
classes.

Mainstreaming

Mainstreaming refers to the temporal, instructional
and social integration of eligible exceptional children
with normal peers based on an ongoing, individually deter-
mined, educational planning and programming process and
requires clarification of responsibility among regular and
special education administrative, instructional, and
supportive personnel. (Kaufman et al 1975)

Handicapped Students

Those students who are labeled as having educational handicaps according to the state classification system of New Jersey's Rules and Regulations on Handicapped Education (N.J.A.C. Title 6, Chapter 28). These students are classified by the Child Study Team, the legally authorized professional group, to receive special services for an appropriate education.

Service delivery system

The mode of carrying out instruction to students in a systematic format. This relates to the manner in which special education instruction is delivered to children requiring these specialized services in the public school setting.

Early Intervention

This refers to the provision of special services for children in their preschool years to prevent or ameliorate learning difficulties they may be experiencing.

Cognitive Linguistic Intervention Program (CLIP)

This program is an instructional service delivery system designed to identify and provide services for 4 to 6 year old children experiencing language and/or learning difficulties in the mainstream setting. The specialist carries out services within the context of the regular classroom setting relating the special needs of the children to the content of the curriculum. Specialists utilize this systematic approach and operate in close coordination with the classroom teacher in all phases of continuous assessment and instruction. The CLIP system is a model for embedding special education into a regular education context in public school classrooms.

Organizational climate

This term refers to that aspect of the school that is defined as the "personality of the organization" (Halpin, 1963) and is seen as resulting from a dynamic interrelationship between the needs of the individual and the needs of the organization. Likert (1978a) describes the organizational climate as ways in which the personnel of the school operate within a general administrative environment, created by the policies and practices of the

administrator. In this study the organizational climate represents the ways in which teachers perceive the system of management as described by Likert.

Participative group management

Participative group management or "System 4" management refers to a management system where there is much support of subordinates by the leader, where motivation is high, where open communication exists amongst peers, where high goals are cooperatively set, and where all members work as a team giving input at all stages from goal setting to goal achievement.

Knowledge

This indicates the information both teachers and special education experts have of handicapping conditions to use in their placement of handicapped children in various educational settings or programs.

Attitude

This is a measure of the social distance a teacher wishes to maintain between himself or herself and the

variety of types and/or degrees of handicapping conditions. It may also be considered a measure of the willingness of the persons to move handicapped students closer to the mainstream of education.

Assumptions

This study was based on the following assumptions:
1. The individual respondents answered the Rucker-Gable Educational Programming Scale and the Profile of a School questionnaire honestly and frankly.
2. Organizational climate is an inherent part of formal organizations and can be measured.
3. Teacher attitudes and knowledge toward integration of handicapped children into the regular classroom can be measured.

Limitations

This study involves regular classroom teachers at the primary level and cannot be generalized to special education teachers or to other levels. The results of the study will represent only teachers' perceptions of organizational climate and knowledge of and attitudes towards handicapped children and not towards administrators

or other school personnel. Only teachers in one school
district in the state (Montclair, N.J.) will be studied.
Montclair represents a culturally diverse community with
a 47% minority population. Therefore, results are not
generalizable to other suburban districts or large urban
districts.

C H A P T E R   II
REVIEW OF THE LITERATURE

This study involves four major areas of concern.
To address these areas the review of the literature has
been divided into four sections. Each section presents a
discussion of research studies related to 1) a consultant
intervention model, 2) organizational climate, 3) teacher
attitudes toward handicapped children and, 4) teachers'
knowledge of alternative programming for handicapped
children.

Consultant Intervention Model

Consultation is becoming recognized as a service
necessary for integrating special education students into
regular education settings. With the advent of Public Law
94-142, more handicapped students are encountering standard
school curricula, increasing the need for cooperation and
communication between regular and special educators and
decreasing the distinction between special and regular
education techniques (Lilly and Givens-Olge, 1981). Coleman
et al. (1975) emphasized the importance of consultation
services in their case study of mainstreaming handicapped
children. They indicated mainstreaming requires support

to ensure that teachers and school personnel receive the
training and resources necessary to provide quality special
education services within the regular classroom.

Role of Specialist as Consultant

In a list of considerations for successful mainstream-
ing in the least restrictive environment, Meyen and Lehr
(1980) described the teacher consultant as one who would
provide both direct and indirect services by assisting in
the classroom, maintaining task-related behaviors and
training teachers to develop new skills and utilize
specialized instructional strategies.

Discussion of trends and changes in special education
(Ysseldyke and Sabatino, 1972) repeatedly emphasize heavier
involvement of the regular classroom teacher in the identi-
fication and management of handicapped children. Cartwright,
Cartwright and Ysseldyke (1973) address the role identi-
fication problem in their work which emphasizes the need
for a dual approach in the school psychologist's attempt
to meet the needs of handicapped children in regular classes.
They propose two decision models, an identification model
and a diagnostic-teaching model that may be used effectively
by the school psychologist in his/her efforts to assist

teachers in the identification and educational management of handicapped children. The models are designed to help teachers make intelligent decisions about children in their classrooms and specify both the things that a teacher must know and how he/she is to behave.

Extensive consultation between the teacher and the school psychologist is essential for the implementation of the Diagnostic Teaching Model. The teacher's attention should be focused on general and specific instructional procedures that can be employed to assist the child in the regular classroom to accomplish the educational objectives that have been described for him/her by the teacher. This process also involves an awareness on the part of the teacher as to the range of instructional procedures available to facilitate the accomplishment of the educational goals for individual children.

The role of speech and hearing professionals in public education has changed tremendously in the 1970's. State and national legislation, especially P.L. 94-142, has focused attention on evaluating the responsibilities of all educators and specialists dealing with handicapped children. Accordingly, there is an increased demand for clarification of responsibilities, cooperative planning and coordinated programming by all regular and special education administrative, instructional and support

personnel (Garrard, 1979).

Providing appropriate alternatives in quality language, speech and hearing services for all communicatively handicapped children is best described by Garrard's (1979) view of the specialist's role in classroom assistance. This involves integrating the objectives of all pupils receiving resource room or itinerant services into their classroom curricula, team teaching by teacher and specialist in language, speech and auditory-related curriculum areas and demonstrating activities for communication development as in preschool kindergarten readiness programs. Realizing the limitations of compartmentalizing their services, many language specialists have made innovative attempts to become more of an integral part of the educational system than was possible when following the traditional model. Several language, speech and hearing specialists have reported that providing therapy in the child's classroom setting has proven advantageous to teachers, specialists and communicatively handicapped children (Appelman, Allen, and Turner, 1975; Chambers, 1976; Dobson and Dobson, 1973).

Garrard (1975) suggests that language, speech and hearing specialists have input in education curriculum planning in early childhood programs for the handicapped and that the teacher be utilized as an adjunct in providing

language services. Teachers can take advantage of oppor-
tunities to reinforce the children's objectives in situ-
ations occurring naturally in the classroom environment
while language specialists can be relevant consultants
to regular, special education, learning disability and
reading teachers. Garrard concludes that an alternative
placement model and a unified team approach for successful
programming demands a fusion of education services. Ideally,
in programs involving several disciplines, interdisciplinary
roles are delineated through a cooperative team effort based
on each professional individual's competencies and each
child's need.

Pickering (1981) emphasizes that consultation be-
tween language specialists and classroom teachers must take
into account the changing nature of teachers' communicative
and educational involvement with the special needs child
now mainstreamed into the classroom. Since the implemen-
tation of P.L. 94-142, teachers have become central rather
than peripheral figures in special education. As Garrard
(1979) indicated, present educational conditions demand
clarification of responsibilities, cooperative planning,
and coordinated programming by all the educators involved.
Pickering (1981) points out that the present educational
situation also demands a new look at models for teacher
specialist consultation and the development of consultative

models that are congruent with current education issues
and responsibilities.

The three consultative models described in Pickering
(1981) involve the teacher as collaborator with the special-
ist and acknowledge the teacher as the central educational
figure in enhancing the language and communicative needs
of the child as well as the importance of the social con-
text in which the child uses the language content. These
models may be identified as 1) consultant as instructor,
2) consultant as specialist and, 3) consultant as facili-
tator.

The third model moves both the language specialist
and classroom teacher into less traditional roles and
acknowledges the teacher as the central educational figure
in the child's language acquisition. This model uses
the specialist as a consultant in helping teachers develop
a language development/remediation program to be carried
out solely or primarily by them within a child's classroom.
Goals include identifying ways teachers could modify their
interactions with children so as to enhance language and
concept acquisition, stating expectations for the children
in their understanding of the classroom and using the class-
room activities and materials in ways that provide repeated
opportunities for developing intended skills.

Results of the study by Ammer (1984) suggested that

regular educators should be given a more active role in the multidisciplinary team decision-making process and future inservice courses designed to improve the implementation of mainstreaming. Regular educators identified the need for better communication among school personnel who must deal with special students. Closely associated with communication was the need to develop cooperative sharing of responsibility for mainstreamed students. Ammer suggests that direct assistance and consultation in the regular classroom setting might be one useful way to improve mainstreaming. The Adaptive Learning Environments Model appears to be successfully applying this approach in several schools (Wang and Birch, 1984).

Alternative Programming Approaches

The application of an educational approach that accommodates handicapped students in regular classes is documented in two mainstreaming programs described in this section: The Adaptive Learning Environments Model (ALEM) and the Cognitive Linguistic Intervention Program (CLIP). The CLIP model is used as the basis of this study to determine whether teachers' perceptions of organizational climate and their knowledge of and attitudes towards handicapped children were affected by their participation in

the CLIP system.

The Adaptive Learning Environments Model (ALEM) is an instructional program designed to provide special education services for mainstreamed handicapped students in regular classroom settings on a full-time basis. The overall goal of the ALEM is to furnish a demonstrably effective educational alternative that accommodates the instructional and special service needs of a broad range of individual students in regular class settings (Wang, 1980, 1981).

The ALEM is designed to create school environments that maximize each student's opportunities to master basic academic and social skills. The focus of the ALEM's design is modification of conditions in the learning environment to accommodate the needs and characteristics of individual students. At the same time the program systematically builds upon each student's strengths and capabilities in order to increase the ability to profit from the learning environment.

To achieve these goals, the ALEM gives school administrators and instructional staff the management and technical support required to adapt schooling experiences to individual students, (Wang, 1980. The concentration is on systematic integration of a range of practices which have been found to be instructionally effective and pedagogically meaningful

in theory, research and practice.

Wang and Birch (1984) point out that under carefully
monitored full-time mainstreaming programs such as ALEM
which are implemented in regular clases and which provide
a spectrum of learning alternatives, supports, and related
services, students can be expected to show early and con-
tinuing academic, personal, and social success. It is
contended that when mainstreaming functions in this context
the need for remedial programs and tracking systems that
employ special schools, special classes or resource rooms,
and other "pull-out" strategies for exceptional students
will be sharply reduced (Birch, 1974, 1975, 1981; Wang,
1981). Wang and Birch (1984) strongly contend that full-
time mainstreaming in regular classes must be preceded by
a major shift in implementation focus with an emphasis on
increasing the capabilities of the regular school environ-
ment to meet the needs of individual students rather than
instituting mere cosmetic changes in the placement of
students with special learning needs.

Wang et al. (1984) investigated the feasibility and
effectiveness of the ALEM as a full-time mainstreaming
program for moderately handicapped students in a large
urban school system. Data from this study support the
major contention that, under the ALEM, instructional
provisions could be effectively adapted to the needs of

most students including moderately handicapped students with EMR, LD and SED classifications who were integrated in regular classroom settings on a full-time basis. The data suggest not only that it was possible to establish and maintain implementation of the ALEM across schools with different demographic characteristics but also that program implementation led to predicted changes in classroom processes over time. Of particular significance were the achievement gains in reading and math that were made by both the general education and special education students.

The high degree of implementation of adaptive in-struction practices in ALEM mainstreaming classes by general education teachers in regular classroom settings is unique. Results from this study suggest the viability of the ALEM as an alternative delivery system for providing effective special education and related services for handicapped students entirely in regular classroom settings. Such a delivery system accommodates the instructional and manage-ment requirements for full-time mainstreaming of special needs students and allows the delivery of specialized services to handicapped students in compliance at an optimal level with the least restrictive environment mandate (Wang,1984).

Cognitive Linguistic Intervention Program

The Cognitive Linguistic Intervention Program (CLIP) has as its focus the providing of special educational services to mildly and moderately impaired young children who exhibit difficulties in cognitive and linguistic development. This preventive treatment effort is viewed as a significant educational innovation by the project's funding source - Handicapped Children's Early Education Program, Special Education Programs, Washington, D.C. (1978-present).

CLIP has established a replicable model for providing services to two-through six-year old children in Montclair's public schools and community-based day care centers and nursery schools. CLIP operates within the existing framework of Montclair's full day classes for four and five year olds as a service model for mild to moderely language-learning impaired children mainstreamed in these classes. The most unique feature of CLIP is that in-depth supportive services are delivered within the context of the regular classes in an effort to alleviate potential learning problems.

To accomplish this CLIP employs a transdisciplinary model that draws on the expertise of learning disabilities teacher-consultants, speech and language pathologists and

classroom teachers. Program planning for CLIP children is a cooperative effort that ensures that special instruction be related directly to the classroom curriculum. (Bagnato and Neisworth, 1981). All programming is based on the results of screening and continued assessment and observations.

The essential features of CLIP that support its existence as an innovative instructional service delivery system are described fully in this section. These interrelated features are the transdisciplinary team approach, intervention within the classroom setting, a facilitation approach by specialists and the integration of curriculum and instructional goals with the special child's needs in the mainstreaming classroom.

Transdisciplinary Team Approach

Language development and language disorders have not been solely the domain of speech and hearing personnel. Educators and other professional groups have studied language development and have acknowledged language as a major characteristic interacting with children's social and mental development. Children exhibiting learning disabilities usually show various aspects of language deficiencies. For example, children with learning

disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. There is a definite relationship between language and learning disabilities. To address this relationship CLIP developed a trans-disciplinary team approach. CLIP employs a team utilizing the expertise of the speech/language pathologist, a learning disabilities teacher consultant and the classroom teacher. Together the three members share in designing and implementing instructional plans for children. This approach to instruction allows for an interchange between someone primarily trained to manage linguistic development and someone primarily trained to manage cognitive development. The CLIP language-learning team specialists work jointly in all phases of delivering services and developing curriculum. By coordinating with the classroom teacher, realistic plans in terms of content and intervention strategies can be established. The content of the educational plan can be tied into the existing curriculum and classroom activities. Rather than acting in their separate spheres, the speech/language pathologist, learning disabilities teacher consultant and classroom teacher are able to produce an integrated program for the child within the regular classroom setting. (Garrard, 1979; Burgett and Dodge, 1976; Larson et al., 1980: Taenzer et al.,

1981; Pickering, 1981).

The transdisciplinary team approach is in evidence beginning with the screening process and following through to intervention techniques. The team approach which demonstrates a cross over between the various disciplines helps to facilitate a more comprehensive understanding of the child's language/learning difficulties (Miller, 1978).

Together the three members of the transdisciplinary team write individualized educational programs so that learning objectives are reflective of both language and cognitive processes. The intervention process involves in-classroom instruction. Depending upon the needs of the child and keeping within the transdisciplinary model, some children may receive instruction from both the speech/ language pathologist and learning consultant. In other cases, intervention is delivered by one specialist incorporating team members' ideas into the teaching strategies. The transdisciplinary team approach attempts to mesh the expertise involved in the various disciplines thus creating a more holistic approach to working with children exhibiting language/learning difficulties (Garrard, 1979; Pickering, 1981; Taenzer et al., 1981).

Intervention within the Classroom Setting

The CLIP model exemplifies effective and manageable
methods of incorporating pre-school education of the handi-
capped into existing school services in compliance with
P.L. 94-142. This same Federal law requires that edu-
cational placement of children be in the least restrictive
environment whenever possible. In the case of CLIP pre-
school youngsters, that environment is the regular class-
room. Handicapped and non-handicapped children are
educated together for the benefit of both. In this way
non-handicapped children learn to accept and be sensitive
to the needs of those who are different from themselves.
In turn, handicapped youngsters feel acceptance and are
provided with experiences which promote their development
(Guralnick, 1981; Bricker, 1978).

One of the essential features of CLIP is the direct
instructional service to children in classrooms. Based
on diagnostic data and teacher comment, CLIP staff members
design educational plans for each child served by CLIP.
The plans are developed in such a way as to use the
curriculum framework of the child's class as a guide.
(Pickering and Kaelber, 1978).

Operating within that framework CLIP staff members
write instructional objectives and provide direct in-

struction for meeting those objectives. Logs are kept
to record the nature of instructional activities and the
progress made by children. Evaluation criteria have
been developed so that teachers can judge the effective-
ness of the direct instruction offered by CLIP staff.

The CLIP team works with the teacher to match the
cognitive/language skills to be taught to the work that
is already going on in the class. The teacher remains a
part of the program for the child and the teacher's know-
ledge of the youngster along with the specialized skill
of the CLIP team provide an individualized program of
activities for each child (Appelman, Allen, and Turner,
1975; Chambers, 1976; Dobson and Dobson, 1973).

From the standpoint of professional training for
classroom teachers, this method of direct classroom
assistance allows teachers to observe diagnostic/prescrip-
tive teaching in operation in their classrooms, observe
the integration of cognitive and linguistic skill develop-
ment within the framework of their own teaching program
and participate in evaluating the mastery of skills
attained by CLIP children. Teachers reported that direct
classroom assistance was highly beneficial to their
understanding of the interplay between the project's
goals and their own instruction aims (Heiss, 1980).

Facilitation Approach

The CLIP specialists also act as language facili-
tators as they guide the child's instructional exper-
iences. As the child is engaged in a classroom activity,
CLIP specialists model appropriate language forms, supply
vocabulary, expand upon the child's language or describe
the experience for the child. In this way the specialist
is interacting with the child within a meaningful con-
text while capturing those teachable moments. This
approach is most effectively used in the classroom
setting - the child's natural learning environment
(Pickering and Kaelber, 1978; Pickering, 1981; Panagos
and Griffith, 1981).

The CLIP model utilizes the facilitative approach
described by Bloom and Lahey (1978). When "teaching"
language learning, especially early language skills,
specialists are faced with the problem of trying to
teach rules that are normally induced by the child.
"One cannot use language to talk about language to a
child who is just learning language", contend Bloom and
Lahey. The adult working with the young, language-delayed
or language-disordered child, must shift from the role of
"language teacher" to the role of "language facilitator."
The difference here is much more important than one of

title. A language facilitator must learn to manipulate
the child's environment in such a way that stresses those
inductions the child should be making (Bloom and Lahey,
1978; Panagos and Griffith, 1981).

Curriculum Coordination

Since CLIP functions within the existing framework
of the Primary Unit Program, an emphasis on coordinating
curriculum is of paramount importance. Both CLIP and the
Primary Unit Program operate from a developmental view-
point and therefore are similar in philosophy and approach.

The Primary Unit uses a developmentally based
curriculum that provides experiences to help children
reach their full potentials. Lessons and activities
take full advantage of the enthusiasm and readiness to
absorb new experiences shown by children of this age.

The idea of sequential development, each lesson
building upon the previous one, is the basis for the
curriculum. The teaching staff tries to identify where
each child is in his or her development. The CRIDT and
informal assessment are used to evaluate this. The
child's learning experiences are based on this develop-
mental level, rather than on age. Appropriate activities
for developing skills and enriching the child's background

are provided according to need. Curriculum areas include experiences in cognitive, linguistic, physical, affective development and awareness of other cultures.

The CLIP curriculum is integrated within this set of instructional objectives designed to meet the cognitive/ linguistic needs of Primary Unit youngsters. The CLIP team incorporates these specified objectives into the child's IEP so that they may work with teachers as equal partners in implementing the child's program. During individual instructional sessions, CLIP offers the child intensified language development experiences within the context of the basic curriculum (Bagnato and Neisworth, 1981).

Cooperative Teamwork

The direct service model is designed so that each child's program evolves from a series of sequential steps from the initial screening phase through follow-up. Procedures for screening, assessment, IEP development, intervention, evaluation and follow-up are clearly defined and thoroughly implemented for each child. As part of this ongoing process each program is continuously being reviewed and revised so that the team specialists can plan effectively and apprise both the teacher and

parent of the child's progress regularly (Oaks et al., 1979; Clark, 1978).

The CLIP model successfully integrates the school, home and community into one force working together to treat children with language and learning problems. Each program component involves specialists, teachers, parents and community agency personnel. All training and intervention service activities are directed at enhancing the child's development. Instructional strategies are specifically designed to improve the child's language abilities so that he or she can cope with the academic demands of the learning situations which will be encountered as the child moves through the primary grades (Pickering, 1981; Larson et al., 1980). This preventive treatment concept has been stressed with parents and teachers in all training activities offered by the CLIP staff.

In sum, the essential features of the CLIP model are integrated into one system for effective service delivery to young children with special needs. The CLIP system offers a practical response to addressing mainstreaming issues via a consultant intervention model. It has considered role changes among specialists, a transdisciplinary team approach, intervention within the classroom setting and curriculum coordination that provides

a link between assessment and instructional programming.
This strategy for establishing an alternative service
delivery system strengthens the position that reform
in special education service delivery is possible when
attention is given to modifying the roles of specialists
and other educators and their approaches to instruction
in a coordinated, systematic effort.

In the studies reviewed in this section it is shown
from the documentation that the major issues associated
with a consultant intervention model are good communication
networks among staff, positive teacher itneraction,
cooperative teamwork and group decision making in regard
to programming for special needs students in regular
classroom settings. These salient characteristics appear
to influence the organizational climate described by
Likert (1967) as System 4 participative group management
system.

The purpose of this study is to investigate the
extent to which teachers participating in the CLIP system
perceived the organizational climate in teh direction of
System 4 management. Research studies supporting the
administrative features of the school organization as
specified by Likert (1967) will be related to the specific
features of the CLIP innovation in the second section of
the literature review.

Organizational Climate

The Cognitive Linguistic Intervention Program (CLIP) is a consultant intervention system operating within the school organization serving young handicapped children in the mainstream. Such an intervention model using the consultant in the classroom may affect the organizational climate in the sense that teachers view it as a more democratic, cooperative and supportive environment. The study will attempt to investigate the relationship between the CLIP consultant intervention system and teachers' perceptions of organizational cliamte to determine this effect.

After an intensive review of over 100 studies of organizations, Forehand and Gilmer (1964) contend that organizational climate is the set of characteristics that 1) describe an organization and distinguish it from other organizations, 2) are enduring over time and 3) influence the behavior of people in the organization. Discussing organizational climate and behavior theory, Owens and Steinhoff (1967) used Getzels and Guba's model to describe organization behavior as "a function of a dynamic interrelationship between the needs of the individual person and the needs of the organization as they are exprssed by demands on the individuals" (p. 169).

Getzels and Guba (1957) described the organization as a
socio-psychological system within which two dimensions
of activity exist. The nomothetic (organizational)
dimension represents attempts to achieve organizational
goals, while the Idiographic (personal) dimension reflects
attempts to satisfy the personal needs of the individual.
Owens (1970) reports that the most unique contribution
of research on organizational climate has been to provide
us with dimensions along which certain factors making up
the climate of an organization may be measured and nor-
mative data from many schools which assist us more accur-
ately in determing where a given school stands in com-
parison with others.

Likert (1978) refers to organizational climate as
the way "personnel operate within a general adminis-
trative environment created by policies and practices of
the top administrators of that larger system." Climate
is a causal factor influencing the performance. The
impact of climate depends on how much the behavior of
supervisors may alter the climate or environment in which
subordinates work. It is the purpose of this study to
determine how teachers participating in a consultant inter-
vention model experience the organizational climate of
the school and the influence such a service delivery system
may have on their knowledge of and attitude toward handi-

capped children.

Further evidence about the importance of organizational climate stems from the field research conducted by the Institute of Social Research under the direction of Rensis Likert (1967). Their findings, after extensive research with organizations, supported Likert's theory that an organizational climate fostered by a System 4 type of management facilitates high productivity. System 4 is the symbolic name that Likert uses to identify the behavioral science-based system of management he calls the "participative group style". One can appreciate the nature of the climate generated by the System 4 management by noting its characteristics: 1) superiors have complete confidence and trust in all matters involving subordinates; 2) subordinates feel completely free to discuss things about the job with superiors; 3) personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them; 4) considerable communication exists with individuals and groups; 5) superiors know and understand problems of subordinates; 6) very substantial cooperative teamwork is present throughout the organization; 7) employees are fully involved in all decisions related to their work; 8) goals, except in emergencies, are usually established by means of group participation; 9) quite widespread responsibility for

review and control exists. Lower units, at times, impose
more rigorous reviews and tighter controls than do top
management; 10) controls are used for self guidance and
for coordinated problem solving and guidance rather than
punitively.

The other three systems of management classified
by Likert are briefly described as follows:

System 1, "an exploitive authoritarian model,
the most autocratic. Here, decisions are made and
orders issued from the top. Control is hoarded at the
top of the organization. Mistrust, dissatisfaction and
hostility are present.

System 2, "a benevolent authoritarian model",
improves somewhat on system 1. Not all decisions are
made at the top, with some opportunity being provided
for individual subordinates to comment on orders.
Practically no lateral communication exists. Fear is
less a motivational force in system 2 than it is in
system 1, although here, it is still used. There is
still a substantial degree of dissatisfaction present
in the organization.

System 3, "a consultative model", improving
upon system 2. Broad policy only is determined at the
top and more specific decisions are made at lower levels.
Goals are set or orders issued after discussions with
subordinates. Subordinates' attitudes are, therefore,

usually favorable and there is little hostility.

The overall consistency in the general pattern of Likert's findings indicates that the conclusions as to the nature of System 4 management have wide applicability. The System 4 management approach appears to create an organizational climate which fosters supportive relationships, cooperation, loyalty, higher performance goals, more favorable attitudes and high motivation to produce.

More than 40 studies completed in recent years suggest that this superior system of management is equally effective in enabling schools to achieve excellent results. These studies show that schools or school systems closer to system 4 in their administrative style as compared to schools closer to system 1, have better needs satisfaction, job satisfaction, school ratings, high morale, higher achievement scores, better motivation and more positive attitudes of the teacher and student toward the school.

Likert indicated that if a school or school system wished to improve its performance by shifting its system of management closer to System 4, it must first accurately assess the kind of administrative system it is presently using and what changes it needs to make in its organizational structure, leadership style and decision-making process. His Profile of School questionnaires were developed specifically for determining where a school or

schoolsystem falls on the system 1-4 continuum. This
instrument was used in this study to assess teachers'
perceptions of organizational climate.

ORGANIZATIONAL CLIMATE AND PROGRAMMING FOR
HANDICAPPED CHILDREN

The impact of mainstreaming on the total school
organization has brought about the need for restructuring
special educaation delivery systems to meet the demands
of the Individual Educational Planning team concept and
the resource room/consultant mode of service delivery.
Changes in materials, methods, structure, attitudes and
knowledge are necessary to fully implement the mandate
of P.L. 94-142 (Fullan and Pomfret, 1977). Sivage (1979)
points out that few special education researchers have
emphasized the organizational factors impacting on main-
streaming such as staff motivation, administrative support,
resources, teachers' feelings of competence to work with
handicapped children and rewards for participation.

A body of research evidence has accumulated (Sarason,
1971, Fullan and Pomfret, 1977; Smith and Keith, 1971;
Berman and McLaughlin, 1975; Emrick and Peterson, 1978)
which proposes that it is these organizational factors
that are crucial to successful change. Sivage (1979)

summarizes the findings of this research stressing the
four major areas that have far reaching implications for
mainstreaming.

1. Group interdependence is essential, in other
words, teachers cannot behave in disconnected and in-
dependently determined ways in schools that offer the
least restrictive environment to handicapped children.
In these schools, no single person or group functions
without reciprocal actions on the part of others (Arends
and Arends, 1978; Berman, et al., 1975; Sarason, 1971).

2. Group cooperation is necessary to successfully
implement an innovation. The research on innovation and
change demonstrates that lasting school change occurs
most readily in schools with cooperating work groups
(Berman, et al., 1975; Gross, Giaguinita and Bernstein,
1971; Smith and Keith, 1971). These authors suggest that
a school staff must practice working together to combine
their skills into a team effort in order to effectively
mainstream handicapped children.

3. Good communication systems are essential for
lasting change. Teachers must clearly know their role,
and how it fits into the larger picture of school-wide
change (Rogers, 1971). Goals of the mainstreaming program
must be effectively communicated to all levels of the
school organization, from administration to teachers to

students.

4. The principal plays an important role in the
successful implementation of innovations. Principals can
act as "gatekeepers of change" (Berman, et al., 1975),
facilitating or inhibiting the success of mainstreaming.
Through resource allocation, interest and advocacy of
mainstreaming, the principal is a vital link to successful
change.

The research on innovation and change clearly stresses
the importance of a broader organizational perspective
when attempting to make change. Berman and McLaughlin's
research (1976) on the process of change and implementation
strategies clearly showed that project outcomes depend
more on the characteristics of the project's setting than
on any other factor. In particular, the local organi-
zational climate and the motivations of project's par-
ticipants had major effects on perceived success and on
change in teacher behavior. Specifically, the active
support of the principal and high morale of teachers at
a school increased the chances of effective implementation
of an innovation. Fullan and Pomphret's (1977) study of
implementation of innovations in school systems support
these findings. Results of their research suggested that
the existing organizational climate of adopting units plays
a critical role in whether and how implementation occurs.

In this context, current training programs in mainstreaming which stress only specific skill instruction for individual teachers (i.e., behavior modification, diagnosis/prescription, and individualizing instruction) attack only part of the problem, and fail to attend to the organizational variables that are seen as essential by researchers on innovation and change, factors such as group interdependence, cooperation and communication, and administrative advocacy (Sivage, 1979).

The study conducted by Sivage (1979) suggests that current training programs that focus only on building skills in individual teachers are insufficient to deal with the major organizational changes caused by mainstreaming. This study demonstrated that successful implementation of mainstreaming depends on a system-wide approach that involves the whole school, from administrators to teachers. Good communication networks, clearly stated and understood goals, a well-trained staff and supportive principals were found to be organizational variables essential to effective mainstreaming. Sivage (1979) concludes that organizational development training should focus on building strong communication systems and facilitating the development of clear and well understood school mainstreaming goals. The training combined with specific teaching skill training would assist in overcoming resis-

tance to change and attempt to facilitate the development of mainstreaming programs that truly offer the least restrictive environment to handicapped children. The point is well made that effective mainstreaming programs are built with clear goals, well defined roles and knowledgeable personnel.

Organizational climate has been conceptualized as the relationship between the needs of the individual and the needs of the organization. Since the teacher's role in mainstreaming handicapped children in regular class settings is of great significance to the successful implementation of the consultant intervention system (CLIP) it is imperative that teachers perceive the organizational climate of fostering satisfaction and productivity. Such organizational characteristics as group cooperation and decision-making, good communication systems, administrative support are present in the CLIP consultant intervention system and closely parallel the System 4 participative group management system described by Likert (1967).

From the studies reviewed, it has been shown that if such a positive climate exists, higher teacher morale, better motivation and more positive teacher attitudes result. Since the way individuals perceive their environment influences the way they behave (Bigelow, 1971; Bloom, 1964), it is also conceivable that positive perceptions of

organizational climate could result in more positive attitudes of and increased knowledge toward alternative programming for handicapped children. This study will attempt to examine the relationship between teachers' perceptions of organizational climate and their knowledge of and attitudes towards handicapped children.

Teacher Attitudes Towards Handicapped Children

The mainstream movement and P.L. 94-142 focused attention on the development of new program designs to allow the placement of handicapped children in least restrictive environments. As a result of these mainstream programs, the attitudes of regular classroom as well as special education teachers profoundly influence the handicapped child's growth and development. The attitudes of regular education teachers toward handicapped children have been extensively researched possibly because they are critical to successful mainstreaming. This study attempts to determine whether the consultant intervention system (CLIP) affected teachers' attitudes toward handicapped children and teachers' knowledge of alternative programming for handicapped children.

As early as 1956, Haring suggested that teachers who have an "adequate understanding of the nature of exceptionality and a knowledge of the special instructional tech-

niques and methods are potentially more capable in their teaching relationships with exceptional children," and that "teacher acceptance" may lead to an "atmosphere of acceptance" in the classroom.

Attitudes of regular classroom teachers towards the concept of teaching handicapped children in regular class-rooms have been determined from several different ap-roaches. Birch (1974) described and analyzed the main-streaming programs for educable mentally retarded children in six school districts, of various sizes and pupil com-position, in five different states. He found that teachers were generally willing to try mainstreaming, even if they had not had direct experience with it, and, after experi-ence, the majority of the teachers volunteer to continue. He also found that regular teachers without mainstreaming experience were apprehensive about having exceptional child-ren in their classrooms. Birch suggested that what is needed to ensure that handicapped children are not greeted with initial rejection is inservice education to build up teacher confidence and competence in working with these children. Stephens and Braun (1980) conducted a study of regular classroom teachers of children in kindergarten through grade eight asking their responses to a question-naire concerning their willingness to accept educable mentally handicapped, physically handicapped and emot-

ionally handicapped students into their classroom. A questionnaire was used to obtain information concerning the teachers' training, their prior experiences with exceptional children and their attitudes towards such children in the ten selected Illinois school districts. Results indicated that three teacher variables were related to willingness to integrate handicapped children into their regular classrooms: confidence in teaching exceptional children; a belief that handicapped children can become useful members of society; and a contention that public schools should educate the handicapped. It appears that sex, age, marital status, size of municipality of residence, number of years since earning a bachelor's degree, years of teaching experience, having exceptional children in the family or neighborhood, teaching experience in a school in which there were special education classrooms were not significantly related to classroom teachers' attitudes toward integrating handicapped children into regular classrooms.

Harasymiw and Horne (1976) formed an experimental and a control group from a large, randomized sample of teachers in schools where handicapped children were being mainstreamed and comparable schools where the integration of handicapped children had not been instituted. The results support other findings on the positive effect of

inservice preparation on teachers' opinions and attitudes toward integration issues. However, although teachers became more liberal in opinions and assessments of their ability to manage handicapped students in regular class-rooms, their basic attitudes toward disability were not changed. Other interesting findings include the fact that teacher estimates of the manageability of emotionally disturbed and blind pupils did not seem to be altered by the project experience of inservice and mainstreaming, nor did the experience modify their social distance more favorable feelings towards mainstreaming. They did not significantly differ in their acceptance scores on such variables as age, education (courses taken in special education and degrees held) or sex.

In a study conducted by Williams and Algozzine (1979) over 200 regular classroom teachers responded to a questionnaire developed to assess their attitudes on several aspects of special education and mainstreaming. In general, teachers indicating more positive attitudes toward working with handicapped children in their regular classes did so because of their successful experiences with handicapped children and specialized support services in the school. The researchers suggest that regular teacher education that stresses adequate support personnel and practical experiences with handicapped children seem

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to be essential to inservice programs on mainstreaming.
Shotel et al. (1972) found that providing a resource room
has a moderate effect on teachers' attitudes towards
mainstreaming EMR students. Their results demonstrated
that teachers' attitudes were generally more positive when
there were significant support systems within the school.
Workshops, opportunities to observe in resource rooms and
provisions for intensive communication and interaction
among staff considerably affected teachers' attitudes and
the success of the program.

Powers (1979) conducted extensive research on
mainstreaming and teachers' attitudes and found that
providing early and successful experiences with mainstream-
ing was important in minimizing negative teacher attitudes.
The probability of these successful experiences was enhanced

However, Guerin and Szatlocky (1974) in examining
the effects of four program models for integration of
mildly retarded adults, found that the type of integration
program used had no effect on either teacher or adminis-
trator attitudes. The amount of integration practiced by
the school district was found to be related to the type
of integration plan that was chosen and to the attitudes
of the staff rather than to either the behavior or the
overall intellectual ability of the retarded students in
the school.

when the regular class teachers had the opportunity to participate actively and meaningfully in the total mainstreaming process and when administration involved them in decision making. Support of the administration in terms of preparation of teachers and students, adequate support services, appropriate management systems and active participation of all those involved were found to be critical elements in successful mainstreaming.

Jamieson (1984) suggests that there are indications that the degree to which a particular integration program provides support for and exposure to handicapped children has some effect on teacher knowledge of and attitudes toward handicapped students. In a study examining the effect of special education support services on teacher attitudes, Perry (1980) found that the availability and numbers of such support services had a significant effect on their attitudes toward the mainstreaming of mildly handicapped students. From this study, it can be concluded that when teachers perceive the integration program as supporting their mainstreaming efforts, the class size is reasonable and the number of mainstreamed students is minimal they are more apt to be more positive toward the presence of mildly handicapped children in their regular classrooms.

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Teacher Attitudes and In-Service Training

Several studies suggest a relation between the amount of knowledge teachers have about special education and handicapped children and their acceptance of handi- capped children in regular classrooms.

In a study of the salient factors contributing to successful mainstreaming, Salend (1984) points out that teacher skill and attitude have been identified as critical variables. However, many regular education personnel have had limited contact with handicapped students and lack the skills and attitudes necessary to instruct handicapped students (Alexander and Strain, 1978; MacMillan, Jones and Meyers, 1976). If mainstreaming is to be successful in- service training should be provided to regular and special education personnel.

Inservice training has been effective in promoting positive attitudes toward mainstreaming and facilitating skill acquisition (Carlson and Potter, 1972; Guerin and Szatlocky, 1974; Harasymiw and Horne, 1976). Hoben (1980) and Johnson and Johnson (1980) found that teacher attitudes could be positively influenced by providing inservice training that emphasized direct experiences with main- streamed students. Results of field-based programs showed that teachers exited the training sessions with increased

skills and more positive attitudes towards mainstreaming (Carlson and Potter, 1972; Yates, 1973). Salend (1984) suggests that in-service training activities should be designed to address teachers' needs in relation to competencies required for successful mainstreaming emphasizing exposure to and contact with handicapped students (Hoben, 1980/ Noar and Milgram, 1980) and interaction with peers who have been involved in successful mainstreaming efforts.

Brooks and Brunsford (1971) found notable attitude shifts in regular teachers toward the concept of special education after a summer in-service program. They concluded that it is the lack of knowledge concerning the role and function of special educators that causes many regular educators to be unwilling to accept special needs children.

Glass and Meckler (1972) conducted a summer workshop preparing elementary teachers to instruct mildly handicapped children in regular classrooms. In evaluating the effects of this program on teacher attitudes they found that by pairing information about special education with experience with handicapped students, teachers perceived themselves as being more competent in their ability to teach these chidlren in their regular classrooms. Finn (1980) also found that pairing exposure with in-service training produced significant changes in teacher attitudes toward mainstreaming.

A research study conducted by Johnson and Cartwright (1979) investigated whether information about and experience with the handicapped would improve prospective regular education teachers' attitudes toward and knowledge about mainstreaming. The results indicated that the teachers did not increase their general knowledge about mainstreaming as a result of only information about (i.e., courses, workshops) or only experience with (i.e., practicums, clinical experiences) the handicapped. However, attitudes toward mainstreaming significantly improved as a result of a combination of information about and experience with the handicapped and as a result of only information about the handicapped. Results also indicated the prospective teachers' attitudes toward and knowledge about mainstreaming were not significantly influenced by their term standings, areas of specialization or grade-point averages. Although further research is indicated, the authors conclude that such information and experience in some form will make teachers more aware of the possible effectiveness of mainstreaming and more knowledgeable about the capabilities of handicapped children integrated into their regular classrooms. Yates (1973) also used

a laboratory/experiential teacher in-service model to prepare regular classroom teachers for mainstreaming. His results indicated that the inservice experience not only increased the amount of information teachers had about special education but, to some extent, also increased their perceptions of the possibility that handicapped students could be successfully integrated into regular classrooms. Singleton (1978) found similar results when inservice was paired with a direct assistance program. Teachers not only had daily experiences with handicapped students, but were also able to use the services of a resource teacher for support. This inservice approach appeared to create both positive attitudes toward mainstreaming and more positive teacher expectations.

In each of these studies, teacher attitudes were ascertained by measures of willingness to accept handicapped children in regular classrooms. However, there is no conclusive evidence that increased teacher knowledge and acceptance of handicapped children will lead to their becoming more realistic about placements for handicapped children.

Teachers' Knowledge of Alternative Programming

for Handicapped Children

Studies Using the Rucker-Gable Educational Programming Scale

A number of studies measuring teachers' attitudes toward and knowledge of alternative programming for handicapped children have utilized the Rucker-Gable Educational Programming Scale (Rucker and Gable, 1974). Since this is one of the assessment instruments used in this study a review of several relevant studies is presented here.

Robinson (1977) conducted a study to determine the effectiveness of two inservice training workshops for regular and special classroom teachers to identify variables toward and knowledge of alternative programming for handicapped children in the schools. Results indicated that the predictor variables of total years in education, number of years in a classroom teaching position, number of students in the building, number of college level special education courses completed, number of inservice training sessions attended concerning exceptional children and level of university training contributed significantly to the prediction of posttest knowledge scores.

Williams (1977) analyzed the attitudes of regular classroom teachers toward teaching exceptional children

after having been exposed to some teaching methods and skills effectively practiced with learning disabled children. The control group consisted of 68 elementary classroom teachers who participated in a workshop on children's literature and the 35 experimental group members participated in an inservice workshop designed to assist them in understanding, motivating and working more effectively with learning disabled children. The results indicated that regular classroom teachers who participated in the inservice work- shop about learning disabilities experienced an attitude change in a positive direction as measured by the RGEPS. Additional analysis of demographic data revealed that the experimental group had 14 years' experience while the control groups' mean years of teaching experience was 8. Riggen (1975) also used the RGEPS in a pre- and posttest format in evaluating the effectiveness of an inservice program involving 300 regular teachers and principals from 22 schools in experimental and control groups. The results of the overall analysis of experimental and control group subjects resulted in a more positive attitude change in experimental teachers than was evident in the controls' attitudes toward moderate degree of disability, mental retardation attitude and total attitude scores. These findings are similar to results of the groups pre- and post-

tested on the RGEPS by Robinson (1977) and Williams
(1977).

Schorn (1976) used the RGEPS in his study to
determine whether an inservice practicum experience could
be instrumental in changing regular classroom teachers'
attitudes about mainstreaming children with various degrees
and types of handicapping conditions in their classrooms.
In contrast to traditional inservice programs, Schorn
developed a consultation approach to inservice education
focusing on teachers' needs rather than on children they
were experiencing difficulty with. An underlying assump-
tion of this study was that as teachers increase in their
confidence in dealing with a variety of handicapping con-
ditions their attitudes towards mainstreaming into the
regular school districts indicated that the practicum
contributed significantly to positive teacher attitude
gains toward the mentally retarded, the learning disabled
and toward moderate handicapping conditions thus support-
ing the thesis that an individualized inservice practicum
for regular classroom teachers can have a positive effect
on changing their attitudes about mainstreaming children
with special needs. Mathey (1977) reported similar
results after an experiential, two-day inservice workshop
for regular elementary and classroom teachers on their
attitudes toward and willingness to integrate handicapped

children into the regular classroom. With an experi-
mental group of 31 teachers and a control group of 29
teachers, experimental group teachers indicated a greater
willingness to accept learning disabled, visually im-
paired and hearing impaired children into their classroom
than did the control group teachers. The experimental
group also showed more positive attitudes toward severely
handicapped and mentally retarded children as measured
by the RGEPS and on a Semantic Differential measure de-
signed for the study.

Gillung (1976) studied six questions related to the
placement of handicapped children in 34 urban and suburban
school districts involving 175 regular and 81 special edu-
cation elementary teachers. The RGEPS was distributed to
the control group and a modified version of this scale
that included appropriate handicap label with the behavioral
descriptions was given to the experimental group. The
labeled behavioral descriptions resulted in more segregated
placements for special education teachers and was signifi-
cant for those with high teaching experience. Other con-
clusions reached were that regular education and special
education teachers with high and low levels of teaching
experience do not differ in their placement of handicapped
children.

A study by Knoff (1984) investigated four samples'

mainstreaming attitudes and knowledge of appropriate
educational placements for different types of exceptional
children using the Rucker-Gable Educational Programming
Scale (RGEPS) (Rucker & Gable, 1974). New York and
Massachusetts regular and special educators completed the
RGEPS so that the effects of their states' approaches
to special education classification on their attitudes
toward mainstreaming could be investigated. The regular
educators consistently chose more normalized settings for
the exceptional children compared to the special educators
and thus exhibited more promainstreaming attitudes than
the special educators.

RGEPS respondents also completed a survey (Knoff,
1983) on attitudes toward mainstreaming. In that survey,
the regular educator samples indicated their support for
mainstreaming and stressed the need for consultation from
special educators to support the mainstreaming program.
These results indicate a promainstreaming attitude among
regular educators which must be supported by effective
educational planning and close cooperation and communication
with the special educators involved. Results also suggest
that special educators and administrators should develop
the relationships and support services with and for regular
educators so that more successful mainstreaming initiatives
can occur. There is no indication, as measured by the

RGEPS, that a state specific labeling procedure or regulation significantly affects teachers' mainstreaming attitudes.

Dix (1979) utilized the Rucker-Gable Educational Programming Scale in a study designed to investigate 252 elementary teachers' attitudes and knowledge toward alternative programming in 18 Colorado schools. The results of the RGEPS indicated that elementary school regular class teachers were more positive in attitude toward many handicapped children than were the RGEPS experts. Further, teachers as a total group chose placement options closer to the regular education program than did the expert group, indicating substantial discrepancies between what the teachers saw as viable placement choices for handicapped children and what the experts hold as appropriate educational placements for handicapped children. These discrepancies can be viewed as a display of optimism that possibly avoids more realistic choices of placements.

Dix (1979) concludes that when regular classroom teachers' knowledge of appropriate placements is encouraged through contact with other special educators and increased opportunities for learning, appropriate education in the appropriate instructional environment will become an increasing reality for all handicapped

children. Dix stresses that concerted efforts should be
made to keep the separation between general and special
education to a minimum and to restructure the organi-
zation for maximum cooperation.

At present, there is little research relevant to
organizational and attitudinal variables that specifically
affect intervention systems designed to serve special
education students in regular classrooms. The review
of the literature suggests that an investigation of the
effect of a consultant intervention system on teachers'
perceptions of organizational climate and their knowledge
of and attitudes toward handicapped children could provide
useful insights to administrators, teachers and specialists.
Such information could be used by regular and special
educators in developing and implementing effective main-
streaming programs in public school settings.

C H A P T E R   III

METHODOLOGY

The methods and procedures described in this section were designed to address the hypotheses and associated research questions for this study. The purpose of this study was to determine the degree to which involvement in the CLIP intervention system accounts for perceived organizational climate. The study also examined CLIP teachers' perceptions of their knowledge of and attitudes towards handicapped children. This chapter describes the procedures used in compiling and treating the data in order to test the hypotheses presented for investigation. In this section a) the study sample is described, b) the measurement instruments used to generate the data are presented, c) procedures for conducting the study are given, and d) the statistical techniques and procedures applied to the data are explained.

Research Questions

1. What is the degree of relationship between perceived organizational climate and teachers' levels of involvement in CLIP?

   (a) What is the general level of perceived organizational climate of teachers involved in CLIP?

(b) Which CLIP involvement index factors (i.e., number of years in CLIP, number of students, CLIP staff judgment) show the highest degree of relationship to organizational climate?

2. What is the degree of relationship between the degree of reported knowledge about handicapped children and teachers' levels of involvement in CLIP?

(a) What is the general level of reported knowledge about handicapped children of teachers involved in CLIP?

(b) Which CLIP involvement index factors (i.e., number of years in CLIP, number of students served, CLIP staff judgment) show the highest degree of relationship to knowledge about handicapped children?

3. What is the degree of relationship between perceived attitudes toward handicapped children and teachers' levels of involvement in CLIP?

(a) What is the general level of perceived attitudes towards handicapped children of teachers involved in CLIP?

(b) Which CLIP involvement index factors (i.e., number of years, number of students served, CLIP staff judgment) show the highest degree of relationship to attitudes towards handicapped children?

Null Hypotheses

There will be no statistically significant relationship between teachers' level of involvement in the CLIP system and teachers' perceptions of organizational climate.

There will be no statistically significant relationship between teachers' level of involvement in the CLIP system and teachers' perceptions of knowledge about handicapped children.

There will be no statistically significant relationship between teachers' level of involvement in the CLIP system and teachers' perceptions of attitudes towards handicapped children.

Subjects

The subjects were 25 regular primary level classroom teachers employed in the Montclair Public Schools, Montclair, New Jersey. Montclair has a total of 5,400 students. Of these, 1,908 are in the five elementary schools served by CLIP; 972 are in the pre-kindergarten, kindergarten and grade one classes. One hundred eighty children are receiving special education services including CLIP early inter-

vention. Teachers representing the five elementary schools in the district offering the CLIP program participated in this study. These pre-kindergarten, kindergarten and first grade teachers were all involved in the CLIP program as an approach for mainstreaming children with special needs.

Table 1 summarizes the descriptors of the subjects according to sex, age and years of service in their school. Twnety-four or .96 of all teachers were female and one was male. Ten teachers (.40) were between the ages of 36 to 45 while two groups of seven teachers fell nine years above and below this range placing them in either the 26-35 or 46-55 year category. One teacher was over the age of 56. Ten teachers (.40) had taught 5-10 years in their present school, five teachers (.20) had 1-5 years of service in their schools and four (.16) teachers served 10-15 years and four (.16) teachers were in their school for more than 15 years. Only two teachers (.08) were new to their school, serving one year or less.

Table 1

Descriptors of Subjects by Sex, Age, Years of Service and

CLIP Involvement Indices

		f	%	Cum %
Sex	F	24	.96	.96
	M	1	.04	1.00
Age	26-35	7	.28	.28
	36-45	10	.40	.68
	46-55	7	.28	.96
	> 56	1	.04	1.00
Years of Service in Present School	< 1 yr.	2	.08	.08
	1-5 yrs.	5	.20	.28
	5-10 yrs.	10	.40	.68
	10-15 yrs.	4	.16	.84
	> 15 yrs.	4	.16	1.00

		Total	Part	Under	Years	Students
CLIP	$\bar{x}$	31.80	7.36	9.44	4.20	10.40
Involvement	s.d.	7.44	0.64	0.71	1.83	5.42
Index	R	22-45	6-8	8-10	1-7	2-21

Each subject was assigned a "degree of involvement"
in CLIP score. This score was based on a total of scores
for four factors: 1) number of years each teacher par-
ticipated in the CLIP program (possible range 1 to 7
years); 2) the number of children served by CLIP in each
teacher's class (possible range 1 to 21); 3) a rating
form completed by CLIP staff members indicating their
judgment of our teachers' "degree of understanding" of
the CLIP system; and 4) an eight-item rating form com-
pleted by CLIP staff members indicating their judgment
of each teacher's degree of participation in CLIP. A
total composite score or CLIP involvement rating resulted
for each teacher.

Measurement Instruments

All subjects were asked to complete two question-
naires: 1) Profile of a School (Form 3- Teachers), and
2) Rucker-Gable Educational Programming Scale.

Profile of a School Questionnaire (Form 3 - Teachers), POS

Rensis Likert's Profile of a School, teachers' form
(Likert, 1978a) was selected as a measure of organizational
climate. The Profile of a School (POS) questionnaires were

designed to record the actual human behavior and reaction
to human behavior within the organization as seen not only
by its leaders, but also by other members of the school
system. Since these questionnaires are not attitude
survey instruments, the focus is on perceptions of current
behavior and organizational practices at various levels
within a school system and the consequences of these
practices. However, there are several questions included
to help determine overall attitude and motivation.

Form 3 of the POS is composed of 93, 8-point Likert
scale items covering, in depth, student/teacher, teacher/
teacher and teacher/principal relationships. It also
includes questions about teacher/department head relations
where there is an intermediate level of department heads,
grade level chairpersons, or team leaders. For this study,
72 items were used. Twenty-one items regarding department
heads were not appropriate fpr this study. (See Appendix)

Rensis Likert Associates, Inc. classify schools or
school districts on the basis of four sytems with system 1
being the least effective and system 4 the most effective
type of management. A breakdown of the four systems is as
follows:

System 1, "an exploitive authoritarian model"; the
most autocratic. Here, decisions are made and orders
issued from the top. Control is hoarded at the top

of the organization. Mistrust, dissatisfaction
and hostility are present.

System 2, "a benevolent authoritarian model,"
improves somewhat on system 1. Not all decisions
are made at the top, with some opportunity being
provided for individual subordinates to comment
upon orders. Practically no lateral communication
exists. Fear is less a motivational force in
system 2 than it is in system 1, although here,
it is still used. There is still a substantial
degree of dissatisfaction present in the organi-
zation.

System 3, "a consultative model," improving upon
system 2. Broad policy only is determined at the
top and more specific decisions are made at lower
levels. Goals are set or orders issued after dis-
cussion with subordinates. Subordinates' attitudes
are, therefore, usually favorable and there is little
hostility.

System 4, "the most democratic system on the
system 1-4 continuum, is a participative group model."
Decisions are made face-to-face by work groups.
Decision by consensus is the rule. Information flows
freely upward, downward and laterally. System 4
taps all of the major positive motives, including
those motivational forces which arise from group
processes. No use is made of fear or coercion,
and, as a result, attitudes are favorable. The
interpersonal climate is one of trust.

Interpretation of Indexes

An examination of any index or item score using a
1-8 point scale permits the ranked classification
of the organizational behavior of a school or school
system on a spectrum ranging from the least effective
to the most effective, i.e., from system 1 to system
4.

    If the score is 1.0 - 2.0, the pattern is system
1.

    If the score is 3.0 - 4.0, the pattern is system
2.

    If the score is 5.0 - 6.0, the pattern is system
3.

satisfaction was found in the studies conducted
by Waystaff (1970); Smallridge (1972) and Prieto
(1975). Several studies using the POS reported
findings from principals and teachers that show the
closer the administration of a school system or an
individual school is to System 4 the better the
teacher attitude, motivation and job satisfaction
(Miller, 1970; Byrnes, 1973; Shaw, 1976; Feitler
and Blumberg, 1971). Studies by Norall (1974) and
Smith (1975) evidenced highly significant corre-
lational findings between the level of teacher
morale and the degree to which principals employ a
participative management style. In both elementary
and secondary schools, the closer to System 4 the
administrative system was seen to be, the higher
the morale of both students and faculty. Naumann-
Etienne (1975) and Ladouceur (1973) found that a
school displaying characteristics closer to a par-
ticipatory (System 4) leadership style had a greater
likelihood of successfully using educational inno-
vations.

If the score is 7.0 - 8.0, the pattern is system
4.

The score for an individual perceptionnaire will be
the mean score on the index 32 of the Likert scale
POS.

Validity

The construct validity of the POS is of most importance
for the present study. Data yielded by the POS should
allow respondents to make distinctions among organizational
styles. A number of studies have provided evidence that
System 4 is as effective in educational institutions as it
is in business organizations. For a variety of desirable
outcomes, System 4 appears to be superior to other systems
of educational administration style. The following sum-
mation of research studies reported by Rensis Likert Assoc-
iates (1978b) shows that the POS questionnaires have vali-
dities that make them valuable tools for assessing the
organizational climate of schools.

Ferris (1965) and Reidel (1974) found that excellent
schools and recognized school systems had adminis-
tration systems of a System 4 character. A marked
positive relationship between administrative systems
and teachers' sense of self-fulfillment and need

Reliability

While the use of the POS in this study is to gather
an overall sense of organizational climate, it is important
to report the reliability data for the POS along the
several dimensions represented in its construct. The
teacher questionnaire, form 3, for most groups has been
found consistently to have a split-half reliability of .95
or higher. Eighteen indexes are contained in the POS and
have reliability coefficients ranging from .70 to .90. The
split-half reliability for these different indexes varies
from approximately .65 to .88 for the indexes comprised
of two items. For indexes with three or four items, the
reliability varies from about .79 to .90.

Summary

The POS is a well-established reliable instrument which
has good correlations with measures of teachers' need
satisfaction and morale. Furthermore, other research has
demonstrated that POS faculty scores are related to pupil
achievement and school ratings.

Scoring

Each respondent can express his/her reaction to an item along an 8-point scale. Rating points are paired and a given pair has been assigned a descriptor. For example, points 1 and 2 are assigned the descriptor "rarely," while points 3 and 4, 5 and 6, 7 and 8 are assigned the descriptors "sometimes," "often," and "very often." Descriptors vary from question to question.

Four scores were derived for each respondent. The mean ratings for the total number of POS items (N=72), for teacher/students items (N=23), for teacher/principal items (N=25), and for teacher/teacher items (N=24) were calculated. All scores were converted to ranks for the purpose of statistical analysis.

The Rucker-Gable Educational Programming Scale (Rucker & Gable, 1974)

The Rucker-Gable Educational Programming Scale (RGEPS) has been developed to measure attitude toward and knowledge of appropriate program placements for handicapped children. The RGEPS presents 30 brief descriptions of actual children referred for special education services. These items primarily describe the behaviors of children

that are either mentally retarded, emotionally disturbed
or learning disabled and range from very mild to relatively
severe in terms of degree of disability offering a good
cross-section of various types and degrees of handicapping
conditions. (See Appendix)

Respondents are asked to choose what they feel is
the best educational setting for each child at the
present time from the continuum of seven educational pro-
grams or services ranging from the regular classroom to
separate, out-of-district facilities. Choices include
such services as consultation, consultation and direct
services, resource room, part-time and full-time special
classes. Respondents are asked to assume an ideal set
of circumstances in that all programs or services are
available and competently staffed, placements within the
continuum are flexible and that students may possibly be
moved up or down the continuum after treatment. Since it
is not possible to score the RGEPS by hand, a computer
scoring service was used to score the specially prepared
optical scanning response sheets completed by subjects.

Data from the RGEPS can provide evidence of a
school's readiness to move handicapped children closer to
the mainstream of education. Particular alternative in-
structional arrangements may be more acceptable in some
schools. Information is provided on the kinds of children

teachers are most willing to include in a regular class-
room at this time, which children need consultative or
resource room assistance, and for which it would be
wisest to postpone or rule out placement in an arrange-
ment requiring regular class involvement. The data might
be useful in public schools in considering particular
regular classroom teachers to work with handicapped
children in the mainstream.

The impact of an innovative approach to programming
for handicapped children on the attitudes and knowledge
of teachers could be measured with RGEPS and is of
particular significance in this study.

Validity

Content Validity

Evidence supporting the content validity of the
RGEPS is substantiated by the fact that actual case
descriptions were used which were judged by content
experts to reflect the mental retardation, emotional
disturbance and learning disabilities areas. Following
this, judgments of item appropriateness and actual
item responses were obtained from 20 general experts and
45 specific experts. From these responses a final set of

30 items was selected representing a continuum of disability across each of the three disability areas.

Construct Validity

The construct validity of RGEPS score interpretations has been supported by examining known group differences in workshop training experiences. A five-day workshop was conducted by Sage (1972) to increase attitudes toward handicapped children for 25 Wisconsin principals. After dividing the principals into two groups, one group was given the RGEPS as a pretest and the other was given Stein's Classroom Integration Inventory (1950). For the posttesting, the groups were given the scale they had not taken for the pretest. In comparing pre- to posttest changes on the RGEPS, the comparisons are made between two different groups. Although the author argues that the random assignment of the principals to groups allows no initial pretest differences, the small sample of 25 subjects and this testing procedure places a limitation on examining differences on the test by group after the workshop training sessions. Results showed that positive pre- to posttest gains were found in all the RGEPS attitude score areas, yet decreases in knowledge were found in all areas with significance in the severe and

mental retardation areas. Since the primary objective of the workshop was to increase the principals' attitude toward handicapped children, the gains were quite impressive. Yet, the fact that the principals became less realistic in their placement choices presented a concern (Rucker-Gable Manual, 1974).

Rucker and Norkin (1973) conducted a study with 36 randomly selected Iowa principals who completed and returned a RGEPS prior to the date of a three-day workshop on special education. Utilizing the pretest data to determine content for the workshop, the presentors determined that the principals were not significantly different from the RGEPS experts on any of the seven attitude score areas, but they were significantly less knowledgeable than the experts on all of the RGEPS knowledge areas. As a result, it was decided that the emphasis of the workshop should be on increasing the participants' knowledge of appropriate placement of handicapped children. Posttest data indicated that significant knowledge gains were made in all score areas except severe and mental retardation. The principals tended to place these children closer to the mainstream than the experts. The authors speculated that the content of the workshop presenting current litigation dealing with the right to education for handicapped children may have accounted for the marked differences between the principals

and the experts in the severe and mental retardation areas.

Although several attitude scales exist, the RGEPS was chosen for use in this study because it was designed not only to examine teachers' attitudes toward handicapped children but it also describes teachers' knowledge of alternative placements for handicapped children. Since teacher cooperation was imperative and voluntary participation required, the fact that the instrument took only 20-30 minutes to complete was a major consideration. Respondents recorded their answers on optical scanning response sheets which were computer scored to reduce error and the time-consuming nature of hand scoring procedures.

Reliability

Data supportive of the reliability of the RGEPS is presented for the respondents' scores in the knowledge and attitude areas.

Internal Consistency Reliabilities: Respondents' Knowledge and Attitude Scores

Knowledge

Since a respondent's knowledge score is based upon his/her deviation from the experts' placements; alpha internal

consistency reliabilities were generated using these divia
tion scores for the six scales and the total score. Of the
samples of respondents from four areas including special
education graduate students, non-special education under-
graduates, principals and regular classroom teachers reli-
abilities ranged from .87 (principals) to .94 (special educa-
tion graduate students). Of particular significance is the
range of internal consistency reliabilities for knowledge
scores of the group of regular classroom teachers ranging
from .68 to .87 with a total knowledge score of .92.

Attitude

Split-half internal consistency reliabilities for re-
spondents were generated using attitude raw scores for the
six scales and the total attitude raw score. The equivalent
halves of the test for the mild, moderate and severe scales
were generated by taking every other item from the item
ordering by degree of disability; for the mental retardation,
emotional disturbance, and learning disability scales from
the item ordered by disability area. Resulting split-half
reliabilities for attitude scores for the same four sample
groups ranged from .81 (principals) to .96 (special education
graduate students). Split-half reliabilities for regular
class teachers ranged from .53 to .91 with a total attitude
score of .86.

All reliability data are presented in detail in the Rucker-Gable Educational Programming Scale Manual (1974).

Scoring

The RGEPS yields 14 scores. For each of the 30 items (brief descriptions of handicapped children) respondents indicate an educational placement choice in one of seven settings. The settings range from "most restrictive" (rating of "1") to "least restrictive" rating of "7"). From these ratings the Rucker-Gable scoring system provides two sets of seven scores each.

One set of scores represents "knowledge" of handicapping conditions. Using a Euclidean distance formula, respondents' scores are compared to scores of experts. The closer the scores are to the expert scores the "more knowledgeable" is the respondent. In essence, the lower the knowledge score, the more it approximates the opinions of experts.

The second set of scores assesses "attitude" toward the handicapped. This is based on social distance measurement. The score reported for each respondent is the sum of scores for the educational placement designations. Because higher scores reflect "least restrictive" placement, it is assumed that the higher the score the more positive is the respondents' attitude toward the handicapped.

Both "knowledge" and "attitude" scores are provided
for the following degrees and types of handicapping
conditions:

Degrees	Types
· mild	· mental retardation
· moderate	· emotional disturbance
· severe	· learning disabilities

Additionally, total scores for both "knowledge" and "atti-
tude" are calculated.

All scores were converted to ranks for the purpose of
statistical analysis in this study.

Data Collection Procedures

Approval to conduct this research project in the
Montclair (N.J.) Public Schools was granted in April 1984 by
the Assistant Superintendent for Instruction and her com-
mittee of central office staff according to Board policy
and procedures. The research proposal submitted specified
purpose of the study, who the participants were, what
schools they were in, the type of data to be collected,
measurement instruments and benefits to the school district.
The Superintendent also endorsed the research project.

School records were reviewed to determine the actual names of teachers who participated in the CLIP project each school year beginning with 1978-1979 and ending with 1984-1985. Each teacher (N=32) was sent a packet of materials in early June, 1984 which included a cover letter enlisting their cooperation and support in the voluntary participation in the study and instructions, the Profile of a School questionnaire, the Rucker-Gable Educational Programming Scale and its optical scanning sheet. Teachers were asked to return the completed materials to the investigator by sending them through inter-office school mail.

All five elementary principals received a separate memorandum concerning the purpose of the study and a duplicate packet of materials sent to all teachers in their buildings along with the names of the teachers being requested to participate in the study. Personal notes and follow-up phone calls to teachers were made to encourage maximum participation.

Seventeen teachers responded by returning the two completed questionnaires by the end of June. A second set of materials was sent out again in October and January to teachers along with personal notes and follow-up phone calls. An additional eight teachers responded and returned completed questionnaires by January 1985. A total of 25 of the original teachers voluntarily agreed to participate in this study.

Data were collected from school records to determine the number of years each teacher was involved in CLIP and the number of children served in each teacher's class. The two CLIP language and learning specialists rated each teacher to determine the degree of understanding of the CLIP system (10 items) and the degree of participation (8 items) in the CLIP process. Items describing the principles on which CLIP is founded were used for this purpose. (See Appendix)

Teacher participants also completed a written consent form prepared by the researcher assuring them of their confidentiality and their rights to review the completed dissertation study. (See Appendix)

Statistical Analysis Procedures

Non-parametric statistical techniques have been selected to analyze the data generated by this study. These procedures have been selected because no assumptions can be made that the variables under investigation in the study sample are distributed normally (Mattson, 1981). Instruments employed in this study are in the form of rating scales which yield scores which are ordinal in nature.

To address the three hypotheses which frame this study, Spearman's rho (rank-order correlation) will be computed. Scores from the CLIP Involvement Questionnaire, the Profile

of a School, and the Rucker-Gable Educational Programming
Scale will be converted to ranked data.

Spearman's rank-order correlation is computed using
the formula

$$rho = 1 - \frac{6 \quad D^2}{N(N^2-1)}$$

where D = is the rank difference between each pair of scores

N = number of pairs of scores

To test the significance of rho the "t" distribution
will be used. Bruning Kintz (1977) suggest this pro-
cedure when the number of pairs of scores is between
10 and 30.

In this study the number of pairs of scores is 25. The re-
lationship of "t" and rho is shown by the formula

$$t = rho \quad \frac{N - 2}{1 - rho^2}$$

For this study statistical significance will be set at
p .05. Because rho is a correlation coefficient, "t" is
testing the hypothesis that rho is other than zero. For
that reason, two-tailed probability tables will be used to
establish significance.

CHAPTER IV
Results

The findings of the study will be presented in four sections: a) Profile of a School results and their relationship to the degree of involvement in CLIP, b) Rucker-Gable Educational Programming Scale attitude results and their relationship to the degree of involvement in CLIP, c) Rucker-Gable Educational Programming Scale knowledge results and their relationship to the degree of involvement in CLIP, and d) a summary of results across the three sections described above.

Within the context of the results the acceptance or rejection of the hypotheses of the study will be stated.

Profile of a School and CLIP Involvement

To examine the relationship between the perceived organizational climate of a school and the degree of CLIP involvement data were analyzed which were generated by the Profile of a School and by the various indices of association with CLIP.

CLIP involvement scores were presented in Table 1 as part of the description of the subjects of the study. The scores for subjects were based on numerical indices for

"participation," "understanding," "years of association with CLIP," and "number of students served."

Table 2 contains the results of the Profile of a School questionnaire which was used to assess organizational climate. Respondents rated 72 items along an eight-point Likert scale. The scale was calibrated in such a way to conform to the four management systems defined by Likert. Descriptions of those systems can be found in Chapter III (Methodology). Ratings of "1" and "2" reflect opinions of "System 1" management. Rating points "3" and "4" describe "System 2" management. Ratings of "5 and 6" define "System 3," while points "7" and "8" delineate "System 4."

To provide a broad perspective regarding the Profile of a School results, Table 2 has been divided into three sections. The first section shows the distribution items for the total questionnaire and for those questions pertaining to students (23 items), the principal (25 items), and other teachers (24 items). Both frequencies and percentages are listed for each question category for each of the four management systems. It is shown in this section of Table 2 that a large proportion of responses fall into "System 3" and "System 4" management categories. For the total questionnaire nearly 82% of items were rated as "System 3" and "System 4" for student, principal, and teachers' items were 85.1%, 81%, and 79.8%, respectively. In general, there is a

Table 2

Summary of Study Sample Responses to
Profile of a School Questionnaire

Items Distributed by Profile System for
Total Items and for Students, Principal, and
Teachers Subsections

System	Total (72 Items)		Students (23 Items)		Principal (25 Items)		Teachers (24 Items)	
	f	%	f	%	f	%	f	%
(1)	113	.065	21	.038	42	.070	50	.086
(2)	202	.116	61	.111	73	.121	68	.116
(3)	476	.274	161	.292	148	.245	167	.286
(4)	948	.545	308	.559	341	.565	299	.512
Total	1793		551		604		584	
No Resp.	61		24		21		16	
Grand Total	(1800)		(575)		(625)		(600)	

Respondents Distributed by Profile System for
Total Items and for Students, Principal and
Teacher Subsections

System	Total		Students		Principal		Teachers	
	f	%	f	%	f	%	f	%
(1)	0	.000	0	.000	1	.040	0	.000
(2)	2	.080	0	.000	2	.080	4	.160
(3)	13	.520	13	.520	8	.320	11	.440
(4)	10	.400	12	.480	14	.560	10	.400

Means, Standard Deviations, and Ranges
of Profile for Total Scores and for
Students, Principal, and Teachers Subsection Scores

	Total	Students	Principal	Teachers
$\bar{x}$	6.13	6.32	6.08	5.97
s.d.	0.88	0.65	1.43	1.02
Range	3.93-7.11	4.78-7.43	2.44-7.76	3.92-7.71

uniformity across item types with regard to respondent's designation of perceived management systems.

The second section of Table 2 presents the distribution of respondents by item category and management system. While there is some minor variation in the distribtuion of respondents across students, principal and teachers item categories, no statistically significant variation is present (Chi-square = 7.874, df = 6, p = NS, C = .306).

Section three of Table 2 lists the means, standard deviations, and ranges of Profile of a School ratings for the 25 respondents. An inspection of the mean ratings shows little variation across students, principal and teachers items. However, an analysis of the standard deviations reveals that variance in the ratings for principal items is significantly different from the variance for students items (F = 4.84; df = 24, 24; p = .01).

Overall, Table 2 shows that respondents view the organizational climate of their school as one characteristic of "System 3" and "System 4" management. Little variation in those perceptions was noted in item categories reflecting attitudes toward students, principal or other teachers.

Spearman rank correlation coefficients (rho) were calculated to determine the degree of relationship between perceptions of organizational climate as measured by the Profile of a School and the level of CLIP involvement.

Coefficients were established for the total, students, principal and teachers items and CLIP involvement scores. (Table 3)

Table 3

Rank Correlation Coefficients (rho) for CLIP Involvement Scores and Profile of a School Scores

Profile of a School	Involvement	"t"	p
Total	rho = .087	.419	NS
Students	rho = .165	.802	NS
Principal	rho = .144	.698	NS
Teachers	rho = .161	.782	NS

For df = 23, t = 2.069(.05), t = 2.807(.01)

Table 3 indicates that rho ranged from .087 (total POS score) to .165 (students scores). None of these correlation coefficients reached the level of statistical significance established for this study.

To illustrate the relationship between CLIP involvement scores and the Profile of a School scores, Figure 1 was developed. CLIP involvement scores and Profile of a School scores were converted to standard scores using the formula St.Sc. = $\frac{x - \bar{x}}{s}$. This yields score arrays in which means are equal to zero and standard deviations equal one. Conversion to standard scores allows scores derived from different measures to be compared directly.

In Figure 1 CLIP involvement scores for the 25 respondents are shown in declining order in standard score values. Corresponding Profile of a School scores are displayed in the lower section of Figure 1. An examination of Figure 1 indicates that no pattern of agreement exists between the two sets of scores confirming the lack of statistical significance for rho.

An analysis of the data in this section reveals that the null hypothesis that "there will be no statistically significant relationship between teachers' level of involvement in the CLIP system and teachers' perceptions of organizational climate" cannot be rejected.

Rucker-Gable Educational Programming Scale Attitude Measures and CLIP Involvement

The relationship between the perceived attitude toward handicapped children and the degree of CLIP involvement data were analyzed using scores generated by the RGEPS and the various indices of association with CLIP.

Table 4 contains the results of the Rucker-Gable Educational Programming Scale which was used to measure teachers' attitudes towards handicapped children. Respondents rated the 30 items, or brief descriptions of handicapped children, by indicating an educational placement choice in one of seven settings. The continuum of settings

CLIP Involvement Scores

+2   +1   0   -1   -2

Profile of a School (Total scores)
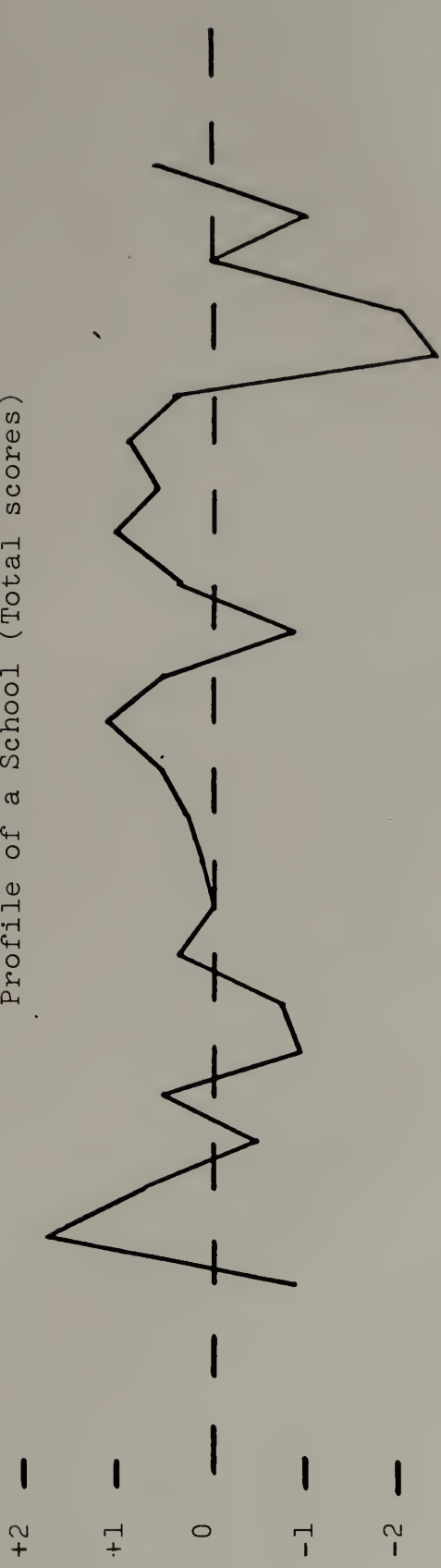
+2   +1   0   -1   -2
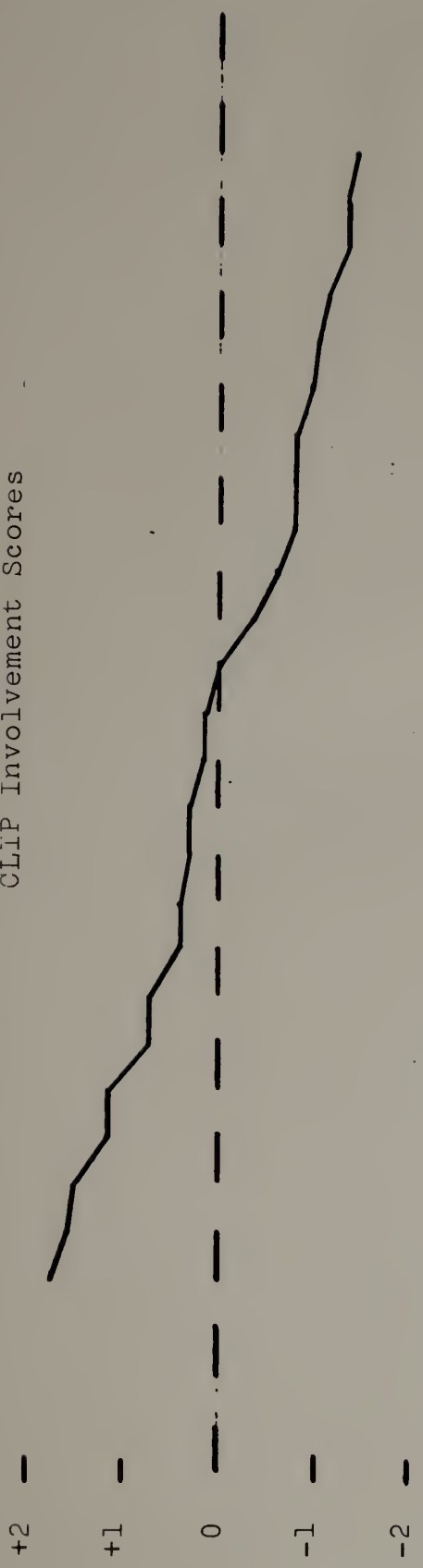
Figure 1. Relationship between CLIP involvement scores and Profile of a School Total scores for 25 respondents. (All scores converted to standard scores where $\bar{X} = 0$ and $s = 1$)

range from "not for public education"(most restrictive),
indicated by a rating of "1", to "regular classroom" (least
restrictive) indicated by a rating of "7". From these rat-
ings the Rucker-Gable scoring system provides a set of seven
attitude scores. Attitude scores are basically social
distance measures. The scores reported for each respondent
is the sum of ratings for the educational placement designa-
tions. Since higher scores reflect "least restrictive"
placement, it is assumed that the higher the score the more
positive are the respondents' attitudes toward the handi-
capped. Attitude scores are provided for three degrees
(mild, moderate, severe) and types (mental retardation, emo-
tional disturbance, learning disabilities) of handicapping
conditions.

Table 4 has been arranged to show a summary of study
sample responses to the RGEPS compared to experts' responses
on attitude measures. The first three categories listed
indicate the degree of handicapping condition and the cor-
responding number of items for each. The other three cate-
gories listed indicate the types of handicapping conditions
and the corresponding number of items for each. Both means
and standard deviations are listed for the experts' and the
study sample responses for each of the six categories and
for the total attitude scores.

It is shown in Table 4 that the means for the study
sample are similar to the means for experts in all categories.

The mean total attitude score for the study sample was 122.52 compared to a mean total attitude score of 121.54 for the experts indicating relatively high positive attitudes towards handicapped children for both groups. Although mean scores were similar, there was greater variance among the study sample's responses in most categories as evidenced by the total score standard deviation of 15.81 for the study sample group as compared to a total standard deviation of 9.52 for the experts.

Table 4 shows that respondents' attitudes towards handicapped children are positive. Slight variation in perceptions exists between the study sample responses and those of the experts in categories for degree and types of handicapping conditions.

Spearman rank correlation coefficients (rho) were calculated to determine the degree of relationship between perceptions of attitudes towards handicapped children as measured by the Rucker-Gable Educational Programming Scale and the level of CLIP involvement. Table 5 shows the coefficients established for CLIP involvement scores and Rucker-Gable attitude scores.

It can be seen in Table 5 that rho ranged for .066 (total RGEPS attitude score) to .215 (learning disabilities score). None of these correlation coefficients reached the level of statistical significance established for this study.

Figure 2 was created using the standard score system described earlier to examine further the relationship between CLIP involvement scores and Rucker-Gable Attitude scores. While no statistically significant relationship was found, an examination of Figure 2 reveals that as CLIP involvement scores decrease for the first ten highest rated respondents, there is a general concomitant decrease in Rucker-Gable Attitude scores. It is the middle and lower ranges of CLIP involvement scores where corresponding Rucker-Gable Attitude scores exhibit an erratic pattern.

An analysis of the data in this section reveals that the null hypothesis that "there will be no statistically significant relationship between teachers' level of involvement in the CLIP system and teachers' perceptions of attitudes towards handicapped children" cannot be rejected.

Table 4

Summary of Study Sample Responses to Rucker-Gable
Educational Programming Scale
Compared to Exerts' Responses:
Attitude Measures

Category	Number of Items	Experts		Study Sample	
		$\bar{x}$	s.d.	x	s.d.
Mild	8	44.20	3.79	42.64	6.04
Moderate	16	65.14	6.57	66.68	9.97
Severe	6	12.20	2.27	13.20	2.86
Mental Retardation	10	29.60	3.75	30.24	5.61
Emotional Disturbance	10	47.46	5.16	47.36	7.31
Learning Disabilities	10	44.49	4.01	44.92	5.90
Total	30	121.54	9.52	122.52	15.81

Table 5

Rank Correlation Coefficients (rho) for
CLIP Involvement Scores and Rucker-Gable
Attitude Scores

Rucker-Gable Attitude	and	CLIP Involvement	"t"	P
Total		rho = .066	.328	NS
Mild		rho = .084	.404	NS
Moderate		rho = .199	.974	NS
Severe		rho = .088	.424	NS
Mental Retardation		rho = .102	.492	NS
Emotionally Disturbed		rho = .132	.639	NS
Learning Disabilities		rho = .215	1.056	NS

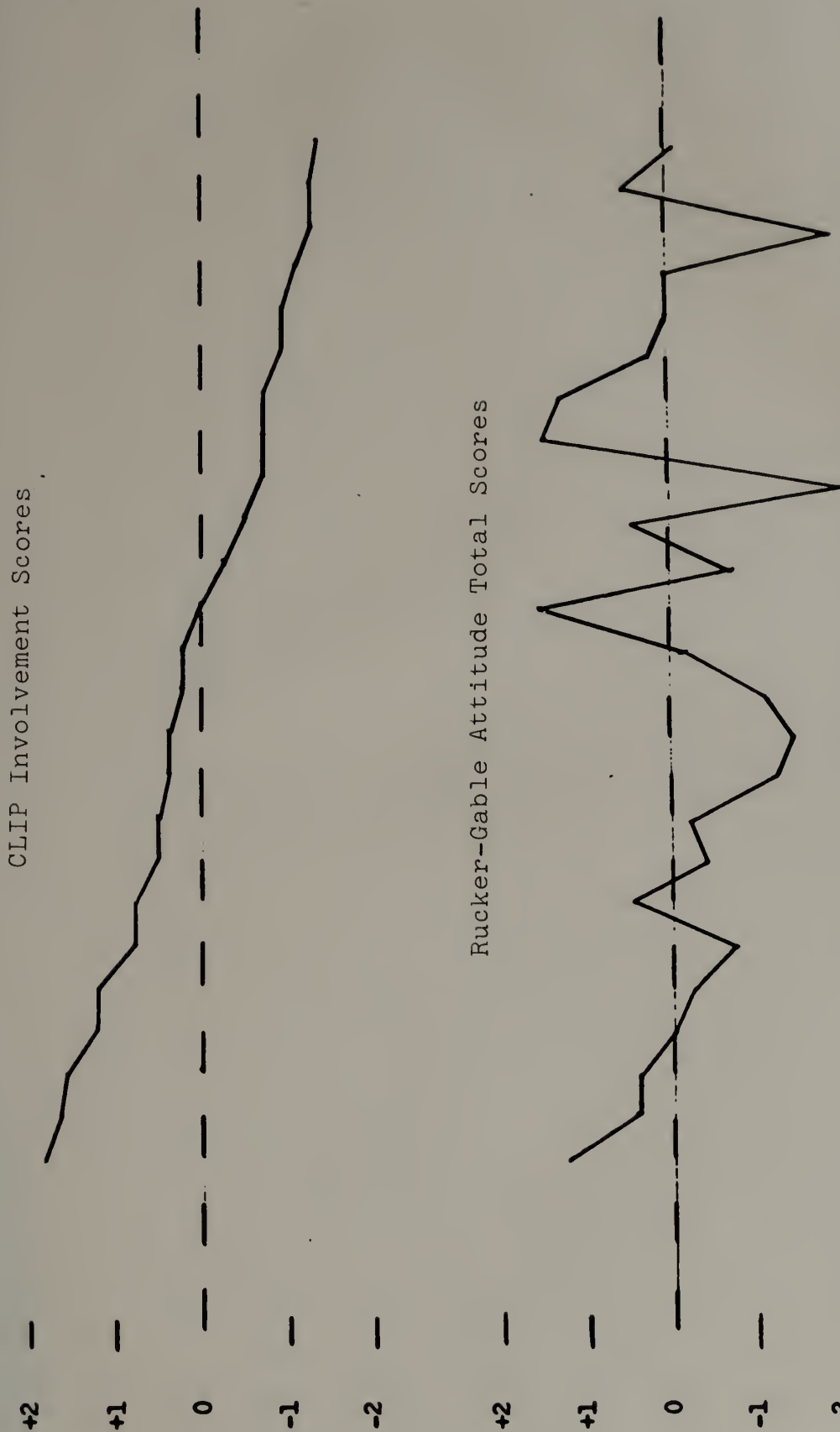For df = 23, t = 2.069(.05), t = 2.807(.01)

Figure 2. Relationship between CLIP involvement scores and Rucker-Gable Attitude Total scores for 25 respondents. (All scores converted to standard scores where $\bar{X} = 0$ and $s = 1$)

Rucker-Gable Educational Programming Scale Knowledge
Measures and CLIP Involvement

An assessment of the relationship between the per-
ceived knowledge of placements for handicapped children and
the degree of CLIP involvement was based on data generated
by the RGEPS and by the various indices of association with
CLIP.

Table 6 contains the results of the Rucker-Gable
Educational Programming Scale which was used to measure
teachers' knowledge of placement for handicapped children.
Here again, respondents indicated an educational placement
choice in one of seven settings for each of the 30 items or
brief descriptions of handicapped children. The continuum
of services ranges for "not for public education" (most
restrictive) indicated by a rating of "1", to "regular
classroom" (least restrictive) indicated by a rating of "7".
From these ratings the Rucker-Gable scoring system provides
a set of seven scores representing "knowledge" of handi-
capping conditions. The scale assumes that the closer the
scores are to the expert scores the "more knowledgeable" is
the respondent. Knowledge scores are provided for the three
degrees (mild, moderate, severe) and types (mental retarda-
tion, emotional disturbance, learning disabilities) of
handicapping conditions.

Table 6 has been arranged to show a summary of study sample responses to the RGEPS compared to the experts' responses on placement knowledge. The first three categories listed indicate the degree of handicapping condition and the second three categories listed indicate the types of handicapping conditions. Both means and standard deviations are listed for the experts' and the study sample responses for each of the six categories and for the total knowledge scores.

An inspection of Table 6 shows that the mean study responses follow the same pattern as the mean experts' responses. The mean total knowledge score of 4.82 for the experts indicating that the study sample respondents differed somewhat from the expert standard in making placement judgments for handicapped children. Mean study sample responses were in most agreement with experts for "mental retardation," "learning disabilities," and "mild and moderate handicapping conditions." Mean responses for the study sample were in most disagreement for "severe handicapping conditions" and for "emotional disturbance." Standard deviations revealed a wide variation in scores for the study sample respondents in all categories. The total standard deviation of study sample respondent scores was 1.64 compared to a standard deviation of .93 for the experts' knowledge scores.

Table 6

Summary of Study Sample Responses to Rucker-Gable
Educational Programming Scale Compared To
Experts' Responses:
Knowledge Measures

Category	Number of Items	Experts		Study Sample	
		$\bar{x}$	s.d.	$\bar{x}$	s.d.
Mild	8	2.56	.63	3.33	1.53
Moderate	16	3.61	.86	4.43	1.15
Severe	6	1.68	.73	2.87	0.89
Mental Retardation	10	2.72	.70	3.32	1.19
Emotional Disturbance	10	2.87	.85	4.18	1.21
Learning Disabilities	10	2.57	.79	3.31	1.05
Total	30	4.82	.93	6.38	1.64

For df = 23, t = 2.069(.05), t = 2.807(.01)

Spearman rank correlation coefficients (rho) were cal-
culated to determine the degree of relationship between per-
ceptions of knowledge of programming for handicapped children
as measured by the Rucker-Gable Educational Programming Scale
and the level of CLIP involvement. Table 7 shows the co-
efficients established for CLIP involvement socres and
Rucker-Gable knowledge scores.

It is shown in Table 7 that rho ranged from .140 (emo-
tionally disturbed) to .406 (mental retardation). Rho
(.406) was found to be statistically significant at .05,
indicating a relationship between Rucker-Gable knowledge
scores in the area of mental retardation and CLIP involve-
ment. The correlation coefficient (rho) for the total
Rucker-Gable knowledge score of .286 was found to approach
statistical significance (p .10). This tendency appears to
be a function of the general pattern of declination of the
two sets of scores for the 16 lower rated respondents on
CLIP involvement. That general pattern is disrupted by the
23rd ranked respondent on CLIP involvement scores attaining
the highest score on Rucker-Gable knowledge.

An analysis of the data in this section reveals that the
null hypothesis that "there will be no statistically signifi-
cant relationship between teachers' level of involvement in
the CLIP system and teachers' perceptions of knowledge about
handicapped children" cannot be rejected.

Table 7

Rank Correlation Coefficients (rho) for
CLIP Involvement Scores and Rucker-Gable
Knowledge Scores

Rucker-Gable Knowledge	and	CLIP Involvement	"t"	P
Total		rho = .286	1.623	NS
Mild		rho = .208	1.020	NS
Moderate		rho = .219	1.076	NS
Severe		rho = .213	1.045	NS
Mental Retardation		rho = .406	2.131	.05
Emotionally Disturbed		rho = .140	.678	NS
Learning Disabilities		rho = .249	1.233	NS

For df = 23, t = 2.069(.05), t = 2.807(.01)

CLIP Involvement Scores

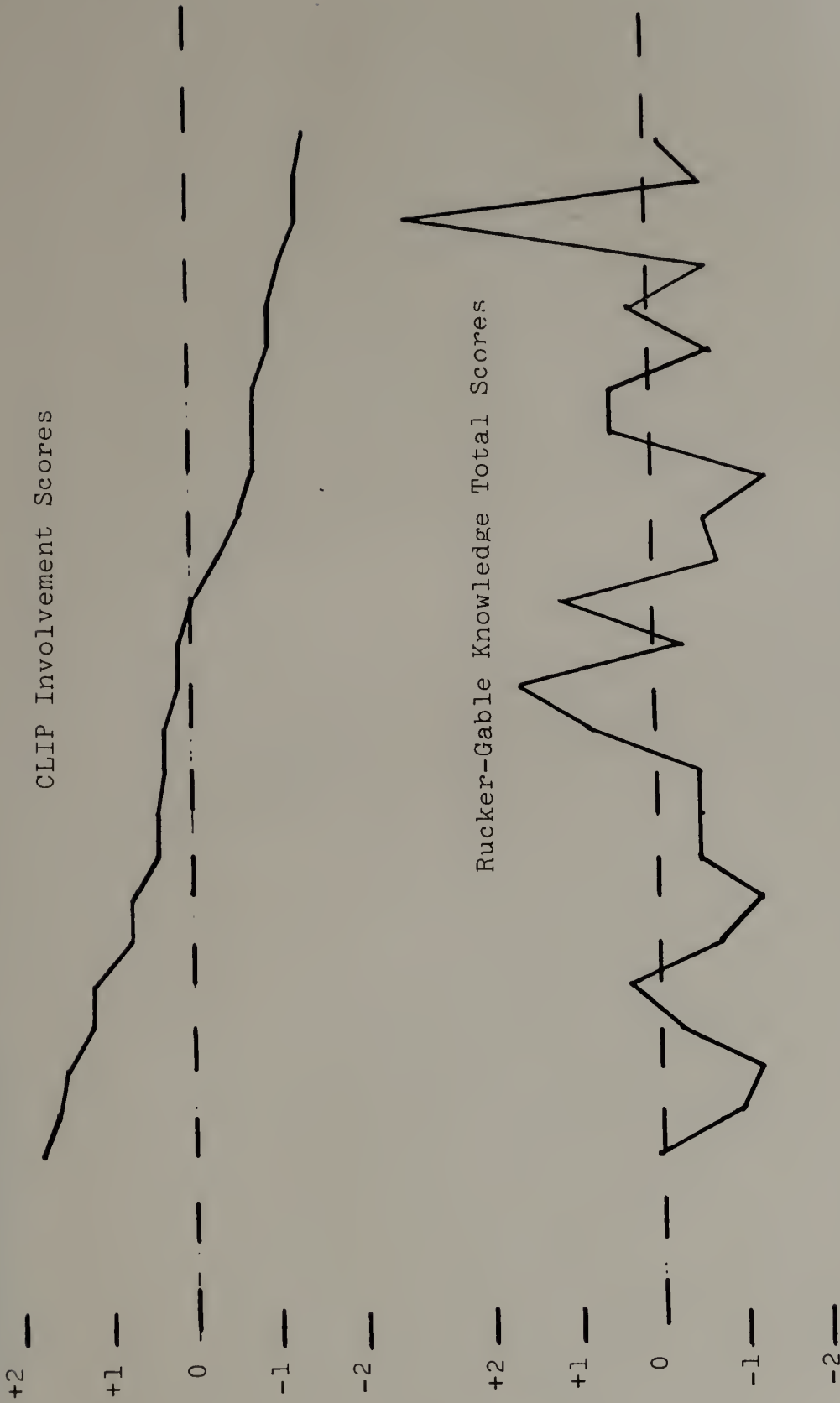Rucker-Gable Knowledge Total Scores

Figure 3.   Relationship between CLIP involvement scores and Rucker-Gable
            Knowledge Total scores for 25 respondents. (All scores
            converted to standard scores where $\bar{X} = 0$ and $s = 1$)

Summary

Results of the study can be summarized for each of the three sections described in this chapter as follows:

1. POS and CLIP Involvement

    It is the general opinion of the respondents that they view their schools as characteristic of "System 3" and "System 4" management.

    The assignment of "System 3" and "System 4" management by respondents is universal across student, teacher and principal items. While mean ratings are comparable, there is a wide variation of respondent ratings of principals and students.

    No statistically significant relationship was found between POS scores and CLIP involvement scores.

2. RGEPS - Attitude and CLIP Involvement

    Teachers' attitudes towards handicapped children are positive and closely approximated the attitude scores of the experts. Although mean attitude scores were similar to the experts, there was greater variance among the study samples' responses in most categories. Also, no statistically significant variation is found. No

statistically significant relationship was found between POS and CLIP involvement scores.

3. RGEPS - Knowledge and CLIP Involvement

    Although the study sample knowledge scores did not co-incide with expert opinion, they followed the same pattern and represented a good degree of knowledge. Additionally, more variation was seen in the study sample than in the expert sample.

    Although the study sample respondents are "less know-ledgeable" they are fairly compatible with the experts in their knowledge about program placements for handi-capped children. A wide variation exists in teacher respondent scores as compared to experts' responses for each category.

    A significant relationship was found between CLIP involvement and knowledge about placements for handi-capped children in the category of "mental retardation." The total knowledge score was found to indicate a posi-tive trend between teachers' level of involvement in the CLIP system and teachers' perceptions of knowledge about handicapped children.

The values expressing the degree of relationship be-
tween CLIP involvement and RGEPS knowledge are much
more substantial than those defining the degree of
relationship between CLIP involvement and POS scores
or RGEPS attitude scores.

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to investigate the relationship between teachers' involvement in the CLIP consultant intervention system and teachers' perceptions of organizational climate and their knowledge of and attitudes towards handicapped children. The subjects were 25 regular classroom teachers in the Montclair, New Jersey school district who had participated in a direct consultant intervention system (CLIP) designed to serve handicapped children in the mainstream. Teachers' level of involvement was determined by CLIP staff ratings of teachers' "participation," "understanding," "years of association" and "number of students served" with regard to the CLIP system.

Information was collected on teachers' perceptions of organizational climate of their schools utilizing the Likert Profile of a School (POS) questionnaire - teacher's form. The Rucker-Gable Educational Programming Scale (RGEPS) was used to assess teachers' attitudes toward handicapped children and teachers' knowledge of program placements for handicapped children. The degree of involvement scores and scores from the POS and RGEPS were subjected to correlational

analyses to determine the extent to which the degree of CLIP
involvement was related to teachers' perceptions of organi-
zational climate and knowledge of and attitudes towards
handicapped children.

The results of the study indicated that although the
respondents viewed the organizational climate of their
schools as characteristic of "System 3" and "System 4"
management, no statistically significant relationship was
found between POS scores and CLIP involvement scores so the
null hypothesis could not be rejected. Similarly, teachers'
attitudes towards handicapped children were positive as
evidenced by RGEPS attitude scores although no statistically
significant relationship was found between RGEPS attitude
and CLIP involvement scores so that, again, the null
hypothesis could not be rejected. RGEPS knowledge scores
were comparable to expert opinions and approximated statisti-
cal significance indicating a possible existing relationship
between teachers' level of involvement in the CLIP system
and teachers' perceptions of knowledge about handicapped
children. Overall results indicated that the relationship
between teachers' level of involvement in CLIP and their
knowledge of handicapped children was greater than both the
relationship between teachers' level of CLIP involvement and
organizational climate and teachers' attitudes towards
handicapped children.

Conclusions

Findings from POS and the Relationship of POS to CLIP Involvement

Results of the POS indicated that respondents view the organizational climate of their schools as characteristic of "System 3" and "System 4" management. Additionally, there is uniformity in respondents' assignment of "System 3" and "System 4" management systems across items reflecting attitudes towards students, teachers and principals. No statistically significant relationship was found between the POS scores and CLIP involvement scores.

One explanation of these results lies in the fact that respondents are teachers who already perceive the organizational climate of their school to be a democratic, participative group style management system characterized by "System 3" and "System 4" management as specified by Likert (1967). This is evidenced by their high level of performance and active participation in CLIP and in the positive attitudes and satisfaction they generally demonstrate towards students, teachers and principals in their schools. CLIP staff ratings of teachers with regard to their degree of "understanding" and "participation" in CLIP were all high resulting in very slight gradation in the ranking of these respondents. Therefore, the level of

CLIP involvement scores and the POS scores were both high and demonstrated slight variation. This resulted in a non-statistically significant relationship between CLIP involvement and organizational climate. It may be explained that since teachers were already experiencing the organizational climate of their schools in a participative group management system their involvement in the CLIP system did not account for their perceptions.

Another explanation of the results is that the POS may not have been a sensitive enough instrument for measuring teachers' perceptions of organizational climate among a group of respondents that were similar in their positive view of the organizational climate of their schools and in their high level of CLIP involvement. Such high scores within the same group lacked much variation and clustered in two categories ("System 3" and "System 4") due to the nature and limits of the POS instrument.

The system for rating CLIP involvement also appeared to influence the results of respondents all of whom demonstrated a high degree of involvement as evidenced by their participation, understanding, number of years in the program and number of students served in their classes. Since all teachers were rated highly by CLIP staff resulting in only slight variations in ratings, this system may need revisions in the items, factors or criteria incorporated in the indices to become more sensitive to this group of respondents.

Findings of this study are consistent with the litera-
ture on the relationship of organizational climate to various
teacher behaviors. As Likert (1978) pointed out, schools and
school systems closer to "System 4" in their administrative
style appear to create an organizational climate which fosters
supportive relationships, cooperation, loyalty, higher per-
formance goals and motivation to produce and more positive
attitudes toward the school. The importance of organizational
factors in the successful implementation of an innovation
(Berman and McLaughlin, 1975; Fullan and Pomfret, 1977) in
school organizations has been clearly established. Organiza-
tional variables characteristic of a "System 4" participative
group management system are present in the CLIP system
described in this study. It can be concluded that successful
implementation of the CLIP mainstreaming innovation was posi-
tively influenced by teachers who perceived the organizational
climate to be closer to a "participative group management
(system 3 and system 4) style."

Findings from RGEPS and the Relationship of RGEPS

Results of the RGEPS indicated that teachers' attitudes towards handicapped children are positive and closely approximated the attitude scores of the experts although greater variation was seen in the mean attitudes scores of the respondents compared with the experts' responses. There was no statistically significant relationship found between the RGEPS attitude and CLIP involvement scores.

An explanation of these results is offered based upon characteristics of the respondents and the instrument used to measure teacher attitudes. As discussed previously in the POS section of this chapter, teacher respondents exhibited positive attitudes toward the organizational climate of their school and to the students, teachers and principal items on the POS. It is known that teachers participating in this study have demonstrated strong positive attitudes in their acceptance of mainstreaming handicapped children in the CLIP system. As a result, such positive attitudes are consistent with the experts but do not produce a significant relationship due to their similarity. This is also evidenced in the CLIP staff's ratings of teachers indicating that all teachers attained high level of involvement scores with slight variation among rankings. Since little variation in scores was present no significant relationship could be established between teachers' level of involvement and teacher attitude scores.

The use of the RGEPS to measure teacher attitudes may also account for the results obtained. Such an instrument did not appear to be sensitive enough to allow for differentiation among a group of teachers all experiencing similarly positive attitudes towards the handicapped. In fact, the success of the CLIP mainstreaming model has been largely due to the positive attitudes of these regular classroom teachers over the past seven years. It is of interest to note that teachers who did not choose to respond to the questionnaire or participate in this study were rated as having less positive attitudes towards the CLIP system and towards handicapped children. Had these teachers responded, it would be more likely that a greater variation among scores would have been obtained and possibly could have affected the statistical results of the study.

The research of Haring et al (1958) strongly indicates that successful educational programs for handicapped children are largely dependent upon attitudes of regular classroom teachers. From the organizational climate studies reported by Likert (1967), it has been shown that if a positive climate exists, higher teacher morale, better motivation and more positive teacher attitudes result. Since the way individuals perceive their environment influences the way they behave (Bigelow, 1971; Bloom, 1964), it is also conceivable that positive perceptions of organizational climate could result in more positive attitudes of and increased knowledge toward

alternative programming for handicapped children. As a re-
sult, teachers who perceived the management systems of their
schools as being relatively highly participative would be
more likely to have more positive attitudes toward mainstream-
ing handicapped children (Sivage, 1979). Several studies
have also shown that teachers' attitudes were generally more
positive when there were significant support systems within
the school which provided consultation, intensive communica-
tion and staff interaction and active participation in the
mainstreaming process (Shotel et al, 1972); Williams and
Algozzine, 1979; Powers, 1979). The CLIP consultant inter-
vention system addresses these organizational features and
offers teachers the necessary support to increase positive
attitudes towards handicapped children in the mainstream.

Findings for RGEPS and the Relationship of RGEPS
Knowledge Measures to CLIP Involvement

Results indicated that although study sample knowledge
scores did not coincide with expert opinion, they followed
the same pattern and represented a good degree of knowledge
about program placements for handicapped children. A
significant relationship was found between CLIP involvement
and knowledge about placements for handicapped children in
the category of "mental retardation." Additionally, the
total knowledge score was found to approximate statistical
significance indicating a positive trend between teachers'
level of involvement in the CLIP system and teachers' per-
ceptions of knowledge about handicapped children. These
knowledge scores were found to be much more substantial than
those defining the relationship between CLIP involvement and
POS scores or RGEPS attitude scores.

Results may be explained, once again on the basis of
respondents' characteristics in relation to their high level
of involvement in CLIP. Teachers participating in this study
showed positive attitudes towards and good knowledge of handi-
capped children mainstreamed into their classes over a seven-
year period. Evidence of this is indicated in the high
ratings assigned to them by the CLIP staff to determine the
"level of involvement index." Although it was shown that
teachers' scores varied widely from the experts in each

category, the RGEPS may prove to be a limited instrument
that might not be sensitive in measuring other aspects of
knowledge acquired by the respondents as a result of their
high level of involvement in CLIP.

Even though the null hypothesis was not rejected, a
positive finding emerges. A relationship is found to exist
between CLIP involvement and teachers' knowledge of program
placements for handicapped children. This is a significant
finding with implications for mainstreaming.

When knowledge of appropriate placements is encouraged
through contact with other special educators and increased
opportunities for learning are offered, effective mainstream-
ing will become a reality for handicapped children (Dix, 1979;
Sivage, 1979). Even when pro-mainstreaming attitudes are
present among regular educators, efforts must continue to be
supported by effective educational planning and close coopera-
tion and communication with the special educators and adminis-
trators involved to ensure that successful mainstreaming
initiatives can occur (Knoff, 1983, 1984).

Conclusions presented in this section support the fact
that organizational and attitudinal variables related to the
successful implementation of mainstreaming programs are
important for both regular and special educators to consider
in establishing effective service delivery models for handi-
capped children.

Recommendations for Future Research

The findings of this study have important implications for public school administrators and classroom teachers in fulfilling their roles and responsibilities for the implementation of mainstreaming handicapped children as is mandated by Public Law 94-142. School administrators can begin to focus more on the management characteristics that appear to have a positive relationship to teachers' attitudes towards and knowledge of programming for handicapped children. Administrative strategies for planned change should consider optimal school climates with a higher level participative management system, good communication networks, mutual understanding and cooperation and positive teacher attitudes. Within this framework of shared knowledge and shared goals, classroom teachers are more likely to be a positive influence in implementing successful mainstreaming programs in their schools. Results of this study showed that teachers participating in the CLIP system had a higher degree of involvement in the CLIP mainstreaming project, perceived their school climate positively, and displayed positive attitudes towards and knowledge of handicapped children.

Since the features of the CLIP system clearly parallel the administrative characteristics of Likert's System 4 management style, it appears that this consultant intervention system is a viable alternative for effective service delivery

for mainstreaming handicapped children in public school classrooms.

In order to further explore some of the issues presented in this study, the following recommendations for future research are suggested:

1. The 25 respondents were all teachers who are known to be committed and cooperative educators in the school district. They were also rated very highly by CLIP staff on criteria set for "level of involvement" in CLIP. Therefore, there was little differentiation among rankings for this group and for responses on the Profile of a School and Rucker-Gable Educational Programming Scale instruments. The use of other instruments that would be more sensitive to measuring the same variables among respondents while allowing for more differentiation is recommended.

2. A group of seven teachers in CLIP known to be less positive than the study sample did not respond to the questionnaire or choose to participate in the study. It is possible that these teachers could be dissatisfied with the organizational climate of their schools or have experienced the CLIP system negatively. Their lack of participation could have influenced the results of this study. Therefore, it is recommended that some arrangements be made to inverview the nonrespondents.

3. The study sample was limited to teachers participating
    in the CLIP system. It is recommended that other class-
    room teachers responsible for mainstreaming handicapped
    children be studied with regard to their perceptions of
    the organizational climate of their schools and their
    knowledge of and attitudes towards handicapped children.
    As a result of this study, a comparison of the findings
    for the two groups is also recommended.

4. The present study focused on primary level classroom
    teachers responsible for mainstreaming special educa-
    tion children in elementary schools. While there is
    research to support the fact that elementary school
    teachers are generally more receptive to change and
    positive in their attitudes towards mainstreaming,
    it would be appropriate to conduct a similar study
    of middle school (grades 6-8) and high school (grades
    9-12) teachers responsible for mainstreaming special
    education students in their classrooms. A comparison
    of the results across the three grade levels (elementary,
    middle, high) is recommended.

5. The school climate is usually reflective of the admin-
    istrative leadership style practiced. The role of the
    building principal is crucial in planning and implement-
    ing programs for mainstreaming handicapped children.

Therefore, a study which focuses on the leadership style of the building principal as it relates to the main-streaming process is recommended.

6. As educational leaders, school principals have a great influence on teachers' attitudes with regard to pro-gramming for handicapped children in the regular class-room settings. It is recommended that the principals of the five schools involved in this study participate in another study to determine the extent of their knowledge of and attitude towards handicapped children. The RGEPS should be used for this purpose. A compari-son with teachers' responses is further recommended.

7. Organizational climate appears to affect the way per-sonnel operate within their environment. In the school organization, school climate improvement activities re-quire the support of the building principal. A com-parison of teachers' perceptions of the organizational climate of their school with those of the principal could provide valuable insights and direction for designing climate building activities that would facilitate the acceptance of handicapped children and foster the mainstreaming process.

8.   In order to assess the effectiveness of the consultant

intervention model, a comparison of this system with

other service delivery models such as resource room or

tutorial approaches for mainstreaming handicapped

children is recommended. Both student and teacher

variables would be appropriately investigated to

determine the effectiveness of each service delivery

model.

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APPENDIX

APPENDIX A

MONTCLAIR PUBLIC SCHOOLS

INTERDEPARTMENTAL COMMUNICATION

To

From   MARY C. VERNACCHIA

Date   JUNE 7, 1984

Subject   RESEARCH PROJECT

Dr. Fitzgerald and Mrs. Wilcox have given me approval to do a research study which involves teachers in the district who have participated in CLIP any time over the past six years. The study will attempt to investigate teachers' perceptions of organizational climate (the teaching and learning environment) and their knowledge of and attitudes towards handicapped children.

I am asking that you complete the two enclosed questionnaires as per the instructions and return them to me before July 1. I realize this is a very busy and hectic time of year for you and more 'paperwork' is certainly not helpful. I would consider it a great professional and personal favor if you could take 20 minutes to rate the questionnaire items and return them to me in the same brown envelope through the school mail. I will provide another envelope with postage if some additional time is needed beyond June 22.

Your participation is essential to ensure valid results for this study. I will provide the group with results as soon as the data analysis is completed and summarized.

You have made a great contribution to the district and the young children of Montclair through your dedicated efforts in the CLIP early intervention model. Such a program could not be successful without the commitment you have shown by mainstreaming special needs children so effectively.

I am grateful for your support and would appreciate your input for this study.

Thank you very much.

MCV;ew
encls.

CC: Dr. Mary Lee Fitzgerald
      Mrs. J. Wilcox

Use this sheet to discuss one subject only.

8-17

APPENDIX B

Written Consent Form

I, Mary C. Vernacchia, am currently a doctoral candidate at the
University of Massachusetts, Amherst, Massachusetts and am conduct-
ing research for my doctoral dissertation. I would like you to
participate in the research because of the nature of your work.
I am requesting that teachers in the Montclair Public Schools who
have participated in the Cognitive Linguistic Intervention Program
(CLIP) respond to two questionnaires: The Profile of a School
and the Rucker-Gable Programming Scale. Through my research I am
attempting to gain information about teachers' perceptions of
their school's organizational climate and their knowledge of and
attitudes about handicapped children. Since you have been directly
involved as a teacher participant in the CLIP early intervention
program, your input is both necessary and critical to carry out
this study.

In order to insure your anonymity and to protect your rights and
welfare, you will not be required to sign the questionnaire forms
or to name your school. All individual comments and responses
will be kept confidential. Results of this study will be reported
in terms of trends and patterns, not specific individual responses.

I expect that the results of this study will assist teachers and
administrators to better understand the benefits of mainstreaming
young handicapped children in regular classroom settings. Further-
more, these results may have implications for improving the
quality of effective programs for mainstreaming children with
special needs. The findings of this study will be reported in
the dissertation and also in an article written in The Learning
Consultant, a research journal of the N.J. Association of Learning
Consultants.

I am willing to answer further questions you may have regarding
the study within the limits of the research objectives. If at
any time you would like to discontinue participation in the re-
search you may do so without prejudice to you as a person.

> Mary C. Vernacchia
> Doctoral Candidate
> University of Massachusetts
> Department of Future Studies
> Amherst, Massachusetts 01003

I do consent to particpate
in the research.
_____
Participant's Signature

APPENDIX C

MONTCLAIR PUBLIC SCHOOLS

**22 VALLEY ROAD
MONTCLAIR, NEW JERSEY 07042
201-783 4000**

November 21, 1985

Dear

I have discussed my doctoral research with Dr. Fitzgerald who has approved my dissertation study. It is an area in which your participation is essential.

With your help, I hope to gain information which will suggest ways to facilitate mainstreaming special needs students.

In order to complete this study your response to two question-naires is required. This will take approximately 30 minutes. Please return both questionnaires in the same envelope to me at Central Office by February 4. This timeline is critical for completion of this study. You may sign your name if you wish.

I sincerely appreciate your support and your taking time during the course of your busy day to honor my request. The study must include all teachers who have participated in the CLIP early intervention program over the past seven years. Your response is extremely important. All responses will be completely anonymous and confidential. Results of this research will be shared with you when the dissertation is completed.

Thank you very much.

Sincerely,

Mary C. Vernacchia

k

cc: Dr. Fitzgerald

APPENDIX D

TEACHER PARTICIPATION ITEMS

                                                              Yes   No

1. CLIP specialists and teachers share screening
    information to gain better insights about
    children.   ___   ___

2. Teacher gives input in the IEP development
    process.   ___   ___

3. Teacher participates in parent conferences with
    CLIP specialists.   ___   ___

4. Classroom intervention is followed up by teachers
    utilizing similar strategies for enhancing
    cognitive/language skills.   ___   ___

5. Curriculum planning and coordination of goals
    with CLIP specialists is ongoing.   ___   ___

6. The CLIP activity guide is used as a resource for
    implementing a variety of cognitive/language
    activities and strategies.   ___   ___

7. Communication with CLIP specialist(s) is ongoing
    and provides continuous feedback about child
    progress.   ___   ___

8. Consultation with CLIP specialists occurs regularly
    both in and out of the classroom setting.   ___   ___

APPENDIX E

Teacher Understanding Items -- Teacher understanding that ....

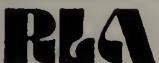|		Yes	No
1.	Language is the basis of all learning activities in the early primary years.	___	___
2.	There is a relationship between language and cognition.	___	___
3.	Early intervention is important because it minimizes or reduces academic difficulties in later years and ensures a more successful school career.	___	___
4.	Direct classroom intervention by CLIP specialists is a unique feature of the CLIP program and sets it apart from other special programs.	___	___
5.	Educational programming is based on screening results and continued assessment and observation.	___	___
6.	CLIP specialists coordinate curriculum goals with classroom teachers to ensure that special instruction is related directly to the classroom curriculum.	___	___
7.	CLIP language and learning specialists work with the classroom teacher as a team in implementing goals/objectives for children.	___	___
8.	Working in the classroom setting offers teachers immediate feedback about child progress and increases communication between teacher and specialist.	___	___
9.	Consultation between teacher and specialist on an ongoing basis is helpful for assessing and monitoring specified goals for students.	___	___
10.	Parent involvement is essential to maximize child's learning potential and the instructional experiences offered in school.	___	___

PROFILE OF A SCHOOL

form 3

teachers

This questionnaire is designed to learn more about how students, teachers, school principals, and others can best work together. The aim is to use the information to make your teaching more satisfying and productive.

If the results are to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test, and there are no right or wrong answers.

The answers to the questions are processed by computers which summarize the responses in statistical form so that individuals cannot be identified.

To ensure complete confidentiality, please do not write your name anywhere on the questionnaire or answer sheet.

	RARELY		SOMETIMES		OFTEN		VERY OFTEN	
1. How often is your behavior seen by students as friendly and supportive?	①	②	③	④	⑤	⑧	⑦	⑧

	VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
2. How much confidence and trust do you have in students?	①	②	③	④	⑤	⑥	⑦	⑧
3. How much confidence and trust do students have in you?	①	②	③	④	⑤	⑥	⑦	⑧
4. How much interest do students feel you have in their success as students?	①	②	③	④	⑤	⑧	·⑦	⑧

	NOT FREE		SOMEWHAT FREE		QUITE FREE		VERY FREE	
5. How free do students feel to talk to you about school matters?	①	②	③	④	⑤	⑥	⑦	⑧

	RARELY		SOMETIMES		OFTEN		VERY OFTEN	
6 How often do you seek and use students' ideas about academic matters, such as their work, course content, teaching plans and methods?	①	②	③	④	⑤	⑧	⑦	⑧
7. How often do you seek and use students' ideas about non-academic school matters, such as student activities, rules of conduct, and discipline?	①	②	③	④	⑤	⑧	⑦	⑧

	VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
8. How much do students feel that you are trying to help them with their problems?	①	②	③	④	⑤	⑥	⑦	⑧
9. How much influence do students *have* on what goes on in your school?	①	②	③	④	⑤	⑧	⑦	⑧
10. How much influence do you think students *should have* on what goes on in your school?	①	②	③	④	⑤	⑥	⑦	⑧
11. How much are students involved in major decisions affecting them?	①	②	③	④	⑤	⑥	⑦	⑧

	DISLIKE IT		SOMETIMES DISLIKE IT, SOMETIMES LIKE IT		USUALLY LIKE IT		LIKE IT VERY MUCH	
12. What is the general attitude of students toward your school?	①	②	③	④	⑤	⑥	⑦	⑧

	VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
13. How much accurate information concerning school affairs is given to you by students?	①	②	③	④	⑤	⑥	⑦	⑧

	VIEWED WITH GREAT SUSPICION		SOME VIEWED WITH SUSPICION, SOME WITH TRUST		USUALLY VIEWED WITH TRUST		ALMOST ALWAYS VIEWED WITH TRUST	
How do students view communications from:								
14. you	①	②	③	④	⑤	⑥	⑦	⑧
15. the principal	①	②	③	④	⑤	⑥	⑦	⑧

	NOT WELL		SOMEWHAT WELL		QUITE WELL		VERY WELL	
16. How well do you know the problems faced by students in their school work?	①	②	③	④	⑤	⑥	⑦	⑧

		VERY LITTLE		SOME		CONSIDER- ABLE		VERY GREAT	
17.	To what extent is the communication between you and your students open and candid?	①	②	③	④	⑤	⑥	⑦	⑧
18.	To what extent do students help each other when they want to get something done?	①	②	③	④	⑤	⑥	⑦	⑧
19.	To what extent do students look forward to coming to school?	①	②	③	④	⑤	⑥	⑦	⑧
20.	To what extent do students feel excited about learning?	①	②	③	④	⑤	⑥	⑦	⑧
21.	To what extent do you look forward to your teaching day?	①	②	③	④	⑤	⑥	⑦	⑧

		RARELY		SOMETIMES		OFTEN		VERY OFTEN	
22.	How often do you see the principal's behavior as friendly and supportive?	①	②	③	④	⑤	⑥	⑦	⑧

		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
23.	How much confidence and trust does the principal have in you?	①	②	③	④	⑤	⑥	⑦	⑧
24.	How much confidence and trust do you have in the principal?	①	②	③	④	⑤	⑥	⑦	⑧

		NOT FREE		SOMEWHAT FREE		QUITE FREE		VERY FREE	
25.	How free do you feel to talk to the principal about school matters?	①	②	③	④	⑤	⑥	⑦	⑧

How often do you try to be friendly and supportive to:

		RARELY		SOMETIMES		OFTEN		VERY OFTEN	
26.	the principal	①	②	③	④	⑤	⑧	⑦	⑧
27.	other teachers	①	②	③	④	⑤	⑥	⑦	⑧

How often does the principal seek and use your ideas about:

28	academic matters	①	②	③	④	⑤	⑥	⑦	⑧
29	non-academic school matters	①	②	③	④	⑤	⑥	⑦	⑧

		USUALLY A WASTE OF TIME		SOMETIMES A WASTE OF TIME		OFTEN WORTH- WHILE		ALMOST ALWAYS WORTH- WHILE	
30	In your job, is it worthwhile or a waste of time to do your best?	①	②	③	④	⑤	⑥	⑦	⑧

How much influence do the following *have* on what goes on in your school

		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
31.	principal	①	②	③	④	⑤	⑥	⑦	⑧
32	teachers	①	②	③	④	⑤	⑥	⑦	⑧
33	central staff of your school system	①	②	③	④	⑤	⑥	⑦	⑧
34.	students	①	②	③	④	⑤	⑥	⑦	⑧

How much influence do you think the following *should* have on what goes on in your school.

35	principal	①	②	③	④	⑤	⑥	⑦	⑧
36.	teachers	①	②	③	④	⑤	⑥	⑦	⑧
37.	central staff of your school system	①	②	③	④	⑤	⑥	⑦	⑧
38.	students	①	②	③	④	⑤	⑥	⑦	⑧

How often are students' ideas sought and used by the principal about:

	RARELY		SOMETIMES		OFTEN		VERY OFTEN	
39. academic matters	①	②	③	④	⑤	⑥	⑦	⑧
40. non-academic school matters	①	②	③	④	⑤	⑥	⑦	⑧

	VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
41. How much do you feel that the principal is interested in your success as a teacher?	①	②	③	④	⑤	⑥	⑦	⑧

	RARELY		SOMETIMES		OFTEN		VERY OFTEN	
42. How often does the principal use small group meetings to solve school problems?	①	②	③	④	⑤	⑥	⑦	⑧

	VERY LITTLE		SOME		CONSIDER-ABLE		VERY GREAT	
43. To what extent does the principal make sure that planning and setting priorities are done well?	①	②	③	④	⑤	⑥	⑦	⑧
44. To what extent does the principal try to provide you with the materials, equipment and space you need to do your job well?	①	②	③	④	⑤	⑥	⑦	⑧
45. To what extent does the principal give you useful information and ideas?	①	②	③	④	⑤	⑥	⑦	⑧
46. To what extent are you encouraged to be innovative in developing more effective and efficient educational practices?	①	②	③	④	⑤	⑥	⑦	⑧

	NOT SATISFYING		SOMEWHAT SATISFYING		QUITE SATISFYING		VERY SATISFYING	
47. How satisfying is your work at your school?	①	②	③	④	⑤	⑥	⑦	⑧

	FROM THE TOP DOWN		MOSTLY DOWN		DOWN AND UP		DOWN, UP AND LATERALLY	
48. What is the direction of the flow of information about academic and non-academic school matters.	①	②	③	④	⑤	⑥	⑦	⑧

	VIEWED WITH GREAT SUSPICION		SOME VIEWED WITH SUSPICION, SOME WITH TRUST		USUALLY VIEWED WITH TRUST		ALMOST ALWAYS VIEWED WITH TRUST	
49. How do you view communications from the principal?	①	②	③	④	⑤	⑥	⑦	⑧

	USUALLY INACCURATE		OFTEN INACCURATE		FAIRLY ACCURATE		ALMOST ALWAYS ACCURATE	
50. How accurate is upward communication to the principal?	①	②	③	④	⑤	⑥	⑦	⑧

	NOT WELL		SOMEWHAT WELL		QUITE WELL		VERY WELL	
51. How well does the principal know the problems faced by the teachers?	①	②	③	④	⑤	⑥	⑦	⑧

To what extent is communication open and candid:

	VERY LITTLE		SOME		CONSIDER-ABLE		VERY GREAT	
52. between principal and teachers	①	②	③	④	⑤	⑥	⑦	⑧
53. among teachers	①	②	③	④	⑤	⑧	⑦	⑧

#	Question	1	2	3	4	5	6	7	8
		USUALLY IGNORED		APPEALED BUT NOT RESOLVED		RESOLVED BY PRINCIPAL		RESOLVED BY ALL THOSE AFFECTED	
54.	In your school, how are conflicts between departments usually resolved?	①	②	③	④	⑤	⑥	⑦	⑧
		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
55.	How much do teachers in your school encourage each other to do their best?	①	②	③	④	⑤	⑧	⑦	⑧
		EVERY MAN FOR HIMSELF		LITTLE COOPERATIVE TEAMWORK		A MODERATE AMOUNT OF COOPERATIVE TEAMWORK		A VERY GREAT AMOUNT OF COOPERATIVE TEAMWORK	
56.	In your school, is it "every man for himself" or do principals, teachers, and students work as a team?	①	②	③	④	⑤	⑥	⑦	⑧
		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
57.	How much do different departments plan together and coordinate their efforts?	①	②	③	④	⑤	⑥	⑦	⑧
		AT MUCH TOO HIGH LEVELS		AT SOMEWHAT TOO HIGH LEVELS		AT QUITE SATISFACTORY LEVELS		AT THE BEST LEVELS	
58.	Are decisions made at the best levels for effective performance?	①	②	③	④	⑤	⑥	⑦	⑧
		INADEQUATE		SOMEWHAT INADEQUATE		QUITE ADEQUATE		VERY ADEQUATE	
59.	How adequate are the supplies and equipment the school has?	①	②	③	④	⑤	⑥	⑦	⑧
		VERY LITTLE		SOME		CONSIDERABLE		VERY GREAT	
60	To what extent are you involved in major decisions related to your work?	①	②	③	④	⑤	⑥	⑦	⑧
		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
61.	How much does the principal try to help you with your problems?	①	②	③	④	⑤	⑥	⑦	⑧
62.	How much help do you get from the central staff of your school system?	①	②	③	④	⑤	⑥	⑦	⑧
		VERY LITTLE		SOME		CONSIDERABLE		VERY GREAT	
63.	To what extent are decision makers aware of problems, particularly at lower levels?	①	②	③	④	⑤	⑥	⑦	⑧
		HIGHLY AUTHORITARIAN		SOMEWHAT AUTHORITARIAN		CONSULTATIVE		PARTICIPATIVE GROUP	
	What is the administrative style of:								
64.	the principal	①	②	③	④	⑤	⑥	⑦	⑧
65.	the superintendent of schools	①	②	③	④	⑤	⑥	⑦	⑧
		NOT COMPETENT		SOMEWHAT COMPETENT		QUITE COMPETENT		VERY COMPETENT	
	How competent is the principal:								
66.	as an administrator	①	②	③	④	⑤	⑧	⑦	⑧
67.	as an educator	①	②	③	④	⑤	⑥	⑦	⑧

		LOW		ABOUT AVERAGE		QUITE HIGH		VERY HIGH	
68	How high are the principal's goals for educational performance?	①	②	③	④	⑤	⑥	⑦	⑧

	To what extent do the following feel responsible for seeing that educational excellence is achieved in your school	VERY LITTLE		SOME		CONSIDER-ABLE		VERY GREAT	
	69 principal	①	②	③	④	⑤	⑥	⑦	⑧
	70. department heads	①	②	③	④	⑤	⑥	⑦	⑧
	71. teachers	①	②	③	④	⑤	⑥	⑦	⑧
72.	To what extent do students accept high performance goals in your school?	①	②	③	④	⑤	⑥	⑦	⑧

IF YOUR SCHOOL HAS DEPARTMENT HEADS, GRADE LEVEL CHAIRPERSONS, OR TEAM LEADERS RESPONSIBLE FOR COORDINATION, PLEASE ANSWER THE FOLLOWING QUESTIONS. WHEN A QUESTION IS ASKED ABOUT "DEPARTMENTS" THE APPROPRIATE UNIT FOR YOUR SCHOOL IS MEANT *(DEPARTMENT, GRADE LEVEL, OR TEAM)*

IF *YOU* ARE A DEPARTMENT HEAD, GRADE LEVEL CHAIRPERSON, OR TEAM LEADER, DO NOT ANSWER THE FOLLOWING QUESTIONS. INSTEAD, ASK THE SURVEY ADMINISTRATOR TO GIVE YOU FORM 3DS.

IF THERE ARE NO DEPARTMENT HEADS IN YOUR SCHOOL, PLEASE GO DIRECTLY TO QUESTION no. 94.

		RARELY		SOMETIMES		OFTEN		VERY OFTEN	
73.	How often is the head of your department friendly and supportive?	①	②	③	④	⑤	⑥	⑦	⑧

		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
74.	How much confidence and trust do you have in your department head?	①	②	③	④	⑤	⑥	⑦	⑧
75.	How much confidence and trust does your department head have in you?	①	②	③	④	⑤	⑥	⑦	⑧

		NOT FREE		SOMEWHAT FREE		QUITE FREE		VERY FREE	
76.	How free do you feel to talk to your department head about matters related to your work?	①	②	③	④	⑤	⑥	⑦	⑧

	How often does your department head seek and use your ideas about:	RARELY		SOMETIMES		OFTEN		VERY OFTEN	
	77. academic matters	①	②	③	④	⑤	⑥	⑦	⑧
	78. non-academic school matters	①	②	③	④	⑤	⑥	⑦	⑧

		VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
79.	How much influence do department heads *have* on what goes on in your school?	①	②	③	④	⑤	⑥	⑦	⑧
80.	How much influence do you think department heads *should have* on what goes on in your school?	①	②	③	④	⑤	⑥	⑦	⑧
81.	How much do you feel that your department head is interested in your success as a teacher?	①	②	③	④	⑤	⑥	⑦	⑧

		RARELY		SOMETIMES		OFTEN		VERY OFTEN	
82.	How often does your department head use departmental meetings to solve work problems?	①	②	③	④	⑤	⑥	⑦	⑧

		VERY LITTLE		SOME		CONSIDER-ABLE		VERY GREAT	
83.	To what extent does your department head make sure that planning and setting priorities are done well?	①	②	③	④	⑤	⑥	⑦	⑧
84.	To what extent does your department head give you useful information and ideas?	①	②	③	④	⑤	⑥	⑦	⑧

85	How do you view communications from your department head?	VIEWED WITH GREAT SUSPICION		SOME VIEWED WITH SUSPICION. SOME WITH TRUST		USUALLY VIEWED WITH TRUST		ALMOST ALWAYS VIEWED WITH TRUST	
		①	②	③	④	⑤	⑥	⑦	⑧

86	How well does your department head know the problems you face?	NOT WELL		SOMEWHAT WELL		QUITE WELL		VERY WELL	
		①	②	③	④	⑤	⑥	⑦	⑧

87.	How much interaction is there between the department head and teachers in your department?	VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
		①	②	③	④	⑤	⑥	⑦	⑧

88.	To what extent is communication open and candid between the department head and teachers in your department?	VERY LITTLE		SOME		CONSIDER-ABLE		VERY GREAT	
		①	②	③	④	⑤	⑥	⑦	⑧

89.	To what extent does your department head involve you in major decisions related to your work?	①	②	③	④	⑤	⑥	⑦	⑧

90.	How much does your department head try to help you with your problems?	VERY LITTLE		SOME		QUITE A BIT		A VERY GREAT DEAL	
		①	②	③	④	⑤	⑥	⑦	⑧

91.	How high are the goals of your department head for educational performance?	LOW		ABOUT AVERAGE		QUITE HIGH		VERY HIGH	
		①	②	③	④	⑤	⑥	⑦	⑧

How competent is your department head:

		NOT COMPETENT		SOMEWHAT COMPETENT		QUITE COMPETENT		VERY COMPETENT	
92.	as an administrator	①	②	③	④	⑤	⑥	⑦	⑧
93.	as an educator	①	②	③	④	⑤	⑥	⑦	⑧

THE FOLLOWING QUESTIONS ARE FOR GROUPING YOUR RESPONSES WITH THE RESPONSES OF OTHER PERSONS OF SIMILAR BACKGROUND AND EXPERIENCE. YOUR ANSWERS WILL NOT BE USED TO IDENTIFY YOU INDIVIDUALLY.

94.	Sex	MALE ①	FEMALE ②			

95.	Race	BLACK ①	WHITE ②	OTHER ③		

96.	Age	25 YEARS OR UNDER ①	26-35 YEARS ②	36-45 YEARS ③	46-55 YEARS ④	56 YEARS OR OVER ⑤

97.	When did you first come to this school?	LESS THAN 1 YEAR ①	BETWEEN 1 AND 5 YEARS AGO ②	BETWEEN 5 AND 10 YEARS AGO ③	BETWEEN 10 AND 15 YEARS AGO ④	MORE THAN 15 YEARS AGO ⑤

IF THERE ARE SUPPLEMENTARY QUESTIONS ATTACHED TO THIS BOOKLET, PLEASE MARK YOUR RESPONSES IN THE EXTRA SPACES PROVIDED ON THE ANSWER SHEET.

WHEN YOU HAVE FINISHED, PLEASE BE SURE THAT YOU HAVE FILLED IN THE *CODING INFORMATION* ON THE BACK OF THE ANSWER SHEET. THEN RETURN THIS BOOKLET WITH YOUR ANSWER SHEET. THANK YOU FOR YOUR HELP.

APPENDIX G

RUCKER-GABLE EDUCATIONAL

PROGRAMMING SCALE

Form A

Chauncy N. Rucker
University of Connecticut

Robert K. Gable
University of Connecticut

Name _____ Date _____

Present position _____

Years teaching experience _____

DIRECTIONS

Teachers are ordinarily faced with a wide variety of problems arising from the many different kinds of students they work with each day. On the following pages are brief descriptions of children actually referred for special education services. For each student you are to indicate what you feel would be the best educational setting at this time.

You would actually need more information before placing most of the students, but please make your best judgements based on the information provided. Assume that all of the programs are available and competently staffed. Also assume that placements within the continuum are flexible and that it is possible for a student to be moved up or down the scale after treatment.

GO ON TO PAGE TWO

PLACE EACH STUDENT IN ONE OF THE SEVEN PROGRAMS
FROM THE CONTINUUM BELOW

REGULAR CLASSROOM - with no basic change in teaching procedures.

CONSULTATION - regular classroom with specialists available for consultation with teacher (or parent) whenever needed.

CONSULTATION & DIRECT SERVICES - regular classroom with specialists available in the school to consult with teacher and provide short-term direct services to student.

RESOURCE ROOM - regular classroom with resource room services (special education teacher providing supplemental instruction) provided on a continuing basis in which the student can participate for as much as two hours each day.

PART-TIME SPECIAL CLASS - student enrolled in a special class for the majority of each day, but enters regular classroom for certain subjects.

FULL-TIME SPECIAL CLASS - student assigned to a self-contained special class on a full-time basis.

NOT - student placed in a residential school, hospital program, treatment center, etc. because he or she cannot reasonably be handled within the context of regular or special public education.

If you choose:	RC	CON	CON&DS	RR	PTSC	FTSC	Not
Regular Classroom, circle number seven	⑦	6	5	4	3	2	1
Consultation, circle number six	7	⑥	5	4	3	2	1
Consultation & Direct Services, circle number five	7	6	⑤	4	3	2	1
Resource Room, circle number four	7	6	5	④	3	2	1
Part-Time Special Class, circle number three	7	6	5	4	③	2	1
Full-Time Special Class, circle number two	7	6	5	4	3	②	1
Not for public education, circle number one	7	6	5	4	3	2	①

PLEASE RESPOND TO EVERY ITEM

	RC	CON	CON&DS	RR	PTSC	FTSC	Not
1.	7	6	5	4	3	2	1
2.	7	6	5	4	3	2	1
3.	7	6	5	4	3	2	1
4.	7	6	5	4	3	2	1
5.	7	6	5	4	3	2	1
6.	7	6	5	4	3	2	1
7.	7	6	5	4	3	2	1
8.	7	6	5	4	3	2	1
9.	7	6	5	4	3	2	1
10.	7	6	5	4	3	2	1
11.	7	6	5	4	3	2	1
12.	7	6	5	4	3	2	1
13.	7	6	5	4	3	2	1
14.	7	6	5	4	3	2	1
15.	7	6	5	4	3	2	1
16.	7	6	5	4	3	2	1
17.	7	6	5	4	3	2	1

1. Nancy is a third grader who has difficulty keeping her place during oral reading. Her hand writing is labored, the letters are very large and irregular, and she cannot write on the lines. Her work is disorganized. She gives up easily and needs a lot of personal attention.

2. Jim's achievement is approximately two years below expectation for his age of nine. He has great difficulty understanding and following directions and forgets them quickly. He seems to lack any social skills.

3. Clifford, a nine year old, is very alert and imaginative; he is able to discuss a variety of topics intelligently, but he is unable to read.

4. Myron is a sixth grader who often becomes aggressive in class. His relationships with other children are usually quarrelsome and he is prone to get into trouble when left alone.

5. Ed repeated kindergarten because of his immaturity and is now having trouble doing his first grade work. If he is included in a group activity, he constantly teases the smaller children. He has to be watched constantly or he will destroy their work in a sadistic manner.

6. Jason, age six, occasionally prints letters backwards, writes from right to left, and is restless in class. His parents are concerned that he is still on reading readiness material rather than in a reading group like his classmates.

7. Herb has made a poor adjustment to his first grade class despite his capability for learning. He has difficulty participating in group functions because he is so mischievous. He often fails to respond to discipline.

8. Ray, age twelve, is a two time repeater with above average potential; he has great difficulty remembering material presented in a visual manner and, in spite of a great deal of remedial reading instruction, remains a non-reader.

9. Kenny is a ten year old with a history of late development. He sat up at age two, he had no recognizable speech until age seven, he learned to walk at age nine, and he is still not toilet trained.

10. Frank's achievement is below that of his fifth grade classmates. He is moody, and a loner who is continually seeking attention and testing adults to see if they like him. At home he has displayed physical violence, but never at school.

11. Leroy beat another first grader so severely that minor surgery was required. He has bitten a number of his classmates and has to be supervised constantly.

12. Charles is an eight year old who has not yet sat up, crawled, or walked. He is unable to communicate in any way. He has no bowel or bladder control, can't feed himself, and is very susceptible to upper respiratory infections.

13. José seems unable to perform the academic requirements of his fifth grade class, particularly in mathematics and language. He has a cheerful compliant personality. He works best on a concrete level.

14. Virginia is an eight year old who does little work in school. She is capable of verbal and physical attacks on anyone when angry. She doesn't seem to care about any school relationships and neither threats nor praise are effective in dealing with her.

15. Tom, age eight, doesn't seem to acquire new skills as quickly as most; he needs to have instructions repeated several times. He has difficulty working individually and needs a great deal of encouragement and supervision.

16. Annalou is new to her present fifth grade class. She seems anxious while she is in school, but is much calmer as soon as she leaves the school grounds. Her schoolwork is slightly below average, but she is quite responsive if encouraged.

17. Jesse, an eight year old, has difficulty keeping up with his class in all subjects. He is very large for his age and quite immature socially. He has a noticeable speech problem.

	RC	CON	CON&DS	RR	PTSC	FTSC	Not

18. 7 6 5 4 3 2 1 18. Stan is a twelve year old of average ability who wants desperately to learn to read, but even though he has had remedial instruction, he is virtually a non-reader. He disturbs other children by humming to himself much of the time. Although he is frustrated in most academic endeavors, he does very well in experiments and class discussions in science and on all oral tests.

19. 7 6 5 4 3 2 1 19. Jerry is a seven year old who disrupts group tasks and refuses to go with his class to lunch or gym. At recess he plays with older children from other classes since his own classmates won't play with him. Although he seems to like his teacher and has above average potential, he seldom completes his work in a satisfactory manner.

20. 7 6 5 4 3 2 1 20. Dan is a six year old who is extremely immature in all areas. He is not able to do any of the tasks that are expected of a kindergartner. His speech is primarily limited to one or two word utterances. He has a negative approach to school.

21. 7 6 5 4 3 2 1 21. Paula is a soft spoken nine year old. She has trouble understanding even simple directions and often chooses to ignore them. She usually cannot do assigned work and reacts by crying or distracting other children.

22. 7 6 5 4 3 2 1 22. Noel is a second grader who was retained in first grade. His performance is low in all subjects, but he appears fairly capable. He is lethargic, passive, and non-reactive, seeming to lack emotional responsiveness. He still checks each letter when copying a word and often confuses letters and whole words.

23. 7 6 5 4 3 2 1 23. Bob is a third grader who wants friends, but his classmates continually make him a scapegoat. Although he is apparently bright, he is very forgetful and seems unaware of what is expected by his teacher.

24. 7 6 5 4 3 2 1 24. Vance, age seven, is a good student in all areas except mathematics which is a constant frustration to him; he is unable to deal successfully with the most basic arithmetic concepts.

25. 7 6 5 4 3 2 1 25. Bill is a very friendly ten year old who has recently learned to write his name. His speech skills are on a very immature level. He has mastered a few simple self-help skills.

26. 7 6 5 4 3 2 1 26. Mel continually disrupts his fifth grade class. He seems to be angry much of the time and often bullies other children. Although he is of average potential, he doesn't have much interest in his studies.

27. 7 6 5 4 3 2 1 27. Christopher is a very articulate second grader with many interests. He works very slowly, particularly in reading. He is weak in phonetic analysis, can't seem to retain reading skills, and any academic growth on his part depends on a great deal of drill.

28. 7 6 5 4 3 2 1 28. Don, age ten, is only slightly slower than his average classmates, but he is clumsy and other students have nicknamed him "Don the dunce".

29. 7 6 5 4 3 2 1 29. Jimmy Lee is an eight year old whose academic performance is well below what is expected for his age. He has difficulty feeding himself, he is not completely toilet trained, and he has very poor motor coordination.

30. 7 6 5 4 3 2 1 30. Fred is a ten year old fourth grader who was retained in first grade. His attention span is short and many of his interests are immature. His motivation for classroom work is very low, but improves markedly in a one-to-one relationship. He has difficulty with reading, spelling, and arithmetic concepts. His oral performance indicates that he is far more able than his written work would indicate.