1-1-1993

Faculty acceptance of special education teachers and successful mainstreaming programs : implications for staff development.

Salvatore J. DeLuca
University of Massachusetts Amherst

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FACULTY ACCEPTANCE OF SPECIAL EDUCATION

TEACHERS AND SUCCESSFUL MAINSTREAMING

PROGRAMS:

IMPLICATIONS FOR STAFF DEVELOPMENT

A Dissertation Presented

by

SALVATORE J. DeLUCA

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

DOCTOR OF EDUCATION

February 1993

School of Education

FACULTY ACCEPTANCE OF SPECIAL EDUCATION

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Approved as to style and content by:

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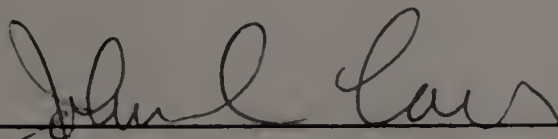
Sonia Nieto, Chair

_____

Atron Gentry, Member

_____

Stevenson Fletcher, Member

_____

Bailey W. Jackson, Dean
School of Education

Dedicated

to

my grandmother

GIUSEPPINA GARIFO DeLUCA

at whose knee

love, faith, hardwork and

a sense of accomplishment

were instilled.

ACKNOWLEDGEMENTS

I offer deep appreciation and thanks to:

God, my creator, for sustaining me along the way.

Roseann, my wife, for her constant love.

Joseph and Sara, my children, whose hugs keep me going.

Salvatore and Francesca DeLuca, my parents, for all their support.

Jan Shulman, a special friend, who was always there and understood.

Sonia Nieto, a dedicated professor, for guiding my research and for going beyond the call of duty.

Atron Gentry, a very special professor, for guiding my studies from the beginning.

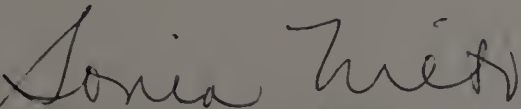Stevenson Fletcher, an understanding professor, for generously giving of his time.

ABSTRACT

FACULTY ACCEPTANCE OF SPECIAL EDUCATION

TEACHERS AND SUCCESSFUL MAINSTREAMING

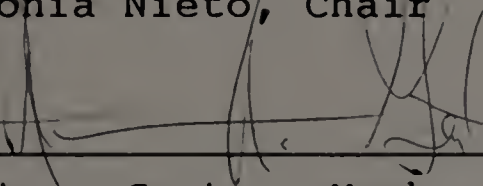## PROGRAMS:

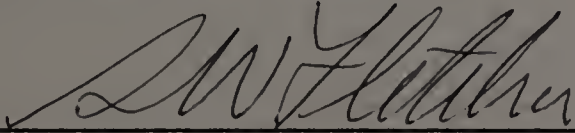## IMPLICATIONS FOR STAFF DEVELOPMENT

FEBRUARY 1993

SALVATORE J. DeLUCA

B.A., ST. JOSEPH'S COLLEGE

M.S., LONG ISLAND UNIVERSITY

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Sonia Nieto

Statement of Problem

Mainstreaming requires communication and collaboration between regular classroom teachers and special education teachers. In communicating, these teachers bring precon- ceived perceptions/attitudes of one another with them. Attitudes are emotionally charged ideas that lend predict- ability to our personalities and help us adjust to our environment. The understanding of perceptions is a first step in helping groups to accept one another. What is the relationship between mainstreaming and the acceptance

of special teachers by other faculty members?   There is
a dearth of research in the area of attitudes/acceptance
of special teachers by other teachers. This exploratory
study closely examines this "first step" in the mainstream-
ing process.

Methodology

Two sets of surveys were developed which assessed
the relationship between successful mainstreaming and
faculty acceptance of special education teachers. Twenty
three teachers from four elementary schools completed these
surveys. Correlational research methods were used to
compare variables between the surveys.

Findings

It was found that more positive social acceptance/relation-
ships between regular teachers and special teachers were
associated with:

1. More positive attitudes toward special children.

2. More positive feelings on the part of regular
   teachers about the method in which they were
   selected for mainstreaming.

3. Better preparation of regular teachers for
   mainstreaming.

4. Higher levels of communication between these two
   groups of teachers.

5. More positive attitudes toward special education.

Regular teachers reported that although they felt positively about the way they were selected for mainstreaming, they had negative attitudes toward their special students.

High visibility of special teachers was associated with more success for mainstreamed students, more social acceptance, and more openness toward special children.

Regular teachers with more special education credits were more positive about mainstreaming. However, regular classroom teachers with "regular" education credits earned beyond their master's degree had more negative attitudes toward special children.

Conclusions

The findings of this study raise some significant issues including negative attitudes toward special children, poor communication and social acceptance between special teachers and regular teachers, lack of preparation, and a feeling of uncomfortableness in teaching special children. A staff development project addressing these issues is presented.

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CHAPTER I

INTRODUCTION

Problem Statement and Overview

In November 1975, the federal government's role in education changed with respect to disabled students. Congress enacted Public Law 94-142, the Education for All Handicapped Children Act. Never in this nation's history had such dramatic attention been focused on the educational rights of the handicapped.

Sarason (1982) has called this a revolution in American education. According to him there have been two revolutions in American education. The first was the introduction of compulsory education and the second was a consequence of the 1954 desegregation decision. We are currently at the beginning of a third revolution: federal legislation mandating the integration of all handicapped children into the regular classroom. A major thrust of the legislation has to do with the integration or "mainstreaming" of handicapped children into the regular classroom.

This researcher began his career in special education in 1975, the same year that Public Law 94-142 was enacted. Thus he has been intimately involved on a grass roots level with the changes brought about by mainstreaming.

One critical area of change has been in the level of communication between special education teachers and regular classroom teachers. Much of the literature states that appropriate educational experiences for handicapped

students depend on the level and quality of communication between the special education teacher and the regular classroom teacher (Diebold, 1980; Diebold and Trentham, 1986). An increase of communication is especially needed. The process of mainstreaming handicapped students into regular classrooms requires greater communication and contact between teachers who have traditionally worked in relative isolation (Carpenter, 1980; Gans, 1985; Graham, Hudson, Burdg, and Carpenter, 1980; Morsink, 1979; Ringlaben and Waller, 1981; Schubert and Glick, 1981; Yaffe, 1979). In order for a mainstreaming program to be effective, communication must exist between these two groups of teachers. Banbury (1982) describes the type of communication necessary for successful mainstreaming. She states that it requires careful planning, preparation, and collaboration.

In collaborating for mainstreaming, special education teachers and regular classroom teachers may bring preconceived perceptions and attitudes of one another with them. To the rest of the faculty, the special class teacher is often a second class citizen, someone who is expected to be a good custodian rather than an effective educator (Sarason and Doris, 1979). Attitudes such as these may hinder effective collaboration between teachers.

The great need for further investigation of mainstreaming is confirmed by Bender (1987). He states that a number of recent developments in special education and

education in general seem to suggest that evaluation of mainstream educational practices is both timely and increasingly necessary.

With so much attention currently being given to mainstreaming across our nation's schools, a study investigating the dynamics between special education and mainstream teachers appear to be relevant in order to highlight interpersonal and communication skills that might enhance the mainstreaming process.

This study carefully examined the relationship between faculty acceptance of special education teachers and the success of a school's mainstreaming program.

Statement of Purpose

The purpose of this study was to assess the relationship between faculty acceptance of special education teachers and success of a school's mainstreaming program.

In order to assess this relationship, two sets of instruments were developed. One set included a survey that measured the social acceptance of special education teachers that was designed to be completed by special education teachers and a survey that measured the social acceptance of special education teachers to be completed by regular classroom teachers.

The second set of surveys evaluated the success of a school's mainstreaming program. Again, one was designed to be completed by special education teachers and one by regular classroom teachers.

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The salient findings that were gleaned from these instruments were organized into a staff development model to be used by school personnel seeking to facilitate the mainstreaming process in their schools.

Setting

This study was conducted within a Nassau County, Long Island, New York school district. The school district was centralized in 1954. Prior to centralization, separate small one-or two-room school houses existed. The first school house was established in the 17th century. The famous poet, Walt Whitman, taught at this school in the 1830's. Growth in the area was extremely slow until the railroad arrived in 1854. The coming of the railroad brought wealthy land owners who started building estates. Theodore Roosevelt was a frequent visitor to this area during that period. The area continued to grow rapidly. In addition to the estates, it now has many beautiful suburban homes, apartment/condominium complexes, extensive shopping areas, and industrial parks.

This area of Nassau County is nicknamed the "gold coast" due to its affluence and the community reflects this affluence. The median family income is $125,000. The racial composition is 99% Caucasian. The community is approximately 132 square miles in size and has a total population of about 32,000.

The community has very few centralized public institutions of its own. It has no local police department and

thus relies on the Nassau County police system. There
is no centralized sanitation department so this service
is provided by the Township of Oyster Bay. It has no local
community government per se. It is, however, one of many
smaller towns or communities that make up the Township
of Oyster Bay. Its other closest local government is at
the county level. The Nassau County government has its
own county executive and legislation. The fact that there
is no local community government does not deter the commu-
nity from being heard. The community is deeply interested
in and actively involved with issues that affect it.

An example of the community's interest and activism
in local issues occurred in 1989 when the New York State
Department of Transportation proposed expanding the number
of lanes on the Long Island Expressway along with improving
the service roads and ramp system entering the community.
The Department of Transportation proposed this work in
order to alleviate traffic growth. The Long Island
Expressway borders the community on its southern edge.
This type of work had already been completed on the
Expressway up to this section. Commmunity reaction to
the proposal was one of strong opposition. Much dialogue,
debate, and discussion ensued. The Department of Trans-
portation came up with three alternative plans. The
community insisted that all the alternatives had excessive
roadways and lanes that came too close to homes while
eliminating substantial sections of existing buffer areas.

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In the end, a report prepared by the Department of Transportation (1991) states that as a result of four comprehensive public meetings, hundreds of letters from area residents, and supporting views of elected officials at the state, county, and local levels, the expansion of the Long Island Expressway would not take place. This is a prime example of the activist spirit of the community and of how the community tends to mobilize itself for important causes.

The school district is the community's only centralized public institution. In a certain sense it is the centralized school district which defines the borders of the town. The community takes great pride and interest in its schools. Parental involvement and participation is strong. In general, parents know what they want and express their desires. Parents are active in PTA, SEPTA, and in many task force/advisory positions. Among parents, PTA membership is over 90%. School activities such as "open house", "family night", parent-teacher conferences, and PTA meetings are very well attended. At school events such as plays, concerts, and "curriculum nights" parents are literally banging the doors down to see their children or their children's work.

The school district has a well established reputation of academic excellence. More than 95% of its high school graduates go on to higher education, with over 75% to accredited four year colleges. There are 5,258 students

enrolled in the school district. Of these, 331 are con-
sidered special education students. The school district
retains the services of 25 certified special education
teachers and 27 teacher's aides to provide specialized
instruction for these students. The district's special
education programs have an outstanding reputation. Many
neighboring school districts send their special education
students to these programs. In addition to classroom
instruction, the special education program has many extras
that enhance it. Some of these extras include intensive
speech and language therapy, occupational therapy, physical
therapy, adaptive physical education, communication skills
classes, swimming classes, a summer program, horseback
riding lessons, and a working farm that includes gardening
and animal husbandry.

The school district includes seven elementary schools,
two middle schools, and one high school. Only four of
the elementary schools have "self-contained" special
classes. It is only from these classes that children are
mainstreamed into regular classes. For this reason, only
teachers from these four elementary schools were asked
to participate in this study. Both special education
teachers and regular classroom teachers participated.
This researcher prearranged a block of time with each
building principal to meet with these teachers. During
this meeting, teachers were asked to complete two surveys.
One of the surveys measured the acceptance of special

education teachers in their building. The other survey was an evaluation of the building's mainstreaming program.

School "A" is a primary elementary school. It was built in 1956. It has a total enrollment of 141 students. School "A" has three kindergarten classes, three first grade classes, and one special education class. There are seven classroom teachers in the building. Three of these teachers, including the special education teacher, have been involved with mainstreaming and thus participated in this study.

School "B" is a K-5 elementary school. It was built in 1954. It has a total enrollment of 198 students. This school houses one special education class. There are 11 classroom teachers on staff. Five of these teachers, including the special education teacher, have been involved with mainstreaming and thus were involved with this study.

School "C" is also a K-5 elementary school. It was built in 1955. It has an enrollment of 212 students. One special education class is housed in this building. There are 13 classroom teachers on staff. Seven teachers, including the special education teacher were part of this research because they have been involved with mainstreamed students.

The final school in this project, School "D", is also a K-5 elementary building. It was built in 1958. It has a student enrollment of 403. This school houses two special education classes. There are 18 classroom teachers on

staff. Of these teachers, eight of them, including the two special education teachers, participated in this study because of their involvement with mainstreaming.

Limitations

This study was limited in that it was an exploratory study, with little existing research to confirm its findings. It may open the door for additional research.

It was also limited because of its setting. It took place in an upper middle class community that has great support and interest in school programs such as special education. The findings of this study might not apply to other school districts where there might be less money or less support for special education.

This study may also have been limited by the fact that the racial composition of the community is 99% Caucasian. If the racial/ethnic background of the community were different the findings might also be different.

Finally, this study may have been limited in that it reflected the perceptions and attitudes held by a sample of teachers from one school district in Nassau County, New York. These perceptions/attitudes may or may not be held by teachers in general.

To test the limitations of this study and confirm its findings, it would be necessary to duplicate this study in other school districts.

Significance

This study is significant because it extends the body of literature surrounding mainstreaming. While searching the existing literature, an abundance of studies were found pertaining to mainstreaming. Although these studies focused on varying aspects of mainstreaming, very little was mentioned which dealt directly with the relationship between the acceptance of special education teachers by regular classroom teachers and its impact upon mainstreaming.

Thus, in this study, these two broad concepts of "acceptance of special education teachers" and "successful mainstreaming" were closely scrutinized and then carefully compared and correlated. For the purpose of this study these concepts are explained and defined in the following manner.

The first concept, "acceptance of special education teachers", has to do with their acceptance by regular classroom teachers within a school. It encompasses areas such as eating lunch together, going out for lunch, having coffee breaks together, socializing after school, sharing inner feelings and feelings of stress, and the visibility of the special education teacher in the school. It also includes perceptions/attitudes toward special education and special education teachers. Some of these perceptions/attitudes are:

1. Special education teachers receive too much special treatment such as smaller class sizes, teacher

aides, extra sources of monies, extra materials.

2. Currently so much attention is being placed on special education that other areas of education are being overlooked.

3. Regular classroom teachers feel uneasy teaching and/or managing special children.

4. The inclusion of special education classes in school activities (field trips, assemblies) is a source of annoyance for other teachers.

In this study, the definition of "successful main-streaming", has to do with the success of both the special child and the special education teacher in the mainstreaming process. The definition includes the academic and social success of the special child in the mainstream setting, adequate communication between special education teacher and regular classroom teacher, openness on the part of regular classroom teachers toward special education, and regular classroom teacher preparation for mainstreaming.

This study is also significant because its findings revealed the importance of positive social interaction in creating a climate that is conducive to mainstreaming. The findings also suggested that some regular classroom teachers who are involved with mainstreamed students have negative attitudes toward these children. These signif-icant findings were organized into a staff development model. This model is intended to be used by individual schools in an effort to improve their mainstreaming

programs. The staff development project is discussed at length in Chapter VI. However, the following is an encapsulation of the basic components of the project. The project is intended to take place over an entire school year and then to become part of the ongoing life of the school. In a nutshell, the four basic components of the project include:

1. Course offerings in mainstreaming and special education (see Appendix F). These courses should run about a full semester and teachers should earn graduate credit or in-service credit for taking them. Credits should be applicable toward salary advancement or higher degrees.

2. Film/video discussion group luncheons (See Appendix I). There are many excellent films/videos available that help to sensitize and enlighten school personnel to the needs of special children and the importance of mainstreaming. These films/ videos should be viewed and discussed by the entire staff. These film/video luncheons should also provide an opportunity for the positive social interaction associated with an improving climate for mainstreaming.

3. "Periodic Meetings" held by the principal, special education teacher, director of special education, school psychologist, or parent of a special child with the entire staff or selective staff members.

The purpose of these meetings would be to very specifically address actual mainstreaming issues confronting the school.

4. A "Teacher Exchange Program" in which the special education teacher and regular classroom teachers are given the opportunity to teach each other's classes. The main purpose of this exchange is to give these two groups of teachers the opportunity to work with each other's students, helping to bridge the gap between special education and regular education. It should also foster communication between these teachers.

Chapter Summary

This chapter began with a discussion of Public Law 94-142, the Education for All Handicapped Children Act. This legislation demands nothing less than a free and appropriate education in the least restrictive environment. Thus it helped to open the floodgate for the integration or mainstreaming of handicapped children.

Mainstreaming brought about many other changes, one significant change being in the level of communication between special education teachers and regular classroom teachers. Collaborative communication between these two groups of teachers is an essential component of successful mainstreaming. It also highlights the need for a study which focuses specifically on the role that interpersonal

and communication skills (between teachers) play in
successful mainstreaming.

The purpose of this study was to assess the relation-
ship between faculty acceptance of special education
teachers and the success of a school's mainstreaming pro-
gram. In order to do this the literature was reviewed
in the following areas: 1) Mainstreaming as a major edu-
cational change, 2) Staff collaboration and mainstreaming,
3) Divisions that may exist between special education
teachers and regular classroom teachers, and 4) The per-
ceptions that regular classroom teachers may have of special
education teachers and if these perceptions have an effect
on the communication between these two groups of teachers.

Questionnaires that measured the acceptance of special
education teachers and evaluated the success of a school's
mainstreaming program were developed, administered, and
analyzed. Finally, a staff development model based on
the salient findings of the study was developed.

Four elementary schools located in a Nassau County,
Long Island, New York school district were involved in
the study. Nassau County is one of the wealthiest counties
in this country and the community in which these schools
are located definitely reflects this wealth. There were
approximately 5,258 students enrolled in the school dis-
trict. Of these students, 331 were considered special
education students. Four of the district's elementary
schools had special education classes and were involved

with mainstreaming. For this reason, they were selected
for this study.

In the existing literature, very little deals with
the relationship between the acceptance of special education
teachers by regular classroom teachers and the impact this
might have on the success of a school's mainstreaming pro-
gram. Findings of this study should reveal skills or traits
for teachers that might facilitate the mainstreaming pro-
cess. These findings were organized into a staff develop-
ment project to be used by schools to enhance their main-
streaming programs.

CHAPTER II

REVIEW OF LITERATURE

Though mainstreaming has been federally mandated, individual schools and individual teachers, in this case special education teachers and regular classroom teachers, are what makes it work. How do these teachers interact? What is the history behind this interaction? How do these teachers perceive each other? Does this perception have an effect on the students? The purpose of the literature review was to establish a foundation for the research and show the need for a study of the perceptions that regular classroom teachers may have of special education teachers and how these perceptions may affect collaboration for mainstreaming. To achieve this purpose the literature review was comprised of the following sections:

1. A review of mainstreaming as a major educational change that has affected the interaction between regular classroom teachers and special education teachers.

2. A review of the history of interaction between special education teachers and regular classroom teachers to highlight the current need for col-laboration in successful mainstreaming.

3. An investigation of some of the perceptions/ attitudes that regular classroom teachers may have of special education teachers and the role

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perceptions/attitudes play in the collaborative
process.

Review of Mainstreaming, A Major Educational Change

Since the passage of P.L. 94-142 special educators
and regular educators have been wrestling with a major
organizational change. The focus of this change centers
on the integration of handicapped children into the regular
classroom. This has been referred to as one of the greatest
educational developments of the century (Ryor, 1976).

The change is so comprehensive that, as stated in
the introduction, it is often referred to as a revolution.
Weintraub and Abeson (1976) state that a quiet revolution
has been fought within American education during the past
few years. Its goal is the right to an education for all
American children, and particularly those usually known
as "the handicapped".

Waller (1967) describes some of the more important
social relationships that exist in the school. He believes
that the crisscrossing and interaction of these groups
make the school what it is. The four basic relationships
that he describes are:

1.   Community-school relationships.

2.   Pupil to pupil relationships,

3,   Teacher-pupil relationships.

4.   Teacher to teacher relationships.

Though mainstreaming could be looked at in terms of any
of these four relationships, this study focused on

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mainstreaming within the context of teacher to teacher relationships.

Regardless of federal laws, or judicial decisions, it is teachers who must make mainstreaming work. This thought is concisely reiterated by Ryor (1977). He indicates that the intent of mainstreaming and public Law 94-142 can be destroyed if regular classroom teachers are not properly trained, if they do not receive adequate support services, and if they do not possess positive attitudes toward mainstreamed handicapped learners.

Gickling and Theobald (1975) add some insight to this thought. They contend that if mainstreaming is to be successful, teacher attitudes toward working with the handicapped must be assessed. They believe it is frightening to think that education in general, with its committment to individualized instruction and the recognition of individual differences, might fail to recognize the individual preferences of its own practitioners. Does the concept of individualization also apply to teachers? Are all teachers equally willing to mainstream handicapped children? Their research would seem to indicate otherwise unless certain teacher attitudes change.

Very little research has been done in the area of teacher attitudes (regular classroom teacher attitudes toward special education teachers). Over 5,000 citations were found using Current Index of Journals of Education, ERIC, Psychological Abstracts, Dissertation Abstracts,

Sociological Abstracts, the Administrative Studies Reading
List, and the card catalogue from academic libraries.
Of these 5,000 citations fewer than fifty dealt directly
with the relationship of the regular classroom teacher
to the special education teacher and whether this had any
impact on mainstreaming. The lack of research in this
area caused this investigator to delve into the literature
of the past, going as far back as the 1920's.

   A glimmer of this component of mainstreaming is
mentioned in the literature by Sarason and Doris (1979).
The authors dedicate a section of their book to opposition
to mainstreaming. They say that the change in social policy
and societal attitude was spearheaded by a dedicated minor-
ity relying on political pressure and the courts; at every
step of the way this minority encountered opposition,
especially from those in schools, institutions, and state
agencies who saw how drastic the proposed changes would
be for them. This opposition, of course, is quite under-
standable. After all, few people look with relish at the
necessity of redefining their roles, activities, and values.
Those who opposed the proposed changes were not evil or
unintelligent people. Far from it. They were people
engaged in public service, carrying out their tasks in
ways that their professional training as well as long-
standing custom said was right and effective. When told
that their values were wrong, that they had been contrib-
uting to evil, and that they would have to accommodate

to new procedures and practices, it is no wonder that their opposition did not dissolve. It may have in fact increased.

This opposition to mainstreaming particularly in the area of special education teacher/regular classroom teacher interaction is confirmed in a research study by Hargan and Forringer (1977). The sample population in this study included 345 special educators, 195 regular educators, 758 administrators of schools, and 49 State Departments of Education - Special Education Divisions. Names of these participants were drawn on a random basis from a list provided by Market Data Retrieval. A mail survey was conducted. The purpose of this study was to evaluate the implementation of Public Law 94-142, particularly concentrating on the following components of the law: mainstreaming, individualized educational programs, testing materials, vocational education, and inservice training. The study yielded the following pertinent information:

1. On the whole administrators felt that 50% of their regular educators would object to having handicapped children in their classes, while one-fourth of the administrators felt that 75% would object.

2. Over 61% of the special educators and administrators felt that the cooperation of regular teachers was a major obstacle to mainstreaming.

3. 15% of the regular educators felt that the cooperation of special educators was a major

obstacle to mainstreaming and 25% of them were

totally against the idea of mainstreaming.

4. 51.9% of the administrators felt that cooperation

    of teachers was a major difficulty in designing

    Individualized Education Programs (I.E.P.'s).

5. 26.4% of the special educators felt that cooper-

    ation of regular teachers was a major difficulty

    in designing I.E.P's.

These results reveal objections to handicapped chil-

dren, poor attitudes toward special education teachers,

poor attitudes toward regular classroom teachers, and lack

of cooperation on the part of teachers. Attitudes such

as these must have some impact on a school's mainstreaming

program. It is the purpose of this study to further

investigate this question.

Diebold (1986) takes it a step further. He conducted

a study in which special education teachers were paired

with regular classroom teachers who worked in the same

building. Regular classroom teachers were asked to respond

to an opinionnaire designed to obtain their perceptions

of six factors associated with the mainstreaming process.

The six factors included: 1) Willingness to teach handi-

capped students, 2) Knowledge of where to obtain help

or information about students with handicaps, 3) Feelings

of confidence about skills in carrying out the mainstreaming

program in the regular classroom, 4) Effects of placement

on the regular class program, 5) Sufficiency of time for

carrying out the mainstreaming program, 6) Effects of
teacher input in to the educational program and special
educator knowledge of the regular class on current opinion
about the mainstreaming process. Special education teachers
were then asked to attempt to predict the responses of
regular education colleagues to this opinionnaire. In
his findings, he states that special education teachers
generally agree that attitudes of regular classroom teachers
are critical to the successful integration (mainstreaming)
of handicapped students into the regular school program.
However, because of time constraints, special education
teachers are frequently unable to sufficiently identify
the attitudes and opinions of regular classroom teachers
before entering the problem-identification and problem-
solving phases of the consultation process. He points
out that this may create judgement errors which in turn
may frustrate both parties. The implication is that this
frustration may, over time, seriously erode the regular
classroom teachers' confidence in the competence of the
special education teacher.

Rather than opposition, lack of cooperation,
frustration, and erosion of confidence, mainstreaming
requires the sincere collaboration of special teachers
and regular teachers. Meaningful collaboration cannot
be mandated or forced. It should be based on cooperation,
mutual acceptance, appropriate atttitudes and positive
interaction, a sort of coming together of minds to best

serve the interests of the child (Hudson, Graham, and Warner, 1979). Sarason and Doris (1979) concisely described this coming together of minds when they state that Public Law 94-142 mandates an individual prescription for each handicapped child, but to be done well this not only requires time but harmonious relationships among school personnel. "Harmoniousness" is attainable only when each person makes a contribution and at the same time that the person feels his or her needs are being recognized and met.

A "harmoniousness" or collaborative process is proposed by Banbury (1982). She suggests that successful implementation of the Individualized Education Program (I.E.P.) requires communication between and continous support from school personnel. She goes on to state that successful mainstreaming requires careful planning and collaboration, and that an initial conference should occur prior to student placement. Utilizing the information from the child's individual evaluation, IEP, and classroom performance, regular teachers and special teachers jointly assess the students strengths and weaknesses, note specific problem areas, mutually develop the prescriptions and modifications necessary for integration of maintenance in the regular classroom, and clearly define expectations and responsibilities. This initial conference establishes a liaison between regular and special educators, fosters communica-

tion, and develops a cooperative, systematic, and efficient transitional process for the mainstreamed student.

Whether defined as "harmoniousness", collaboration, or communication, the type of interaction described by Banbury, Sarason and Doris would seem to be an essential component of a successful mainstreaming program. Such on-going open interaction between special educators and regular educators would also seem to require accurately defined attitudes and perceptions of each other.

The History of Interaction Between Special Education and Regular Classroom Teachers

This study questions the existence of such on-going open interaction. This doubt is also supported by the literature. Contrary to acceptance, stressing the similarities, and positive interaction, the literature reveals a long history of separation between special education and regular education, and special education teachers and regular teachers.

Sarason (1982) took a glance back at attitudes toward the handicapped. He stated that the public schools never took kindly to special classes for the mentally retarded. If we know more about these attitudes toward the mentally retarded, it is largely because such classes had long been a feature of school systems, albeit a very small feature. What needs to be kept in mind is that school personnel have traditionally viewed any child, who interfered with normal routine; i.e., with teachers' time conscious planning

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and goal setting, in a negative way. This did not neces-
sarily mean that teachers disliked such a child or were
unsympathetic to his or her needs, but simply that such
a child was an interference to the progress of the rest
of the class.

Sarason (1982) goes on to say that there was a further
source of "interference": there was nothing in the training
of the regular classroom teacher that gave him or her a
sense of understanding a child who was labelled "special".
The preparation of the teacher was based on the myth of
two psychologies: the psychology of the "normal" child
and the psychology of the "special" child. It was called
a myth because it was as invalid a conception as if one
were to assert that you needed one theory for the oxygen
atom and one for the hydrogen atom. However invalid the
conception of two psychologies, the fact remained that
in the phenomenology of the teacher, the special child
required a special understanding that the teacher did not
and should not have been expected to have. Wherever the
child belonged, it was not in the regular classroom.

This attitude that handicapped children should be
segregated from "normal" children has been extended to
their teachers. Rather than stressing similarities between
special education and regular education, differences and
separateness are all too often emphasized. This emphasis
is detrimental to social acceptance and can affect attitudes
between special education teachers and regular classsroom

teachers. One of the oldest and strongest findings in
the social psychology literature is that similarities are
strongly related to friendship and acceptance among children
and adults (Austin and Thompson, 1948; Berscheid and
Walster, 1969; Byrne, 1969; Furfey, 1929; Nahemow and
Lawton, 1975; Rubin, 1980; Seagoe, 1939; Siperstein and
Chatillon, 1982; Smith, Williams, and Willis, 1967;
Wellman, 1926).

According to Newcomb (1956) and Heider (1958), a
person's perception of similar attributes in another is
a positive event that leads to interpersonal attraction.
Bak and Siperstein (1987) state that when children perceive
a child as performing competently at basic academic tasks
as they do, they will be more inclined to be favorable
toward the child than if the child is seen as performing
differently. This researcher maintains that regular class-
room teachers may have held similar perceptions toward
special education teachers. For example, if regular class-
room teachers perceive that special education teachers
are performing competently at teaching their students rather
than being a custodian of children, they will be more
inclined to have a more favorable attitude toward them.

Historically, separateness or segregation have been
encouraged as opposed to seeking similarities between
special education teachers and regular classroom teachers.
Early in their training, special education teachers and
regular classroom teachers are divided. Wallen (1955)

traces the beginnings of separate teacher training programs

for special education, beginning with programs from the

University of Pennsylvania in 1897 to the University of

California in 1913. As time went on, the separation and

division grew even deeper. Smith (1971) suggested that

special education become a totally separate certification

area with stringent licensing requirements. He states

that professional educators have been dissatisfied with

the criteria used to certify special education teachers.

They feel it is unwise to suggest that a person is prepared

or competent to teach anyone on the basis of having taken

certain courses or even after having been a student teacher.

States should establish examinations or specific evaluative

procedures to determine the extent to which teachers have

developed the required skills.

The suggested procedure is much like those evaluative

devices administered to our professional colleagues in

the healing arts and in many of the hard sciences throughout

the country. Speech pathologists, for example, require

a demonstration of clinical competence by their speech

correctionists before they are allowed to practice their

profession. Smith (1971) describes five specific competen-

cies which he feels a teacher should demonstrate at some

minimal level of skill before entering the special education

classroom:

1. The special education teacher should demonstrate

skill in informally diagnosing educational

characteristics and disorders in those processes involving basic reading and basic arithmetic.

2. Every teacher should be able to identify the technique for learning to read which seems to be most appropriate for each child.

3. Every teacher should be able to properly organize, conduct, and evaluate role playing situations.

4. Every teacher should be able to maintain meaningful longitudinal records on each child and interpret the data which appear on these records into appropriate instructional strategies.

5. Every teacher should be able to demonstrate skill in changing the behavior of youngsters by using procedures involving positive reinforcement, negative reinforce ment, and combinations of these.

Upon careful examination, these competencies are not so "special" and should be a part of good teaching in general.

Cruickshank (1986) also takes the traditional stand on separate programs. He states that exceptional children do have unique learning characteristics, and these must be met by well prepared teachers who have been provided both academic preparation and supervised practicum experience to be able to meet these unique needs. He goes on to discuss the state of mainstreaming today and claims that in the United States at the present time there is a serious and appropriate backlash toward the concept of mainstreaming. It is being brought about by parents and

teachers who realize that their children are not obtaining

what it will take to make them as independent in adult

life as possible. In large measure this is due to two

things. First, general educators are in no way sufficiently

prepared by attitude or technical professional orientation

to serve the exceptional children in ordinary classrooms.

Second, when decisions have been made, they have been

wholesale in nature and total populations of exceptional

children have been integrated on a given date rather than

selectively over a period of time. He also believes that

many general classroom teachers are unable to accept

exceptional children socially or emotionally. Under these

circumstances, it is almost criminal to place such children

in such a psychologically hostile environment. What is

needed is an attitudinal change on the part of general

educators.

Sarason (1982) suggests that this attitudinal problem

is perpetuated and intensified in our teacher training

programs. In existing teacher training programs, special

education teachers are separated from regular teachers

much like their students. He states that there are two

psychologies: one for "us" and one for "them", and,

therefore, unless you know "their" psychology, you cannot

be helpful to them, nor should you be expected to deal

with such children. There was (and there still is) little

or nothing in the preparation of the regular classroom

teacher and "regular" school administrators to make them

feel competent to understand and/or teach children with a label denoting specialness. On the contrary, their training emphasized the need for two cultures in the school: the regular and the special. The two cultures in the school mirrored the same two cultures in schools of education.

Sarason and Doris (1979) strongly emphasize this separation by stating that the separation between special and "regular" education, a separation accepted by both, was based on the assumption that retarded individuals required special theories: they were different kinds of human beings. Therefore, people trained to understand and work with retarded children could not work with normal children and vice versa. For all practical purposes, they could not talk with each other! They segregated themselves from each other.

Scheerenberger (1987) points out a strange phenomenon with regards to separate teacher training programs and separate special education classes and makes a very interesting point. He states that "it is indeed paradoxical that mentally handicapped children having teachers especially trained, having more money (per capita) spent on their education, and being enrolled in classes with fewer children and a program designed to provide for their unique needs, should be accomplishing the objectives of their education at the same or at a lower level than similar mentally handicapped children who have not had these advantages and have been forced to remain in the regular

grades." This statement by Scheerenberger gives tremendous

support to the idea of mainstreaming. It seems to indicate

that remaining in the regular classroom is more advantageous

for the special child. In today's critical economic times,

with school districts losing state aid and in turn looking

to streamline their budgets, a statement such as this one

could be perilous to the future of special education for

it seems to question its very existence.

Clark (1976) further examines and questions the purpose

of separate special education classes. In this study,

which was entitled "The Northridge Project", three mentally

or physically handicapped pre-schoolers were thrust into

a regular class of sixteen children with a teaching team

that was untrained in special education. Similar situations

now confront many teachers and administrators across our

country as a result of state laws which encourage the

mainstreaming (integration) of children from self contained

classes. The study revealed striking attitude changes

on the part of teachers and administrators in the course

of the project. It is suggested that these attitude changes

have many implications for those embarking on mainstream

programs and for teacher training programs.

Some of the attitudes which underwent modification

included:

1. Class routines did not need to be modified

   to accommodate integration (mainstreaming).

2. Teaching exceptional children did not require different kinds of competencies than teaching normal children.

3. The idea that all children within a particular category (e.g. Down's Syndrome) respond in concert to a particular educational methodology was challenged.

4. That sufficient insight on the part of staff would enable any child to respond within the parameters of normalcy (more a reflection of subconcious feeling than stated belief).

5. That physically impaired children are easier to accommodate than mentally involved children.

This researcher is encouraged by these findings. The findings reveal teacher attitudes toward special education and indicate that a change of attitude is in order. They give further impetus to this study which closely examined teacher attitudes and where they are formed. This study also questions the effectiveness of current teacher training programs which seem to perpetuate negative attitudes.

The lack of effective teacher training programs to prepare teachers to mainstream students highlights the need for staff development in this area. An important aspect of this study was to develop a staff development project (Chapter VI). A major purpose of this staff development project is to help teachers become more aware

of their attitudes and to facilitate change in this area,
if need be. Thus, in developing the surveys (Appendices
A,B,C,D) and the staff development project, great care
was taken to try to discover and reveal underlying
attitudes.

Gans (1985) makes a salient point when she states
that attempts to change attitudes rely on the ability to
change an individual's belief system regarding some aspect
of an issue. Therefore, the particular bits of information
that have become associated with a belief are important.
An individual's experiences, past and present, contribute
greatly to the composition and strength of these belief
systems.

Jones (1976) in his concluding remarks on mainstreaming
states that comprehensive programs of staff development
for regular and for special educators, both of whom need
to add skills for different roles, need to be developed.
It is the hope of this researcher to further reveal some
of these skills and competencies in this study.
Scheerenberger (1987) in discussing various competencies
necessary for teachers who work with special children makes
mention of the type of skill that this study should reveal.
He mentions that individualized educational programs which
have an emphasis on interdisciplinary team collaboration
require extra experience and skill in interpersonal
relations.

The Role of Perceptions/Attitudes in Mainstreaming

The literature suggests that special education and regular education are two separate cultures. Teachers in these areas are trained separately and are products of these cultures. If people within an organization have contrary or negative perceptions/attitudes of each other, this may create a detrimental situation. These differences and resulting separations can be internalized by teachers and reflected in their relationships with one another. They may also have an influence on the expectations teachers hold for themselves and their colleagues (McPherson, 1972).

Tannenbaum (1966) speaks in general terms about people occupying different positions within an organization. He states that they may perceive events in the organization quite differently because their social and psychological environments are systematically different and they have different sources of information.

Sarason (1982) affirms this point in saying that how a person views or observes the school culture will in large part be influenced by implicit and explicit conceptions of his or her own setting and one's place in it. Sarason and Doris (1979) state that to the rest of the school faculty, the special class teacher is a second class citizen, someone who is expected to be a good custodian rather than an effective educator.

According to Blau and Scott (1962) perceptions such as these have a direct impact upon open interaction. They

find that the presence of differing perceptions creates the potential for conflict rather than collaboration between groups. "If a particular group within an organization perceives that it is considered inferior, its members may adopt that evaluation to the detriment of themselves and the organization" (Turner, 1956). Thus, the importance of understanding a person's attitudes about an issue should not be underestimated. Fishbein and Ajzen (1975) and Triandis (1971) reveal that the study of a person's attitudes can provide valuable information regarding what that person will do in a specific situation. Attitudes, ideas that are emotionally charged, lend predictability to our personalities, helping us to adjust to our environment. An evaluation of a person's feelings, knowledge and beliefs, and statements of intent about an issue can provide strong indications of his or her orientation toward that issue.

The perception/attitude within an organization that one group is superior and another inferior generates antagonism and decreasing interaction between the groups (Homans, 1950). The potential for perceptual effects such as these exist in schools between special educators and regular educators. If these perceptions exist no doubt they will have some impact upon mainstreaming.

In their action-research study, Jenkins and Lippitt (1951) sought to help a school district clarify interpersonal perceptions and improve communication between three

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groups: teachers, parents, and pupils. The results of this study show that, as in other organizations, accurate interpersonal perceptions seem to improve communication and enhance relationships and productivity. Teacher to teacher interpersonal perceptions were not included in the interrelationships studied. The researchers concentrated on the relationships of teacher-pupil, parent-pupil, and teacher-parent. Throughout this study the researchers support the need for describing interpersonal perceptions as a first step in bringing groups closer together. This study gives impetus to one of the major purposes of this research which is to describe and better understand the perceptions that regular classroom teachers have of special education teachers. This is a first step in bringing special education teachers and regular classroom teachers closer together in collaboration for mainstreaming.

An evaluation of a person's feelings, knowledge and beliefs, and statements of intent about an issue give a strong indication of where that person stands on that issue. One of the significant goals of this study was to reveal some of the perceptions/attitudes that special education teachers and regular classroom teachers have of each other. Another major goal was to organize a staff development project, aimed at addressing some of these issues, in order to improve the "collaborative mainstreaming process".

Chapter Summary

The review of literature was comprised of three main sections: 1) mainstreaming as a major educational change, 2) the history of interaction between special education teachers and regular classroom teachers, 3) the role of perceptions/ attitudes in collaborative mainstreaming.

Public Law 94-142 has been instrumental in giving impetus to the integration of handicapped children into the mainstream. This major organizational change within schools is so comprehensive that it is often referred to as a revolution. In spite of the law, it is teachers who have to make mainstreaming work - teachers that are properly trained, receive adequate support services, and have positive attitudes toward handicapped children.

The research suggests that the acceptance of special education teachers by regular classroom teachers has an impact upon a school's mainstreaming program. A comprehensive search of the literature revealed a shortage of research in this area, causing this researcher to delve further into the literature of the past.

Opposition to mainstreaming has been voiced from those in schools, institutions, and state agencies who would be closely involved with mainstreaming. These people were not evil or unintelligent, but people who were carrying out their jobs in ways that their professional training and longstanding custom said was right. It is not surprising that their opposition to mainstreaming seemed

to increase when they were told that what they were doing was wrong, sometimes even evil, and that they would have to take on new procedures and practices.

Successful mainstreaming would seem to require harmonious collaboration rather than opposition, lack of cooperation, frustration, and erosion of confidence. "Harmoniousness" is attainable only when each person makes a contribution and at the same time the person feels his or her needs are being recognized and met.

Section II begins its discussion on the history of interaction between special education teachers and regular classroom teachers by stating that public schools never took kindly to children with special needs. These children were considered an infringement on the normal school routine and an interference with teachers' time conscious planning and goal setting. There were two different worlds or psychologies: the psychology of the "normal" child and the psychology of the "special" child. The special child required a special understanding that the regular classroom teacher did not and should not be expected to have. Thus, wherever the special child belonged, it was not in the regular classroom.

The attitude that special children should be segregated from "normal" children has been extended to their teachers. Rather than stressing similarities, differences and separateness have all too often been emphasized. From their early training, special education teachers and regular

classroom teachers are divided. As time went on, the
separation and division grew even deeper. Special education
became a totally separate certification area with stringent
licensing requirements, which appear to be getting more
stringent. It was suggested that special education teachers
be required to demonstrate specific clinical competencies
before entering the classroom. It was also suggested that
states should establish examinations or specific evaluative
procedures to determine if required skills have been at-
tained. Upon examination of some of these skills, this
researcher, maintains that they are not so "special" and
should be a part of good teaching in general.

All this emphasis on separate specialized competencies
and skills may not be beneficial to mainstreaming. Teacher
training programs emphasize the need for two separate cul-
tures in the school: the regular and the special. The
two cultures mirror the same two cultures in schools of
education.

A significant component of this study is a staff
development project (Chapter VI). If formal teacher train-
ing programs have not adequately prepared teachers for
mainstreaming, then staff development in this area would
seem to be essential. Comprehensive programs of staff
development for regular and special educators, both of
whom need to add skills for different roles, need to be
developed. The main focus of staff development should
be in improving communication and acceptance between regular

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teachers and special education teachers (and special children). This emphasis requires extra experience and skill in interpersonal relations (accepting, communicating).

In section III the role of perceptions/attitudes in mainstreaming is discussed. In previous sections it was suggested that special education and regular education are two separate cultures. Many regular classroom teachers do not feel comfortable or competent in teaching handicapped children. Divisions exist between regular classroom teachers and special education teachers. Within these two separate cultures, teachers are presented with the myth of two different psychologies. One for "us" and one for "them", and therefore, unless you know "their" psychology, you cannot be helpful to them, nor should you be expected to deal with them.

Once again, lack of cooperation is cited on the part of special education teachers and regular classroom teachers as hindering the mainstreaming process. Old perceptions of special education teachers being custodians of children rather than effective educators are also cited.

The perception/attitude within an organization that one group is superior and another inferior generates bad feelings and decreasing interaction between the groups.

The possibility that attitudes/perceptions such as these exist in schools between special educators and regular educators cannot be overlooked. Research supports the need for describing interpersonal perceptions/attitudes

as a first step in bringing groups closer together. An evaluation of a person's feelings, knowledge and beliefs, and statements of intent about an issue give a strong indication of where that person stands on that issue.

It was a major goal of this study to further reveal some of the perceptions/attitudes that special educators and regular educators have of each other. Then, the next goal was to organize a staff development project aimed at addressing some of these issues, in the hopes of improving the "collaborative mainstreaming process".

CHAPTER III

METHODOLOGY

In this study two sets of surveys were developed. One set of surveys consisted of a mainstreaming evaluation survey for special education teachers and a mainstreaming evaluation survey for regular classroom teachers. The second set of surveys consisted of a social acceptance survey for special education teachers and a social acceptance survey for regular classroom teachers.

The study used correlational research methods which investigate one or more characteristics of a given group in order to discover the extent to which the characteristics vary together. The specific characteristics (subscales) which were correlated in this study are listed on page 44. Correlational studies often display the relationships among variables by using such techniques as cross-tabulation and correlation (Crano and Brewer, 1986; Saslow, 1982).

This method is well suited to this study which investigated the relationship between a faculty's evaluaton of a mainstream program and its acceptance of special education teachers.

Development of Instruments

An extensive search through Mental Measurements Yearbooks (all volumes), ERIC, Psychological Abstracts, and Dissertation Abstracts did not yield possible instruments for use in this study. Therefore, this researcher decided to develop his own. No instruments were found that focused

on measuring the acceptance of special education teachers by regular classroom teachers in a school building. However, several instruments were found that touched upon the evaluation of mainstreaming programs (Knoff, 1985; Ringlaben and Price, 1981; Stewart, 1983; Green and Rock, 1983).

For the most part, these instruments did not give the specific information needed for this study. Questions 27 through 36 in the Mainstreaming Survey for Regular Classroom Teachers (Appendix D) were incorporated from the Knoff (1985) study.

If the true impact of mainstreaming is to be known, information will be needed from a variety of sources (Jones, Gottlieb, Guskin, and Yoshida, 1978). The more obvious data needs are those on student achievement and on attiudes of administrators and teachers. The Mainstreaming Evaluation Surveys developed for this study do focus, in a concrete manner, on student achievement and teacher attitudes. To achieve the purpose of this study, this researcher developed the following four questionnaires:

1. Social Acceptance Survey for Special Education Teachers (Appendix A).

2. Mainstreaming Evaluation Survey for Special Education Teachers (Appendix B).

3. Social Acceptance Survey for Regular Classroom Teachers (Appendix C).

4. Mainstreaming Evaluation Survey for Regular

   Classroom Teachers (Appendix D).

A modified Likert Scale was used in developing these questionnaires. The Likert Scale lends itself to this type of study because it encourages the person responding to give a definite answer, thus helping to identify per-ceptions and attitudes. In addition, the Likert Scale was used in the similar studies previously mentioned which also measured attitudes (Ringlaben and Price, 1981; Green and Rock, 1983).

The Social Acceptance Surveys included the following subscale items (variables). These variables were drawn from the literature and from this researcher's experience in mainstreaming children:

1. Social acceptance.

2. View of the special education teacher.

3. Social intimacy.

4. Visibility of the special education teacher.

5. Attitude toward special children.

6. Whether special education teachers receive special

   treatment.

The Mainstreaming Evaluation Surveys contained the following subscales (variables):

1. Academic success of students.

2. Social acceptance of students.

3. Level of communication among teachers.

4. How teachers were selected for mainstreaming.

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5. Openness toward special education.

6. Teacher preparation for mainstreaming.

7. Teacher's perception of parental attitude.

8. Teacher's perception of principal's support.

Prior to the administration of these questionnaires they were field tested. Field testing consisted of several teaching colleagues of this researcher and some of the members of his dissertation committee either completing or reviewing the instruments. Most of the suggestions involved the wording of the questions. Looking back over the entire project, particularly the analysis of data, this researcher learned that more time should have been spent in fine-tuning these instruments. Field testing could have been more extensive, preliminary results should have been statistically analyzed to see if the questions measured what they were supposed to measure, items which measured the same variable within a scale should have been tested to see if they were correlated, and a uniformed Likert Scale should have been used throughout the scales.

Administration of Instruments

The Faculty Acceptance Surveys and the Mainstreaming Evaluation Surveys were administered to both the regular classroom teachers and the special education teachers targeted for this study. Only teachers with actual experience in mainstreaming were invited to be partici-pants.

Participants

The participants in this study were drawn from four of the elementary schools of the school district described in the setting. These schools were chosen because they were the only schools in the district that housed self-contained special education classes. In school "A" there were 2 regular classroom teachers and one special education teacher involved with mainstreaming. These 3 teachers participated in this study. School "B" had 4 regular classroom teachers and one special education teacher, thus contributing 5 participants to the study. In school "C" there were 6 regular classroom teachers and one special education teacher, giving the study 7 more participants. Finally, school "D" had 6 regular classroom teachers and 2 special education teachers, thus contributing 8 teachers to the study. When schools "A","B", "C", and "D" were combined there were 18 regular classroom teachers and 5 special education teachers thus totalling 23 participants.

This researcher arranged with each principal to have a meeting with the participating teachers. Prior to the meeting, each teacher was sent a letter of introduction (Appendix E). The letter gave some background information about myself and my area of research. The format of the meeting in each of the four schools was generally the same. This researcher met with the teachers for approximately an hour (8:15 - 9:10). In this school district, this period of time is built into the school day. It is normally used

for faculty meetings, district meetings, child study team meetings, or as teacher preparation time. As teachers came in, coffee and bagels were served. This researcher began each meeting by discussing his background and his area of research. It was briefly mentioned that:

1. He had been a special educator for about fifteen years.

2. He was currently involved in a doctoral program at the University of Massachusetts.

3. His area of research had to do with the relationship between faculty acceptance of special education teachers and successful mainstreaming.

4. The findings of the study would be organized into a staff development model that could be used by the school.

The instruments were briefly described and then the teachers were asked to complete them. Once they were completed the teachers could leave. In each of the four schools the meetings ran in a very similar manner.

Analysis of Data

The data analysis included means, standard deviations, and correlation coefficients. The correlation coefficients examined the relationship among the major variables of the study. The major variables of the study have been mentioned under the "Development of Instruments" section (page 42). Comparisions and relationships in variables dealing with mainstreaming and faculty acceptance of special

education teachers were brought forth. Demographic data were used to describe the personal characteristics of special education teachers and regular classroom teachers. Demographic data for the teachers surveyed included such things as age, areas of teacher certification, number of years teaching, highest degree attained, and number of credits in special education. The data and findings were then analyzed to suggest implications for the staff development. These salient findings helped to form the base upon which a staff development project was organized. This project was designed to improve the climate for successful mainstreaming in a school.

Chapter Summary

This chapter described the methodology used in the study. Surveys were developed to discover the relationship between faculty acceptance of special education teachers and successful mainstreaming programs. One set of surveys measured the acceptance of special education teachers. This set included a survey for regular classroom teachers and a survey for special education teachers.

Another set of surveys measured the success of a school's mainstreaming program. Once again, the set included a survey designed for regular classroom teachers and a survey for special education teachers.

It was the purpose of this study to investigate how the variables (subscales) from one set of surveys correlated with the subscales in the second set of surveys. Thus,

correlational research methods were used which investigate one or more characteristics of a given group in order to discover the extent to which the characteristics vary together. As in other correlational studies, relationships among variables were displayed using correlation coefficients and cross-tabulation.

Instruments were specifically developed for use in the study. Prior to their development, a thorough search of the literature was conducted to seek out any existing instruments that had to do with acceptance of special education teachers or evaluation of mainstreaming programs. The literature was also reviewed to help this researcher learn more about developing attitude scales. Armed with this background information, this researcher proceeded to develop the attitude scales.

The instruments were administered to 23 teachers (special education teachers and regular classroom teachers).

The analysis of the data included means, standard deviations, and correlation coefficients. Relationships in variables dealing with mainstreaming and faculty acceptance of special education teachers were revealed.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the results of the data analysis pertaining to the perceptions of regular education teachers toward their schools' special education teachers. Special education teachers' perceptions of their acceptance by regular education teachers and perceptions of the mainstreaming program in their schools are also presented. There are three major sections in this chapter: 1) description of the sample population, 2) means, standard deviations, minimum, and maximum scores of regular education and special education teachers for the subscales of the Mainstreaming and Social Acceptance Survey, and 3) intercorrelation among subscales of the Mainstreaming Evaluation Survey and the Social Acceptance Survey. Additional findings are presented in a section examining the relationship between selected demographic characteristics and the subscales of the Mainstreaming Evaluation Survey and the Social Acceptance Survey for regular education and special education teachers. The chapter concludes with a summmary of the major findings.

Description of the Sample

Eighteen regular education teachers and five special education teachers from four elementary schools in Nassau County, New York participated in this study. Among the regular education teachers, 17 were females and 1 was a male, and all but one teacher had earned at least a masters

degree. Regular education teachers' experience ranged from 5 years to 34 years in the classroom with a mean of 21.22 (SD = 8.53) years of experience. Fifty percent of the regular education teachers reported that they had never taken a special education course. Among the regular education teachers who had completed special education courses, the number of credits ranged from 3 to 50 with a mean of 7.24 credits (SD = 13.40). The ages of the regular education teachers in this study ranged from 30 to 67 years with a mean age of 52.50 (SD = 8.30 years).

All of the special education teachers participating in this study were females who had completed at least a masters degree. The experience of the special education teachers ranged from 7 to 17 years with a mean of 11.60 (SD = 4.10) years. The mean age of the special education teachers was 42.25 years (SD = 12.89) years. The youngest of the five special education teachers in this study was 29 years old and the oldest was 58 years old.

Means, Standard Deviations, Minimum and Maximum Scores

Table 1 presents descriptive statistics related to the subscales of the Mainstreaming Evaluation Survey and the Social Acceptance Survey. The score of each subscale was calculated by a sum of selected items divided by the number of items of each subscale. The items of each subscale are identified in Chapter III. Thus, scores for the Academic Success and the Social Acceptance and Success subscale of the Mainstreaming Evaluation Survey ranged

Table 1

Means, Standard Deviations, Minimum and Maximum Scores
of the Subscales of the Mainstreaming Evaluation Survey
and Social Acceptance Survey among Regular Education
Teachers
($\underline{N}$ = 18)

Subscale	M	SD	Min.	Max.
Mainstreaming Evaluation Survey				
Academic Success[a]	2.65	.56	1.00	3.00
Social Acceptance and Success[a]	1.97	.27	1.00	2.50
Teacher Preparation[b]	2.65	.51	1.78	3.67
Level of Communication[b]	3.78	.59	2.67	4.67
Openness toward Special Education[b]	2.84	.49	2.08	3.67
Selection of Teachers for Mainstreaming[b]	2.83	.77	1.50	4.00
Parental Attitude[b]	1.61	.50	1.00	2.00
Principal's Support[b]	3.83	.92	1.00	5.00
Social Acceptance Survey				
Social Acceptance[b]	4.19	.68	2.67	5.00
Viewed Differently[b]	3.92	.67	3.00	5.00
Social Intimacy[b]	3.61	1.38	1.00	5.00
Attitude Toward Special Education[b]	3.16	.52	2.25	4.00
Special Treatment[b]	3.22	1.11	2.00	5.00
Visibility[b]	4.08	.62	2.50	5.00

[a] Items scored 1 to 3.
[b] Items scored 1 to 5.

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from "1" disagree to "3" agree. All other items pertaining
to the subscales of the Mainstreaming Evaluation Survey
and the Social Acceptance Survey ranged from "1" strongly
disagree to "5" strongly agree. On Table 1, regular educa-
tion teachers expressed the most agreement about mainstream-
ing special students in their classroom related to the
items of Level of Communication (M = 3.78, SD = .59) and
the Principal's Support (M = 3.83, SD = .92) and the least
agreement with the items of Social Acceptance and Success
(M = 1.97, SD = .27) and Parental Attitude (M = 1.61, SD
= .50). The lack of variability in the mean scores, as
indicated by the size of the standard deviations, suggested
that regular education teachers in this study shared similar
attitudes with respect to mainstreaming.

Regular education teachers tended to report high scores
related to the subscales of the Social Acceptance Survey.
Overall, the high scores suggested that regular education
teachers were accepting of the special education teachers
in their schools. The highest mean subscale score was
associated with Social Acceptance (M = 4.19, SD = .68)
and the least amount of agreement was related to the items
measuring regular education teachers' Attitudes Toward
Special Education Children (M = 3.16, SD = .52). The stan-
dard deviations of the subscales of Social Intimacy and
Special Treatment suggested that not all regular education
teachers sampled had a close relationship with the special
education teachers in their schools. Some regular education

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teachers felt that special education teachers were treated differently in terms of class size and the allocation of resources.

Table 2 presents a summary of the descriptive data pertaining to the Mainstreaming Evaluation Survey and Social Acceptance Survey subscale scores of the special education teachers in this study. Several of the subscale of the Mainstreaming Evaluation Survey and the Social Acceptance Survey completed by special education teachers have the same title as subscales pertaining to regular education teachers. However, the items of the subscales of Table 2 are specific to special education teachers.

The Mainstreaming Evaluation Survey and the Social Acceptance Survey completed by special education teachers were scored in the manner previously described. Special education teachers were unanimous (M = 3.00, SD = .00) in their beliefs about the success of special education students academically. Special education teachers felt that many special education students have difficulty social-izing (M = 1.80, SD = 1.10), although their views were not uniform.

The highest mean score among special education teachers pertained to the Selection of Teachers for Mainstreaming (M = 4.07, SD = .60). The mean score indicated that special education teachers generally agreed with the way teachers of mainstreaming were selected. Special education teachers agreed that the Principal's Support (M = 4.00, SD = .71)

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Table 2

Means, Standard Deviations, Minimum and Maximum Scores
of the Subscales of the Mainstreaming Evaluation Survey
and Social Acceptance Survey among Special Education
Teachers
($\underline{N}$ =5)

Subscale	$\underline{M}$	$\underline{SD}$	Min.	Max.
Mainstreaming Evaluation Survey				
Academic Success[a]	3.00	.00	3.00	3.00
Social Acceptance and Success[a]	1.80	1.10	1.00	3.00
Level of Communication[a]	2.40	.89	1.00	3.00
Openness toward Special Education[b]	2.52	.58	1.80	3.20
Selection of Teachers for Mainstreaming[b]	4.07	.60	3.33	4.67
Level of Communication[b]	1.60	.55	1.00	2.00
Teacher Preparation[b]	1.80	.45	1.33	2.33
Parental Attitude[b]	2.50	.71	2.00	3.50
Principal's Support[b]	4.00	.71	3.00	5.00
Social Acceptance Survey				
Attitude Toward Special Children[b]	2.85	.49	2.50	3.50
Social Acceptance[b]	3.92	.27	3.60	4.20
View of Special Education Teachers[b]	3.00	1.00	2.00	4.00
Special Treatment[b]	3.20	1.10	2.00	4.00

[a] Items scored 1 to 3.
[b] Items scored 1 to 5.

was needed for mainstreaming special education children into regular classrooms. The lowest mean score was reported for Teacher's Preparation (M = 1.80, SD = .45). Special education teachers generally did not believe that regular education teachers were adequately trained to educate special children mainstreamed into their classrooms.

With respect to the Social Acceptance Survey, special education teachers tended to agree that they were socially accepted by the regular education teachers in their schools. The highest mean score reported by the special education teachers was related to Social Acceptance (M = 3.92, SD = .27), and the lowest mean score was related to regular education teachers attitudes toward Special Education (M = 2.85, SD = .49) as perceived by special education teachers.

Intercorrelation among Subscales

Tables 3 and 4 present the intercorrelation among the subscales of the Mainstreaming Evaluation Survey and the Social Acceptance Survey for regular education and special education teachers, respectively. Of the 48 correlation coefficients calculated on Table 3, seven (14.6%) were significant. The significant coefficients ranged from -.598 to .713 with a mean of .547 and a median of .566. Regular education teachers who expressed more openness toward special education had significantly more positive attitudes toward special children (r = .566, p < .01) and were more likely to feel that special education

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Table 3

Intercorrelation among the Subscales of the Mainstreaming Evaluation Survey and Social Acceptance Survey for Regular Education Teachers ($\underline{N} = 18$)

Mainstreaming Evaluation Subscales	Social Acceptance Subscales					
	Social Acceptance[b]	Viewed Differently[b]	Social Intimacy[b]	Attitude[b]	Special Treatment[b]	Visibility[b]
Academic Success[a]	-.236	-.195	.196	.348	.114	-.039
Social Acceptance and Success[a]	.258	.251	.186	.242	.154	.713**
Teacher Preparation[b]	.318	-.161	.250	.235	.038	.199
Level of Communication[b]	.359	-.209	.254	.178	.255	.375
Openness toward S. E.[b]	.300	.117	.263	.566**	.567**	.575*
Selection of Teachers for Mainstreaming[b]	.174	-.119	-.042	-.590**	-.136	.000
Parental Attitudes[b]	-.265	.000	-.092	-.055	-.152	.016
Principal's Support[b]	.411*	.155	.399*	.333	.362	.077

[a] Items scored 1 to 3
[b] Items scored 1 to 5

* $\underline{p} < .05$ ** $\underline{p} < .01$

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received special treatment ($\underline{r}$ = .567, $\underline{p}$ < .01) than regular education teachers who expressed less openness toward special education children. Regular education teachers who had more positive views about the way mainstreaming teachers were selected had significantly less positive attitudes toward special children ($\underline{r}$ = -.598, $\underline{p}$ < .01) than regular education teachers with less positive views about the way mainstreaming teachers were selected. Regular education teachers who found special education teachers to be more "visible" reported more social acceptance and success ($\underline{r}$ = .713, $\underline{p}$ < .01) of special education children, as well as more openness toward special education children ($\underline{r}$ = .575, $\underline{p}$ < .05).

Regular education teachers who felt that their principals were more supportive of special education reported that special education teachers were more socially acceptable ($\underline{r}$ = .411, $\underline{p}$ < .05) to them, and they had closer and more personal relationships with them ($\underline{r}$ = .399, $\underline{p}$ < .05). There were no other significant relationships.

Table 4 presents the intercorrelation of the Mainstreaming Evaluation Survey and the Social Acceptance Survey among special education teachers. Of the 32 correlation coefficients calculated, 10 (31.3%) were significant. The significant correlation coefficients ranged from .806 to 1.000 with a mean coefficient of .896 and a median of .917. Interpretation of the significant relationships suggested that special education teachers who felt that

Table 4

Intercorrelation among the Subscales of the Mainstreaming Evaluation Survey and Social Acceptance Survey for Special Education Teachers ($\underline{N}$ = 5)

Mainstreaming Evaluation Subscales	Social Acceptance Subscales			
	Attitude Toward Special Education[b]	Social Acceptance[b]	View of Special Education Teachers[b]	Special Treatment[b]
Academic Success[a, c]	---	---	---	---
Social Success[a]	-.646	.304	.000	-.167
Level of Communication[a]	.125	.825*	.530	.323
Openness toward S. E.[b]	.335	.949**	.949**	.866*
Selection of Teachers for Mainstreaming[b]	.057	.487	.162	-.148
Level of Communication[b]	.646	.761	.913*	1.000**
Teacher Preparation[b]	.825*	.806*	.917*	.913*
Parental Attitudes[b]	.125	.177	.354	.646
Principal's Support[b]	-.500	.000	-.354	-.646

a Items scored 1 to 3
b Items scored 1 to 5
c coefficients were not calculated because there was no variability in the Academic Success scores

* $p < .05$ ** $p < .01$

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regular education teachers were more prepared to deal with mainstreaming had significantly more positive attitudes (r = .825, p <. 05) and more positive views of special education (r = .917, p < .05) than special education teachers who felt that regular education teachers were less prepared to deal with mainstreaming. According to special education teachers, regular education teachers more prepared for mainstreaming were also more socially acceptable (r = .806, p < .05) when compared to regular education teachers who were less prepared for mainstreaming.

When special education teachers reported more communication between themselves and regular education teachers, they were significantly more positive about the views of special education held by regular education teachers (r = .913, p < .05) and felt significantly less resentment toward them (r = 1.000, p < .01) than special education teachers who reported less communication betweeen themselves and regular education teachers. It was also found that when special education teachers reported that they had adequate time to communicate with their regular education counterparts, special education teachers felt that they were more acceptable socially to regular education teachers (r = .825, p < .05).

Special education teachers reported that more openness toward special education by regular education teachers was associated with significantly higher social acceptability (r = .949, p < .01), more positive views of special

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education teachers (r = .949, p < .01) and less resentment toward special education teachers as being "special" (r = .866, p < .05) than special education teachers who reported less openness by regular education teachers toward special education. There were no other significant findings.

Additional Findings

Tables 5 and 6 summarize the relationship between selected demographic characteristics and the subscales of the Mainstreaming Evaluation Survey and the Social Acceptance Survey for regular education and special education teachers, respectively. Of the 56 correlation coefficients calculated on Table 5, 15 (26.8%) were significant. The significant correlations ranged from -.558 to .716 with a mean coefficient of -.349 and a median of -.452. Older regular education teachers were significantly less accepting of mainstreaming (r = -.418, p < .05), less open toward special education teachers (r = -.427, p < .05), less socially accepting of special education teachers (r = -.452, p < .05), more likely to view special education teachers as different (r = -.503, p < .05), had more negative attitudes toward special children (r = -.412, p < .05), and were more likely to feel that special education teachers receive special treatment (r = -.431, p < .05) than younger regular education teachers. In contrast, younger regular education teachers (r = -.662, p < .01) and teachers with less experience (r = -.545, p < .05)

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Table 5

Intercorrelation of Selected Demographic Characteristics of Regular Education
Teachers and Scores on the Subscales of the Mainstreaming Evaluation Survey
and the Social Acceptance Survey
(N = 18)

Subscales	Demographic Characteristics			
	Age	S.E. Credits	Experience	Education
Mainstreaming Evaluation Survey				
Academic Success[a]	-.002	.163	-.026	.041
Social Acceptance and Success[a]	-.418*	-.265**	-.177	-.169
Teacher Preparation[b]	-.245	.716**	-.548**	.187
Level of Communication[b]	-.078	.088	-.392*	.082
Openness toward S. E.[b]	-.427*	.159	-.438*	-.382
Selection of Teachers for Mainstreaming[b]	.177	.151	.144	.393
Parental Attitudes[b]	.209	-.106	.420*	.035
Principal's Support[b]	-.002	-.181	.152	-.228
Social Acceptance Survey				
Social Acceptance[b]	-.452*	-.032	-.554**	-.045
Viewed Differently[b]	-.503*	-.144	-.485*	-.209
Social Intimacy[b]	-.348	-.115	-.297	-.091
Attitudes toward Special Children[b]	-.412*	-.021	-.381	-.497*
Special Treatment[b]	-.431*	-.145	-.338	-.344
Visibility[b]	-.662**	.146	-.545*	-.243

[a] items scored 1 to 3   *p < .05   **p < .01
[b] items scored 1 to 5

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found special education teachers to be more "visible" than older regular education teachers and regular education teachers with more years of teaching experience, respectively.

Regular education teachers with more credits in special education were significantly more likely to feel prepared to teach mainstreamed students in their classrooms (r = .716, p < .01) than regular education teachers with fewer credits in special education.

Regular education teachers with more teaching experience were significantly less prepared to accept mainstreaming (r = -.548, p < .01) and special education teachers (r = -.554, p < .01), less open toward special children (r = -.438, p < .05), felt that parents needed education about mainstreaming (r = .420, p < .05), and were more likely to view special education teachers differently (r = -.485, p < .05), than regular education teachers with less teaching experience. It was also found that regular education teachers with less education had significantly more positive attitudes toward special children (r = -.483, p < .05) than regular education teachers with higher levels of education. It was believed that age rather than education caused the foregoing relationship. Thus, the relationship between education and attitudes toward special children was recalculated controlling for age. The results suggested that when age was controlled the relationship toward special children

Table 6

Intercorrelation among the Subscales of the Mainstreaming Evaluation Survey
and Social Acceptance Survey for Special Education Teachers
($\underline{N}$ = 5)

Subscales	Demographic Characteristics		
	Age	Experience	Education
Mainstreaming Evaluation Survey			
Academic Success	---	---	---
Social Success	.775	.740	.645
Level of Communication	.105	.057	.000
Openness toward Special Education	-.400	-.410	-.447
Selection of Teachers for Mainstreaming	-.105	.158	.000
Level of Communication	-.447	-.740*	-.646
Teacher Preparation	-.633	-.865*	-.825*
Parental Support	.258	-.229	.000
Principal's Attitude	.316	.688	.500
Social Acceptance Survey			
Attitude Toward Special Children	-.633	-.918*	-.750
Social Acceptance	-.316	-.406	.471
View of Special Education Teachers	-.633	-.649	-.707
Special Treatment	-.447	-.740	-.646

[a] coefficients were not calculated because there was no variability in the Academic
Success Scores

* $\underline{p}$ < .05

($\underline{r} = -.378$, $\underline{p} < .05$) was not significant. There were no other significant findings.

Of the 36 correlation coefficients calculated on Table 6, three (8.3%) were significant. Special education teachhers with significantly more experience ($\underline{r} = -.865$, $\underline{p} <$ .05) and education ($\underline{r} = -.825$, $\underline{p} < 05$) were more likely to believe that regular education teachers were inadequately trained in mainstreaming than special education teachers with less experience and education. Also special education teachers with more experience ($\underline{r} = -.918$, $\underline{p} < .05$) felt that regular education teachers were less accepting of special children than regular education teachers with less experience.

Chapter Summary

Eighteen regular education and five special education elementary school teachers participated in this study. The regular education teachers completed an investigator-developed Mainstreaming Evaluation Survey and Social Acceptance Survey containing items to measure their attitudes toward mainstreaming and their social acceptance of special education teachers and special children. Special education teachers completed a series of items measuring their perceptions of regular education teachers' attitudes toward special education and the social acceptance they are accorded by regular education teachers.

The results of correlation analysis indicated that regular education teachers who had more positive attitudes

toward special children and toward the way teachers for mainstreaming are selected also were more likely to develop positive social relationships with their special education counterparts. However, an inverse relationship was found between selection of teachers for mainstreaming and attitudes toward special children, suggesting that even though regular education teachers supported the methods used to select teachers of mainstreaming, they had negative attitudes toward special children mainstreamed into their classrooms. Finally, regular education teachers who found special education teachers visible during the school day reported more social acceptance and success of special education students and more openness toward special education children.

Special education teachers reported that there was a significant relationship between regular education teachers' preparation for mainstreaming and their social acceptance of special education teachers, and special children. Special education teachers indicated that regular education teachers' positive attitudes toward special education were significantly related to the social acceptance of special education teachers. The findings also suggested that when special education teachers perceived the level of communication between themselves and regular education teachers to be more intimate, they believed that regular education teachers were more socially accepting of them.

Additional correlational analysis were carried out
pertaining to the relationship betweeen selected demographic
characteristics of regular education and special education
teachers and the subscales of the Mainstreaming Evaluation
Survey and the Social Acceptance Survey. The findings
suggested that regular education teachers' age, experience,
number of special education credits, and education may
have a significant effect on their attitudes toward main-
streaming and their social acceptance of special education
teachers and children. Specifically, older regular educa-
tion teachers had more negative attitudes toward special
education children, and regular education teachers were
less willing to accept special children socially and aca-
demically than younger regular education teachers. Older
regular education teachers were also less socially accepting
of special education teachers and special children than
younger regular education teachers.

More experienced regular education teachers expressed
more negative views about mainstreaming and were less will-
ing to accept special education teachers and children than
less experienced teachers. With respect to education,
regular education teachers with more special education
credits expressed more positive views about their prepa-
ration for mainstreaming than regular education teachers
with fewer special education credits. However, regular
education teachers with more credits earned beyond the
masters degree had more negative attitudes toward special

children than their colleagues with masters and bachelors degrees.

Special education teachers with more experience and education were more likely to feel that regular education teachers were not adequately prepared for mainstreaming. Finally, more experienced special education teachers compared to their less experienced colleagues felt that regular education teachers had negative attitudes toward special children.

CHAPTER V

FINDINGS AND DISCUSSION, IMPLICATIONS, RECOMMENDATIONS,

OVERALL SUMMARY

Findings and Discussion

The purpose of this study was to explore the relation-
ship between successful mainstreaming and the social ac-
ceptance of special education teachers by other faculty
members. Twenty three subjects (eighteen regular classroom
teachers and five special education teachers) from four
elementary schools participated in the study. Keeping
in mind that this was an exploratory study, certain rela-
tionships between successful mainstreaming and acceptance
of special education teachers by other faculty members
were discovered. The study yielded the following signif-
icant findings:

1. It was found that when social relationships between
   regular classroom teachers and special education
   teachers were more positive that attitudes toward
   special children were more positive. To this
   researcher, this finding makes a great deal of
   sense. From my experience as a special education
   teacher, it seems when I have had more positive
   or more friendly relationships with other faculty
   members, these faculty members in turn felt more
   positively and interacted more positively with
   the students in my class. More positive or more

friendly faculty relationships means more exchange and interaction between teachers. This interaction between special education teacher and regular classroom teacher naturally lends itself to these teachers visiting each other's classrooms and increased interaction with each other's students. This is a very natural way for regular classroom teachers to feel more comfortable and more confident with special children and for special education teachers to feel comfortable with children in the regular classroom. To this researcher, this natural exchange between the special education teacher and the regular classroom teacher and their respective students not only has profound implications for this group of teachers, but also suggests similar benefits for other groups of teachers such as special area teachers (music, art, physical education) and regular classroom teachers, regular classroom teachers within a grade level, and regular classroom teachers at different grade levels. This researcher feels that more friendly interaction between all groups of teachers and their respective students can only enhance the overall school climate.

2. It was found that regular classroom teachers felt more positively about the way they were selected for mainstreaming students into their classrooms

when they had more positive social relationships with the special education teacher. This researcher believes this finding is related to the previous finding. When positive and friendly interaction is going on between the special education teacher and the regular classroom teacher and their respective students, mainstreaming flows more naturally. I have found from my experience as a special education teacher that the closer I am with a regular classroom teacher the easier it is to discuss and try mainstreaming. These regular classroom teachers often know my students beforehand. They have had the opportunity through visiting me and my classroom to meet the student, to see the caliber of his/her work, and observe his/her behavior. Through casual friendly conversation a mainstream trial in that particular regular teacher's class becomes crystal clear to both parties. On more than one occassion a regular classroom teacher has remarked "Well, what is he doing here?" (meaning in reference to special education).

On the other hand, this researcher has talked with numerous regular classroom teachers and special education teachers who have little or no social relationship in a building. All too often, and quite suddenly, through the powers

that be, a special education student mysteriously appears at the door of a regular classroom teacher for "Mainstreaming". This can be a very cold act for all parties involved.

3. Even though regular classroom teachers reported that they felt positively about the way they were selected for mainstreaming, they had negative attitudes toward special children mainstreamed into their classes. This finding is confirmed in the literature. This researcher recollects Sarason (1982) when he states that there was nothing in the training of the regular classroom teacher that gave him or her a sense of under-standing a child who was labelled "special". The preparation of the teacher was based on the myth of two psychologies: the psychology of the "normal" chid and the psychology of the "special child". However invalid the conception of two psychologies, the fact remained that in the phenomenology of the teacher, the special child required a special understanding that the teacher did not and should not have been expected to have. Wherever the child belonged, it was not in the regular classroom.

There is much wisdom in this brief statement by Sarason. He supports the need for research in this area. His statement also supports this

researcher's suspicion that most teacher training
programs do to teachers what society does to
special children; special education teachers are
segregated from regular classroom teachers. In
most regular teacher training programs nothing
or very little is presented to prepare these
teachers for receiving special students. It is
no wonder that many regular classroom teachers,
when confronted with mainstreaming, feel uncom-
fortable and have negative attitudes toward special
children. This finding highlights the critical
need for staff development (in-service) for teach-
ers who are currently involved in mainstreaming
children.

4. Special education teachers reported that when
preparation of regular teachers for mainstreaming
was high, social acceptance was also more positive.
Perhaps this finding reveals that having a common
educational background is part of the foundation
upon which social acceptance is built. This find-
ing may also reveal that regular classroom teachers
who were prepared for mainstreaming overcame some
of the barriers to special children and special
education teachers that were discussed in the
previous finding. This finding once again confirms
the need for providing adequate training (staff
development) for teachers in mainstreaming.

5. Special education teachers indicated that when
    their social acceptance was high, attitudes toward
    special education were also more positive. This
    finding reflects the fact that the special educa-
    tion teacher represents special education in a
    school. He/she has a critical role to play re-
    garding the success of the special education
    program and mainstreaming. There is a direct
    correlation between the social acceptance of the
    special education teacher and the attitude toward
    special education. This finding gives impetus
    to the significant role that the special education
    teacher will play in the staff development model
    which is discussed in Chapter VI.

6. Special education teachers also indicated that
    when the level of communication (between special
    education teachers and regular classroom teachers)
    was high, their social acceptance was also high.
    This finding suggests that as social acceptance
    improves so does the level of communication.
    This finding makes a great deal of sense. It
    is logical that if two teachers have a high degree
    of social acceptance (are very friendly) with
    each other that they would communicate more freely
    and more frequently. In particular, if they shared
    a mainstreamed student, communication regarding
    this student would flow more freely. From this

researcher's experience, this has proven to be true. Once again, the significant role of the special education teacher cannot be underestimated. This finding may also apply to other groups of teachers. In general, if social acceptance is high, will the level of communication between teachers also improve?

7. Regular classroom teachers with more special education credits expressed more positive views about mainstreaming. This finding is straight forward. It implies that if regular classroom teachers have invested time in special education courses that they are more open to mainstreaming. It gives support to a staff development model (Chapter VI), in which teachers will take courses and earn credits in special education.

8. High visibility on the part of the special education teacher was associated with more social acceptance, more successful mainstreaming for special education students, and more openness toward special children.

This finding once again points out the critical role that the special education teacher plays in representing special education. It seems that the special education teacher, merely by being more visible to staff and students, enhances the school's mainstreaming environment. It indicates

that no longer can the special education teacher remain tucked away in a self-contained classroom doing his/her own thing. The vital role of the special education teacher will be discussed at length in Chapter VI.

9. Regular classroom teachers with credits earned beyond their master's degree had more negative attitudes toward special children. This finding once again points to the need for improving attitudes toward special children. It also once again supports the premise that teacher training programs continue to segregate special education teachers from regular classroom teachers, helping to make them feel uncomfortable in teaching special children.

10. Older regular classroom teachers were less socially accepting of special education teachers and special children than younger teachers.

11. More experienced regular classroom teachers expressed more negative views about mainstreaming and were less willing to accept special education teachers and children than less experienced teachers.

Numbers 10 and 11 may indicate that nowadays teacher training programs are doing a better job of preparing regular teachers for mainstreaming or that older and more experienced teachers might be experiencing difficulty in

handling the change involved with mainstreaming. If the
latter is true, it highlights the need for staff development
in this area, which may help more veteran teachers handle
this change.

Many of these findings support the theory expounded
by this researcher which is entiltled "The DeLuca Theory
of Mainstreaming Success". The theory suggests that the
more positive perceptions and interactions are between
special education teachers and regular classroom teachers,
the more positive will be the (collaborative) climate of
the school and the more successful mainstreaming will be.
This theory is visually presented in Appendix J.

Implications of the Study

This exploratory study sought to discover if there
was a relationship between successful mainstreaming and
the social acceptance of special education teachers by
other faculty members. Using correlational research
methods, the study yielded thirteen items (findings) which
were very strongly correlated. These results provide a
framework upon which the implications of this study can
be enfleshed. The results of the study hold implications
for pre-service teachers, in-service teachers, and for
those involved in teacher preparation programs.

Implications for Teacher Training Programs

This study raises many fundamental questions for
colleges as they address issues of reform related to their
teacher preparation programs. As the literature and the

findings of this study reveal, regular classroom teachers
have negative feelings toward special children. The find-
ings also suggest that when special education teachers
and regular classroom teachers lack positive social rela-
tionships, this can stifle the climate necessary for
successful mainstreaming.

The literature indicates that schools of education
contribute to the separation of special education teachers
from regular classroom teachers. It has been believed
that if you were trained to work with special children,
you could not work with normal children and vice versa.
For all practical purposes, they could not talk with each
other. They segregated themselves from each other (Sarason
and Doris, 1979). With mainstreaming as the law of the
land, it is expected that regular classroom teachers will
accept special students into their classrooms. It is also
expected that regular classroom teachers and special educa-
tion teachers will communicate and interact more frequently.
How are the negative feelings toward special children and
special education teachers being addressed? Why do regular
classroom teachers have negative attitudes toward special
children? How are barriers between special education
teachers and regular classroom teachers being addressed?
Since most likely every regular classroom teacher will
be teaching special children, should these teachers receive
training in special education? Would certain "regular"
students benefit from special educational methods and

materials (individualization, task analysis, multisensory techniques, learning styles, behavior modification, etc.). Has special education become too highly specialized and focussed on the differences rather than the similarities of all children? Is Sarason's thinking correct when he says there are two psychologies: one for "us" and one for "them", and therefore, unless you know "their" psychology, you cannot be helpful to them, nor should you be expected to deal with such children? Do schools of education actually help to form negative attitudes (or at least not foster open and healthy attitudes) toward special children and special education teachers? The answers to questions like these cannot be arrived at easily. They may be arrived at by further studies which explore the social dynamics between special education and regular education from the elementary level up to college level teacher preparation programs.

Sarason (1982) eloquently states that we obviously cannot have relevant descriptions and studies until we recognize that the description of the change process in-volves the most fundamental assumptions determining three general types of <u>social relationships</u>: <u>those among profes-sionals within the school setting,</u> those among the profes-sionals and the pupils, and those among the professionals and the different parts of the larger society. Any proposed change affects and will be affected by all of these types of social relationships, and that is what is neither stated

nor faced in the modal process of change in the school culture. Among those planning reform of teacher training programs should be appropriate groups of special education teachers and regular classroom teachers.

Implications for Staff Development

This study raises some life threatening questions for special children who are in the process of being main-streamed. The ramifications for staff development are enor-mous. Many of the issues discussed in the previous section (Implications for Teacher Training Programs) resurface here. These issues include: negative attitudes of regular classroom teachers toward special children, poor communi-cation and social acceptance between special education teachers and regular classroom teachers, lack of preparation and a feeling of uncomfortableness on the part of regular classroom teachers in teaching special children. Issues such as these on the part of in-service teachers who are currently working with special children makes this an in-tensely critical situation. Children and their futures are at stake. The importance of well thought out staff development programs addressing these issues cannot be stressed enough. Chapter VI of this dissertation offers a workable staff development model for schools to use to enhance their climate for successful mainstreaming.

Recommendations for Further Research

The focus of this study was the relationship between successful mainstreaming and faculty acceptance of special

education teachers. The study, being exploratory in nature, opens up the following avenues for further research:

1. This study examined social acceptance and mainstreaming within four elementary schools. In order to confirm its findings it is recommended that the study be replicated using a larger setting.

2. The racial composition of the community in which the study was conducted was 99% Caucasian. It is recommended that future studies be conducted in a more culturally/racially diverse community.

3. Longitudinal studies should be conducted among pre-service special education teachers and pre-service regular classroom teachers at the college level to determine if their teacher preparation programs contribute to the formation of their perceptions of each other and of special children.

4. Additional studies should be conducted which investigate contributing factors in the backgrounds of certain regular classroom teachers who have positive attitudes toward special children.

5. This study revealed that when social relationships between special education teachers and regular classroom teachers were more positive, attitudes toward special children were more positive. Further social acceptance research should be conducted between other groups of teachers to

discover if social acceptance fosters other posi-
tive qualities in schools. Other groups of teach-
ers might be special area teachers (music, art,
physical education) and regular classroom teachers,
· regular classroom teachers within a grade level,
regular classroom teachers at different grade
levels, and teachers who are involved in transi-
tions from one school to another.

Overall Summary

The author of this study proposed that there was a
relationship between faculty acceptance of special education
teachers and successful mainstreaming. After thoroughly
searching for existing instruments that might evaluate
these two concepts, this author was forced to develop his
own instruments. There were, however, ten questions which
were borrowed from an existing mainstreaming evaluation
survey (Knoff, 1985).

Two instruments were developed that measured social
acceptance of special education teachers. One of these
was to be completed by the special education teachers them-
selves and one was to be completed by regular classroom
teachers. Another two instruments were developed which
evaluated the mainstreaming program of a school. Again,
one was designed for special education teachers and one
for regular classroom teachers. Twenty three teachers
from four elementary schools participated in the study.

They were asked to complete the previously mentioned instruments.

The data from the surveys was analyzed using correlational research methods. The surveys yielded thirteen highly correlated findings. A final analysis of findings, implications, and recommendations revealed highly pertinent information. Perhaps the most significant finding is that there were regular classroom teachers who had mainstreaming thrust upon them and who had negative attitudes toward special children and special education teachers. Findings such as this show the dire need for staff development in this area.

Based on the findings of this study, the following chapter is dedicated to staff development and the improvement of the mainstreaming climate of a school.

CHAPTER VI

STAFF DEVELOPMENT MODEL

Background

Throughout this study there is focus on staff development. The previous chapter, particularly the findings and discussion, highlight the critical need for staff development in the area of mainstreaming and social acceptance. Based on these salient findings, this chapter presents a detailed staff development model aimed at improving a school's mainstreaming climate.

This staff development project will be loosely based upon the framework of Bloom's Taxonomy (Butler, Markulis, and Strang, 1988; Bloom, 1956). This taxonomy is long-standing, yet still has currency in the field of education. This researcher believes it is particularly well suited for a staff project of this nature because of the three domains that are part of the taxonony. In Bloom's Taxonomy learning is classified under the following three domains:

(1) affective (or feeling)

(2) cognitive (or knowing)

(3) psychomotor (or doing)

The affective domain refers to the way and degree to which learners are sensitized to learning. This domain emphasizes a feeling, tone, or degree of acceptance or rejection of learning. The cognitive domain has to do with recall and recognition of knowledge and the development of intellectual abilities and skill. The psychomotor domain

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has to do with actually doing a task, often in a motoric sense. These three domains provide the backdrop for the development of this staff project. As teachers proceed through the project, new ideas and learning will be presented within the context of these domains.

This researcher will highlight the feeling or affective level of learning which is very often overlooked. Because some of the major findings of this study had to do with such things as social relationships, social acceptance, attitudes toward special education, and attitudes toward special children; the affective level could not be overlooked. In fact, it strikes at the very core of what this study is about.

In discussing the affective level of this staff development project, the role of the special education teacher cannot be stressed enough. Throughout this project the special education teacher should serve as a facilitator of mainstreaming. He or she should not only facilitate the practical things such as program planning, introducing special educational methods and materials, but also facilitating the social relationship between him/herself and the regular classroom teachers. The findings in this study indicate that there is a relationship between the social acceptance of the special education teacher and successful mainstreaming. This information suggests that the special education teacher should possess skill in building and cultivating social relationships. He/She

should have good social skills and human relation skills. These ideas really do make good sense. It makes sense that if a special education teacher and regular classroom teacher have not only a professional realtionship, but a friendly and social relationship; commmunication for mainstreaming will flow more readily.

This project is not meant to be a one time workshop, but rather is designed to take place over an entire school year. Hopefully, it will then become part of the ongoing life of a school.

This project requires a few prerequisite philosophical commitments on the part of the school staff. One such commitment, as mentioned earlier, is that the special education teacher be considered a facilitator or consultant for special education. This role will hopefully help to foster communication between regular classroom teachers and special education teachers. (This study found that when the level of communication was high, acceptance was also high).

Another philosophical commitment is that the principal, teachers, and students view children that are in special classes as also being part of an appropriate regular class. This commitment should lead to a sense of "joint ownership" or responsibility toward the special child, on the part of the regular and special education teacher. The special child should be included or mainstreamed into the regular class for whatever she/he can be successful at. This may

include, but not be limited to: academic subjects, specific units or topics of study, art, music, gym, library, lunch, recess, assemblies, films, and school trips. This commitment to "joint ownership" is another cornerstone upon which the various components of this staff development project will be built.

This project would be appropriate to use by any school that:

1) has a serious interest and commitment to improving its mainstreaming program.

2) is interested in improving attitudes/perceptions and communication between special education teachers and other teachers.

Goals of the Staff Development Project

A major goal of this staff development project is to familiarize the regular classroom teacher with the mainstreaming process and with some of the obstacles to mainstreaming, thus helping regular classroom teachers to be better prepared for mainstreaming. A second goal is to give the regular classroom teacher the opportunity to actually be involved in a very concrete way in the mainstreaming process.

A third goal is to improve the human relation skills and/or social skills of the faculty. This study highlights the importance of the social climate of the building. It seems that more positive social acceptance or social

relationships were associated with an atmosphere that was more favorable toward mainstreaming.

A fourth goal is to help regular classroom teachers become more aware of their attitudes toward children with special needs and to highlight the role that their attitudes can play in making mainstreaming more successful.

The Staff Development Project

Introduction

This staff development project is entitled "Successful Mainstreaming and the Role of Teachers (Special and Regular)" or Project SMART.

As mentioned previously, this staff development project is meant to take place over an entire school year and become an ongoing part of the life of the school. When this researcher speaks about the life of the school, he infers that a school is a living organism. In his mind all living organisms are constantly changing and learning new things. Learning is an essential component of living. As blood pressure and pulse are vital signs of the human organism so change and new learning are indicative of a school's vitality. Thus, this staff development project hopes to add new vitality to a school.

This project is outlined month by month starting in September, the beginning of the school year.

September

I. Pep Talk Faculty Meeting

In September two "Pep Talk Faculty Meetings" should

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be scheduled in order to kick off Project SMART. At these meetings the building principal should stress the value and importance of the school's mainstreaming program. He or she should let his own strong personal commitment to mainstreaming be known. The principal and staff should also discuss the philosophical commitments which were previously mentioned, namely:

1. The concept of "joint ownership"

    This concept implies that each child that is enrolled in a special class should also be included in a regular class for as many appropriate activities as possible.

2. The role of the special educator as resource person or facilitator for mainstreaming.

The principal should also outline the following components of the staff development project.

1. Course offerings in mainstreaming and special education. Each school should try to arrange inservice credit or college credit for courses which can be geared to the particular needs or interests of the staff. Instructors for these courses could be members of the staff, university sity faculty, or other professionals with expertise in special education or mainstreaming. Courses could be offered on site at the school or at other locations (colleges, universities, union sponsored teacher training centers, special schools, hospital

related child development centers). Credits earned from these courses should be applicable towards advancement on salary step and/or an additional degree. Some suggested course offerings (Appendix F) might be:

a. Methods for teaching the learning disabled in the regular classroom.

b. The expanding role of the regular classroom teacher in mainstreaming.

c. Methods and intervention strategies for teaching the emotionally disabled child in the regular classroom.

d. The Mainstreaming Process in our school.

e. Long and short term planning for the special child in the regular classroom: Individual Educational Plans.

f. Modifying the Curriculum for the special child.

g. Exceptional Children: An exploration of various handicappping conditions.

h. Successful methods and materials for educating all children: peer teaching, task analysis, whole language, cooperative learning, hands-on manipulatives.

i. Learning styles.

j. The team approach and collaboration for successful mainstreaming.

k. Building an effective team in our school.

l. Attiudes toward the handicapped.

m. Public policy, legislation and the handicapped.

n. The development of individualized educational programs (IEP's).

2. Once a month film/video discussion group luncheons. These film discussion groups could be scheduled more frequently depending on how they are received by the faculty. At these luncheons a film/video would be shown, the entire faculty would have lunch together, and discussion would be encouraged. There are several goals for these film discussion groups:

a. To increase knowledge of special educational techniques that are appropriate for the regular classroom teacher.

b. There are some excellent films that have to do with attitudes toward and acceptance of the handicapped. It is hoped that through seeing these films and discussing them that special children would be better received. (A list of appropriate films is included in Appendix I).

c. To increase the social contact of the staff by having them all come together for lunch.

Lunch options could vary depending on the staff and monies available.

a. Lunch could be provided.

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b. Teachers could bring their own lunch.

c. A "potluck" type lunch could be planned.

d. Dessert could be provided.

3. Another component of the staff development project would be to hold periodic meetings with the entire staff or with selective staff members. The purpose of these meetings would be to focus very specifically on actual mainstreaming issues facing the school. These meetings could be moderated by the building principal, the special education teacher, the director of special education, the school psychologist, or a parent of a special child. Some issues that could be addressed at these meetings are:

   a. Arranging to have each special child affiliated with a regular class.

   b. Collaboratively establishing goals and objectives for a specific special child in a team setting.

   c. Presenting specific special children in a case study format to the entire faculty. The faculty could then brainstorm and exchange ideas on what would be the best program for these children.

   d. Presenting a specific special child to the entire faculty and eliciting specific teaching

methods/materials that might benefit this
child.

    e. Discussing how special children are being
accepted.

4. A fourth component of the staff development project
to be presented at the initial "Pep Talk Faculty
Meeting" would be the idea of a teacher exchange
program. In this program, once a month the special
education teacher and a regular classroom teacher
would change places for a day. The tremendous
benefits of this exchange are listed as follows:

    a. For the special education teacher to see first
hand and keep in tune with what goes on in
regular classrooms at a variety of grade
levels. This is crucial to know when placing
special children in mainstream settings.

    b. For the regular classroom teacher to see first
hand what goes on in a special class. To
gain practical experience in teaching children
with a variety of handicapping conditions.
This will benefit the regular classroom teacher
when he or she is presented with similar chil-
dren for mainstreaming.

    c. To help narrow the bridge between special
education and regular education in a very
concrete way. To help all teachers realize
that "children are children" and that they

all have the same needs and respond pretty
much in the same way. Special education
teachers and regular education teachers should
gain confidence in role reversing and feeling
comfortable teaching all children.

    d. To give the special education teacher and
regular classroom teacher another opportunity
for intimately communicating and interacting.
This study indicates that closer relationships
between these two group of teachers creates
a more favorable climate for mainstreaming.

II. In September the special education teacher should
also host a reception or open house for the rest of
the faculty. The purpose of this open house would
be to:

1. Let the rest of the faculty know that there is
a resource person available to support them with
their mainstreamed special children.

2. Show that the doors of communication are open to
discuss children with learning difficulties.

3. Show regular classroom teachers some specific
techniques, materials, or equipment that might
benefit special children.

4. Give an opportunity for the special education
teacher and regular classroom teachers to get better
acquainted, in the hopes of fostering better social
relationships.

October

I.   Begin a course of study that is directly related to
       mainstreaming. A suggested course is, Course "A",
       "Collaboration for Successful Mainstreaming: Working
       Cooperatively" (Appendix F). The themes to be covered
       for the month are taken from the course outline (Appen-
       dix G).

       1. A team approach toward mainstreaming.

              a. In the spirit of P.L. 94-142.

              b. Shared decision making, in the best interest
                 of the child.

              c. Open and honest communication.

       2. The special education teacher: A major part of
          the team.

              a. The changing role of the special education
                 teacher.

              b. Professional skills required.

              c. The importance of positive interaction.

II.   Host a film/video discussion group luncheon. See
       suggested list of films/videos (Appendix I). Example:
       "Mainstreaming Special Students: A Shared Responsi-
       bility".

III. Hold "periodic meeting" with entire staff to assure
       that each special child is affiliated with a regular
       class.

IV. Teacher exchange program.

November

I.   Continuation of course entitled "Collaboration for

Successful Mainstreaming: Working Cooperatively".

Continue themes on course outline (Appendix G).

1. The regular classroom teacher: An essential part

of the team.

a. The expanding role of the regular classroom

teacher.

b. Good communication.

c. Attitudes toward the handicapped.

d. Attitudes toward special education teachers.

2. The parent: The heart of the team.

a. P.L. 94-142 and the parental role.

b. Encouraging parental participation and involve-

ment.

c. Handling parental anxiety.

II. Host a film/video discussion luncheon. See suggested

list of films/videos (Appendix I).

III. Hold a "periodic meeting" with entire staff to present

some special children in a case study format. Have

staff brainstorm and exchange ideas on methods,

programs, and placements.

IV. Teacher Exchange Program.

December

I.   Continuation of course entitled "Collaboration for

Successful Mainstreaming: Working Cooperatively".

Continue themes on course outline (Appendix G).

1. Other members of the team and their roles in the
   collaborative process.

    a. School administrator.

    b. School psychologist.

    c. Speech and languague therapist.

    d. Physical therapist, occupational therapist,
   adaptive physical education teacher.

    e. Other teachers who work with the child (music,
   art, physical education, library).

II. Host a film/video discussion (holiday) luncheon.
See suggested list of films/videos (Appendix I).

III. Hold a "periodic meeting" with entire staff. Arrange
to have the parents of a special child come and share
their feelings, experiences, and insights.

IV. Teacher Exchange Program.

January

I.   Begin a second course of study. A suggested course
is, Course "B", "The Expanding Role of the Regular
Classroom Teacher in Mainstreaming" (Appendix F).
The themes to be covered for the month are taken
from the course outline (Appendix H).

1. Defining attitudes toward special children.

    a. Acceptance of special children.

    b. Generating positive attitudes toward special
   children among other students.

II. Host a film/video discussion luncheon. See suggested
     list of films/videos (Appendix I).

III. Teacher Exchange Program.

February

I.   Continuation of course entitled, "The Expanding Role
     of the Regular Classroom Teacher in Mainstreaming".
     Continue themes on the course outline (Appendix H).

     1. Planning and preparing for the special child.

     2. Planning and implementing teaching strategies.

II. Host a film/video discussion luncheon. See suggested
     list of films/videos (Appendix I).

III. Hold a "periodic meeting" with entire staff to review
     how special children are being accepted (socially).

IV. Teacher Exchange Program.

March

I.   Continuation of course entitled, "The Expanding Role
     of the Regular Classroom Teacher in Mainstreaming".
     Continue theme indicated on the course outline
     (Appendix H).

     1. Knowing and utilizing support services and
        resources.

II. Host a film/video discussion luncheon. See suggested
     list of films/videos (Appendix I).

III. Hold a "periodic meeting" with entire staff to review
     success of mainstreamed placements and class
     affiliations.

IV. Teacher Exchange Program.

April

I. Continuation of course entitled, "The Expanding Role of the Regular Classroom Teacher in Mainstreaming". Continue with theme indicated on the course outline (Appendix H).

    1. Teaching special children individually and on a group basis.

II. Host a film/video discussion luncheon. See suggested list of films/videos (Appendix I).

III. Teacher Exchange Program.

May

I. Continuation of course entitled, "The Expanding Role of the Regular Classroom Teacher in Mainstreaming". Continue with theme indicated on the course outline (Appendix H).

    1. Evaluating the success of the mainstreamed child.

II. Host a film/video discussion luncheon. See suggested list of films/videos (Appendix I).

III. Hold a "periodic meeting" with entire staff to evaluate the staff development program and its impact on main streaming. Seek suggestions and projections for next year.

Summer

I. Offer courses of study over the Summer. See suggested list of course offerings (Appendix F).

II. Curriculum work based on suggestions and projections for next year.

Chapter Summary

This chapter is a description of a staff development model which focuses on improving the mainstreaming climate of a school. The model is entitled "Project SMART" (Successful Mainstreaming and the Role of Teachers). Prior to implementing the model, the following prerequisite philosophical commitments should be discussed with the staff:

1. The special education teacher role should be expanded so that the special education teacher will be considered a facilitator or consultant of special education.

2. The principal, teachers, and students should consider each child that is in a special class as also being part of an appropriate regular class. There should be a sense of "joint ownership" or responsibility toward the special child on the part of the regular and special education teacher.

This staff development model is not meant to be a one shot deal, but rather to take place over an entire school year and then to become part of the ongoing life of the school. There are four basic components to this model. These components are organized on a monthly basis. The four basic components include:

1. Course offerings in mainstreaming and special education. In-service or college credit should be offered for these courses. The courses should be applicable toward salary advancement and/or

an advanced degree. Courses should be designed
to meet the needs of the staff and the school.
A list of suggested courses is presented in Appendix
F.

2. Once a month film/video discussion luncheons.
   At these sessions the entire staff will gather
   for lunch and view a film/video pertaining to
   mainstreaming. The film should then be reviewed
   and discussed among faculty members. A list of
   suggested films/videos is found in Appendix I.

3. Periodic meetings with the entire staff or selective
   staff members. The main purpose of these meetings
   is to address actual mainstreaming issues facing
   the school.

4. A teacher exchange program between the special
   education teacher and the regular classroom teacher.
   In this program, once a month the special education
   teacher and a regular classroom teacher would
   exchange classrooms. This exchange program has
   numerous benefits which were discussed at length.

APPENDIX A

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SOCIAL ACCEPTANCE SURVEY

FOR

SPECIAL EDUCATION TEACHERS

Instructions

Your responses to this questionnaire will be anonymous. Please answer the questions as honestly as possible. Indicate your answer with a check mark—or circle the appropriate answer.

Identifying Data

Sex: M_ F_
Age: __
Areas of Teacher Certification: _____
Number of years teaching: ___
Highest Degree attained (circle one): BA   MA   MA+30   MA+60   Doctorate

1. To a certain degree I feel isolated in my school building because I teach special education.

    ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

2. Regular teachers could be more accepting of special children in my building.

    ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

3. Special education teachers are thought to be "different."

    ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

4. Special education teachers are thought to be in their own little world.

    ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

5. Special education teachers are often held responsible for their students' actions by other teachers.

    ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

6. Other teachers resent the so-called special treatment that special education teachers receive. (For example, smaller class size and teacher aides.)

    ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

7. Often times other teachers believe that special education teachers take on the qualities of their children. (slow, spacey, etc.)

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

8. Special education teachers have a more difficult time socializing with the rest of the staff.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

9. I would feel a little uneasy teaching "normal" children in the regular classroom.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

10. I feel like a second class citizen in my school.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

11. Other teachers believe that students in special education classes do not make very much academic progress.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

12. I feel accepted socially in my building.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

13. At times, when my class is included in special school activities (field trips, assemblies, etc.), they are a source of annoyance to others.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

14. In my opinion, a more friendly relationship between the special education teacher and the regular classroom teacher helps to facilitate the mainstreaming process.

  ☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

15. I spend the majority of my lunch hours eating

  A. in the faculty room
  B. in my classroom
  C. out of school

16. I usually have lunch

  A. by myself
  B. with another teacher
  C. with a few other teachers
  D. with many other teachers

Please answer questions 16 through 21 by placing a number in the space provided.

17. Approximately how many retirement parties did you attend last year? _____

18. Please estimate the number of faculty celebrations that you attended last year. (Breakfasts, lunches, desserts, etc.) _____

19. How many members of your school faculty do you socialize with after school? _____

20. How many times were you invited to go out to lunch by another faculty member last year? _____

21. Last year, how many times did you invite another faculty member to go out to lunch? _____

22. When a stressful situation arises on the job, how many teachers do you feel comfortable enough with to share your feelings? _____

23. Do you have "morning coffee" or a "coffee break" at school?

    Yes ☐   No ☐

24. Do you spend this "coffee break" time with other faculty members?

    Yes ☐   No ☐

APPENDIX B

MAINSTREAMING EVALUATION SURVEY

FOR

SPECIAL EDUCATION TEACHERS

Please fill-in the chart below with the appropriate numbers.

School Year:	1989-1990	1988-1989	1987-1988	1986-1987	1985-1986	
Class size-# of students in class						
Of these students, how many were mainstreamed into at least one academic subject						
To the best of your knowledge, of these mainstreamed students, how many were capable of remaining mainstreamed in that subject for at least three years						
Of these students mainstreamed for one academic period, how many went on to spend more time in the mainstream						

Please think of the last child that you mainstreamed and answer questions 1 through 7 about that child. Check the appropriate response.

1. This child was able to keep up with academic assignments (i.e., reports, research projects, etc.).

   ☐ Agree ☐ Don't Know ☐ Disagree

2. This child was able to pass tests in his/her mainstream class.

   ☐ Agree ☐ Don't Know ☐ Disagree

3. This child was honestly able to get a passing grade on his/her report card at the end of the term.

   ☐ Agree ☐ Don't Know ☐ Disagree

4. This child had difficulty relating and socializing with his/her peers in the mainstream class.

   ☐ Agree ☐ Don't Know ☐ Disagree

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5. I saw this child develop friendships with children in his/her mainstream class.

☐ Agree   ☐ Don't Know   ☐ Disagree

6. This child's mainstream teacher and I had adequate time to communicate about how this child was doing in the mainstream.

☐ Agree   ☐ Don't Know   ☐ Disagree

7. In my opinion, mainstreaming turned out to be a successful experience for this child.

☐ Agree   ☐ Don't Know   ☐ Disagree

Please answer the remainder of the survey from your general experience with mainstreaming. Check the appropriate responses—or circle the appropriate answer.

8. When the time comes to mainstream a child into a "regular" teacher's class, I have negative feelings about adding another child to that teacher's class list.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

9. When the time comes to mainstream a child, I first seek out a teacher with whom I have a good rapport.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

10. When the time comes to place a child in the mainstream, I go down the list of teachers at the appropriate grade level and assign the child to the first teacher, then the second teacher, the third teacher, etc.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

11. When the time comes to mainstream, I try to match personalities and learning/teaching style of the child and teacher.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

12. It is difficult to find a mutually convenient time to meet with regular classroom teachers to discuss mainstreaming progress.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

13. Regular classroom teachers are not very willing to attend meetings concerning children mainstreamed in their classes (IEP Conference, Building Team, etc.).

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

14. Regular classroom teachers are in need of some type of preparation/training to participate in the IEP process (writing goals, conferring with parents).

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

15. I find regular classroom teachers willing and readily available to conference with parents concerning children mainstreamed in their classes.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

16. Parents of special children are overanxious about mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

17. I believe that college teacher preparation programs do not adequately prepare regular classroom teachers to handle mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

18. I feel that my school district has not adequately prepared regular classroom teachers to handle mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

19. I feel that extra incentives should be provided to regular classroom teachers who assume the responsibility of mainstreaming a child.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

20. Parents of special children are in need of some type of education about mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

21. Regular classroom teachers have positive feelings about receiving additional students for mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

22. I feel that my building principal could be more supportive of mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

23. In general, once a child has been mainstreamed I find parents to be

    A. very supportive
    B. a hindrance
    C. indifferent
    D. other _____

24. In general, the attitude of regular children to the children in the special class is

   A. accepting
   B. insensitive/cruel
   C. indifferent
   D. condescending
   E. other _____

25. If a regular classroom teacher is initially approached about the possibility of mainstreaming and is not receptive, I

   A. continue to try to encourage the teacher
   B. drop that teacher and go to another
   C. consult with principal
   D. other _____

26. Once a child has been mainstreamed, I generally meet with the regular classroom teacher

   A. daily
   B. weekly
   C. monthly
   D. other _____

27. How many teachers in your building have asked if you had any students to mainstream into their class? (Please indicate number) ____

APPENDIX C

SOCIAL ACCEPTANCE SURVEY

FOR

REGULAR CLASSROOM TEACHERS

Instructions

Your responses to this survey will be anonymous. Please answer the questions as honestly as possible. Indicate your answer with a check mark—or circle the appropriate answer.

Identifying Data

Sex: M_ F_
Age: ___
Areas of Teacher Certification: _____
Number of credits in Special Education: ___
Number of years teaching: ___
Highest Degree attained (circle one): BA   MA   MA+30   MA+60   Doctorate

1. I consider my relationship with the special education teacher in my building to be very friendly.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

2. I have little to do with the special education teacher in my building.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

3. Special education teachers tend to be very involved in their own little world.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

4. Special education teachers tend to be cliquish.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

5. If the special education teacher in my building was going through a stressful situation, I feel that we have a close enough relationship that he/she would share his/her feelings with me.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

6. In my opinion, a more friendly relationship between the special education teacher and regular classroom teacher helps to facilitate the mainstreaming process.

   ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

7. Once children are placed in special education, I rarely see them return to the regular class.

   ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

8. Too many children are returning to the mainstream (regular class) that should not be.

   ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

9. It is the responsibility of the special education teacher to monitor his/her students' behavior throughout the building.

   ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

10. Currently, so much attention is being placed on special children that the "normal" and gifted children are overlooked.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

11. Special education receives too much "special treatment" such as small class size, teacher's aides, double sources of monies for materials, etc.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

12. After a while, special education teachers begin to take on the qualities of their students. (slow, spacey, etc.)

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

13. Special education teachers have a more difficult time socializing with the rest of the staff.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

14. I feel a little uneasy teaching special education children when they are mainstreamed into my class.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

15. Students in special education do not make very much academic progress.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

16. From your building experience special education teachers tend to be different socially.

    ☐Strongly Agree   ☐Agree   ☐Don't Know   ☐Disagree   ☐Strongly Disagree

17. When I run into problem situations with special children I wish that the special education teacher was present.

☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

18. At times, I find including a special education class in special school activities (school assemblies, field trips, etc.) a source of annoyance.

☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

19. I see the special education teacher in my building

    A. a couple of times a day
    B. daily
    C. weekly
    D. monthly
    E. hardly ever

20. In general, I talk with the special education teacher in my building

    A. a couple of times a day
    B. daily
    C. weekly
    D. monthly
    E. hardly ever

21. I have lunch with the special education teacher in my building

    A. daily
    B. once a week
    C. once a month
    D. hardly ever

22. I believe most of the time the special education teacher in my building eats his/her lunch

    A. in the faculty room
    B. In his/her classroom
    C. out of school

23. Approximately how many faculty members do you socialize with after school? (Please indicate number.) ___

24. Do you socialize with the special education teacher in your building after school?

    Yes ☐
    No ☐

25. Do you ever go out to lunch on school days?

    Yes ☐
    No ☐

26. Last year, did the special education teacher in your building ever invite you to go out to lunch?

Yes ☐
No ☐

27. Last year, did you ever invite the special education teacher to go out to lunch?

Yes ☐
No ☐

28. When a stressful situation arises on the job, how many teachers do you feel comfortable enough with to share your feelings? (Please indicate number.) ____

29. Do you have "morning coffee" or a "coffee break" at school?

Yes ☐
No ☐

30. Do you spend this "coffee break" time with the special education teacher?

Yes ☐
No ☐

APPENDIX D

MAINSTREAMING EVALUATION SURVEY

FOR

REGULAR CLASSROOM TEACHERS

Please fill-in the chart below with the appropriate numbers.

School Year	1989-1990	1988-1989	1987-1988	1986-1987	1985-1986
Number of special children mainstreamed into your class for at least one academic subject					
Of those children, how many went on to be mainstreamed for additional time in your class					
Of those children identified in the first question, how many were able to achieve academic objectives that you would normally expect from your students. (Passing grades on tests and report cards)					
Of those children identified in the first question, how many were able to attain a "normal" level of behavior. (Positive social interaction, class participation.)					
Of those children identified in the first question, how many were able to successfully continue mainstreaming at the next grade level?					

Please think of the last child that was mainstreamed into your class and answer questions 1 through 7 about that child. Check the appropriate response—or circle the appropriate answer.

1. This child was able to keep up with academic assignments (i.e. reports, class work, homework, special projects, etc.).

    ☐ Agree   ☐ Don't Know   ☐ Disagree

2. This child was able to pass tests.

    ☐ Agree   ☐ Don't Know   ☐ Disagree

3. This child was honestly able to get a passing grade on his/her report card at the end of the term.

   ☐ Agree ☐ Don't Know ☐ Disagree

4. This child had difficulty relating to and socializing with his/her peers.

   ☐ Agree ☐ Don't Know ☐ Disagree

5. I saw this child develop friendships with children in my class.

   ☐ Agree ☐ Don't Know ☐ Disagree

6. This child's special education teacher and I had adequate time to communicate about how this child was doing in the mainstream.

   ☐ Agree ☐ Don't Know ☐ Disagree

7. In my opinion, mainstreaming turned out to be a successful experience for this child.

   ☐ Agree ☐ Don't Know ☐ Disagree

Instructions

Please answer the remainder of the survey from your general experience with mainstreaming. Check appropriate responses—or circle the appropriate answers.

1. I feel I have adequate training and background to teach children with handicapping conditions.

   ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

2. I believe my school district has provided adequate in service for the regular classroom teacher to receive mainstreamed special education students.

   ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

3. I believe my college teacher preparation program adequately prepared me to accept special education students into my classroom.

   ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

4. In general, before receiving a special child into my class for mainstreaming, I have received adequate background from the special education teacher and school psychologist.

   ☐ Strongly Agree ☐ Agree ☐ Don't Know ☐ Disagree ☐ Strongly Disagree

5. To initiate mainstreaming into my class I have approached the special education teacher and informed him/her of my willingness to accept special children.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

6. In general, I feel my class size has been too large to accept special children for mainstreaming.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

7. I feel the manner in which regular classroom teachers are chosen to mainstream special children is not equitable.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

8. I see only certain teachers being asked (repeatedly) to mainstream special children in their classes.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

9. I am usually aware of general special education meetings that are held within the school district which might be helpful in mainstreaming.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

10. I usually attend general special education meetings that are held with in the school district.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

11. I have attended out-of-district conferences or workshops pertaining to mainstreaming.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

12. I have found the special education teacher readily available for assistance and consultation in helping to make mainstreaming successful.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

13. I have found the school psychologist readily available for consultation in helping to make mainstreaming successful.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

14. It is difficult to find a mutually convenient time to meet with supportive staff (principal, psychologist, special education teacher, speech therapist, etc.) to discuss mainstreaming progress.

☐ Strongly Agree   ☐ Agree   ☐ Don't Know   ☐ Disagree   ☐ Strongly Disagree

15. I find it difficult to find the time to attend meetings concerning students mainstreamed in my class.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

16. It is difficult to find the time to confer with parents of mainstreamed students.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

17. I find it a little uneasy conferring with parents of mainstreamed students.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

18. I am fully aware of the Individual Educational Plan (IEP) process.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

19. I feel confident in writing goals and objective for IEPs.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

20. I find it burdensome to be involved in writing IEPs and attending IEP conferences.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

21. Parents of special children are in need of some type of education about mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

22. I have a positive feeling about receiving additional mainstreamed students from special education.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

23. Under normal conditions, the regular classroom teacher feels imposed-upon to help special education students.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

24. The regular classroom teacher feels he/she has the responsibility to help special education students.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

25. Special education services seem to adequately provide academic help for the handicapped and do not need to be changed.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

26. Special education classes have proved to be more effective than regular classes for handicapped students.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

27. If special education classes were phased out, regular classroom teachers would be willing to accept special education students into their classrooms.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

28. A child becomes socially isolated or rejected by peers when placed in special education.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

29. Regular education students are educationally harmed when special education students are in the regular classroom.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

30. In my school, regular and special education teachers talk informally about special education problems.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

31. I am fully aware of the State and Federal special education laws and their contents.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

32. I am fully aware of my legally mandated responsibilities when participating in a building team or CSE (COH) meeting.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

33. I feel that my building principal could be more supportive of mainstreaming.

☐Strongly Agree ☐Agree ☐Don't Know ☐Disagree ☐Strongly Disagree

34. Ideally, once a special child has been placed in a regular class for mainstreaming, it is necessary to meet with the special education teacher

    A. daily
    B. weekly
    C. monthly
    D. not necessary
    E. other _____

35. Once mainstreaming has begun I find myself meeting with the special education teacher.

    A. daily
    B. weekly
    C. monthly
    D. not necessary
    E. other _____

36. In general, once a child has been mainstreamed into my class I have found parents to be

    A. very supportive
    B. a hindrance
    C. indifferent
    D. other _____

LETTER OF INTRODUCTION

Dear Colleague,

As you probably know, I am a special education teacher at Robbins Lane School. I am also a graduate student at the University of Massachusetts, in Amherst. The subject of my doctoral research is: "The Relationship Between Faculty Acceptance of Special Education Teachers and Successful Mainstreaming Programs".

As part of this study, I am surveying special education Teachers and regular classroom teachers in our school district that have been involved with mainstreaming. Therefore, you are being asked to fill out two surveys. One of the surveys has to do with social acceptance of special education teachers and the other is an evaluation of your buildings' mainstreaming program. The information from these surveys will be used in my dissertation. Your responses to the survey questions will remain completely anonymous and you will not be identified in the study. The findings of this study will be shared with you and organized into a staff development project. I am hoping that they will help to facilitate the mainstreaming process in our district.

Thank you for your participation in my research.

Sincerely,

Sal DeLuca

APPENDIX F

LIST OF SUGGESTED COURSE OFFERINGS

a. Collaboration for successful mainstreaming: Working cooperatively.

b. The expanding role of the regular classroom teacher in mainstreaming.

c. Methods and intervention strategies for teaching the emotionally disabled child in the regular classroom.

d. The Mainstreaming Process in our school.

e. Long and short term planning for the special child in the regular classroom: Individual Educational Plans.

f. Modifying the Curriculum for the special child.

g. Exceptional Children: An exploration of various handicapping conditions.

h. Successful methods and materials for educating all children: peer teaching, task analysis, whole language, cooperative learning, hands-on manipulatives.

i. Learning styles.

j. Methods for teaching the learning disabled in the regular classroom.

k. Building an effective team in our school.

l. Attitudes toward the handicapped.

m. Public policy, legislation and the handicapped.

n. The development of individualized educational programs (IEP's).

OUTLINE OF COURSE "A"

Course Title: "Collaboration for Successful Mainstreaming
- Working Cooperatively".

I.   A team approach toward mainstreaming.

    a. In the spirit P.L. 94-142.

    b. Shared decision making, in the best interest
       of the special child.

    c. Open and honest communication.

II. The special education teacher: A major part of the
    team.

    a. The changing role of the special education
       teacher.

    b. Professional skills required.

    c. The importance of positive interaction.

III. The regular classroom teacher: An essential part
    of the team.

    a. The expanding role of the regular classroom
       teacher.

    b. Good communication.

    c. Attitudes toward the handicapped.

    d. Attitudes toward special education teachers.

IV. The parent: the heart of the team.

    a. P.L. 94-142 and the parental role.

    b. Encouraging parental participation and
       involvement.

    c. Handling parental anxiety.

V.   Other members of the team and their roles in the
     collaborative process.

     a. School administrator.

     b. School psychologist.

     c. Speech and language therapist.

     d. Physical therapist, Occupational therapist,
        Adaptive physical education teacher.

     e. Other teachers who work with the child (music,
        art, physical education, library).

Course title: "The Expanding Role of the Regular Classroom
Teacher in Mainstreaming".

I.   Defining attitudes toward special children.

.   a. Acceptance of special children.

         b. Generating positive attitudes toward special

            children among other students.

II. Planning and preparing for the special child.

III. Planning and implementing teaching strategies.

IV. Knowing and utilizing support services and

     resources.

V.   Teaching special children individually and on

     a group basis.

VI. Evaluating the success of the mainstreamed child.
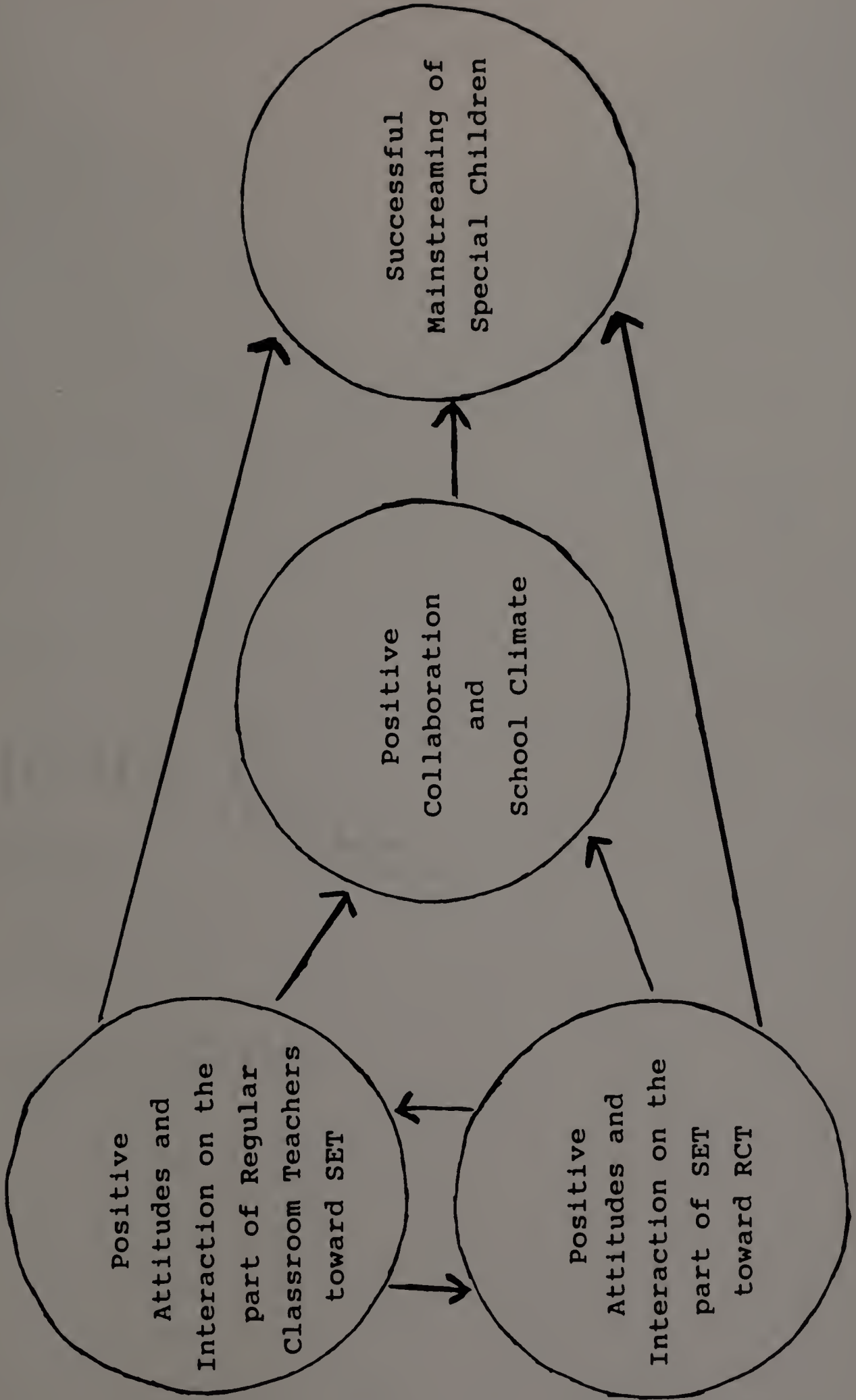
LIST OF SUGGESTED FILMS AND VIDEOS

1. "A.B.C.'s of Learning Disabilities", produced by Carolyn Trice.

2. "And Then Came John: A Triumph Over Down's Syndrome", produced by Scott Andrews.

3. "Collaboration: Cooperative Efforts Helping Special Needs Students", produced by Gale Tobin.

4. "How Difficult Can This Be - L.D. Workshop (F.A.T. City)", produced by Eagle Hill School.

5. "I am Not What You See", produced by Canadian Broadcasting Corporation.

6. "Learning: A Matter of Style", produced by ASCD.

7. "Learing Disabilities: A Common Sense Approach", produced by Yon Klempner and Danny Jones.

8. "Learning Disability: A Family Crisis", produced by Yon Klempner and Danny Jones.

9. "Lily: A Girl Like Me", produced by Jean Garret.

10. "The Machine that Changed the World: The Paperback Computer", produced by Jon Palferman.

11. "Mainstreaming in Action", produced by Ellen Barnes.

12. "Mainstreaming Special Students: A Shared Responsibility", produced by John Bardwell.

13. "Managing the Child with Social and Emotional Difficulties", produced by Vincent Roccasalvo.

14. "The Nature and Needs of the Special Education Student", produced by Mona Mendes.

15. "Students with Handicapping Conditions: Expectations and Success", produced by Nancy Pline.

16. "Teaching the Exceptional Child in the Regular Classroom", produced by Heather Wood.

These films and videos are available through the Nassau County Board of Cooperative Educational Services, Special Education Teacher Training Center.

APPENDIX J

THE DeLUCA THEORY OF MAINSTREAMING SUCCESS

Positive Attitudes and Interaction on the part of Regular Classroom Teachers toward SET

Positive Attitudes and Interaction on the part of SET toward RCT

Positive Collaboration and School Climate

Successful Mainstreaming of Special Children

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