

**PARENTS' KNOWLEDGE AND ATTITUDES
OF INCLUSIONARY EDUCATION**

MASTER'S PROJECT

**Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education**

by

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Approved by:

Official Advisor

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CHAPTER I

INTRODUCTION

Purpose for the Study

Since inclusive programs are a relatively new phenomenon this question has become highly debatable. Stainbeck, Stainbeck and East (1994) states the goal of inclusion in schools is to create a world in which all people are knowledgeable about and supportive of all other people and that goal is not achieved by some false image of inclusion.

According to Green and Shinn (1994) parents who oppose inclusion or regular classroom integration seem to be satisfied with the special education services their child is currently receiving. Parents are unaware of the constant changes being made regarding their child's education and therefore, may be reluctant to change regardless of the basis for their decisions.

According to Kirk and Gallagher (1979) parents have moved from a position in which they were considered to be the child's problem are now a part of the educational process in planning for their child's education. Green and Shinn (1994) believe those parents in favor of

inclusion are typically supportive of reintegrating atypical students with disabilities back into the regular classroom for instructional purposes. Parents who support inclusion seem to do so based on improved academic performance and social integration of their child's self-concept and exposure to typical peer models (Simpson and Myles, 1989).

The Education for All Handicapped Children Act of 1975 (P.L. 94-142) require that parents of children with disabilities be involved in the educational decision making and in the planning of the child's special education program (Burggraf, 1979). This has let parents take a stand, either one way or another, supporting their child's education.

The purpose of this study is to address parent knowledge and attitude issues of multiple handicapped children in depth. A Parent Survey will determine the correlation between existing relationships on the effects of inclusion.

Problem Statement

Parents with children who have multiple handicaps have concerned themselves with placing their child in the LRE, Least Restrictive Environment, where "satisfactory achievement" can be

achieved. Fuchs, Fuchs, & Fernstrom (1992) define satisfactory achievement as occurring when a special education student performs as well academically as other students in the general education classroom. This leads parents to believe LRE may or may not be the answer for ALL multiple handicapped students.

To date, parents of multiple handicapped children have had little input regarding inclusion. This study will determine if there is a correlation between parent knowledge and attitudes of inclusionary programs.

The following questions will be investigated:

1. What is the perceived level of knowledge parents of students with multiple handicaps have regarding an inclusionary classroom?
2. What is the perceived attitudes of parents of students with multiple handicaps who are taught in inclusionary classrooms?
3. What is the relationship between perceived knowledge and attitudes of parents of students with multiple handicaps in inclusionary classrooms?

Limitations

The limitations in this study are as listed:

1. Inclusion in the Allen County area is taught in a variety of ways - team teaching, full inclusion with the regular ed. teacher, use of peer tutoring, and no inclusion.
2. Allen County withdrew their support after objections were made by their supervisor.
3. Some aides may accompany the special ed. teacher to the regular ed. classroom offering additional assistance.
4. Both special ed. and regular ed. teachers have developed their own opinions regarding inclusion which can make successful or unsuccessful programs.
5. Teaching styles will differ from one teacher to another.

Definitions

Attitude is a feeling towards something. A positive attitude may be indicated by an individual's enthusiasm while a negative attitude may be indicated by an individual's frustration or anger (P. Heller, M. Padilla, B. Hertel and R. Olstad, 1988).

Inclusion provides all students, including those with significant disabilities, equitable opportunities to receive effective academic

and educational services, with needed supplementary aids and support services, in age-appropriate classes in their neighborhood schools, in order to prepare students for productive lives as full members of society (Lipsky and Gartner, 1995).

Knowledge is what one knows; all that is or may be known; a range of information one is given (Webster's Dictionary, 1992).

Satisfactory Achievement occurs when a special education student performs as well academically as other students in the general education classroom (Fuchs, Fuchs, & Fernstrom, 1992).

CHAPTER II

REVIEW OF RELATED LITERATURE

Inclusion is a relatively new phenomenon and parental knowledge and attitudes are rarely considered. This chapter reviews literature regarding parents knowledge, attitudes, and perceptions of learning disabled, mildly handicapped, emotionally disturbed and behaviorally disabled children.

According to Rodden-Nord, Good & Shinn (1992) the consensus appears to be that too few special education students are returned to the regular classroom for academic instruction. Allen (1989) stated Gartner and Lipsky (1987) reported that in their sample of 26 large cities, fewer than 5% of the students in special education return to general education annually.

Green and Shinn (1994) conducted a survey addressing parents with children who were in a special education resource room less than half a day and had an IEP objective in reading. All students were eligible for special education services under the funding category "learning disabilities" and received services for an average of 3.1 years.

Parents' satisfaction with special education services their

children were currently receiving were examined. All 21 parents who responded to the survey questionnaire appeared to be very satisfied, giving the two most positive responses (4's and 5's on a 5 point Likert scale).

The same parents perceptions were examined about reintegrating their children into the regular classroom for reading instruction. Parents expressed reluctance to return their child to the regular classroom. Over half of the total group (52%) gave the most negative response.

10 parents whose children would continue to receive resource room services reported strongly that it would not help their child to be placed in the regular classroom for reading instruction.

Mylnek, Hannah, and Hamlin (1982) surveyed 300 parent members of advocacy organizations for children with behavior disorders, learning disabilities, and mental retardation regarding their attitude towards classroom integration. 159 parents (53%) returned the survey. The return rate by disability was 61% for parents of the mentally retarded, 58% learning disabled, and 40% for the emotionally disturbed.

Results revealed that parents of children with learning

disabilities were significantly more positive toward integration than were parents whose children were mentally retarded or emotionally disturbed. 63.5% of learning disabled children surveyed was placed in regular education for the majority of the school day as opposed to 0% of the mentally retarded and 21.9% emotionally disturbed. The difference in reaction may be attributed to parents of the learning disabled having more experience with integrated programs. Parents may have been more familiar with the procedure therefore, feeling more comfortable supporting this practice.

In contrast, parents of the mentally retarded and emotionally disturbed children have had less experience with integration and may be skeptical of the procedure. Historically these parents have worked very hard to obtain special schools and classes for their children and may be reluctant to support new educational procedures.

Simpson and Myles (1989) conducted a study to determine which educational modifications would facilitate parents acceptance of full-time inclusion for their elementary-age children with educable mental handicaps, behavior disorders, or learning disabilities. The most significant finding was 76% of the parents of children with

educatable mental handicaps, behavior disorders, and learning disabilities supported full-time inclusion of their children based upon their own inclusion recommendations. These recommendations included direct services, smaller class size, more paraprofessionals, and the availability of other support personnel such as school psychologists. In contrast, if these recommendations were not fulfilled, only 25% of the parents were willing to support full-time inclusion.

Lowenbraun, Madge, & Affleck (1990) asked parents of mildly handicapped students if less restrictive options were available would they perceive a regular classroom placement beneficial for their child. Parents of nonhandicapped students were asked if they feel satisfied with their children's current academic and social progress in the integrated classroom. There were no significant differences between special education parents (87.8%) and general education parents (83.1%) positive ratings being satisfied or very satisfied with their child's academic and social progress.

Parents who support inclusion do so based on social integration and academic performance. Bates, West, and Schnerl (1977) reported that 69% of parents with mildly handicapped children surveyed

preferred an integrated program for their children believing it improves self-concept and "normalization" (Simpson & Myles, 1989).

CHAPTER III

METHODOLOGY

Population and Sample

During the 1995 - 1996 school year approximately 63 students with multiple handicaps in grades K - 12 attended school in a regular public school setting in the Allen County area. The sample consisted of 25 elementary multiple handicapped students in grades K - 6. 7 students attended an inclusionary classroom at least part of the day while 18 students were taught in a separate special education classroom.

The first group of parents have multiple handicapped children who attended an inclusionary classroom at least part of the day where students engage in regular educational academics. The second group of parents have multiple handicapped children who attended a separate special education classroom for academics and life skills.

Design

A combination of descriptive and correlational research was used for this study.

Data and Instrumentation

The data was generated from a Parent Survey questionnaire

consisting of a series of questions using a 5 point Likert Scale. A two part instrument was developed to collect data. Part I addressed parent knowledge of inclusionary programs and part II addressed parent attitudes of inclusionary programs. The instrument reflects two surveys. Dill (1983) measured knowledge, attitudes and teaching practices of Public Law 94-142 and a study conducted by Mylnek, Hannah, and Hamlin (1982) studied parents perceptions regarding mainstreaming.

The content validity was established by mailing a Parent Survey to a jury of experts by April 22, 1996 asking for their approval. See Appendix A.

The reliability of the Parent Survey was based upon the amount of questionnaires returned. Parent Surveys, Appendix B, were given to ten parents chosen at random to pilot test the questionnaire. All ten parents were not a part of the sample group. The reliability coefficient was determined by the Chromach Bach Alpha = .86.

A cover letter was sent to all Allen County superintendents May 27, 1996 requesting permission to conduct the study within their elementary schools. See Appendix C. A list of multiple handicapped students parents names and addresses grades K - 6 was provided by

each individual district. Upon approval, the questionnaire was mailed directly to the parents homes no later than May 28, 1996. If there was no response a second questionnaire was sent on June 3, 1996. See Appendix D. A third attempt was not needed to establish a sample of non-respondents.

Once the Parent Survey questionnaires were returned, data analysis was prepared by the University of Dayton.

Analysis

Data analysis was conducted by the Educational System Change Project in the Department of Teacher Education at the University of Dayton. Descriptive statistics were used to summarize the data. Pearson Product Moment Correlations was used to show any existing relationships between parent knowledge and attitudes of inclusion.

CHAPTER IV

RESULTS

Table 1

Education Level of Mothers

<u>Grade Level</u>	<u>n</u>	<u>%</u>
10	1	8
11	2	14
12	9	64
High School	2	14
Higher Education	0	0
Total	14	100

Table 1 shows the educational level for mothers of students with multiple handicaps. Nearly two thirds (64%) attended the twelfth grade. Equal proportions (14%) had attended the eleventh grade and graduated from high school. The remaining eight percent only attended the tenth grade. None of the mothers had attended institutions of high learning.

Table 2

Education Level of Fathers

<u>Grade Level</u>	<u>n</u>	<u>%</u>
2	2	14
8	2	14
11	1	7
12	7	51
High School	1	7
Higher Education	1	7
Total	14	100

Table 2 shows the educational level for fathers of students with multiple handicaps. Slightly over one half (51%) attended the twelfth grade. Equal proportions (14%) attended the second and eighth grades. Similarly, equal proportions (7%) attended eleventh grade, graduated from high school and one (7%) attended an institution of higher learning.

Table 3

Special Education Services Received By Mothers

	<u>n</u>	<u>%</u>
Yes	5	42
No	7	58
Total	12	100

Table 3 indicates 42 percent of the mothers received special education services while receiving an education and 58 percent received no special education services.

Table 4

Special Education Services Received By Fathers

	<u>n</u>	<u>%</u>
Yes	4	33
No	8	67
Total	12	100

Table 4 indicates one third (33%) of the fathers received special education services while receiving an education and 67 percent received no special education services.

Table 5

Mothers Ages

<u>Age</u>	<u>n</u>	<u>%</u>
21-29	2	17
30-39	4	50
40-49	4	33
Total	12	100

Table 5 shows half (50%) of the mothers surveyed range between the ages of 30-39. One third (33%) of the mothers are between the ages of 40-49 while the remaining 17 percent are between the ages of 21-29.

Table 6

Fathers Ages

<u>Age</u>	<u>n</u>	<u>%</u>
30-39	5	42
40-49	6	50
Over 50	1	8
Total	12	100

Table 6 shows half (50%) of the fathers surveyed range between the ages of 40-49. 42 percent are between the ages of 30-39 while only eight percent of the fathers are over 50 years of age.

Table 7

Parental Knowledge Of Inclusion

	<u>n</u>	<u>%</u>
Inadequate Knowledge	13	93
No Knowledge	1	7
Total	14	100

MEAN = 11.21

Table 7 shows 93 percent of the parents feel they have inadequate knowledge of inclusion and seven percent have no knowledge of inclusion whatsoever.

Table 8

Parental Attitudes Of Inclusion

	<u>n</u>	<u>%</u>
Strongly Agree	1	7
Agree	11	79
Unsure	2	14
Total	14	100

MEAN = 46.29

Table 8 shows over three fourths (79%) of the parents surveyed agree with the concept of inclusion services and one parent (7%) strongly agreed. Consequently, two parents (14%) are unsure about inclusion or if these services should exist.

Table 9

Correlation Analysis Between Knowledge and Attitudes

<u>Variable</u>	<u>n</u>	<u>%</u>
Knowledge	14	.41
Attitude	14	.16

Significant = .16

The Pearson Correlation in Table 9 shows a high non significant correlation between the variables of knowledge and attitudes.

Table 10

Parent Responses to Questions Regarding Knowledge of Inclusion

<u>Survey Statement</u>	<u>Mean</u>
Multi Handicapped Receive Services	4.27
Law Requires Parents To Be Involved	4.00
Inclusion Should Not Take Place	3.87
Least Restrictive Environment	3.86
Children May Receive Inclusion	3.80
Instruction Can Be Changed	3.73

* Responses are based on a 5 point Likert Scale, where
1 = No Knowledge 2 = Inadequate Knowledge 3 = Adequate
Knowledge
4 = Substantial Knowledge 5 = Extensive Knowledge.

Table 10 shows the respondents surveyed have substantial knowledge of Law 94-142 and their rights as parents and students with multiple handicaps may receive inclusionary services for academic instruction in the regular education classroom.

Respondents also agree classroom instruction can be altered to meet the needs of students with multiple handicaps and related services such as speech, physical therapy, occupational therapy, are to accomodate the student while attending inclusion.

Table 11

Parent Responses to Questions Regarding Attitudes of Inclusion

<u>Survey Statement</u>	<u>Mean</u>
All Parents Should Have Knowledge	4.67
I Feel Comfortable With Current Placement	4.47
Develop Positive Attitudes Toward Peers	4.13
Handicapped Participate With Non	4.07
Cope With Real World Better	3.80
Positive Attitudes Towards Work/School	3.67
Multi Handicapped Served In Separate Class	3.27
Inclusion Is Not Very Practical	3.13
Placement In Least Restrictive	3.00
Teacher Does Not Have Time	2.93
Multi Handicapped Seen As Different	2.67
Multi Handicapped Happier In Regular Class	2.53
Regular Ed. Treats Students As Special	2.20
Only Special Ed. Are Aware Of Needs	1.87

* Responses are based on a 5 point Likert Scale, where
 1 = Strongly Disagree 2 = Disagree 3 = Neutral/Unsure
 4 = Agree 5 = Strongly Agree.

Table 11 shows overall, respondents feel comfortable with their child's current placement. Respondents also agree students with multiple handicaps would enjoy participating in school activities

with non-handicapped students and positive attitudes would develop towards themselves and their peers.

Respondents felt neutral or unsure inclusion is not very practical.

Yet, they are unsure separate special education classes separate students with multiple handicaps from regular education classes.

There is a neutral consensus students with multiple handicaps will develop positive attitudes toward school, work and learning as well as learn how to cope with the real world better in a regular school setting.

Respondents disagree students with multiple handicaps should be treated as "special" yet they disagree if the student attends a regular classroom he/she is less likely to be seen as different.

Respondents strongly disagree only special education teachers should be aware of students with multiple handicaps special needs.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study is to address parent knowledge and attitude issues of children with multiple handicaps in depth.

The major questions posed in this study were: (a) what is the perceived level of knowledge parents with students of multiple handicaps have regarding an inclusionary classroom (b) what is the perceived attitudes of parents with students of multiple handicaps who are taught in inclusionary classrooms (c) what is the relationship between perceived knowledge and attitudes of parents with students of multiple handicaps in inclusionary classrooms.

A Parent Survey was given to 25 parents who have children with multiple handicaps in grades K - 6. It was determined by Pearson Product Moment Correlations a high non significant relationship exists between the variables of knowledge and attitudes of inclusion.

Demographics in Tables 1 and 2 show the majority of mothers and fathers who took this survey attended the twelfth grade but did not

graduate. Only two of those mothers and one father graduated from high school and only one father attended an institution of higher learning. Interestingly, one third (33%) of those fathers received special education services while in school and almost half (42%) of the mothers received services. See Tables 3 and 4.

Half (50%) of the mothers ages range between 30-39 where half (50%) of the fathers range between the ages of 40-49. One father is over the age of 50. See Tables 5 and 6.

The survey indicated 93 percent of the parents feel they have inadequate knowledge about inclusion. However, the parents answered they have substantial knowledge of Law 94-142 and their parental rights. Despite their lack of knowledge regarding inclusion, about three fourths (79%) of the parents agreed with the concept of inclusion. Overall, parents agreed they feel comfortable and are satisfied with their child's current placement.

Evidence from the survey also shows parents feel neutral about inclusion and it is not very practical. Yet, they are unsure separate special education classrooms keep students with multiple handicaps separate from regular education classrooms. Although parents lean towards classroom separation, they still want regular education

teachers to be aware of their child's needs and not to treat them as "special" or "different".

There was a neutral or unsure consensus that students with multiple handicaps develop positive attitudes toward school, work, and learning while attending inclusion. However, if students with multiple handicaps were to participate in school activities with non-handicapped students positive attitudes would develop towards themselves and their peers.

Conclusions

The results of this study can be generalized to parents of students with multiple handicaps are concerned about their child's education and the special services they receive. Although parents have accepted their child's current placement as the best and least restrictive environment, a breakdown in communication between parents and school professionals exist.

It is apparent parents are looking for clear, understandable information that they can understand as 50 percent of the parents in this study received special education services themselves.

Recommendations

To provide inclusion services for parents school professionals can offer inservices and workshops to help educate parents. Parents also need to be informed of the parent mentor program in their area they can contact to receive the support they need.

More qualitative and quantitative studies need to be done regarding parents of children with multiple handicaps. These parents have so much to offer yet professionals hear so little and rarely seek their expert advice. If positive inclusionary programs are going to exist, parents knowledge and attitudes must be broadened to make them more effective advocates of inclusion.

Appendix A

Jury of Experts

Bisko, S.; Henry, D.; Kohler, L.; Landers, F.; Weaver, R. University of Dayton, Department of Teacher Education, Dayton, Ohio.

Deborah F. Guyer
2825 W. Market Street
Lima, Ohio 45807
(419) 999-5333

April 22, 1996

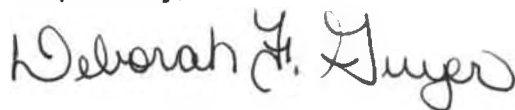
Dear University of Dayton Staff Member:

I am currently working on my Master's project through the University of Dayton conducting a study on parental knowledge and attitudes of inclusionary education.

Enclosed you will find a copy of my parent survey questionnaire that I would like for you to critique. Please feel free to make any changes as I value your opinion. Use the enclosed, self-addressed, stamped envelope to return the questionnaire.

Thank you for your time. Your opinion and prompt response is greatly appreciated.

Respectfully,

A handwritten signature in cursive script that reads "Deborah F. Guyer".

Deborah F. Guyer

Appendix B

INCLUSION FOR MULTIPLE HANDICAPPED STUDENTS SURVEY

Read each of the following inclusion statements. Please indicate the extent of your knowledge about each statement by marking an X in the most appropriate column. **DO NOT LEAVE ANY STATEMENTS BLANK.** Check to make sure you have answered each statement.

	I have <u>no</u> knowledge	I have <u>inadequate</u> knowledge	I have <u>adequate</u> knowledge	I have <u>substantial</u> knowledge	I have <u>extensive</u> knowledge
1. The Law (94-142) requires parents of children with disabilities be involved in the educational decision making process and planning of their child's special education program.	_____	_____	_____	_____	_____
2. Children with multiple handicaps who are of school-age may receive inclusionary services for academic instruction in the regular education classroom.	_____	_____	_____	_____	_____
3. Instruction in a regular classroom can be changed to meet the needs of a student with multiple handicaps as identified on the student's current IEP.	_____	_____	_____	_____	_____
4. All children who are multiple handicapped are to receive needed related service(s) (e.g., speech, physical therapy, occupational therapy, etc.) while attending inclusion.	_____	_____	_____	_____	_____

I have no
knowledge

I have
inadequate
knowledge

I have
adequate
knowledge

I have
substantial
knowledge

I have
extensive
knowledge

5. "Least Restrictive Environment" for a student with multiple handicaps may be the special education or regular education classroom or both.

6. Inclusion should not take place until parent(s) written consent is given.

Read each of the following statements. Then circle the number which best indicates how much you agree or disagree with that statement. Please do not leave any statements blank. Make sure you circle a number for each statement.

1. Strongly Disagree 2. Disagree 3. Neutral/Unsure
 4. Agree 5. Strongly Agree

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
1. All parents should have knowledge of inclusion that meet the special needs of children with multiple handicaps.	1	2	3	4	5
2. Students with multiple handicaps are best served in separate special education classes separate from other regular education classes.	1	2	3	4	5
3. Students with multiple handicaps, when placed in regular classrooms, will develop positive attitudes towards themselves and their peers.	1	2	3	4	5
4. Students with multiple handicaps who are in the regular classroom will not receive instruction because the regular education teacher does not have time to work with them.	1	2	3	4	5
5. Students with multiple handicaps will learn how to cope with the real world better if they are in a regular school setting.	1	2	3	4	5
6. Students with multiple handicaps, when in a regular classroom, will develop positive attitudes toward school, work, and learning.	1	2	3	4	5

1. Strongly Disagree 2. Disagree 3. Neutral/Unsure
 4. Agree 5. Strongly Agree

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
7. Placement of students with multiple handicaps in the least restricted environment is a topic that should be discussed only at an IEP meeting.	1	2	3	4	5
8. Only special education teachers should be aware of the special needs of students with multiple handicaps.	1	2	3	4	5
9. Students with multiple handicaps would enjoy participating in school activities with non-handicapped students.	1	2	3	4	5
10. It is better for the student with multiple handicaps if the regular education teacher treats him/her as "special".	1	2	3	4	5
11. Inclusion might sound like a good idea, but it is not very practical.	1	2	3	4	5
12. Students with multiple handicaps would be happier in a regular classroom.	1	2	3	4	5
13. A student with multiple handicaps in a special education class is seen as "different", and this would be less likely to be true if the student was in a regular education classroom.	1	2	3	4	5
14. I feel comfortable with my child's current educational placement.	1	2	3	4	5

PARENT INFORMATION

What is the highest level of education completed?

	MOTHER	FATHER
High School	_____	_____
2 Year Technical College	_____	_____
Bachelors of Science Degree	_____	_____
Higher Education	_____	_____

Did you receive Special Education Services while attending school?

MOTHER	FATHER
Yes _____ No _____	Yes _____ No _____

Type of current employment:

MOTHER	FATHER
_____	_____

Age:

	MOTHER	FATHER
Less than 20	_____	_____
21 - 29	_____	_____
30 - 39	_____	_____
40 - 49	_____	_____
Over 50	_____	_____

Appendix C

Deborah F. Guyer
2825 W. Market St.
Lima, Ohio 45807

May 27, 1996

Dr. Charles Buroker
Lima City Schools
515 S. Calumet Street
Lima, Ohio 45804

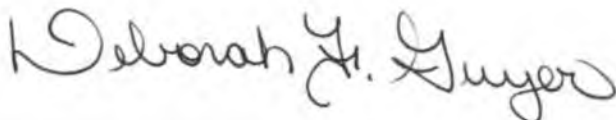
Dear Dr. Buroker:

I am currently working on my Masters project through the University of Dayton conducting a study on parental knowledge and attitudes of inclusionary education. I am requesting your permission to use parents of multiple handicapped students in the Lima City Schools grades K-6 for my study.

Enclosed you will find the parent survey questionnaire that will be distributed to multiple handicapped parents once I receive your approval. I am requesting a list of student names, parent names and addresses to mail the survey. Upon completion, I will be happy to share the survey results with you.

Thank you for your time. Your promptness is appreciated.

Respectfully,

A handwritten signature in cursive script that reads "Deborah F. Guyer". The signature is written in dark ink and is positioned above the typed name.

Deborah F. Guyer

May 28, 1996

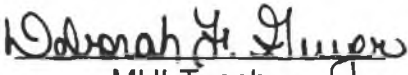
Dear Parents:

My name is Deborah Guyer. I am a teacher in the Lima City School system currently working on my Master's project.

You are one of a number of parents in Allen County who have been chosen to complete this survey, Inclusion For Multiple Handicapped Students, for me. Please answer the statements as fair as possible. When finished, use the enclosed envelope and return the survey to your child's teacher no later than Friday, May 31, 1996.

Thank you for your time. Your prompt response is appreciated.

Sincerely,


MHI Teacher


Superintendent

Deborah F. Guyer
2825 W. Market St.
Lima, Ohio 45807

May 27, 1996

Mr. Don Smith
Allen County Schools
204 N. Main Street
Lima, Ohio 45801

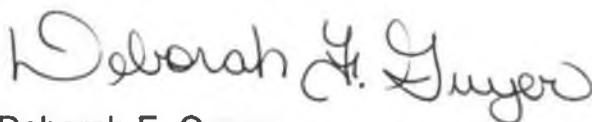
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Respectfully,

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Deborah F. Guyer

May 28, 1996

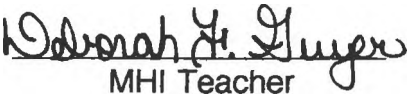
Dear Parents:

My name is Deborah Guyer. I am a teacher in the Lima City School system currently working on my Master's project.

You are one of a number of parents in Allen County who have been chosen to complete this survey, Inclusion For Multiple Handicapped Students, for me. Please answer the statements as fair as possible. When finished, use the enclosed envelope and return the survey to your child's teacher no later than Friday, May 31, 1996.

Thank you for your time. Your prompt response is appreciated.

Sincerely,


MHI Teacher


Superintendent

Appendix D

June 3, 1996

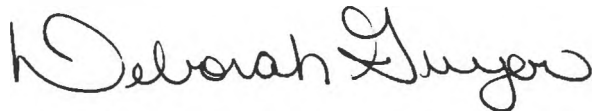
Dear Parents:

My name is Deborah Guyer. I am a teacher in the Lima City School system currently working on my Master's project.

You are one of a number of parents in Allen County who have been chosen to complete this survey, Inclusion For Multiple Handicapped Students, for me. Please answer the statements as fair as possible. When finished, use the enclosed, self-addressed, stamped envelope to return the survey to me no later than June 10, 1996.

Thank you for your time. Your prompt response is appreciated.

Sincerely,

A handwritten signature in black ink that reads "Deborah Guyer". The signature is written in a cursive style with a large initial "D".

Deborah Guyer

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