

HOW STUDENTS PERCEIVE PROBLEMS AND SOLUTIONS AS RELATED TO
INCLUSION

MASTER'S PROJECT

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CHAPTER 1

INTRODUCTION

Statement of the Problem

In our public schools today, students with various problems and needs are in the regular classroom. These may be students with cultural deprivation, economic disadvantages, slow learning ability, motivational deficits, giftedness, special talents, and/or disabilities. Unfortunately, many of these students are not having their needs met in the regular classrooms mainly due to such barriers as attitude and philosophical beliefs, administration and organization systems, limited resources and personnel preparation. Other reasons for students' needs not being met are the lack of integrated planning and the availability of resources or special services (Gallagher, 1993).

The integration of students with disabilities into the regular education classroom has been advocated by parents, teachers and government policy makers. In 1975 Congress enacted PL 94-142, the most celebrated of the legislative acts pertaining to children with handicaps.

This law provides that:

To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature of the severity of the handicap is such that education in regular classes with the use of supplemental aid and services cannot be achieved satisfactorily (Burnes & Geary, 1993, p. 24).

Many educators feel ill-equipped to handle this diverse population in the regular classroom. Teachers need to work together and combine their efforts in order to make up for the lack of necessary resources and personnel in the regular education classroom. Currently, it is quite challenging as a regular education teacher to meet the individual needs of all students when the necessary support, time and materials are lacking. There are strategies such as team teaching, support facilitators, instructional aides, cooperative learning groups, and teaching to various learning styles that may help to meet the various educational needs demonstrated by the student population.

Statement of Purpose

The purpose of this paper was to investigate how both exceptional and regular students perceive problems and their potential solutions as related to inclusion. There will be differences based on models used and grade level. The participants in this study consisted of 211 elementary, middle school, and secondary students in regular and education models I or IV units. The students watched a video tape concerning stereotyping and labeling. Following their viewing of the tape they participated in a class discussion about the benefits and problems associated with inclusion. At the end of the discussion, the students offered suggestions to aid students who would be enrolled in an inclusive classroom. The students' responses were recorded. Information from sessions such as this could have been useful in assisting educators, students and parents who have integrated students with special needs into the regular classroom.

Definitions

Continuum of Alternative Placement - the availability of different types of educational environments including, but not limited to regular classes, supplemental services, individual/small group instruction, special classed, home instruction.

Handicapped Child - A person under 22 years of age who has one or more handicaps as described in state Board of Education Program Standards of Special Education (3301-51-08).

Individualized Education Program (IEP) - A written statement for a handicapped child developed at an IEP conference and which specifies the special education and related services to be provided to the child.

Inclusion/Inclusive Education - The provision of education and supplemental services to all special education students in the regular classroom setting for all or a substantial part of the school day.

Least Restrictive Environment (LRE) - The most appropriate educational placement that is closest to the mainstream (Ohio Dep. of Ed.,1989, p.7).

Multihandicapped - Such a severe impairment and/or such concomitant impairment, that the child's educational problems make it impossible to accommodate the needs of the child in any program but a program for multihandicapped children. This definition may include deaf-blind, autistic, and moderately, severely, or profoundly developmentally handicapped children (Ohio Dep. of Ed.,1989, p.8).

Multi-factored Evaluation - An evaluation, conducted by a multidisciplinary team, of more than one area of a child's functioning so that no single procedure shall be the sole criterion for determining an appropriate educational program placement (Ohio Dep. of Ed., 1991, p. 49).

Placement - Those activities involved in arriving at a decision regarding the most appropriate pattern of special education and related services for a child who has been given a multi-factored evaluation and includes actual implementation of the decision (Ohio Dep. of Ed., 1991, p. 43).

Special Education - Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals or institutions. This term includes speech and language services and any other related services if the services consist of specially designed instruction at no cost to the parent, to meet the unique needs of the a handicapped child and is considered *special education* (Ohio Dep. of Ed., 1989, p. 12).

Service Model I - Special educators and regular educators jointly serve non handicapped students enrolled full-time in the regular classroom. The primary curriculum is the full-time responsibility of the regular classroom teacher in this team teaching model.

Service Model II - Special educators serve non handicapped and handicapped students in the special education classroom. Services may be provided cross-categorically. This model does not preclude mainstreaming.

Service Model III - Special educators serve the handicapped students in the special education classroom, using functional curriculum. Services may be provided cross-categorically. These students due to the nature of severity of the disability are primarily mainstreamed in nonacademic subjects.

Service Model IV - Special educators serve students as needed, where needed. Services may be provided in a regular class with the regular education teacher, in a learning center, and/or in a special education class. In this model the special education teacher acts as a consultant, a teacher, and/or tutor. This model provides services based on the individual needs of the student and may incorporate components of other models (Ohio Dep. of Ed., 1989).

Assumptions

The children in this study have been exposed to students with disabilities. The degree of exposure and the closeness of their interactions was not determined. It was assumed, however, that student exposures, that is their duration and intensity were similar. The children enrolled in this study are in inclusive classrooms, consisting of at least one SLD or DH student. The average class size for this study totaled 28, which is representative of classrooms throughout the United States.

Limitations

This investigation used classrooms participating in a state inclusion grant. Selection of participants and creation of the questionnaire were predetermined. The responses were recorded as a whole class, it was not stated which responses came from students with disabilities and which came from nonhandicapped students. Because the data were gathered by classroom the independent groups ($n=8$) necessary for most statistical treatments was limited. This therefore substantially limits the generalizability of findings.

Although the surveys identify the type of exceptional child within each classroom, they did not stipulate how many disabled children were in each classroom. Those who responded to the survey were only from classrooms using Models I and IV. Therefore, the opinion of students in models II and III were not included in this study.

CHAPTER II

REVIEW OF THE LITERATURE

The right of handicapped students to a free and appropriate public education has been mandated by state and national legislation. Schools are faced with the challenge of educating a diverse population of students. This means that greater emphasis on precise and individual instruction, effective use of professionals and a more clearly defined role for the educator. In order to understand why education has an expanded role in the 1990s we must review the history of special education services in this country (Mercer & Mercer, 1993).

The 14th Amendment, section 1 of the Constitution guarantees that *no citizen can be deprived of life, liberty, or property without due process of the law and that all citizens have equal protection under these laws*. What is often overlooked is that the rights of all handicapped individuals came to the public forum as a part of a larger social issue, the civil rights of all minority populations in the United States. The Civil Rights Movement of the 1950s and 1960s awakened the public to the issues of discrimination in employment, housing, access to public facilities and public education. Brown vs. Topeka, Kansas Board of Education in 1954 was a landmark case. In its decision the court ruled that education must be made available to everyone on an equal basis. A unanimous Supreme Court stated; *In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education* (1954). The Brown case rejected the notion of “separate but equal” and became the cornerstone for subsequent litigation in which parents have fought for a free, appropriate education for their handicapped child.

The impetus for mainstreaming was PL 94-142 which required that students with disabilities be placed in the least restrictive educational environment, as well as the proposals of the *Regular Education Initiative* (Will, 1986). In order for mainstreaming to be effective, school personnel must be receptive to a new special education service delivery model that emphasized integrated classes. The inclusive education model suggested that students with disabilities become the responsibility of the regular classroom teacher who are supported by specialists in the classroom (Bilken, 1992). Mainstreaming was based on the assumption that simply placing all types of students in the same school and classroom would facilitate positive relations and attitudes among students. Special needs students may feel stigmatized, stereotyped, and rejected. The opposite opportunity for the promotion of constructive relations between students with disabilities and regular education students also can exist, according to Johnson & Johnson (1993).

The principle of least restrictive environment (*LRE*) was a technique for preventing the unwarranted segregation of students with disabilities from their peers who do not have disabilities. There were two important reasons to prevent segregation by disability. First, segregation could have an adverse effect on the ability of students with disabilities to learn. Second, segregation could have an adverse effect on their ability to associate with non disabled peers. Moreover, the *LRE* rule rested on a basic principle of constitutional law. The principle stated that when any state had a legitimate goal to pursue and that goal required the state to restrict the liberty and opportunity of its citizens, it must pursue that goal in the way that is least restrictive of citizens' rights and opportunities (Turnball, & Turnball, 1986, p.183).

PL 94-142 made available a free and appropriate public education for all handicapped children in the United States. It also provided for nondiscriminatory and multidisciplinary

assessment of educational needs, parental involvement in developing each child's educational programs, education in an environment suited to individual needs and development of an individualized education program (*IEP*). Educational services appropriate for students with disabilities are comprised of several placement options from most restrictive(hospitals, residential, total care facility) to least restrictive(full time in regular education with few or no support services). The aim of PL 94-142 was to *advance students as quickly as possible through the mastery of knowledge and skills which allow them to move into less restrictive placements (Choate, 1993, p.8).*

Individuals With Disabilities Act (*IDEA*) extended to all students with disabilities the right to free appropriate public education based on the unique needs of the child. Placement decisions were based on *IEP*.

To the maximum extent appropriate, children with disabilities must be educated with children who are not disabled and special classes, separate schooling or other removal from the regular education environment. Only when the nature of the severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily (LDA Newsbrief, 1993).

Americans With Disabilities Act (*ADA*) was signed into law on July 26, 1990. *ADA* was an omnibus civil rights law that prohibited discrimination on the basis of disability by entities providing public and private pre-school, elementary, and secondary education. Under *ADA* a disability may be recognized as a natural part of the human experience. A disability can in no way diminish the right of individuals to live independently, enjoy self-determination, make choices, and contribute to society, pursue meaningful careers and enjoy full inclusion and integration in all aspects of American society (Senate Report 103-85, 1993).

The effect of the principle of least restriction had allowed parents, regular educators and special educators to plan collaboratively in order for students with disabilities to receive a more effective education and involve them with peers who are not disabled. In far too many school districts, two separate educational systems had developed with little or no coordination. One system for regular/general education and a separate system for special education. Without successful inclusion, *IDEA* and *ADA* as well as legislation and the regulations supporting such measures may never have reached their goals.

In the *Regular Education Initiative (REI)*, Madeline Will, Assistant Education Secretary under Ronald Reagan stated that the continuum of special education service alternatives be eliminated and that students with learning disabilities, as well as other special education students, be served totally in the regular classroom (Mercer, et al, 1993, p.38). The *REI* led to a decrease in the number of students identified with learning disabilities who received special education and related services in settings other than regular classes (Gallagher, 1993). According to Madeline Will, one challenge faced by education was the challenge of providing the best, most effective, education possible for children and youths with learning problems. There was a presumption that students with learning problems could not be effectively taught in regular education program even with a variety of support. Will states, however, that *pull-out* programs have failed to meet the educational needs of these students and has created additional barriers to their successful education. *REI* was a driving force for serving at-risk students, culturally diverse students, and students with mild disabilities in the regular education setting. *REI* called for restructuring of regular and special education into a unified service delivery system. Advocates asserted that *REI* would lead to minimizing the negative stigma of labels, increasing opportunity for modeling desired social and school behaviors, increasing appreciation and understanding for individuals differences (Choate, 1993, p.14).

In 1991, David Cole and Luanna Meyers studied the issue of segregation vs. integration. The purpose of their study was to examine the educational and social outcomes of children with severe disabilities as they progressed through integrated or segregated systems. The findings appeared to show that children in integrated learning environments spent less time with therapists and more time with teachers, special educators and nondisabled peers. Integrated students also spent less time in the classroom and more time in their community than their segregated counterparts. When social competency was measured, integrated students progressed while segregated students regressed (Cole & Meyer, 1991).

To meet individual needs, a continuum of service delivery models had been used ranging from self-contained special education schools to classes of students with severe disabilities being placed throughout a school district with regular education classroom to full inclusion of students with disabilities in regular classroom settings. "Schooling was successful for children and adolescents with exceptionalities, as it was for everyone, when it provided the skills and experiences necessary to participate in a heterogeneous world" (Hardman, Drew, Egan & Wolf, 1990, p.56). Such participation may be evaluated using four standards; personal autonomy, social integration, lifestyle choices and economic self-sufficiency (Hardman, et al, 1990). A study conducted by Salend & Lutz (1984) surveyed regular and special educators in elementary schools to ascertain which social skills were considered critical to successful functioning in the mainstream setting. They identified 15 competencies organized into three categories. These were *interacting positively with others*, *obeying class rules*, and *displaying proper work habits*.

Full inclusion was a term used when children with severe handicaps fully participated in a general education classroom in their local school. In such situations the student was treated as an equal member of the class. The regular classroom teacher had primary responsibility

for the child's educational program. Indeed, support services required by the students was usually provided in the general education setting. Thus, full inclusion allowed students with severe handicaps to move through their educational program as members of an age-appropriate group in their neighborhood school. With inclusive education, the classroom was seen as an educational community, within which all students belonged. Here all needs were met; people cared and supported each other by enhancing one another's talents and gifts. In this way interdependence was created (Stainback & Stainback, 1990).

Inclusive education provided all students within the mainstream appropriate educational programs that were challenging yet geared for their capabilities and needs. Any support or assistance they and/or their teachers needed was a vital component of successful mainstreaming (Stainback, et. al, 1988). According to Stainback, an inclusive school and the process of inclusive schooling was the ultimate goal of the integration and mainstreaming process. Once inclusive schools were achieved, integration and mainstreaming would no longer be necessary because no one would be omitted (Stainback, et al, 1988).

Studies showed that students with and without disabilities benefited from inclusive learning environments. All students learned important lessons about interdependence, tolerance for differences and appreciation of the individual gifts that each person had to offer. All students enjoyed solving *real-life* problems such as getting along, inventing physical accommodations and finding new ways to communicate. They learned that all children belong. An inclusive education system went beyond labels to recognize the diverse needs and contributions of each student. Such a system can be viewed as self-centered, creative, and flexible. Educators can meet individual student's needs by structuring and furnishing necessary supports and accommodations.

become a team member co-teaching with regular class teachers. Now the special education teacher shared the responsibility of providing training, support and supervision to paraprofessional and partners on teams as an equal member with parents, classroom teachers and administrators (Schattman & Benay,1992).

Many teachers have been apprehensive about the regular class integration of students with disabilities. Some teachers have vigorously resisted it. Discussion among various professionals has created strong sentiment for the need for additional training, instructional resources, and technical assistance to ensure *equality of educational opportunity* for disabled students in regular classes. The role and responsibility of both the regular and special educators has been influenced and will continue to be influenced by interpretations of the law. Recent litigation supported the proposition that more students with mild disabilities will be served in the regular classroom and that students in least restrictive environments would become the focus of education activities at the classroom, building, and district levels. Many authorities believe that it is possible and desirable to bridge the gap between general and special education and to merge knowledge and expertise of these two professional disciplines. Many teachers have discovered that quality instructional strategies are applicable to students with and without special needs. Prior assumptions of the need for two separate sets of teaching skills were replaced by a growing consensus that much of what works with special students works with regular education students and vice versa (Choate, 1993).

There were also problems related to including students with disabilities in the regular education classroom. The regular teacher had been presented with an increasing number of students with diverse cultural and linguistic backgrounds, developmental variations, disabilities, family and social problems and large class size. Often, regular education teachers were not prepared to provide the kinds of instruction that benefit a wide diversity

of students. Sometimes there was a lack of flexibility due to requirements of teaching to a curriculum or the need to prepare students for standardized tests. Adequate support services, materials, and technology were not always available. Often, extra time was needed to plan support time only available outside of school hours. Finally, coordination and communication with administrators, teachers, special educators and parents was insufficient to facilitate, develop and implement effective programs. There were however a wide range of effective instructional practices that could have been used by general educators. Some of these practices included cooperative learning groups, mastery learning, curriculum based assessment, whole language programs, and cognitive strategy instruction that allows for the integration of difficult-to-teach students.

Not everyone agreed upon the inclusive education model. The *Learning Disability Association* stated that they do not support *full inclusion* or any policy that mandates the same placement, instruction or treatment of all students with learning disabilities. They noted that many students benefited from being served in the regular education classroom. *LDA* maintains, however, that the regular classroom was not an appropriate placement for a number of students with learning disabilities who may have needed an alternative instructional environment, teaching strategies, or different materials.

LDA stated that the placement of all children with disabilities in the regular classroom was as great a violation of *IDEA* as was the placement of all children in separate classrooms on the basis of their type of disability (*LDA Newsbrief*, 1993).

The mission statement of Ohio's Special Education Action Plan for the 1990's declared:
The mission of special education for students with handicaps was to prepare each of them to be a contributing member of society by providing high quality programs, research and services designed to develop academic, communication, social,

citizenship, and career/life skills that lead to independence as adults (Ohio Dep. of Ed., 1990, p. 3).

The child with multihandicaps has communication, behavioral and developmental delays. By experimenting, combining and evaluating models suggested by the Ohio Department of Education, the integrated child with severe disabilities should expand and allow for greater acceptance of all people with disabilities in the community. If inclusion is to be encouraged in the regular classroom, regular education and special education teachers need to experiment together with creative model and strategies that will help prepare the disabled child to be a successful and contributing member in the classroom and in society.

CHAPTER III

METHODOLOGY (DESIGN)

Two hundred and eleven students from elementary, middle school and secondary education were selected for this survey. The students were enrolled in either Model I or IV units. The classroom teachers set aside a class period in order to compile this data. During this period, the teacher explained the lesson to her class, the purpose of data collection and how student input fits into parent and teacher perspective. A video entitled *Labeling Blues* was then shown to the class which discussed stereotyping and labeling of individuals who were different. In a class discussion which followed the video, the students were asked *What are the positives and negatives of including all kids in the same learning situation?* Their responses were recorded. Next, the students were asked; *What can students do to help include all kids in classes and what might they need from teachers, parents, etc. to do this?* Their responses were recorded (refer to appendix A-I). The data was analyzed qualitatively using a conceptual framework to base the findings graphically and narratively so the key factors could be studied (Miles & Huberman, 1984). A conceptual framework consisted of laying out categories, giving each a descriptive name and getting some clarity about their relationships. A conceptual framework can explain either graphically or in narrative form, the main dimensions to be studied. The responses were broken down and separated according to codes which are categories that allowed the author to organize the verbal responses. The codes were based on the study by Salend and Lutz which categorized behavior according to (1)*interacting positively with others*, (2) *obeying class rules* and (3)*displaying proper work habits*. Qualitative research deals chiefly with words rather than numbers. Words are more cumbersome to work with, they are conceptual in intent and often have multiple meanings.

The author then formulated and made a table to organize and analyze the responses (refer to p. 21,22).

The lesson plan that the teachers followed asked them to identify the age group which they were teaching, the model and the category of disability. Then the teacher explained to the students that Ohio's schools were changing and that we (teachers and administrators) were talking to students about those changes. A video entitled *Labeling Blues* was shown which lasted approximately fifteen minutes. Then a class discussion was held on the topics of *labeling* vs. *accepting all* which lasted approximately ten minutes. Then the students responded to the questions: *What are the positives and negatives of including all kids in the same learning situation?* And, *What can students do to help include all kids in classes and what might students need from teachers, parents, etc. to do this?*

CHAPTER IV

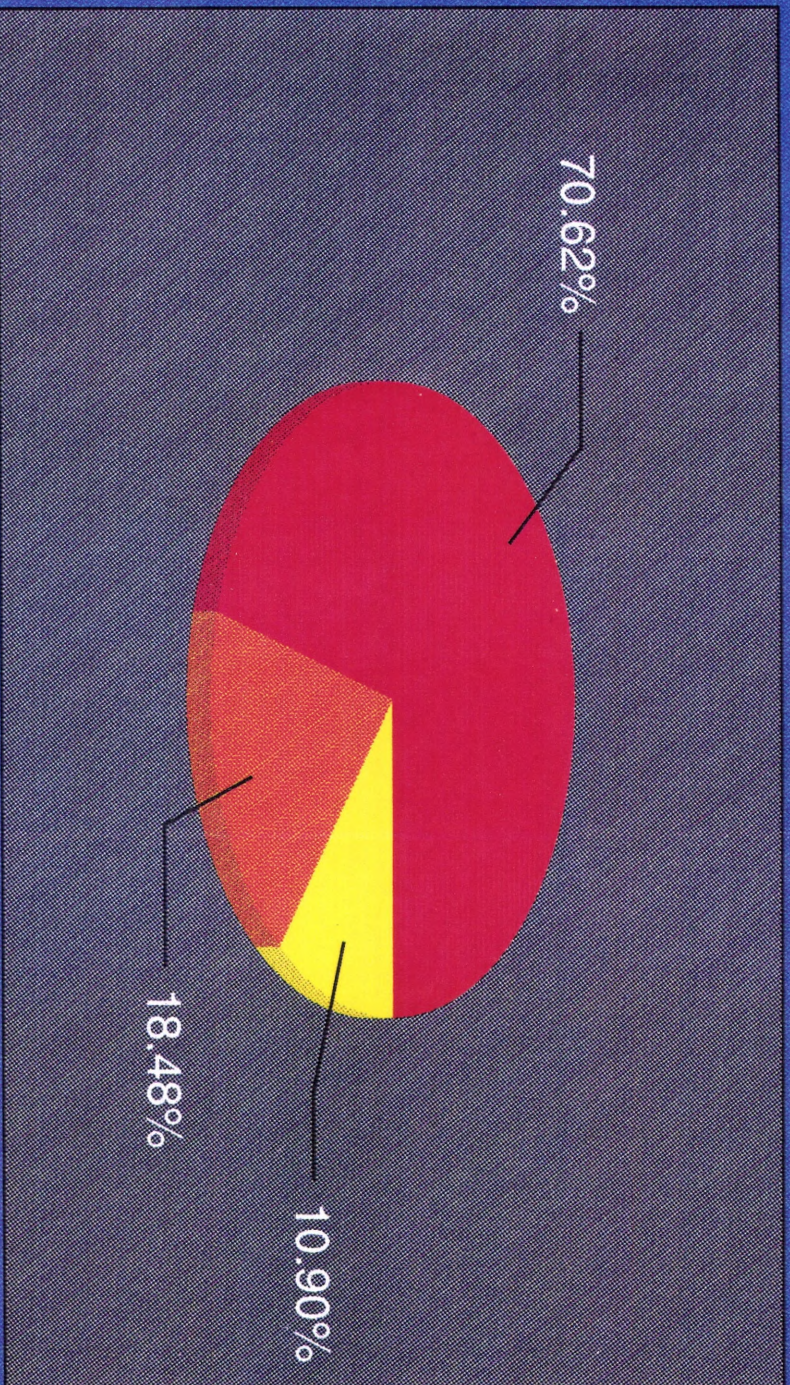
RESULTS

According to a study conducted by Salend and Lutz (1984) which measured social competency of mainstreamed students. Three categories of competencies were compiled. they were *interacting positively with others, obeying class rules, and displaying proper work habits*. The data analysis was analyzed qualitatively using a conceptual framework to base the findings. The data was also described using graphs and narrative text so the key factors could be studied (Miles, et al 1984).

The highest number of responses came from Model I in the category of *interacting positively with others*; 57% as compared to Model IV with 51%. The second highest responses pertained to *proper work habits*. Model IV responded with 56.00%, while Model I responded with 44.0%. Finally, Model I and IV responded equally with 25% each. Finally Model IV responded with 24% to *obeying class rules*, while Model I responded with 18% (refer to p. 21, 22).

There was a difference in how students perceived problems and solutions toward inclusion. Elementary, middle school and secondary students were very aware of the importance of *interacting positively with others*. Elementary responded with 51%, middle school with 60%, and secondary with 50%. In the category of *obeying class rules*, elementary responded with 17%, middle school with 20%, and secondary with 37.5%. Elementary students noted the need for *proper work habits* in an inclusive classroom with 32%, middle school with 20% and secondary with 12.5%. It is important to note the proportions of students per grade. Elementary students consisted of 70.62% of the group, while middle school contained 18.48% and secondary 10.90% (refer to pg. 20).

Percentage Of Students Per Grade



Elementary



Middle



Secondary

Table 1

Responses Per Grade Level

	<i>N= 53</i>	<i>N=30</i>	<i>N= 16</i>
	<i>E (1-6)</i>	<i>M (4-7)</i>	<i>S (8-12)</i>
	<i>Mean %</i>	<i>Mean %</i>	<i>Mean %</i>
<u><i>Obeying Class Rules</i></u>	<i>17%</i>	<i>20%</i>	<i>37.5%</i>
<u><i>Displaying Proper</i></u>	<i>32%</i>	<i>20%</i>	<i>12.5%</i>
<u><i>Work Habits</i></u>			
<u><i>Interacting Positively</i></u>	<i>51%</i>	<i>60%</i>	<i>50%</i>
<u><i>With Others</i></u>			

Table 2

Responses Per Service Unit

	N= 44	N= 55
	Model I	Model IV
	Mean %	Mean %
<u>Obeying Class Rules</u>	18%	24%
<u>Displaying Proper</u>	25%	25%
<u>Work Habits</u>		
<u>Interacting Positively</u>	57%	51%
<u>With Others</u>		

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Two hundred and eleven students from Models I of IV took part in a class discussion pertaining to having all learners in the regular classroom. The classroom teacher explained that Ohio's schools are changing and that we (educators and administrators) are talking with students about those changes. A video was then shown entitled *Labeling Blues*. A discussion about *labeling* vs. *accepting all* followed for approximately ten minutes. Then the students were asked to comment about the following question: *What are the positives and negatives of including all kids in the same learning situation?* After their responses were recorded another question was asked of the students: *What can students do to help include all kids in classes and what might students need from teachers, parents, etc. to do this?* The students responses were recorded and graphed (See Results Ch. IV).

The highest number of responses fell in the category of *interacting positively with others*. The second highest responses pertained to *obeying class rules* among students. The category of *displaying proper work habits* had the lowest number of responses.

There was a difference in how students perceived problems and solutions toward inclusion. Elementary, middle school and high school students were the very aware of the importance of *interacting positively with others*. The second highest responses came in the category of *obeying class rules* from students in elementary, middle, and secondary classes. Elementary students noted the need for *proper work habits* in an included classroom. The highest proportions of students for this survey came from the elementary level followed by middle school and then high school.

RECOMMENDATIONS

It is recommended that special education and regular education coordinate their services and educate disabled students according to least restrictive environment. Getting feedback from the students who are immediately affected by inclusion is important if this model is to be successful. The children's voices revealed to the author the need for sensitivity, acceptance, and cooperation among everyone in the school environment. However, this survey is limited in both the number of responses and the models used. Further study into students' perceptions and recommendations should be followed up.

It is recommended that educators search for new teaching strategies that will encourage positive interaction among all students. In all probability, education will need to refine existing classroom teaching skills and develop new ones in order to meet the professional and ethical challenges they face today and in the twenty first century. It is the hope of the author that inclusion will foster growth and acceptance of all people. Every child is exceptional and unique. We as educators are allowed to enjoy the opportunity of expanding students' dimensions and experiences. In doing so marvelous things can happen.

CONCLUSIONS

Inclusion may represent a movement away from negative stereotyping of exceptional students. When done successfully inclusion helps to create a more harmonious learning environment for all individuals. Fully integrated exceptional children learn about one another's individual differences. All students can gain an appreciation and understanding for the different types of people in the world. An inclusive education system goes beyond labels to recognize the diverse needs and contributions of each student. Students who are treated as an equal member of the class learn to value one another. In such classrooms the teacher has the primary responsibility for the child's educational program.

Much of the success or failure of inclusion will depend upon attitudes of acceptance or rejection of those with disabilities in the regular classroom. Initially, many people experience feelings of discomfort or fear when first interacting with disabled individuals. While this is a natural reaction to a new situation it is not until individuals are able to see beyond the handicapped aspect of the disabled child that everyone emerges to show ones inner humanity. Perhaps it is this which sets humans apart from the beasts of the earth. To quote one of the student's responses; *you must treat the person first, and the disability second.* (See App. C).

We must keep in mind that disabled individuals are people much like us and they need to be treated accordingly. To paraphrase Leo Buscaglia, the one difference between handicapped and nonhandicapped is that some of us show our frailty in more visible ways.

Appendix A

FOCUS GROUP STUDENT DATA COLLECTION

PARTICIPANTS:

- 1) Elementary, middle school and secondary education students, regular and special, in Model I or Model IV units.
- 2) Hold discussions with one elementary class, one middle school class, and one secondary class from each setting.
- 3) Record the following:

_____ number of students _____ level (E-M-H) of class

_____ category of class (SLD, DH etc.)

PROCESS

(Designed to be completed during one class period)

STEP I: INTRODUCTION - LARGE GROUP ACTIVITY

- A. Explain that Ohio's Schools are changing and that we are talking with students about those changes.
- B. Show Video: "Labeling Blues" (10-15 minutes).
- C. Discuss "Labeling" vs. "Accepting All" (10 minutes).
- D. Lead discussion and record comments to the following question:
(10 minutes)

What are the positives and negatives of including all kids in the same learning situation?

- E. Lead discussion and record comments to final question:
(15 minutes)

What can students do to help include all kids in classes and what might students need from teachers, parents, etc. to do this?

- 2) Volunteer to help them.
- 3) Learn sign language.
- 4) Introduce them to activities- like Boy/Girl Scouts
- 5) Learn about their problem.
- 6) Don't make fun of them.

Assistance Needed

- 1) Teacher can set up schedule for individual time with just her/him.
- 2) Cooperation of teachers- Team teaching.
- 3) More parental involvement.
- 4) Establish rules and consequences.

Appendix C

Level- Elementary

Model- IV

Category- SLD

Number of students- 25

Question - What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) Kids with disabilities won't be lonely and have friends.
- 2) Kids with disabilities will have the same experiences and learn the same things.
- 3) Special teachers will help all students.
- 4) Kids with disabilities will have fun and won't feel left out.
- 5) all kids will learn about those with disabilities.
- 6) Nondisabled students will learn how to communicate with disabled students(sign language, pictures, games...).

Negatives

- 1) All kids might have to learn at a slower rate; skills of the class might drop to a lower rate.
- 2) Kids with disabilities might disturb other kids(being noisy).
- 3) Kids might hurt their feelings or make fun of them.
- 4) Everyone would have to learn a different way of communication.
- 5) Kids might not have enough time to do their own work because they're helping others.

- 6) Someone may be treated unfairly because of their disability.
- 7) Safety issues - someone could get hurt.

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Help kids with disabilities- tell them what to do if they get confused.
- 2) Help them with their work.
- 3) Help them calm down.
- 4) Spend time with them at recess.
- 5) Introduce them to new friends.
- 6) Pay attention to them as a person first, a disability second.

Assistance Needed

- 1) Set aside special time to help kids do their work.
- 2) Provide special equipment for kids with disabilities- tape recorder, blown up worksheets...
- 3) Adapt building so all kids can use it.
- 4) Parents can set up ways to help in school and provide extra help at home.
- 5) A guidance counselor can talk to class about disabilities and help them understand.
- 6) A guidance counselor can talk to kids with disabilities to help them fit in.

Appendix D

Level- Elementary

Model- I

Category- SLD

Number of students- 38

Question- What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) Get attention from class.
- 2) Makes you feel included.
- 3) You can feel like you are like everyone else.
- 4) If a new student came to our class, you could help him/her in the classroom and sit with him/her at lunch.
- 5) Get to stay with your class.

Negatives

- 1) If you go to a tutor - you don't know what's going on in or out of class.

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Help students with rules.

- 2) Help students who are having trouble with subjects by reading directions for them.
- 3) Help someone pay attention.

Assistance Needed

- 1) Help after school with maybe a tutor or counselor.
- 2) Help in learning English or another language(sign).

Appendix E

Level- Elementary

Model- IV

Category- SLD

Number of students- 26

Question- What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) You can always ask for help when you don't understand something.
- 2) You can get help with geometry.
- 3) No one feels left out.
- 4) You can make kids happy.

Negatives

- 1) You may feel left out.
- 2) You forget in reading what you just read before.
- 3) Feel embarrassed when you can't keep up.

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Give students who need help a clue.
- 2) Help another student sound out spelling words.
- 3) Work with another student at recess.

4) Help students with reading by having them repeat words.

Assistance Needed

1) Help in math, use different objects and not just equations on paper.

2) Help in setting up spelling paper.

3) Help others learn rules of the class.

4) Read directions or give tests orally.

Appendix F

Level- Elementary

Model- I

Category- SLD

Number of students- 42

Question- What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) You feel happy.
- 2) People are friendly and nice.
- 3) Everyone works together.

Negatives

- 1) Teasing causes students who are different to feel sad, mad, or left out.
- 2) You feel like an outsider.
- 3) Others might look at you funny and think you are not as good as they are.

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Show a new student around the classroom.
- 2) Compliment another student.
- 3) Make him/her something.

- 4) Help students learn rules.
- 5) Work together, have another student help.
- 6) Help other students in learning centers and workshops.

Assistance Needed

- 1) Assist in reading.
- 2) Give extra help in math.

Appendix G

Level- Middle school

Model- IV

Category- SLD

Number of students- 14

Question- What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) It teaches us to respect everyone.
- 2) Makes us aware that they(disabled) are not so different.
- 3) Helps them(disabled students) act more like other kids.
- 4) We can learn from them.

Negatives

- 1) Frustrating for teachers and students if they act differently.
- 2) It's hard to teach them(disabled students).
- 3) Difficult to talk to them.
- 4) May disturb or disrupt class
- 5) It's hard not to stare at them if they look different.
- 6) Teacher takes time away from other students to work with them(disabled students).

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Show them around, help them feel comfortable.
- 2) Help them with writing.
- 3) Use whatever special adaptations they use (like sign language) with them.
- 4) Get things for them.
- 5) Be patient.

Assistance Needed

- 1) Patience.
- 2) Use whatever adaptations they use.
- 3) Be fair, and include them in activities.
- 4) Treat them equally.
- 5) Adjust work expectations so they can be successful.

Appendix H

Level-Middle School

Model- I

Category- DH(Developmentally Handicapped)

Number of students- 25

Question- What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) Everyone will make new friends.
- 2) (Typical) kids can help kids (with disabilities), e.g. carry their books, open doors, tutor...
- 3) (Typical kids) can learn from kids (with disabilities) especially how to cope with problems.
- 4) Kids with disabilities will have the opportunity to “come out” and become all they can become.

Negatives

- 1) Kids with disabilities may be teased, get picked on, “beat up”.
- 2) Teachers may pay more attention to kids with disabilities than others.
- 3) Special needs kids may feel “stupid” because they can’t learn as fast.
- 4) Kids with disabilities will have trouble defending themselves when hurt or abused by others.

5) (Typical) kids don't know how to act around kids with disabilities (Don't want to offend them) and are "uncomfortable" with them.

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Learn sign language
- 2) Help raise money for special tools they need- hold a bake sale.
- 3) Help them out in the room.
- 4) Learn more about disabilities.
- 5) Be more understanding of how they feel.

Assistance Needed

- 1) Have more than just one teacher in the classroom - Team teaching.
- 2) Teacher and students should model good behavior.
- 3) Role play about feelings and having a handicap.

Appendix I

Level- High School

Model- IV

Category- SLD

Number of students- 23

Question- What are the positives and negatives of including all kids in the same learning situation?

Positives

- 1) Both disabled and nondisabled will receive a better education.
- 2) Everyone will learn from each other, especially how to get along.
- 3) Kids will discover more similarities than differences.
- 4) Kids with disabilities will be treated fairly instead of unfairly.

Negatives

- 1) Teachers will have to take time away from nondisabled.
- 2) Behavior may be distracting to others.
- 3) Kids with disabilities may bother kids (touching, saying things) and they won't know how to deal with it.
- 4) Kids with disabilities may be teased, laughed at, harassed, etc.

Question- What can students do to help included all kids in classes and what might they need from teachers, parents, etc. to do this?

Kids Can Do

- 1) Help kids with disabilities understand what behaviors are right and wrong.
- 2) Spend time together.
- 3) Treat kids with disabilities just like everyone else.
- 4) Include students with disabilities in all activities.

Assistance Needed

- 1) Show lots of patience (take time to explain things).
- 2) Give extra attention and time.
- 3) Reward kids for assisting kids with disabilities(participation award).
- 4) Talk to class about what to expect and how to handle situations.
- 5) Include all kids in all activities.
- 6) Explain what's right and wrong to kids with disabilities.

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