

1-1-1974

After Dunn what?

Jacqueline Kissel

Follow this and additional works at: <https://digitalcommons.stritch.edu/etd>



Part of the [Education Commons](#)

Recommended Citation

Kissel, Jacqueline, "After Dunn what?" (1974). *Master's Theses, Capstones, and Projects*. 650.
<https://digitalcommons.stritch.edu/etd/650>

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.

AFTER DUNN WHAT?

by

Sister Jacqueline Kissel

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

A RESEARCH PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS IN EDUCATION

(EDUCATION OF MENTALLY HANDICAPPED)

AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1974

This research paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

S. Labuelle
(Advisor)

Date May, 1974

Acknowledgements

The writer wishes to gratefully acknowledge the spirit of generosity of those who have contributed to the completion of this study.

Grateful recognition is due to Sister M. Gabrielle, O.S.F. of the Cardinal Stritch College who directed the study, and whose guidance and encouragement were indispensable.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	
Definition of Terms	
Summary	
II. REVIEW OF LITERATURE	5
Dissatisfaction of present Educational	
Procedures	
Goals of Mainstreaming	
Vehicles of Mainstreaming	
Summary	
III. SUMMARY AND CONCLUSIONS	19

CHAPTER I

INTRODUCTION

Recently, once again, the question of the efficacy of special classes has caused a dilemma for special educators. The feasibility of special education for those children labeled mildly retarded is being questioned. This movement away from self-contained special classes is welcomed by some and frowned upon by others. Dunn¹, Lilly², and Christopolos and Renz³ have questioned the validity of traditional special education and have seen a need for immediate change. At the same time others are asking for time for thought about, and preparation for, change. Reger says:

Before we disband the special classes, let's make sure programs into which the (students) will be placed will provide an adequate or hopefully better than adequate educational service. New resources, new staffing patterns, new teacher training, new organizational patterns⁴, revised expectations, and a new philosophy are needed.

However most educators agree that there will be some students, the moderately retarded, severely retarded, and the multiply handicapped,

¹Lloyd M. Dunn, "Special Education for the Mildly Retarded - Is Much of It Justifiable?", Exceptional Children XXXV (September, 1968), 5-24

²M. Stephen Lilly, "Special Education: A Teapot in a Tempest," Exceptional Children, XXXVII (September, 1970), 43-49.

³Florence Christopolos and Paul Renz, "A Critical Examination of Special Education Programs," Journal of Special Education, III (Winter, 1969), 371-379.

⁴Roger Reger, "Let's Get Rid of Special Classes, But.....," Journal of Learning Disabilities, V (August, 1972), 443.

who will continue to need self-contained classrooms. The right to education for these children has become a legal issue and in some states laws have been passed to assure that the public school systems will provide them with appropriate equal educational opportunities.

Even though research as to the efficacy of special education has not been conclusive many investigators in the field are examining the effects of mainstreaming on EMR children. Mainstreaming offers a new type of service delivery structure. It is a structure that calls for integrating the educable retarded into the mainstream of education. Mainstreaming provides a climate whereby labeling can be deemphasized and the learning needs of each child focused upon. The Janesville Public School System says:

Through mainstreaming we believe that children experience life in a more realistic manner as opposed to isolation and educational "apartheid." We feel that "mainstreaming" is the vehicle that can provide the momentum through which most children can reach goals and experiences that might have been previously unattainable in a traditional program.⁵

Statement of the Problem

The purpose of this study is to investigate the feasibility of mainstreaming. It will review literature concerned with special educators' dissatisfaction with traditional special education, the goals and philosophy of mainstreaming and the effects of mainstreaming upon EMR children, the teacher and the school system:

The Student: Each child is a unique person who must be considered as an entity. What effect will a change in educational policies

⁵Instructional Integration through Mainstreaming, (A summary of the project compiled by the Janesville, Wisconsin, Public Schools) 1970-1971, p.2.

have upon him? Will he be better accepted or less accepted by his peers? Will he be better prepared to live in a complex society? Will he feel happy and fulfilled?

The teacher: How will the teacher need to be prepared for mainstreaming? Will teacher training practices be changed? Will teachers, who have not been special education teachers, be willing to accept into their classrooms children who have previously been in special education? What will be their attitudes toward these children?

The school system: Will it be necessary for the school system to change? If so what changes will be necessary?

Definition of Terms

The following definitions indicate the interpretation and viewpoint assumed in this study:

Mainstreaming generally designates the process by which handicapped children are educated primarily within the regular education mainstream rather than solely in self-contained special schools and special classes.

Educable Mentally Retarded refers to mentally retarded persons who are capable of some degree of achievement in traditional academic subjects such as reading and arithmetic. It is used to refer to those mentally retarded children who may be expected to maintain themselves independently in the community as adults, or to that group of mentally retarded obtaining I.Q. scores between 50 and 70 to 80.⁶

Resource Rooms are any instructional setting to which children

⁶Rick Heber, "A Manual on Terminology and Classification in Mental Retardation," Monograph Supplement to American Journal of Mental Deficiency, LXIV (September, 1959), 3.

come for specified periods of time on a regularly scheduled basis for special training or services.

Summary

The question of the efficacy of special education has been the impetus for groups of special educators to move in the direction of mainstreaming EMR children. The effects of mainstreaming will be investigated.

CHAPTER II

The review of literature related to the present study of mainstreaming deals with: (1) literature relating to dissatisfaction with present educational procedures (2) literature relating to goals of mainstreaming and (3) literature relating to vehicles of mainstreaming.

Dissatisfaction with present educational procedures

The beliefs and assumptions concerning the value of traditional special education are being questioned. Dunn in his blueprint for change has asked: How special is special education?

I have loyally supported and promoted special classes for the educable mentally retarded for most of the last twenty years, but with growing disaffection. In my view much of our past and present practices are morally and educationally wrong. We have been living at the mercy of general educators who have referred their problem children to us. And we have been generally ill prepared and ineffective in educating these children. Let us stop being pressured into continuing and expanding a special education program that we know now to be undesirable for many of the children we are dedicated to serve.¹

Lilly², Deno³, Christopolos and Renz⁴, and others who have supported Dunn repeat the much used position that because there is a lack

¹Lloyd M. Dunn, "Special Education for the Mildly Retarded - Is Much of It Justifiable?", Exceptional Children, XXXV (September, 1968), 5.

²Stephen Lilly, "Special Education: A Teapot in a Tempest," Exceptional Children, XXXVII (September, 1970), 43.

³Evelyn Deno, "Special Education as Developmental Capital," Exceptional Children, XXXVII (November, 1970), 229.

⁴Florence Christopolos; Paul Renz, "A Critical Examination of Special Education Programs," Journal of Special Education, III (Winter, 1969), 371.

of evidence of the value of traditional special education it should be discontinued for all but the severely handicapped. Christopolos and Renz continue with the thought that a democratic society demands careful specification and assurance of goals before the segregated treatment of any group is undertaken.⁵

A very pertinent reason for mainstreaming is the effects that segregating educable mentally retarded children have upon their feelings of self-worth. Meyerwitz⁶ and Carroll⁷ demonstrated that young educable mentally retarded children had greater feelings of self-derogation after a year in a self-contained special education class. Dunn cautions:

While much more research is needed we cannot ignore the evidence that removing a handicapped child from regular grades for special education probably contributes significantly to his feelings of inferiority and problems of acceptance.⁸

Valletuti, however, states that segregation/integration is not the real issue before educators. The question is the values and attitudes of teachers and their effects on pupils' self-perceptions and performances. Some special educators have made special education special while others have not.⁹ MacMillan and Valletuti agree that teachers'

⁵Ibid., 78.

⁶Joseph H. Meyerwitz, "Self-derogations in Young Retardates and Special Class Placement," Child Development, XXXIII (1962), 443-451.

⁷Anne W. Carroll, "The Effects of Segregated and Partially Integrated School Programs on Self-Concept and Academic Achievement of Educable Mental Retardates," Exceptional Children, XXXIV (September, 1967), 93-99.

⁸Dunn, op. cit., 9

⁹Peter Valletuti, "Integration vs. Segregation: A Useless Dialectic," Journal of Special Education, III (Winter, 1969), 407.

attitudes do have a psychological and educational impact on a child's level of achievement. MacMillan further discusses the effects of the teacher when he says: "Any particular low-I.Q. child placed with the right teacher, regardless of administrative arrangement, is likely to benefit. Unfortunately the reverse is just as true."¹⁰

A study conducted by Sister Sheila Haskett illustrated a high correlation between teacher expectancy and pupil achievement.¹¹ The following was cited as an implication of her study:

It may be that today's special educators no longer believe that given appropriate training and materials, they can teach the retarded child, and this pupil can learn, can achieve at grade expectancy. Lowered level of teacher expectancy might well be a critical factor in lower level of pupil achievement."¹²

Placement of children in classes for the educable mentally retarded often lowers the expectancies of teachers. It is possible that mental retardation can be created in certain children by labeling and placing them in classes for the mentally retarded. A watered down curriculum and lowered expectancies will unquestionably lessen academic achievement in a child who is not retarded.¹³

In 1966 Rosenthal and Jacobson investigated the effects of teacher expectancies upon pupil progress. Elementary school children were picked at random and labeled by the investigators as children who

¹⁰ Donald L. MacMillan, "Special Education for the Mildly Retarded: Servant or Savant," Focus on Exceptional Children, II (February, 1971), 3.

¹¹ Sister Sheila Haskett, "An Investigation of the Relationship between Teacher Expectancy and Pupil Achievement in the Special Education Class," (unpublished Ph. D. dissertation, University of Wisconsin, 1968).

¹² Ibid., p. 90

¹³ Keith Beery, Models for Mainstreaming, (San Rafael, California: Dimensions Publishing Co., 1972), p. 29.

were "blooming" or "spurting" intellectually. The teachers were told that these children would make remarkable intellectual gains during the school year. The difference between the experimental and control groups then, was only in the mind of the teacher. At the end of the year the group labeled "blooming learners" had made significantly greater gains than the other students.¹⁴

On the other hand negative instances have also been reported. If teachers of children with above average intelligence are told that these same children are intellectually below average the children tend to regress.¹⁵

Another reason for dissatisfaction with present special education practices is the results of studies on the efficacy of special classes. The results of these studies show no significant difference in achievement of educable mentally retarded students in regular classes and similar students in special classes.

Thurstone compared intellectual development, academic achievement, social development and gross motor skills of educable mentally retarded in both regular and special classes. She found no significant differences in achievement between students in regular classes and those in special classes. However, special class children appeared to be better adjusted in school and to have more friends than the retarded in the regular grades.¹⁶

¹⁴Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom (New York: Holt Rinehart and Winston, Inc., 1968).

¹⁵Beery, op. cit., p. 30.

¹⁶Thelma Thurstone, "An Evaluation of Educating Mentally Handicapped Children in Special Classes and in Regular Classes," (Unpublished dissertation, Grambling College, Louisiana, 1960).

Goldstein, Jordan, and Moss set up an "ideal" program in order to validly appraise the effectiveness of special classes. This program was activated under the leadership of well-trained, closely supervised teachers. It included a well defined curriculum and precise teaching methods. After four years Goldstein, Moss and Jordan found that regular class retardates are low achievers and that these same retardates demonstrated more hostility and frustration than did the retardates in special classes. However, the data of the study did not demonstrate a significant difference between the experimental and control groups.¹⁷

Stanton and Cassidy have compared the achievement and adjustment of educable mentally retarded children in regular classes with those in special classes and a third group of children from a state residential school. They found that referrals for special classes were most frequently made for children with low I.Q.'s and social maladjustment. It was also noted that in the regular classroom, the teacher was unable to divide his time among children with varying abilities. The retarded were also in competition with every other child in the class. However, competition was minimized in the special classes and the teacher was able to devote attention to the retarded child. Academic gains were in favor of the regular-class group but better social adjustment occurred in the protected environment of the special classroom. It was concluded that current practices appear more adequate for the less capable retarded child but no equivalent program exists for the more capable child. Special education should provide a situation that will approximate the competi-

¹⁷Herbert Goldstein, Laura Jordan, James W. Moss, "Early School Development of Low I.Q. Children: A Study of Special Class Placement" (cited by) Alfred A. Baumeister, Mental Retardation (Chicago: Aldine Publishing Company, 1967), 282-283.

tion of the regular classroom for the higher I.Q. retardates but at the same time reduce the competition so as to be stimulating rather than frustrating.¹⁸

The structure and principles of today's educational system often have debilitating effects upon its students. The grading system forces students to compete to such a degree that some students are compelled to cheat. Thus, motivation is extrinsic rather than intrinsic. In this atmosphere the uniqueness of each individual is abandoned and if a student doesn't come up to the norm or standard he is considered a failure.¹⁹ Thus, the total educational system, including special education, is faced with a need for change. Beery sees education as being at the "crossroads". There is a need to keep children in the mainstream of education but the question is which direction to take in the mainstreaming process. Should special education students randomly be assigned to regular classrooms? Should special education teachers diagnosis students' weaknesses and prescribe solutions for others to implement? Should general educators be allowed to take the initiative in providing the individualized instruction necessary for mainstreamed handicapped students?²⁰

Goals of Mainstreaming

It is assumed that mainstreaming, the opposite of self-contained special education classes, provides the handicapped child with a modified

¹⁸Jeannette E. Stanton: Viola M. Cassidy, "Effectiveness of Special Classes for Educable Mentally Retarded," Mental Retardation, I (February, 1964), 8-13.

¹⁹William Glasser, Schools Without Failure, (New York: Harper and Row, 1960), chapters 840.

²⁰Beery, op. cit. p. 40-43.

education and supportive services as needed. Texas is among those states that have a plan for personalizing education. This plan is increasing the number of handicapped children being moved into the mainstream of education. The Texas educators involved in this move say: "Contrary to fears that handicapped children would drown in this mainstream, they are being taught to swim."²¹

The Janesville, Wisconsin, Public Schools have also begun to initiate change. The reason for the change in their educational policies is stated in the school philosophy.

Our school system's philosophy recognized the worth and dignity of each individual in our democratic society. If we truly believe that the task of the school is to provide diversified learning experiences to help each individual to attain maximum growth and development then we must serve all children including those currently labeled as educationally mentally retarded. Let us dispense with labeling. Let us look clearly and realistically at the total child as a unique and "precious" individual.²²

Allowing a child to remain in the mainstream of education prepares him to live as an adult in the mainstream of life. However, not all teachers are prepared to teach all students and many have mixed feelings about mainstreaming. Most teachers want and need added skills and the support of resource personnel, fellow teachers, or team members before undertaking the task of mainstreaming. Mainstreaming is a challenge that allows for individuality of both teacher and students. Even though initially mainstreaming is hard work for the teacher, he will be greatly re-

²¹"Texas Removes the Labels," MR 72: Islands of Excellence, Report of the President's Committee on Mental Retardation, Washington, D.C., 1972, p. 31.

²²Instructional Integration through Mainstreaming, (unpublished summary of the project compiled by the Janesville Wisconsin Public Schools, 1970-1971), p. 2.

warded.²³

Vehicles of Mainstreaming

Today's mainstreaming is most often accomplished through the use of resource rooms. Dunn,²⁴ Iano,²⁵ and Hammill²⁶ are among educators who offer resource rooms as an alternative to special education classes.

...these rooms are any instructional settings to which children come for specified periods of time in a regularly scheduled basis for special training or services. The fundamental differences between a resource room and a special class is that the child attends the resource room only on a part-time basis and remains for at least a portion of the day in his regular class.²⁷

A main purpose of the resource room is to provide individualized services to pupils and their teachers while the pupil remains integrated with children who have average rates of learning. This program attempts to ban labeling children retarded who need special educational attention. A way to avoid labeling is to establish the resource room on a noncategorical basis. Thus, the resource room can provide service to any pupil who has need of such services. Hammill's article, "The Resource Model in Special Education" lists the following advantages of using the resource room:

1. Pupils can benefit from specific resource-room training while remaining integrated with their friends and age-mates in school.

²³Beery, op. cit., pp. 33-40.

²⁴Dunn, op. cit., 14.

²⁵Richard P. Iano, "Shall We Disband Special Classes?" Journal of Special Education, VI (Summer, 1972), 167-177.

²⁶Donald Hammill, "The Resource-Room Model in Special Education," Journal of Special Education, VI (Winter, 1972), 349.

²⁷Ibid., 349.

2. Pupils have the advantages of a total remedial program which is prepared by the resource teacher, but which may be implemented in cooperation with the regular class teacher.
3. Resource rooms are less expensive to operate than tutoring, remedial reading, and special class programs for the handicapped.
4. Resource rooms have a greater multiplier effect than the present system, i.e., more children can be served under the resource room arrangement.
5. Since the resource teacher is assigned to a particular school he is less likely than the school psychologist, the remedial reading therapist, the speech correctionist, or other itinerant staff to be viewed as an "outsider" by the other teachers in the school.
6. Since young children with mild, though developing, problems can be accommodated, later severe disorders can be prevented.
7. Since disability diagnoses are not necessary for placement purposes, pupils are not labeled in any way as handicapped.
8. Since labeling and segregation are avoided, the stigma invariably associated with receiving special attention is minimized.
9. Since most elementary schools are large enough to accommodate one or more resource rooms, pupils can receive help in their neighborhood school; thus eliminating or minimizing the necessity for busing "handicapped" children across the town or county to a school housing an "appropriately labeled" class or resource room.
10. Pupils are provided flexible scheduling, in that remediation can be applied entirely in their classrooms by the regular teacher with some resource-teacher support or in the resource room on an as-needed basis; also, the scheduling can be quickly altered to meet changing situations and individual needs of the children.
11. As placement in the resource room is an individual school matter, involving the principal, the teachers, and the parents, no appreciable time lapse need occur between the teacher's referral and the initiation of special services for the child.
12. Under this alternative, medical and psychological work-ups are done on a school-request basis rather than on a screening-for-placement basis; thus the school psychologist is freed to do the work he was trained to do, instead of being relegated to the role of a psychometrist.
13. As the resource room will absorb most of the "handicapped" children in the schools, the special classes will increasingly become instructional settings for the "truly" handicapped pupils, i.e., the children for whom the classes were originally intended.

14. Because of the resource teacher's broad training and experience with many children exhibiting different educational and behavioral problems and varying maturational levels, he is likely to become an "in-house" consultant to his school.²⁸

Reger affirms that resource rooms are an excellent means of:

(a) offering direct services to children, (b) offering direct services to teachers, and (c) effecting changes in the educational program through other teachers and local administration.²⁹

In 1970, Hammill, McGettigan, Iano, and Wiederhold conducted a study to determine whether integrating educable mentally retarded children into regular grades and providing them with supportive help in a resource room would improve their achievement. The resultant data were limited to reading achievement only. In May, the average reading score was 1.54, an average increase of seven months or approximately what would be expected of a normal sample.³⁰

Barksdale and Atkinson reported significant gains in the academic performance of sixty-four educable pupils who received aid from a resource room after a period of two years. Furthermore by the end of the third year, ten of the retarded children in the regular classroom were able to succeed without the aid of the resource room.³¹

The Madison Plan directed by Hewitt, Taylor, and Artuso has proven

²⁸Ibid., 350-351.

²⁹Roger Reger, "Resource Rooms: Change Agents or Guardians of the Status Quo?," Journal of Special Education VI (Winter, 1972), 357.

³⁰Donald Hammill, Richard Iano, James McGettigan, and J. Lee Wiederhold, "Retardates' Reading Achievement in the Resource Room Model: The First Year," Training School Bulletin, LXIX (November, 1972), 105-107.

³¹Mildred Barksdale and Anna Pearl Atkinson, "A Resource Room Approach to Instruction for the Educable Mentally Retarded," Focus on Exceptional Children III (September, 1971), 12-15.

to be a successful means of mainstreaming. This is the "swinging door" concept, in which the engineered classroom model is used. A student's placement in a particular room is dependent upon his need to learn in a one-to-one setting, in a small group, or in a group of twelve to twenty-four. When a student is able to learn in the larger group he is ready for regular class placement. Over a period of two years eighty per cent of the sixty-two children involved in the program have been returned to regular classes on a part-time or full-time basis.³²

Bradfield and his associates in San Francisco, California, have directed a study on mainstreaming educable mentally retarded children using Lindsley's precision teaching techniques. Also, behavior modification using positive reinforcement was used extensively in this study. The study consisted of a control group, educable mentally retarded in self-contained classes, and an experimental group, educable mentally retarded in a regular classroom. The experimental classroom had a population of twenty-eight students, one teacher and one teacher aide. In-service training was provided for the teacher of the experimental group. At the end of a two year period there was no significant difference between the achievement of the two groups, except in the area of arithmetic. Here the experimental group showed a gain significantly different from the control group at the .005 level.³³

Carmony in 1970, conducted a study to investigate whether EMR students previously prepared were more successful or better adjusted when mainstreamed than non-prepared students. Group counseling sessions were

³²Alfred Artuso, Frank Taylor and Frank Hewett, "The Madison Plan Really Swings," Today's Education, LIX (November, 1970), 14-17.

³³Robert H. Bradfield, "The Special Child in the Regular Classroom," Exceptional Children, XXXIX (February, 1973), 384-390.

used to orient the students to regular class procedures with stress on attitudes and adjustment. The results were that all ten of the students who had attended the preparatory sessions were successfully mainstreamed whereas nine out of the ten students in the control group were returned to special education. Some inherent weaknesses of the study were small sample size and no pre and post tests to measure achievement and attitudes toward school.³⁴

A one year study was conducted by the Janesville Public School System to investigate the effects of mainstreaming on educable mentally retarded children. There were three experimental schools participating in the mainstreaming process: (1) multi-unit, using team teaching (2) traditional self-contained class (3) multi-unit using family grouping. The fourth school, the control school, kept self-contained special education rooms. The data gleaned from achievement test scores indicate that the students in the three experimental schools did score significantly higher than the control students. Other contrasts showed that the students mainstreamed into regular self-contained classrooms made the greatest gains in reading and spelling achievement and were almost equal to the top achievers in math. A possible reason for these results was the fact that mainstreaming into a self-contained room allowed for more individualized and small group instruction (the special education teacher gave assistance to the educable mentally retarded students). However, these same students had the poorest self-concepts, even considerably poorer than the students in the self-contained special education classes.

³⁴Robert B. Carmony, "Returning Special Education Students to Regular Classes," Personnel and Guidance Journal, XLVIII (April, 1970), 641-646.

The teacher variable should be taken into account in the Janesville study as well as the existence of a small I.Q. difference among groups. However, the study did demonstrate the success of mainstreaming and the possibility of different delivery systems.³⁵

Parkin cited a study carried out in an elementary school that had made curriculum changes. The school was an open design school and was also non-graded. The results after one year indicated that EMR students can successfully be totally integrated into the mainstream of education. Parkin pointed out that the open design and non-graded system and the accepting attitudes of the teachers were high contributors to the success of the project.³⁶

Catalyst is a planned educational program, presently in action, which aims at mainstreaming minimally or marginally handicapped children back into the flow of regular education. It does this through management and staff development and pupil guidance in academic, personal and interpersonal skills.

All children involved in mainstreaming in the Catalyst schools seemed to improve. At the beginning of the project the overall learning rate for all the children was 90 percent per ten months of school. The rate increased to 122 percent by the end of the first year, a gain of 32 per cent, which is the rough equivalent of gaining 3.2 months of reading achievement more per school year than had been the case prior to the project. These results may indicate that individualization of instruction

³⁵Catherine Rosenkranz, "An Experimental Program for Mainstreaming in Three Types of Elementary Schools," Bureau Memorandum, XIII (Spring, 1972), 14-16.

³⁶Arlon E. Parkin, "Mainstreaming the Educable Mentally Retarded Student," Bureau Memorandum, XIII (Spring, 1972), 3-5.

at the classroom level increased significantly during the first year since most pupils not just the identified "handicapped" pupils showed significant gains in overall learning as compared to what had been the case prior to the project. Three major factors for the successful results have been surmized:

- (1) The principals experienced and stimulated an increased atmosphere of professional growth.
- (2) Many teachers visited one another's classrooms both within and across schools and otherwise shared ideas and support for individualizing.
- (3) The focusing of teacher attention on the needs of identified handicapped pupils generated processes and techniques of individualizing for other pupils as well.

In general, greater gains were obtained among multi-aged ("combination") classes than among single grade-level classes.

The "handicapped" pupils, or any children who scored in the lowest quartile, increased their learning rate in reading achievement from 59% to 135% during the project year. Thus was a gain of 76%.

Another objective in the project was to increase the rate of learning (by at least 50%) among at least half of the lower quartile pupils. By the end of the first year over half had met this objective.

The Catalyst Program is primarily concerned with helping mildly handicapped pupils to improve in regular classrooms. Catalyst proponents believe that a large proportion of pupils still enrolled in special classes can function as well or better in regular classrooms if their programs are individualized. Therefore the success of Catalyst can be determined by noting the degree to which pupils are mainstreamed to the regular classroom.

The most important finding during the 1st year of the Catalyst Program was that a strong positive correlation was observed between the degree to which schools were successful and the degree to which the

schools and classrooms were being conducted in a democratic fashion; democracy being defined as teachers and students sharing in decisions. Action-research refinements of the Catalyst Program, processes, structures and instruments has created the most important product of the project: a transportable model from which individuals and their systems can grow by introjecting their own needs, strengths and creativity.³⁷

summary

There is much dissatisfaction with traditional special education because of segregation, labeling, negative effects of teacher expectancy, and a lack of evidence supporting the effectiveness of such classes. However, even though the efficacy studies have not given any conclusive evidence for or against special education they have provided a thrust toward change. This change is encompassing the educational system in its totality. Resource rooms, individualized instruction, and multi-unit schools are making mainstreaming possible. However, most of the literature reviewed indicates a need for administrative, teacher and student preparation.

³⁷Institute for Independent Educational Research, "Catalyst Results", San Rafael, California, 1971-1972 (Unpublished Data).

CHAPTER III

This paper was designed to study the feasibility of mainstreaming EMR students. A more specific objective was an attempt to discover what effects mainstreaming had upon the EMR student, his teachers and the school system. This was accomplished by dividing the review of literature into three areas:

1. The dissatisfaction of educators with traditional special classes.
2. The goals of mainstreaming
3. The effectiveness of some vehicles of mainstreaming

Only current literature was reviewed, literature published during the last six years.

It can be concluded that Dunn by his 1968 farewell article caused a great stir among special educators. Old efficacy studies were once more brought to the fore and new studies were conducted. Questions began to be asked and special educational methods evaluated. The results of the old and new efficacy studies, while not conclusive, reveal that many children in self-contained special education classes are needlessly segregated, labeled, and rejected.

Grouping procedures employed by schools may also have a deleterious effect on the mental health of children. Despite the countless studies which have shown that student achievement is not enhanced in homogeneously grouped classes, many schools continue to use this procedure for assigning students to academic classes. Children quickly become aware of their placement in the hierarchy and label themselves and one another accordingly. Enrollment in the "slow" class not only tends to place a ceiling on the child's motivation but also limits his learning experiences.¹

¹Report of the Joint Commission on Mental Health, Crisis in Child Mental Health: Challenge for the 1970's, (New York: Harper & Row Publishers, 1970), p. 232.

These same studies have shown that EMR children in special classes have not made greater academic gains than their counterparts in regular education. Also, the adjustment of these same children is only slightly better than that of EMR children in regular education.

However, research has indicated that self-contained special classes may have some beneficial effects for those children who have I.Q.'s in the lower portion of the educable range.

In schools where mainstreaming was initiated there was a need for curriculum change. This was often done by individualizing instructions, using a resource room and resource teacher, and often by initiating a non-graded system. The resource room was most often employed because of its accessibility to many students and because of the extra support given to all students who needed help. Because of the heterogeneity of the classes individualized instruction was quite often essential.

Teacher attitude and teacher expectancy have been cited by researchers as having a strong influence on the academic and social achievement of students. Mainstreaming tended to have a positive effect upon teacher expectancy. The teacher plays a major role in determining the effect of any method or technique of educating EMR children. Teacher preparation and teacher cooperation are essential to the success of any program. Research has shown that where teachers have the support of the administration and of fellow teachers they are much more effective as teachers.

Conclusions and Implications

Research indicates the effects of mainstreaming upon the EMR students are most often positive. If the school system has been appropriately changed and teachers adequately prepared mainstreaming is a feasible alternative to self-contained special education classes for many children

labeled EMR. The rate of the retardates' achievement in most of the studies cited was significantly increased. The resultant data, however, failed to yield the rate of social growth. This may be due to the lack of appropriate instruments to assess social growth and student attitudes.

Mainstreaming techniques are attempting to personalize education to meet the individual needs of the students. There appears to be no need to categorize, label and segregate all students presently labeled EMR. In responding to data gleaned from recent research Kirk offers the following procedure:

1. Children should be assigned to special classes for the mentally retarded only after a differential psychoeducational assessment indicates that the child shows a general mental retardation requiring a special program geared to his abilities. These classes should be comprised of children who, on the whole, have lower IQ's than children now so assigned.
2. Children with learning disabilities and children from minority ethnic groups whose background of experiences places them at a disadvantage in relation to the general population should remain in the regular grades but be helped by itinerant and resource teachers to adapt to the regular grades and establish adequate learning habits.
3. Regular elementary education, through more individualized instruction and teachers better informed on learning characteristics of educationally retarded children, should adapt to a large proportion of children they are currently referring for special education.²

Also, Glasser is a strong advocate for educational change; he offered an educational alternative that could bring about successful mainstreaming.

In his book, Schools Without Failure, Glasser says:

Grade levels may or may not be emphasized...Children are grouped only by age into heterogeneous classes and moved ahead each year for six years until they finish the sixth grade. Because there is no failure and no attempt to rate students against each other against a rigid standard, report cards as we know them are not

²Samuel A. Kirk, Educating Exceptional Children, (Boston; Houghton Mifflin Company, 1972), p. 202.

needed.³

It appears that future education should be such that all students are considered and also consider themselves successes not failures. For this to happen much change needs to take place within the educational system, within the teacher and within the students themselves. Research has shown that some of the changes make mainstreaming feasible and mainstreaming in return, facilitates other changes.

In summary educators would do well to remember this:

A child's mind is like a field for which an expert farmer has advised a change in the method of cultivating, with result that in place of desert land we now have a harvest. It is this particular sense, the only one that is significant that we say that the intelligence of children may be increased. One increases that which constitutes the intelligence of a school child; namely the capacity to learn, to improve with instruction.⁴

³William Glasser, Schools Without Failure, (New York: Harper and Row, 1969), p. 49.

⁴Simon Olshansky, Jacob Schonfield, Leon Sternfeld, "Mentally Retarded or Culturally Different", Problems and Issues in the Education of Exceptional Children, (ed. Reginald Jones) (Boston: Houghton Mifflin, 1971), p. 113.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Baumeister, Alfred A., Mental Retardation. Chicago: Aldine Publishing Company, 1967.
- Beery, Keith. Models for Mainstreaming. San Rafael, California: Dimensions Publishing Co., 1972.
- Glasser, William. Schools Without Failure. New York: Harper and Row, 1969.
- Goldstein, H. Construction of a Social Learning Curriculum. New York: Yeshiva Uni., Curriculum Research and Development Center in Special Education, 1969.
- Joint Commission on Mental Health, Report of the Commission. Crisis in Child Mental Health: Challenge for the 1970's. New York: Harper and Row Publishers, 1970.
- Kirk, Samuel A. Educating Exceptional Children. Boston: Houghton Mifflin Company, 1972.
- Kirk, Samuel A. "Research in Education". Mental Retardation: a Review of Research. Edited by H. A. Stevens and Rick Heber. Chicago: The University of Chicago Press, 1964.
- Kolstoe, O. P. Teaching Educable Mentally Retarded Children. New York: Holt, Reinhart and Winston, 1970.
- Olshansky, Simon, and Sternfeld, Leon. "Mentally Retarded or Culturally Different". Problems and Issues. Edited by Reginold Jones. Boston: Houghton Mifflin, 1971.
- Peter, Laurence. Prescriptive Teaching. New York, McGraw Hill, 1965.
- Rosenthal, Robert and Jacobson, Lenore. Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, Inc., 1968.
- Siegel, Ernest. Special Education in the Regular Classroom. New York: The John Day Co., 1969.
- Smith, Robert McNeil. An Introduction to Mental Retardation. New York: McGraw Hill, 1971.

Publications

- Adams, Clarice. "A Program for Mainstreaming at Stevens Point", Bureau Memorandum. XIII, Spring, 1972.
- Artuso, Alfred; Taylor, Frank; Hewett, Frank. "The Madison Plan Really Swings". Today's Education. LIX, November, 1970.
- Auxter, David. "Integration of the Mentally Retarded with Normals in Physical and Motor Fitness Training Programs". Journal of Health, Physical Education, Recreation. XLI, September, 1970.
- Barksdale, Mildred; Atkinson, Anna Pearl, "A Resource Room Approach to Instruction for the Educable Mentally Retarded". Focus on Exceptional Children. III, September, 1971.
- Barngrover, Elaine. "A Study of Educators' Preference in Special Education Programs". Exceptional Children. XXXVII, Summer, 1971.
- Bradfield, Robert H. "The Special Child in the Regular Classroom", Exceptional Children, F 1973.
- Burininks, Robert and Rynders, John. "Alternatives to Special Class Placement for Educable Mentally Retarded Children", Focus on Exceptional Children. III, September, 1971.
- Carmony, Robert B. "Returning Special Education Students to Regular Classes". Personnel and Guidance Journal. XLVIII, April, 1970.
- Carroll, Anne Welch. "The Effects of Segregated and Partially Integrated School Programs on Self-Concept and Academic Achievement of Educable Mental Retardates". Exceptional Children. XXXIV, October, 1967.
- Christopolos, Florence; Renz, Paul. "A Critical Examination of Special Education Programs". Journal of Special Education. III, Winter, 1969.
- Dailey, Rebecca T. "Media in the Round-Learning in the Special Experience Room". Teaching Exceptional Children. IV, Fall, 1971.
- Deno, Evelyn. "Special Education as Developmental Capital". Exceptional Children. XXXVII, November, 1970.
- Dunn, Lloyd M. "Special Education for the Mildly Retarded - Is Much of It Justifiable"? Exceptional Children, XXXV, September, 1968.
- Engel, Mary. "The Tin Drum Revisited". Journal of Special Education. III Winter, 1969.
- Fine, Marvin J. "Attitudes of Regular and Special Teachers Toward the Educable Mentally Retarded Child". Exceptional Children. XXXIII, February, 1969.

- Finnell, Carolyn. "Despite Cerebral Palsy I Have the Chance to Try". Today's Education. LIX, November, 1970.
- Fuchigami, R. "Emerging Curricula for the Elementary Level Educable Mentally Retarded". Mental Retardation. VII, October, 1969.
- Gallagher, James J. "The Special Education Contract for Mildly Handicapped Children". Exceptional Children. XXXVIII, March, 1972.
- Goodman, Hollace; Gottlieb, Jay; Harrison, Robert H. "Social Acceptance of EMR's Integrated into a Nongraded Elementary School". American Journal of Mental Deficiency. LXXVI, January, 1972.
- Hammill, Donald; Iano, Richard; McGettigan, James; Wiederholt, J. Lee. "Retardates' Reading Achievement in the Resource Room Model; The First Year". Training School Bulletin. LXIX, November, 1972.
- Hammill, Donald. "The Resource-Room Model in Special Education". Journal of Special Education. VI, Winter, 1972.
- Hammons, Gary W. "Educating the Mildly Retarded: A Review". Exceptional Children. XXXVIII, March, 1972.
- Harshman, Hardwick W. "Toward a Differential Treatment of Curriculum". Journal of Special Education. III, Fall, 1969.
- Harvey, Jasper. "To Fix or to Cope: A Dilemma for Special Education". Journal of Special Education. III, Winter, 1969.
- Heber, Rick. "A Manual on Terminology and Classification in Mental Retardation". Supplement to the American Journal of Mental Deficiency. LXIV, September, 1959.
- Heller, Harold W. "The Resource-Room: A Mere Change or Real Opportunity for the Handicapped?" Journal of Special Education. VI, Winter, 1972.
- Iano, Richard P. "Learning Deficiency Versus Developmental Conceptions of Mental Retardation". Exceptional Children. XXXVIII, December, 1971.
- Iano, Richard P. "Shall We Disband Special Classes?" The Journal of Special Education. VI, Summer, 1972.
- Jansen, Mogens; Ahm, Jette; Jensen, Paul E.; Leerskov, Anders. "Is Special Education Necessary - Can this Program Possibly Be Reduced?" Journal of Learning Disabilities. III, September, 1970.
- Johnson, John L. "Teacher Preparation for Educating the Disturbed: Graduate, Undergraduates or Functional?" Exceptional Children, XXXIV, January, 1969.
- Jones, Reginald L. "Labels and Stigma in Special Education". Exceptional Children. XXXVIII, March, 1972.

- Johnson, Orville. "Special Education for the Mentally Handicapped - A Paradox". Exceptional Children. XXIX, October, 1962.
- Kauppi, Dwight R. "The Emperor Has No Clothes: Comment on Christopolos and Renz". Journal of Special Education. III, Winter, 1969.
- Karnes, Merle B. "The Slow Learner...What Are His Characteristics and Needs"? Today's Education. LIX, March, 1970.
- Kraft, Arthur. "Down with (Most) Special Education Classes"! Academic Therapy Quarterly. VIII, Winter, 1972-73.
- Lilly, M. Stephan. "Special Education: A Teapot in a Tempest". Exceptional Children. XXXVII, September, 1970.
- Martin, Madelyn H. "The Slow Learner: Building the Slow Learner's Self Esteem". Today's Education. LIX, March, 1970.
- MacMillan, Donald L. "Special Education for the Mildly Retarded: Servant or Savant". Focus on Exceptional Children. II, February, 1971.
- Meyerowitz, Joseph H. "Parental Awareness of Retardation". American Journal of Mental Deficiency. LXXI, January, 1967.
- Meyerowitz, Joseph H. "Self-derogations in Young Retardates and Special Class Placement". Child Development. XXXIII, 1962.
- Miller, Jerry G.; Schoenfelder, Diane S. "A Rational Look at Special Class Placement". Journal of Special Education. III, Winter, 1969.
- Nelson, Calvin C.; Schmidt, Leo J. "The Question of the Efficacy of Special Classes". Exceptional Children. XXXVII, January, 1971.
- Parkin, Arlon E. "Mainstreaming the Educable Mentally Retarded Student". Bureau Memorandum. XIII, Spring, 1972.
- Porter, Rutherford B. "If Not Special Class, What?" Training School Bulletin. LXV, November, 1968.
- Reger, Roger. "Let's Get Rid of Special Classes, But ...". Journal of Learning Disabilities. V, August, 1972.
- Reger, Roger. "Resource Rooms: Change Agents or Guardians of the Status Quo"? Journal of Special Education. VI, Winter, 1972.
- Rosenkranz, Catherine. "An Experimental Program for Mainstreaming in Three Types of Elementary Schools". Bureau Memorandum. XIII, Spring, 1972.
- Rosenkranz, Catherine. "Another Look at Mainstreaming". Bureau Memorandum. XIV, Winter, 1972-73.
- Rubin, Rosalyn; Balow, Bruce. "Learning and Behavior Disorders: A Longitudinal Study". Exceptional Children. XXXVIII, December, 1971.

- Rubin, Rosalyn; Krua, Patricia; Balow, Bruce. "Factors in Special Class Placement". Exceptional Children. XXXIX, April, 1973.
- Sabatino, David A. "Resource Rooms: The Renaissance in Special Education". Journal of Special Education. VI, Winter, 1972.
- Sabatino, David A. "An Evaluation of Resource Rooms for Children with Learning Disabilities". Journal of Learning Disabilities. IV, February, 1971.
- Seefield, Caroline. "A Teacher's View of Mainstreaming at Wausau". Bureau Memorandum. XIII, Spring, 1972.
- Tuckman, Stuart. "The Placement of Pseudo-Retarded Children in Classes for Mentally Retarded". Academic Therapy Quarterly. VII, Winter, 1971-72.
- Valletutti, Peter. "Integration vs. Segregation: A Useless Dialectic". Journal of Special Education. III, Winter, 1969.
- Unpublished Material
- Haskett, Sister Sheila. "An Investigation of the Relationship Between Teacher Expectancy and Pupil Achievement in the Special Education Class". Unpublished Ph. D. dissertation, University of Wisconsin, 1968.
- Institute for Independent Educational Research. "Catalyst Results". San Rafael, California, 1971-1972. (Unpublished data)
- Janesville (Wisconsin) Public Schools. "Instructional Integration through Mainstreaming". Summary of a project. 1970-1971.
- "Precision Teaching in Perspective: An Interview with Ogden R. Lindsley". Teaching Exceptional Children. III, Spring, 1971
- President's Committee on Mental Retardation. Report of the Committee. MR 72: Islands of Excellence. "Texas Removes the Labels." Washington, D. C., 1972.
- Thurstone, Thelma. "An Evaluation of Educating Mentally Handicapped Children in Special Classes and in Regular Classes." Unpublished Ph. D. dissertation, Grambling College, Louisiana, 1960.