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## Perceptions and attitudes of teachers and administrators toward mainstreaming educationally handicapped students in California public elementary schools

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PERCEPTIONS AND ATTITUDES OF TEACHERS AND ADMINISTRATORS  
TOWARD MAINSTREAMING EDUCATIONALLY HANDICAPPED  
STUDENTS IN CALIFORNIA PUBLIC  
ELEMENTARY SCHOOLS

A Dissertation  
Presented to  
the Graduate Faculty of the  
University of the Pacific

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Benita R. Rizada  
December 1980



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Abstract of Dissertation

The major problem was to investigate if there is a disparity in the views and reactions of regular education teachers and building administrators to ascertain the pros and cons of mainstreaming learning disabled, behavior disordered, and educable mentally retarded students in California public elementary schools. The purpose was to examine the perceptions and attitudes of these teachers and administrators to discover the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of these types of exceptionalities, the impact of mainstreaming on job performance of these teachers and administrators.

From a general population of 383 public elementary and unified school districts with 1,000 or more pupil populations 77, or 20 percent, were selected randomly to compose the sample population. From the sample population, 27 school districts or 35 percent actually participated in this study.

Survey research was employed. A questionnaire was developed as a test instrument and examined by test experts and specialists in the subject area under study for its face and content validity. From the results of the pilot study using a split-half test, the reliability of the test instrument was assessed with the use of the Pearson Product Moment Correlation Coefficient. The questionnaire was modified according to the results of the pilot test.

Forty-three elementary schools with at least a K-5 grade level organization supplied a total of 85 respondents. Forty-eight regular education teachers and 37 building administrators provided the data for this study. An analysis of variance was employed to determine if the hypotheses tested were to be retained or rejected.

Insufficient responses were received for all variables tested under the academic performance, social adjustment, and emotional behavior categories for behavior disordered and educable mentally retarded students. Data could not be treated statistically for the purpose of this study. Inadequate responses were received for statistical treatment for all variables examined under academic performance, social adjustment, and emotional behavior for learning disabled and impact of mainstreaming on job performance categories in relation to: 1) grade taught; 2) average daily contact with mainstreamed students; 3) types of special education support



services available; and 4) average total frequency of contact with each mainstreamed student for all special education support services available.

For academic performance, social adjustment, and emotional behavior for learning disabled and impact of mainstreaming on job performance categories, the following variables tested were significant.

1. The more units in special education administrators had, the more positively they viewed the learning disabled in their ability to bring regularly completed homework to class. In contrast, the more units in special education teachers had, the less favorably they perceived learning disabled students with respect to the said criterion. However, both groups of respondents agreed that learning disabled were slightly less able than the nonhandicapped in terms of bringing regularly completed homework to class.

2. The more mainstreamed learning disabled administrators had in schools, the more favorably they perceived interest of these students in completing class assignments and in-class work. On the contrary, the more learning disabled students teachers had in their classes, the less positively they viewed these students in terms of their interest in completing class assignments and in-class work. However, both teachers and administrators agreed that learning disabled were equally as interested as the nonhandicapped in completing class assignments and in-class work.

3. Teachers and administrators with fewer mainstreamed learning disabled were more positive than teachers and administrators with more mainstreamed learning disabled with respect to ability of these students to ask questions for clarification. Teachers and administrators with fewer mainstreamed learning disabled maintained that these students equalled nonhandicapped in asking questions, while teachers and administrators with more mainstreamed learning disabled asserted that these students were slightly less able than nonhandicapped with respect to the said criterion.

4. The more mainstreamed learning disabled administrators had in schools, the more positively they viewed these students in their ability to read words, phrases, and simple sentences. The more mainstreamed learning disabled teachers had in their classes, the less positively they perceived ability of these students to read words, phrases, and simple sentences. However, both groups of respondents were in agreement that learning disabled were slightly less able than the nonhandicapped in terms of reading activities.

5. Teachers and administrators with more mainstreamed learning disabled were more positive than teachers and administrators with fewer mainstreamed learning disabled with respect to ability of these students to spell simple words orally. Teachers and administrators with more



mainstreamed learning disabled claimed that these students almost equalled nonhandicapped in ability to spell words orally, while teachers and administrators with fewer mainstreamed learning disabled asserted that these students were less able than nonhandicapped in spelling activities.

6. Female respondents were more positive than male respondents with respect to learning disabled students' social ability to act with ease in dealing with classmates. Female respondents felt that learning disabled almost equalled nonhandicapped in ability to act with ease in dealing with classmates. Male respondents maintained that learning disabled acted with slightly less ease in dealing with classmates.

7. Teachers and administrators with more mainstreamed learning disabled were more inclined to believe than teachers and administrators with fewer mainstreamed learning disabled that these students would scream or cry if not selected by nonhandicapped peers to work or play with them. However, both groups of respondents maintained that learning disabled equalled nonhandicapped with respect to tendencies of these students to scream or cry if discriminated against in work and play activities.

8. Teachers and administrators with more mainstreamed learning disabled felt more positive than teachers and administrators with fewer mainstreamed learning disabled in terms of ability of these students to take jokes without being irritated or frustrated. Consequently, teachers and administrators with more mainstreamed learning disabled felt that these students almost equalled nonhandicapped in ability to take jokes without feeling irritated or frustrated. Teachers and administrators with fewer mainstreamed learning disabled perceived these students to be slightly less capable than nonhandicapped with respect to the said criterion.

9. The first group of respondents claimed that the more learning disabled teachers and administrators had in schools, the more positively they viewed mainstreaming in terms of incentives it offered for their professional growth. The other group of respondents asserted that the more mainstreamed learning disabled teachers and administrators had in schools, the less favorably they perceived mainstreaming as a source of incentives for their professional growth. However, both groups of respondents felt that mainstreaming offered incentives for their professional growth but only sometimes.

10. Administrators were more in favor than teachers in exposing learning disabled to a special class prior to mainstreaming these students. Consequently, administrators felt that exposing learning disabled to a special class before mainstreaming is attempted should be carried as a usual practice; teachers contended that such procedure be done only sometimes. Teachers and administrators with



fewer mainstreamed learning disabled expressed more preference than teachers and administrators with more mainstreamed learning disabled in terms of exposing these students to a special class before putting them in the educational mainstream. Teachers and administrators with fewer mainstreamed learning disabled felt that exposure of these students to a special class should be done as a usual practice; teachers and administrators with more mainstreamed learning disabled contended that such procedure be practiced only sometimes.

The reader is cautioned in making inferences from this study's findings because they were derived from limited data supplied by 85 respondents. Because of the small percentage of responses, data for behavior disordered and educable mentally retarded could not be treated statistically for purposes of this study. Therefore, generalizability of this study is limited to learning disabled mainstreamed in public elementary schools with at least a K-5 grade level organization.

1. Should this study be replicated, recommendation is made for using a larger sample population to obtain adequate responses for statistical treatment of data for all variables tested for behavior disordered, educable mentally retarded, and learning disabled students.

2. An adequate teacher-pupil ratio should be considered to afford teachers adequate time for individualized instruction and for their professional growth.

3. The number of nonhandicapped in the classroom should be proportionate to the number of learning disabled students mainstreamed to minimize tendencies of nonhandicapped to discriminate learning disabled students in group activities. An adequate ratio of nonhandicapped and learning disabled students will afford sufficient interactions of these groups of students.

4. An adequate school evaluation program should be established and maintained for screening purposes and periodic evaluation of students' progress.

5. Since differences in opinions and reactions existed among regular education teachers and building administrators toward the effects of mainstreaming on a number of criteria under academic performance, social adjustment, and emotional behavior categories for learning disabled, and impact of mainstreaming on job performance category, it follows that public elementary schools may adopt either the self-contained special class or the regular class organizational pattern in the education of learning disabled students. However, if public elementary school systems have their policy to mainstream only eligible learning disabled students, teachers and administrators may expose these students to a series of instructional alternatives prior to

mainstreaming these students. Therefore, wise discretion should be used in selecting appropriate educational setting for learning disabled students for purposes of implementing the requirements of P. L. 94-142. Should regular class placement be decided upon adequate special education services and facilities should be provided to regular education teachers.



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B. R. R.



## DEDICATION

Dedicated to teachers and administrators involved in special education for educationally handicapped students mainstreamed in the regular educational programs.

B. R. R.

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## Chapter 1

### INTRODUCTION AND SIGNIFICANCE OF THE PROBLEM

The public elementary school system is adopting both self-contained and integrated organizational patterns in teaching handicapped students. However, a problem as to which of these two models is more adaptive has arisen. The details that follow introduce some historical background information of society's attitudes toward handicapped children. The past and current trends in the education of these children that give rise to this present investigation will be discussed also.

#### Historical Overview and Context of the Problem

Historically, students with varied physical, intellectual, social, emotional, and learning difficulties were taught in regular classrooms together with nonhandicapped students because they had nowhere else to go. Since the needs of these children were special, the time and efforts required by regular education teachers to work with them proved excessive.<sup>1</sup> In effect, these students were excluded from the regular classrooms. This situation

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<sup>1</sup>Ronald C. Doll, Curriculum Improvement: Decision Making and Process (4th ed.; Boston: Allyn and Bacon, Inc., 1978), p. 59.



led to the initiation of segregated special schools or classes. This was in response to parent groups and movements who pressured the public school system to accept the handicapped students who had been excluded from regular classes for lack of mental capacity.

Historically, the lives of handicapped individuals were influenced and conditioned by attitudes of society. In ancient times negative attitudes of society had been obviously manifested in the educational history of these people. Prior to the eighteenth century there were few educational provisions for the handicapped. The mentally subnormal were relegated to an attic or to the role of the village idiot.<sup>2</sup> Dunn described the plight of the handicapped when he said that Spartan parents allowed their handicapped children to perish. The mentally retarded were exploited as "fools" or "jesters" for the pleasure of the lords and their ladies. However, the church provided asylums for these less fortunate individuals solely as sanctuary for those unable to survive in a cruel and competitive society.<sup>3</sup>

It was not until the first decade of the nineteenth century when such leaders as Horace Mann, Samuel

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<sup>2</sup>Samuel A. Kirk, Educating Exceptional Children (2d ed.; Boston: Houghton Mifflin Company, 1972), p.6.

<sup>3</sup>Lloyd M. Dunn, "Historical Review of the Treatment of the Retarded," Mental Retardation: Readings and Resources, ed. Jerome H. Rothstein (New York: Holt, Rinehart and Winston, 1961), p. 14.

Gridley Howe, and Dorothea Dix gave impetus to the movement by establishing residential or boarding schools for the blind, the deaf, the mentally retarded, the epileptic, the crippled, and for other exceptionalities.<sup>4</sup> These educational provisions were reflections in the changes of society's attitudes toward the handicapped--from rejection to acceptance of the handicapped and integrating them into the mainstream of society to the fullest extent possible. Kirk described that these residential or boarding schools offered training as well as protective environment covering the life span of the inmates.<sup>5</sup> However, following the principle of normalization, residential or boarding schools received unfavorable comments related to its effects upon the lives of handicapped children. Cruickshank and Johnson cited the adverse effects as follows:

. . .handicapped children should have the benefits of their families and their parents. Children need the security of their homes, and this need is oftentimes intensified in the presence of a disability. Handicapped children . . . need contacts of a social nature with nonhandicapped children of their own ages and of their own interests. Such is not possible in the residential schools under the easy circumstances of a free community environment. Children in residential schools do have contacts with nonhandicapped but such must always be consciously planned; it can never be in the informal basis of a neighborhood contact. Cottage parents cannot take the place of true parents. The emotional climate of the residential schools normally cannot be as rich and meaningful as that of the child's own home.<sup>6</sup>

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<sup>4</sup>Kirk, loc. cit.

<sup>5</sup>Ibid.

<sup>6</sup>William M. Cruickshank and G. Orville Johnson,

As mentioned earlier, separate special schools and classes were organized in response to parents' demand for appropriate educational placement of their handicapped children. These segregated special schools were of two types--one type serving children of single classification such as the mentally handicapped, the crippled, the socially maladjusted, and other types of exceptionalities. The second type of special schools was one in which children with many different types of exceptionalities were served. Within such schools a differentiation was made in grouping children--hard of hearing children being grouped together; and crippled children having their own classes. Similarly, other types of exceptional children were served in their respective groups.<sup>7</sup>

While segregated special schools were built in the community to provide parents free access to their handicapped children, still these schools, like the residential schools provided limited contacts of handicapped students with their normal peers.<sup>8</sup> The same was true with segregated special classes where handicapped students had limited contacts with nonhandicapped children. This educational setting deprived the former with valuable experience with the latter. However, in the case of separate special classes within the school for the normal

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eds., Education of Exceptional Children and Youth (3d ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975), pp. 54-55.

<sup>7</sup>Ibid., p. 66.

<sup>8</sup>Ibid.



children, the handicapped were afforded social contacts with their normal peers but still limited; moreover, the stigma of being a special class for the handicapped still existed. However, this does not mean that separate special schools or classes are without advantages. There is a tremendous amount of money invested in these schools and classes to afford handicapped students adequate facilities, equipment, instructional materials, and highly paid, specially trained teachers. But despite these educational privileges, parent groups and organizations pressured legislators of their complaints--that, "local, as well as state agencies and private institutions had failed to meet the basic rights and needs of handicapped children."<sup>9</sup> Parents' complaints had contributed to the realization of the prediction regarding what education of the handicapped would be like in the future. As Kirk said, Samuel Gridley Howe predicted that the future trend in educating the handicapped would be toward their integration into "common" schools with "common" classmates in all areas possible.<sup>10</sup> Howe's prediction was reinforced by Dolch when he said that for a long time regular education teachers will carry the burden of educating the handicapped.<sup>11</sup> The prediction of Howe and

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<sup>9</sup>Michael Bender and Peter J. Valletutti, Teaching the Moderately and Severely Handicapped: Curriculum Objectives, Strategies, and Activities (Baltimore: University Park Press, 1976), p. 3.

<sup>10</sup>Kirk, loc. cit.

<sup>11</sup>Edward William Dolch, Helping Handicapped

Dolch came to a reality when legislative advances, like P. L. 93-380 and P. L. 94-142 and groups of leading educators supported parents' demands for appropriate placement and equal educational opportunities for handicapped students. The move created critical educational controversy among regular and special educators. Healey said that while special educators' cry was to have handicapped students "go back to the regular classroom," the loud countercry of regular educators was to have handicapped students "get out of the regular classroom."<sup>12</sup> Baker said that the present philosophy in the education of handicapped students stresses the importance of these students intermingling with the nonhandicapped.<sup>13</sup> The rationale behind integration supports the principle of normalization which maintains that education of the handicapped should be as natural and normal a setting as possible. Smith and Neisworth supported the principle of normalization by saying that one cannot expect "normal" functioning when one lives in an "abnormal" environment.<sup>14</sup> On the other hand, Wolfensberger maintained

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Children in School (Champaign, Illinois: The Gerrard Press, 1948), p. v.

<sup>12</sup>William C. Healey, "Integrated Education," The Volta Review, 78, No. 4 (May, 1976), 69.

<sup>13</sup>Harry J. Baker, Introduction to Exceptional Children (3d ed.; Toronto, Ontario: The Macmillan Company, 1969), p. 10.

<sup>14</sup>Robert M. Smith and John T. Neisworth, The Exceptional Child: A Functional Approach (New York: McGraw-Hill Book Company, 1975), p. 25.

that if a mentally retarded child is put in the regular classroom and just sits and vegetates, he is mainstreamed but not integrated; he is dumped.<sup>15</sup> Wolfensberger clearly suggested that mainstreaming and integration are two distinct terms. Mainstreaming is merely the physical amalgamation of handicapped with nonhandicapped students in the regular classroom; while integration is the social interaction and actual participation of both the handicapped and nonhandicapped students in whatever activities there are in the regular classroom. Wolfensberger's comments implied that for mainstreaming to be functional, it must have the support of special education services.

Since mainstreaming educationally handicapped students into the regular educational program is presently a critical issue, attempts were made in this study to examine the perceptions and attitudes of regular education teachers and building administrators involved in mainstreaming in public elementary schools toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of educationally handicapped students. This study also examined the views and reactions of these teachers and administrators toward the impact of mainstreaming on their job performance.

The following details present the problem of the study. The aspects to be discussed are described below.

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<sup>15</sup>Marylane Y. Soeffing, "Normalization of Services for the Mentally Retarded - A Conversation with Dr. Wolf Wolfensberger," Education and Training of the Mentally Retarded, 9, No. 4 (December, 1974), 206.



## THE PROBLEM

Educators have diverse opinions with respect to the educational placement of educationally handicapped students in public elementary schools. There are those who favor self-contained special classes, while others advocate mainstreaming of these types of children into regular classes. It seems, then, desirable to determine the extent of conflict in views of educators and to ascertain the pros and cons of mainstreaming educationally handicapped students and its status in public elementary schools.

### Statement of Purpose

Generally, it was the focus of this study to examine the diverse perceptions and attitudes of regular education teachers and building administrators toward mainstreaming educationally handicapped students. Specifically, attempts were made to answer the following questions.

1. What are the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance of educationally handicapped students?
2. What are the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the social adjustment of educationally handicapped students?
3. What are the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the emotional behavior of educationally handicapped students?

4. What are the views and reactions of regular education teachers and building administrators toward the impact of mainstreaming on their job performance?

#### Delimitations of the Study

This study involved an examination of the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on: 1) academic performance; 2) social adjustment; and 3) emotional behavior of learning disabled, behavior disordered and educable mentally retarded students. The study also examined the views and reactions of these teachers and administrators toward the impact of mainstreaming on their job performance. Perceptions and attitudes were examined in relation to: 1) position; 2) experience level; 3) units earned in special education; 4) sex; 5) grade level taught; 6) types and number of educationally handicapped students being mainstreamed; 7) average daily contact with mainstreamed students; 8) types of special education support services available; and 9) average total frequency of contact with each mainstreamed student for all special education support services available.

Seventy-seven elementary and unified school districts, or 20 percent, were drawn randomly from a total of 383 public schools of California. These school districts were delimited to those districts comprising of pupil populations of 1,000 or more. The number of participating schools were delimited to elementary schools with at least a K-5 organization and were mainstreaming educationally handicapped students. From each participating elementary



school, one building administrator and one regular education teacher were selected by the administrator to serve as subjects of this investigation.

### Assumptions

It was assumed that regular education teachers and building administrators had diverse perceptions and attitudes toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of learning disabled, behavior disordered, and educable mentally retarded students in public elementary schools. These teachers and administrators had distinct perceptions and attitudes toward the impact of mainstreaming on their job performance. Their expressed attitudes were equal to their actual attitudes.

### Hypotheses

The major hypotheses investigated in this study were stated in null form. Seventy-five variables were examined in relation to 16 independent variables as stated in the questionnaire. The total of 91 variables were divided into four major sections as stated in the hypotheses as follows:

1. There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance of educationally handicapped students in relation to: a) position; b) experience level; c) units earned in special education; d) sex; e) grade level taught; f) types and number of educationally handicapped students being mainstreamed; g) average daily contact with mainstreamed students; h) types of special education support services available; and i) average total frequency of contact with each mainstreamed student for all special education support services available.

2. There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the social adjustment of educationally handicapped students in relation to: a) position; b) experience level; c) units earned in special education; d) sex; e) grade level taught; f) types and number of educationally handicapped students being mainstreamed; g) average daily contact with mainstreamed students; h) types of special education support services available; and i) average total frequency of contact with each mainstreamed student for all special education support services available.

3. There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the emotional behavior of educationally handicapped students in relation to: a) position; b) experience level; c) units earned in special education; d) sex; e) grade level taught; f) types and number of educationally handicapped students being mainstreamed; g) average daily contact with mainstreamed students; h) types of special education support services available; and i) average total frequency of contact with each mainstreamed student for all special education support services available.

4. There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the impact of mainstreaming on their job performance in relation to: a) position; b) experience level; c) units earned in special education; d) sex; e) grade level taught; f) types and number of educationally handicapped students being mainstreamed; g) average daily contact with mainstreamed students; h) types of special education support services available; and i) average total frequency of contact with each mainstreamed student for all special education support services available.

Some special terms were employed in this study.

The details that follow deal with definitions of these special terms.

#### DEFINITIONS OF TERMS

For purposes of clarity some special terms have to be defined. The definitions of these terms take into consideration their relation to this study.



### Academic Performance

This term refers to the intellectual ability of educationally handicapped students to cope with the academic tasks in regular educational program. The amount of academic work and the degree of difficulty of the task correspond to the degree of educability of educationally handicapped students. The degree of competency to which educationally handicapped students carry out their academic work is determined by the way regular education teachers and building administrators perceive such academic performance.

### Attitudes

The disposition to respond to a particular person, object or situation in a favorable or unfavorable manner; or the term is usually defined as having cognitive, affective, or behavioral components.<sup>16</sup> As used in this study, attitudes refer to the reactions of regular education teachers and building administrators toward the effects of mainstreaming on the education of handicapped students and its impact on job performance of these teachers and administrators as described in the questionnaire (see Appendix A).

### Behavior Disorders

Behavior disorders may take a variety of forms and stem from a variety of causes. There may be hostility and aggression or withdrawal or restraint. There may be a high or low IQ. There may or may not be physical concomitants. There may be academic success but more

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<sup>16</sup>Herbert J. Walberg, Evaluation of Educational Performance (Berkeley: McCutchan Publishing Corporation, 1974), p. 101.

often failure in at least some school subjects. The category of those with behavior disorders may include psychotic, and neurotic children, children with lesser emotional difficulties, and delinquent children.<sup>17</sup>

As applied to this study, behavior disorders exhibited by this type of children are believed to be damaging to themselves or to other groups--whether physically, mentally, or socially. The goal of mainstreaming is to effect changes in the anti-social behaviors of these children to acceptable ones through peer modeling.

#### Building Administrator

As used in this study, building administrator refers to a school official responsible for the management or direction of an educational enterprise in public elementary schools covering at least a K-5 grade level organization. The school official includes principals, vice principals, head teachers, or whatever designation is given to the person assigned to run the school.

#### Educable Mentally Retarded

They are children, who, because of slow mental development are unable to profit to any great extent from the programs of the regular schools but who have potentialities for development, that is, minimum educability in reading, writing, spelling, arithmetic, etc. They have capacity for social adjustments in the community, and minimum occupational adequacy such that they can later support themselves partially or totally at a marginal level.<sup>18</sup>

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<sup>17</sup>Kirk, op. cit., p. 19.

<sup>18</sup>Carter V. Good, ed., Dictionary of Education (3d ed.; New York: McGraw-Hill Book Company, 1973), p. 95.

Educable mentally retarded individuals have intelligence quotients ranging from 50-75. Such individuals are not necessarily marked by any special physical stigma and are almost indistinguishable from the normal population. Literacy is up to fourth or fifth grade levels; if appropriate educational techniques are employed, they can be made reasonably socially adequate.<sup>19</sup>

#### Educationally Handicapped

The term describes those children whose learning problems are associated with behavioral disorders or neurological handicap or a combination thereof, and who exhibit a significant discrepancy between ability and achievement.<sup>20</sup> As applied here, the term educationally handicapped refers to learning disabled, behavior disordered, and educable mentally retarded students.

#### Emotional Behavior

This term refers to the total behavior involving or caused by the individual's feelings. Emotional behavior may be derived from the non-volitional, affective area of the total behavior which is determined principally by the functioning of the glands, the smooth muscles, and the autonomic nervous system, which powerfully influence the overt behavior and mental processes of the individual.<sup>21</sup>

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<sup>19</sup>Ibid., p. 362.

<sup>20</sup>Ibid., p. 95.

<sup>21</sup>Ibid., p. 362.



### Integration

The term describes a plan of teaching where educationally handicapped students are placed in an educational setting which promotes maximum interaction with nonhandicapped students. Regular education teachers are assisted by special education teachers in planning the child's educational program, in adopting classroom procedures, and providing necessary specialized instruction appropriate to each child's particular needs.<sup>22</sup> Integration as applied to this study is synonymous to normalization.

### Job Performance

This term refers to the quality and degree of accomplishments by which regular education teachers and building administrators are able to carry out their individual assigned jobs. The quality and quantity of accomplishments are judged by these teachers and administrators themselves as affected favorably or adversely by mainstreaming.

### Learning Disabled

The term refers to children with disorders in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical

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<sup>22</sup>Ibid., p. 95.

calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or of environmental, cultural or economic disadvantages.<sup>23</sup>

#### Least Restrictive Environment

The term describes a continuum of educational settings where handicapped children are temporarily placed and taught. The educational setting may not necessarily be a regular classroom; it can be a hospital, home, school, or institution where handicapped students can possibly function effectively with maximum special assistance from the teacher, provisions for adequate special facilities and support services based on the degree of the child's handicapping condition and needs. The purpose of placing handicapped students in a least restrictive environment is to provide these students with free, adequate education and equal educational opportunities as mandated by P. L. 94-142.<sup>24</sup>

#### Mainstreaming

As used in this study, mainstreaming refers to the placement of educationally handicapped students--learning disabled, behavior disordered, and educable mentally

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<sup>23</sup>"Education of the Handicapped Act," Federal Register, Vol. 42, No. 163 (1977), p. 42478.

<sup>24</sup>Ibid., p. 42513.

retarded students--in the regular classroom on a part-time or full-time basis. The purpose is to provide these students opportunities for maximum interaction with nonhandicapped students in the educational mainstream. The regular education program is supplemented with specialized instructional assistance or support services by special education personnel such as a special education teacher, resource teacher, speech therapist, reading specialist, psychologist, school counselor, and/or other specialists. Regular instruction is reinforced by the attendance of educationally handicapped students in the resource room for small-group instruction or individual tutoring. Special education support services are to be provided in relation to the number of contacts that special education personnel have to meet with respect to the individual needs of mainstreamed students.<sup>25</sup>

### Perceptions

The term implies awareness of a person on certain external objects, conditions, or relationship of whatever sort brought about as a result of sensory stimulation.<sup>26</sup> As used here, perceptions refer to the awareness of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance, social

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<sup>25</sup>Charles W. Telford and James M. Sawrey, The Exceptional Individual (3d ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1977), pp. 112; 283.

<sup>26</sup>Good, op. cit. p. 389.



adjustment, and emotional behavior of educationally handicapped students. The term also applies to the views and reactions of these teachers and administrators to the impact of mainstreaming on their job performance.

### Public Elementary Schools

These are schools having a curriculum offering work or a combination of grades from one to eight or from pre-primary grades to eight and organized under a school district of the state, supported by tax revenues, administered by public officials, and open to all.<sup>27</sup> As used in this study, public elementary schools are delimited to at least grades K-5 organization.

### Regular Education Teacher

The term implies that the teacher possesses a certificate or credential to the effect that he/she has fulfilled the minimum teaching requirements as prescribed by the state. The certification includes all categories except the emergency certificate.<sup>28</sup> In this study, the term, regular education teacher, applies to any person teaching in the public elementary school system who possesses a teaching credential or credentials that qualify him/her to teach nonhandicapped children.

### Social Adjustment

The term refers to the process whereby an individual attempts to maintain or further his security, comfort, status,

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<sup>27</sup>Ibid., pp. 197, 431.      <sup>28</sup>Ibid., p. 82.

or creative inclinations in the face of ever-changing conditions and pressures of his social environment.<sup>29</sup> As applied here, social adjustment is the ability of educationally handicapped students to interact positively with adults and normal peers, as well as with the whole group within their social environment. The term is also concerned with the ability of these students to adapt their social behavior in the educational mainstream as to be acceptable to the group.

#### Special Education Teacher

The term applied to a teacher assigned to special class/es either in a segregated special school for handicapped students or to a self-contained special class within the regular school. He/She is expected to have the ability, interest, preparation, and training to teach handicapped children.<sup>30</sup> In this study, a special education teacher is one who works with regular education teachers to provide special assistance or support services to regular education teachers and to students being mainstreamed.

#### SIGNIFICANCE OF THE STUDY

Education today, the result of litigation and legislation, points to the need for an appropriate approach in teaching handicapped students. Therefore, it seems important that public school system selects an approach

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<sup>29</sup>Ibid., p. 123.

<sup>30</sup>Ibid., p. 516.

that will respond to the learning styles and educational needs of educationally handicapped students.

Since there seems to be more focus on mainstreaming in public elementary schools today, it is felt strongly that this approach be evaluated to discover its effects on the academic performance, social adjustment, and emotional behavior of educationally handicapped students. An examination into the perceptions and attitudes of regular education teachers and building administrators involved in mainstreaming of these children is in order, and indeed, imperative. Their views and reactions can reflect the way mainstreaming fares in teaching educationally handicapped students. Equally important are the views and reactions of regular education teachers and building administrators toward the impact of mainstreaming on their job performance. The success or failure of mainstreaming can be, to some extent, reflections of the quality of personnel's job performance.

From the conclusions of this study, implications to both regular education teachers and building administrators may be drawn in similar situations. Recommendations are made for further research to examine further the status of mainstreaming in public elementary schools and study's contributions to the educational field.

The preceding chapter discussed the historical perspective of society's attitudes toward the handicapped and the past and current trends in the education of these children. Importance of the study was also dealt with.



The following details present the organization of the remaining chapters.

#### ORGANIZATION OF THE REMAINDER OF THE STUDY

The succeeding chapters of the study are organized as follows:

Chapter 2 contains the survey of related literature. It presents educators' viewpoints about mainstreaming on the academic performance, social adjustment, and emotional behavior of handicapped students, and impact of mainstreaming on job performance of teachers and administrators are discussed here. Litigations, legislation, and deleterious effects of segregated schools and classes on the education of handicapped students are discussed as major thrusts to mainstreaming.

Chapter 3 describes the research methodology employed in this study. Procedures as to how the study was conducted are presented in this section.

Chapter 4 presents the analyses of findings of the study. Tables, charts, and graphs are used here.

Chapter 5 contains the summary, conclusions, and recommendations. Theoretical and practical implications to both teachers and administrators are presented here. Recommendations in light of study's findings are presented for further research and contributions to the educational field.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Three major thrusts gave impetus to mainstreaming movement--judicial litigation, legislative mandate, and the factors that have debilitating effects in the education of handicapped children that prevailed in segregated special schools or classes. These thrusts may have contributed to the views of some leading educators that the regular classroom is the appropriate place for educationally handicapped students.

#### Judicial Litigation

Among the litigations was the Pennsylvania Association for Retarded Children versus the Commonwealth of Pennsylvania.<sup>1</sup> This case involved mentally retarded children who were refused access to free public education; this was in violation of the 14th Amendment of the Constitution of the United States, which provides due process and equal protection of the laws. In this case the court decided that the state should make a major reorganization of educational activities, to evaluate every retarded child, and to provide each child

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<sup>1</sup>343 F. Supp. 279, 1972.

free, appropriate public education.<sup>2</sup>

Another landmark court decision was the North Carolina Association for Retarded Children versus the State of North Carolina. This litigation involved a denial of mentally retarded children the right to a publicly-supported education, which was in violation of the statutes of North Carolina. The plaintiffs also alleged that mentally retarded children were deprived of due process and equal protection of the laws, both of which are guaranteed by the 14th Amendment of the Constitution of the United States. As a result of this litigation, the state was ordered to set up and maintain classes for the mentally retarded in schools, institutions, and hospitals at the expense of the state and/or appropriate county. Provisions for compensatory education were to be provided for those who had been excluded from the public schools; also home instruction was to be made available for those whose needs were not met in the programs operated by the schools, institutions, and hospitals.<sup>3</sup>

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<sup>2</sup>David H. Kurtzman, et al, A Compilation and Review of Litigation Affecting the Handicapped: Litigation Paper No. 5, Comps. Leonard C. Burrello, Henry DeYoung, and Linda Coleman (sponsored by the Institute for the Study of Mental Retardation and Related Disabilities and the University Council for Educational Administration, n. d.), pp. 109-13.

<sup>3</sup>Leonard C. Burrello, Henry DeYoung, and Linda Coleman, comps. A Compilation and Review of Litigation Affecting the Handicapped: Litigation Paper No. 5, (sponsored by the Institute for the Study of Mental Retardation and Related Disabilities and the University Council for Educational Administration, n. d.), pp. 127-29.



On September 6, 1973, the Kentucky Association for Retarded Children filed suit against the Kentucky State Board of Education. The suit was brought on behalf of all handicapped children who had been denied an education in public schools or agencies of the state of Kentucky. The exclusion of these children from the public schools constituted discrimination and was in violation of the equal protection clause of the 14th Amendment. Further, the lack of opportunity for hearing before exclusion of these children from the public schools was in violation of the due process which is so provided in the 14th Amendment of the Constitution of the United States. As a result, the state required all school districts to provide free public education to all children, regardless of their physical or mental conditions. Full hearing and notification were required before attempting to exclude any student from the public schools.<sup>4</sup>

Brown versus the Board of Education<sup>5</sup> had implication on the education of handicapped students in the mainstream. The first Brown case pointed out that segregation of children in public schools on the basis of race, even though

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<sup>4</sup>Kentucky Association for Retarded Children versus Kentucky State Board of Education, Civil No. 436, September 6, 1973, A Compilation and Review of Litigation Affecting the Handicapped: Litigation Paper No. 5, comps, Leonard C. Burrello, Henry DeYoung, and Linda Coleman (sponsored by the Institute for the Study of Mental Retardation and Related Disabilities and the University Council for Educational Administration, n. d.), pp. 157-58.

<sup>5</sup>347 U. S. 483, 1954.

physical facilities and other factors may be equal, deprived children of minority groups equal protection. Consequently, the second Brown case ordered school authorities and lower courts to eliminate racial segregation "with all deliberate speed" based on governmental acts.<sup>6</sup>

The adverse effects of segregation in the Brown case was stressed by Gilhool as follows:

To segregate them . . . generates a feeling of inferiority . . . that may affect their heart and minds in a way unlikely ever to be undone. Segregation . . . has a detrimental effect upon the children. . . . The policy of separating them is usually interpreted as denoting . . . inferiority. . . . In the field of public education, the doctrine of "separate but equal" has no place.<sup>7</sup>

Applying racial segregation to the education of handicapped students connotes that segregated special schools or classes, although provided with expensive and adequate facilities and specially trained teachers, still deprived handicapped students equal educational opportunities; also, the act of separating these students has debilitating effects on their ego and those of their parents. These, and all other litigations, were based on the human rights of handicapped students.

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<sup>6</sup>Ralph B. Kimbrough and Michael Y. Nunnery, Educational Administration: An Introduction (New York: Macmillan Publishing Company, Inc., 1976), p. 204.

<sup>7</sup>Thomas K. Gilhool, "Changing Public Policies: Roots and Forces," Mainstreaming: Origin and Implications, ed. Maynard C. Reynolds (Reston, Virginia: The Council of Exceptional Children, 1975), p. 10.

### Legislative Mandate

The litigations discussed above resulted in legislation of public laws relating to the education of handicapped children. This is to mention of Public Law 93-380 which provided among other things, the right of handicapped children to public education.<sup>8</sup> This law was amended and its provisions expanded in Public Law 94-142 which provided due process and equal protection, and free, appropriate public education for handicapped students in the least restrictive environment where they can function effectively.<sup>9</sup> However, the goal of handicapped children's education is their integration with the nonhandicapped students in the regular classroom.

### Debilitating Effects

As perceived by several authorities one debilitating effect in the education of handicapped students in segregated special schools or classes is labeling and stigmatization. As Meyen commented, "labels applied to exceptional children not only convey negative information about the labeled child; but tend to have a negative influence on the life of the child."<sup>10</sup> Smith and Neisworth reinforced the negative comments of Meyen on labeling by saying that labels generally function to further debilitate rather than help the child; they can thus be viewed as further handicaps that

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<sup>8</sup>Edward L. Meyen, Exceptional Children and Youth: An Introduction (Denver, Colorado: Love Publishing Company, 1978), p. 207.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid., p. 73.



impede the child's development and multiply the number and intensity of his problem.<sup>11</sup>

Official labeling has been employed in school to identify various types of exceptionalities. However, there are some arguments against such practice. Telford and Sawrey claimed that official labeling attaches a disability label to handicapped individuals which would result in a generalized devaluation and restructuring of the child's opportunities as well as his social and self-expectation. The individual becomes a prisoner of his own reputation. Categorizing people emphasizes their differences, and because we see an individual as different in one negatively valued way, our perception of the many ways in which he is like the unimpaired is blurred.<sup>12</sup>

Smith and Neisworth lent support to the negative comments of Telford and Sawrey on labeling. They said that when children are tagged with labels, such labels may in themselves produce handicapping conditions; the handicaps may not prove insurmountable if the perceptions of the child's other attributes were not tainted by the labels. When the labels are imposed, there appears to be a spread or generalized influence on others' perceptions of the child. A general stigma becomes attached to the child.<sup>13</sup>

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<sup>11</sup>Smith and Neisworth, op. cit., p. 150.

<sup>12</sup>Telford and Sawrey, op. cit., p. 77.

<sup>13</sup>Smith and Neisworth, op. cit., p. 50.

Telford and Sawrey further commented that perceiving individuals in terms of categories always contain the notion of a self-fulfilling prophecy. The basic idea is that our perceptions of a situation may change the situation to fit our perceptions. Self-fulfilling prophecy (expectancy effect), as applied to handicapped students, explains the attitudes and feedback of students being prophesied. In the case of negative labeling and stigmatization, the behavioral effects of children being labeled seem to succumb to teachers' low expectations. The handicapped students may cease trying and make teachers' negative expectations a reality.<sup>14</sup>

The stigma that results from labeling can also have negative effects on the perceptions and attitudes of parents toward their handicapped children. Parents tend to devalue their handicapped children and, as a result, these children will most likely develop maladaptive behavior in the long run.

However, the issue on labeling and mainstreaming had been challenged by Begad when he said that perceptions of a retarded child by his peers or teachers are a function of the handicapped child's communication skills, behavior patterns, physical appearance, cognitive deficits, and personality disposition, rather than an externally imposed label. Placement in a regular class, where the child's deviance is more pronounced, may prove a disservice to

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<sup>14</sup>Telford and Sawrey, op. cit., pp. 42-44.

the "special" child.<sup>15</sup>

On the other hand, Smith and Neisworth, in support of normalization, maintained that mainstreaming handicapped students had been designed to increase the tendency to eliminate or reduce the segregation of deviants in an effort to do away with labeling and stigmatization. These authors cited the disadvantages of segregated special schools or classes as follows:

. . . children assigned to special classes are left there without being ever considered for an alternative placement . . . there is the problem that special classes do not provide adequate level of integration with other segments of schools and community to foster normalization. It is difficult to conceive of a child being able to function appropriately in an environment that is totally different from his environment during periods of training. . . . Special schools . . . are . . . very isolated and provide an extraordinarily abnormal, emotional and biased instructional environment for children who are and will continue to be members of the community.<sup>16</sup>

The debilitating effects of segregated schools or self-contained special classes have challenged some educators to present their position in favor of mainstreaming. Baumgartner and Lynch foreseeing the future trends in the education of handicapped students, and stressing the importance of ecumenical services of regular and special educators commented as follows:

Special education for the mentally retarded is a part of and not apart from the regular program of the school. . . . Special education does not relieve the

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<sup>15</sup>M. J. Begab, "Some Priorities for Research in Mental Retardation," Research to Practice in Mental Retardation: Care and Intervention, vol. 1, ed. Peter Mittler (Baltimore: University Park Press, 1977), p. A-23.

<sup>16</sup>Smith and Neisworth, op. cit., pp. 276-77.



regular school or school administrators of the responsibility for the mentally retarded child.<sup>17</sup>

Kirk and Johnson asserted that it is educationally and psychologically unsound to segregate mentally retarded children into special classes. These children should be in regular classes.<sup>18</sup>

Litigation and legislation of public laws and the claim of some educators that segregated special schools or classes have debilitating effects on the intellectual, social, and emotional aspects of educationally handicapped students resulted in mainstreaming movement. Litigation and legislation had led to the provisions for human rights of the handicapped students. Among the human rights are the equal educational opportunities and equal protection as provided in the 14th Amendment of the Constitution of the United States. Public Law 94-142 provides due process and free, appropriate public education for handicapped students in the least restrictive environment to the maximum extent appropriate as cited earlier.

The critical issue on mainstreaming educationally handicapped students into the regular classroom calls for the need to examine literature and studies regarding the effects of mainstreaming on the academic performance,

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<sup>17</sup>Bernice B. Baumgartern and Katherine D. Lynch, Administering Classes for the Retarded: What Kinds of Principals and Supervisors are Needed? (New York: The John Day Company, 1967), p. 29.

<sup>18</sup>Samuel A. Kirk and George Orville Johnson, Educating the Mentally Retarded (Boston: Houghton and Mifflin Company, 1951), pp. 121-22.

social adjustment, and emotional behavior of educationally handicapped students. An investigation of the impact of mainstreaming on job performance of teachers and administrators is equally important.

### Academic Performance

Some literature reviewed for this study convey conflicting views and attitudes of teachers and administrators toward the effects of mainstreaming on the academic performance of handicapped students mainstreamed in regular classrooms. Studies on academic performance of these children in the educational mainstream also show some disagreements in their results.

Dunn commented on the results of eleven studies conducted in 1953. He said that mentally retarded children in segregated special classes were achieving below mental age expectancy.<sup>19</sup> However, a summary of studies in 1956 by Dunn and Capobianco, as cited by Dunn, revealed that mentally retarded students may be taught to achieve up to mental age capacity at least in reading when enrolled in self-contained special classes when increased attention was given to the teaching of reading.<sup>20</sup> Dunn remarked that

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<sup>19</sup>Lloyd M. Dunn, "Educable Mentally Retarded Children," Exceptional Children in the Schools, ed. Lloyd M. Dunn (New York: Holt, Rinehart and Winston, Inc., 1963), p. 110.

<sup>20</sup>Lloyd M. Dunn and R. J. Capobianco, "Studies in Reading and Arithmetic in Mentally Retarded Boys," *Mongr. Res. Child Development*, 19, No. 1 (1954) cited in Lloyd M. Dunn, "Educable Mentally Retarded," Exceptional Children in the Schools, ed. Lloyd M. Dunn (New York: Holt, Rinehart and Winston, Inc., 1963, pp. 110-11.



segregated special classes may be more effective academically if school systems placed educable mentally retarded students in self-contained special classes immediately upon enrolling in school. Placing educable mentally retarded students in regular classes before considering special class placement may predispose these children to lack of success because of repeated failures in the regular class.<sup>21</sup>

In contrast to the study by Dunn and Capobianco was Brown's study. Brown compared two samples of educable mentally retarded students ages 8-14 with IQs ranging from 45-79 and were taught in schools having adequate special classes with those students of similar type in regular classes having adequate special facilities. The purpose was to compare their educational achievements in reading and arithmetic. It was shown that educable mentally retarded in regular classes achieved higher scores in reading compared to their counterparts in segregated special classes. It was shown further that educable mentally retarded in regular classes tended to have higher intelligence than those similar children in special classes. It was revealed furthermore that educable mentally retarded students in regular classes with adequate facilities scored higher in reading and arithmetic compared to those similar children in special classes with adequate special facilities.<sup>22</sup>

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<sup>21</sup>Ibid., p. 111.

<sup>22</sup>Louis Franklin Brown, "A Comparison of Educational Attainment Between Mentally Retarded Children in a School District Operating Adequate Special Classes and Mentally



Kirk remarked on earlier studies of Goldstein, Moss, and Jordan in 1965. Kirk said that lower educable mentally retarded children with IQs ranging from 50-70 tended to make better academic progress in special classes; while educable mentally retarded children with IQs ranging from 75-85 tended to make better academic gains in regular classes compared to their counterparts in special classes. Kirk further remarked that children placed in special classes and those placed in regular classes at age six increase equally in IQ.<sup>23</sup> These findings have implications on the proper diagnosis with appropriate test instruments and proper classification of handicapped students in terms of those who are to be mainstreamed and those who can profit from placement in self-contained special classes. The findings on equal increase in IQ of mentally retarded children regardless of their educational placement starting at age six is open to question. While it is difficult to identify mental retardation at age six, the studies did not make mention of what testing instruments were used to identify educable mentally retarded children at age six. The results of such studies should therefore be used with caution.

The article by Kavanagh stated the efficacy of segregated special class for handicapped students in terms

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Retarded Children in a School District with Insufficient Special Classes," Dissertation Abstracts (February, 1962), Vol. 22, No. 8, p. 2680.

<sup>23</sup>Kirk, op. cit., p. 200.

of academic performance. Kavanagh said that majority of handicapped students in regular classes had difficulties in academic subjects because of their extreme lack of academic preparation, training, and experience in integrated regular class setting compared to their normal peers. The regular classroom is always seen as a place where recognition for high marks is given for intellectual achievement. The less able students would generally receive lower grades and less recognition than their normal peers. Consequently, handicapped students would most likely become habitual under-achievers in such a setting.<sup>24</sup>

Featherstone presented the same line of reasoning as Kavanagh regarding placement of handicapped students in the regular classrooms. He said that much competition, rivalry, and striving for high marks constitute the prevailing climate in regular classes. Brighter pupils would inevitably look down on slower ones and take advantage of every opportunity to bolster their academic superiority.<sup>25</sup> Kavanagh and Featherstone confirmed strongly Kirk's remarks cited earlier on better academic gains of lower educable mentally retarded (50-70 IQ) in self-contained special classes. Such favorable academic performance of these children in self-contained special classes may probably be on account of the absence of competitive atmosphere existing

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<sup>24</sup>Ellen Kavanagh, "A Classroom Teacher Looks at Mainstreaming," The Elementary School Journal (March, 1977), 321.

<sup>25</sup>William B. Featherstone, Teaching the Slow Learners (rev. ed.; New York: Bureau of Publication, Teachers College, Columbia University, 1951), p. 26.



in integrated regular classes where handicapped students fare unfavorably in competing intellectually with their normal peers. The negative comments of Kavanagh and Featherstone as mentioned previously ran parallel to Wolfensberger's comments cited earlier on the adverse effects of mainstreaming toward the education of handicapped children. He stressed that if no adequate facilities and special support services are provided to these students in the regular classroom, mainstreaming would mean dumping handicapped students into such an educational setting.

On the other hand, support for the appropriateness of the regular classroom in terms of academic performance of mentally retarded children was cited by Jackson and Taylor. They viewed academic performance of these children in regular classes to be higher, compared to those students of similar type in segregated special classes.<sup>26</sup> This point of view was confirmed by Roberts who pointed out that educable mentally retarded students in the regular classrooms are academically superior compared to their counterparts in self-contained special classes.<sup>27</sup>

In the study by Walker on the efficacy of a resource room for educating mentally retarded students, it was revealed that children in the resource room were significantly better academically compared to their

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<sup>26</sup>Stanley E. Jackson and George R. Taylor, School Organization for the Mentally Retarded: Basic Guides (2d ed.; Springfield: Charles C. Thomas Publisher, 1973), p. 30.

<sup>27</sup>Bonnie Roberts, "Make It into the 'Mainstream'," Teacher, 93 (December, 1975), 38.



counterparts in segregated special classes. Mentally retarded children in the resource room obtained better residual gains in word reading and vocabulary than did mentally retarded students in self-contained special classes.<sup>28</sup> The findings of Walker supported the contentions of Jackson and Taylor, and Roberts, but were contradictory to the findings of Dunn and Capobianco mentioned previously.

Haring and Krug conducted an experimental study of mentally retarded students drawn from segregated special classes and exposed them to intervention programs before putting them in regular classes. They were then compared to a matched group who had neither been exposed to intervention programs nor to segregated special classes. The findings showed that students from the experimental group ranked higher in academic achievements compared to the matched group. The range, though, was not significantly wide.<sup>29</sup> The findings seemed to show that intervention programs and exposures of mentally retarded children to special classes before mainstreaming them reinforce their academic preparation and performance in the regular classroom setting. The findings of Haring and Krug supported Dunn's remarks mentioned earlier about the benefits derived

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<sup>28</sup>Valaida Smith Walker, "The Efficacy of the Resource Room for Educating the Retarded Children," Exceptional Children, 40, No. 4 (January, 1974), 288.

<sup>29</sup>Norris Haring and David A. Krug, "Placement Programs: Procedures and Results," Exceptional Children, 41, No. 6 (March, 1975), 416-17.

from early special class placement before mentally retarded students are put into the regular class. However, since the results of the study were not statistically significant, it is suggested that such results be used with caution.

The study by Ritter paralleled that of Haring and Krug. Ritter explored the effects of mainstreaming on the academic gains of mentally retarded children in the areas of reading, mathematics, and spelling. These students were enrolled in special class for one year and were then moved to regular class for one year. Supplementary instructions in reading and mathematics were given thrice a week but none in spelling. The results showed that students in the regular class made increases in reading and mathematics scores. However, the increase in scores were not statistically significant. In spelling, there was a significant decrease in score in favor of special class.<sup>30</sup> The results seemed to indicate that supplemental instructions contributed to the increase in reading and mathematics scores. It can also be deduced here that the decline in spelling scores may be due to the absence of supplemental instructions in this subject area. However, Ritter's study covered a small sample in which case the results were apt to be questionable. Such results should not be taken as conclusive.

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<sup>30</sup>David R. Ritter, "Surviving in the Regular Classroom: A Follow Up of Mainstreamed Children with Learning Disabilities," Journal of School Psychology, 16, No. 3 (1978), 254-55.



Tognetti made a comparison of academic achievement among grades three and four educationally handicapped students enrolled in regular class program (learning disability group) and educationally handicapped students assigned to specific class (special day classes). The results revealed that students in learning disability group obtained higher scores in the following: 1) number system counting; 2) decimal place value; and 3) addition and subtraction. The findings further showed that students in the learning disability group scored higher in all tests of academic achievements compared to those in special day classes. However, in some cases, the differences in test scores were slight and statistically insignificant. Furthermore, special class students were more in need of remediation as compared to those in the learning disability group.<sup>31</sup>

Begab contended that differences in educational outcomes of handicapped students are influenced by factors such as: 1) curricular materials; 2) teacher-pupil ratios; and 3) teacher training.<sup>32</sup> Begab's contentions were supported by Jackson and Taylor when they said that regardless of the type of educational plan selected appropriate programming is necessary. Top priorities and administrative concern

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<sup>31</sup>Rodney Tognetti, "Educationally Handicapped Children: A Comparative Study of Academic Achievements, Creativity, and Locus Control with Students in Learning Disability Group and Special Day Classes, Grades Three and Four" (Doctoral dissertation, University of the Pacific, 1975), p. 115.

<sup>32</sup>Begab, loc. cit.



should cover the following: 1) clearly defined goals and objectives; 2) sequenced instructional materials; 3) well-trained personnel; 4) supportive services; and 5) community and parental support.<sup>33</sup> Hawkinson, in his study, concluded that differences in academic performance favoring mainstreamed subjects may be due to uncontrolled variables such as: 1) entering academic achievement; 2) curricula; and 3) selection factors.<sup>34</sup>

Briefly stated, educators have disparity in views and reactions toward the effects of mainstreaming on the academic performance of educationally handicapped students. While some reports and studies claimed that the regular classroom setting is conducive to the academic performance of these children, others cited the advantages of self-contained special class placement. Dunn remarked that academic performance of educationally handicapped students can be enhanced if special class placement is considered before mainstreaming is attempted. Other results of studies claimed that educable mentally retarded with IQs ranging from 50-70 can learn better in self-contained special classes; while those with IQs ranging from 75 to 85 can profit more from regular class placement. Early intervention programs can benefit educationally handicapped students prior to their placement in regular classrooms.

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<sup>33</sup>Jackson and Taylor, op. cit., p. 33.

<sup>34</sup>Edwin Hawkinson, "Mainstreaming at Wausau Revisited: Some Concerns and Suggestions," Exceptional Child Education Abstracts Vol. 6, No. 1 (Spring, 1974), p. 88.

## Social Adjustment

In the study of Zeigler and Hambleton, two classes of trainable mentally retarded children were moved from special classes to regular classes. The purpose was to observe their interactions with their normal peers in nonacademic settings. These children were matched on the basis of sex, chronological age, mental age, social age, and etiology. The matching process was computed and was found to be comparable. The findings revealed that normal children did not single out or deliberately victimize their mentally retarded peers. It was also observed during their play activities that normal children manifested interest in knowing the names of their mentally retarded peers. It was further observed that mentally retarded students interacted among themselves but with more provoked aggressions, much less teaching, intervening, comforting, and helping compared to the interactions among the non-retarded and mentally retarded.<sup>35</sup> The findings implied that mentally retarded students, being slow, needed some promptings from the nonretarded to achieve better interactions with the group. Further, the findings suggested that placement of special children in the regular class was effecting improvements in their interactions with the nonretarded.

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<sup>35</sup>Suzanne Zeigler and Donald Hambleton, "Integration of Young Trainable Mentally Retarded Children into a Regular Elementary School," Exceptional Children, 42, No. 8 (May, 1976), 459-60.

The study by Walker presented similar end-results as those of Zeigler and Hambleton on the social adjustment of mentally retarded children in the educational mainstream.<sup>36</sup> However, while Zeigler and Hambleton observed social interactions of these children in nonacademic settings, Walker was concerned with interactions of these children during academic activities in the resource room. The findings of both studies seemed to indicate that similar interactions of these children can take place regardless of settings.

Gottlieb and Budoff concluded in their study that social attitudes of nonretarded peers toward the retarded during play is more positive as compared to the interactions of these children during academic activities.<sup>37</sup> The findings implied that positive interactions of nonretarded with the retarded were favorably influenced by activities involving less use of intellectual skills and manipulations by retarded children.

The study by Iano and others on the effects of resource room services on the social adjustment of mentally retarded children did not support the findings of Walker. Iano and his co-authors claimed that educable mentally retarded students who were afforded special support services in the resource room were no better socially accepted by

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<sup>36</sup>Walker, loc. cit.

<sup>37</sup>Jay Gottlieb and Milton Budoff, "Social Acceptability of Retarded Children in Nongraded Schools Differing in Architecture," American Journal of Mental Deficiency, 78, No. 1 (1973), 18.



their normal peers compared to those similar type of children not recipients of similar support services.<sup>38</sup>

Gottlieb and Budoff examined the social acceptability of mainstreamed and segregated educable mentally retarded in open-space concept nongraded school with those similar type of children in the traditional "eggcrate" building. The findings were as follows: 1) merely mainstreaming educable mentally retarded students with the nonretarded did not necessarily result in the improvement of social adjustment of these children; and 2) mainstreaming increased visual accessibility and physical contacts of nonhandicapped with the handicapped in the open-space nongraded classroom but did not result in the actual acceptance of the latter by the former.<sup>39</sup> The findings of Gottlieb and Budoff on the increase of visual accessibility and physical contact of handicapped children with the nonhandicapped in open-space nongraded classroom but which did not improve social acceptability of the handicapped by the nonhandicapped were in agreement with Newmann's study. Newmann examined if significant differences existed in the attitudes of normal children receiving information only about severely emotionally disturbed students as compared to those normal students receiving information

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<sup>38</sup>Richard P. Iano and others, "Sociometric Status of Retarded Children in an Integrative Program," Exceptional Children, 40, No. 4 (January, 1974), 170-71.

<sup>39</sup>Gottlieb and Budoff, loc. cit.

plus experiences with severely emotionally disturbed children. The findings showed that normal children receiving information only demonstrated significant number of positive interactions with emotionally disturbed students in comparison with those normal peers receiving information plus actual sharing of experiences with emotionally disturbed students.<sup>40</sup> The findings suggested that familiarity and constant association with handicapped students reinforced the negative attitudes of nonhandicapped children toward children who are different. The findings have implications on the negative effects of mainstreaming on the social adjustment of handicapped students.

The study by Lowther attempted to investigate if attitudes of nonhandicapped students can be significantly and positively changed and maintained by using simplistic, yet, controlled social interaction strategies. Twenty-four high-status students from grades 3-6 were selected based on their social acceptance at the upper one-third of the class and demonstrated preference in working with retarded subjects to match with 24 retarded students based on: 1) IQ ranging from 40-78; 2) achievement at least one year below grade placement; 3) exposures to regular class peers for a minimum of two months; and 4) social acceptance at the lower one-third of the class as measured by a sociometric scale. These matched groups were assigned to

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<sup>40</sup> Rebecca Kay Newmann, "The Effects of Information and Experiential Activities on the Attitudes of Regular Classroom Students toward Severely Handicapped Children and Youth," Dissertation Abstracts International (June, 1979), Vol. 39, No. 12, p. 7286A.



four levels of interaction treatments: 1) control; 2) exposures, where students played games in the room without class involvement; 3) entertainment, where these groups of children practiced and presented skits for their respective group; and 4) involvement, in which groups of students prepared and directed art projects for the entire class. The results showed significant attitudinal changes in the following treatments: 1) exposure; and 2) involvement. Entertainment treatment showed no significant attitudinal changes of high status students toward retarded peers. Attitudinal changes were maintained throughout the duration of the effective treatments.<sup>41</sup>

The study of Behrmann attempted to provide a rationale for employing normal children as models for assertiveness training intervention with nonassertive socially withdrawn physically and mentally handicapped children ages 4-8 with social development ranging from 2-7 years. It was concluded that significantly, normal peer models had provided selective benefits to a few, but a great majority of the physically and mentally handicapped had not been helped to decrease their socially withdrawing behavior.<sup>42</sup> The findings were in contrast to Lowther's

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<sup>41</sup>Leigh C. Lowther, "Changing and Maintaining Attitudes of Peers toward the Integrated Retarded Pupils," Dissertation Abstracts International (April, 1979), Vol. 39, No. 10, p. 6058A.

<sup>42</sup>Michael Mitts Behrmann, "The Use of Normal Peer Models to Increase Social Interactions in Socially Withdrawn Nonassertive Physically Handicapped Children," Dissertation Abstracts International (April, 1979), Vol. 39, No. 10, p. 6058A.



study but in agreement to Newmann's findings cited earlier.

The study by Barnes portrayed divergent results as compared to Behrman's findings. Barnes investigated the effects of social peer modeling between typical and severely disturbed children in free play, group, snack/lunch, and teacher structured activities. Videotaped interviews and recordings were used to examine peer interactions between these children. The findings showed that of the behaviors observed, 73.5 percent were positive interactions; 3.2 percent were neutral; and 23.3 percent were negative. High interactors special students tended to be more verbal, while those more aggressive ones received fewer interactions from typical children. Compared with typical children, special students were often interfering and non-compliant. It was further observed that the most prevalent behaviors were giving attention and approval with a score of 49.6 percent. The frequency of particular behaviors varied with the type and nature of the stimulus behaviors.<sup>43</sup> These findings were in agreement with Lowther's findings and those of Zeigler and Hambleton and were supportive of mainstreaming.

Bruininks studied the actual and perceived peer status of learning disabled children in an educational mainstream. She discovered that these children were less accepted by their normal peers. They were lower in actual

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<sup>43</sup>Ellen Beard Barnes, "Peer Interaction Between Typical and Special Children in an Integrated Setting; an Observational Study," Dissertation Abstracts International (July, 1979), Vol, 40, No. 1, p. 190-A.

peer status but rated themselves higher than their actual positions in the group.<sup>44</sup> It appeared that learning disabled students were less accurate in assessing their actual social status compared with their normal peers. It would seem that learning disabled children may have considered their social status as equal to their normal peers.

The study by Garrett paralleled that of Bruininks' study. Garrett compared the social status of 100 fourth, fifth, and sixth grades learning disabled children with 100 nonlearning disabled peers. She explored whether teacher preference of students and children's accuracy in appraising their own social status would influence their social status in their class. It was discovered that learning disabled children were less accepted by their normal peers. There was a significant correlation between teacher preference ratings and social status ratings. However, unlike Bruininks' findings, there was no significant difference in the ability of these two groups of children to assess accurately their own social status.<sup>45</sup> The findings suggested a need for improved teachers' knowledge and understanding about the limitations of learning disabled children. Administrative concerns should be geared toward professional development of personnel along special education if

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<sup>44</sup>Virginia Bruininks, "Actual and Perceived Peer Status of Learning Disabled Students in Mainstream Programs," The Journal of Special Education, 12, No. 1 (Spring, 1978), 57.

<sup>45</sup>Mary Kosloski Garrett, "Peer Acceptance, Teacher Preference, and Self-Appraisal of Learning Disabled Children," Dissertation Abstracts International (July, 1979), Vol. 4, No. 1, p. 193-A.



mainstreaming is to succeed.

Vaac and Kirst studied the social status of emotionally disturbed children in the regular classroom which lent support to the findings of Bruininks and Garrett. The results revealed that emotionally disturbed students were not accepted by their normal peers. Teachers perceived these children as not beneficial to their nonhandicapped peers.<sup>46</sup> It can be deduced here that disruptive behavior of emotionally disturbed children may have caused their normal peers and teachers to dislike them. Therefore, teachers and administrators should structure classroom situations as to be conducive to behavior change of emotionally disturbed students. Teaching and learning strategies and activities should be directed toward improved interactions of children in the integrated class.

Gottlieb, Semmel, and Veldman studied the perceived social behavior, academic competence, and amount of time that educable mentally retarded children were integrated into the regular classroom to determine the relative influence of these factors on the social acceptability of these children by their normal peers. Three hundred twenty-four educable mentally retarded were mainstreamed into the fourth and fifth grade regular class, 70 percent of whom had attended special class. Acceptance and rejection data were obtained from the perceptions of teachers and normal

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<sup>46</sup>Nicholas A. Vaac and Nancy Kirst, "Emotionally Disturbed Children and Regular Classroom Teachers," The Elementary School Journal, (March, 1977), 313.



peers on the cognitive ability and disruptive behaviors of educable mentally retarded students. It was concluded that perceived disruptive behavior of these children was more closely associated with academic incompetence. However, data suggested that academically incompetent educable mentally retarded students received few social acceptance choices from their normal peers. The amount of time that educable mentally retarded students were mainstreamed into the regular class had no bearing on the low social acceptance of these children by their normal peers.<sup>47</sup>

The study by Guerin and Zsatlocky made use of interviews with administrators and teachers and actual observations of regular classrooms using different integrative models for mildly retarded students. The purpose was to discover the effects of the models in the social adjustment of these children. The findings showed that retarded children integrated without careful selection behaved "normally" as compared with regular students and carefully selected students. Significantly, the nonselected fully integrated students were more self-directed than those partially integrated students. Further observations revealed that the staff had the highest degree of expectations of these special students. Full-time integrated students were perceived by the staff as full classroom members, while

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<sup>47</sup>Jay Gottlieb, Melvyn I. Semmel, and Donald J. Veldman, "Correlates of Social Status among Mainstreamed Mentally Retarded Children," Journal of Educational Psychology, 70, No. 3 (June, 1978), 402.

partially integrated students were frequently seen as visitors.<sup>48</sup> From the findings of this study, a question can be raised with regards to the reliability of the screening procedures. The practice of full-time and partial integration would most likely result in differentiated social adjustment of mentally retarded children with their normal peers.

Reese, Judson, and Stokes compared the social acceptance of 42 elementary grade educable mentally retarded pupils in the regular classroom with 32 normal peers. A sociometric scale "How I Feel toward Others" was used. The results were as follows: 1) mainstreaming did not support the intent of enhancing social acceptance of educable mentally retarded children by their normal peers; 2) educable mentally retarded students received significantly lower sociometric scores than the male and female non-retarded children; and 3) educable mentally retarded students were often overtly rejected by their normal peers.<sup>49</sup> The findings supported strongly the remarks of Kirk on the studies of Johnson, Guskin, and Specker. Kirk said that mentally retarded students in self-contained special classes were better socially adjusted, have better self-concepts,

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<sup>48</sup>Gilbert Guerin and Kathleen Zsatlocky, "Integration Programs for the Mildly Retarded," Exceptional Children, 41, No. 3 (November, 1974), 178-79.

<sup>49</sup>Dukes Reese, L. Judson and Elizabeth M. Stokes, "Social Acceptance of Elementary Educable Mentally Retarded Pupils in the Regular Classroom," Education and Training of the Retarded, 13, No. 4 (December, 1978), 360.



and have less tensions compared to those mentally retarded in integrated regular classes.<sup>50</sup>

Gottlieb pointed out why mentally retarded children are rejected by their normal peers in the educational mainstream as follows:

Mentally retarded children in integrated regular classrooms are no longer labeled. They are expected to behave like normal children. They are ostracized when they exhibit behavior that violates group norms.<sup>51</sup>

If this be the case, there is only very slight chance for retarded children to improve their social adjustment in the educational mainstream. The situation calls for training retarded children to learn acceptable modes of behavior before they are mainstreamed. Another area of concern by teachers is to orient the nonhandicapped of the strengths, weaknesses, and limitations of retarded children. By understanding the retarded as persons, the nonhandicapped will learn to accept their retarded peers as they are. But on top of this all is the teacher's accepting behavior that will certainly guide the whole class.

To summarize, contentions of educators are as diverse as results of studies regarding the social adjustment

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<sup>50</sup>Kirk, op. cit., pp. 199-200.

<sup>51</sup>J. Gottlieb, "Observational studies of social adaptation: An educational perspective. Paper presented at conference, application of observational-ethnological Methods of the Study of Mental Retardation (Lake Wilderness, Washington, 1976), cited by J. Gottlieb, "Attitudes toward Mainstreaming Retarded Children and Some Possible Effects on Educational Practices," Research to Practice in Mental Retardation, Vol. 1, Care and Intervention, ed. Peter Mittler (Baltimore: University Park Press, 1977), p. 39.



of handicapped students. Some educators as well as studies claimed that regular class placement for these students is conducive to their social adjustment where nonhandicapped students can serve as models for appropriate behavior. On the contrary, some educators and results of some studies claimed that special class placement is appropriate for social adjustment of handicapped children where they are accepted by children of their own type and no nonhandicapped students to ostracize them. Still other educators and studies maintained that social adjustment of handicapped students can be developed better in the educational mainstream if these children are first exposed to special classes or to intervention programs.

### Emotional Behavior

The lack of exposure to the regular class or the transition from special class to regular class may pose some conflicting feelings on the part of educationally handicapped students. The way educationally handicapped students perceive themselves in the new learning environment and the way regular education teachers, other adults and normal peers perceive and react to handicapped students may create positive or negative effects on the emotional behavior of these students.

In an article by Swap, it was stated that emotional disturbance that children exhibit in the classroom is not due to the child's behavior alone. The interactions of the child with the classroom environment cause such disruptive

behavior.<sup>52</sup> Swap's contentions seemed to suggest a need for teachers and administrators to design classroom situations adaptive to sound emotional behavior development. This is specially true in integrated regular classroom where the nonhandicapped and handicapped students present wide diversity in their physical, intellectual, social, and emotional characteristics.

The disadvantage of mainstreaming on the emotional behavior of disabled students was stated by Anderson. She said that placement of handicapped students in the regular class may impose social and emotional strains on children with severe physical limitations. They may feel more deprived and frustrated than they were at school or class with similarly handicapped children.<sup>53</sup> Anderson's assertions implied that for mainstreaming to succeed the zero-reject policy should not be employed; only eligible handicapped students should be mainstreamed to prevent dumping of misfits in the regular classrooms.

Brooks in his article, cited an actual experience of a teacher in a class where handicapped children with disruptive behaviors were mainstreamed. During the first week, handicapped children were excited. Suddenly, they lost their self-control. They were crying. They felt lost

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<sup>52</sup>Susan M. Swap, "Disturbing Classroom Behavior: A Developmental and Ecological View," Exceptional Children, 41, No. 3 (November, 1974), 163.

<sup>53</sup>Elizabeth M. Anderson, The Disabled School Child: A Study of Integration in Primary Schools (London: Methuen and Company, Ltd., 1973), p. 14.

and frightened. Coming from a small class of 12 or less to a class of 25 or more would seem a tremendous change to handicapped students with limited experience.<sup>54</sup>

Bellezia cited a comparable experience in her own grade one class where handicapped students exhibiting emotional problems were mainstreamed. Screaming, hitting, and running around were common overt behaviors of these students.<sup>55</sup>

Mainstreaming has adverse effects both on the handicapped and nonhandicapped students with regards to their emotional behavior as explained by Ispa and Matz. They said that handicapped children may receive disproportionately greater or smaller amount of their teacher's attention; therefore, these children may be ostracized by their normal peers. The handicapped would most likely become disruptive and serve as models for inappropriate behavior for the nonhandicapped; and/or the handicapped would become frustrated by classroom demands they cannot possibly meet.<sup>56</sup> However, seeing both sides of the segregation-integration controversy, Guralnick strongly

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<sup>54</sup>Andree Brooks, "Mainstreaming in Perspective," Teacher, 96, No. 8 (April, 1979), 59.

<sup>55</sup>Janet A. Bellezia, "Teachers' Experiences in Massachusetts," Today's Education, 65, No. 2 (March-April, 1976), 24.

<sup>56</sup>Jean Ispa and Robert D. Matz, "Integrating Handicapped Preschool Children within a Cognitively Oriented Program," Early Intervention and the Integration of Handicapped and Nonhandicapped Children, ed. Michael J. Guralnick (Baltimore: University Park Press, 1978), p. 116.



commented on the benefits derived from mainstreaming. He said that the permissive nature of the regular classroom tends to alter the emotional feelings of previously segregated handicapped students; hence, fewer inappropriate behaviors tend to occur. Further, teachers' observations of nonhandicapped and handicapped students' behaviors provide a framework for better understanding of teachers toward varying patterns of behavior within developmental context.<sup>57</sup>

A study by Anderson dealt with behaviors most often occurring in the classroom. Behaviors of 24 neurologically impaired children were examined based on teachers' scale. It was shown that poor concentration was exhibited by 21 or 87.5 percent of the children; 13 or 54.1 percent of the children displayed solitary behavior; and 12 or 50 percent manifested fearful behavior.<sup>58</sup> Anderson's study consisted only of limited sample; however, her findings were reinforced in the study by Digate and his co-authors. They concluded that behaviors of cognitively impulsive boys were rated by their teachers as less attentive and less able to concentrate on school tasks.<sup>59</sup>

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<sup>57</sup>Michael J. Guralnick, "Integrated Preschools as Educational and Therapeutic Environments: Concepts, Design, and Analysis," Early Intervention and the Integration of Handicapped and Nonhandicapped Children, ed. Michael J. Guralnick (Baltimore: University Park Press, 1978), p. 116.

<sup>58</sup>Anderson, op. cit., p. 147.

<sup>59</sup>Gail Digate and others, "Modification of Impulsivity: Implications for Improved Efficiency in Learning for Exceptional Children," The Journal of Special Education, 12, No. 4 (Winter, 1978), 460.

In the study by Black on "Teacher Preferences on Class Placement of Mildly and Severely Handicapped Children," regular teachers expressed preference to refer "behavior problem" children to full-time special class placement.<sup>60</sup> Comparable attitudes were manifested by suburban and urban principals in their order of preferences in mainstreaming handicapped children. In their order of least preference suburban and urban principals were apt to reject educable and trainable retardates and emotionally disturbed children.<sup>61</sup> The tendency of these principals to reject these types of exceptionalities may have some bearing on the disruptive behaviors of these children. While mental retardates are more prone to frustrations and temper tantrums, emotionally disturbed children tend to display aggressive or withdrawing and unpredictable behaviors in the classroom.

In the study, "Teachers' Attitudes toward Young Deviant Children," Kedar-Voivodas discovered that acting out behaviors of deviant children were viewed more negatively than the withdrawn ones. Teachers predicted a relatively greater amount of improvement in the future for the acting out children than they did for the withdrawn ones.<sup>62</sup> The

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<sup>60</sup>Dona H. Black, "Teacher Preferences in Class Placement for Mildly and Severely Handicapped Children," Student Research Report: Mainstreaming Teaching Generically, 2, No. 1 (1976), 16.

<sup>61</sup>Reed Payne and Charles Murray, "Principals' Attitudes toward Integration of the Handicapped," Exceptional Children, 41, No. 3 (October, 1974), 124.

<sup>62</sup>Gita Kedar-Voivodas, "Teachers' Attitudes toward Young Deviant Children," Dissertation Abstracts International (July, 1979), Vol. 40, No. 1, p. 198-A.



advantage of the acting out children over the withdrawn ones in terms of future improvements may probably be on account of the courage of the acting out children who are not bashful to try even if posed with challenging situations.

Silverman described the plight of special-need children in the educational mainstream. He said that the Civil Rights of exceptional children may be restricting the rights of these children. Placement in the regular classroom affects adversely the emotional behavior of handicapped children. Special-need children are deficient in language and verbal ability. They have difficulty in relating to people. They are relatively remote, withdrawn, and uncomfortable with people. Normalcy as aimed at in the regular classroom may be unattainable for handicapped children because of their short attention span, limited tolerance of frustrations, and distress in the face of change.<sup>63</sup>

In brief, results of studies are as diverse as educators' contentions on the emotional behavior of handicapped students in the two organizational models in educating these children. Some educators favored self-contained special classes. They claimed that handicapped students in the regular classroom display disruptive behaviors such as screaming, crying, hitting, and running around because of the unfamiliarity and tremendous challenge posed by the

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<sup>63</sup>Morton Silverman, "Beyond the Mainstream: The Special Needs of the Chronic Patient," American Journal of Orthopsychiatry, 49, No. 1 (January, 1979), 67.



educational program. These children showed lack of attention and concentration in their tasks. The disruptive behaviors of handicapped students would most likely result in their being ostracized by their nonhandicapped peers. Other educators and studies maintained that regular classroom setting is appropriate for the emotional development of handicapped students. Nonhandicapped students in the regular classroom can serve as models for appropriate behaviors. Peer modeling may tend to reduce the occurrence of handicapped students' inappropriate behaviors. The integrated class may afford teachers' better understanding of children's varying patterns of behaviors within developmental context. Still other educators and studies claimed that organizational model has no bearing on the emotional behavior of children. Behaviors of children are influenced and conditioned by environmental factors in the classroom.

#### Impact of Mainstreaming on Job Performance

Mainstreaming as a sophisticated model will elicit diversified perceptions, attitudes, and feedback from regular education teachers and administrators as they experience tremendous adjustments they have to make in the educational set up. As William Healey said:

Mainstreaming is not a panacea. It is not easy to initiate and maintain. It needs competent planning, management, and evaluation salted with reasonable logic and common sense if integration is to succeed.<sup>64</sup>

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<sup>64</sup>Healey, op. cit., pp. 68-69.

Regular and special educators present diverse views and reactions toward the effects of mainstreaming on their job performance. However, there is more impact of mainstreaming on job performance of regular education teachers and administrators. Clark described the feelings and attitudes of regular education teachers toward mainstreaming as follows:

. . . Teachers had the feeling of insecurity and uncertainty of what to do with the exceptional children . . . . There is a fear of harming their development by failing to offer optimum instruction. The wishful feeling on the part of the teaching staff was that if they work long and hard and with sufficient expertise, they could "make the child well."<sup>65</sup>

The lack of confidence on the part of regular education teachers to handle exceptional children was confirmed by Payne and Murray when they stated in-service training to be the number one need of the teachers.<sup>66</sup> Similar feeling of professional inadequacy was expressed in the study by Black. Regular education teachers manifested less confidence in dealing with behavior problems in the classroom. Their lack of competence was shown in their desire to "accept" only few handicapping categories into the educational mainstream.<sup>67</sup>

Like the teachers in Black's study, principals in Overline's study preferred to mainstream two handicapping

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<sup>65</sup>E. Audrey Clark, "Teachers' Attitudes toward Integration of Children with Handicaps," Education and Training of the Mentally Retarded II, No. 4 (December, 1976), 334.

<sup>66</sup>Payne and Murray, loc. cit.

<sup>67</sup>Black, loc. cit.

categories--children with intellectual deficits and those with emotional problems.<sup>68</sup> Teachers and administrators have different roles in mainstreaming but they appear to feel that the program imposed the same impact on their job performance specially if more types of exceptionalities with varying degrees of handicapping conditions would be mainstreamed.

In the study by Guerin and Zsatlocky where 17 administrators and 31 teachers were interviewed, it was discovered that all but one administrator had positive attitudes toward mainstreaming. Both central and building administrators were strongly positive and supportive of mainstreaming. The principals did not only express their personal support for mainstreaming but also encourage their teaching staff as well. Central administrators distant from the mentally retarded were more positive toward mainstreaming as compared to teachers closer to classroom routine. Although teachers were less positive toward mainstreaming than administrators, it appeared that teachers working together in the same staff had the tendency to have similar attitudes toward mainstreaming.<sup>69</sup>

The study by Neumann and Harris lent support to the findings of Guerin and Zsatlocky. They discovered that administrators were more positive toward mainstreaming than

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<sup>68</sup>Harry M. Overline, Mainstreaming--Make it Happen (Hayward: California State University, October, 1977), p. iii.

<sup>69</sup>Guerin and Zsatlocky, op. cit., 179.



teachers and parents.<sup>70</sup> Overline's findings were in agreement with the study of Guerin and Zsatlocky and that of Neumann and Harris. Overline discovered that principals were more positive toward mainstreaming than were regular education teachers.<sup>71</sup> Central and building administrators, being key persons in the school system, have greater responsibility in making mainstreaming succeed. This may be the reason why administrators are more positive toward mainstreaming. Teachers' less positive attitudes may probably be on the impact of the change in the organizational set up and the additional classroom duties which they may not be as yet ready to accept.

Brown surveyed the perceptions of area education agency administrators, area directors of special education, superintendents, principals, and regular and special education teachers on the status of certain special education programs and services. The purpose was to determine the impact of these services on the job performance of each of the groups surveyed. The results reflected semblance to the study by Guerin and Zsatlocky, Neumann and Harris, and Overline. The findings showed diversified impact on the roles of the respondents: 1) all area education agency administrators tended to cluster as a group and were more

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<sup>70</sup>Elizabeth M. Neumann and A. Christine Harris, Comparison of Attitudes toward Mainstreaming Preschool and Kindergarten Children with Special Needs (Pomona, California: Children's Service Center, 1977), pp. iii-iv.

<sup>71</sup>Overline, loc. cit.

supportive of regular class placement for severely mentally retarded children compared to regular education personnel surveyed; 2) all respondents tended to agree on the concepts of cooperative planning and staffing, team teaching, and the use of educational aides in programming; 3) all groups appeared to support the policy of placing a limit to the number of handicapped students to be mainstreamed. The teachers group tended to agree on the concept of reducing regular class size when handicapped pupils are integrated.<sup>72</sup>

A parallel study was conducted by Simpson involving regular and special education teachers, regular and special education administrators, and pupil personnel service staff. Its purpose was to determine school placement perceptions of these personnel for students with different types of exceptionalities and degrees of their handicapping conditions. The results were as follows: 1) special education teachers tended to place handicapped students in more restrictive environment than did the other groups of respondents; 2) all respondents perceived moderately and severely mentally handicapped students to be more appropriately placed in self-contained special classes; and 3) students with mild mental impairments, learning disabilities, and behavior disorders were to be placed in the regular classroom with special education support services. It was also perceived by the

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<sup>72</sup>Jerome Brown, "Perceptions of Special and Regular Education Personnel in Iowa Regarding Mainstreaming, Alternative Educational Strategies, and Responsibilities," Dissertation Abstracts International (April, 1979), Vol. 39, No. 10, p. 6059-A.



respondents that the following were most needed in integration: 1) knowledge of specific teaching strategies, handicapping conditions, special instructional materials, and supportive services; and 2) units earned in regular education courses or attendance in special education workshop.<sup>73</sup> Payne and his co-authors supported Simpson's study in the perceived needs of personnel for integration. He said that regular education teachers should work with special education teachers who are more trained in diagnostic, prescriptive, and effective instructional assistance. It was further suggested that efforts be made to attend in-service education programs offered by training institutions.<sup>74</sup> Goldstein was strongly in agreement with Payne and his co-authors in the need for adequate preparation of teachers for successful mainstreaming. He stressed by saying:

. . . difficulties of handicapped children seem insurmountable to a teacher previously oriented only to the needs of normal children. Effective teacher training of the nature and needs of handicapped children is essential for successful mainstreaming. Dumping a handicapped child into a pool of normal children where he must sink or swim should not be permitted until all teachers have been trained to be lifesavers.<sup>75</sup>

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<sup>73</sup>Thomas Glen Simpson, "Perceived Placement of Handicapped Students, Placement Variables, and School Personnel Service Needs," Dissertation Abstracts International (June, 1979), Vol. 39, No. 12, p. 7286-A.

<sup>74</sup>James Payne and others, "Mainstreaming Mentally Retarded Students in the Public Schools," Mental Retardation, 17, No. 1 (February, 1979), 46.

<sup>75</sup>Herbert Goldstein, "Controversy and Debate: Special Classes versus Integration," Exceptional Children: A Reference Book (Guilford, Connecticut: Special Learning Corporation, 1978), p. 391.



The impact of mainstreaming on job performance had been described by teachers based on their actual classroom experience. According to Joslin and McGarth mainstreaming has its pros and cons which a few can be summarized here. Joslin, a grade five teacher, commented that the adjustments in the method of teaching, time schedules, and attending to the problems of handicapped students entail "extra time" on the part of the teacher. However, "extra time" spent is compensated not only in terms of high salary offered to special-need teachers but also in terms of gratifying learning results on the part of special-need students.<sup>76</sup>

Leonard McGarth, a resource teacher, commented that mainstreaming had brought about improved cooperation and communication between regular and special teachers. However, there was shortage of personnel to attend to the diversified needs and multi-aged and cross-graded students in the resource room.<sup>77</sup> Coy presented comparable findings in his study. He said that better communication among teachers, staff members, and parents was achieved. However, there was a need for improvements in their cooperation.<sup>78</sup>

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<sup>76</sup>Nancy Joslin "Teachers' Experiences in Massachusetts," Today's Education, 65, No. 2 (March-April, 1976), 25.

<sup>77</sup>Leonard McGrath, "Teachers' Experiences in Massachusetts," Today's Education, 65, No. 2 (March-April, 1976), 26.

<sup>78</sup>Michael N. Coy, The Effects of Integrating Young Severely Handicapped Children into Regular Preschool Head-start and Child Development Program/s (Merced: Merced County Department of Education, August, 1977), p. 54.

In Risley's study, mainstreaming was also claimed to be encouraging to parent participation in the program. Such participation was made possible through extra liaison with parents by special education teachers.<sup>79</sup>

On the other hand, Shannon mentioned some problems met by schools involved in mainstreaming. Sending and receiving staff manifested resistance to the concepts and process of integration. Their seemingly display of cooperation was just in compliance with district policies and mandates of the law. Some personnel were just interested in their own personal prestige.<sup>80</sup> Such negative attitudes imposed strong challenge largely to central administrators who are primarily responsible for implementing the mandates of the law. Their concern is, how to make resistant sending and receiving building administrators accept integration as a valuable program. Sending and receiving building administrators are also faced with similar dilemma of how, without compelling, make resistant teachers perform their jobs willingly in concerted efforts without thought of personal interest.

Fredericks and his co-authors maintained that mainstreaming handicapped children in the preschool level had

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<sup>79</sup>Gary W. Risley, The Effects of Mainstreaming and Self-Contained Education for Hearing Impaired Students (Los Altos: Los Altos School District, August, 1977), p. XI-4.

<sup>80</sup>Dean R. Shannon, The Effects of Integrating Young Severely Handicapped Children into Regular Preschool Head-start and Child Development Program/s (Merced: Merced County Department of Education, July, 1978), p. 34.



tremendous impact on administrators' and teachers' time and training. They said:

. . . integration . . . of moderately handicapped children in the preschool level . . . requires a substantial expenditures of time to train the staff . . . serving handicapped children . . . even with a trained staff requires an extensive expenditures of their time and resources once the handicapped child is in that environment.<sup>81</sup>

The contentions of Fredericks and his co-authors were in agreement with Goldstein's perceived teachers' needs for professional preparation and training, and Joslin's comments on "extra times" spent by teachers in teaching handicapped students.

Love described the impact of mainstreaming on regular education teachers' job performance. He said that mildly emotionally disturbed students needed minimum of additional help, while moderately emotionally disturbed ones needed maximum number of consultants to help regular education teachers. Resource teachers, clinical teachers, and teacher aides were also most needed.<sup>82</sup>

Holland studied perceived needs of regular and special education teachers in developing and implementing Individualized Educational Program (IEP) in accordance with P. L. 94-142. He investigated the relationship between

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<sup>81</sup>H.D. Fredericks and others, "Integrating the Moderately and Severely Handicapped Preschool Child into a Normal Day Care Setting," Early Intervention and the Integration of Handicapped Children, ed. Michael J. Guralnick (Baltimore: University Park Press, 1978), p. 205.

<sup>82</sup>Harold D. Love, Educating Exceptional Children in Regular Classrooms (Springfield: Charles C. Thomas Publisher, 1972), p. 169.



teachers' perceived needs and their attitudes toward special programs. With the use of IEP questionnaire, the results were as follows: 1) regular and special education teachers felt that Individualized Educational Program (IEP) improved educational programming for handicapped students; however, special education teachers felt more adequate in implementing IEP than did regular education teachers; 2) perceived needs of teachers in implementing IEP were significantly related to: a) categorical types of students taught; b) teachers' level of professional preparation; and c) number of special education courses completed. Also statistically significant was teachers' attitude toward IEP in relation to: 1) years of experience; and 2) number of special education courses completed.<sup>83</sup> The findings lent support to the studies of Payne and his co-authors, and that of Goldstein but contradictory to some of the findings of Simpson, studies of which were mentioned previously.

Semmel studied the variables influencing educators' attitudes toward Individualized Educational Programs (IEPs) for handicapped students. These variables were 1) IEP training, experience, and knowledge of regulations; 2) local implementation procedures; and 3) role of respondents. Questionnaires were answered by regular and special education teachers and regular education principals. Results

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<sup>83</sup>Richard Paul Holland, "Teachers' Perceived Needs in Implementing the Individualized Education Program in accordance with Public Law 94-142 and Teachers' Attitudes and Characteristics Related to those Needs," Dissertation Abstracts International (May, 1979), Vol. 39, No. 11, p. 6696-A.

showed that knowledge of regulations strongly influenced attitudes toward IEP. Regular education teachers and principals were more positive toward IEP than special education teachers; however, special education teachers were more positive toward mainstreaming than were regular education teachers and principals.<sup>84</sup> The findings implied that regular education teachers and principals were more positive toward IEP than special education teachers because they are directly involved and concerned of the outcomes of the program. The less positive attitudes of special education teachers toward IEP may probably be on the amount of work they have to render to assist regular education teachers carry out individualized instruction for mainstreamed students and the responsibility for the development of IEP. Special education teachers more positive attitudes toward mainstreaming as compared to regular education teachers and principals can be explained in terms of their being relieved of much direct responsibility over the education of handicapped students.

Raske made a survey of current practices on the kinds of tasks and amount of time spent by general education administrators on special education administrative duties. Superintendents, assistant superintendents, directors of general education, and principals served as respondents to the questionnaire. Fifteen special education administrative

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<sup>84</sup>Dorothy Silberman Semmel, "Variables Influencing Educators' Attitudes toward IEPs for Handicapped Children," Dissertation Abstracts International (March, 1979), Vol. 39, No. 9, p. 5452-A.



duties were performed and ranked according to the amount of time spent. Significantly, "participating in individual education planning (IEP) meetings" ranked first with 18.1 percent of the time spent for such task; "filling out special education forms" ranked second with 16.7 percent of the time devoted to it; "reviewing referrals for special education services" ranked third with 8.3 percent of the time spent for such work; while "supervising and coordinating annual reviews, individual education plan, and following up system processes" ranked fourth with 8.1 percent of the time expended for such task; and "arranging special education in-service training programs," ranked last with 1.4 percent of the time devoted to it.<sup>85</sup> The end-result showing that attending IEP meetings required the greatest amount of administrators' time pointed to the requirements of P. L. 94-142 that IEPs are to be developed in meetings with administrators, teachers, and parents. Arranging special education in-service training programs ranked last. This implied that general educators, for lack of orientation on special education, might be inadequate as yet to handle such job. Recommendations may be made for general administrators to take up courses and attend in-service training programs in special education to upgrade their special education job performance.

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<sup>85</sup>David E. Raske, "The Role of General School Administrators Responsible for Special Education Programs," Exceptional Children, 45, No. 8 (May, 1979), 645-46.



Some problems in mainstreaming at Michigan were presented in the study by Stewart: 1) regular education teachers wanted their administrators to take action in connection with training, materials, and compensatory times; 2) administrators felt that teachers' wishes, concerns, and demands with regards to mainstreaming required resources in the form of money, time, and more general educators' involvement in mainstreaming; 3) most general administrators felt inadequately trained to handle problems in mainstreaming; and as results of these problems, 4) Michigan Department of Education reported that mainstreaming practices were inadequate.<sup>86</sup> Such problems may possibly be met through formal education and attendance in in-service training in special education with emphasis in administration.

The study by Noble suggested some criteria to determine readiness of educationally handicapped students for integration or reintegration into the regular educational program: 1) subject areas requiring academic skills were as follows: a) social studies; b) reading; c) language arts; d) science; e) mathematics; and f) spelling; 2) subjects not requiring academic skills were: a) drama; b) arts; and c) physical education.<sup>87</sup> Employing criteria for integration

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<sup>86</sup>Dorothy Louise Stewart, "The Effects of Collective Negotiations on Mainstreaming Michigan's Special Education Students into Regular Education," Dissertation Abstracts International (January, 1979), Vol. 39, No. 7, p. 4186-A.

<sup>87</sup>Edward L. Noble, "An Exploratory Investigation of the Integration and Reintegration of Educationally Handicapped Pupils as Related to Selected Organizational Variables existing within Schools," (Ed. D. dissertation, University of the Pacific, 1977), pp. 144-45.

or reintegration of educationally handicapped students supports the idea of mainstreaming only those eligible handicapped students in contrast to the zero-reject policy.

The present investigation differs from the review of literature presented here in terms of its coverage. The review of literature described the academic performance, social adjustment, and emotional behavior of handicapped students in the elementary school system regardless of the types of handicaps and degrees of handicapping conditions; while the present study deals with learning disabled, behavior disordered, and educable mentally retarded students. Additionally, the review of literature described the impact of mainstreaming on job performance of administrators regardless of administrative categories. It also included special and regular education teachers. The present study involves only building administrators and regular education teachers engaged in mainstreaming learning disabled, behavior disordered, and educable mentally retarded students in public elementary school system. However, the emphasis of the review of literature was on the perceptions and attitudes of regular education teachers and building administrators toward the impact of mainstreaming on the variables mentioned in the questionnaire.

### Summary

Three major thrusts gave impetus to mainstreaming movement--litigation, legislation, and debilitating effects of segregated special schools and self-contained special classes on the education of handicapped students. These

thrusts influenced strongly educators' conflicting views regarding the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of handicapped students and its impact on job performance of teachers and administrators.

Pros and cons were presented regarding placement of handicapped students in segregated special schools or self-contained special classes and placement of these children in regular classes. However, administrators were more positive and supportive of mainstreaming compared to classroom teachers.



## Chapter 3

### METHODOLOGY AND PROCEDURES

This chapter describes the methodology and procedures employed in this study. The chapter is divided into the following sections: 1) description of the school districts from where sample districts were selected randomly; 2) description of sample districts, participating elementary schools, and respondents; 3) description of research design and test instrument; 4) description of procedures used to gather data; and 5) statements of hypotheses and statistical techniques used to treat the data.

#### Description of the Universe School Districts

This study drew its sample from a total of 383 public elementary and unified school districts from the state of California. The general population comprised of school districts having pupil populations of 1,000 or more and were involved in mainstreaming educationally handicapped students in the regular classrooms. From the 383 school districts, 77 school districts or 20 percent were randomly selected to compose the sample school districts of this study.

### Description of Sample School Districts, Participating Elementary Schools, and Respondents

The randomly selected school districts supplied the prospective participating elementary schools for this study. For those school districts which could/would not participate, replacements were made. This was done by drawing randomly the number of school districts from the general population corresponding to the number of school districts indicating non-participation.

Sample schools were delimited to elementary schools comprising at least a K-5 grade level organization and were mainstreaming at least three types of exceptionalities--learning disabled, behavior disordered, and educable mentally retarded children. Sample elementary schools were recommended by school districts which expressed a willingness to participate. One regular education teacher and one building administrator involved in mainstreaming educationally handicapped students from each participating elementary school served as respondents of this investigation.

### Description of Research Design and Test Instrument

Survey research was employed in this study. A questionnaire was developed by the researcher for purposes of this study. The questionnaire was divided into four major parts: 1) data/information about the respondents consisted of: a) current position; b) experience in present position; c) units earned in special education;

d) sex; and e) grade level taught; 2) data/information about the school's mainstreaming program included: a) types and number of educationally handicapped students being mainstreamed; b) average daily contact with mainstreamed students; c) types of special education support services available; and d) average total frequency of contact with each mainstreamed student for all special education support services available; 3) descriptive statements of: a) academic performance with nine items; b) social adjustment consisting of five social traits; and c) emotional behavior with eight emotional characteristics to which learning disabled, behavior disordered, and educable mentally retarded were described as "less than," "equal to," or "more than," as compared with normal peers in the regular classroom; and 4) impact of mainstreaming on job performance of regular education teachers and building administrators with nine items.

The items under each of the first three major categories in the questionnaire provided bases for the hypotheses to determine if there are differences in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of the three types of exceptionalities examined in this study. The fourth major category attempted to examine if there are differences in the perceptions and attitudes of regular education teachers and building administrators toward the impact of mainstreaming on their job performance.



The items in the questionnaire reflected the purposes of the study. Descriptive statements under academic performance, social adjustment, emotional behavior, and impact of mainstreaming on job performance were extracted from various books, journals, and other reading materials in special education relating to the issue of mainstreaming handicapped students into the regular educational program. The format of the test instrument was patterned after the Likert Scaling style.<sup>1</sup>

The test instrument was submitted to a group of test experts and specialists on the subject area under study to insure face and content validity. The test instrument was further refined by members of the dissertation committee.

A pilot study using a split-half test was conducted to a group of eight regular education teachers and nine building administrators involved in mainstreaming educationally handicapped students in the elementary school level at Stockton Unified School District. The reliability of the test instrument was assessed with the use of the Pearson Product Moment Correlation Coefficient as recommended by Kerlinger.<sup>2</sup> Table 1 which follows shows the reliability as follows:

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<sup>1</sup>Gilbert Sax, Principles of Educational Measurement and Evaluation (Belmont, California: Wadsworth Publishing Company, Inc., 1974), pp. 426-28.

<sup>2</sup>Fred N. Kerlinger, Foundations of Behavioral Research (2d ed.; New York: Holt, Rinehart, and Winston, Inc., 1973), pp. 451-55.

1. <u>Academic Performance</u>	r	p
a) learning disabled . . . . .	.78	p < .01
b) behavior disordered . . . . .	.89	p < .01
c) educable mentally retarded. . . . .	.58	p < .02
2. <u>Social Adjustment</u>		
a) learning disabled . . . . .	.71	p < .01
b) behavior disordered . . . . .	.17	p > .10
c) educable mentally retarded. . . . .	.83	p < .01
3. <u>Emotional Behavior</u>		
a) learning disabled . . . . .	.31	p > .10
b) behavior disordered . . . . .	.69	p < .01
c) educable mentally retarded. . . . .	.83	p < .01
4. <u>Impact of Mainstreaming on Job Performance.</u>	.02	p > .10

The results of the pilot study showed three items in the test instrument to have low reliability--less than .50. These items were: 1) social adjustment of behavior disordered; 2) emotional behavior of learning disabled; and 3) impact of mainstreaming on job performance. The data on all items in the questionnaire will be treated statistically and individually in the main study.

#### Procedures Used to Gather Data

Two copies of the questionnaire accompanied by letters of the researcher and director of this research study (see Appendix B) were sent through the principal of each participating elementary school starting in May, 1979. The gathering of data ran through November, 1979. Some school districts preferred to distribute the questionnaires to participating elementary schools. Copies of the questionnaires were then sent directly to the district office for distribution. A self-addressed stamped envelope was sent through the principal of each participating elementary school



for the return of completed questionnaires. Follow up letters (see Appendix B) with accompanying post cards were sent to respondents who did not return the questionnaires within the specified timeline to ascertain receipt of the mailed questionnaires and their willingness to respond.

### Hypotheses and Statistical Techniques Used to Treat the Data

Ninety-one variables were examined in this study-- seventy-five were dependent variables under such categories as: academic performance, social adjustment, and emotional behavior of learning disabled, behavior disordered, and educable mentally retarded, and impact of mainstreaming on job performance of regular education teachers and building administrators in relation to sixteen independent variables. An analysis of variance was employed to test all variables examined. The hypotheses are stated as follows:

#### Hypothesis 1A

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance of learning disabled in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of learning disabled being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

#### Hypothesis 1B

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the



academic performance of behavior disordered in relation to:  
a) position; b) experience; c) units earned in special education; d) sex; e) number of behavior disordered being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

#### Hypothesis 1C

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance of educable mentally retarded in relation to: a) position; b) experience; c) units earned in special education d) sex; e) number of educable mentally retarded being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

#### Hypothesis 2A

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the social adjustment of learning disabled in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of learning disabled being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

#### Hypothesis 2B

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the social adjustment of behavior disordered in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of behavior disordered being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services.



### Hypothesis 2C

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the social adjustment of educable mentally retarded in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of educable mentally retarded being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

### Hypothesis 3A

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the emotional behavior of learning disabled in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of learning disabled being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

### Hypothesis 3B

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the emotional behavior of behavior disordered in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of behavior disordered being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

### Hypothesis 3C

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the emotional behavior of educable mentally retarded in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of educable mentally retarded being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of

contact with each mainstreamed student for all special education support services available.

#### Hypothesis 4

There is no difference in the perceptions and attitudes of regular education teachers in relation to grade taught toward the effects of mainstreaming on the academic performance of: a) learning disabled; b) behavior disordered; and c) educable mentally retarded.

#### Hypothesis 5

There is no difference in the perceptions and attitudes of regular education teachers in relation to grade taught toward the effects of mainstreaming on the social adjustment of: a) learning disabled; b) behavior disordered; and c) educable mentally retarded.

#### Hypothesis 6

There is no difference in the perceptions and attitudes of regular education teachers in relation to grade taught toward the effects of mainstreaming on the emotional behavior of: a) learning disabled; b) behavior disordered; and c) educable mentally retarded.

#### Hypothesis 7

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the impact of mainstreaming on their job performance in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) grade taught; f) types and number of educationally handicapped being mainstreamed; g) average daily contact with mainstreamed students; h) types of special education support services available; and i) average total frequency of contact with each mainstreamed student for all special education support services available.

#### Summary

Chapter 3 discussed the methodology and procedures employed in this study. From the general population of 383 elementary and unified school districts with 1,000 or more pupil populations, 77 or 20 percent were selected randomly



to compose the sample population. Participating elementary schools were those schools with at least a K-5 grade level organization and were mainstreaming educationally handicapped students.

Survey research was employed in this study. A questionnaire was developed as a test instrument, examined by test experts and specialists in the subject area under study for its face and content validity. A pilot study using a split-half test was conducted to a group of regular education teachers and building administrators involved in mainstreaming educationally handicapped students in the elementary school level to determine the reliability of the test instrument. Its reliability was assessed with the use of the Pearson Product Moment Correlation Coefficient. Of the variables tested, three had low reliability--social adjustment of behavior disordered, emotional behavior of learning disabled, and impact of mainstreaming on job performance.

A letter of request for school district participation in this study was sent to district superintendent of each sample school district. Replacements were made for school districts which could/would not participate. Participating elementary schools recommended by the district were sent copies of the questionnaires for purposes of collecting data. One regular education teacher and one building administrator from each participating elementary school served as respondents. An analysis of variance was employed to determine if each of the variables tested under the hypotheses presented were to be retained or rejected.

## Chapter 4

### PRESENTATION AND ANALYSIS OF FINDINGS

This study was designed to examine the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of learning disabled, behavior disordered, and educable mentally retarded students. The impact of mainstreaming on job performance of these teachers and administrators was also investigated.

From the 77 elementary and unified school districts sample population, 27 or 35 percent actually participated in this study. Of the 66 elementary schools recommended by the school districts, 43 elementary schools, or 65 percent, supplied a total of 85 respondents who completed and returned the questionnaires, 48 of whom were regular education teachers, and 37 were building administrators.

Tables 16, 17, and 18 in Appendix C show the frequency of responses with respect to each of the criteria under academic performance, social adjustment, and emotional behavior categories for the three types of exceptionalities. Table 19 in Appendix C presents the frequency of responses of teachers and administrators for impact of mainstreaming on job performance category. The frequency of responses

reflects the number of teachers and administrators who answered each of the criteria under the three categories for the three types of exceptionalities. The total responses for teachers and administrators for each of the criteria under the three categories for the three types of exceptionalities were the responses under "Less than," "Equal to," and "More than" categories in the scale as compared to nonhandicapped students. The frequency of responses for impact of mainstreaming on the job performance category shows the number of teachers and administrators who answered each criterion under this category. The total responses for teachers and administrators for each of the criteria were the total responses under the five-point Likert scale as "Never," "Rarely," "Sometimes," "Usually," and "Always."

Tables 20, 21, and 22 on Appendix D indicate the summary of means corresponding to each of the criteria under each of the three categories cited above. The summary of means for academic performance, social adjustment, and emotional behavior categories for the three types of exceptionalities show the total means of each item for teachers and administrators derived from the means of the responses under "Less than," "Equal to," and "More than," categories in the scale as compared to nonhandicapped students. The summary of means for the impact of mainstreaming on job performance category shown on Table 23 in Appendix D reflects the total mean of each criterion for teachers and administrators.



The purpose of presenting the frequency of responses was to show the number of teachers and administrators who answered each of the criteria under the four categories. The summary of means was presented to indicate the mean of each item corresponding to the frequency of responses for teachers and administrators for all the criteria under the four categories.

#### Presentation of the Hypotheses and Findings

This section presents the hypotheses and the findings derived from testing each of the variables in terms of the perceptions and attitudes of regular education teachers and building administrators toward the following major dependent variables: 1) academic performance; 2) social adjustment; 3) emotional behavior of the three types of exceptionalities; and 4) the impact of mainstreaming on job performance of these teachers and administrators. These major variables were examined in relation to nine major independent variables as: 1) position; 2) experience; 3) units earned in special education; 4) sex; 5) grade taught; 6) types and number of educationally handicapped students being mainstreamed; 7) average daily contact with mainstreamed students; 8) types of special education support services available; and 9) average total frequency of contact with each mainstreamed student for all special education support services available.

Insufficient responses were received for academic performance, social adjustment, and emotional behavior for learning disabled and impact of mainstreaming on job performance categories in relation to: 1) grade taught; 2) average daily contact with mainstreamed students; 3) types of special

education support services available; and 4) average total frequency of contact with each mainstreamed student for all special education support services available. The highest response for variables tested relating to these factors was fifteen which was inadequate for statistical treatment for purposes of this study. For the two types of exceptionalities--behavior disordered and educable mentally retarded--responses received for all variables tested were inadequate to warrant statistical treatment of data. The highest number of responses for each criterion tested was seventeen. In this connection, hypotheses 1B, 1C, 2B, 2C, 3B, 3C, 4, 5, and 6 could not be treated statistically for purposes of this study. The frequency of responses and means for all variables tested under the four major categories are in Appendices C and D. Under academic performance, social adjustment, and emotional behavior of learning disabled and impact of mainstreaming on job performance categories the following hypotheses were rejected.

#### Hypothesis 1A

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance of learning disabled in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of learning disabled being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

For hypothesis 1A under the academic performance category for learning disabled as shown in the questionnaire in Appendix A, the following variables were significant. In item 2 (variable 20) there was a significant interaction



between position (variable 1) and the number of units earned in special education (variable 3). The null hypothesis for this criterion was rejected at ( $p < .05$ ). There were significant differences in teachers' and administrators' perceptions and attitudes toward learning disabled students' ability to bring regularly completed homework to class. The analysis of variance is shown on Table 2 that follows:

Table 2

Summary of Analysis of Variance for Academic Performance of Learning Disabled with Position and Number of Units Earned in Special Education as Factors

Source	Mean Square	DF	F
Position	0.272	1	0.550
Units in Special Education	0.202	2	0.410
Position X Units	2.224	2	4.499*
Residual	0.494	77	

Group Means	Means	N
Teachers	1.34	46
Administrators	1.22	37
Total	1.29	83

\*  $p = .014$

The interaction between position and the number of units earned in special education as shown on Figure 1 that follows revealed that the more units in special education administrators had, the more positively they viewed learning disabled students in their ability to bring regularly completed homework to class. On the other hand, the more units in special education teachers had, the less favorably they perceived learning disabled with respect to the ability of these students to bring regularly completed homework to class. However, both teachers and administrators



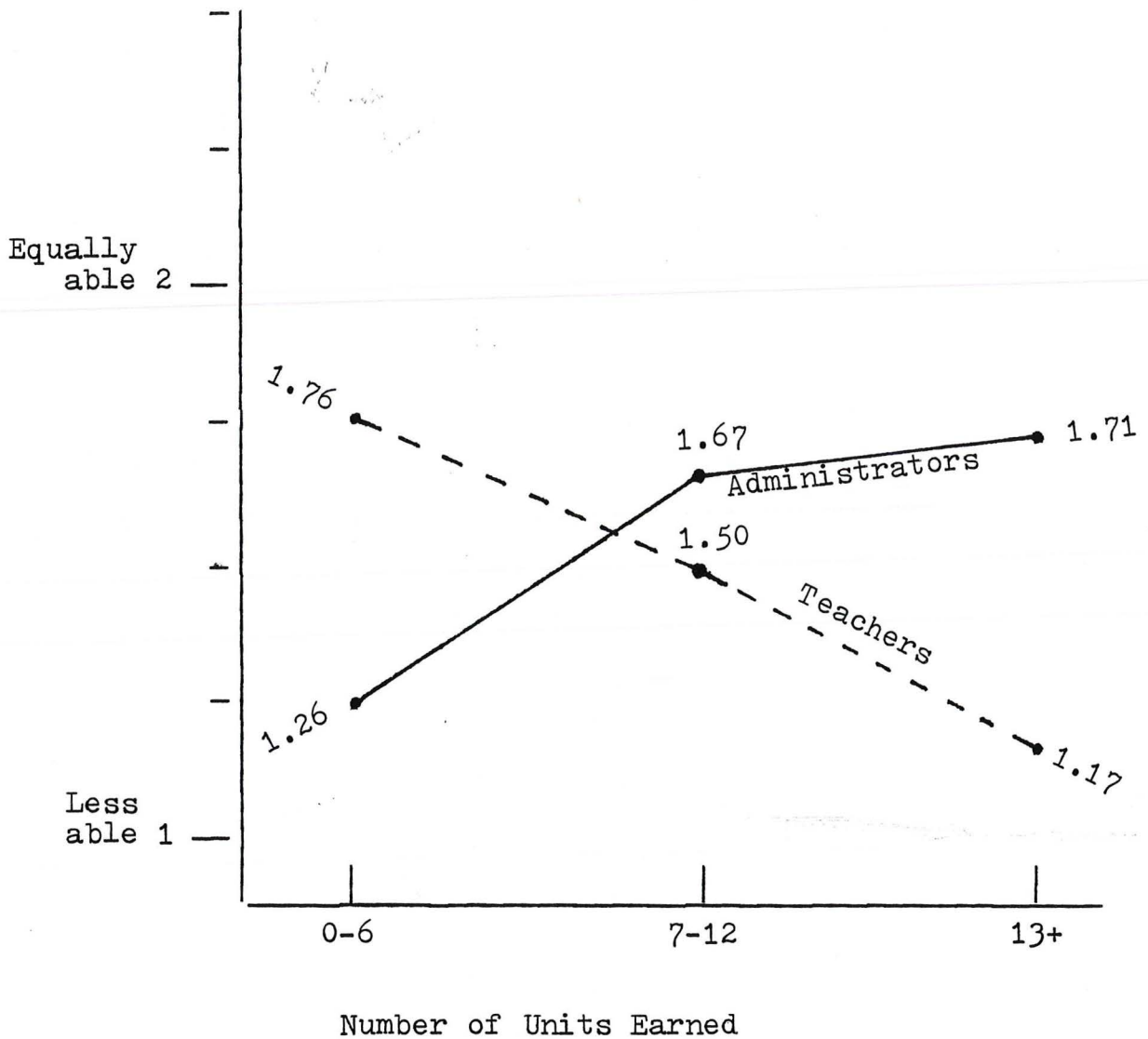


Figure 1

Interaction of Position and Units Earned  
 in Special Education with Respect  
 to Learning Disabled Students'  
 Ability to Bring Regularly  
 Completed Homework to  
 Class (N = 85)

felt that learning disabled students were slightly less likely to bring regularly completed homework to class as compared to nonhandicapped students.

In item 3 (variable 23) there was a significant interaction between position (variable 1) and the number of learning disabled being mainstreamed (variable 7). Significant differences in teachers' and administrators' perceptions and attitudes existed in terms of learning disabled students' interest in completing their class assignments and in-class work ( $p < .05$ ). Table 3 below shows the analysis of variance.

Table 3

Summary of Analysis of Variance for Academic Performance of Learning Disabled with Position and Number of Learning Disabled Being Mainstreamed as Factors

Source	Mean Square	DF	F
Position	0.299	1	0.671
No. LD mainstreamed	0.699	1	1.569
Position X No. LD mainstreamed	1.880	1	4.220*
Residual	0.463	73	
<hr/>			
Group Means	Means	N	
Teachers	1.72	43	
Administrators	1.59	34	
Total	1.66	77	

\*  $p = .044$

The interaction between position and the number of learning disabled being mainstreamed as illustrated on Figure 2 that follows indicated that the more learning disabled were mainstreamed, the more positively administrators felt toward learning disabled students' interest

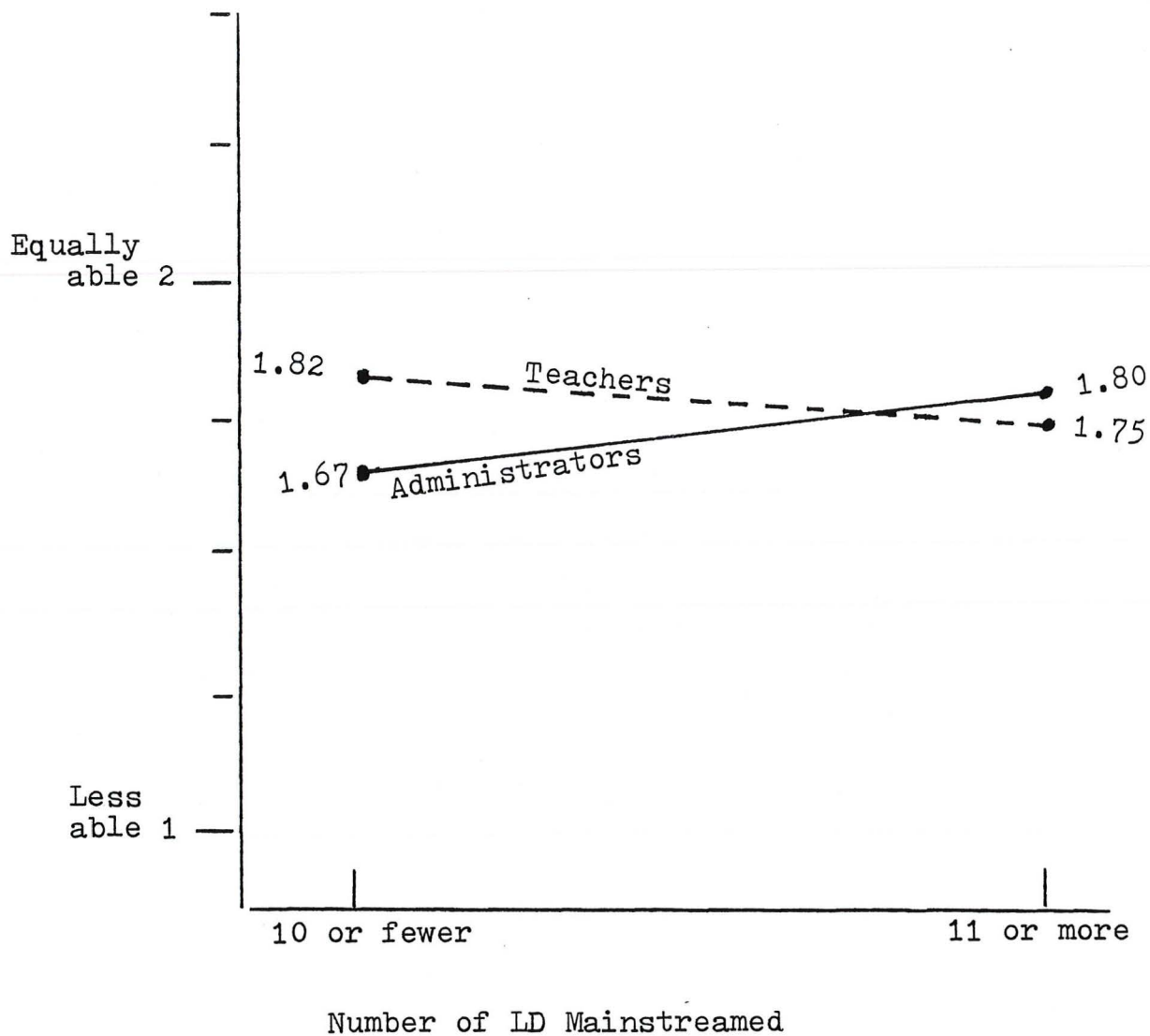


Figure 2

Interaction of Position and Number of Learning Disabled  
Mainstreamed with Respect to Learning Disabled  
Students' Interest to Complete Class  
Assignments and In-Class  
Work (N = 85)



in completing their class assignments and in-class work. Conversely, the more learning disabled were mainstreamed, the less favorably teachers viewed the interest of these students in completing their class assignments and in-class work. However, both groups of respondents felt that learning disabled students were equally as interested as the nonhandicapped in terms of completing class assignments and in-class work.

Item 4 (variable 26) in relation to the number of learning disabled being mainstreamed (variable 7) indicated that there was a significant difference in teachers' and administrators' perceptions and attitudes toward learning disabled students' ability to ask questions when in doubt of something during class recitations ( $p < .05$ ). The analysis of variance is shown on Table 4 that follows.

Table 4

Summary of Analysis of Variance for Academic Performance  
of Learning Disabled with Number of Learning  
Disabled Being Mainstreamed as a Factor

Source	Mean Square	DF	F
Position	1.042	1	1.513
No. of LD mainstreamed	4.212	1	6.112*
Position X No. LD mainstreamed	0.916	1	1.329
Residual	0.689	73	
Group Means	Means	N	
Teachers	1.95	38	
Administrators	1.47	39	
Total	1.71	77	

\*  $p = .016$

The findings revealed that teachers and administrators who had fewer mainstreamed learning disabled viewed these students more favorably than teachers and administrators with more mainstreamed learning disabled in terms of the ability of these students to ask questions when in doubt of something during class recitations. It follows that teachers and administrators with fewer mainstreamed learning disabled perceived these students to equal nonhandicapped in the ability to ask questions for clarification; while teachers and administrators with more mainstreamed learning disabled viewed these students to be slightly less able than nonhandicapped with respect to the same criterion.

Item 6 (variable 32) indicated that there was a significant interaction between position (variable 1) and the number of learning disabled being mainstreamed (variable 7). Teachers and administrators differed significantly with regards to learning disabled students' ability to read words, phrases, and simple sentences ( $p < .05$ ). Table 5 on the following page shows the analysis of variance.

Table 5

Summary of Analysis of Variance for Academic Performance of Learning Disabled with Position and Number of Learning Disabled Being Mainstreamed as Factors

Source	Mean Square	DF	F
Position	0.007	1	0.016
No. LD mainstreamed	0.854	1	1.839
Position X No. LD mainstreamed	1.977	1	4.256*
Residual	0.465	73	

Group Means	Means	N
Teachers	1.42	43
Administrators	1.44	34
Total	1.43	77

\* p = .043

The interaction between position and the number of learning disabled being mainstreamed as shown on Figure 3 that follows, revealed that the more learning disabled were mainstreamed, the more positively administrators perceived learning disabled students' ability to read words, phrases, and simple sentences. On the contrary, the more learning disabled were mainstreamed, the less favorably teachers viewed the ability of these students to read words, phrases, and simple sentences. However, both groups of respondents perceived learning disabled to be slightly less able than nonhandicapped in terms of reading activities.



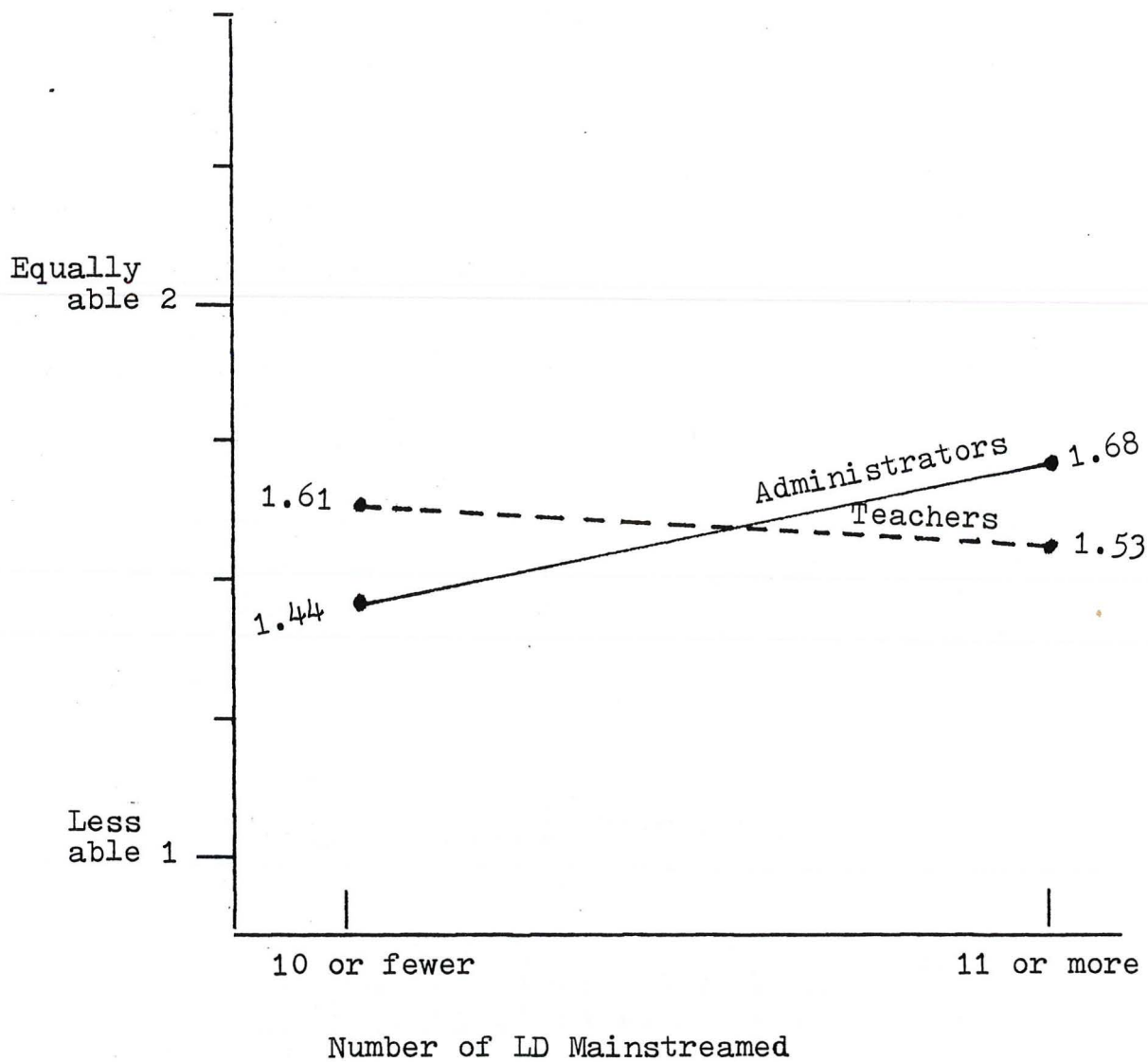


Figure 3

Interaction of Position and Number of Learning Disabled Mainstreamed with Respect to Ability of Learning Disabled Students to Read Words, Phrases and Simple Sentences (N = 85)

Item 8 (variable 38) in relation to the number of learning disabled being mainstreamed (variable 7) showed that there was a significant difference in teachers' and administrators' perceptions and attitudes toward learning disabled students' ability to spell simple words orally ( $p < .05$ ). Table 6 hereunder shows the analysis of variance.

Table 6

Summary of Analysis of Variance for Academic Performance  
of Learning Disabled with Number of Learning  
Disabled Being Mainstreamed as a Factor

Source	Mean Square	DF	F
Position	0.078	1	0.176
No. LD mainstreamed	2.488	1	5.622*
Position X No. LD mainstreamed	0.413	1	0.934
Residual	0.443	73	
<hr/>			
Group Means	Means	N	
10 or fewer	1.16	38	
11 or more	1.52	39	
Total	1.34	77	

\*  $p = .020$

The findings revealed that in relation to the number of learning disabled being mainstreamed, teachers and administrators who had more mainstreamed learning disabled viewed these students more favorably than teachers and administrators with fewer mainstreamed learning disabled with respect to the ability of these students to spell simple words orally. Consequently, teachers and administrators with more mainstreamed learning disabled maintained that these students almost equalled nonhandicapped in terms of their ability to spell simple words orally; while teachers and administrators with fewer mainstreamed learning disabled asserted that

these students were less able than nonhandicapped in spelling activities. Table 7 that follows shows the summary of significant findings on the academic performance of learning disabled students.



Table 7

Summary of Significant Findings for Academic  
Performance of Learning Disabled

CRITERIA	Main Effects					Interactions			
	P	E	U	S	NM	PxE	PxU	PxS	PxNM
In an integrated class, educationally handicapped students as compared with nonhandicapped:									
1. actively participate in class recitations									
2. regularly bring completed homework to class							*		
3. interested in completing their class assignments and in-class work									*
4. ask questions when in doubt of something during class recitations					*				
5. show completed work to teachers for correction and grading									
6. read words, phrases, and simple sentences									*
7. work on four fundamentals in arithmetic involving simple processes									
8. spell orally simple words					*				
9. obtain high marks in class activities									

\* Statistically significant ( $p < .05$ )

P = Position            E = Experience            U = Units  
S = Sex                NM = Number LD Mainstreamed

### Hypothesis 2A

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the social adjustment of learning disabled in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of learning disabled being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

With respect to hypothesis 2A, and under the social adjustment category for learning disabled, item 1 (variable 44) in relation to sex (variable 2) indicated that there was a significant difference in the perceptions and attitudes of male and female respondents in terms of learning disabled students' ability to act with ease in dealing with classmates ( $p < .05$ ). An analysis of variance is shown on Table 8 below.

Table 8

Summary of Analysis of Variance for Social Adjustment of Learning Disabled with Sex as a Factor

Source	Mean Square	DF	F
Position	0.494	1	1.680
Sex	1.186	1	4.033*
Position X Sex	0.062	1	0.210
Residual	0.294	78	
<hr/>			
Group Means	Means	N	
Male	1.39	37	
Female	1.70	45	
Total	1.56	82	

\*  $p = .048$

The findings revealed that in relation to sex, female respondents perceived learning disabled more positively than male respondents with respect to social ability of these students to act with ease in dealing with classmates. Female respondents contended that learning disabled students almost equalled nonhandicapped in ability to act with ease in dealing with classmates, while male respondents claimed that these students acted with slightly less ease in dealing with classmates as compared to nonhandicapped students. Table 9 that follows shows these significant findings with respect to the social adjustment of learning disabled students.



Table 9

Summary of Significant Findings for Social  
Adjustment of Learning Disabled

CRITERIA	Main Effects					Interactions			
	P	E	U	S	NM	PxE	PxU	PxS	PxNM
In an integrated class, educationally handicapped students as compared with nonhandicapped:									
1. act with ease in dealing with classmates				*					
2. show desire to talk and to associate with teachers and other adults									
3. show interest to participate in singing, dancing, playing, and other social activities									
4. are willing to share their toys, educational materials, and other things with the group during work and play activities									
5. show enjoyment at parties									

\* Statistically significant (p <.05)

P = Position            E = Experience            U = Units  
S = Sex                NM = Number LD Mainstreamed

### Hypothesis 3A

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the emotional behavior of learning disabled in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) number of learning disabled being mainstreamed; f) average daily contact with mainstreamed students; g) types of special education support services available; and h) average total frequency of contact with each mainstreamed student for all special education support services available.

With respect to hypothesis 3A and under the emotional behavior category for learning disabled, data in item 2 (variable 62) in relation to the number of learning disabled being mainstreamed (variable 7) revealed that there was a significant difference in the perceptions and attitudes of teachers and administrators in terms of learning disabled students' tendency to scream or cry if not selected by nonhandicapped peers to work or play with them ( $p < .05$ ). The analysis of variance is shown on Table 10 hereunder.

Table 10

Summary of Analysis of Variance for Emotional Behavior of Learning Disabled with Number of Learning Disabled Being Mainstreamed as a Factor

Source	Mean Square	DF	F
Position	0.029	1	0.195
No. of LD mainstreamed	0.888	1	6.047*
Position X No. LD mainstreamed	0.517	1	3.523
Residual	0.147	73	
Group Means	Means	N	
10 or fewer	1.73	38	
11 or more	1.95	39	
Total	1.84	77	

\*  $p = .016$

The findings indicated that teachers and administrators who had more mainstreamed learning disabled were more inclined to believe than teachers and administrators with fewer mainstreamed learning disabled that these students would scream or cry if not selected by nonhandicapped peers to work or play with them. However, both groups of respondents maintained that learning disabled equalled nonhandicapped in terms of tendencies to scream or cry if discriminated against in work and play activities.

Item 5 (variable 71) in relation to the number of learning disabled being mainstreamed (variable 7) revealed that there was a significant difference in teachers' and administrators' perceptions and attitudes with regards to learning disabled students' ability to take jokes without being irritated or frustrated ( $p < .05$ ). The analysis of variance is shown on Table 11 below.

Table 11

Summary of Analysis of Variance for Emotional Behavior  
of Learning Disabled with Number of Learning  
Disabled Being Mainstreamed  
as a Factor

Source	Mean Square	DF	F
Position	0.393	1	1.053
No. of LD mainstreamed	1.736	1	4.656*
Position X No. LD mainstreamed	0.177	1	0.476
Residual	0.373	73	
Group Means	Means	N	
10 or fewer	1.32	38	
11 or more	1.63	39	
Total	1.48	77	

\*  $p = .034$



Data above show that teachers and administrators with more mainstreamed learning disabled felt more positive than teachers and administrators with fewer mainstreamed learning disabled in terms of ability of these students to take jokes without being irritated or frustrated. While teachers and administrators with more mainstreamed learning disabled perceived these students to equal nonhandicapped in ability to take jokes without feeling irritated or frustrated, teachers and administrators with fewer mainstreamed learning disabled felt that these students were slightly less capable than the nonhandicapped in terms of taking jokes without being angered or hurt. Table 12 that follows shows the summary of significant findings on the emotional behavior of learning disabled students.

Table 12

Summary of Significant Findings for Emotional  
Behavior of Learning Disabled

CRITERIA	Main Effects					Interactions			
	P	E	U	S	NM	PxE	PxU	PxS	PxNM
In an integrated class, educationally handicapped students as compared with nonhandicapped:									
1. behave acceptably									
2. scream or cry if not selected by normal peers to work or play with them					*				
3. show temper tantrums when not given what they want by their teachers or their peers									
4. act with comfort and security when working or playing with normal peers									
5. take jokes without being irritated or frustrated					*				
6. help willingly those who need help									
7. show gestures of appreciation when something is given									
8. show signs of regrets when they commit mistakes									

\*Statistically significant (p <.05)

P = Position

E = Experience

U = Units

S = Sex

NM = Number of LD Mainstreamed

### Hypothesis 7

There is no difference in the perceptions and attitudes of regular education teachers and building administrators toward the impact of mainstreaming on their job performance in relation to: a) position; b) experience; c) units earned in special education; d) sex; e) grade taught; f) types and number of educationally handicapped students being mainstreamed; g) average daily contact with mainstreamed students; h) types of special education support services available; and i) average total frequency of contact with each mainstreamed student for all special education support services available.

With respect to hypothesis 7 and under the impact of mainstreaming on job performance category, item 1 (variable 83) showed a significant interaction between position (variable 1) and the number of learning disabled being mainstreamed (variable 7). Significant differences in teachers' and administrators' perceptions and attitudes existed in terms of incentives derived from mainstreaming relative to their professional growth for upgrading job performance competencies ( $p < .05$ ). Table 13 that follows shows the analysis of variance.

Table 13

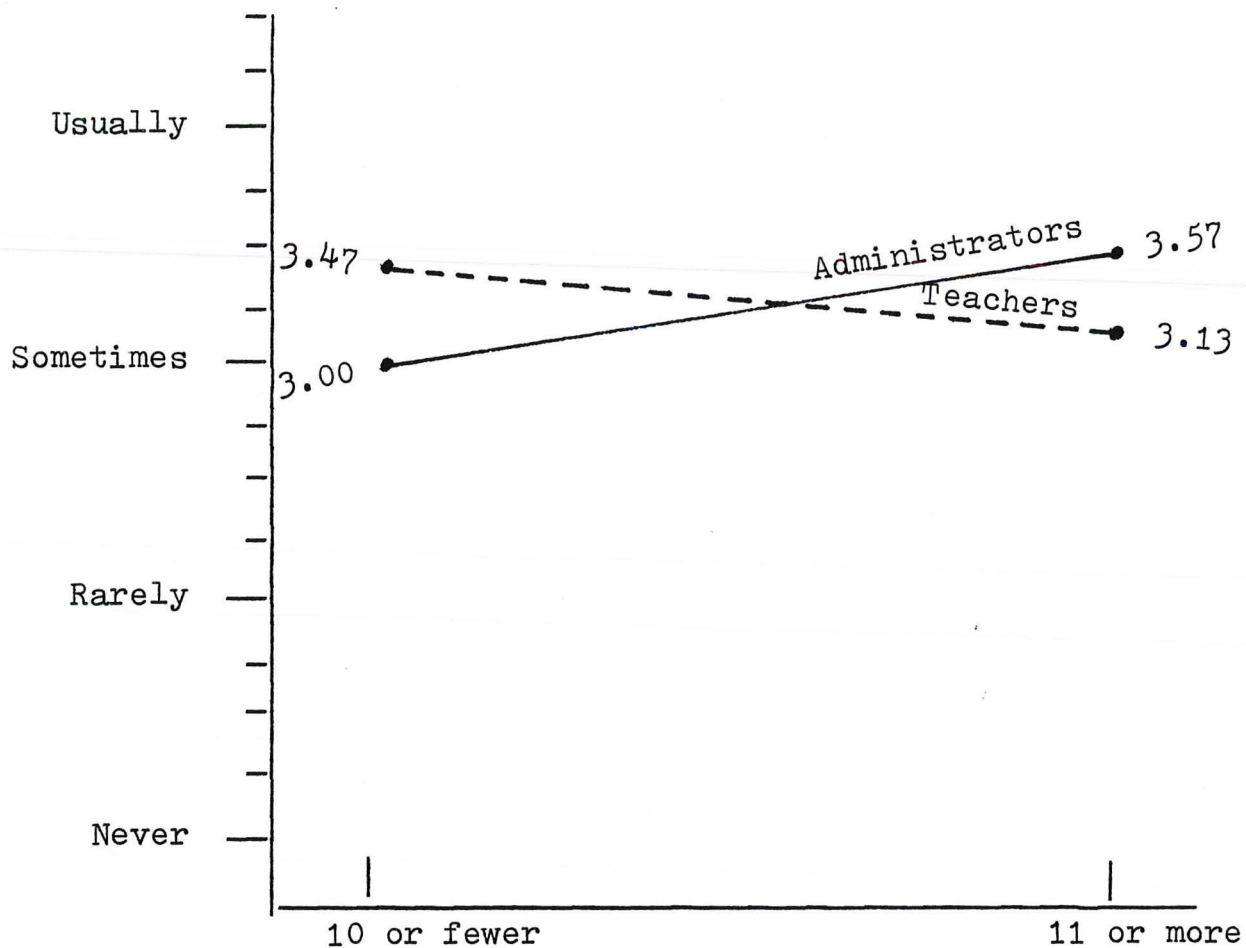
Summary of Analysis of Variance for Impact of  
Mainstreaming on Job Performance with  
Position and Number of Learning  
Disabled Mainstreamed  
as Factors

Source	Mean Square	DF	F
Position	0.236	1	0.314
No. of LD mainstreamed	0.116	1	0.155
Position X No. LD mainstreamed	3.729	1	4.970*
Residual	0.750	61	
<hr/>			
Group Means	Means	N	
Teachers	3.47	37	
Administrators	3.35	28	
Total	3.42	65	

\*  $p = .029$



The interaction between position and the number of learning disabled being mainstreamed as shown on Figure 4 that follows revealed that the more mainstreamed learning disabled that teachers and administrators had, the more positively they perceived mainstreaming in terms of incentives it offered for their professional growth. The other group of respondents claimed that the more mainstreamed learning disabled that teachers and administrators had, the less positively they viewed mainstreaming as a source of incentives for their professional growth. However, both groups of respondents asserted that mainstreaming offered incentives for their professional growth but only sometimes.



Number of LD Mainstreamed

Figure 4

Interaction of Position and Number of Learning Disabled Mainstreamed with Respect to Incentives Derived from Mainstreaming for Teachers' and Administrators' Professional Growth (N = 85)

For hypothesis 7 under the impact of mainstreaming on job performance category, item 6 (variable 88) indicated that in relation to position (variable 1) and number of learning disabled being mainstreamed (variable 7), teachers and administrators differed significantly in terms of preference in exposing learning disabled students to a special class prior to mainstreaming them ( $p < .05$ ). The analysis of variance is shown on Table 14 that follows.

Table 14

Summary of Analysis of Variance for Impact of  
Mainstreaming on Job Performance with  
Position and Number of Learning  
Disabled Mainstreamed  
as Factors

Source	Mean Square	DF	F
Position	4.391	1	5.248*
No. LD mainstreamed	5.577	1	6.665**
Position X No. LD mainstreamed	0.557	1	0.666
Residual	0.837	63	

Group Means	Means	N
Position		
Teachers	3.11	35
Administrators	3.63	32
Total	3.36	67
No. LD mainstreamed		
10 or fewer	3.68	31
11 or more	3.09	36
Total	3.36	67

\*  $p = .025$ \*\*  $p = .012$ 

In relation to position, administrators were more positive than teachers with respect to exposing learning disabled to a special class prior to mainstreaming these students. Administrators claimed that exposure of learning disabled to a special class prior to mainstreaming them



should be carried as a usual practice, while teachers contended that such practice should be done only sometimes.

In relation to the number of learning disabled being mainstreamed, teachers and administrators with fewer mainstreamed learning disabled expressed more preference than teachers and administrators with more mainstreamed learning disabled in terms of exposing these students to a special class before mainstreaming is attempted. Teachers and administrators with fewer mainstreamed learning disabled asserted that exposure of these students to a special class prior to mainstreaming them should be done usually, while teachers and administrators with more mainstreamed learning disabled claimed that such practice should be done sometimes. Table 15 that follows shows the summary of significant findings on the impact of mainstreaming on job performance of regular education teachers and building administrators.

Table 15

Summary of Significant Findings for Impact of Mainstreaming on Job  
Performance of Regular Education Teachers  
and Building Administrators

CRITERIA	Main Effects					Interactions			
	P	E	U	S	NM	PxE	PxU	PxS	PxNM
1. Mainstreaming offers incentives to regular education teachers and administrators to grow professionally									*
2. Regular education teachers and administrators believe that mainstreaming is an additional burden to their jobs									
3. Mainstreaming increases the range of cooperation among regular and special educators geared toward quality of education for educationally handicapped students									
4. Regular education teachers and administrators believe that they can work efficiently with the cooperation of special educators									
5. Sharing of instructional materials between regular and special schools help regular educators improve their job performance									
6. Regular education teachers and administrators prefer to expose educationally handicapped students to special class prior to mainstreaming them	*				*				
7. Resource room services are of great help to regular education teachers									
8. Regular education teachers and administrators believe that their salary compensates for their jobs in mainstreaming									
9. Regular education teachers and administrators can effectively plan and develop curricula adapted to educationally handicapped students by working with special educators									

\* Statistically significant (p < .05)

P = Position

E = Education

U = Units

S = Sex

NM = Number of LD Mainstreamed



## Summary

Significant differences in the perceptions and attitudes of teachers and administrators existed on a number of criteria under academic performance, social adjustment, and emotional behavior categories for learning disabled as compared to nonhandicapped students. The impact of mainstreaming on job performance category also contained criteria which were significant.

## Hypothesis 1A - Academic Performance

1. With position and number of units earned in special education interacting, the findings showed that the more units in special education administrators had, the more positively they viewed learning disabled students' ability to bring regularly completed homework to class. The more units in special education teachers had, the less favorably they perceived learning disabled students' ability to bring regularly completed homework to class. Both teachers and administrators felt that learning disabled students were slightly less able than nonhandicapped in bringing regularly completed homework to class.

2. Interaction of position and the number of learning disabled being mainstreamed suggested that the more mainstreamed learning disabled administrators had, the more favorably they viewed learning disabled students' interest in completing class assignments and in-class work. The more mainstreamed learning disabled teachers had, the less positively they perceived learning disabled students' interest in completing class assignments and in-class work. Both groups of respondents felt that learning disabled almost equalled nonhandicapped in terms of interest in completing class assignments and in-class work.

3. In relation to the number of learning disabled being mainstreamed, teachers and administrators with fewer mainstreamed learning disabled felt more positive than teachers and administrators with more mainstreamed learning disabled in terms of ability of these students to ask questions for purposes of clarification. Teachers and administrators with fewer mainstreamed learning disabled perceived these students to equal nonhandicapped with respect to asking questions for clarification, while teachers and administrators with more mainstreamed learning disabled perceived these students to be slightly less able than nonhandicapped in terms of the said criterion.



4. With position and number of learning disabled being mainstreamed interacting, data revealed that the more mainstreamed learning disabled administrators had, the more positive were administrators' views toward learning disabled students' ability to read words, phrases, and simple sentences. The more mainstreamed learning disabled teachers had, the less favorable were teachers' perceptions regarding ability of these students to read words, phrases, and simple sentences. Both groups of respondents maintained that these students were slightly less able than nonhandicapped in terms of reading words, phrases, and simple sentences.

5. With number of learning disabled being mainstreamed as a factor, teachers and administrators with more mainstreamed learning disabled felt more positive than teachers and administrators with fewer mainstreamed learning disabled with respect to ability of these students to spell simple words orally. Teachers and administrators with more mainstreamed learning disabled felt that these students almost equalled nonhandicapped in terms of ability to spell simple words orally, while teachers and administrators with fewer mainstreamed learning disabled asserted that these students were less able than nonhandicapped in spelling activities.

#### Hypothesis 2A - Social Adjustment

With sex as a factor, female respondents were more positive than male respondents in terms of learning disabled students' social ability to act with ease in dealing with classmates. While female respondents claimed that learning disabled almost equalled nonhandicapped in ability to act with ease in dealing with classmates, male respondents asserted that these students acted with slightly less ease in dealing with classmates.

#### Hypothesis 3A - Emotional Behavior

1. In relation to the number of learning disabled being mainstreamed, teachers and administrators who dealt with more mainstreamed learning disabled were more inclined to believe than teachers and administrators with fewer mainstreamed learning disabled with respect to tendencies of these students to scream or cry if not selected by their normal peers to work or play with them. However, both groups of respondents maintained that learning disabled almost equalled nonhandicapped in their tendencies to scream or cry if discriminated against in work and play activities.

2. With number of learning disabled being mainstreamed as a factor, teachers and administrators with more mainstreamed learning disabled felt more positive than teachers and administrators with fewer mainstreamed learning disabled in terms of ability of these students to take jokes



without being irritated or frustrated. While teachers and administrators with more mainstreamed learning disabled felt that these students equalled nonhandicapped in terms of taking jokes without feeling irritated or frustrated, teachers and administrators with fewer mainstreamed learning disabled perceived these students to be slightly less capable than nonhandicapped with respect to taking jokes without feeling irritated or frustrated.

#### Hypothesis 7 - Impact of Mainstreaming on Job Performance

1. With position and number of learning disabled being mainstreamed interacting, the findings revealed that the more mainstreamed learning disabled administrators had, the more positively they viewed mainstreaming in terms of incentives it offered for their professional growth for upgrading job performance competencies. The more mainstreamed learning disabled teachers had, the less favorably teachers perceived mainstreaming with respect to encouragement it offered for their professional growth. However, both groups of respondents felt that mainstreaming offered incentives for their professional growth but only sometimes.

2. With position and number of learning disabled being mainstreamed as factors, the findings revealed the following: a) in relation to position, administrators were more positive than teachers with respect to preference in exposing learning disabled to a special class before mainstreaming them. Consequently, administrators maintained that exposing learning disabled to a special class before they are mainstreamed should be made as a usual practice; while teachers asserted that such procedure be practiced but only sometimes; and b) in relation to the number of learning disabled being mainstreamed, teachers and administrators with fewer mainstreamed learning disabled expressed more preference in exposing these students to a special class prior to mainstreaming them in contrast to teachers and administrators with more mainstreamed learning disabled who expressed less preference in exposing these students to a special class before these students are mainstreamed. Consequently, teachers and administrators with fewer mainstreamed learning disabled contended that exposing learning disabled to a special class should be made as a usual practice, while teachers and administrators with more mainstreamed learning disabled claimed that such practice should be carried out but only sometimes.

Insufficient number of responses were received for all variables tested for the two exceptionalities under study--behavior disordered and educable mentally retarded.

Data could not be treated statistically for purposes of this study.



## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is organized into five sections as follows: 1) summary introduction to the problem and its significance; 2) summary of design and methodology of the study; 3) summary of findings and conclusions; 4) limitations of study's findings; and 5) recommendations for further research and potential contributions of the study to the educational field.

#### Summary Introduction to the Problem and Its Significance

Public elementary school systems are employing both self-contained special class and regular class placement in the education of educationally handicapped students. However, a problem has arisen as to which of these two organizational patterns is more appropriate to the education of these students. The implementation of the rights of the handicapped to free, appropriate public education gave rise to this present investigation. Its purpose was to examine the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of learning disabled, behavior disordered, and educable mentally retarded students and the

impact of mainstreaming on the job performance of these teachers and administrators.

Special and regular educators have manifested diverse views and reactions with respect to the academic performance, social adjustment, and emotional behavior of handicapped students taught in special schools or classes and those students of similar types mainstreamed in regular classes. Regular educators also presented diversified views and reactions with regards to the impact of mainstreaming on their job performance.

It was felt that the views and reactions toward the effects of mainstreaming on the education of learning disabled, behavior disordered, and educable mentally retarded students, and the impact of mainstreaming on job performance be elicited from regular education teachers and building administrators directly involved in mainstreaming program. From the results of this study, implications can be drawn for these teachers and administrators to decide as to whether the special class or the regular class is more adaptive in the education of educationally handicapped students. It was hoped that by affording these students with maximum opportunities to interact with normal peers, life conditions of these students would be alleviated.

## Summary of Design and Methodology of the Study

This study covered a general population of 383 elementary and unified school districts with pupil populations of 1,000 or more in the state of California. From the general population, 77, or 20 percent, of the school districts were drawn randomly as the sample of this study. A letter from the researcher was sent to the district superintendent of each of the 77 sample districts for their participation. For school districts that did not participate, replacements were made by drawing the corresponding number of school districts that did not participate from the remaining sample districts. Lists of recommended elementary schools, with at least a K-5 grade level organization, the focus of this study, were sent to the researcher by district superintendents who expressed a willingness to cooperate. To these recommended elementary schools, questionnaires were sent through the principals for purposes of collecting data. Follow-up letters were sent to school districts and prospective elementary school participants to expedite their decision relative to researcher's request for their participation. The collection of data ran from May, 1979 to November, 1979.

The test instrument had been previously examined by test experts and specialists in the subject area under study for its face and content validity. To test the reliability of the test instrument, a pilot study was administered to a group of regular education teachers and



building administrators involved in mainstreaming educationally handicapped students in the elementary school level. Its reliability was assessed with the use of the Pearson Product Moment Correlation Coefficient.

The statements of the null hypotheses were derived from the 75 dependent variables under the four categories: 1) academic performance; 2) social adjustment; 3) emotional behavior; and 4) the impact of mainstreaming on job performance of regular education teachers and building administrators. The 75 dependent variables were examined in relation to 9 major independent variables as follows: 1) position; 2) experience; 3) units earned in special education; 4) sex; 5) grade taught; 6) types and number of educationally handicapped students being mainstreamed; 7) average daily contact with mainstreamed students; 8) types of special education support services available; and 9) average total frequency of contact with each mainstreamed student for all special education support services available.

Of the 77 sample school districts, a total of 27 elementary and unified school districts, or 35 percent, actually participated in this study. Sixty-six elementary schools were recommended by the 27 school districts from which 43 elementary schools, or 65 percent, supplied a total of 85 respondents, 48 of whom were regular education teachers and 37 were building administrators. These respondents completed and returned the questionnaires which supplied the data for purposes of this study.

## Summary of Findings and Conclusions

The following items under academic performance, social adjustment, and emotional behavior categories for learning disabled, and the impact of mainstreaming on job performance category present significant differences in the perceptions and attitudes of regular education teachers and building administrators relative to each of the variables examined. The null hypothesis for each of the variables that follows was rejected. However, it should be noted that, although there were statistically significant findings, the reader should exercise caution in making inferences from study's findings because of the small percentage of responses.

### Hypothesis 1A - Academic Performance of Learning Disabled

Item 2 (variable 20). The interaction between position and the number of units earned in special education revealed that the more units in special education administrators had, the more positively they viewed learning disabled in their ability to bring regularly completed homework to class. The more units in special education teachers had, the less favorably they perceived learning disabled in their ability to bring regularly completed homework to class. It can be inferred here that as administrators obtain more units in special education, the more understanding they become with respect to the limitations of learning disabled in meeting class requirements. It may be that as teachers acquire more units in special education, the more demanding



they become in requiring learning disabled to bring regularly completed homework to class. However, both teachers and administrators agreed that learning disabled were slightly less able than nonhandicapped with respect to bringing regularly completed homework to class.

Item 3 (variable 23). The interaction between position and the number of learning disabled being mainstreamed showed that the more learning disabled were mainstreamed, the more favorably administrators perceived learning disabled in their interest to complete class assignments and in-class work. Conversely, the more learning disabled were mainstreamed, the less positively teachers viewed the interest of these students to complete their class assignments and in-class work. It can be concluded that administrators being remote from classroom routine are less affected by the burden of having more mainstreamed learning disabled as compared to teachers. More mainstreamed learning disabled may mean to teachers less time for them to attend to the child's individualized instruction. However, teachers and administrators both agreed that learning disabled were equally interested as nonhandicapped in terms of completing their class assignments and in-class work.

Item 4 (variable 26). In relation to the number of learning disabled being mainstreamed, teachers and administrators with fewer mainstreamed learning disabled felt more positive than teachers and administrators with



more mainstreamed learning disabled in terms of ability of these students to ask questions when in doubt of something during class recitations. It is inferred here that the fewer learning disabled were mainstreamed, the greater were their chances to participate in asking questions. It follows that teachers and administrators with fewer mainstreamed learning disabled perceived these students to equal nonhandicapped in ability to ask questions for clarification, while teachers and administrators with more mainstreamed learning disabled felt that these students were slightly less able than nonhandicapped in ability to ask questions.

Item 6 (variable 32). The interaction between position and the number of learning disabled being mainstreamed indicated that the more learning disabled were mainstreamed, the more positive were the views and reactions of administrators toward learning disabled in their ability to read words, phrases, and simple sentences. The more learning disabled were mainstreamed, the less favorable were the views and attitudes of teachers toward ability of these students to read words, phrases, and simple sentences. The implication is that, if more learning disabled were mainstreamed, teachers may not have adequate time to attend to learning disabled students' individualized reading instruction. However, both teachers and administrators agreed that learning disabled students were slightly less able than nonhandicapped in terms of reading activities.

Item 6 (variable 38). In relation to the number of learning disabled being mainstreamed, teachers and administrators who dealt with more mainstreamed learning disabled felt more positive than teachers and administrators with fewer mainstreamed learning disabled with regards to ability of these students to spell simple words orally. It can be concluded that teachers and administrators with more mainstreamed learning disabled had greater chances to have in the class learning disabled students who had the ability to spell words orally as compared to teachers and administrators with fewer mainstreamed learning disabled. It follows that teachers and administrators with more mainstreamed learning disabled claimed that these students almost equalled nonhandicapped in ability to spell words orally, while teachers and administrators with fewer mainstreamed learning disabled felt that these students were less able than nonhandicapped in spelling activities.

Hypothesis 2A - Social Adjustment  
of Learning Disabled

Item 1 (variable 44). With sex as a factor, female respondents were more positive than male respondents with respect to learning disabled students' social ability to act with ease in dealing with classmates. It can be deduced here that female respondents appeared to be more understanding than male respondents with respect to learning disabled students' ability to act with ease in dealing with classmates. When comparing learning disabled with nonhandicapped students, female respondents claimed that learning



disabled almost equalled nonhandicapped in ability to act with ease in dealing with classmates, while male respondents asserted that these students acted with less ease in dealing with classmates.

Hypothesis 3A - Emotional  
Behavior of Learning Disabled

Item 2 (variable 62). In relation to the number of learning disabled being mainstreamed, the findings showed that teachers and administrators with more mainstreamed learning disabled were more inclined to believe than teachers and administrators with fewer mainstreamed learning disabled that these students would scream or cry if not selected by their normal peers to work or play with them. The inference is that, if more learning disabled were mainstreamed, the less were their chances to be selected by normal peers to work or play with them. Hence, the greater were the possibilities that these students would scream or cry in contrast to situations when only fewer learning disabled were mainstreamed. However, both groups of respondents maintained that learning disabled students equalled nonhandicapped in terms of tendencies to scream or cry if discriminated against in work and play activities.

Item 5 (variable 71). In relation to the number of learning disabled being mainstreamed, the findings indicated that teachers and administrators with more mainstreamed learning disabled felt more positive than teachers and administrators with fewer mainstreamed learning disabled in terms of these students' ability to take jokes without being



irritated or frustrated. It can be inferred here that if more learning disabled were mainstreamed these students would feel more emotionally secure and protected when teased by their normal peers than when only fewer students of their type were mainstreamed. Consequently, teachers and administrators with more mainstreamed learning disabled felt that these students almost equalled nonhandicapped in ability to take jokes without feeling irritated or frustrated, while teachers and administrators with fewer mainstreamed learning disabled perceived these students to be slightly less capable than nonhandicapped in taking jokes without being angered or hurt.

Hypothesis 7 - Impact of Mainstreaming  
on Job Performance

Item 1 (variable 83). With position and the number of learning disabled being mainstreamed interacting, the findings revealed that the more mainstreamed learning disabled teachers and administrators had, the more positively they viewed mainstreaming in terms of incentives it offered for their professional growth. The other group of respondents claimed that, the more mainstreamed learning disabled teachers and administrators had, the less favorably they perceived mainstreaming as a source of incentives for their professional growth for purposes of upgrading job performance competencies. It can be concluded that the first group of respondents may have felt the tremendous challenge that mainstreaming imposed relative to their professional growth if more learning disabled were mainstreamed. The other group of respondents

felt that if fewer learning disabled were mainstreamed the less classroom work they had, thus, more time to attend to their professional growth. However, both groups of respondents agreed that mainstreaming offered incentives for professional growth but only sometimes.

Item 6 (variable 88). In relation to the number of learning disabled being mainstreamed, teachers and administrators with fewer mainstreamed learning disabled expressed more preference than teachers and administrators with more mainstreamed learning disabled in terms of exposing these students to a special class prior to mainstreaming them. It follows that teachers and administrators with fewer mainstreamed learning disabled asserted that exposing these students to a special class be done as a usual practice, while teachers and administrators with more mainstreamed learning disabled contended that such practice should be done only sometimes. With position as a factor, administrators were more positive than teachers with respect to exposing learning disabled to a special class before these students are mainstreamed. However, administrators felt that exposing learning disabled to a special class prior to mainstreaming them should be done usually, while teachers felt that such procedure be done sometimes. As far as position is concerned, administrators, being key-persons in the schools, may feel relieved of additional administrative responsibilities if non-eligible learning disabled were mainstreamed. Hence, administrators felt that exposure of learning disabled students to a special class serves as training and preparation for the



educational mainstream. Teachers' views were reflective of their reliance on the assistance of special education support services supposedly available in regular classrooms if learning disabled students are mainstreamed.

Insufficient responses were received for academic performance, social adjustment, and emotional behavior for learning disabled and the impact of mainstreaming on job performance categories in relation to: 1) grade taught; 2) average daily contact with mainstreamed students; 3) types of special education support services available; and 4) average total frequency of contact with each mainstreamed student for all special education support services available. Responses for all variables tested for behavior disordered and educable mentally retarded were insufficient for statistical treatment. It is possible that elementary schools involved in this study had few/no mainstreamed students of these two types of exceptionalities.

#### Limitations of Study's Findings

Significant findings of the study were derived from data supplied by 85 respondents and were limited to learning disabled. Because of the small percentage of responses, data available for behavior disordered and educable mentally retarded were inadequate for statistical treatment. Therefore, generalizability of study's findings is limited to learning disabled mainstreamed in public elementary schools with at least a K-5 grade level organization.



This study has implications to regular education teachers and building administrators involved in mainstreaming educationally handicapped students in the regular classroom. Based on the findings of the study recommendations are hereby given.

#### Recommendations for Further Research

1. Since frequency of responses were inadequate for statistical treatment for all criteria under academic performance, social adjustment, and emotional behavior categories for behavior disordered and educable mentally retarded, further research with focus on these two types of exceptionalities is highly recommended.

2. Frequency of responses were inadequate for statistical treatment for all criteria tested under academic performance, social adjustment, and emotional behavior for learning disabled and impact of mainstreaming on job performance categories in relation to grade taught, average daily contact with mainstreamed students, types of special education support services available, and average total frequency of contact with each mainstreamed student for all special education support services available. Therefore, further research with emphasis on these factors is strongly recommended.

3. Should this study be replicated, recommendation is made for using a larger sample population to obtain adequate responses for all variables tested.

Potential Contributions  
to the Educational Field

1. The findings that learning disabled were perceived as slightly less able than nonhandicapped with respect to reading activities signify that administrators should be concerned with respect to adequate teacher-pupil ratio as to allow teachers adequate time to attend to the child's individualized instruction. Administrators should exert effort to provide teachers the necessary special education support services if learning disabled students are to grow academically, socially and emotionally in the regular classroom.

2. The findings that if more learning disabled were mainstreamed the less were the possibilities that these students would be selected by their normal peers to participate in group activities signify that teachers and administrators should see to it that the number of nonhandicapped in the classroom should be proportionate to the number of mainstreamed learning disabled students to minimize tendencies of normal peers to discriminate learning disabled students in group activities. Such procedure will allow sufficient interactions of these groups of students.

3. The findings that teachers and administrators with fewer mainstreamed learning disabled perceived mainstreaming more positively as a source of incentives for their professional growth than did teachers and administrators with more mainstreamed learning disabled suggest that teachers and administrators should establish policies



with respect to the number of learning disabled to be mainstreamed that teachers can adequately handle. An adequate teacher-pupil ratio will afford teachers adequate time to attend to their professional growth.

4. The findings that administrators expressed more preference to expose learning disabled students to a special class prior to mainstreaming these students as compared to teachers have implications on administrators' preference to mainstream only eligible learning disabled students. In view of this, administrators and teachers should establish and maintain an adequate evaluation program for screening purposes.

5. Since differences in opinions and reactions existed among regular education teachers and building administrators toward the effects of mainstreaming on a number of criteria under academic performance, social adjustment, and emotional behavior categories for learning disabled, and the impact of mainstreaming on job performance category, it follows that public elementary schools may adopt either the self-contained special class or the regular class organizational pattern in educating learning disabled students. Therefore, it is suggested that wise discretion should be used in selecting an appropriate placement of these students for purposes of implementing the requirements of P. L. 94-142. Should learning disabled students be exposed to a series of instructional alternatives, or should regular class placement be decided upon, adequate special education services and facilities should be provided to regular education teachers.



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APPENDIX A

TEST INSTRUMENT USED

IN THE STUDY



A QUESTIONNAIRE

PERCEPTIONS AND ATTITUDES OF TEACHERS AND ADMINISTRATORS

TOWARD MAINSTREAMING EDUCATIONALLY HANDICAPPED

STUDENTS IN CALIFORNIA PUBLIC

ELEMENTARY SCHOOLS

DIRECTIONS: Please check or write down the item or items called for below that apply to you.

I. Data/Information about the Respondent

1. Sex: a) Male\_\_\_\_ b) Female\_\_\_\_
2. Semester Units Earned in Special Education:  
a) 0-6 Units\_\_\_\_ b) 7-12 Units\_\_\_\_ c) More than 12 Units\_\_\_\_
3. Current Position: a) Regular Education Teacher\_\_\_\_ b) Administrator\_\_\_\_
4. Years of Experience in Present Position:  
a) Less than 5\_\_\_\_ b) 5-14\_\_\_\_ c) 15-24\_\_\_\_ d) 25-34\_\_\_\_ e) 35 or more\_\_\_\_
5. Grade Taught: a) K\_\_\_\_ b) 1\_\_\_\_ c) 2\_\_\_\_ d) 3\_\_\_\_ e) 4\_\_\_\_ f) 5\_\_\_\_  
g) 6\_\_\_\_ h) 7\_\_\_\_ i) Others: (Please specify)\_\_\_\_\_

II. Data/Information about School's Mainstreaming Program

1. Types and Number of Educationally Handicapped Students being Mainstreamed  
a) Number of Learning Disabled\_\_\_\_ b) Number of Behavior Disordered\_\_\_\_  
c) Number of Educable Mentally Retarded\_\_\_\_
2. Average Daily Contact with Mainstreamed Students:  
a) Less than 1 hour\_\_\_\_ b) 1 hour to  $\frac{1}{2}$  day\_\_\_\_ c) 1 full day\_\_\_\_
3. Special Education Support Services:
  - A. Types of Resource Services Available to Mainstreamed Students
    - 1) Speech therapy\_\_\_\_
    - 2) Learning remediation\_\_\_\_
    - 3) Behavior modification\_\_\_\_
    - 4) Recreational therapy\_\_\_\_
    - 5) Others: (Please specify)\_\_\_\_\_
  - B. Average Total Frequency of Contact with each Mainstreamed Student for all Special Education Support Services Available
    - 1) 0-4 times per month\_\_\_\_
    - 2) 5-8 times per month\_\_\_\_
    - 3) 9-12 times per month\_\_\_\_
    - 4) More than 12 times per month\_\_\_\_









**DIRECTIONS:** In the items below, please encircle the appropriate number in the five-point scale corresponding to each item. This is to elicit your views and reactions to the impact of mainstreaming on your job performance.

IV. IMPACT OF MAINSTREAMING ON JOB PERFORMANCE	Never	Rarely	Some- times	Usually	Always
1. Mainstreaming offers incentives to regular education teachers and administrators to grow professionally to upgrade their job performance competencies	1	2	3	4	5
2. Regular education teachers and administrators believe that mainstreaming is an additional burden to their jobs	1	2	3	4	5
3. Mainstreaming increases the range of cooperation among regular and special educators geared toward quality of education for educationally handicapped students	1	2	3	4	5
4. Regular education teachers and administrators believe that they can work efficiently with the cooperation of special educators in the regular classroom	1	2	3	4	5
5. Sharing of instructional materials between regular and special schools help regular educators improve their job performance	1	2	3	4	5
6. Regular education teachers and administrators prefer to expose educationally handicapped students to special class prior to mainstreaming them	1	2	3	4	5
7. Resource room services are of great help to regular education teachers	1	2	3	4	5
8. Regular education teachers and administrators believe that their salary compensates for their jobs in mainstreaming	1	2	3	4	5
9. Regular education teachers and administrators can effectively plan and develop curricula adapted to educationally handicapped students by working together with special educators	1	2	3	4	5

APPENDIX B

LETTERS TO SCHOOL DISTRICTS  
AND ELEMENTARY SCHOOLS

UNIVERSITY OF THE PACIFIC  
School of Education  
Stockton, California 95211  
March 12, 1979

The District Superintendent of Schools

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Dear Sir/Madam:

I am presently conducting research on mainstreaming educationally handicapped students into regular educational program which involves randomly selected school districts in the state of California. Your district is one of those selected. The study covers elementary schools with at least a K-5 grade level organization which are mainstreaming educationally handicapped students. The university supports this study.

This doctoral research study will examine the perceptions and attitudes of regular education teachers and building administrators toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of educationally handicapped students. It also delves into the views and reactions of these teachers and administrators toward the impact of mainstreaming on their job performance.

I would appreciate it if you can give me your permission to involve in my study elementary schools in your district involved in mainstreaming. Please indicate the elementary school/s and the Principal/s whom I shall contact for their cooperation. I need one regular education teacher and one building administrator from each of the schools involved to respond to the questionnaire. Enclosed is a copy of the questionnaire to be distributed to the respondents. It takes about 15-20 minutes to complete the questionnaire.

Questionnaires will be sent to participating schools unless the district desires to have the questionnaires pass through the central office. Answers to the questionnaires will be held in strict confidence.

I shall be happy to abide by whatever policies the district has for outside research. It would be most helpful if I can have your permission and the information needed within two weeks. The collection of data will run through November 30, 1979.

Thank you for your cooperation.

Sincerely,

Benita R. Rizada

Home Telephone Number  
(209) 466-7772



UNIVERSITY OF THE PACIFIC  
School of Education  
Stockton, California 95211  
May 5, 1979

The Principal

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Dear Sir/Madam:

Permission is granted to me by the district office to conduct this research study. Your school has been identified among those schools to participate in this research project. This study attempts to examine the perceptions and attitudes of regular education teachers and building administrators involved in mainstreaming educationally handicapped students toward the effects of mainstreaming on the academic performance, social adjustment, and emotional behavior of these students. The study also delves into the views and reactions of these teachers and administrators toward the impact of mainstreaming on their job performance.

This doctoral research study covers public elementary schools in the state of California with at least a K-5 grade level organization and engaged in mainstreaming educationally handicapped students. Enclosed is a letter of the director of this research project which supports this study.

Enclosed are copies of the questionnaires. I need one regular education teacher and one building administrator from your school to respond to the questionnaire. It takes about 15-20 minutes to complete the questionnaire. Responses to the questionnaire will be held in strict confidence.

The collection of data will run through November 30, 1979. I would appreciate it if you can return the completed questionnaires within two weeks through the enclosed self-addressed stamped envelope. I shall be glad to provide an abstract of the results of the study if your school desires to have one.

Thank you; I shall look forward to your cooperation.

Sincerely,

Benita R. Rizada

Home Telephone Number  
(209) 466-7772



UNIVERSITY OF THE PACIFIC

BUREAU OF EDUCATIONAL RESEARCH AND FIELD SERVICES

SCHOOL OF EDUCATION

Stockton, California Founded 1851

95211

May 4, 1979

RE: Mainstreaming

Dear Fellow Educator:

Benita Rizada is conducting a study on the effects of mainstreaming exceptional children in regular education classrooms. The results of this study will benefit school districts implementing the requirements of P.L. 94-142.

The University supports this study. Ms. Rizada needs your responses to provide a data-base for her research. Your participation will be much appreciated.

Sincerely,



Michael B. Gilbert  
Director

MBG:ddy

UNIVERSITY OF THE PACIFIC  
School of Education  
Stockton, California 95211  
September 10, 1979

The Principal

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Dear Sir/Madam:

This is a follow up of the questionnaires sent to your school to be accomplished by one regular education teacher and one building administrator involved in mainstreaming educationally handicapped students. I would appreciate it if respondents to the questionnaires could give a few minutes of their time to complete the questionnaires and return them at their earliest convenient time; or complete the enclosed post card and return the same so I would know the status of the questionnaires sent to your school.

Please accept my sincere thanks for your help in my research project.

Sincerely,

Benita R. Rizada

Home Telephone Number  
(209) 466-7772



APPENDIX C

FREQUENCY OF RESPONSES TO  
THE QUESTIONNAIRE

Table 16

Frequency of Responses for Academic Performance of Learning Disabled,  
Behavior Disordered, and Educable Mentally Retarded

TEXT	Learning Disabled			Behavior Disordered			Educable Mentally Retarded			
	Teach- er	Adm.	Total	Teach- er	Adm.	Total	Teach- er	Adm.	Total	
In an integrated class, educationally handicapped students as compared with nonhandicapped:	n=44	n=34	n=74	n=16	n=14	n=30	n=12	n=9	n=21	
1. actively participate in class recitations	45	35	80	16	13	29	12	9	21	
2. regularly bring completed homework to class	41	32	73	16	14	30	11	9	20	
3. are interested in completing their class assignments and in-class work	45	34	79	17	14	31	13	9	22	
4. ask questions when in doubt of something in class recitations	46	34	80	17	14	31	13	9	22	
5. show completed work to their teacher for correction and grading	42	34	76	14	14	28	10	9	19	
6. read words, phrases, and simple sentences from stories already taught in class	41	33	74	15	14	29	11	9	20	
7. work on four fundamentals in arithmetic involving simple processes already taught in class	42	34	76	15	14	29	11	9	20	
8. spell orally simple words already taught in class	42	34	76	15	14	29	11	9	20	
9. obtain high marks in class activities	43	34	77	15	14	29	10	9	19	
* N = 85	Total	392	304	666	142	125	267	104	81	185

Table 17

Frequency of Responses for Social Adjustment of Learning Disabled,  
Behavior Disordered, and Educable Mentally Retarded

TEXT	Learning Disabled			Behavior Disordered			Educable Mentally Retarded					
	Teach- er	Adm.	Total	Teach- er	Adm.	Total	Teach- er	Adm.	Total			
In an integrated class, educationally handicapped students as compared with nonhandicapped:	n=42	n=36	n=78	n=15	n=15	n=29	n=11	n=10	n=21			
1. act with ease in dealing with their classmates	44	37	81	15	15	30	11	10	21			
2. show desire to talk and to associate with teachers and other adults during their free times	44	37	81	15	15	30	11	10	21			
3. show interest to participate in singing, dancing, playing, and other social activities	41	36	77	15	15	30	11	10	21			
4. are willing to share their toys, educational materials, and other things with the group in work and play activities	43	36	79	15	14	29	10	10	20			
5. show enjoyment at parties	39	35	74	14	14	28	10	10	20			
*N = 85	Total			211	181	392	74	73	147	53	50	103



Table 18

Frequency of Responses for Emotional Behavior of Learning Disabled,  
Behavior Disordered, and Educable Mentally Retarded

TEXT	Learning Disabled			Behavior Disordered			Educable Mentally Retarded			
	Teach- er	Adm.	Total	Teach- er	Adm.	Total	Teach- er	Adm.	Total	
In an integrated class, educationally handicapped students as compared with nonhandicapped:	n=46	n=36	n=82	n=14	n=15	n=29	n=10	n=9	n=19	
1. behave acceptably	47	37	84	15	15	30	11	9	20	
2. scream or cry if not selected by normal peers to work or play with them	47	36	83	15	15	30	8	9	17	
3. show temper tantrums when not given what they want by their teachers or their peers	47	37	84	13	15	28	9	9	18	
4. act with comfort and security when working or playing with normal peers	45	36	81	13	15	28	11	9	20	
5. take jokes without being irritated or frustrated	45	35	80	13	15	28	11	9	20	
6. help willingly those who need help	45	35	80	13	15	28	11	9	20	
7. show gestures of appreciation when something is given	47	36	83	13	15	28	9	9	18	
8. show signs of regrets when they commit mistakes	47	35	82	13	15	28	8	9	17	
* N = 85	Total	371	287	658	110	120	230	78	72	152

Table 19

Frequency of Responses for Impact of Mainstreaming on Job Performance of  
Regular Education Teachers and Building Administrators

RESPONDENTS		Teacher	Adm.	Total
TEXT	Ave.	n=43	n=35	n=78
1. Mainstreaming offers incentives to regular education teachers and building administrators to grow professionally to upgrade their job performance competencies		44	33	77
2. Regular education teachers and administrators believe that mainstreaming is an additional burden to their jobs		45	35	80
3. Mainstreaming increases the range of cooperation among regular and special educators geared toward quality of education for educationally handicapped students		44	36	80
4. Regular education teachers and administrators believe that they can work efficiently with the cooperation of special educators in the regular classroom		45	36	81
5. Sharing of instructional materials between regular and special schools help regular educators improve their job performance		44	36	80
6. Regular education teachers and administrators prefer to expose educationally handicapped students to special class prior to mainstreaming them		41	35	76
7. Resource room services are of great help to regular education teachers		42	33	75
8. Regular education teachers and administrators believe that their salary compensates for their job performance in mainstreaming		41	35	76
9. Regular education teachers and administrators can effectively plan and develop curricula adapted to educationally handicapped students by working together with special educators		44	36	80
* N = 85	Total	390	315	705

APPENDIX D

MEANS OF THE FREQUENCY OF RESPONSES  
TO THE QUESTIONNAIRE



Table 20

Summary of Means for Academic Performance of Learning Disabled  
Behavior Disordered, and Educable Mentally Retarded

TEXT	Learning Disabled			Behavior Disordered			Educable Mentally Retarded			Overall Total
	Teach- er	Adm.	Total	Teach- er	Adm.	Total	Teach- er	Adm.	Total	
In an integrated class, educationally handi- capped students as compared with nonhandi- capped:	n=44	n=34	n=74	n=16	n=14	n=30	n=12	n=9	n=21	
1. actively participate in class recitations	1.51	1.37	1.45	1.75	1.77	1.76	1.33	1.00	1.19	4.4
2. regularly bring completed homework to class	1.59	1.44	1.52	1.31	1.29	1.30	1.09	1.11	1.10	3.92
3. are interested in completing their class assignments and in-class work	1.78	1.74	1.76	1.29	1.29	1.29	1.77	1.67	1.73	4.78
4. ask questions when in doubt or something in class recitations	1.78	1.74	1.76	2.18	1.86	2.03	1.92	1.22	1.64	5.43
5. show completed work to their teacher for correction and grading	1.98	1.97	1.98	1.53	1.86	1.68	2.31	1.67	2.05	5.71
6. read words, phrases, and simple sentences from stories already taught in class	1.60	1.62	1.61	1.50	1.64	1.57	1.40	1.00	1.21	4.39
7. work on four fundamentals in arithmetic involving simple processes already taught in class	1.68	1.73	1.70	1.67	1.57	1.62	1.27	1.22	1.25	4.57
8. spell orally simple words already taught in class	1.55	1.47	1.51	1.73	1.71	1.72	1.36	1.11	1.25	4.48
9. obtain high marks in class activities	1.30	1.26	1.29	1.33	1.21	1.28	1.20	1.11	1.16	3.73

\* 1 - Less than

2 - Equal to

3 - More than

Table 21

Summary of Means for Social Adjustment of Learning Disabled,  
Behavior Disordered, and Educable Mentally Retarded

TEXT	Learning Disabled			Behavior Disordered			Educable Mentally Retarded			Overall Total
	Teacher	Adm.	Total	Teacher	Adm.	Total	Teacher	Adm.	Total	
In an integrated class, educationally handicapped students as compared with nonhandicapped:	n=42	n=36	n=78	n=15	n=15	n=29	n=11	n=10	n=21	
1. act with ease in dealing with their classmates	1.61	1.57	1.59	1.20	1.27	1.23	1.55	1.60	1.57	4.39
2. show desire to talk and to associate with their teachers and other adults during their free times	1.91	1.86	1.89	1.67	1.67	1.67	2.45	2.10	2.29	5.85
3. show interest to participate in singing, dancing, playing, and other social activities	1.80	1.92	1.86	1.80	1.80	1.80	2.18	1.80	2.00	5.66
4. are willing to share their toys, educational materials, and other things with the group in work and play activities	1.91	1.83	1.87	1.64	1.47	1.55	2.00	2.00	2.00	5.42
5. show enjoyment at parties	2.00	2.06	2.03	1.93	2.07	2.00	2.50	2.30	2.40	6.43

- \* 1 - Less than  
2 - Equal to  
3 - More than



Table 22

Summary of Means for Emotional Behavior of Learning Disabled,  
Behavior Disordered, and Educable Mentally Retarded

TEXT	Learning Disabled			Behavior Disordered			Educable Mentally Retarded			Overall Total
	Teacher	Adm.	Total	Teacher	Adm.	Total	Teacher	Adm.	Total	
In an integrated class, educationally handicapped students as compared with nonhandicapped:	n=46	n=36	n=82	n=14	n=15	n=29	n=10	n=9	n=19	
1. behave acceptably	1.68	1.81	1.74	1.20	1.13	1.17	1.55	1.78	1.65	4.56
2. scream or cry if not selected by normal peers to work or play with them	1.85	1.92	1.88	2.27	1.73	2.00	2.00	2.00	2.00	5.88
3. show temper tantrums when not given what they want by their teachers or their peers	1.85	1.81	1.83	2.00	1.60	1.79	2.22	2.00	2.11	5.73
4. act with comfort and security when working or playing with normal peers	1.56	1.56	1.57	1.15	1.33	1.25	1.91	1.56	1.75	5.75
5. take jokes without being irritated or frustrated	1.57	1.51	1.54	1.33	1.33	1.33	2.09	1.44	1.80	4.67
6. help willingly those who need help	1.82	1.91	1.86	1.31	1.60	1.46	2.36	2.00	2.20	5.52
7. show gestures of appreciation when something is given	2.00	2.17	2.08	1.54	1.60	1.57	2.11	2.11	2.11	5.76
8. show signs of regrets when they commit mistakes	1.96	2.11	2.02	1.46	1.53	1.50	1.88	1.78	1.82	5.34

- \* 1 - Less than  
2 - Equal to  
3 - More than



Table 23

Summary of Means for Impact of Mainstreaming on Job Performance of  
Regular Education Teachers and Building Administrators

RESPONDENTS	Teacher	Adm.	Total
	n=43	n=35	n=78
1. Mainstreaming offers incentives to regular education teachers and building administrators to grow professionally to upgrade their job performance competencies	3.30	3.30	3.30
2. Regular education teachers and administrators believe that mainstreaming is an additional burden to their jobs	2.69	2.94	2.80
3. Mainstreaming increases the range of cooperation among regular and special educators geared toward quality of education for educationally handicapped students	3.89	3.94	3.91
4. Regular education teachers and administrators believe they can work efficiently with the cooperation of special educators in the regular classroom	3.58	3.61	3.59
5. Sharing of instructional materials between regular and special schools help regular educators improve their job performance	4.07	3.89	3.99
6. Regular education teachers and administrators prefer to expose educationally handicapped students to special class prior to mainstreaming them	3.32	3.54	3.42
7. Resource room services are of great help to regular education teachers	4.00	3.91	3.96
8. Regular education teachers and administrators believe that their salary compensates for their job performance in mainstreaming	2.32	2.71	2.50
9. Regular education teachers and administrators can effectively plan and develop curricula adapted to educationally handicapped students by working together with special educators	3.82	2.92	3.86

\* 1 - Never      3 - Sometimes      5 - Always  
2 - Rarely      4 - Usually

APPENDIX E

AUTHOR'S BIOGRAPHICAL STATEMENT

BIOGRAPHICAL STATEMENT

of

BENITA R. RIZADA

Born in Sibonga, Cebu, Philippines, March 20, 1926

Graduated from Philippine Schools

Tangub Elementary Central School - 1941

Misamis Occidental High School - 1948

Misamis Academy

Elementary Teacher Certificate (E.T.C.) 1949

Bachelor of Science in Education (B.S.E.) 1952

Immaculate Conception College

Bachelor of Science in Elementary Education

(B.S.E.Ed.) 1958

Master of Arts in Education (M.A.Ed.) 1970

Graduated from Syracuse University, Syracuse, New York, U.S.A.

Master of Science in Education (M.S.) major in Mental

Retardation 1975

Civil Service Eligibilities (Philippines)

Junior Teacher (Regular)

Senior Teacher (Regular)

Professional Career (Qualifying)

Scholarships/Graduate Assistantship

University of the Philippines-Bureau of Public School

(UP-BPS) Scholarship, 1970-71

Rotary Foundation of Rotary International Teacher Award,  
1974-75

J. Marc and Ruth Jantzen Scholarship, 1978-79 ) Through

Pedro and Edna Osuna Graduate Scholarship, 1978-80 ) the

School of Education, University of the Pacific

Graduate Assistantship, 1976-78 through the School of

Education and Graduate School, University of the Pacific

Professional Positions (Philippines)

Public Elementary Classroom Teacher

Public Elementary School Head Teacher

Part-time Private College Teacher

Current Position: Public Elementary School Principal I

Professional Organizations (Philippines)

Secretary, Ozamiz City District I Teachers Association

Board Member, Vice President, Ozamiz City Division Teachers  
Association

Member, Philippine Public School Teachers Association  
(PPSTA)