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An exploratory investigation of the integration and reintegration of educationally handicapped pupils as related to selected organizational variables existing within schools

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AN EXPLORATORY INVESTIGATION OF THE INTEGRATION AND
REINTEGRATION OF EDUCATIONALLY HANDICAPPED
PUPILS AS RELATED TO SELECTED ORGANIZA-
TIONAL VARIABLES EXISTING
WITHIN 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
Edward L. Noble

May 1977

This dissertation, written and submitted by

Edward L. Noble

is approved for recommendation to the Committee
on Graduate Studies, University of the Pacific

Dean of the School or Department Chairman:

Oscar J. Janni

Dissertation Committee:

Hugh J. McBride Chairman

Robert D. Morron

W. Preston Gleason

Loy J. Timmons

Alan L. Mikels

Dated May 3, 1977

AN EXPLORATORY INVESTIGATION OF THE INTEGRATION AND
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Abstract of Dissertation

PROBLEM

The major problem under investigation was to determine the significance of organizational factors in schools on the ease of accomplishing the Educationally Handicapped program goals of integration and reintegration as prescribed by the State of California.

PURPOSE

The study's major purpose was to determine what effect, if any, do the organizational environments of schools have on program goals of integration and reintegration for the Educationally Handicapped? A secondary purpose of this study was to determine what effect, if any, do the selections of procedures used by teachers to return Educationally Handicapped pupils to the regular classroom have on the program goals of integration and reintegration for the Educationally Handicapped?

PROCEDURES

Two groups, regular classroom teachers and teachers of the Educationally Handicapped, in thirteen elementary schools comprised the sample population. The thirteen elementary schools were located in a single unified school district. Two survey instruments were used to test the major hypotheses of this study. One hundred and twenty-one regular classroom teachers completed the Profile of a School questionnaire. This questionnaire described the organizational environments of the thirteen sample population schools. Eighteen teachers of the Educationally Handicapped completed the Educationally Handicapped Reintegration Survey. The Educationally Handicapped Reintegration Survey provided data on the integration and reintegration levels of 214 Educationally Handicapped pupils enrolled in the sample schools. The survey also listed a series of (re)integration procedures that may be used by teachers to return Educationally Handicapped pupils to the regular classroom.

Pearson product-moment correlations were made between the integration/reintegration measure (Maximal Reintegration Index) and 19 organizational environment variables. In addition, Pearson product-moment correlations were made between the Maximal Reintegration Index and 12 ancillary variables. Twenty-two 2 by 2 tables compared the selections of (re)integration procedures used in the sample schools with the designated (re)integration levels of the sample schools.

FINDINGS

There was no statistically significant relationship between organizational typology of schools and the levels of integration/reintegration of Educationally Handicapped pupils enrolled in these schools.

There was no statistically significant relationship between the selections of (re)integration procedures used by teachers of the Educationally Handicapped and the designated (re)integration levels of the sample schools.

There was a statistically significant relationship between total years of teaching experience for teachers of the Educationally Handicapped and the levels of integration/reintegration of the Educationally Handicapped pupils enrolled in these schools.

CONCLUSIONS

The findings of this study suggested that the organizational environments of schools had no significant affect on the program goals of integration and reintegration for the Educationally Handicapped.

A second conclusion of this study was that the selections of procedures used by teachers of the Educationally Handicapped to return these pupils to the regular program had no significant affect on the program goals of integration and reintegration for the Educationally Handicapped.

A third conclusion of this study indicated that the total years of teaching experience by teachers of the Educationally Handicapped had a significant relationship to the program goals of integration and reintegration for the Educationally Handicapped.

RECOMMENDATIONS

An inferential conclusion was drawn from this study; that is, a System 3 organizational typology did not maximally promote the program goals of integration and reintegration for the Educationally Handicapped. The inferential conclusion of the study suggests that future investigations should examine other types of organizational environments of schools, particularly schools with System 1

and System 4 typologies in relation to the program goals of integration and reintegration of the Educationally Handicapped.

Replication of this study in school districts which are similar to the school district selected for this study could permit augmentation of the study's findings as well as the inferential conclusion derived from these findings.

Replication of this study in school districts which are discrepant to the school district selected for this study would ascertain the generalizability of the study's findings in a variety of educational settings.

ACKNOWLEDGEMENTS

This writer wishes to acknowledge a number of people who assisted me in completing my dissertation. First, a word of thanks goes to the teachers and school administrators of the Fremont Unified School District. Their cooperation was essential in completing this study.

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Chapter 1

BACKGROUND AND SIGNIFICANCE OF THE PROBLEM

Recently, California, like many states, has shown a renewed interest and concern for the pupil with exceptional needs. The adoption of the Master Plan for Special Education in December 1973 by the State Board of Education reflects an effort to extend and equalize the opportunities for all pupils requiring special education services.¹

California has not been alone in this effort. Kappan notes that seven states have recently enacted new and comprehensive legislation regarding exceptional pupils.²

. . . the year 1973 brought the moment of truth about special education to the people of the United States. The truth was that nearly all the states in the Union (there are two exceptions) now demand that school districts administer special education programs for the major categories of handicapped children.³

¹California Master Plan for Special Education (Sacramento: State Printing Office, 1974).

²Samuel Elam, "Special Education a Major Event in 1973," Phi Delta Kappan (April 1974), Vol. 55, No. 8, pp. 513-14.

³Ibid.

Special education programs that were initially permissive are now mandated. Beginning the 1973-74 school year, the California Master Plan for Special Education mandated special education programs for exceptional children between 5 years 6 months and 18 years of age. Beginning the 1977-78 school year these programs were to be extended to exceptional children between 3 and 21 years of age.⁴

With the advent of this legislation there will be a continued need for the expansion of special education services to meet growing pupil needs. In 1974 Wilson Riles, State Superintendent of Public Instruction, indicated a large number of exceptional pupils still were not being served by special education programs.

Out of California's 1,056 school districts, 206 school districts presently⁵ have no specialized help to offer exceptional pupils.

Concurrently with the growing expansion of special education programs to serve more pupils, there has been a mounting concern over the format and shape of these programs (Kirk, 1964;⁶ Dunn, 1968;⁷ Deno, 1970;⁸ Lilly, 1970;⁹ and Glavin, 1974¹⁰).

⁴California Master Plan for Special Education, op. cit.

⁵Wilson Riles, Superintendent of Public Instruction, State of California, "Legislation Would Reform and Enlarge Special Education," The Sacramento Bee (California) April 24, 1972, p. 4.

Willower conceptualized special education as a subculture of general education and not separate from it.¹¹ Brinegar viewed special education as providing resource services to be utilized by general education. While special education can be seen as an alternative or a supplement to general education, general education must stand ready to receive the majority of those receiving special education services back into the mainstream of education.¹²

⁶Samuel Kirk, "Needed Projects and Research in Special Education," cited in Nelson B. Henry (ed.), Education of Exceptional Children, 49th Yearbook National Society for the Study of Education, Part II (Chicago, Illinois: University of Chicago Press, 1950), Chapter 17, pp. 320-34.

⁷Lloyd Dunn, "Special Education for the Mildly Retarded--Is Much of It Justified?" Exceptional Children (September 1968), Vol. 35, No. 1, pp. 5-22.

⁸Evelyn Deno, "Special Education as Development Capital," Exceptional Children (November 1970), Vol 37, No. 3, pp. 229-37.

⁹Stephen M. Lilly, "Special Education: A Teapot in a Tempest," Exceptional Children (September 1970, Vol. 37, No. 1, pp. 43-49.

¹⁰John P. Glavin, Behavioral Strategies for Classroom Management (Columbus, Ohio: Charles E. Merrill Publishing Co., 1974), Chapter I.

¹¹Donald J. Willower, "Special Education Organization and Administration," Exceptional Children (April 1970), Vol. 26, No. 8, pp. 591-94.

¹²Leslie Brinegar, "California's Master Plan for Special Education," Liaison, California State Department of Mental Hygiene, Sacramento, 1 (1972), pp. 13-16.

Glavin noted two major trends that currently reflect a positive change in attitudes of educators toward the exceptional pupil, that of increased individualization of all instruction and the normalization of the exceptional pupil.¹³

In summary, both the renewed interest in extending instructional services to exceptional pupils and the increased emphasis on providing normalization experiences for these pupils are significant issues confronting the educational community. In view of these trends, investigations that measure existing school environments in relation to the integration and reintegration problem provide an important empirical link to the relationship between special and general education.

Educationally Handicapped

Since 1963 school districts in California have provided special education assistance to pupils with "marked learning or behavior disorders," termed "Educationally Handicapped."¹⁴ The number of pupils so classified has varied according to various state definitions.¹⁵ Prevalance figures vary from a conservative

¹³ John P. Glavin, op. cit., pp. 5-6.

¹⁴ California Education Code, Chapter 7.1, Sections 6750-6753 (Sacramento: State of California, 1969).

1 percent of the school age population¹⁶ to an estimate of 28 percent of the total school age population.¹⁷ In California a figure of 2 percent prevalence for Educationally Handicapped pupils within a school population is used for determination of excess cost funding. Brinegar reported that out of 90,000 pupils eligible to be enrolled during the 1971-72 school year, 50,000 pupils were enrolled in Educationally Handicapped program.¹⁸

During the 1975-76 school year, the enrollment figure increased to 75,635 pupils enrolled in the Educationally Handicapped Program.¹⁹

The California Education Code, Section 6752.2(C), has required as a basis for program expansion "the demonstrated ability of the district to return Educationally

¹⁵Samuel D. Clements, "Minimal Brain Dsyfunction in Children N.I.D.S. Monograph No. 3," Public Health Bulletin No. 1415 (Washington, D.C.: U.S. Government Printing Office, 1966).

¹⁶U.S. Office of Education, Census Report, Bureau of Handicapped, 1970.

¹⁷Robert Bruinincks, G. Glaman and C. Clark, "Prevalence of Learning Disabilities: Findings, Issues and Recommendations," Research Report No. 20, Department of Health, Education and Welfare (Washington, D.C.: U.S. Government Printing Office, 1971).

¹⁸Leslie Brinegar, op. cit., p. 16.

¹⁹Personal communication with the Office of Special Education, California State Department of Education, December 13, 1975.

Handicapped minors who can participate effectively to the regular school program."²⁰ This goal is consistent with many of the leading authorities within the field of learning disorders. Barsch²¹ and other leading educators^{22, 23} have stated the objective of the special class placement for these pupils was to return the pupil to appropriate intellectual and educational functioning in the regular class system as soon as possible.

Levin reported little summarized information was available on the integraion or reintegration process for learning disabled pupils.²⁴ Grosenick commented that "the lack of information regarding integration may in reality be an accurate reflection of the actual practices and procedures."²⁵

²⁰ California Education Code, Chapter 7.1, Section 6752-2(C), p. 411.

²¹ Ray Barsch, A Movigenic Curriculum (Madison, Wisconsin: Bureau for Handicapped Children, 1965), p. 3.

²² Edward Schulty, Alfred Hirshoren, Ann Manton, and Robert Henderson, "Special Education for the Emotionally Disturbed," Exceptional Children (December 1971), Vol. 28, No. 4, pp. 313-19.

²³ Corrine Kass (ed.), Final Report, Advanced Institute for Leadership Personnel in Learning Disability, Leadership Training Institute (Arizona: University of Arizona, 1971), EIRC ED 050-336.

²⁴ Alma J. Levin, "A Comparision of the Responses of Selected Educators on the Effectiveness of Specified Procedures for Reintegrating Children with Learning and Behavioral Disorders from the Special Self-contained Classes into the Regular Elementary Classes" (unpublished

With the continued expansion of the Educationally Handicapped program throughout the State of California, it becomes increasingly important to investigate school practices and school conditions that affect the prescribed goals established for the Educationally Handicapped program.

STATEMENT OF THE PROBLEM

The problem under investigation is to describe an efficacious school model that provides for the optimal ease of accomplishing the program goals of integration and reintegration for the Educationally Handicapped program. This study will answer two major questions related to this problem.

1. What is the affect of the schools' organizational environment on the integration and reintegration process for Educationally Handicapped pupils? Are these identifiable organizational climate or leadership features of schools that affect the ease of attaining

Ph.D. dissertation, Ohio State University, 1974), pp. 66-67.

²⁵Judith K. Grosenick, "Integration of the Exceptional Children into Regular Classes," cited in Edward L. Meyen (ed.), Strategies for Teaching Exceptional Children (Denver: Love Publishing Co., 1972), p. 315.

integration and reintegration for Educationally Handicapped pupils?

What is the affect of the selection of integration and reintegration procedures employed by schools on the integration and reintegration process for Educationally Handicapped pupils? Are these identifiable differences between the schools' selection of Educationally Handicapped integration and/or reintegration procedures and the ease by which these schools attain integration and reintegration for Educationally Handicapped pupils?

THEORETICAL RATIONALE OF THIS STUDY

According to Dewey and Bentley, there are three levels in the development of knowledge and history of science. The first level is that of self-action and involves viewing and understanding of objects as behaving under their own power. The second level is that of interaction and involves objects in a causal interconnection of one object acting on another. Lastly, there is the level of process transaction which involves objects relating to one another within a system.²⁶ Lewin refers to concept of "having to represent the interrelationships of conditions"

²⁶John Dewey and A. F. Bentley, Knowing and the Unknown (Boston, Massachusetts: Beacon, 1970), Chapter 12, pp. 307-12.

on behavior.²⁷ Kelly describes behavior to be transactional, that is, an outcome of the reciprocal interactions between specific social situations and the individual.²⁸ Cronback concludes that research must attempt to predict behavior from an "organism-in-situation" position.²⁹

As a result, the concept of system theory and organizational climate has evolved over the growing realization that the interaction of individuals with an environment is a two-way process, one that is shaped both by the environment as well as the psychological characteristics of the individual.³⁰

Role theory views the individual in a social system that carries with it certain norms for behavior; within these social systems individuals carry out responsibilities in a hierarchy of subordinate-superordinate interactions. Schools represent such a social system in which teachers and principal interact as organization members.^{31, 32}

²⁷Kurt Lewin, Field Theory in Social Science (New York: Harper and Row, 1951), Chapter 10, p. 241.

²⁸James G. Kelly, "Ecological Constraints on Mental Health Services," American Psychologist (June 1966), Vol. 21, No. 6, p. 538.

²⁹Lee J. Cronback, "The Two Disciplines of Scientific Psychology," American Psychologist (November 1975), Vol. 12, No. 11, pp. 671-84.

³⁰Lawrence A. Pervin, "Performance and Satisfaction as a Function of Individual Environment Fit," cited in Rudolf H. Moos and Paul M. Insel (eds.) Issues in Social Ecology (Palo Alto: National Press Books, 1974), pp. 577-78.

Systems theory offers a valuable avenue of research in describing the "interaction dimensions of both idiographic and nomothetic behavior."³³

A specific organizational model described by Likert conceptually integrates current organizational theory and research in behavioral terms.³⁴

The need for consistency and a systems approach has widespread implications for organization research, for attempts to improve organizations by applying research findings dealing with leadership and management, and for management development programs. Measurements are required which reveal clearly the management system and the principles and procedures of a firm and the resulting motivational and behavioral consequences.³⁵

Likert believes the same organization analysis are applicable to the problems of school administration.

A general organizational theory, if it is universal, should be applicable to the interaction-influence networks of every kind of organization and institution.³⁶

³¹Andrew F. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), p. 4.

³²Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, New Jersey: Prentice-Hall, 1970), pp. 45-64.

³³Jacob W. Getzels, "Administration as a Social Process," in Andrew W. Halpin (ed.), Administrative Theory in Education (Chicago: Midwest Administration Center, 1953), p. 156.

³⁴Rensis Likert, The Human Organization: Its Management and Value (New York: McGraw Hill, 1967).

³⁵Ibid., p. 127.

Likert's organizational constructs identify three major sequential linkages that describe an organization and its performance. These linkage factors terms are (a) causal, (b) intervening, and (c) end-result variables. The causal variables of an organization are those which can be modified or changed by the top leadership, and, if modified, determine the course of developments and eventually the results achieved by the organization.

When subordinates see a new, but consistent, pattern of leadership emerging, certain of the intervening variables begin to show change also and in the same direction as the causal factors. Work groups tend to reflect in their own actions or reactions the³⁷ leadership behavior which they are experiencing.

Organizational climate, supervisory leadership and structure are the major components that constitute the causal variables of an organization.

The intervening variables reflect the internal state and health of the organization; i.e., the loyalties, attitudes, and motivations of all members and their collective capacity for effective integration, lateral communication, sharing of influence, and decision making.³⁸

³⁶Rensis Likert and Jane G. Likert, New Ways of Managing Conflict (New York: McGraw Hill, 1976), p. 55.

³⁷Rensis Likert, The Likert Profile of a School, Manual for Questionnaire Use (Ann Arbor, Michigan: Rensis Likert Associates, November 1972), Section III, p. 1.

The end-result variables are those that reflect the actual performance achieved and also the satisfactions with various aspects of the school environment.

In the linkage of human variables, the satisfactions of the employee are one of the end results . . . School attitude is a useful approximation of the total effect of all the causal and intervening variables, including motivation, which have influenced the respondent in his present situation.³⁹

Recent dissertations have validated that basic organizational factors are similarly associated with school operations.^{40, 41, 42}

Within the context of organizational systems theory, Likert describes a typological model of an organization

³⁸Albert F. Siefert and Rensis Likert, "The Likert School Profile Measurements of the Human Organization," in a paper presented in a Symposium on Survey Feedback in Educational Organizational Development. American Educational Research Association National Convention, New Orleans, Louisiana, February 27, 1973, p. 4.

³⁹Rensis Likert, The Likert Profile of a School, Manual for Questionnaire Use, op. cit., p. 16.

⁴⁰A. E. Ferris, Organizational Relationships in Two Selected Secondary Schools: A Comparative Study, Ed. D. Dissertation, Columbia University, 1965.

⁴¹L. H. Wagstaff, The Relationship Between Administrative Systems and Interpersonal Needs of Teachers, Ed. D. Dissertation, University of Oklahoma, 1969.

⁴²J. W. Hall, A Comparison of Halpin and Croft's Organizational Climate and Likert's Organizational Systems, Ed. D. Dissertation, University of Michigan, 1970.

based on the principle of "supportive relationships."

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance.⁴³

This principle provides the foundation for a descriptive typological model which organizations should seek to attain. Likert's research suggests that movement toward a "participative" model, known as System 4, provides maximal organizational effectiveness in accomplishing goals and the constructive resolution of conflict.⁴⁴

The organization system (System 4) can be identified by the following characteristics:

The human organization of a System 4 firm is made up of interlocking work groups with a high degree of group loyalty among the members and favorable attitudes and trust among peers, superiors, and subordinates. Consideration for others and relatively high levels of skill in personal interaction, group problem solving, and other group functions also are present. These skills permit effective participation in decisions on common problems. Participation is used, for example, to establish organizational objectives which are a satisfactory integration of the needs and desires of all the members of the organization and of persons functionally related to it. Members of the organization are highly motivated to achieve the organization's goals. High levels of reciprocal influence occur and high levels of total coordinated influence are achieved

⁴³The Human Organization, op. cit., p. 47.

⁴⁴Managing Conflict, op. cit, Chapter 5, pp. 71-106.

in the organization. Communication is efficient and effective. There is a flow from one part of the organization to another of all the relevant information important for each decision and action. The leadership in the organization has developed a highly effective social system for interaction, problem solving, mutual influence, and organizational achievement. This leadership is technically competent and holds high performance goals.⁴⁵

Based upon the theoretical constructs outlined in the Likert model of organizational analysis, the present investigation will examine salient organizational and leadership features of schools in relation to the program goals of integration and reintegration of the Educationally Handicapped as prescribed by the State of California.

STATEMENT OF PURPOSE

The major purpose of this study will be to investigate organizational typologies of schools in relation to the amount of integration and reintegration occurring for Educationally Handicapped pupils enrolled in these schools. By answering questions as to the relationship between salient features of the schools' organizational environment and the levels of integration and reintegration, this will identify specific climate and/or leadership conditions which promote or deter attaining the program goals of the Educationally Handicapped program. This information will

⁴⁵Managing Conflict, op. cit., p. 16

be useful to future planning decisions in selecting schools to house Educationally Handicapped classrooms and to developing in-service training strategies to improve existing school environments in relation to the program goals of the integration and reintegration for the Educationally Handicapped.

The secondary purpose of this study will be to identify the selection of Educationally Handicapped integration and reintegration procedures/criteria used in schools by teachers to return Educationally Handicapped pupils to the regular classroom. By comparing schools designated as low or high Educationally Handicapped (re)integration level schools, this will identify specific (re)integration procedures that promote the program goals of integration and reintegration for the Educationally Handicapped.

GENERAL HYPOTHESES

The major hypotheses investigated in this study are stated in null form. Forty-six variables are investigated in this study in relation to the amount of integration and reintegration occurring for Educationally Handicapped pupils enrolled in schools. These 46 variables are divided into three major sections, as follows:

1. There is no relationship between the organizational environment of schools and the amount of integration

and reintegration occurring for Educationally Handicapped pupils enrolled in these schools.

2. There is no relationship between selected descriptive variables of schools or selected characteristics of the teachers of the Educationally Handicapped and the amount of integration and reintegration occurring for Educationally Handicapped pupils enrolled in these schools.

3. There is no relationship between the selection of procedures used to integrate or reintegrate Educationally Handicapped pupils and the amount of integration and reintegration occurring for Educationally Handicapped pupils enrolled in these schools.

DEFINITIONS OF TERMS.

Average Integration Ratio. A numerical total that is one half of the Maximal Reintegration Index. This figure was calculated on a school from the following ratio: the integration level for each Educationally Handicapped classroom in a school was added together; this figure was next divided by the total number of Educationally Handicapped classrooms in a school.

Average Reintegration Ratio. A numerical total that is one half of the Maximal Reintegration Index. This figure was calculated on a school from the following ratio: the reintegration level for each Educationally Handicapped

classroom in a school was added together; this figure was next divided by the total number of Educationally Handicapped classrooms in a school.

Causal Variables. These are independent variables that can be altered directly by the organization (school) and its management; these variables, in turn, determine the course of developments within the organization. The major causal variables are organization climate and leadership dimensions of the school.⁴⁶

Communication. An intervening variable which measures the extent to which there is open linkages of information, that is, the extent of a two-way action where two or more people exchange information.⁴⁷

Decision Process. One of the three basic dimensions of organizational climate that describe the general environment of a school. This causal variable measures the cumulative effect of policies for established procedures on the decision behaviors of those who have overall jurisdiction.⁴⁸

Educationally Handicapped Class. This is a special

⁴⁶Managing Conflict, op. cit., p. 46.

⁴⁷Likert Profile of a School, op. cit., Appendix A-1, p. 4.

day classroom established for the purpose of meeting specific instructional and management needs of Educationally Handicapped pupils. The California Administration Code, Title 5, Section 3221, establishes specific standards for the classroom. (Refer to Appendix A.)

Educationally Handicapped Program. This is a program established under the California Education Code, Chapter 7.1, Sections 6751-6753, for the purpose of meeting specific instructional and management needs of pupils unable to function in the regular classroom program. The instructional arrangements of this program include establishing special day classrooms, learning disability groups and home and hospital instruction. Additional program standards are established in the California Administrative Code, Title 5, Sections 3220-3222. (Refer to Appendix A.)

Educationally Handicapped Pupils. These are pupils defined in the California Education Code, Chapter 7.1, Section 6750, as "minors who, by reason of marked learning or behavior disorders, or both, require the special education programs authorized by this chapter with the intention of full return to the regular school program." These pupils

⁴⁸Ibid., Section III, pp. 1-2.

are enrolled in the special day classroom instructional arrangement under the Educationally Handicapped program. (Refer to Appendix A.)

Goal Commitment. One of the three basic dimensions of organizational climate that describe the general environment of a school. This causal variable measures the cumulative effect of policies or established procedures on the commitment of those within the school.⁴⁹

Influence We Have. An intervening variable that measures the teacher's perceptions as to the extent that the school administrator seeks and uses the teacher's ideas or otherwise includes them in the major decisions regarding the general working environment.⁵⁰

Influence We Seek. An intervening variable that measures the teachers' perceptions as to what they believe they ought to have in relation to the major decisions regarding the general working environment.⁵¹

Integration. The total number of instructional hours that Educationally Handicapped pupils are enrolled

⁴⁹Ibid., Section III, p. 2.

⁵⁰Ibid., Appendix A-1, p. 5.

⁵¹Ibid., Appendix A-1, p. 5.

in a regular classroom setting.

Integration Level. A numerical total calculated to provide a measure of the integration level of each Educationally Handicapped classroom in a school. This decimal figure was computed from the following ratio: the numerator of this ratio is the combined total of the number of instructional hours that Educationally Handicapped pupils are in the regular classroom multiplied by the number of Educationally Handicapped pupils integrated; the denominator of this ratio is the number of Educationally Handicapped pupils enrolled in the Educationally Handicapped classroom multiplied by the number of hours in the instructional day. The integration level of an Educationally Handicapped classroom was calculated by dividing the numerator by the denominator.

Integration Procedures. A specific procedure or criteria reported by the teacher of the Educationally Handicapped as being used to integrate Educationally Handicapped pupil(s) to the regular classroom.

Intervening Variables. These are variables which reflect the internal state, health, and performance capabilities of the school. Intervening variables include motivations, attitudes, and performance goals of all the staff and their collective capacity for effective action, communication, and decision making. ⁵²

Leader Decision Making. A causal variable that measures the extent to which the school administrator's behavior seeks to involve teachers in the immediate decisions affecting them.⁵³

Leader Goal Emphasis. A causal variable that measures the extent to which the school administrator's behavior serves the function of creating, changing, clarifying, or gaining member acceptance of staff goals.⁵⁴

Leader Help With Work. A causal variable that measures the action that the school administrator takes specifically to help his teachers get their jobs done more easily to accomplish staff goals.⁵⁵

Leader Receptivity to Ideas. A causal variable that measures the extent to which the school administrator asks for and uses ideas and how free teachers feel to talk to their school administrator about work-related matters.⁵⁶

⁵²Managing Conflict, op. cit., p. 46.

⁵³Likert Profile of a School, op. cit., Appendix A-1, p. 2.

⁵⁴The Human Organization, op. cit., p. 72.

⁵⁵Likert Profile of a School, op. cit., Appendix A-1, p. 3.

⁵⁶Ibid., p. 2

Leadership. The cumulative effect of designed leadership, or the school administration, on the school. The major dimensions of leadership are support interaction facilitation, goal emphasis, decision making, and work facilitation.⁵⁷

Leader Team Building. A causal variable that measures the extent to which the school administrator's behavior serves the function of creating or maintaining a network of interpersonal relations among the staff members.⁵⁸

Maximal Reintegration Index. An index derived from the total of the average integration ratio plus the average reintegration ratio of a school. This figure provides an operational measure of the ease by which a school attains the program goals of the Educationally Handicapped program.

Organizational Climate. The three major aspects of the organizational climate are (a) the extent of goal commitment within the school, (b) the decision process usually followed, and (c) the extent of team cooperation

⁵⁷The Human Organization, op. cit., p. 72.

⁵⁸Ibid.

among various groups within a school.⁵⁹

Organizational Typology. The cumulative measure of all the causal and intervening variables in a school. This is the total measure of the organizational environment of a school. This typology provides a descriptive picture of the actual working environment, the management system and all the interaction-influence communication network of a school. The major organizational components comprising the typology are (a) organizational climate, derived from a measure of goal commitment, decision process, and team cooperation; (b) leadership, derived from a measure of support by leader, leader receptivity to ideas, leader goal emphasis, leader team building, leader help with work, and leader decision making; (c) trust (by and in leader); (d) communication; (e) peer team building; (f) self-motivation (teacher); (g) student acceptance of goals; (h) school attitude (teacher); (i) influence we have; and (j) influence we seek.⁶⁰

Peer Team Building. An intervening variable that measures the extent to which there is frequent and open

⁵⁹Likert Profile of a School, op. cit., Appendix A-1, pp. 1-2.

⁶⁰Ibid., Appendix A-1, p. 3.

exchange of information among the teaching staff that serves the function of creating or maintaining a network of interpersonal relationships within the organization.⁶¹

Reintegration. The number of Educationally Handicapped pupils recommended by the teacher of the Educationally Handicapped to be officially screened out of the special day classroom and returned to the regular educational program.

Reintegration Level. A numerical total calculated to provide a measure of the reintegration level of each Educationally Handicapped classroom in a school. This decimal figure was completed from the following ratio: the numerator of the ratio is the number of Educationally Handicapped pupils recommended by the teacher of these pupils to be officially screened out of the Educationally Handicapped program and returned to the regular educational program; the denominator of this ratio is the total number of Educationally Handicapped pupils enrolled in the Educationally Handicapped classroom. The reintegration level of an Educationally Handicapped classroom was calculated by dividing the numerator by the denominator.

⁶¹Likert Profile of a School, op. cit., Appendix A-1, p. 3

Reintegration Procedure. A specific procedure or criteria reported by the teacher of the Educationally Handicapped as being used to screen out Educationally Handicapped pupil(s) to the regular classroom.

(Re)Integration. The combination of both integration and reintegration processes.

(Re)Integration Procedures. A specific procedure or selected criteria reported by the teachers of the Educationally Handicapped as being used identically for both integrating and reintegrating Educationally Handicapped pupils to the regular classroom setting.

School Attitude (Teacher). A causal/intervening variable that measures the teacher's own attitude toward school. This measure reflects the influence of the organizational climate and management pattern of the school.⁶²

Self-Motivation (Teacher). An intervening variable that measures the extent to which teachers feel responsible for organizational goals and behave in ways to implement them.⁶³

⁶²Likert Profile of a School, op. cit., Appendix A-1, p. 5.

Student Acceptance of Goals (Student Goals).

An intervening variable that measures the perception of teachers toward student acceptance and responsibility for accomplishing the goals of the school.⁶⁴

Support by Leader. A causal variable that measures the extent to which the school administrator's behavior serves the function of increasing or maintaining the teacher's sense of personal worth and importance in the context of staff activity.⁶⁵

System 1. A typology of a school based on an exploitive-authoritarian organizational pattern.⁶⁶

System 2. A typology of a school based on a benevolent-authoritarian organizational pattern.⁶⁷

System 3. A typology of a school based on a consultative-authoritarian organizational pattern.⁶⁸

⁶³Likert Profile of a School, op. cit., Section III, pp. 3-4.

⁶⁴Ibid., Appendix A-1, p. 4.

⁶⁵Ibid., p. 2.

⁶⁶A description of each organizational typology is presented in Chapter 2.

⁶⁷Ibid.

⁶⁸Ibid.

System 4. A typology of a school based on a participative-group organizational pattern.⁶⁹

Teacher of the Educationally Handicapped. A credentialed teacher employed in a school system to teach Educationally Handicapped pupils in a special day classroom setting. The teachers' responsibilities are defined in the California Administrative Code, Title 5, Section 3221(C). (Refer to Appendix A.)

Team Cooperation. One of the three basic dimensions of organizational climate that describe the general environment of a school. This causal variable measures the extent to which various groups within a school behave as members of a team working toward the end results, or goals, of the school.⁷⁰

Trust (By and In the Leader). An intervening variable that measures reciprocated processes of how much teachers perceive that their school administrator trusts them and how much trust they, in turn, give to the school administrator.⁷¹

⁶⁹Ibid.

⁷⁰Likert Profile of a School, op. cit., Section III, p. 2.

⁷¹Ibid., Appendix A-1, p. 3.

ASSUMPTIONS

Regular classroom teachers' perceptions of the organizational environment as measured by the Profile of a School questionnaire accurately represents teacher behaviors in the school setting.

The organizational typology of a school, as measured by the Profile of a School questionnaire accurately reflects the total communication network of a school.

The organizational environment of a school, as measured by the Profile of a School questionnaire is transmitted to the total school staff and student body.

The Maximal Reintegration Index, as computed from the Educationally Handicapped Reintegration Survey, is an operational measure of the success of attaining the program goals of integration and reintegration of the Educationally Handicapped program.

The selection of specific integration and reintegration procedures/criteria as measured by the Educationally Handicapped Reintegration Survey accurately reflects teachers of the Educationally Handicapped behaviors in the (re)integration process of returning Educationally Handicapped pupils to the regular classroom.

LIMITATIONS

This investigation is confined to all elementary schools with Educationally Handicapped classrooms in the Fremont Unified School District, Fremont, California.

The number of elementary schools that comprise the sample population is small in relation to the total number of elementary schools with Educationally Handicapped classrooms in the State of California.

There are no norms established for the teacher's perceptions of the organizational variables measured in the Profile of a School questionnaire.

There are no norms established for the integration and reintegration items used in the Educationally Handicapped Reintegration Survey.

Chapter Summary

This chapter presented an overview of the problem under investigation, the study's major hypotheses, and the theoretical rationale which directed the study's design. The problem presented in the study was to determine the effects of the organizational environment of schools on the program goals of integration and reintegration for the Educationally Handicapped.

The theoretical constructs of Rensis Likert provides the conceptual means to investigate this problem.

Likert presents a model of organizational analysis which examine the total communication networks or environments of organizations. This model justifies investigating schools as separate organizations having unique environments. Elementary schools with Educationally Handicapped classrooms in a single unified school district were selected for individual sample units in the present study.

The following chapter includes a review of pertinent literature related to schools as organizations, including Likert's descriptions of organizations, and to the issues of integration and reintegration of exceptional pupils.

Chapter 2

A REVIEW OF RELATED LITERATURE

As the conceptual basis for the present investigation focused on the integration/reintegration process and school conditions or organizational factors that affect that process, the review of the literature will be presented in four major sections, as follows: (a) major issues surrounding the integration/reintegration process for exceptional pupils; (b) specific research on integration/reintegration; (c) organizational research on schools; and (d) a description of Likert's organizational typologies.

Major Issues Affecting Integration/ Reintegration: Normalization Issue

There has been much philosophic expression directed at integration/reintegration process through the normalization issue for exceptional pupils.^{1, 2, 3, 4, 5} As

¹Florence Christopolos and Paul Renz, "A Critical Examination of Special Education Programs," The Journal of Special Education (Winter 1969) Vol. 3, No. 4, pp. 409-10.

²Maynard C. Reynolds (Chairman C&C Commission), "Basic Commitments and Responsibilities to Exceptional Children," Exceptional Children (February 1971), Vol 37, No. 6, pp. 421-33.

³Reginald L. Jones, "Labels and Stigma in Special

early as 1905, Binet and Simon challenged the effect of special classes on pupils. "To be a member of a special class can never be a mark of distinction, and such as do not merit it must be spared the record."⁶ Recently, this same theme has been heard through a number of advocates who stress that the inherent value of normalization benefits both the exceptional, as well as the nonexceptional, pupil.^{7, 8, 9}

Haring, et al., in the classic study on educator attitude, pointed to this rationale:

Education," Exceptional Children (March 1972), Vol. 38, No. 7, pp. 553-64.

⁴Wolff Wolfensberger, The Principle of Normalization in Human Services (Toronto, Canada: National Institute of Mental Retardation, 1972).

⁵Ernest P. Willenberg, "The Three D's: Decategorization, Declassification, and Desegregation," cited in Phillip E. Mann (ed.), Mainstream Special Education (Reston, Virginia: CEC, 1974), pp. 21-23.

⁶Alfred Binet and Theodore Simon, "Upon the Necessity of Establishing a Scientific Diagnosis of Inferior States of Intelligence," L'Annee Psychologique, 1905, 11, pp. 163-91, cited in Frank M. Hewett and Steven R. Forness, Education of Exceptional Learners (Boston: Allyn and Bacon, 1974), p. 386.

⁷Lloyd M. Dunn, "Special Education for the Mildly Retarded--Is Much of It Justifiable?" Exceptional Children (September 1968), Vol. 35, No. 1, pp. 5-22.

⁸Stephen M. Lilly, "Special Education: A Teapot in a Tempest," Exceptional Children (September 1970), Vol. 37, No. 1, pp. 43-49.

⁹Constance T. Fischer and Alfonso A. Rizzo, "A Paradigm for Humanizing Special Education," The Journal of Special Education (Winter 1974), Vol. 8, No. 4, pp. 321-29.

Because these children will eventually be required to achieve a satisfactory adjustment within a predominately normal society, the experiences they have as children with this society are invaluable to them. Furthermore, normal children should be given an opportunity to understand, accept, and adjust to children with exceptionalities . . . having continuous and constructive experiences with these children throughout their formative years may assist normal children to accept and understand handicapped individuals as adults.¹⁰

Long, et al., noted there was movement within the special education field to minimize "labels" on exceptional pupils as a means of enhancing normalization.

There is a clear movement in special education to curtail the damaging psychological effects of labeling some children as "different" and of segregating them by developing special classes that polarize "normal children" and "educationally disturbed children."¹¹

Writers advocating normalization for exceptional pupils through integrative facilities and mainstreaming pupils into the regular program stated that the current practices of separation and segregation were discriminatory, undemocratic, ineffective, and had legalistic implications.^{12, 13, 14, 15}

¹⁰Norris Haring, George Stern, and William Cruickshank, Attitudes of Educators Towards Exceptional Children (New York: Syracuse University Press, 1958), p. 3.

¹¹Nicholas J. Long, William C. Morse, and Ruth G. Newman, Conflict in the Classroom: The Education of Children with Problems (Belmont, California: Wadworth Publishing Co., 1971), p. xi.

¹²Dunn, op. cit.

¹³John L. Johnson, "Special Education and the Inner

Litigation Issue

Litigation efforts within recent years have acted as a new catalyst for education change.^{16, 17, 18, 19} Judge Skelly Wright's decision to abolish tracking in the Washington, D.C., school system provided an impetus to examining the opportunities afforded all pupils placed in educational categories. Anderson describes this decision "as a watershed in attitude change towards special

City: A Challenge for the Future or Another Means for Cooling the Mark Out," The Journal of Special Education (Fall 1969), Vol. 3, No. 3, pp. 241-51.

¹⁴Fred Wilderson, "Misuse of Categories and Classification in Special Education," in Edward Meyen (ed.) The Missouri Conference on the Categorical/Noncategorical Issue in Special Education (Columbia: University of Missouri, 1971), pp. 23-32

¹⁵Lilly, op. cit.

¹⁶Julius S. Cohen and Henry DeYoung, "The Role of Litigation in the Improvement of the Programming for the Handicapped," cited in Lester Mann and David A. Sabatino (ed.), The First Review of Special Education (Philadelphia: JSE Press, 1973), pp. 261-81.

¹⁷Peter Kuriloff, Robert True, David Kirp, and William Buss, "Legal Reform and Educational Change: The Pennsylvania Case," Exceptional Children (September 1974), Vol. 41, No. 1, pp. 35-42.

¹⁸Frederick J. Weintraub and Alan Abeson, "New Education Policies for the Handicapped: The Quiet Revolution," Phi Delta Kappan (April 1974), Vol. 55, No. 8, pp. 526-29.

¹⁹H. Rutherford Turnbull, III, "Accountability: An Overview of the Impact of Litigation on Professionals," Exceptional Children (March 1975), Vol. 41, No. 6, pp. 427-33.

education."²⁰ Dunn also agreed that the decision by Judge Write was appropriate, stating "special schools and classes are a form of homogeneous grouping and tracking."²¹

In California, *Larry P. versus Riles*, it was ruled that black students may no longer be placed in classes for the "educably mentally retarded" on the basis of IQ tests that led to racial imbalance in the composition of those classes.²² In summarizing the impact of the recent judicial rulings, Mann and Breznar state, "regular teachers now are being confronted with students of different ethnic groups being put back into the regular classrooms in the quest to seek true quality integrated education."²³

Other Issues

Although maximal integration and maximal reintegration is the philosophic ideal, educators are not presenting special class and regular class as an either

²⁰Wilton Anderson, "Who Gets a Special Education?" Exceptional Children in Regular Classrooms (Washington, D.C.: Office of Education, 1971), p. 12.

²¹Dunn, op. cit., p. 7.

²²*Larry P. v. Riles*, Civil No. C-71-2270-243, Supplement No. 1306 (N.S. California, 1972).

²³Phillip H. Mann and Jeffrey L. Brezner, "Labeling and Minority Groups--An Issue?" cited in Phillip A. Mann (ed.), op. cit., p. 41.

or choice.^{24, 25, 26}

There are those who would point out that "it is not necessarily the most democratic procedure to provide special access for all citizens to the same education tract."²⁷ Nor is it expedient to discontinue the emphasis on labels which society has responded to by allocating substantial professional and fiscal resources in help for these problems.²⁸ The point was made by Vallentutti that "special placement fulfilled a teacher's legitimate need to be relieved of the physical and psychological burden of the special child."²⁹

²⁴Robert H. Bruininks and John E. Rynders, "Alternatives to Special Class for Educably Mentally Retarded Children," cited in Edward L. Meyen, Glenn A. Vergason, and Richard J. Whelan (eds.), Alternatives for Teaching Exceptional Children (Denver, Colorado: Love Publishing Co. 1975), pp. 92-111.

²⁵Lester Mann (ed.), The Human Side of Exceptionality (edited proceedings) (Philadelphia: JSE Press, 1974), pp. 215-35.

²⁶William Gearhart (ed.), Organization and Administration of Educational Programs for Exceptional Children (Illinois: Charles C. Thomas, 1974), Chapter II.

²⁷Dwight R. Kauppi, "The Emperor Has No Clothes: Comments on Christopolos and Renz," The Journal of Special Education (Winter 1969), Vol. 3, No. 4, p. 394.

²⁸James J. Gallagher, "The Special Education Contract for Mildly Handicapped Children," Exceptional Children (March 1972), Vol. 38, No. 7, pp. 530-31.

²⁹Peter Valletutti, "Integration vs. Segregation: A Useless Dialectic," The Journal of Special Education (Winter 1969), Vol. 3, No. 4, p. 405.

Gallagher discussed the role of teacher unions in respect to this issue and concluded that it was the desire of these organizations to be freed of the responsibility of dealing with children who had behavior or learning difficulties.³⁰

Thus, as Glavin cautions,

Therefore it appears premature to abolish special classes even for the mildly handicapped until advances are made on several fronts; namely, individualizing diagnostic and remedial techniques, increasing regular classroom teachers, and, finally, motivating and managing individuals and groups of children.³¹

Rather, there must be a refocusing of the relationship between special and general education.

The crucial problem of the 1970's in special education is the appropriateness of educational alternatives available to handicapped children. The search for appropriate alternatives to current practice demands a redefinition of the³² relationship between general and special education.

The implications of the philosophic and judicial issues suggest, as Taylor and Suloway point out,

It is possible that separation of special education from regular education is no longer a tenable position because of court decisions on the unconstitutionality of labeling and isolating children in special classes

³⁰Gallager, op. cit., pp. 527-36.

³¹John P. Glavin, Behavioral Strategies for Classroom Management (Columbus, Ohio: Charles E. Merrill Publisher, 1974), p. 14.

³²Leonard C. Burrello, Michael L. Tracy, Edward W. Schultz, "Special Education as Experimental Education: A New Conceptualization," Exceptional Children (September 1973), Vol. 40, No. 1, p. 29.

and the continuing questioning of the efficacy of special class placement.³³

Efficacy Issue

The foundation for promoting maximal integration/reintegration to exceptional pupils was tied closely to the efficacy of the self-contained special classroom. Much of the research literature concerning efficacy studies was found with reference to the mentally retarded pupil, though it is believed certain inferential conclusions may be applicable to the Educationally Handicapped population.

In answering the question, do the research studies support self-contained special class placement, Dunn wrote that "mildly retarded pupils make as much, if not more, progress in the regular grades as they do in special education." Further, Dunn noted that research supported this notion for a variety of handicapped conditions, including emotionally disturbed.³⁴

A similar finding was made by Bradfield, et al., whose research involved both Educably Mentally Retarded and Educationally Handicapped pupils. Pupils placed in a

³³Frank D. Taylor and Michael M. Soloway, "The Madison School Plan: A Functional Model for Merging the Regular and Special Classrooms," cited in Evelyn N. Deno (ed.), Instructional Alternatives for Exceptional Children (Washington, D.C.: Leadership Training Institute, 1974), p. 145.

³⁴Dunn, op. cit., p. 8.

regular classroom setting with nonhandicapped children improved as much in achievement as those children who were in a "model" special educational classroom.³⁵

Tognetti found Educationally Handicapped students in special day classes to be below regular students in all achievement areas and were less able to take responsibility for their academic successes or failures.³⁶

Lawrence and Winschel's review of the literature on affective factors associated with segregated educational settings suggested these settings tended to contribute to lower self-concepts. However, they noted that the general climate of the program and the teacher were largely ignored or uncontrolled in many of these studies. This, coupled with the lack of standardized research instruments led them to conclude the data was inconclusive.³⁷

Glavin and Quay concluded that the effects of special

³⁵Robert Bradfield, Josephine Brown, Phillis Kaplan, Edward Rickert, and Robert Stannard, "The Special Child in the Regular Classroom," Exceptional Children (February 1973), Vol. 39, No. 5, pp. 384-90.

³⁶Rodney Tognetti, "Educationally Handicapped Children: A Comparative Study of Academic Achievement, Creativity and Focus of Control With Students in Learning Disability Groups and Special Day Classes, Grades Three and Four" (unpublished doctoral dissertation, University of Pacific, 1971).

³⁷Elizabeth A. Lawrence and James F. Winschel, "Self-Concept and the Retarded: Research Issues," Exceptional Children (January 1973), Vol. 39, No. 4, pp. 310-19.

class placement on emotionally disturbed pupils was conflicting.³⁸ A review of the literature by MacMillan noted that "the efficacy studies could be described as poorly designed, replete with sampling biases which render the results uninterpretable."³⁹ Wiederhalt echoed a similar conclusion on the learning disabled population.

. . . the research regarding the efficacy of current practices is often poorly or improperly designed, contains conflicting results,⁴⁰ and/or is negative regarding certain practices.

The expressed concerns raised over the efficacy issue has provided an impetus for generating numerous research investigations. The present investigation by virtue of its focus on the integration/reintegration process and the special day classroom for the Educationally Handicapped population falls within the parameters of contributing empirical information to the mainstream/efficacy issue.

³⁸John P. Glavin and Herbert Quay, "Behavior Disorders," cited in UNESCO, The Present Situation and Trends in Research in the Field of Special Education (Paris: UNESCO, 1973), p. 176.

³⁹Donald L. MacMillan, "Special Education for the Mildly Retarded: Servant or Savant," cited in Edward L. Meyen, Glenn A. Vergason, and Richard J. Whelan (eds.), op. cite., pp. 75-84.

⁴⁰J. Lee Wiederhold, Historical Perspectives on the Education of the Learning Disabled, Division for Learning Disabilities (Reston, Virginia: CEC, 1974), p. 43.

Integration and Reintegration

There is a limited research information focusing on the integration/reintegration process and the efforts to achieve maximal integration or reintegration. The comprehensive report by Morse, et. al., provided information on the percent of pupils reintegrated. The authors reported that 62 percent of the teachers surveyed reported no pupils were reintegrated. Twenty-nine percent of the teachers reported some integration with regular class pupils.⁴¹ McKinnon's follow-up study of emotionally disturbed pupils revealed 52 percent of these pupils were in regular classes. Unfortunately, the number of pupils returned to the regular class because there was no appropriate age level facility, was not reported in this investigation.⁴² In a nation-wide survey of educational programs for the emotionally disturbed, Schulty, et al., reported considerable variability in the ability of special programs to return pupils to the regular classroom setting. Districts reported from 5 to 90 percent of pupils in special classes returning successfully to the

⁴¹William C. Morse, Richard L. Cutler, and Albert H. Fink, Public School Classes for the Emotionally Handicapped: A Research Analysis (Washington, D.C.: Council for Exceptional Children, NEA, 1967), p. 76.

⁴²Archie J. McKinnon, "A Follow-up and Analysis of the Effects of Placement in Classes for Emotionally Disturbed Children in Elementary School," Dissertation Abstract International (November 1969), Vol. 30, No. 5, p. 1872A.

regular classroom setting. Seventeen states did not respond to the questionnaire which may suggest a lack of data regarding program effectiveness.⁴³

Levin's exhaustive review of literature suggested that much of the research in the integration/reintegration area was basically efficacy studies and "invariably excluded the description of (re)integration procedures as such."⁴⁴

One of the few research studies which specifically mentioned reintegration procedures was conducted by Grosenick.⁴⁵ This study noted procedures employed by teachers reintegrating pupils from a special school setting to a regular school, though it was believed by Levin that these procedures would be equally applicable to the integration of pupils from special class setting to regular class setting. Much of the cited procedures were incorporated into Levin's data-gathering instrument, which also

⁴³Edward Schulty, Alfred Hirshoren, Ann Manton, and Robert Henderson, "Special Education for Emotionally Disturbed," Exceptional Children (December 1971), Vol. 38, No. 4, pp. 313-19.

⁴⁴Alma J. Levin, "A Comparison of the Responses of Selected Educators on the Effectiveness of Specified Procedures for Reintegrating Children with Learning and Behavioral Disorders from the Special Self-Contained Classes into the Regular Elementary Classes" (unpublished Ph.D. dissertation, Ohio State University, 1974), pp. 64.

⁴⁵Judith K. Grosenick, "Assessing the Reintegration of Exceptional Children into Regular Classes," Teaching Exceptional Children (Spring 1970), Vol. 2, No. 3, pp. 112-19.

provided a partial basis for the data-gathering instrument (Educationally Handicapped Reintegration Survey) employed in the present investigation.

Levin described four general areas which characterized the reintegration procedural process. These were as follows:

1. The provision of consultant help when returning exceptional pupils to the regular classroom.
2. The provision that integration and reintegration should be a gradual process.
3. The provision that aides and paraprofessionals be used in the (re)integration process.
4. The provision that visitations and observations be arranged for the regular teacher receiving the exceptional pupil.

Levin concluded the inaccessibility of information in this area served as a deterrent to the return of exceptional pupils to the regular class setting.⁴⁶

Morse, et al., cited the two major reasons for the lack of information in this area:

1. That a large number of pupils remain in the special class and (re)integration does not occur.
2. That the special class teacher has sole respon-

⁴⁶Levin, op. cit., pp. 61-68.

sibility for the (re)integration; thus, integration/reintegration is based often on the teacher's own interest or initiative.

In summary, "the special classroom teacher appeared to see few meaningful school resources existing for these children beyond the program already operating. While this may represent more subjectivity and possessiveness, it may also suggest an unhealthy reality; namely, that the child has reached a kind of trails-end service when he gets into the special class."⁴⁷ The deliniation of specific procedural factors provides important information necessary for any consideration of the issues affecting the integration/reintegration process.

Schools as Organizations

Modern organization and leadership theories evolved from two major periods: the "scientific" or "classical management" era, which attempted to derive principles which could maximize organizational efficiency; and the "human relations" era, which attempted to account for human variability factors in institutions.⁴⁸ Barnard defined the

⁴⁷Morse, Cutler, and Fink, op. cit., p. 104.

⁴⁸Robert G. Owens, Organization Behavior in Schools (Englewood Cliffs, N.J.: Prentice-Hall, 1970), Chapter I.

successful continuance of an organization as one that accomplished the purpose of the organization and that also provided satisfaction of individual motives. Two processes were required to meet these two conditions: (a) those relating to the cooperative system itself and its relationship to the environment, and (b) those related to the creation and allocation of satisfaction among individuals.⁴⁹

Waller, one of the early figures in the sociology of education, noted the interrelationship of these processes as applied to schools. Waller conceived of the school as a social institution with interdependent parts. "As a social organism, the school shows an organismic interdependence of its parts; it is not possible to affect a part of it without affecting the whole."⁵⁰ Much later, these early constructs provided the theoretical cornerstone for viewing the organizational nature of schools.⁵¹

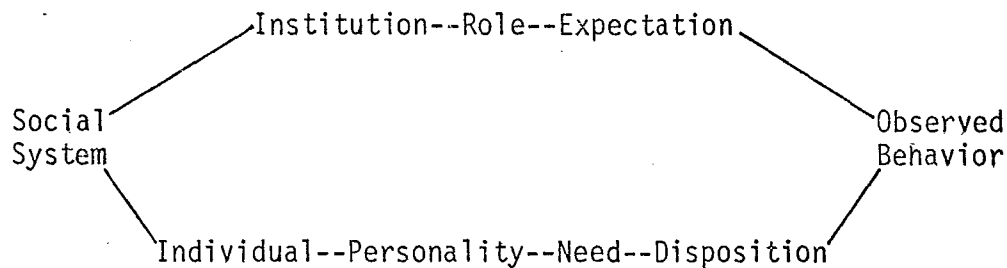
Getzels amplified Barnard's constructs into a

⁴⁹ Chester Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938), Chapter I, cited in Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (Englewood Cliffs, N.J.: Prentice-Hall, 1974), Chapter III.

⁵⁰ William Waller, "The Sociology of Teaching," cited in Sarane S. Bodcock, An Introduction to the Sociology of Learning (Boston: Houghton Mifflin Co., 1972), p. 172.

⁵¹ Frederick L. Bates and Virginia K. Murray, "The School as a Behavior System," Journal of Research and Development in Education (Fall 1975), Vol. 9, No. 1, pp. 23-33.

theoretical model, which, in turn, further delineated the interrelationship between institutional rules and expectations and individual need dispositions. Getzels summarized this theoretical model as follows:⁵²



Beckman and Secord stated that the school may be viewed as a miniature society having its own culture or climate which affects the behavior or performance of students.⁵³ Griffiths supports the notion of viewing schools as large-scale organizations, but noted that "schools differ from other organizations in the absence of consumer choice and a scarcity of able and energetic managers."⁵⁴ Bates

⁵²Jacob W. Getzels, "Administration as a Social Process," cited in Daniel E. Griffiths (ed.), Behavioral Science and Educational Administration, the 63rd Yearbook of the National Society for the Study of Education (NSSE) (Chicago: University of Chicago Press, 1964), p. 102.

⁵³Carl W. Beckman and Paul F. Secord, A Social Psychological View of Education (New York: Harcourt, Brace and World, 1968), p. 48.

⁵⁴Daniel E. Griffiths, The School Superintendent (New York: Center for Applied Research in Education, 1966), p. 175.

points out too often schools are merely viewed as like organizations, but, in truth, they are organizations. Thus, they represent a particular case with organizational theory.⁵⁵

Giacquinta defines schools as complex organizations.

They are subsystems of society, deliberately shaped to accomplish officially stated goals. Specifically designated positions (statuses) connected by sets of reciprocal rights and obligations (expectations) make up the core of a complex organization with the arrangement of the statuses and expectations forming the inherent authority structure and division of labor.⁵⁶

Despite the need to examine the complex interrelationship of member roles which support the organization view of schools, there was a paucity of information found in the research literature. Bidwell concluded, after reviewing the sociology of education over the two decades from 1945 to 1965, that a "systematic study of the school as an organization had yet to be made."⁵⁷ Lipham noted a basic lack of knowledge with respect to leadership in organizations.⁵⁸

⁵⁵Bates and Murray, op. cit., p. 27.

⁵⁶Joseph B. Giacquinta, "The Process of Organizational Change in Schools," cited in Fred N. Kerlinger (ed.), Review of Research in Education (Itasca, Illinois: F. E. Peacock Publisher, 1973), p. 179.

⁵⁷Charles E. Bidwell, "The School as a Formal Organization," Chapter 23, cited in James G. March (ed.), Handbook of Organizations (Chicago: Rand McNally, 1965), p. 972.

Hollander maintained that greater specification was needed in examining leadership style and leadership leader setting and specifically asserted that organizational climate should be explored as a situational variable.⁵⁹ Miles supported the notion that the health of an institution, as reflected in organizational climate is the key to successful organizational practices.⁶⁰

Halpin partially explained the lack of adequate theories of educational administration by (a) the disproportionate amount of energy expended on isolated problems; (b) the parochial nature of educational research, not maximally employing knowledge from other disciplines; and (c) the failure to establish a relationship between leadership and situational variants.⁶¹

⁵⁸ James M. Lipham, "Leadership and Administration," Chapter VI, cited in Daniel E. Griffiths (ed.), Behavioral Science and Educational Administration, the 63rd Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, NSSE, 1964), p. 139.

⁵⁹ Edwin P. Hollander, "Style, Structure and Setting in Organizational Leadership," Administration Science Quarterly (March 1971), Vol. 16, No. 1, pp. 1-9.

⁶⁰ Matthew B. Miles, "Planned Change and Organizational Health: Figure and Ground," cited in Fred D. Carver and Thomas J. Sergiovann (ed.), Organizations and Human Behavior, Focus on Schools (New York: McGraw-Hill, 1969), Chapter 29.

⁶¹ Andrew W. Halpin, "A Paradigm for Research on Administrator Behavior," cited in Ronald F. Campbell and Russell T. Gregg (ed.), Administrative Behavior in Education (New York: Harper and Brothers, 1957), pp. 177-98.

These criticisms were partially counteracted by Halpin's own research on leadership and situational variants. Measures of leadership and organizational climates developed by Halpin and Croft provided a systematic means of classification and identification of salient factors existing within organizations, including schools. Six organizational climates were identified, varying on a continuum from an "open climate" to a "closed climate."

. . . the concept of openness versus closeness is directly related to similar concepts that openness or closeness of an individual's personality. The mechanisms which produce neurotic responses in the human individual appears to operate in much the same way with a group.⁶²

An early revision of the Profile of a School (Likert) indicated that the organizational climate factor had a correlation coefficient of 0.59 with the Organizational Climate Description Questionnaire developed by Halpin and Croft.⁶³

Wiggins examined principal behavior and school climate. He concluded that the social systems model represented an approach which was theoretically applicable to the understanding of the interaction of school climate and

⁶²Andrew W. Halpin, Theory and Research in Administration (New York: MacMillian Co., 1966), p. 233.

⁶³J. W. Hall, "A Comparison of Halpin and Croft's Organizational Climates and Likert's Organizational Systems" (unpublished doctoral dissertation, University of Maryland, 1970).

administrator behavior. He concluded that school administrator functions in a social system wherein he is influenced by the roles and expectations of the school, the district, and the clientele as he influences the school.⁶⁴

Likert's Organizational System

According to the theoretical constructs developed by Likert, the social interaction network of organizations are classified into four different systems.^{65, 66, 67}

System 1. System 1, the exploitive-authoritarian system, is characterized by subservient attitudes of subordinates toward superiors, conflict between organizational levels, and general dissatisfaction with membership in the organization. The communications flow in the System 1 is completely downward from the upper levels of hierarchy. Interaction between members of the organization is nonexistent except within the informal organization. Decisions are generated by a select number of individuals

⁶⁴Thomas W. Wiggins, "Principal Behavior in the School Climate: A Systems Analysis," Educational Technology (September 1971), Vol. 11, No. 9, pp. 102-4.

⁶⁵Rensis Likert, New Patterns of Management (New York: McGraw-Hill, 1961).

⁶⁶Rensis Likert, The Human Organization: Its Management and Value (New York: McGraw-Hill, 1967).

⁶⁷Rensis Likert and Jean G. Likert, New Ways of Managing Conflict (New York: McGraw-Hill, 1976).

and handed down to the subordinates, as team decision making is discouraged. Organizational goals are set by the top level of management and are generally resisted by subordinates. Due to strong control forces, information that reaches the lower echelons of the organization is usually inaccurate and incomplete. It is only on the top level that policies are reviewed.

System 1 is characterized by low productivity, a high degree of apathy, and an informal organization that uses subversive means to thwart the goals of the organization.

System 2. In the benevolent-authoritative system, System 2, attitudes of the organization members vacillate from favorable, supportive behavior to open hostility with reference to the organization's goals. Generally, the subordinates in the organization feel little responsibility for achieving the organization's goals, and there is a subservient attitude on their part. As competition for status is high among peers, a great deal of hostility is generated, and there is evidence of condescending attitudes in the the superordinates' interactions with his subordinates.

Communications flow in System 2 is usually downward through the hierarchial levels. Subordinates tend to tell their superior only what they think he wants to hear. Subordinates display some fear in their interactions with

their superiors and status competition limits peer interaction. Although there is virtually no group decision making, and policy making is reserved for the top hierarchical levels, many decisions are made at lower levels with a prescribed framework. However, decisions are made at levels appreciably higher than levels where the most accurate and adequate information exists.

The goals of System 2 are made known to the organization through orders issued from the top levels of the hierarchy and, although they may be overtly accepted, they are covertly resisted on the lower levels. Control of the organization is generally found in the top levels of management, although some delegation of control and review functions are found on lower levels. The informal organization is fairly active, but not as resistant to the organization as in System 1.

System 2 productivity is fairly good, although the general system harbors a great degree of unrest among the organization members.

System 3. System 3, the consultative system, completes the triad of authoritarian systems. In this system, organization members are motivated through economic and ego means, where in Systems 1 and 2 motivations are derived from economic and security needs. Attitudes of the members of the organization toward their peers are generally cooperative,

although competition may result in hostilities and condescending attitudes toward subordinates. The organization is further characterized by a moderately high degree of satisfaction in regard to supervision, needs satisfaction, and task achievement.

Communications in System 3 are patterned on the hierarchical form of System 1 and 2, but some communication is initiated on the lower levels and there is a degree of upward communication from subordinates to superiors.

System 3 interactions are characterized by a fair amount of trust and confidence. The goals of the organization may be influenced by subordinates through union-type associations.

Broad policies and decisions are generated at the top of the hierarchy with specific decision making delegated to lower levels of the organization. There is also some teamwork and group decision making in System 3. The goals of the organization are set by top level personnel after some consultation with subordinates. Organizational control, while primarily the responsibility of the top level, is shared with lower levels. The informal organization may either resist or support the goals of the formal organization.

This system is characterized by moderate degrees of productivity. There is adequate to high morale, which may be equated with task and need satisfactions of the organization members.

System 4. Likert views System 4, the participative group, as most desirable for meeting the needs of the members of the organization and operating at peak productivity. Morale is high and task and need satisfactions of the members are also at a high level.

System 4 is characterized by complete trust and confidence between superiors and subordinates, which is seen in the freedom with which a subordinate may discuss his job and the organization with his superior. Attitudes toward both peers and superiors are completely positive, and little or no competition between peers is in evidence.

All levels of the organization participate in setting goals, formulating policy, and making decisions. Communications patterns are both upward and downward and are accepted and judged accurate by recipients. Interactions between members of the organization are friendly and complete use is made of the technical skills of the members.

As decision making is characterized by teamwork, control of the organizational processes are felt by all members of the system.

Likert states that a System 4 organization, the informal and formal organizations, are one. There is total support for the organization's goals and a complete commitment on the part of the membership toward meeting them.

Empirical Information Related
to Participative Decision Making

The desirability of schools to attain a System 4 model of organizational typology employing participative decision making methods requires additional empirical substantiation. In 1968 Lowin, after reviewing participative decision making research, concluded that experimental studies in nonorganizational settings have not clearly demonstrated the effectiveness of this management system; the data, though supportive of the participative decision making construct in organization research was, at best, suggestive.⁶⁸

Bechand and Lake studied the effect of a team approach to management in a large banking organization. Data from the period of intervention suggested that reduced turnover and absenteeism and increased productivity could be attributed to team training and participative problem-solving methods.⁶⁹

Morrow, Bowers, and Seashore studied the processes and outcomes of planned change efforted employing a

⁶⁸Aaron Lowin, "Participative Decision Making: A Model, Literature Critique, and Prescriptions for Research," Organizational Behavior and Human Performance (1968), Vo. 3, pp. 98-99.

⁶⁹R. Beckhand and D. G. Lake, "Short and Long-Range Effects of a Team Development Effort," cited in Richard A. Schmuck and Matthew B. Miles (ed.), Organizational Development in Schools (Palo Alto: National Press Books, 1971), p. 13.

participative management pattern to a garment manufacturing firm with traditionally authoritarian management.⁷⁰ The change program occupied a two-year period, 1962-64. Seashore and Bowers also collected a four-year follow-up in 1969. The results of their investigation suggested most job attitude indicators, job satisfaction, and most task orientation indicators, productivity, had improved over the traditional management mode. Further, the characteristics of an "adaptive, self-controlling participative system" were essentially maintained four years later in this organization.⁷¹

Schmuck and Blumberg reported that the introduction of the participative model in a school increased the sense of power of the teachers and also their sense of ownership of the school due to the individual teacher's control over his own environment.

Participative decision making processes in organizations seem to make for more productive problem solving and enhanced sense of satisfactory and organizational identity on the part of members. Thus, we view movement in the participative direction as increasing the likelihood of organizational productivity.⁷²

⁷⁰Andrew J. Marrow, David G. Bowers, and Sandy E. Seashore, Management by Participation: Creating a Climate for Personal and Organizational Development (New York: Harper and Row, 1967).

⁷¹Stanley E. Seashore and David G. Bowers, "Durability of Organizational Change," American Psychologist (March 1970), Vol. 25, No. 3, pp. 227-33.

Smallridge supported the notion that teacher morale and teacher satisfaction were connected with a participative management system.⁷³

Weiner examined the relationship between innovativeness of elementary schools and leadership and organizational climate. He expected to find that six innovative schools would exhibit more of a System 4 organizational typology than six noninnovative schools. He found no significant differences between these two groups of schools on the dimension of leadership or organizational climate.⁷⁴

Caul examined three middle schools which were implementing middle school concepts, and three middle schools which were not implementing middle school concepts. She found teachers in middle schools adhering to middle school concepts significantly closer to System 4 organizational typology than teachers in schools not adhering to these concepts.⁷⁵

⁷²Richard A. Schmuck and A. Blumberg, "Teacher Participation on Organizational Decisions," The Bulletin of the National Association of Secondary School Principals (October 1969), Vol. 53, No. 339, pp. 89-105.

⁷³Robert J. Smallridge, "A Study of Relationships Between the Perceived Management System of Elementary Schools and the Personal Needs Satisfaction of Teachers" (unpublished doctoral dissertation, George Peabody College for Teachers, 1972), pp. 1-122.

⁷⁴William Weiner, "Selected Perceptions and Compatibilities of Personnel in Innovative and Noninnovative Schools" (unpublished doctoral dissertation, Syracuse University, 1972).

Data from an unpublished study reported by Rensis Likert Associates suggested in surveying six districts in California that the closer the individual school was to a System 4 organization (a) the higher the motivation of students and teachers; (b) the more favorable the attitudes toward school; (c) the less the frustration index of students and teachers; and (d) the greater confidence and trust among persons in the school.⁷⁶

Newell observed that educators, in their efforts to introduce reform and innovation in schools, have too often neglected to account for the organizational nature of schools.

. . . too often attempts have been made to implement innovations without realizing that certain interpersonal, intergroup, or structural aspect of the school environment would simply not support the change.⁷⁷

In concluding this section, the literature supports the overall theoretical basis of this investigation in

⁷⁵Jacqueline L. Caul, "A Comparative Study of Perceptions of Organizational Structure Between Middle Schools with High Levels and Those with Low Levels of Middle School Concept Implementaiton" (unpublished doctoral dissertation, Michigan State University, 1975), Dissertation Abstract International (March 1976, Vol. 36, No. 9, pp. 3637A).

⁷⁶Rensis Likert, The Likert Profile of a School: Manual for Questionnaire Use (Ann Arbor, Michigan: Rensis Likert Associates, 1972), Section VI, p. 5.

⁷⁷Terry Newell, "Organizational Development in Schools, American Education (December 1973), Vol. 9, No. 10, pp. 28-33.

establishing the need for examining the organizational environment existing within schools. Willower's philosophic observations pointed to needed research in this area. His views paralleled those of the researcher. These observations provided added reinforcement for the conceptual basis of this investigation.

. . . it seems fair to say that special education administration is something of a virgin untouced by the concerns with organizational theory, social systems bureaucratization . . . Any reasonable stable, collectively the public school in the broad sense, the teacher subculture, a specific school system, or school can be taken as unit for analysis in social system terms . . . This perspective suggests that special education provides a vehicle for the isolation of pupils, who in one way or another disrupt the organization routine. In this connection, it would be instructive to examine procedures leading to pupil placement in special class, as well as those involving transfer from special to regular classes.

Chapter Summary

The review of the literature suggested that the problem under investigation in this study was conceptually relevant to one of the issues facing the educational community. Pertinent literature was cited to provide justification for the investigation's hypotheses. The present study measured the relationship of selected organizational factors (defined by Rensis Likert) on an end

⁷⁸Donald J. Willower, "Special Education: Organization and Administration," Exceptional Children (April 1970), Vol. 36, No. 8, pp. 592-93.

process or outcome (integration/reintegration goal) for Educationally Handicapped pupils. In addition, a secondary purpose of this study was to delineate a collection of procedures that make up the integration/reintegration process. By examining the impact of organizational typologies existing within schools on a selected goal of the instructional paradigm, innovative and constructive strategies can be developed to maximally improve total school resources for all pupils, including pupils with special educational needs.

Chapter 3

METHODOLOGY AND PROCEDURES

This chapter will describe the methodology and procedures of the study. The chapter will be divided into the following sections: (a) description of the school district from which the sample population schools were selected; (b) procedures employed to gather the data; (c) description of the survey instruments and the statistical treatment of the data; and (d) the major hypotheses investigated in this study, stated in the null form.

District Description

The setting for this study was the Fremont Unified School District. This school district serve 115, 461 residents of the City of Fremont, California.¹ Fremont is an incorporated City, located in the southern part of Alameda County, 25 miles south of Oakland, California. During the 1975-76 school year, the school district's total enrollment was 30,564 pupils.² The total pupil enrollment

¹State of California Roster, 1975-76. Directory of State Services of the State of California (Sacramento: State of California), p. 110.

²Directory of Schools, 1975-76, Alameda County Office of Education, 1975.

was second highest in Alameda County.³ The school district's school facilities consisted of 36 elementary schools, 6 junior high schools, and 7 high schools, including 2 continuation high schools. The school district ranked eleventh in expenditure per pupil out of the 14 unified school districts in the County.⁴ The average expenditure per pupil, excluding capital outlay was \$1,129 for the 1975-76 school year.⁵

The ethnic composition of the district was 84 percent white and 16 percent minority-background pupils. The specific racial and sex composition breakdown is reported in Table 1.⁶

Table 1

Summary Table of the Sample Population
District Described by Sex and
Ethnic Categories of Pupils

Ethnic Background	Sex	
	Male	Female
American Indian	291	293
Asian-Pacific	321	314
Black	268	275
White	13,156	12,599
Hispanic	1,534	1,513
Total	15,570	14,994

Out of the total enrollment of 30,504 pupils, 879

pupils were enrolled in one of the school district's special education programs. Five hundred seventy-nine of these pupils were enrolled in one of the instructional settings, special day classes, learning disability groups, home instruction under the Educationally Handicapped program.⁷ Table 2 summarized the description of the instructional setting and number of classes established by the sample school district for Educationally Handicapped pupils.

Table 2

Summary Table of the Sample School
District's Educationally
Handicapped Program

Instructional Setting	Pupil Enrollment	Number of Classes
Special Day Classes		
Primary/Intermediate	214	18
Junior High	48	4
High School	60	5
Learning Disability Groups	238	7
Home Instruction	29	-
Total	579	34

³ Directory of Schools, op. cit.

⁴ Annual Record of Financial Transaction of the School Districts in Alameda County (California: Alameda County School Department, 1975-76).

⁵ Ibid.

Sample Population

The sample for this study consisted of all elementary schools with Educationally Handicapped classrooms in the Fremont Unified School District, Fremont, California. Thirteen elementary schools with 18 Educationally Handicapped classrooms comprised the sample population. One hundred twenty-one regular elementary classroom teachers were administered the Profile of a School questionnaire providing data on the 13 elementary schools. Eighteen teachers of the Educationally Handicapped in these 13 schools were administered the Educationally Handicapped Reintegration Survey providing data on 214 Educationally Handicapped pupils.

Research Procedures

During the 1975-76 school year, the following research procedures were followed:

1. Written approval for undertaking this study in the school district was obtained from the Associate Superintendent and Director of Special Education.
2. Each school principal in a participating school

⁶ Elementary and Secondary School Civil Rights Survey (Washington D.C.: Department of Health, Education and Welfare, 1975-76).

⁷ California Education Code (Sacramento: State Department of Education), Chapter 4, pp. 1406-14.

was contacted and approval obtained to present the purposes of the study to the school faculty.

3. A presentation was made to each faculty of schools participating in the study.

4. A brief presentation explained the purposes of this study and methodology used to gather the data.

5. Each participant and each school was guaranteed anonymity in terms of questionnaire administration and publication of results.

6. Each participating school, if desired, would be provided a summation of the study at the conclusion of the project.

7. Selection of participants to complete the Profile of a School questionnaire was based on an unbiased process.

8. All regular classroom teachers in the participating schools, excluding all other teacher specialists, comprised the population pool from which the sample was drawn.

9. To ensure a representative sample in each of the participating schools, a random selection of two out of every three names on the individual school teaching roster were selected to complete the Profile of a School questionnaire.

10. Each teacher of the Educationally Handicapped in the sample population was also contacted and administered the Educationally Handicapped Reintegration Survey.

11. Arrangements were made at the time of test administration to collect the two questionnaires: the Profile of a School questionnaire from the sample of regular classroom teachers and the Educationally Handicapped Reintegration Survey from the teacher(s) of the Educationally Handicapped at that school.

12. Those participants who were unable to meet the collection deadlines were followed up by another contact by the researcher.

13. In addition to the follow-up contact by the researcher, an additional option offered that the participant may mail the completed questionnaire to the researcher's home.

14. All the teachers contacted in both sample populations completed the questionnaires with the single exception of one regular classroom teacher who resigned from the school district before a follow-up procedure was initiated.

Instrumentation and Statistical Treatment

The data collected provided information on the organizational environment of participant schools and the levels of integration and reintegration of Educationally Handicapped pupils enrolled in these schools. Two survey instruments were used to collect the data, the Educationally

Handicapped Reintegration Survey⁸ and the Profile of a School questionnaire.⁹ The Educationally Handicapped Reintegration Survey was administered to the teachers of the Educationally Handicapped, and the Profile of a School questionnaire was administered to regular classroom teachers in the sample population.

The research design designated that the Maximal Reintegration Index (average integration ratio plus average reintegration ratio) was the dependent variable. A Pearson product-moment correlation coefficient was computed between each organizational variable (Profile of a School) and the Maximal Reintegration Index (Educationally Handicapped Reintegration Survey) for the sample population in the study.

The secondary hypotheses of this study were tested from data gathered on the Educationally Handicapped Reintegration Survey. These hypotheses were tested by comparing procedures selected in low Maximal Reintegration Index schools and high Maximal Reintegration Index schools using Fisher's Exact Test.

Additional data was collected to provide descriptive

⁸Unpublished survey instrument developed for the purpose of this study.

⁹Rensis Likert, The Likert Profile of a School: Manual for Questionnaire Use (Ann Arbor, Michigan: Rensis Likert Associates, 1972).

information on participant schools and the teachers of the Educationally Handicapped in the sample population. The information collected on participant schools included average teacher-pupil ratio, number of Educationally Handicapped classrooms and number of other special education classrooms in the school. Data collected on the teachers of the Educationally Handicapped included sex of teacher, years of teaching experience, and highest educational level.

Original Instrument

The original reintegration questionnaire was a nonstandardized survey instrument developed by Alma J. Levin in her unpublished doctoral dissertation.¹⁰ The initial data-gathering instrument was based on professional opinion extracted from a review of the literature with particular reference to the procedures described by Judith K. Grosenick on the integration and reintegration process.¹¹ One hundred seven items comprised the initial

¹⁰Alma J. Levin, "A Comparison of the Responses of Selected Educators on the Effectiveness of Specified Procedures for Reintegrating Children with Learning and Behavioral Disorders from the Special Self-contained Classes into Regular Elementary Classes" (unpublished Ph.D. dissertation, Ohio State University, 1974).

¹¹Judith K. Grosenick, "Integration of the Exceptional Children Into Regular Classes," cited in Edward L. Meyen (ed.), Strategies for Teaching Exceptional Children (Denver: Love Publishing Co., 1972), p. 315.

pool for the survey instrument. Levin mailed the preliminary instrument to three sample groups: 60 regular classroom teachers, 60 special class teachers of learning/behavioral disordered pupils, and 40 special education university instructors. Respondents rated each specified reintegration procedure on a six-point scale according to its judged effectiveness. A total of 120 participants returned the survey, resulting in a 73 percent return rate for all three groups.

Responses from all subjects on all test items were subjected to a Chi Square goodness of fit comparison to determine which test items were statistically significant at the .05 level of probability. In addition, a Hoyt reliability measure was contained as a component of the item analysis program. A reliability coefficient of .997 was obtained as estimate of the overall reliability of the preliminary instrument.

The results from the maximum likelihood Chi Square item analysis revealed that 41 items out of the initial pool of 107 procedures attained a .05 level of significance ($p < .05$). Twenty-eight of these items were described as "most effective," two items were described as "very effective," and eleven items were described as "least effective."

Pilot Study

In December 1975 a preliminary survey was conducted

with the Educationally Handicapped Reintegration Survey. The purpose of this research was to pretest the Educationally Handicapped Reintegration Survey instrument for content validity and clarity of instrument design. Four junior high school teachers of the Educationally Handicapped and two junior high principals in schools with Educationally Handicapped classrooms participated in the preliminary survey. Each participant was asked to read each item in the Educationally Handicapped Reintegration Survey and place a "c" beside items that were clear and concise and an "r" beside items that were relevant or that were not readable. Participants were asked to cross out any items that were irrelevant to a description of integration or reintegration. Each participant also was asked to add any statements that would improve the content validity of the procedure section of the Educationally Handicapped Reintegration Survey instrument. Additional revisions of the Educationally Handicapped Reintegration Survey were based on suggestions by the sample group.

Educationally Handicapped Reintegration Survey

The Educationally Handicapped Reintegration Survey was a nonstandardized survey instrument developed for the purpose of this investigation. It was divided into four sections, as follows:

1. Definitions of integration and reintegration.
2. Descriptive information of the teacher of the Educationally Handicapped, number of pupils enrolled in the Educationally Handicapped classroom and number of pupils recommended by the teacher of the Educationally Handicapped to be officially screened out of the Educationally Handicapped classroom (reintegrated).
3. Educationally Handicapped Integration Chart to be completed by the teacher of the Educationally Handicapped.
4. Procedures and criteria selected by the teacher of the Educationally Handicapped to (re)integrate the pupils enrolled in the Educationally Handicapped classroom to the regular classroom setting.

Section 4 was based on the Reintegration Questionnaire (revised) developed by Levin's doctoral dissertation research. Procedures were included that Levin identified as being "effective" for reintegrating learning/behaviorally disordered pupils to the regular classroom. Additional modifications of the survey instrument were made based on the preliminary study and suggestions by the researcher's committee and university faculty.

Maximal Reintegration Index

The Maximal Reintegration Index is a decimal figure based on a ratio formula, the average integration ratio

plus the average reintegration ratio. The Maximal Reintegration Index is derived from data contained in the Educationally Handicapped Reintegration Survey instrument. The average integration ratio is computed from the Educationally Handicapped Integration Chart. This ratio is the total hours of integrated instruction per day (combined for more than one Educationally Handicapped pupil), divided by the total number of pupils enrolled in the Educationally Handicapped classroom and multiplied by the number of instructional hours in the school day. This total is then divided by the number of Educationally Handicapped classrooms in a school.

The second ratio figure is the average reintegration ratio. The average reintegration ratio is the total number of pupils recommended by the teacher of the Educationally Handicapped to be officially screened out of the Educationally Handicapped classroom and returned to the regular educational program divided by the total number of pupils enrolled in the Educationally Handicapped classroom. This total is then divided by the number of Educationally Handicapped classrooms in a school.

The arithmetic range of each ratio figure, average integration ratio, and average reintegration ratio is from .0000 to 1.000. If, for example, no Educationally Handicapped pupils were reported to be either integrated to the regular classroom or recommended to be screened out, the

average integration ratio and average reintegration ratio would each be .0000. If, for example, six Educationally Handicapped pupils enrolled in a class of twelve and were reported integrated for six hours of regular instruction each, the average integration ratio would be .5000. If, for example, six Educationally Handicapped pupils enrolled in a class of twelve were recommended to be screened out of the Educationally Handicapped program, the reintegration ratio would be .5000.

The combined total of the average integration ratio and average reintegration ratio equals the Maximal Reintegration Index per school. In the cited example, the Maximal Reintegration Index would be 1.000 for that school. Arithmetically, the Maximal Reintegration Index ranges from .0000 to 2.000. The combined arithmetic ranges of the average integration ratio (.0000 to 1.000) and average reintegration ratio (.0000 to 1.000) equals the arithmetic range of the Maximal Reintegration Index.

The Maximal Reintegration Index provides the operational measure for determining the success of attaining the prescribed goals of integration and reintegration of the Educationally Handicapped program. By accounting for the factor of class size and instructional hours in computing the index, the Maximal Reintegration Index can compare individual classes with one another, more than one class in a school, or other educational categories of pupils.

The Maximal Reintegration Index was the major dependent variable under investigation in this study.

Procedures Used to (Re)Integrate
Educationally Handicapped Pupils

The latter portion of the Educationally Handicapped Reintegration Survey consists of 15 items describing the steps, or criteria, used to (re)integrate Educationally Handicapped pupils to the regular classroom. Each numbered test item was divided into two statements, statement A or statement B. Participants were asked to select either statement as to whether it applied to the integration and reintegration of Educationally Handicapped pupils. Items that were answered identically for both the integration and reintegration categories were combined and reported as (re)integration, that is, applying both the integration and reintegration process. Items not answered identically were analyzed by category, either integration or reintegration category. One point per integration category was given for selecting statement A on all test items, except question 12 where one point per integration category was given for selecting statement B. Participants selecting statement A were also asked to select subitems describing the selected reintegration procedures or criteria.

In the sample population, where there was more than one teacher of the Educationally Handicapped completing the Educationally Handicapped Reintegration Survey, the data was

combined to reflect use or nonuse in that specific school. If either teacher of the Educationally Handicapped reported it as being used for either category, it was counted in that category as being used in that sample school. The sample schools were divided into low and high Maximal Reintegration Index schools and statistical comparisons were made for each procedure item describing the (re)integration process. The subitems were totaled for the sample schools which selected major (re)integrating procedures.

Profile of a School

The Profile of a School questionnaire was a published survey instrument developed by Rensis Likert to measure current organizational practices with schools. The Teacher Form measures the classroom teacher's perceptions of the relationships with students, other teaching staff, and the administrative staff.

Nineteen organization variables are divided into three major categories describing the organization. The two major causal variables are organizational climate (goal commitment, decision process, and team cooperation) and leadership (support by leader, leader's receptivity to ideas, leader goal emphasis, leader team building, leader help with work, and leader decision making). The major causal/intervening variables are trust (by and in the leader) and school attitude (teacher). The major intervening variables are

communication, peer team building, self-motivation (teacher), student acceptance of goals, influence we have, and influence we seek (frustration index).

Based upon the scores obtained from these organizational variables, each school can be described along a continuum of organizational typologies ranging from a System 1 through System 4 typology.

Validity

The validity of the Profile of a School was derived from the theoretical constructs and early survey instruments developed by Rensis Likert to measure organizational practices in business and industry. The early survey instruments were based on more than 250 studies within these fields over a 25-year period. Likert noted that recent doctoral dissertations have validated that these same constructs are applicable to schools as organizations.¹²

Reliability

The early survey instruments developed by Rensis Likert yielded reliability indexes with a range of .70 through .90. An extensive study on the present Profile of a School questionnaire yielded a split-half reliability of over .90.¹³

¹²The Likert Profile of a School, op. cit., Section VI, pp. 1-10.

¹³Ibid.

Scoring

The scoring format of the Profile of a School is as follows:

Each item in the school profile questionnaire is concerned with a specific operational characteristic. The single alternative responses to each item range across the four basic types of management systems. On the questionnaire, the description that is applicable to the most authoritarian style (System 1) is on the left; the descriptive term for the participative model (System 4) is on the right side. These four terms are positioned immediately above an eight-point scale so that each descriptive term has beneath it two choices, each ascending one point in value as one moves from left to right.

By filling in the appropriate box, the respondent can show rather exactly his reaction to the question. The aggregated scores provide averages or means which can be interpreted along a continuous spectrum of organization patterns.¹⁴

Major Hypotheses

The major hypotheses tested in this study will be divided into three sections in Chapter 4. The major purpose of this study was to investigate the relationship between organizational typology of schools and the (re)integration levels of Educationally Handicapped pupils enrolled in these schools.

The major organizational typology hypothesis was stated in null form, as follows:

¹⁴The Likert Profile of a School, op. cit., Section III, pp. 1-2.

1. There is no relationship between organizational typology of schools and the Maximal Reintegration Index.

Twelve ancillary variables were examined in relation to the (re)integration levels of Educationally Handicapped pupils enrolled in the sample population schools.

The major ancillary hypothesis was stated in null form, as follows:

2. There is no relationship between selected descriptive variables of schools or teachers of Educationally Handicapped pupils and the Maximal Reintegration Index.

The secondary purpose of this study was to investigate the relationship between the selection of (re)integration procedures/criteria used by teachers of Educationally Handicapped pupils and (re)integration levels of Educationally Handicapped pupils enrolled in the sample schools.

The major (re)integration procedure hypothesis was stated in null form, as follows:

3. There is no relationship between the selection of Educationally Handicapped (re)integration procedures and the (re)integration levels of Educationally Handicapped pupils enrolled in schools.

Chapter Summary

A description of the sample, test instruments, data

gathering procedures, and major hypotheses were presented in this chapter. Two test instruments, the Educationally Handicapped Reintegration Survey and the Profile of a School, were administered in two population samples in 13 elementary schools with Educationally Handicapped classrooms. The major hypotheses, stated in null form, were presented to determine the relationship between organizational variables existing in schools and the integration/reintegration of Educationally Handicapped pupils to the regular classroom program. Secondary hypotheses, stated in null form, were presented to determine differences between high and low integration/reintegration schools and the procedures used to return Educationally Handicapped pupils to the regular classroom program.

Statistical methods to test the null hypotheses included (a) Pearson product-moment correlation coefficients, (b) Fisher's Exact Test, and (c) t-values. The presentation and analysis of data will appear in Chapter 4.

Chapter 4

ANALYSIS OF FINDINGS

This study was designed to examine the relationship between organizational environments of schools and the ease of attaining the program goals of integration and reintegration of the Educationally Handicapped program. A secondary purpose of this study was to determine if a series of procedures used for (re)integrating Educationally Handicapped pupils to the regular classroom differed between low and high (re)integration level schools.

Tables 3 through 8 summarized the data derived from the two survey instruments. The Profile of a School test measured the organizational environment of schools in the sample population. The Educationally Handicapped Reintegration Survey measured the integration and reintegration levels (Maximal Reintegration Index) for Educationally Handicapped pupils enrolled in the sample schools and described the procedures used for (re)integration of Educationally Handicapped pupils to the regular classroom.

Profile of a School

The Profile of a School questionnaire was administered to 121 regular classroom teachers in 13 elementary

Table 3

Summary Table of the Total Mean and Standard
Deviation for the Sample Population
Measured by the Profile
of a School

Organizational Variable	Mean	Standard Deviation
Organizational Climate	5.4438	0.3540
Goal Commitment	5.9067	0.4428
Decision Process	4.9550	0.4343
Team Cooperation	5.4698	0.3398
Leadership	5.0701	0.7503
Support by Leader	5.9071	1.0945
Leader Receptivity to Ideas	4.0285	0.5844
Leader Goal Emphasis	4.7095	0.7084
Leader Team Building	5.8830	0.9861
Leader Help With Work	5.1855	1.0336
Leader Decision Making	4.7067	0.5742
Trust (By and In Leader)	6.1834	0.9007
Communication	5.7849	0.4217
Peer Team Building	6.0114	0.4175
Self-motivation (Teacher)	6.0072	0.6396
Student Acceptance of Goals	5.5805	0.3635
School Attitude (Teacher)	5.4406	0.6342
Influence We Have	4.8016	0.5329
Influence We Seek	6.7425	0.4286
Total Score	5.4641	0.4930

N = 13 Schools (Sample N = 121)

schools. These schools housed all the elementary-level Educationally Handicapped classrooms within a single unified school district.

Table 3 summarized the total sample population mean and standard deviation for each of the organizational variables measured by the Profile of a School questionnaire. The total mean score for the sample of 13 elementary schools was 5.4541. Likert notes that mean scores for each organizational variable reflect a continuum of organizational typologies, ranging from a System 1 (exploitive-authoritarian) to a System 4 (participative-group) model. Mean scores between 1.000 and 2.000 are within a System 1; mean scores between 3.000 and 4.000 are within a System 2; mean scores between 5.000 and 6.000 are within a System 3; and mean scores between 7.000 and 8.000 are within a System 4. Table 4 transcribed the data from Table 3 into the organizational system category for each organizational variable in the sample population.

Tables 3 and 4 indicated the average school in the sample population fell within a System 3 category of organizational typology. No school in the sample exhibited either a System 1 or System 4 organizational pattern (refer to Appendix B). As noted in Chapter 2, a System 3 typology reflects a consultative organizational pattern. System 3 is the last in the triad of authoritarian systems. System

Table 4

Summary Table of the Organizational Typology
in the Sample Population (Total)
Profile of a School

Organizational Variable	Organizational System			
	1	2	3	4
Organizational Climate Goal Commitment Decision Process Team Cooperation				
Leadership Support by Leader Leader Receptivity to Ideas Leader Goal Emphasis Leader Team Building Leader Help With Work Leader Decision Making				
Trust (By and In Leader)				
Communication				
Peer Team Building				
Self-Motivation (Teacher)				
Student Acceptance of Goals				
School Attitude (Teacher)				
Influence We Have				
Influence We Seek				
Total Score				

N = 13 Schools (Sample N = 121)

2 competitive needs to maintain informational barriers are replaced by informational exchanges. Typically, these informational exchanges are on a lateral and vertical basis; teaching staff exchange information with other teaching staff and with the school administration. These informational exchanges are patterned on a man-to-man basis as opposed to the rigid, authoritarian pattern of a System 1 school or the participative group pattern of a System 4 school. Likert notes a moderate degree of satisfaction exists in the supervision and task achievements among the staff in a System 3 school.

In summary, the data gathered from the Profile of a School questionnaire indicated that a System 3 pattern was the typical organizational environment in the sample population.

Average Integration Ratio

Eighteen teachers of the Educationally Handicapped provided data on the integration and reintegration levels of 214 Educationally Handicapped pupils enrolled in the sample population schools. The Educationally Handicapped Integration Chart provided data to compute the average integration ratio for each school in the sample population. Table 5 summarized the integration levels for the Educationally Handicapped classroom in the sample population schools. The integration level for each Educationally

Handicapped classroom was obtained from the integration level formula: the total hours of integrated instruction in the regular classroom (combined for more than one Educationally Handicapped pupils) divided by a total figure derived from number of Educationally Handicapped pupils enrolled in the Educationally Handicapped classroom multiplied by the number of instructional hours in the school day. The average integration ratio for each sample school was derived by combining the integration level per Educationally Handicapped classroom and dividing this figure by the total number of Educationally Handicapped classrooms in that school.

Table 5 indicated that out of the 214 Educationally Handicapped pupils enrolled in the Educationally Handicapped program, 167 pupils were not experiencing integration in the regular classroom setting. Forty-seven Educationally Handicapped pupils were experiencing some degree of integrated instruction. In the average sample school, when total instructional time (regular classroom) and total number of Educationally Handicapped pupils enrolled in the program were measured, less than one Educationally Handicapped pupil per classroom was experiencing complete integration (5 or 6 hours of regular classroom instruction) in the sample popu-

*In addition, 90 minutes per week for 12 students (prorated).

**In addition, 120 minutes per week for 12 students (prorated).

lation. The sample population's range of the average integration ratio was from a low of .0069 in school 02 to a high of .2500 in school 13.

Average Reintegration Ratio

The reintegration level for the 214 Educationally Handicapped pupils enrolled in the sample population schools was computed from the reintegration level formula: the total number of Educationally Handicapped pupils recommended to be officially screened out of the Educationally Handicapped classroom divided by the total number of Educationally Handicapped pupils enrolled in that Educationally Handicapped classroom. Table 6 summarized the reintegration levels for the Educationally Handicapped classrooms in the sample populations schools. The average reintegration level for each sample school was derived by combining the reintegration level per Educationally Handicapped classroom and dividing this figure by the total number of Educationally Handicapped classrooms in that school.

Table 6 indicates that 13 Educationally Handicapped pupils were recommended to be officially screened out of the Educationally Handicapped classroom in the sample population schools. In the average sample school, when the total number of Educationally Handicapped classrooms were measured, slightly less than one Educationally Handicapped pupil per classroom was recommended for reintegration in

school 13.

Maximal Reintegration Index

The Maximal Reintegration Index combined the average integration ratio and average reintegration ratio for each school in the sample population. Table 7 presents the Maximal Reintegration Index per school for the sample population. This index was designated as an operational measure of a school attaining the program goals of integration and reintegration of the Educationally Handicapped program. The sample population schools were ranked as to the Maximal Reintegration Index figure. Seven schools with a Maximal Reintegration Index less than .1000 (M.R.I. $>$.1000) were designated low Maximal Reintegration Index schools in the sample. Six schools with a Maximal Reintegration Index equal to or greater than .1000 (M.R.I. \leq .1000) were designated high Maximal Reintegration Index schools in the sample. The Maximal Reintegration Index was from a low of .0138 in schools 11 and 12 to a high of .5000 in school 13.

In summary, the Maximal Reintegration Index provided an operational measure of the integration and reintegration levels of 214 Educationally Handicapped pupils enrolled in the 13 sample population schools. The Maximal Reintegration Index was correlated with the organizational environment of the 13 schools within the sample population.

Table 7

Summary Table of the Total Sample Population
Maximal Reintegration Index Per School

S C H O O L (Coded)	Average Inte- gration Ratio	Average Reinte- gration Ratio	Maximal Inte- gration Index Per School	Maximal Reinte- gration Ranked By School	Maximal Reinte- gration Index Ranked High/ Low
01	.0083	.1666	.1749	3	High
02	.0069	.0459	.0523	11	Low
03	.0166	.0833	.0999	7	Low
04	.1965	.0416	.2381	2	High
05	.0972	.0000	.0972	8	Low
06	.1208	.0416	.1624	5	High
07	.1666	.0000	.1666	4	High
08	.0647	.0416	.1063	6	High
09	.0138	.0833	.0971	9	Low
10	.0666	.0000	.0666	10	Low
11	.0138	.0000	.0138	12.5	Low
12	.0138	.0000	.0138	12.5	Low
13	.2500	.2500	.5000	1	High
Totals	1.0356	.7534	1.7890	13	7 (Low) 6 (High)
Total Average Ratio For Sample	.0796	.0627	.1423		

Presentation of the Hypotheses
and Findings for Section I

Section I will present the findings derived from testing the major and secondary hypotheses between organizational environment variables and the (re)inte-

gration levels of the sample population schools.

SECTION I

The major hypotheses examining the significance of the school organizational environment in relation to the program goals of integration and reintegration of Educationally Handicapped pupils were tested by computing Pearson product-moment correlation coefficients between the organizational environment variables measured by the Profile of a School and the Maximal Reintegration Index. Table 8 summarizes the correlation coefficients (r's) between the 19 organizational variables and the Maximal Reintegration Index for the sample population. The correlation coefficient derived from each organizational variable and the Maximal Reintegration Index indicated the statistical relationship was negligible. The overall correlation coefficient between the Profile of a School total score and the Maximal Reintegration Index was $-.138$ for the sample population schools. No organizational variable attained a correlation coefficient with the Maximal Reintegration Index that reached statistical significance at the $.05$ level of confidence with eleven degrees of freedom. In each instance, the null hypothesis was retained.

Major Organizational Hypothesis

There is no relationship between the organizational

Table 8

Summary Table of the Pearson Product-Moment
Correlation Coefficients Between Maximal
Reintegration Index and Nineteen
Organizational Variables for
the Total Sample
Population

Organizational Variable	Maximal Reinte- gration Index Corre- lation Coef- ficient (Total Sample) (r =)	Level of Signi- ficance (p =)
Organizational Climate	-.141*	.322
Goal Commitment	.039*	.449
Decision Process	.173*	.285
Team Cooperation	.169*	.290
Leadership	-.068*	.411
Support by Leader	-.124*	.343
Leader Receptivity to Ideas	.225*	.230
Leader Goal Emphasis	-.007*	.490
Leader Team Building	-.144*	.319
Leader Help With Work	-.122*	.345
Leader Decision Making	-.054*	.430
Trust (By and In Leader)	-.227*	.227
Communication	-.300*	.159
Peer Team Building	-.319*	.144
Self-Motivation (Teacher)	.064*	.418
Student Acceptance of Goals	.030*	.461
School Attitude (Teacher)	-.166*	.353
Influence We Have	-.434*	.069

Table 8 (Continued)

Organizational Variable	Maximal Reintegration Index Correlation Coefficient (Total Sample) (r =)	Level of Significance (p =)
Influence We Seek	-.031*	.459
Total Score	-.138*	.326

N = 13 Schools

*Not statistically significant at the .05 level of confidence with eleven degrees of freedom.

typology of schools as measured by the Profile of a School and the Maximal Reintegration Index as computed from the Educationally Handicapped Reintegration Survey. The correlation coefficient of $-.138$ was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

Related Hypothesis

1. There is no relationship between Organizational Climate and the Maximal Reintegration Index. A correlation coefficient of $-.141$ was not statistically

significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

a. There is no relationship between Goal Commitment and the Maximal Reintegration Index. A correlation coefficient of .030 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

b. There is no relationship between Decision Process and the Maximal Reintegration Index. A correlation coefficient of .173 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

c. There is no relationship between Team Cooperation and the Maximal Reintegration Index. A correlation coefficient of .169 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

2. There is no relationship between Leadership and the Maximal Reintegration Index. A correlation coefficient of $-.068$ was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

a. There is no relationship between Support by Leader and the Maximal Reintegration Index. A correlation coefficient of $-.124$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

b. There is no relationship between Leader Receptivity and the Maximal Reintegration Index. A correlation coefficient of $.225$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

c. There is no relationship between Leader Goal emphasis and the Maximal Reintegration Index. A correlation coefficient of $-.007$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

d. There is no relationship between Leader Team Building and the Maximal Reintegration Index. A correlation coefficient of $-.144$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

e. There is no relationship between Leader

Help With Work and the Maximal Reintegration Index. A correlation coefficient of $-.122$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

f. There is no relationship between Leader Decision Making and the Maximal Reintegration Index. A correlation coefficient of $-.054$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

3. There is no relationship between Trust In and By Leader and the Maximal Reintegration Index. A correlation coefficient of $-.227$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

4. There is no relationship between Communication and the Maximal Reintegration Index. A correlation coefficient of $-.300$ was not statistically significant at the $.05$ level of confidence with eleven degrees of freedom. The null hypothesis was retained.

5. There is no relationship between Peer Team Building and the Maximal Reintegration Index. A correlation coefficient of $-.319$ was not statistically significant at the $.05$ level of confidence with eleven degrees

of freedom. The null hypothesis was retained.

6. There is no relationship between Self-Motivation (Teacher) and the Maximal Reintegration Index. A correlation coefficient of .064 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypotheses was retained.

7. There is no relationship between Student Acceptance of Goals and the Maximal Reintegration Index. A correlation coefficient of .030 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

8. There is no relationship between School Attitude (Teacher) and the Maximal Reintegration Index. A correlation coefficient of $-.116$ was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

9. There is no relationship between Influence We Have and the Maximal Reintegration Index. A correlation coefficient of $-.434$ was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

10. There is no relationship between Influence We Seek and the Maximal Reintegration Index. A correlation coefficient of $-.031$ was not statistically

significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

Low Versus High Maximal Reintegration Index Schools

Table 9 compared the mean scores and standard deviations of low and high Maximal Reintegration schools in the sample population on each organizational environment variable measured by the Profile of a School questionnaire. The computed t-values indicated no statistically significant difference between the means of low and high Maximal Reintegration Index schools in the sample population at the .05 level of confidence with eleven degrees of freedom.

Section I Summary

The findings of this section suggested that no statistically significant relationship was established at the designated level between organizational environment and level of (re)integration for Educationally Handicapped pupils in the sample population schools. The null hypotheses were retained between the 19 organizational variables and the Maximal Reintegration Index.

Presentation of the Hypotheses and Findings for Section II

Section II will present the findings derived

Table 9

Summary Table of Total Sample Population Means
Standard Deviations and t-Values of Low and
High Maximal Reintegration Index Schools
as Measured by the Profile
of a School

Organizational Variables	Low Maximal Reintegration Index (N = 7 Schools)		High Maximal Reintegration Index (N = 6 Schools)		t- Value	Level of Signi- ficance at .05 Confi- dence Inter- val
	Mean	Std. Dev.	Mean	Std. Dev.		
Organizational Climate	5.548	.309	5.322	.392	1.163	N.S.
--Goal Commit- ment	6.002	.421	5.796	.479	.8271	N.S.
--Decision Process	5.063	.462	4.829	.401	.9699	N.S.
--Team Cooper- ation	5.579	.259	5.343	.401	1.2788	N.S.
Leadership	5.350	.425	4.744	.947	1.5294	N.S.
--Support by Leader	6.356	.580	5.384	1.364	1.7229	N.S.
--Leader Recep- tivity to Ideas	4.135	.544	3.904	.656	.6935	N.S.
--Leader Goal Emphasis	4.936	.580	4.445	.804	1.2772	N.S.
--Leader Team Building	6.244	.595	5.462	1.230	1.4985	N.S.
--Leader Help With Work	5.596	.761	4.707	1.166	1.6540	N.S.
--Leader Deci- sion Making	4.831	.474	4.562	.689	.8292	N.S.
Trust (By and In Leader	6.557	.581	5.747	1.057	1.7511	N.S.
Communication	5.980	.230	5.557	.498	2.0217	N.S.
Peer Team Building	6.039	.485	5.979	.366	.2486	N.S.

Table 9 (Continued)

Organizational Variables	Low Maximal Reintegration Index (N = 7 Schools)		High Maximal Reintegration Index (N = 6 Schools)		t-Value	Level of Significance at .05 Confidence Interval
	Mean	Std. Dev.	Mean	Std. Dev.		
Self-Motivation (Teacher)	6.146	.622	5.845	.678	.8355	N.S.
Student Acceptance of Goals	5.502	.404	5.673	.320	.8355	N.S.
School Attitude (Teacher)	5.682	.394	5.159	.776	1.5702	N.S.
Influence We Have	4.995	.455	4.577	.566	1.4781	N.S.
Influence We Seek	6.687	.395	5.807	.495	.4864	N.S.
Total Score	5.644	.349	5.255	.082	1.4871	N.S. (P < .20)

N = 13 Schools

from examining selected descriptive variables in schools and characteristics of the teachers of the Educationally Handicapped in relation to the (re)integration of Educationally Handicapped pupils.

SECTION II

Descriptive Variables
and the Maximal Rein-
tegration Index Hypotheses

Twelve descriptive variables were examined in relation to the Maximal Reintegration Index in the sample population schools. The variables describing the teachers of the Educationally Handicapped were sex of teachers, highest educational level, and years of teaching experience. The sample school characteristics were number of regular classroom teachers, average teacher-pupil ratio (regular classroom) and total number of special education classrooms in the school. Table 10 summarizes the Pearson product-moment correlation coefficients between each descriptive variable and the Maximal Reintegration Index for the sample population schools.

The hypotheses between each descriptive variable and the Maximal Reintegration Index were stated in null form. The null hypotheses were retained in all but one instance.

Major Descriptive Vari-
ables and the Maximal
Reintegration Index
Hypothesis

~~There is no relationship between selected descrip-~~
tive characteristics of schools or teachers of Educa-

Table 10

Summary Table of the Pearson Product-Moment
Correlation Coefficients Between Maximal
Reintegration Index and Descriptive
Variables for the Total Sample
Population

Descriptive Variables	Maximal Reinte- gration Index Corre- lation Coef- ficient (Total Sample) (r = .)	Level of Signi- ficance (p = .)
Teachers of the Educationally Handicapped		
--Highest Educational Degree	.030*	.461
--Sex of Teacher	.163*	.297
--Total Years Teaching Experience	.635	.010
--Years Teaching in the District	.092*	.382
--Years Teaching in Sample School	.393*	.091
--Years Teaching Educationally Handicapped Pupils	.356*	.116
School		
--Number of Regular Class Teachers	.118*	.350
--Teacher-Pupil Ratio (Primary)	-.222*	.256
--Teacher-Pupil Ratio (Intermediate)	-.232*	.222
--Total Number of Special Education Classes	.023*	.470
--Number of Educationally Handicapped Classes	.029*	.463
--Number of Other Special Education Classes	.011*	.485

Table 10 (Continued)

N = 13 Schools

*Not statistically significant at the .05 level of confidence with eleven degrees of freedom.

cationally Handicapped pupils and the Maximal Reintegration Index.

Related Hypotheses

1. There is no relationship between the Educational Level of the Teachers of the Educationally Handicapped and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .030 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

2. There is no relationship between the Sex of the Teachers of the Educationally Handicapped and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .183 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

3. There is no relationship between the Total Years of Teaching experience of the Teachers of the Educa-

tionally Handicapped and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .635 was statistically significant at the .01 level of confidence with eleven degrees of freedom. The null hypothesis was rejected.

4. There is no relationship between the Years of Teaching in the School District by the teachers of the Educationally Handicapped and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .092 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

5. There is no relationship between the Years of Teaching in the Sample School by the teachers of the Educationally Handicapped and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .393 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

6. There is no relationship between the Years of Teaching Educationally Handicapped Pupils by the teachers of the Educationally Handicapped and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .356 was not statistically significant at the .05 level of confidence with eleven degrees of freedom.

The null hypothesis was retained.

7. There is no relationship between the Number of Regular Classroom Teachers in a sample school and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .118 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

8. There is no relationship between Teacher-Pupil Ratio (Primary) in a sample school and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .222 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

9. There is no relationship between Teacher-Pupil Ratio (Intermediate) in a sample school and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .232 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

10. There is no relationship between Total Number of Special Education Classes in a sample school and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .023 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

11. There is no relationship between Number of Educationally Handicapped Classes in a sample school and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .029 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

12. There is not relationship between Number of Other Special Education Classes in a sample school and the Maximal Reintegration Index. A Pearson product-moment correlation coefficient of .011 was not statistically significant at the .05 level of confidence with eleven degrees of freedom. The null hypothesis was retained.

Section II Summary

The findings of this section indicate a statistically significant relationship was established between the total years of teaching experience by the teachers of the Educationally Handicapped and the (re)integration levels for Educationally Handicapped pupils in the sample population schools. A positive correlation coefficient of .635 was obtained. This correlation coefficient was significant at the .01 level of confidence with eleven degrees of freedom. The null hypothesis was rejected.

The other descriptive variables did not maintain a statistically significant relationship with the Maximal Reintegration Index at the .05 level of confidence with

eleven degrees of freedom. In each instance, the null hypothesis was retained.

Presentation of the Hypotheses
and Findings for Section III

Section III will present the findings derived from investigating the selections of (re)integration procedures used to return Educationally Handicapped pupils to the regular classroom and the (re)integration levels of Educationally Handicapped pupils enrolled in the sample population schools.

SECTION III

Summary of the Reported (Re)Inte-
gration Procedures Selected by
the Total Sample Population

Table 11 is a summary table of the total sample population's selections of (re)integration procedures used by teachers to return Educationally Handicapped pupils to the regular classroom program. Each sample school's selections of procedures were divided by the integration and reintegration categories. A (re)integration procedures counted as used in a sample school if one or more teacher(s) of the Educationally Handicapped pupils selected it as being used in that school. Table 11 reflects an overall percentage for incidence of procedure use in the total sample population.

Table 11

Summary Table of the Total Sample Population
 Selection of Procedure/Criteria Used for
 (Re)Integrating Educationally
 Handicapped Pupils

Procedure/Criteria	Percent of Sample Reported Using Procedure/Criteria (%)											
	0	10	20	30	40	50	60	70	80	90	100	
Gradual Extension of Time in Regular Classroom	----- I 84.6%											R
Placement in Nonaca- demic Subject areas	----- I 92.3%											R
Placement in Academic Subject Areas	----- I 38.5%											R 61.5%
Reintegration Team Formed at School Level	----- I 53.8%											R 61.5%
Reintegration Team Formed at District Level	----- I 30.8%											R 100%
Specification of Time Permitted to Remain in E. H. Classroom	----- I 76.9%											R
Specification of Time Permitted to Remain in E. H. Program	----- I 23.1%											R
Academic Level Speci- fied for (Re)Inte- gration at Time of Placement	----- I 61.5%											R
(Re)Integration Based on Formal Academic Tests	----- I 46.2%											R 61.5%

The fifteen major (re)integration procedures were investigated in relation to the (re)integration levels of the sample schools. As noted in Table 7, the sample population schools were divided by (re)integration level into two groups: low and high Maximal Reintegration Index schools. To test the major reintegration hypotheses of this study, seven low Maximal Reintegration Index schools (M.R.I. $> .1000$) were compared with six high Maximal Reintegration Index schools (M.R.I. $< .1000$). The sub-items related to the major (re)integration procedures were reported as a combined total for the sample population.

The statistical comparisons between low and high (re)integration level schools were analyzed by the Fisher's Exact Test. Tables 12 through 33 summarize the findings derived from the statistical comparisons. If identical answers were given to the integration and reintegration categories, the data were combined into the (re)integration category. (Re)integration procedures were procedures used identically for the integration and reintegration processes. The findings were presented in a combined table, or (re)integration table. In instances where the teacher's selections differed, the data were analyzed by category, integration, and reintegration.

As noted in Table 11, five (re)integration procedures were reported by the sample population schools as not being used identically for the integration and reintegration processes. These (re)integration procedures were analyzed separately and presented in more than one table. The following (re)integration procedures were analyzed by the integration and reintegration categories for the sample population.

1. Selecting academic subject areas in the regular program to (re)integrate Educationally Handicapped pupils (Tables 14 and 15).

2. Using a school or district level reintegration team to determine readiness for (re)integration (Tables 16 through 19).

3. Selecting academic tests to make the (re)integration decision (Tables 20 and 21).

4. Selecting a regular classroom level based on Educationally Handicapped pupil's age or number of years in school (Tables 27 and 28).

5. Specifying a limit to the number of Educationally Handicapped pupils that were recommended to be (re)integrated (Tables 29 and 30).

Major (Re)Integration Hypothesis

~~There is no relationship between the selection of Educationally Handicapped (re)integration procedures and~~

the (re)integration levels of Educationally Handicapped pupils enrolled in schools.

In each instance, the null hypothesis was retained between the selection of major Educationally Handicapped (re)integration procedures and the designated (re)integration levels of the sample schools.

Related Hypotheses

The related hypotheses for the (re)integration procedures are presented as follows:

Gradual Extension of Time Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of a gradual extension of time that Educationally Handicapped pupils are permitted to participate in the regular classroom.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 12 presents the data reported identically by the sample schools for both the integration and reintegration processes. In total, eleven sample schools reported that a gradual extension of time in the regular classroom was used for both integrating and reintegrating Educationally Handicapped pupils. Two sample schools reported not using this procedure for either integration or reintegration. A statistical

comparison was made between the sample schools' reported use of this procedure and the designated (re)integration levels of the sample schools. Table 12 indicates that six low and five high Maximal Reintegration Index schools reported using this (re)integration procedure. The difference between low and high Maximal Reintegration Index schools reported use of a gradual extension of time procedures was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Table 12

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Selecting Gradual Extension of Time in Regular Classroom for (Re)Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Gradual Extension of Time For (Re)Integration in Regular Classroom		Total
	Used	Not Used	
Low M.R.I. Schools	6 (46.2)	1 (7.7)	7 (53.8)
High M.R.I. Schools	5 (38.5)	1 (7.7)	6 (46.2)
Total	11 (84.6)	2 (15.4)	13 (100.0)*

Fisher's Exact Test: $p = .363$.

*Percentage of schools in the sample population

Subject Areas Not Requiring Demonstration of Academic Skill Hypotheses. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of subject areas not requiring demonstration of academic skills for (re)integrating Educationally Handicapped pupils to the regular classroom.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration processes. Table 13 presents the data reported identically by the sample schools for both integration and reintegration processes. In total, twelve sample schools reported that nonacademic subject areas (music, art, etc.) were used for integrating and reintegrating Educationally Handicapped pupils to the regular classroom. One sample school reported not using this procedure for the integration and reintegration processes. A statistical comparison was made by the sample schools' reported use of this procedure and the designated reintegration levels of the sample schools. Table 13 indicates that six low and six high Maximal Reintegration Index schools reported using this procedure. The difference between low and high Maximal Reintegration Index schools reported use of subject areas not requiring demonstration of academic skills for (re)integrating Educationally Handicapped pupils was not statistically

significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Table 13

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Subject Areas Not Requiring Formal Demonstration of Academic Skills for (Re)Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Subject Areas Not Requiring Demonstration of Academic Skills		Total
	Used	Not Used	
Low M.R.I. Schools	6 (46.2)	1 (7.7)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	12 (92.3)	1 (7.7)	13 (100.)

Fisher's Exact Test: $p = .538$.

Subject Areas Requiring Demonstration of Academic Skills Hypothesis. There is no difference between low and high Maximal Reintegration Index school with regard to their use of subject areas requiring demonstration of academic skills for (re)integrating Educationally Handicapped pupils to the regular classroom.

The sample population schools' responses to this (re)integration procedure differed for the integration and reintegration of Educationally Handicapped pupils. Table 14 presents the comparisons between low and high Maximal Index schools in using this procedure for the

Table 14

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Subject Areas Requiring Formal Demonstration of Academic Skills for Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Subject Areas Requiring Formal Demonstration of Academic Skills		Total
	Used	Not Used	
Low M.R.I. Schools	3 (23.1)	4 (30.8)	7 (53.8)
High M.R.I. Schools	2 (15.4)	4 (30.8)	6 (46.2)
Total	5 (38.5)	8 (61.5)	13 (100.0)

Fisher's Exact Test: $p = .587$.

integration of Educationally Handicapped pupils. Table 15 reports the same comparison for the reintegration of Educationally Handicapped pupils.

Table 14 indicates that a total of five sample schools reported that academic subject areas (language arts, mathematics, etc.) were used for integrating Educationally Handicapped pupils to the regular classroom. Eight sample schools reported not using this procedure for the integration process.

Table 15

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Subject Areas Requiring Formal Demonstration of Academic Skills for Reintegrating Educationally Handicapped Pupils

Maxima Reinte- gration Index (M.R.I.)	Subject Areas Requiring Formal Demonstration of Academic Skills		Total
	Used	Not Used	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	4 (30.8)	2 (15.4)	6 (46.2)
Total	8 (61.5)	5 (38.5)	13 (100.0)

Fisher's Exact Test: $p = .587$.

A statistical comparison was made between the sample schools' reported use of the procedure for the

integration and reintegration processes and the designated (re)integration levels of the sample schools. Table 14 indicates that three low and two high Maximal Reintegration Index schools reported using this procedure for the integration process. The difference between low and high Maximal Reintegration Index schools reported use of subject areas requiring demonstration of academic skills was not statistically significant at the .05 level of confidence.

Table 15 indicates that a total of eight sample schools reported that academic subject areas (language arts, mathematics, etc.) were used for reintegrating Educationally Handicapped pupils to the regular classroom. Five sample schools reported not using this procedure for the reintegration process. Table 15 reveals that the difference between low and high Maximal Reintegration Index schools reported use of subject areas requiring demonstration of academic skills for reintegrating Educationally Handicapped pupils was not statistically significant at the .05 level of confidence.

In both instances, the null hypothesis was retained.

Reintegration Team Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of a reintegration team formed at either school or district level in order to make the decision to (re)integrate Educationally Handicapped

pupils to the regular classroom.

The sample population schools' responses to this (re)integration procedure differed in two ways. The sample population schools' responses differed in both the integration and reintegration processes and in the locale where the reintegration team was formed, either at the school or district level. Therefore, this hypothesis was divided into four subhypotheses. The findings of each

Table 16

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using A Reintegration Team Formed at the School Level for Making the Decision to Integrate Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Reintegration Team Formed at School Level to Make Integration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	3 (23.1)	3 (23.1)	6 (46.2)
Total	7 (53.8)	6 (46.2)	13 (100.0)

Fisher's Exact Test: $p = .617$.

subhypothesis is presented in four tables, Tables 16 through 19. The four subhypotheses follow.

Subhypothesis 1. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of a reintegration team formed at the school level in order to make the decision to integrate Educationally Handicapped pupils.

Table 14 reveals that a total of seven sample schools reported that a school level reintegration team was used to make the integration decision.

The designated (re)integration levels of these seven schools consisted of four low and three high Maximal Reintegration Index schools. The difference between low and high Maximal Reintegration Index schools in the reported use of a school level reintegration team for the integration process was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Subhypothesis 2. There is no difference between low and high Maximal Reintegration Index schools in the reported use of a reintegration team formed at the district level to make the decision to integrate Educationally Handicapped pupils.

Table 17 reveals that a total of four sample

schools reported that a district level reintegration team was used to make the integration decision. Three of the sample schools which reported using this procedure were designated as high Maximal Reintegration Index schools; one low Maximal Reintegration Index school also reported using a reintegration team for the integration decision. The difference between low and high Maximal Reintegration Index schools in the reported use of a district level

Table 17

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using a Reintegration Team Formed at District Level for Making the Integration Decision

Maximal Reintegration Index (M.R.I.)	Reintegration Team Formed at District Level to Make the Integration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	1 (7.7)	6 (46.2)	7 (53.8)
High M.R.I. Schools	3 (23.1)	3 (23.1)	6 (46.2)
Total	4 (30.8)	9 (69.2)	13 (100.0)

Fisher's Exact Test: $p = .217$.

reintegration team for the integration process was not

statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Subhypothesis 3. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of a reintegration team formed at the school level in order to make the decision to reintegrate Educationally Handicapped pupils.

Table 18

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using a Reintegration Team Formed at School Level For Making the Reintegration Decision

Maximal Reintegration Index (M.R.I.)	Reintegration Team Formed at School Level to Make Reintegration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	4 (30.8)	2 (15.4)	6 (46.2)
Total	8 (61.5)	5 (38.5)	13 (100.0)

Fisher's Exact Test: $p = .587$.

Table 18 reveals that a total of eight sample schools reported that a school level reintegration team

was used to make the reintegration decision. The use of this procedure was equally divided between low and high Maximal Reintegration Index schools. The difference between low and high Maximal Reintegration Index schools in the use of a school level reintegration team for the reintegration process was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Subhypothesis 4. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of a reintegration team formed at the district level in order to make the decision to reintegrate Educationally Handicapped pupils.

Table 19 reveals that all the sample population schools' reported using a district level reintegration team to make the reintegration decision. No statistical comparisons were made as two cells contained no responses.

The findings presented in Tables 16 through 19 suggest that there was no statistically significance between low and high (re)integration level schools with regard to their use of a reintegration team formed at either school or district level in order to make the decision to (re)integrate Educationally Handicapped pupils to the regular classroom.

Table 19

Sample Population Comparison Between Low and High
Maximal Reintegration Index Schools in Using a
Reintegration Team Formed at District Level
For Making the Reintegration Decision

Maximal Reinte- gration Index (M.R.I.)	Reintegration Team Formed at District Level to Make Reintegration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	7 (53.8)	0 (0.0)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	13 (100.0)	0 (0.0)	13 (100.0)

Fisher's Exact Test: Not applicable. Two cells contained no responses.

Specified Period of Time in Educationally Handicapped Classroom Hypothesis. There is no difference between low and high Maximal Reintegration Index schools' specification of a definite or indefinite time period that Educationally Handicapped pupils are permitted to remain in a specific Educationally Handicapped classroom.

The sample population school's responses to this (re)integration procedure was identical for the integration and reintegration categories. Table 20 presents the data

reported identically by the sample schools for both integration and reintegration processes. In total, ten sample schools reported that with periodic case studies, Educationally Handicapped pupils were permitted

Table 20

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools on the Specification of Time with Case Study that Educationally Handicapped Pupils are Permitted to Remain in a Specific Educationally Handicapped Classroom

Maximal Reintegration Index (M.R.I.)	Specification of Time Permitted to Remain in a Specific Educationally Handicapped Classroom		Total
	Definite Period of Time	Indefinite Period of Time	
Low M.R.I. Schools	5 (38.5)	2 (15.4)	7 (53.8)
High M.R.I. Schools	5 (38.5)	1 (7.7)	6 (46.2)
Total	10 (76.9)	3 (23.1)	13 (100.0)

Fisher's Exact Test: $p = .563$.

to remain in an Educationally Handicapped classroom for a definite period of time. Three sample schools indicated

that with periodic case studies, Educationally Handicapped pupils were permitted to remain in an Educationally Handicapped classroom for an indefinite period of time. Low and high Maximal Reintegration Index schools were equally divided in reporting that a definite period of time was specified for Educationally Handicapped pupils remaining in an Educationally Handicapped classroom. The difference between low and high Maximal Reintegration Index schools specification of an indefinite or definite time period that Educationally Handicapped pupils are permitted to remain in an Educationally Handicapped classroom was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Specified Period of Time in the Educationally Handicapped Program Hypothesis. There is no difference between low and high Maximal Reintegration Index schools' specification of an indefinite or definite time period that Educationally Handicapped pupils are permitted to remain in the Educationally Handicapped program.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 21 presents the data reported identically by the sample schools for both integration and reintegration processes. In total, these sample schools reported that

with periodic case studies, Educationally Handicapped pupils were permitted in the Educationally Handicapped program for a definite period of time. Ten sample schools reported that with periodic case studies, Educationally Handicapped pupils were permitted to remain in the

Table 21

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools on the Specification of Time with Periodic Case Studies that Educationally Handicapped Pupils are Permitted to Remain in the Educationally Handicapped Program

Maximal Reintegration Index (M.R.I.)	Specification of Time Permitted to Remain in the Educationally Handicapped Program		Total
	Definite Period of Time	Indefinite Period of Time	
Low M.R.I. Schools	2 (15.4)	5 (38.5)	7 (53.8)
High M.R.I. Schools	1 (7.7)	5 (38.5)	6 (46.2)
Total	3 (23.1)	10 (76.9)	13 (100.0)

Fisher's Exact Test: $p = .563$.

Educationally Handicapped program for an indefinite period

of time. Low and high Maximal Reintegration Index schools were equally divided in reporting that Educationally Handicapped pupils are permitted to remain in the Educationally Handicapped program for an indefinite period of time. The difference between low and high Maximal Reintegration Index schools' specification of an indefinite or definite time period that Educationally Handicapped pupils are permitted to remain in the Educationally Handicapped program with periodic case studies was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Specified Academic Skills Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their specifying or not specifying the academic skills required to (re)integrate Educationally Handicapped pupils to the regular classroom at the initial time of Educationally Handicapped pupils' placement in the Educationally Handicapped classroom.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 22 presents the findings reported by the sample population schools for both processes. In total, eight sample schools reported that the academic level was specified at the initial time of Educationally Handicapped

pupils' placement in the Educationally Handicapped classroom. This procedure was reported used by the sample schools for both integrating and reintegrating Educationally Handicapped pupils to the regular classroom.

Table 22

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in the Specification of Academic Skills Noted at the Initial Time of Placement to Determine Readiness for (Re)Integration of Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Academic Level Specified at Initial Time of Educationally Handicapped Placement		Total
	Used	Not Used	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	4 (30.8)	2 (15.4)	6 (46.2)
Total	8 (61.5)	5 (38.5)	13 (100.0)

Fisher's Exact Test: $p. = .587$

The use of this procedure was equally divided between low and high Maximal Reintegration Index schools. The difference between low and high Maximal Reintegration

Index schools reported use of specifying an academic level at the initial time Educationally Handicapped pupil placement in the Educational Handicapped classroom was not statistically significant at the .05 level of confidence. Therefore the null hypothesis was retained.

Academic Skills Tests Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of formal tests measuring

Table 23

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Formal Tests Measuring Academic Skills to Make the Decision to Integrate Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Formal Tests Measuring Academic Skills to Make the Integration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	3 (23.1)	4 (30.8)	7 (53.8)
High M.R.I. Schools	3 (23.1)	3 (23.1)	6 (46.2)
Total	6 (46.2)	7 (53.8)	13 (100.0)

Fisher's Exact Tests: $p = .617$.

academic skills to determine Educationally Handicapped pupils' readiness for (re)integration.

The sample population schools' responses to this (re)integration procedure differed for the integration and reintegration of Educationally Handicapped pupils. The data are presented in two tables. Table 23 reports the findings for the integration process, and Table 24 reports the findings for the reintegration process. Table 23 indicates that a total of six sample schools reported using academic skill tests to determine Educationally Handicapped pupils' readiness for integration. The use of this procedure for the integration process was equally divided between low and high Maximal Reintegration Index schools. The difference between low and high Maximal Reintegration Index schools' reported use of formal tests measuring academic skills for integrating Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Table 24 indicates that a total of eight sample schools reported using academic skill tests to determine Educationally Handicapped pupils readiness for integration. Four low and four high Maximal Reintegration Index schools reported using this procedure for reintegration process.

The difference between low and high Maximal Reintegration Index schools reported use of formal tests measuring academic skills for the reintegrating of Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. In both instances, the null hypothesis was retained.

Table 24

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Formal Tests Measuring Academic Skills for Making the Decision to Reintegrate Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Formal Tests Measuring Academic Skills to Make The Reintegration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	4 (30.8)	2 (15.4)	6 (46.2)
Total	8 (61.5)	5 (38.5)	13 (100.0)

Fisher's Exact Test: $p = .587$.

Social Skills Tests Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of formal tests

measuring social skills to determine Educationally Handicapped pupils' readiness for (re)integration.

The sample population schools' responses to this (re)integration procedure was identical for the integration and reintegration of Educationally Handicapped pupils. Table 25 presents the data reported identically by the sample schools for the integration and reintegration processes. One high Maximal

Table 25

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Formal Tests Measuring Social Skills for Making the Decision to (Re)Integrate Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Formal Tests Measuring Social Skills to Make the (Re)Integration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	0 (0.0)	7 (53.8)	7 (53.8)
High M.R.I. Schools	1 (7.7)	5 (38.5)	6 (46.2)
Total	1 (7.7)	12 (92.3)	13 (100.0)

Fisher's Exact Test: $p = .462$.

Reintegration Index school reported using social skills

tests to determine Educationally Handicapped pupils' readiness for integration and reintegration. The remaining sample schools reported they did not use this procedure for either integration or reintegration process. The difference between low and high Maximal Reintegration Index schools' reported use of formal tests measuring social skills for (re)integration of Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Observational Data Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of observational data measuring social skills to determine Educationally Handicapped pupils' readiness for (re)integration.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 26 presents the data reported identically by the sample schools for the integration and reintegration processes. A total of twelve sample schools reported that observational data measuring social skills were used to determine Educationally Handicapped pupils' readiness for integration and reintegration to the regular classroom. One high Maximal Reintegration Index school reported not using this procedure for either the integration or

reintegration process. The difference between low and high Maximal Reintegration schools' reported use of this procedure for the (re)integration of Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore the null hypothesis was retained.

Table 24

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Observational Data Measuring Social Skills for Making the Decision to (Re)Integrate Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Observational Data Measuring Social Skills to Make the (Re)Integration Decision		Total
	Used	Not Used	
Low M.R.I. Schools	7 (53.8)	0 (0.0)	7 (53.8)
High M.R.I. Schools	5 (38.5)	1 (7.7)	6 (46.2)
Total	12 (92.3)	1 (7.7)	13 (100.0)

Fisher's Exact Test: $p = .462$.

(Re)Integration Placement Criteria Hypothesis.

There is no difference between low and high Maximal Reintegration Index schools with regard to (re)integration grade level placement criteria based either on chronological ages of the Educationally Handicapped pupils or total number of years Educationally Handicapped pupils were enrolled in the school program.

This hypothesis was divided into two subhypotheses. The two subhypotheses describe the two components of the (re)integration placement criteria used in the general hypothesis. The first subhypothesis investigates (re)integration placement criterion with respect to the chronological ages of Educationally Handicapped pupils. The second subhypothesis investigates the (re)integration placement criterion with respect to the total number of years Educationally Handicapped pupils were enrolled in the school program.

Subhypothesis 1. There is no difference between low and high Maximal Reintegration Index schools with regard to a (re)integration placement criterion that was based on the chronological ages of Educationally Handicapped pupils.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils.

Table 27 presents the data reported identically for the integration and reintegration processes. In total, ten sample schools reported that a selection of a level in the regular classroom was based on the chronological ages of Educationally Handicapped pupils. This selection criterion was reported identically for both the integration

Table 27

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools Using a Classroom Level in Regular Program Based on Pupil Age for (Re)Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Selection of Regular Class Level to (Re)Integrate Educationally Handicapped Pupil		Total
	Based on Age	Not Based on Age	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	10 (76.9)	3 (23.1)	13 (100.0)

Fisher's Exact Test: $p = .122$.

and reintegration processes. Three low Maximal Reintegration

Index schools did not use a grade level placement criterion in the regular classroom that was based on the chronological ages of Educationally Handicapped pupils for either process. The difference between low and high Maximal Reintegration Index schools reported use of this grade level placement criterion for the integration and reintegration of Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Subhypothesis 2. There is no difference between low and high Maximal Reintegration Index schools with regard to a grade level placement criterion in the regular classroom that was based on the total number of years Educationally Handicapped pupils were enrolled in the school program.

The sample population schools' responses to this (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 28 presents the data reported identically for the integration and reintegration processes. In total, ten sample schools reported that the selection of a grade level placement in the regular classroom was based on the total number of years Educationally Handicapped pupils were enrolled in the school program. This selection criterion was reported identically for both the integration

and reintegration processes. Three low Maximal Reintegration Index schools did not use a grade level placement criterion for choosing a level in the regular classroom that was based on the total number of years Educationally Handicapped pupils were enrolled in the school program for either the integration or reintegration processes. The difference between low and high Maximal Reintegration Index schools reported use of this grade level placement

Table 28

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools Using a Classroom Level in Regular Program Based on Years in School for (Re)Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Selection of Regular Class Level to (Re)Integrate Educationally Handicapped Pupils		Total
	Based on Years in School	Not Based on Years in School	
Low M.R.I. Schools	4 (30.8)	3 (23.1)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	10 (76.9)	3 (23.1)	13 (100.0)

Fisher's Exact Test: $p = .122$.

criterion for the integration and reintegration of Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Specification as to Limit of Educationally Handicapped Pupils Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their specifying or not specifying a limit to the number of Educationally Handicapped pupils that can be (re)integrated to the regular classroom.

The sample population schools' responses to this (re)integration procedure differed for the integration and reintegration of Educationally Handicapped pupils. Table 29 reports the findings as to whether a limit was specified with respect to the number of Educationally Handicapped pupils that could be recommended for integration. Table 30 reports the findings as to whether a limit was specified with respect to the number of Educationally Handicapped pupils that could be recommended to be reintegrated. Table 29 indicates five sample schools reported that there was a specific limit to the number of Educationally Handicapped pupils that could be recommended for integration into the regular classroom. Eight sample schools report that there was no limit to the number of Educationally Handicapped pupils that could be recommended for integration.

Table 29

Sample Population Comparison Between Low and High
Maximal Reintegration Index Schools Using a
Specific Limit to the Number of Education-
ally Handicapped Pupils Recommended to
be Integrated

Maximal Reinte- gration Index (M.R.I.)	Number of Educationally Handicapped Pupils Recom- mended to be Integrated		Total
	Limited to a Specific Number	Not Limited to a Specific Number	
Low M.R.I. Schools	3 (23.1)	4 (30.8)	7 (53.8)
High M.R.I. Schools	2 (15.4)	4 (30.8)	6 (46.2)
Total	5 (38.5)	8 (61.5)	13 (100.0)

Fisher's Exact Test: $p = .587$.

The difference between low and high Maximal Reintegration Index schools in their specifying or not specifying a limit to the number of Educationally Handicapped pupils that could be recommended for integration was not statistically significant at the .05 level of confidence.

Table 30 indicates that three sample population schools reported that there was a specific limit to the number of Educationally Handicapped pupils that could be

Table 30

Sample Population Comparison Between Low and High
Maximal Reintegration Index Schools Using a
Specific Limit to the Number of Education-
ally Handicapped Pupils Recommended
to be Reintegrated

Maximal Reinte- gration Index (M.R.I.)	Number of Educationally Handicapped Pupils Recom- mended to be Reintegrated		Total
	Limited to a Specific Number	Not Limited to a Specific Number	
Low M.R.I. Schools	2 (15.4)	5 (38.5)	7 (53.8)
High M.R.I. Schools	1 (7.7)	5 (38.5)	6 (46.2)
Total	3 (23.1)	10 (76.9)	13 (100.0)

Fisher's Exact Test: $p = .563$.

recommended for reintegration to the regular classroom program. Ten sample schools reported that there was no limit to the number of Educationally Handicapped pupils that could be recommended for reintegration. The difference between low and high Maximal Reintegration Index schools in their specifying or not specifying a limit to the number of Educationally Handicapped pupils that could be recommended for reintegration was not statistically significant

at the .05 level of confidence.

In both instances, the null hypothesis was retained.

Mathematical Performance Hypothesis. There is no difference between low and high Maximal Reintegration

Table 31

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools Using Mathematic Achievement Performance Within a Two-year Span of the Regular Classroom Level for (Re)Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Demonstrated Mathematic Achievement Level in Relation to the Regular Classroom Level		Total
	Performance Within Two Year Achievement Level	Performance Not Within Two-Year Achievement Level	
Low M.R.I. Schools	6 (46.2)	1 (7.7)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	12 (92.3)	1 (7.7)	13 (100.0)

Fisher's Exact Test: $p = .538$.

Index schools with regard to their use of Educationally Handicapped pupils' mathematics performance level that is within a two-year achievement span of the regular classroom level as a criterion to determine Educationally Handicapped pupils' readiness for (re)integration.

The sample population schools' responses to the (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 31 presents the data reported identically by the sample schools for both the integration and reintegration processes. In total, twelve sample schools reported that Educationally Handicapped pupils' mathematic performance was to be within a two-year achievement span of the level in the regular classroom in order to determine pupils' readiness for (re)integration. One sample school reported that this (re)integration procedure was not used. A statistical comparison was made between the reported use of this procedure and the designated (re)integration levels of the sample schools. Table 31 indicates that six low and six high Maximal Reintegration Index schools reported using this procedure. The difference between low and high Maximal Reintegration Index schools with regard to their use of this performance criterion for (re)integrating Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Reading Performance Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of Educationally Handicapped pupils' reading performance level that is within a two-year achievement span of the regular classroom level as a criterion to determine Educationally Handicapped pupils' readiness for (re)integration.

The sample population schools' responses to the (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 32 presents the data reported identically by the sample schools for both integration and reintegration processes. In total, twelve sample schools reported that Educationally Handicapped pupils' reading performance was to be within a two-year achievement span of the level in the regular classroom in order to determine pupils' readiness for (re)integration. One sample school reported that this (re)integration procedure was not used. A statistical comparison was made between the reported use of this procedure and the designated (re)integration levels of the sample schools. Table 32 indicates that six low and six high Maximal Reintegration Index schools reported using this procedure. The difference between low and high Maximal Reintegration Index schools with regard to their use of this performance criterion for (re)integrating Education-

ally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Table 32

Sample Population Comparison Between Low and High Maximal Reintegration Index Schools in Using Reading Achievement Performance Within a Two-year Span of the Regular Classroom Level for (Re)Integrating Educationally Handicapped Pupils

Maximal Reintegration Index (M.R.I.)	Demonstrated Reading Achievement in Relation to Regular Classroom Level		Total
	Performance Within Two-Year Achievement Level	Performance Not Within Two-Year Achievement Level	
Low M.R.I. Schools	6 (46.2)	1 (7.7)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	12 (92.3)	1 (7.7)	13 (100.0)

Fisher's Exact Test: $p = .538$.

Spelling Performance Hypothesis. There is no difference between low and high Maximal Reintegration Index schools with regard to their use of Educationally

Handicapped pupils' spelling performance level that is within a two-year achievement span of the regular classroom level as a criterion to determine Educationally Handicapped pupils' readiness for (re)integration.

The sample population schools' responses to the (re)integration procedure were identical for the integration and reintegration of Educationally Handicapped pupils. Table 33 presents the data reported identically for both integration and reintegration. In total, twelve sample schools reported that Educationally Handicapped pupils' spelling performance was to be within a two-year achievement span of the level in the regular classroom in order to determine pupils' readiness for (re)integration. One sample school reported that this (re)integration procedure was not used. A statistical comparison was made between the reported use of this procedure and the designated (re)integration levels of the sample schools. Table 33 indicates that six low and six high Maximal Reintegration Index schools reported using this procedure. The difference between low and high Maximal Reintegration Index schools with regard to their use of this performance criteria for (re)integrating Educationally Handicapped pupils was not statistically significant at the .05 level of confidence. Therefore, the null hypothesis was retained.

Table 33

Sample Population Comparison Between Low and High
Maximal Reintegration Index Schools in Using
Spelling Achievement Performance Within
a Two-year Span of the Regular Class-
room Level for (Re)Integrating
Educationally Handicapped
Pupils

Maximal Reinte- gration Index (M.R.I.)	Demonstrated Spelling Achievement in Relation to Regular Classroom Level		Total
	Performance Within Two- Year Achievement Level	Performance Not Within Two-Year Achievement Level	
Low M.R.I. Schools	5 (38.5)	2 (15.4)	7 (53.8)
High M.R.I. Schools	6 (46.2)	0 (0.0)	6 (46.2)
Total	11 (84.6)	2 (15.4)	13 (100.0)

Fisher's Exact Test: $p = .269$.

Hypotheses Summary

The findings of these hypotheses suggest that the selection of (re)integration procedures for Educationally Handicapped pupils do not statistically differ at the designated level between low and high Maximal Reintegration

Index schools in the sample population. In each instance, the null hypothesis was retained.

Item Analysis of the (Re)Integration Procedures

An item analysis was made of each of the fifteen major (re)integration procedures selected by the teachers of the Educationally Handicapped in the sample population schools. This analysis was reported as total incidence of use in the sample population schools for each (re)integration procedure. No statistical comparison was made with these subitems as the indicated choices related only to use or selection of a specific (re)integration procedure. An item was counted as used in a sample population school if either teachers of the Educationally Handicapped reported it as being used in that school.

Gradual Extension of Time Analysis. An item analysis was made of the time periods that Educationally Handicapped pupils were permitted to remain in the regular classrooms as reported by the teachers of the Educationally Handicapped in the sample schools (more than one selection was applicable): (a) teachers in nine schools reported that this period of time was one hour; (b) a teacher in one school reported that this period of time was two hours; and (c) a teacher in one school reported that this period of time was three hours.

The data were combined and presented in Table 12. Eleven schools, or 84.6 percent of the sample population, reported using gradual extension of time for (re)integrating Educationally Handicapped pupils to the regular classroom. Two schools, or 15.4 percent of the sample population did not use this procedure for either process, integration or reintegration.

Subject Areas Not Requiring Demonstration of Academic Skills Analysis. An item analysis was made of the selections of specific nonacademic subject areas used to (re)integrate Educationally Handicapped pupils as reported by the teachers of the Educationally Handicapped in the sample schools (more than one selection was applicable): (a) teachers in twelve schools reported using physical education classes; (b) teachers in eight of twelve schools reported using drama classes; (c) teachers in seven of the twelve schools reported using music and art classes; and (d) a teacher in one school reported using other nonacademic subject areas.

Twelve schools, or 92.3 percent of the sample population, reported using subject areas not requiring formal demonstration of academic skills (i.e., art, music, etc.) for (re)integrating Educationally Handicapped pupils to the regular classroom. One school, or 7.7 percent of the sample population, did not use this procedure.

Subject Areas Requiring Demonstration of Academic Skills Analysis. An item analysis was made of selections of specific academic subject areas used to (re)integrate Educationally Handicapped pupils as reported by the teachers of the Educationally Handicapped in the sample schools (more than one selection was applicable): (a) teachers in eight schools reported using social studies, mathematics, and reading classes; (b) teachers in seven of the eight schools reported using language art classes; (c) teachers in four of the eight schools reported using science classes; (d) teachers in two of the eight schools reported using spelling classes; and (e) a teacher in one school reported using other academic subject areas.

Five schools, or 38.5 percent of the sample population, reported using subject areas requiring formal demonstration of academic skills (language arts, mathematics, etc.) for integrating Educationally Handicapped pupils. Eight schools, or 61.5 percent of the sample population, reported using this procedure of reintegrating Educationally Handicapped pupils.

Reintegration Team Analysis. An item analysis was made of the membership of the reintegration team. The following personnel were selected by the teachers of the Educationally Handicapped in the sample schools (more than one selection was applicable): (a) teachers

in twelve schools reported that this team included teachers of the Educationally Handicapped, regular classroom teachers, and school psychologists; (b) teachers in ten of the twelve schools reported that school principals were reintegration team members; (c) teachers in five of the twelve schools reported that parents of Educationally Handicapped pupils were reintegration team members; and (d) teachers in two of the twelve schools reported that other auxiliary personnel (nurses, etc.) were members of the reintegration team.

Seven schools, or 53.8 percent of the sample population, reported using a reintegration team formed at the school level for integrating Educationally Handicapped pupils. As reported, four schools, or 30.8 percent of the sample population, reported using a reintegration team formed at the district level for this purpose. Eight schools, or 61.5 percent of the sample population, reported using a reintegration team formed at the school level for reintegrating Educationally Handicapped pupils. All the schools in the sample reported using a reintegration team formed at the district level for reintegrating Educationally Handicapped pupils to the regular classroom.

Specified Period of Time in Educationally Handicapped Classroom Analysis. An item analysis was made of

the specific period of time reported by teachers of the Educationally Handicapped in the sample schools that their pupils were permitted to remain in a specific Educationally Handicapped classroom: (a) teachers in six schools reported that this period of time was two years; (b) teachers in two schools reported that this period of time was one year or less; and (c) teachers in two schools reported that this period of time was three years.

Ten schools, or 76.9 percent of the sample population, reported that a time period was specified in terms of the number of years that Educationally Handicapped pupils were permitted to remain in a specific Educationally Handicapped classroom. Three schools, or 23.1 percent of the sample population, reported that no time period was specified as to the length of time Educationally Handicapped pupils were permitted to remain in a specific Educationally Handicapped classroom.

Specified Period of Time in Educationally Handicapped Program. An item analysis was made of the specific period of time reported by the teachers of the Educationally Handicapped in the sample schools that their pupils were permitted to remain in the Educationally Handicapped program: (a) a teacher in one school reported

that this period of time was one year or less; (b) a teacher in one school reported that this period of time was two years; and (c) a teacher in one school reported that this period of time was three years.

Three schools, or 23.1 percent of the sample population, reported that a definite period of time was specified as to the number of years that Educationally Handicapped pupils were permitted to remain in the Educationally Handicapped program. Ten schools, or 76.9 percent of the sample population, reported that Educationally Handicapped pupils were permitted to remain in the Educationally Handicapped program for an unspecified period of time.

Specified Academic Skills Analysis. An item analysis was made of the time period within which the teachers of the Educationally Handicapped in the sample schools reported a specified desired academic level to determine (re)integration: (a) teachers in four schools reported that this period of time was within sixty or ninety days after initial pupil placement in the Educationally Handicapped program; (b) teachers in four schools reported that this period of time was over ninety days after initial pupil placement in the Educationally Handicapped program.

Eight schools, or 61.5 percent of the sample population, reported that the academic level desired for (re)integration was specified at the time of placement in the Educationally Handicapped program. Five schools, or 38.5 percent of the sample population, did not use this procedure.

Academic Skills Tests Analysis. An item analysis was made of the type of academic tests selected by the teachers of the Educationally Handicapped in the sample schools to make the (re)integration decision: (a) teachers in four schools reported using individually administered tests; and (b) teachers in two schools reported using standardized group tests.

Six schools, or 46.2 percent of the sample population, reported using formal tests measuring academic skills to make the decision to integrate Educationally Handicapped pupils. As reported, eight schools, or 61.5 percent of the sample population, reported using this procedure for making the reintegration decision.

Social Skills Tests Analysis. An item analysis was made of the types of social skills tests reported by the teachers of the Educationally Handicapped in the sample schools to make the (re)integration decision: (a) a teacher in one school reported using standardized

group tests.

One school in the sample population reported using standardized tests measuring social skills to make the decision to (re)integrate the Educationally Handicapped pupils to the regular classroom.

Observational Data Analysis. An item analysis was made as to the sources of the observational data used to make the (re)integration decision. The following personnel were reported by the teachers of the Educationally Handicapped in the sample schools as providing observational data (more than one selection was applicable): (a) teachers in twelve schools reported using observations from teachers of Educationally Handicapped pupils and school psychologists; (b) teachers in eleven of the twelve schools reported using observations from school principals and parents of Educationally Handicapped pupils; (c) teachers in eight of the twelve schools reported using observations from other auxiliary personnel (nurses, etc.); and (d) teachers in five of the twelve schools reported using observations gathered from other sources.

Twelve schools, or 92.3 percent of the sample population, reported using observational data measuring social skills to make the decision to (re)integrate Educationally Handicapped pupils to the regular classroom.

(Re)Integration Placement Criteria Analysis. An item analysis was made of the criteria used to describe the classroom level in the regular program selected for (re)integrating Educationally Handicapped pupils as reported by the teachers of the Educationally Handicapped in the sample schools: (a) teachers in ten schools reported that the regular classroom level was based on both the chronological ages and the number of years the Educationally Handicapped pupils were enrolled in school.

Ten schools, or 76.9 percent of the sample population, reported using a criterion based on the chronological ages of the Educationally Handicapped pupils. Ten schools also reported using a criterion based on the number of years that Educationally Handicapped pupils were enrolled in the school.

Specification as to Limit of Educationally Handicapped pupils Analysis. An item analysis was made as to the maximum number of Educationally Handicapped pupils that could be recommended for (re)integration as reported by teachers of the Educationally Handicapped in the sample schools: (a) teachers in two schools reported that two Educationally Handicapped pupils were the maximum number that could be recommended for (re)integration; and (b) teachers in one school reported that three Educationally Handicapped pupils were the maximum number

that could be recommended for (re)integration.

Five schools, or 38.5 percent of the sample population, reported a specific limit to the number of Educationally Handicapped pupils recommended to be integrated to the regular classroom. Three schools, or 23.1 percent of the sample population reported that there was a specific limit to the number of Educationally Handicapped pupils recommended to be reintegrated.

Mathematic Performance Analysis. An item analysis was made of the mathematic performance criteria used by teachers of the Educationally Handicapped in the sample schools to determine Educationally Handicapped pupils' readiness for (re)integration: (a) teachers in two schools reported that the Educationally Handicapped pupils' mathematic performance was to be one grade above the levels of the regular classrooms in which these pupils were (re)integrated; and (b) teachers in ten sample schools reported that the Educationally Handicapped pupils' arithmetic performance was to be the same as the levels of the regular classroom in which these pupils were (re)integrated.

Twelve schools, or 92.3 percent of the sample population, reported using achievement performance in mathematics within a two-year achievement span (one grade level below to one grade level above) of the regular classroom level to determine readiness for (re)integration of

Educationally Handicapped pupils to the regular classroom.

Reading Performance Analysis. An item analysis was made of the reading performance criteria used by the teachers of the Educationally Handicapped in the sample schools in order to determine Educationally Handicapped pupils' readiness for (re)integration: (a) teachers in two schools reported that the Educationally Handicapped pupils' reading performance was to be one grade above the levels of the regular classrooms in which these pupils were (re)integrated; and (b) teachers in ten schools reported that the Educationally Handicapped pupils' reading performance was to be the same as the levels of the regular classrooms in which these pupils were (re)integrated.

Twelve schools, or 92.3 percent of the sample population, reported using achievement performance in reading within a two-year span (one grade level below to one grade level above) of the regular classroom level to determine readiness for (re)integration of Educationally Handicapped pupils to the regular classroom.

Spelling Performance Analysis. An item analysis was made of the spelling performance criteria used by teachers of the Educationally Handicapped in the sample schools to determine Educationally Handicapped pupils' readiness for (re)integration: (a) teachers in nine

sample schools reported that the Educationally Handicapped pupils' spelling performance was to be the same as the levels of the regular classrooms in which these pupils were (re)integrated; and (b) teachers in two sample schools reported that the Educationally Handicapped pupils' expected spelling performance was to be one grade above the levels of the regular classrooms in which these pupils were (re)integrated.

Eleven schools, or 84.6 percent of the sample population, reported using achievement performance in spelling within a two-year achievement span (one grade level below to one grade level above) of the regular classroom level to determine readiness for (re)integration of Educationally Handicapped pupils to the regular classroom.

Section III Summary

The findings of this section indicated that there was no relationship between the selections of (re)integration procedures used to (re)integrate Educationally Handicapped pupils and the designated (re)integration levels of the sample population schools.

An item analysis was made of the fifteen major (re)integration procedures selected by teachers of Educationally Handicapped pupils in the sample schools. The analysis was reported as incidence of use for the total sample population schools.

DISCUSSION OF THE STUDY'S FINDINGS

The findings of this study indicated that organizational typology of schools was not significantly related to the program goals of integration and reintegration for the Educationally Handicapped program. This finding may be explained by a dual interpretation of the data. An examination of the aggregate of variables that comprised the organizational factors measured in this study were the organizational climate of the school, the leader dimensions of the school administration, the communication network of the school, and the teachers' self-perceptions of motivation toward work. Conceptually, it was believed that any or all of these organizational factors would have a direct affect on specific educational outcomes or objectives. The negligible statistical results between the nineteen organizational variables and the integration/reintegration measure did not support this hypothesis. Therefore, it was concluded that the interrelationship between organizational factors and the integration/reintegration process was more complex than a correlative relationship. The research findings of Acock and DeFleur¹ suggested that measurement of situational influence alone does not adequately predict

¹Allan C. Acock and Melvin L. DeFleur, "A Configurational Approach to Contingent Consistency in the Attitude-Behavior Relationship," American Sociological Review (December 1972), Vol. 37, No. 6, p. 725.

overt behavior. Weiner was not able to predict innovation in schools from the measurement of the schools organizational climate and leadership dimensions.² Further exploratory research in this area may provide new insights on the complex dynamics of organizational influence on specific educational outcomes.

The negligible statistical findings between organizational typology and the levels of integration/reintegration of Educationally Handicapped pupils may have an alternate explanation. This result may be explained by the limited number of organizational typologies found in the sample population schools. All sample population schools exhibited either a System 2 or a System 3 organizational typology (refer to Appendix B). The typical sample population school exhibited a System 3 organizational pattern. Only three sample population schools fell in a System 2 typology. The homogeneity of organizational patterns found in the total sample population may account for that lack of statistical significance between the organizational typology measure and the integration/reintegration measure.

Of particular interest was the finding that a wide majority of the sample population schools exhibited a

²William Weiner, "Selected Perceptions and Compatibilities of Personnel in Innovative and Noninnovative Schools" (unpublished Doctor's dissertation, Syracuse University, 1972).

System 3 organizational pattern. This organizational typology was authoritarian and traditionally oriented.³ The finding, coupled with the average amount of integration/reintegration experienced by Educationally Handicapped pupils in the sample population schools (less than one Educationally Handicapped pupils per classroom was experiencing complete integration or reintegration), suggested an inferential conclusion. That is, the organization structure of a System 3 school does not maximally promote returning Educationally Handicapped pupils to the regular classroom. Subsequent research measuring the effects of other organizational typologies, particularly System 1 and 4, would augment this conclusion.

A second finding of this study was a positive relationship existed between total years of teaching experience for teachers of the Educationally Handicapped and the integration/reintegration level for Educationally Handicapped pupils. The logical explanation of this finding was that length of teaching service was positively linked to teaching competencies in the sample population schools. It is possible the teachers of the Educationally Handicapped with greater teaching experience were more

³ Rensis Likert, The Likert Profile of a School: Manual for Questionnaire Use (Ann Arbor, Michigan: Rensis Likert Associates, 1972), Appendix A-2, p. 3.

competent; thus, these teachers returned more Educationally Handicapped pupils to the regular classroom than less experienced teachers.

An alternate explanation of this finding was suggested in the conclusions of a study conducted by Moeller and Charters.⁴ This study investigated length of teaching service as a variable related to sense of power in a school. Their reasoning was that teachers who remain in the teaching system for extensive periods of time would find themselves favorably positioned in the informal and/or formal power structure of a school. Length of teaching service was expected to operate in two ways to affect sense of power: first, it would directly enhance the teachers' feelings of capability to influence affairs of the school; and, second, it would expose the teacher longer to the influence of the organizational environment. Their findings concluded that "length of teaching service was closely related to sense of power in a school."⁵

The Teacher Characteristics Study provided indirect corroborative research to support this explanation.

⁴Gerald H. Moeller and W. W. Charters, "Relation of Bureaucratization to Sense of Power Among Teachers," cited in Fred D. Carver and Thomas J. Sergiovanni (ed.), Organizations and Human Behaviors: Focus on Schools (New York: McGraw-Hill, 1969), pp. 235-48.

⁵Ibid., pp. 244-45.

A conclusion of this study was that length of teaching experience was positively associated with traditionalism in educational outlook.⁶ As noted, the organizational typology of all the sample population schools was in a traditionally oriented authoritarian structure, a System 2 or System 3 typology. The intraorganizational work group or teaching staff in a System 2 or System 3 typology will exhibit traditional line and staff relationships and informational exchange based on a man-to-man interchange.⁷ Due to the traditional-authoritarian nature of this group structure,⁸ length of teaching experience was viewed by its members as valuable or influential. In the sample population, the teachers of the Educationally Handicapped with the greatest length of teaching service were possible viewed by their regular classroom colleagues and the school administration as having more influence or power in a school than the teachers with less lengthy teaching service. Therefore, the teachers of the Educationally Handicapped with the greatest

⁶J. W. Getzels and P. W. Jackson, "The Teacher's Personality and Characteristics," citing the D. G. Ryans Characteristics of Teachers, Washington, D.C., American Council on Education, 1960, p. 388, cited in N. L. Gage (ed.), Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963), p. 568.

⁷Likert Profile of a School, loc. cit.

⁸Ibid.

length of teaching experience had less difficulty in persuading or influencing other teaching staff members to accept or provide integration experience for Educationally Handicapped pupils to the regular classroom.

The interpretation of the data may be equally applicable to the greater number of reintegration recommendations submitted by the more experienced teachers of the Educationally Handicapped. The recommendations for reintegration possibly had more importance or significance when submitted by the teachers of the Educationally Handicapped with more experience within this traditional-authoritarian organizational structure. Therefore, a larger number of Educationally Handicapped pupils was recommended for reintegration by the more experienced teachers in this educational environment.

The third major finding of this study was that no difference existed between schools designated as low and high (re)integration level schools and the selection of procedures/criteria used to return Educationally Handicapped pupils to the regular classroom. A high degree of agreement was reported among the sample population schools in the selection of Educationally Handicapped (re)integration procedure/criteria. More than 70 percent of the sample population schools reported utilizing the following general procedures for the Educationally

Handicapped (re)integration process.

1. Gradually extending the time that Educationally Handicapped pupils participated in the regular classroom.
2. Selecting the initial regular classroom placement in nonacademic subject areas.
3. Using a district level reintegration team to determine readiness for reintegration.
4. Specifying the amount of time that educationally Handicapped pupils were permitted to remain in an Educationally Handicapped classroom.
5. Using observational data measuring social skills to determine readiness for integration and reintegration.
6. Using Educationally Handicapped pupils' achievement levels in mathematics, reading, and spelling the fell within a two-year span of the regular classroom to determine readiness for integration and reintegration.

Three Educationally Handicapped (re)integration procedures were reported as not used by more than 75 percent of the sample population schools. The following procedures not selected as descriptive of the Educationally Handicapped (re)integration process were:

1. Specifying the amount of time that Educationally Handicapped pupils were permitted to remain

in the Educationally Handicapped program.

2. Using formal tests measuring social skills to determine readiness for integration and reintegration.

3. Specifying a limit to the number of Educationally Handicapped pupils recommended for reintegration.

The remaining Educationally Handicapped (re)integration procedures were selected by less than 70 percent of the sample population schools.

The high percentage of agreement reported by the sample population schools in selecting the first six procedures indicated these procedures were generally descriptive of the Educationally Handicapped (re)integration process for the total sample population.

The similarity of the sample schools' responses in describing what was or was not a characteristic of the Educationally Handicapped (re)integration process may be explained by the fact that all the sample population schools were within a single unified school district. Although no written or formalized district policies existed regarding Educationally Handicapped (re)integration procedures, accountability to a single administrative structure may have influenced the selection of Educationally Handicapped (re)integration methodology. Miner noted that school districts developed reward and value structures that influence the behavior of its

members without the members being aware of this organizational pressure.⁹

In summary, the measurement of organizational factors existing within schools provided a diagnostic basis for directing planning and research strategies. The findings derived from this study provide an empirical basis for exploratory research in defining an efficacious school model to serve Educationally Handicapped pupils.

Chapter Summary

This chapter presented summary findings on the organizational typology of thirteen sample population schools and the integration/reintegration levels of 214 Educationally Handicapped pupils enrolled in these schools. Pearson product-moment correlation coefficients were computed between nineteen organizational variables measured by the Profile of a School and the Maximal Reintegration Index computed from the Educationally Handicapped Reintegration Survey. No statistically significant relationship was established at the designated level of confidence between the organizational typology and the Maximal Reintegration Index in the sample population

⁹John B. Miner, The School Administrator and Organizational Character (Eugene, Oregon: The Center for the Advanced Study of Educational Administration, University of Oregon, 1967), p. 86.

schools. In each instance, the null hypothesis was retained.

Auxiliary variables were correlated with the Maximal Reintegration Index. Statistical significance at the .01 level of confidence was established between teachers of the Educationally Handicapped total years of teaching experience and the Maximal Reintegration Index in the sample population schools. No statistically significant relationship at the designated level of confidence was established for the remaining auxiliary variables and the Maximal Reintegration Index.

A secondary investigation divided the sample population schools into low and high Maximal Reintegration Index schools. The Fisher's Exact Test compared these two sample groups on the selections of procedure/criteria used to (re)integrate Educationally Handicapped pupils to the regular classroom program. Low and high Maximal Reintegration Index schools did not statistically differ on the selections of fifteen (re)integrated procedures in the sample population.

A discussion of the study's findings conclude this chapter. The analysis of the study's findings indicated that a large number of sample schools exhibited similar organizational typologies. This similarity in organizational typologies among the sample population was offered

as an explanation for the negligible statistical results of the study.

A discussion was presented to explain the significant relationship between total years of teaching experience for teachers of the Educationally Handicapped and the reintegration levels of the Educationally Handicapped pupils. This discussion concluded that organizational typologies found in the sample population may also explain this finding. The summary, recommendations, and conclusions will appear in Chapter 5.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will present a summary introduction to the problem, a summary and method of the study, the findings of the study, the conclusions derived from the findings, recommendations for further research, and the potential contribution of this study to the educational field.

Introduction to the Problem

Until recently, the self-contained classroom was the primary delivery system for providing educational services to exceptional pupils. Recent federal legislation and court rulings have questioned the viability of a single delivery system for extending special educational services. The 1976 Education of the Handicapped Act, P.L. 94-142, stressed both extending opportunities to pupils not now being served by special education and stipulated that educational opportunities shall be provided in the least restrictive educational environment.¹ Compliance with the Federal statutes and recent court rulings equalizing educational opportunities for

exceptional pupils have provided an impetus toward returning more exceptional pupils to the regular classroom.² Integration and reintegration are significant issues facing all levels of the educational community.³

The central purpose of this study was to make an empirical contribution to understanding these issues. The overall design of this study contributed in two ways to understanding the integration and reintegration issues. This study examined current school practices regarding integration and reintegration of Educationally Handicapped pupils. Secondly, this study examined several factors on the school level that may affect the integration and reintegration process. Research studies in this area can provide useful information on constructing transitional educational experiences for pupils returning to the general education program.

¹1976 Annual Report National Advisory Committee on the Handicapped, The Unfinished Revolution: Education for the Handicapped (U.S. Department of Health, Education and Welfare, Washington, D.C., 1976), p. 42.

²Frederick J. Weintraub and Alan Abeson, "New Education Policies for the Handicapped: The Quiet Revolution," Phi Delta Kappan (April 1974), Vol. 55, No. 8, pp. 526-29.

³John Ryor, "Mainstreaming," Today's Education (March-April, 1976), Vol. 65, No. 2, p. 5.

Summary and Method of the Study

This study measured the affects of the organizational environments of schools on the program goals of integration and reintegraion for the Educationally Handicapped as prescribed by the State of California. A secondary purpose of this study was to determine if the procedures used to (re)integrate Educationally Handicapped pupils to the regular classroom facilitated achieving the integration and reintegration program goals for the Educationally Handicapped pupils.

The sample population of this study consisted of two sample groups, regular classroom teachers, and teachers of the Educationally Handicapped in thirteen elementary schools in a single unified school district. Two survey instruments, the Profile of a School questionnaire and the Educationally Handicapped Reintegration Survey provided data to test the major hypotheses of this study. One hundred and twenty-one regular classroom teachers completed the Profile of a School questionnaire. This questionnaire provided data to describe the organizational environments of thirteen sample population schools. Eighteen teachers of the Educationally Handicapped completed the Educationally Handicapped Reintegration Survey. The Educationally Handicapped Reintegration Survey provided data on the

integration and reintegration levels of 214 Educationally Handicapped pupils enrolled in the sample schools. The Educationally Handicapped Reintegration Survey also listed fifteen (re)integration procedures that could be selected by teachers of the Educationally Handicapped to (re)integrate their pupils to the regular classroom.

Forty-six variables were investigated in relation to the integration and reintegration levels of Educationally Handicapped pupils enrolled in the sample population schools. The major hypotheses of this study were divided into three sections: Section I analyzed major and secondary organizational environment variables of schools in relation to the (re)integration levels of Educationally Handicapped pupils enrolled in these schools; Section II analyzed selected descriptive characteristics of schools and of teachers of the Educationally Handicapped in relation to the (re)integration levels of Educationally Handicapped pupils enrolled in these schools; and Section III analyzed the selections of (re)integration procedures used in the sample schools as reported by the teachers of the Educationally Handicapped in relation to the (re)integration levels of Educationally Handicapped pupils enrolled in the sample population schools.

Pearson product-moment correlation coefficients were computed for the data in Sections I and II. Section

I examined the statistical relationship between nineteen organizational variables and the integration/reintegration measure, the Maximal Reintegration Index. Section II examined the statistical relationship between twelve ancillary variables and the integration/reintegration measure, the Maximal Reintegration Index.

The data in Section III were analyzed by dividing the sample population schools into two groups, low and high Maximal Reintegration Index schools. These two groups of schools were statistically compared in 2 by 2 tables on the selections of fifteen (re)integration procedures used to return Educationally Handicapped pupils to the regular classroom.

Findings of the Study

The findings for each section were as follows.

Section I. There were no statistically significant correlations obtained between organizational environment variables of schools and the levels of integration and reintegration. The null hypothesis was retained in each instance between nineteen organizational environment variables and the Maximal Reintegration Index for the sample population.

Section II. There were no statistically significant correlations obtained between eleven of twelve descrip-

tive variables of schools, teachers of the Educationally Handicapped, and the levels of integration and reintegration of Educationally Handicapped pupils enrolled in these schools. The null hypothesis was retained for eleven of twelve descriptive characteristics of schools and of teachers of the Educationally Handicapped and the Maximal Reintegration Index for the sample population.

In one instance, the null hypothesis was rejected. There was a statistically significant positive correlation obtained between total years of teaching experience by teachers of the Educationally Handicapped and the Maximal Reintegration Index for the sample population. This finding was statistically significant at the .01 level of confidence.

Section III. There were no statistically significant differences between low and high Maximal Reintegration Index schools on the selections of (re)integration procedures used by teachers of the Educationally Handicapped to return these pupils to the regular classroom. The null hypothesis was retained in all instances that compared the selections of the (re)integration procedures used by teachers of the Educationally Handicapped in the sample schools with the designated (re)integration levels of the sample population schools.

Limitations of the Study's Findings

The reader is cautioned that the findings of this study were derived from testing a sample population in a single unified school district. Therefore, the generalizability of the study's findings must be limited to schools and/or school districts which meet the sample selection criteria described in Chapter III.

Establishing statistical significance in correlational analysis does not necessarily imply a cause-effect relationship.⁴

Conclusions Derived From the Findings

As stated in Chapter I, one of the major purposes of this study was to determine what effect, if any, does the organizational environments of schools have on the program goals of integration and reintegration for Educationally Handicapped pupils?

The findings of this study indicated that organizational typology of schools was not significantly related to the integration and reintegration levels of Educationally Handicapped pupils enrolled in the sample schools. Therefore, it was concluded that organizational environ-

⁴Deobeold Van Dalen, Understanding Educational Research (New York: McGraw-Hill, 1966), p. 228.

ments of schools did not significantly affect the program goals of integration and reintegration for Educationally Handicapped pupils.

Twelve ancillary variables describing selected descriptive characteristics of schools and teachers of the Educationally Handicapped were also investigated in this study. The findings of this investigation indicated that total years of teaching experience for teachers of the Educationally Handicapped was positively linked to the integration and reintegration levels of Educationally Handicapped pupils enrolled in the sample schools. Therefore, it was concluded that length of teaching experience for teachers of the Educationally Handicapped had a significant affect on the program goals of integration and reintegration for Educationally Handicapped pupils.

A secondary purpose of this study was to determine what affect, if any, does the selection of procedures used to return Educationally Handicapped pupils to the regular classroom have on the program goals of integration and reintegration for Educationally Handicapped pupils?

The results of this part of the study indicated that there were no statistically significant differences in the sample population between low and high (re)integration level schools and the selections of procedures used by teachers of the Educationally Handicapped to return these pupils to the regular classroom. Therefore, it was

concluded that the selection of (re)integration procedures used to return Educationally Handicapped pupils to the regular classroom did not significantly affect the program goals of integration and reintegration for Educationally Handicapped pupils.

Recommendations for Further Research

The findings of this study had potential utility for the planning and programming decisions for Educationally Handicapped pupils. The limitations of this study imposed by a lack of test standardization and limiting sampling field would be mitigated by incorporating the following recommendations into future research:

1. This study was designed to provide exploratory or baseline data on the significance of organizational factors on the integration and reintegration process for Educationally Handicapped pupils. Due to the exploratory design of this research, a replication of this study is recommended to provide supportive empirical data to this study's conclusions.

2. Additional normative studies on the two survey instruments used to gather the data in this study are recommended. These studies would expand the utility of the test instrumentation for future investigations of the research problem.

3. A replication of this study with a selection of sample population schools exhibiting other organizational typologies than those measured in this study is recommended. Additional sampling techniques to include sample population schools or school districts with predominately System 1 or System 4 organizational patterns would augment the conclusions of this study.

4. It is recommended that this study's design be extended to school districts exhibiting dissimilar characteristics from those of the school district selected in this study. For example, school districts, which were high wealth or were implementing California's Master Plan for Special Education, might be selected for future replication studies. The extension of research would measure the impact of organizational influences on the Educationally Handicapped integration and reintegration process under a variety of educational settings.

Potential Contribution to the Educational Field

By sensitizing school personnel to the organizational influences operating within a school, prescriptive actions can be initiated to maximize the improvement of the intraorganizational environment. The data collected in this study provided an empirical basis upon which to strengthen the organizational structure of the participant

schools. Specific plans for accomplishing changes in the organizational climate and leadership dimensions can be devised to maximize the inner resources of each school. In-service staff training and other group feedback techniques may result in constructive decision making for achieving integration and reintegration as well as helping resolve the myriad of other problems facing school staffs. It is hoped that staff training techniques that maximize the internal communications within schools will lend to maximal educational opportunities for all pupils, and particularly for those pupils with exceptional needs.

Secondly, the conclusions of this study had implications for the training and personnel selection of teachers of the Educationally Handicapped. This study concluded that the teachers of the Educationally Handicapped with greater teaching service had more of their pupils experiencing integration or recommended for reintegration than teachers with less teaching service. This finding suggested the possibility that the more experienced group of teachers of the Educationally Handicapped had greater leadership status in the sample schools. The leadership status of this group may be influential in effecting programming and placement decisions for Educationally Handicapped pupils. This teacher group may, for example, be highly effective in conducting in-service

workshops or teacher training programs whose purpose is to ease the transition from the special classroom to the regular classroom for Educationally Handicapped pupils.

This finding may also have implications for recruitment policies of special education departments in teacher training institutions. The teaching experience factor should not deter prospective applicant teachers from entering teacher training programs for teaching Educationally Handicapped pupils. The more experienced teacher group should be encouraged by the teacher training institutions to use their knowledge gained by teaching service to actively promote the program goals of the Educationally Handicapped program.

Lastly, the findings of this study suggested that there was general similarity among the sample population schools on eleven Educationally Handicapped (re)integration procedures. The data collected by the Educationally Handicapped Reintegration Survey on the use of specific (re)integration techniques provided baseline information on the (re)integration process for Educationally Handicapped pupils. Other schools or school districts wishing to devise (re)integration plans for Educationally Handicapped pupils may incorporate this data into their own educational plans.

Chapter Summary

This chapter presented an overview of the study, the conclusion derived from the study's findings, and recommendations for future research. The study's potential contribution to the educational field concluded the chapter.

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APPENDIX A
CALIFORNIA ADMINISTRATIVE CODE
TITLE 5
SECTIONS 3000-01, 3220-21

Article 1. General Provisions

3200. Scope of Chapter. This chapter applies only to special education programs for educationally handicapped minors for which allowances may be made under Education Code Sections 18102.6 and 18102.9.

NOTE: Specific authority cited for Chapter 2: Sections 6751, 6755, 6756, & 6757, Education Code.

History: 1. New Chapter 2 (§§ 3200, 3201, 3220-3224, 3230-3235, 3240-3242, 3250, 3251) filed 9-23-69; effective thirtieth day thereafter (Register 69, No. 39).

2. Repealer of Chapter 2 (§§ 3200, 3201, 3220-3224, 3230-3235, 3240-3242, 3250, 3251) and new Chapter 2 (§§ 3200, 3201, 3220-3225, 3230-3237, 3240-3242, 3250, 3251) filed 2-29-72; effective thirtieth day thereafter (Register 72, No. 10).

3201. Definitions. For the purposes of this chapter:

(a) "Program" means any of the special education programs for educationally handicapped minors described in Education Code Section 6751 and 6751.5 that meet the general and specific standards set forth in this chapter.

(b) "Discharge" means exemption or exclusion from school by resolution of the governing board of a school district or by the county superintendent.

(c) "Transfer" means enrolling the pupil in any of the following:

(1) A different type of program authorized by Education Code Sections 6751 and 6751.5.

(2) A regular day class.

(3) A school or class authorized by Chapter 7 (commencing with Section 6500) of Division 6 of the Education Code.

(4) A public or private school program authorized by Chapter 7.1, Article 2, (commencing with Section 6770) or Chapter 8.2 (commencing with Section 6870) of Division 6 of the Education Code.

(5) Another special education program authorized by law.

(d) "Specific educational objectives" are statements of anticipated changes in learning or behavior to be achieved through a pupil's participation in the educationally handicapped minors program. Such objectives shall clearly define the expected learning or behavior, establish the anticipated level of attainment, and contain performance criteria. Specific educational objectives shall relate to the amelioration of the pupil's learning or behavior disorders, including the reduction of the handicapping effect of the pupil's disability, specific remedial instruction required and the means of enhancing areas of pupil strengths.

(e) "Educational Specialist" means a credentialed teacher, supervisor, or pupil personnel worker who has graduate level preparation and training in learning and behavior of exceptional children, including educational diagnosis and evaluation, and has had a minimum of three years successful teaching experience in the instruction of handicapped minors or equivalent experience.

Article 2. Program Standards

3220. General Standards for Programs. Every educationally handicapped minors program shall meet the following general standards:

(a) It is the most appropriate one of the programs described in Education Code Sections 6751 and 6751.5 that meets the individual needs of the pupil. It provides for the differential grouping of pupils in classes and groups according to the specific instructional and management needs of the pupils.

(b) It provides for a systematic procedure to assure that an equal opportunity has been afforded all pupils in the district to be referred for evaluation for possible participation in the educationally handicapped minors program.

(c) It provides for the priority enrollment of those pupils whose school attendance would otherwise be limited or denied. It provides for subsequent enrollment of pupils whose specific educational objectives can least be met by modification or supplementation of the regular school program.

(d) It emphasizes the amelioration of handicapping conditions to the greatest extent possible and in the shortest period of time.

(e) It makes adjustments in the curriculum and instruction that enhance the pupil's achievement to the fullest potential and provides for continued development in areas of pupil strengths.

(f) It provides for career education, vocational education, work experience, and work study for those pupils who would benefit therefrom.

(g) It provides the educational, psychological, and pupil personnel services necessary for pupil assessment, program planning, evaluation and consultation.

(h) It provides for curriculum development, in-service education, consultation, and supervision for the staff.

3221. Specific Standards for a Special Day Class. A special day class shall meet the following standards:

(a) It is composed of pupils whose range of handicaps can be appropriately managed within the class. It provides for the differential grouping of pupils into separate classes that are designed to meet the pupil's specific educational objectives.

(b) It is maintained for the same length of time as the regular school day. Each pupil shall attend school no less than the regular school day, and each pupil shall attend the special day class no less than the minimum school day, except upon specific recommendation of the pupil's attending physician or admission committee for reasons adequate to substantiate exemption of such pupil. Pupils whose progress indicates probable return to the regular school program and for whom no learning disability group program is feasible, may participate in a regular school program for up to one-half of the regular school day for a period to be determined by the admission committee. Exceptions may be made only upon prior written approval of the Superintendent of Public Instruction.

(c) It is taught by a full-time teacher whose sole responsibility during the regular school day is the instruction, supervision and co-ordination of all educational activities of only the pupils enrolled in the special day class.

APPENDIX B

INDIVIDUAL SCHOOL RESPONSES TO THE
PROFILE OF A SCHOOL
QUESTIONNAIRE

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 01

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.109	0.422
Goal Commitment	5.606	0.676
Decision Process	4.775	0.785
Team Cooperation	4.947	0.717
Leadership	4.327	1.473
Support by Leader	4.652	1.954
Leader Receptivity to Ideas	3.432	1.388
Leader Goal Emphasis	4.197	1.113
Leader Team Building	5.030	1.584
Leader Decision Making	4.409	1.068
Trust (By and In Leader)	5.400	1.587
Communication	5.596	0.700
Peer Team Building	5.455	0.699
Self-Motivation (Teacher)	5.273	0.836
Student Acceptance of Goals	5.788	0.563
School Attitude (Teacher)	4.769	1.108
Influence We Have	4.318	1.419
Influence We Seek	6.364	1.502
Total	93.689	21.957

Total \bar{X} = 4.930

Average Standard Deviation = 1.155

Organizational Typology, System 2

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 02

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.867	0.420
Goal Commitment	6.397	0.602
Decision Process	5.244	0.385
Team Cooperation	5.959	0.499
Leadership	5.606	0.829
Support by Leader	6.731	0.985
Leader Receptivity to Ideas	4.442	1.095
Leader Goal Emphasis	5.205	0.811
Leader Team Building	6.526	0.799
Leader Help With Work	5.564	1.390
Leader Decision Making	5.167	0.593
Trust (By and In Leader)	6.800	0.716
Communication	6.094	0.392
Peer Team Building	6.369	0.836
Self-Motivation (Teacher)	6.692	0.847
Student Acceptance of Goals	5.692	0.461
School Attitude (Teacher)	5.959	0.677
Influence We Have	5.154	0.938
Influence We Seek	7.154	0.899
Total	102.622	13.174

Total \bar{X} = 5.401

Average Standard Deviation = .693

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 03

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.551	0.569
Goal Commitment	6.006	0.477
Decision Process	5.170	0.810
Team Cooperation	5.477	0.503
Leadership	5.338	0.825
Support by Leader	6.519	1.132
Leader Receptivity to Ideas	3.972	1.027
Leader Goal Emphasis	4.833	0.901
Leader Team Building	6.241	0.886
Leader Help With Work	5.704	1.047
Leader Decision Making	4.759	0.667
Trust (By and In Leader)	6.333	1.353
Communication	6.099	0.661
Peer Team Building	5.689	0.708
Self-Motivation (Teacher)	6.333	0.900
Student Acceptance of Goals	5.370	0.790
School Attitude (Teacher	5.648	0.774
Influence We Have	5.445	1.116
Influence We Seek	6.556	1.130
Total	87.043	15.286

Total \bar{X} = 4.054

Average Standard Deviation = .804

Organizational Typology, System 2

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 04

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.739	0.685
Goal Commitment	6.407	0.744
Decision Process	5.229	0.818
Team Cooperation	5.582	0.709
Leadership	5.849	1.074
Support by Leader	6.778	1.258
Leader Receptivity to Ideas	4.444	1.261
Leader Goal Emphasis	5.537	0.964
Leader Team Building	6.537	0.931
Leader Help With Work	6.333	1.481
Leader Decision Making	5.463	1.047
Trust (By and In Leader)	6.667	0.049
Communication	5.741	0.448
Peer Team Building	6.089	0.649
Self-Motivation (Teacher)	6.822	0.604
Student Acceptance of Goals	5.889	0.645
School Attitude (Teacher)	6.041	0.827
Influence We Have	5.222	0.963
Influence We Seek	6.778	0.667
Total	113.147	16.624

Total \bar{X} = 5.955

Average Standard Deviation = .874

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 05

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.816	0.771
Goal Commitment	6.178	1.045
Decision Process	5.406	0.719
Team Cooperation	5.865	0.821
Leadership	5.910	1.240
Support by Leader	6.383	1.683
Leader Receptivity to Ideas	5.125	1.435
Leader Goal Emphasis	5.867	0.802
Leader Team Building	6.483	1.014
Leader Help With Work	6.167	1.650
Leader Decision Making	5.433	1.176
Trust (By and In Leader)	6.480	1.059
Communication	6.100	0.776
Peer Team Building	5.960	0.928
Self-Motivation (Teacher)	6.400	1.436
Student Acceptance of Goals	5.467	0.905
School Attitude (Teacher)	6.040	1.055
Influence We Have	5.525	1.016
Influence We Seek	6.500	1.080
Total	113.002	25.701

Total \bar{X} = 5.947

Average Standard Deviation = 1.351

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 06

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.037	0.746
Goal Commitment	5.210	0.801
Decision Process	4.490	1.024
Team Cooperation	5.412	0.685
Leadership	4.574	0.812
Support by Leader	5.704	1.252
Leader Receptivity to Ideas	3.667	1.262
Leader Goal Emphasis	4.019	0.694
Leader Team building	5.852	1.110
Leader Help With Work	3.889	1.130
Leader Decision Making	4.315	0.911
Trust (By and In Leader)	6.178	0.946
Communication	5.630	0.797
Peer Team Building	6.067	0.825
Self-Motivation (Teacher)	5.222	0.913
Student Acceptance of Goals	5.148	0.930
School Attitude (Teacher)	5.054	0.760
Influence We Have	4.361	1.111
Influence We Seek	6.333	2.500
Total	96.162	19.209

Total \bar{X} = 5.061

Average Standard Deviation = 1.010

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 07

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	4.785	0.639
Goal Commitment	5.378	0.812
Decision Process	4.450	0.495
Team Cooperation	4.788	0.773
Leadership	3.164	0.991
Support by Leader	3.000	1.236
Leader Receptivity to Ideas	2.950	0.758
Leader Goal Emphasis	3.233	0.480
Leader Team Building	3.167	1.429
Leader Help With Work	3.133	1.502
Leader Decision Making	3.500	0.975
Trust (By and In Leader)	3.760	1.513
Communication	4.600	0.918
Peer Team Building	0.120	0.986
Self-Motivation (Teacher)	5.280	1.083
Student Acceptance of Goals	6.000	1.027
School Attitude (Teacher	3.874	0.869
Influence We Have	4.300	1.362
Influence We Seek	7.600	0.548
Total	83.181	26.400

Total \bar{X} = 4.377

Average Standard Deviation = 1.389

Organizational Typology, System 2

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 08

Organizational Variable	\bar{X}	Std Dev.
Organizational Climate	5.838	0.358
Goal Commitment	6.250	0.419
Decision Process	5.412	0.734
Team Cooperation	5.853	0.366
Leadership	5.319	0.793
Support by Leader	5.917	1.134
Leader Receptivity to Ideas	4.333	1.179
Leader Goal Emphasis	4.903	0.941
Leader Team Building	6.167	0.704
Leader Help With Work	5.444	0.925
Leader Decision Making	5.153	0.605
Trust (By and In Leader)	6.217	0.663
Communication	6.065	0.337
Peer Team Building	6.483	0.471
Self-Motivation (Teacher)	6.233	0.577
Student Acceptance of Goals	5.778	0.609
School Attitude (Teacher)	5.691	0.537
Influence We Have	5.333	1.129
Influence We Seek	7.167	0.718
Total	109.556	12.199

Total \bar{X} = 5.766

Average Standard Deviation = .642

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 09

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.419	0.976
Goal Commitment	5.642	1.213
Decision Process	5.346	0.814
Team Cooperation	5.268	1.041
Leadership	4.887	1.401
Support by Leader	5.241	1.575
Leader Receptivity to Ideas	4.250	1.442
Leader Goal Emphasis	4.778	1.115
Leader Team Building	5.370	1.394
Leader Help With Work	4.889	1.993
Leader Decision Making	4.796	1.184
Trust (By and In Leader)	5.489	1.213
Communication	5.605	0.850
Peer Team Building	5.444	0.853
Self-Motivation (Teacher)	5.556	1.333
Student Acceptance of Goals	5.185	1.396
School Attitude (Teacher)	5.142	1.227
Influence We Have	4.833	1.030
Influence We Seek	6.667	1.323
Total	98.807	23.343

Total \bar{X} = 5.200

Average Standard Deviation = 1.228

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 10

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.837	0.462
Goal Commitment	6.411	0.540
Decision Process	5.435	0.512
Team Cooperation	5.665	0.584
Leadership	5.665	0.582
Support by Leader	6.619	0.805
Leader Receptivity to Ideas	3.925	0.928
Leader Goal Emphasis	5.300	0.680
Leader Team Building	6.617	0.653
Leader Help With Work	6.333	0.770
Leader Decision Making	5.200	0.450
Trust (By and In Leader	6.800	0.533
Communication	6.000	0.712
Peer Team Building	6.720	0.464
Self-Motivation (Teacher)	6.800	0.639
Student Acceptance of Goals	6.033	0.693
School Attitude (Teacher)	6.031	0.487
Influence We Have	5.150	1.173
Influence We Seek	7.100	0.876
Total	113.639	12.553

Total \bar{X} = 5.981

Average Standard Deviation = .660

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 11

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.081	0.908
Goal Commitment	5.250	0.851
Decision Process	4.618	1.060
Team Cooperation	5.375	1.051
Leadership	4.726	1.397
Support by Leader	6.000	1.436
Leader Receptivity to Ideas	3.813	1.591
Leader Goal Emphasis	4.458	1.272
Leader Team Building	5.500	1.371
Leader Help With Work	4.292	1.750
Leader Decision Making	4.292	1.347
Trust (By and In Leader)	6.600	1.131
Communication	5.722	1.090
Peer Team Building	5.625	0.774
Self-Motivation (Teacher)	5.075	1.309
Student Acceptance of Goals	4.875	1.112
School Attitude (Teacher)	5.138	1.201
Influence We Have	4.563	1.474
Influence We Seek	6.000	1.690
Total	97.003	23.815

Total \bar{X} = 5.105

Average Standard Deviation = 1.253

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 12

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.265	0.582
Goal Commitment	6.130	0.630
Decision Process	4.225	0.811
Team Cooperation	5.441	0.602
Leadership	5.315	0.705
Support by Leader	7.000	0.537
Leader Receptivity to Ideas	3.417	1.190
Leader Goal Emphasis	4.111	1.078
Leader Team Building	6.972	0.703
Leader Help With Work	6.222	0.807
Leader Decision Making	4.167	0.978
Trust (By and In Leader)	7.400	0.593
Communication	6.241	0.907
Peer Team Building	6.467	0.873
Self-Motivation (Teacher)	6.167	0.650
Student Acceptance of Goals	5.889	0.655
School Attitude (Teacher)	5.816	0.633
Influence We Have	4.292	1.187
Influence We Seek	6.833	0.987
Total	107.370	15.104

Total \bar{X} = 5.651

Average Standard Deviation = .794

Organizational Typology, System 3

PROFILE OF A SCHOOL
MEAN AND STANDARD DEVIATION
FOR SCHOOL 13

Organizational Variable	\bar{X}	Std. Dev.
Organizational Climate	5.335	0.711
Goal Commitment	5.922	0.619
Decision Process	4.606	0.935
Team Cooperation	5.476	0.855
Leadership	5.231	1.292
Support by Leader	6.250	1.534
Leader Receptivity to Ideas	4.600	1.132
Leader Goal Emphasis	4.783	1.028
Leader Team Building	6.017	1.334
Leader Help With Work	5.200	1.913
Leader Decision Making	4.533	1.317
Trust (By and In Leader)	6.260	1.373
Communication	5.711	0.861
Peer Team Building	5.660	0.706
Self-Motivation (Teacher)	6.240	0.759
Student Acceptance of Goals	5.433	0.847
School Attitude (Teacher)	5.525	1.075
Influence We Have	3.925	1.285
Influence We Seek	6.600	1.174
Total	103.307	20.750

Total \bar{X} = 5,437

Average Standard Deviation = 1.092

Organizational Typology, System 3

APPENDIX C

SURVEY INSTRUMENTS USED IN
THE STUDY

EDUCATIONALLY HANDICAPPED

REINTEGRATION SURVEY

INSTRUCTIONS

Dear E.H. Teacher at _____ School:

This is a survey questionnaire designed to measure integration/reintegration (mainstreaming) of pupils enrolled in your classroom and to determine a selection of steps or criteria you use either to integrate/reintegrate your pupils into the regular educational program.

DEFINITIONS

Integration. The procedural process which includes specific steps and/or criteria you use to have your E.H. pupils participating with pupils in the regular classroom.

Reintegration. The procedural process which includes specific steps and/or criteria you use to have your pupils formally screened out of the E.H. classroom and returned to the regular educational program.

(Re)Integration. The procedural process that may include either integration or reintegration.

DESCRIPTIVE INFORMATION

Please answer all questions with an "x" in the appropriate box.

Male ___ Female ___

Highest Educational Level: B.A. ___ B.A.+ ___ M.A. ___
M.A.+ ___ Doctoral ___

Number of Years Teaching (over)

	Less 1 Year	1-3 Years	3-5 Years	5-10 Years	Over 10 Years
Total Years Teaching	_____	_____	_____	_____	_____
In This District	_____	_____	_____	_____	_____
In This School	_____	_____	_____	_____	_____
In Teaching E.H. Pupils	_____	_____	_____	_____	_____

Level of E.H. Classroom: Primary ___ Inter ___ Other ___

Specify: Total number of E.H. pupils enrolled in your classroom _____.

Specify: Total number of E.H. pupils you are recommended to be officially screened out (reintegrated) for this school year _____.

E.H. INTEGRATION CHART

Directions: You will be given a chart to complete on your E.H. classroom. Please read these directions carefully and follow the Example Chart before you complete the E.H. Integration Chart for your classroom. You will be asked to mark appropriate "x's" on the Number of E.H. Pupils Integrated (column) into the regular classroom program from your class and the Hours Per Day in Regular Classroom (rounded to the nearest hour) that each E.H. pupil in your classroom is integrated into the regular classroom program (row).

For example, if you have two (2) E.H. pupils integrated for three (3) hours per day into the regular classroom program, you would find a two (2) in the column marked Number of E.H. Pupils Integrated and a three (3) in the row marked Hours Per Day in Regular Classroom and place an "x" where the column and row intersect. Also, if you have nine (9) E.H. pupils (excluding the two E.H. pupils already noted) integrated for one (1) hour each, you would find a nine (9) in the column marked Number of E.H. Pupils Integrated and a one (1) in the row marked Hours Per Day in Regular Classroom and place an "x" where

the column and row intersect. For the one remaining E.H. pupils (a total of twelve E.H. pupils in the E.H. classroom), you would find a one (1) in the column Number of E.H. Pupils Integrated and a zero (0) in the row Hours Per Day in Regular Classroom and place an "x" where the column and row intersect. The example E.H. chart looks like the following:

EXAMPLE CHART

		Number of E. H. Pupils Integrated									
Hours Per Day in Regular Classroom		0	1	2	3	9	10	11	12	Over 12	
0			x								
1						x					
2											
3				x							
4											
5											
6											
		Column									

Row

DIRECTIONS: Please complete the E. H. Integration Chart for your E. H. Classroom.

Number of E. H. Pupils Integrated														
Hours Per Day in Regular Classroom	0	1	2	3	4	5	6	7	8	9	10	11	12	Over 12
0														
1														
2														
3														
4														
5														
6														

Column

Row

DIRECTIONS

(Answer every numbered question.) For each numbered statement select either Box A or Box B as to whether it applies. If either statement A or B applies only to integration, place your answer in column entitled INT. If either statement A or B applies only to reintegration, place your answer in column entitled RNT. If either statement A or B apply to both integration and reintegration, place your answers in both column INT and RNT.

If you select statement A, circle any or all small letters (a, b, c, etc.) that apply for either integration (INT column) or reintegration (RNT column).

- | | <u>INT</u> | <u>RNT</u> | |
|------|------------|------------|---|
| 1. A | / / | / / | The (re)integration of the E.H. pupil is accomplished by gradually extending the time that the E.H. pupil participates in the regular classroom (hours per day in regular classroom): |
| | a. | a. | initial participation is one hour or less. |
| | b. | b. | initial participation is two hours. |
| | c. | c. | initial participation is three hours. |
| | d. | d. | initial participation is over three hours. |
| B | / / | / / | The (re)integration of the E.H. pupil is not accomplished by gradually extending the time the E.H. pupil participates in the regular classroom. |
| 2. A | / / | / / | The (re)integration of the E.H. pupil is initiated by recommending regular classroom placement in subject areas requiring no formal demonstration of academic skills: |
| | a. | a. | art |
| | b. | b. | drama |
| | c. | c. | music |
| | d. | d. | physical education |
| | e. | e. | other |
| B | / / | / / | The (re)integration of the E.H. pupil is not initiated by recommending regular classroom placement in subject area(s) not requiring demonstration of formal academic skills. |

- | | <u>INT</u> | <u>RNT</u> | |
|----|------------|------------|--|
| 3. | A | / / | / / |
| | | | The (re)integration of the E.H. pupil is initiated by recommending regular classroom placement in subject area(s) requiring demonstration of formal academic skills: |
| | a. | a. | language arts (English, etc.) |
| | b. | b. | mathematics |
| | c. | c. | reading |
| | d. | d. | science |
| | e. | e. | spelling |
| | f. | f. | social studies (history, etc.) |
| | g. | g. | other _____ |
| | B | / / | / / |
| | | | The (re)integration of the E.H. pupil is not initiated by recommending regular classroom placement in subject area(s) requiring demonstration of formal academic skills. |
| 4. | A | / / | / / |
| | | | The decision to (re)integrate the E.H. pupil to the regular classroom is made by a (re)integration team formed on a |
| | a. | a. | school level |
| | b. | b. | district level |
| | | | The members of the (re)integration team consist of: |
| | a. | a. | E.H. teacher(s) |
| | b. | b. | parent(s) |
| | c. | c. | regular classroom teacher(s) |
| | d. | d. | school principal |
| | e. | e. | school psychologist |
| | f. | f. | other support personnel (nurse, speech, etc.) |
| | g. | g. | other _____ |
| | B | / / | / / |
| | | | The decision to (re)integrate the E.H. pupil to the regular classroom is not made by a (re)integration team formed at either the school or district level. |
| 5. | A | / / | / / |
| | | | The E.H. pupil is permitted to remain in a specific E.H. classroom with a case study for a specified period of time. |
| | a. | a. | one year or less |
| | b. | b. | two years |
| | c. | c. | three years |
| | d. | d. | more than three years |
| | B | / / | / / |
| | | | The E.H. pupil is permitted to remain in a specific E.H. classroom with a case study for an unspecified period of time. |

- | | | <u>INT</u> | <u>RNT</u> | |
|----|----|------------|------------|--|
| 6. | A | / / | / / | The E.H. pupil is permitted to remain in the E.H. program with a case study for a specified period of time |
| | a. | a. | | one year or less |
| | b. | b. | | two years |
| | c. | c. | | three years |
| | d. | d. | | more than three years |
| | B | / / | / / | The E.H. pupil is permitted to remain in the E.H. program with a case study for an unspecified period of time. |
| 7. | A | / / | / / | The academic skills desired for (re)integration to the regular classroom are specified at the time that the E.H. pupil is placed in an E.H. classroom. |
| | a. | a. | | within thirty days after placement |
| | b. | b. | | within sixty days after placement |
| | c. | c. | | within ninety days after placement |
| | d. | d. | | over ninety days after placement |
| | B | / / | / / | The academic skills desired for (re)integration to the regular classroom are not specified at the time that the E.H. pupil is placed in an E.H. classroom. |
| 8. | A | / / | / / | The decision to (re)integrate the E.H. pupil to the regular classroom is based on demonstrated academic skills measured by: |
| | a. | a. | | standardized group tests |
| | b. | b. | | individually administered tests |
| | c. | c. | | criterion-referenced tests |
| | B | / / | / / | The decision to (re)integrate the E.H. pupil to the regular classroom is not based on demonstrated academic skills measured by formal academic tests. |
| 9. | A | / / | / / | The decision to (re)integrate the E.H. pupil to the regular classroom is based on demonstrated social skills measured by: |
| | a. | a. | | standardized group tests |
| | b. | b. | | individually administered tests |
| | c. | c. | | criterion-referenced tests |
| | B | / / | / / | The decision to (re)integrate the E.H. pupil to the regular classroom is not based on demonstrated social skills measured by formal social tests. |

- | | <u>INT</u> | <u>RNT</u> | |
|-----|------------|------------|--|
| 10. | A | / / / / | The decision to (re)integrate the E.H. pupil to the regular classroom is based on demonstrated social skills based on observational data from: |
| | a. | a. | E.H. teacher(s) |
| | b. | b. | parent(s) |
| | c. | c. | regular classroom teacher(s) |
| | d. | d. | school principal |
| | e. | e. | school psychologist |
| | f. | f. | other support personnel (nurse, speech, etc.) |
| | g. | g. | other _____ |
| | B | / / / / | The decision to (re)integrate the E.H. pupil to the regular classroom is not based on demonstrated social skills from observational data. |
| 11. | A | / / / / | The E.H. pupil to be (re)integrated is placed in a regular classroom level according to: |
| | a. | a. | his chronological age |
| | b. | b. | number of years in school |
| | B | / / / / | The E.H. pupil to be (re)integrated is not placed in a regular classroom level either according to his chronological age or number of years in school. |
| 12. | A | / / / / | There is a limit to the number of E.H. pupils that can be recommended for (re)integration to the regular classroom. |
| | a. | a. | less than two E.H. pupils |
| | b. | b. | less than three E.H. pupils |
| | c. | c. | less than four E.H. pupils |
| | d. | d. | other _____ |
| | B | / / / / | There is no limit to the number of E.H. pupils that can be recommended for (re)integration to the regular classroom. |

- | | <u>INT</u> | <u>RNT</u> | |
|-----|------------|------------|--|
| 13. | A | / / / / | The E.H. pupil demonstrates a mathematical achievement level in relation to regular classroom level into which he is (re)integrated: |
| | a. | a. | one grade level above |
| | b. | b. | on the same grade level |
| | c. | c. | one grade level below |
| | B | / / / / | The E.H. pupil demonstrates a mathematical achievement level that is not within an achievement span of two years in relation to the regular classroom level into which he is (re)integrated. |
| 14. | A | / / / / | The E.H. pupil demonstrates a reading achievement level in relation to the regular classroom level into which he is (re)integrated that is: |
| | a. | a. | one grade level above |
| | b. | b. | on the same grade level |
| | c. | c. | one grade level below |
| | B | / / / / | The E.H. pupil demonstrates a reading achievement level not within an achievement span of two years in relation to the regular classroom level into which he is (re)integrated. |
| 15. | A | / / / / | The E.H. pupil demonstrates a spelling achievement level in relation to the regular classroom level into which he is (re)integrated that is: |
| | a. | a. | one grade level above |
| | b. | b. | on the same grade level |
| | c. | c. | one grade level below |
| | B | / / / / | The E.H. pupil demonstrates a spelling achievement level that is not within an achievement span of two years in relation to the regular classroom level into which he is (re)integrated. |



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PROFILE OF A SCHOOL

TEACHER'S QUESTIONNAIRE

Form 3

This questionnaire is designed to learn more about how students, teachers, school principals, and others can best work together. The aim is to use the information to make your teaching more satisfying and productive.

If the results are to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test and there are no right or wrong answers.

The answers on the questionnaires are processed by computers which summarize the responses in statistical form so that individuals cannot be identified. To ensure COMPLETE CONFIDENTIALITY, please do not write your name anywhere on the questionnaire or answer sheet.

On the separate answer sheet, please indicate the name of your school and the length of time you have been teaching there. Your responses to these questions will not be used to identify you. They will be used only to consolidate responses of teachers in the same school.

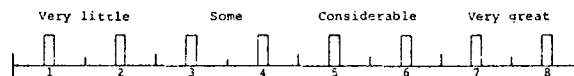
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Instructions

(Teachers)

1. This questionnaire contains a set of alternative answers for each question. These alternative answers form a continuum from one extreme at the left end to the other extreme at the right. A series of descriptive terms is used to define, broadly, four positions along the continuum. Two boxes under each position give eight choices for each question. For example:

46 To what extent does your principal give you useful information and ideas?



2. A separate answer sheet is provided to simplify the machine processing of your responses. On this answer sheet, the boxes are also numbered from 1 to 8. Please indicate your choices on this answer sheet by completely filling in *one* box in the category that best describes your view of that question. For example, suppose the question were this: "How often is your classroom uncomfortably warm?" And your choices: "Rarely," "Sometimes," "Frequently," "Very frequently." If this virtually never happens, you would fill in the first box under "Rarely." If, however, your classroom is sometimes too warm and with a recurrence somewhat closer to "Frequently" than to "Rarely" then the answer you mark on the separate answer sheet would look like this:

1	2	3	4	5	6	7	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. When questions are asked about teachers or students in general, answer the questions as a description of the average situation or reaction you have experienced.
4. Please use a soft, black lead pencil (a No. 2 or softer) and remember to fill in the box completely. Erase thoroughly any choice you wish to change. *Do not make any other marks.* Please use the answer sheet for your responses and NOT the questionnaire itself.
5. The questions begin on Page 1 to your right.

1 How often is your behavior seen by your students as friendly and supportive?

Rarely Sometimes Frequently Almost always

2 How often do you seek to be friendly and supportive to your students?

Rarely Sometimes Frequently Almost always

3 How much confidence and trust do you have in your students?

Very little Some Quite a bit A very great deal

4 How much confidence and trust do your students have in you?

Very little Some Quite a bit A very great deal

5 How much interest do your students feel you have in their success as students?

Very little Some Quite a bit A very great deal

How free do your students feel to talk to you about:

6 a. academic matters such as their work, course content, teaching plans and methods?

Not free Slightly free Quite free Very free

7 b. non-academic school matters such as student activities, rules of conduct, and discipline?

Not free Slightly free Quite free Very free

How often do you seek and use your students' ideas about:

8 a. academic matters?

Rarely Sometimes Frequently Very frequently

9 b. non-academic school matters?

Rarely Sometimes Frequently Very frequently

10 How much do your students feel that you are trying to help them with their problems?

Very little Some Quite a bit A very great deal

Please turn to Page 2

How much influence do you think students *have* on:

11 a. academic matters? Very little Some Quite a bit A very great deal

12 b. non-academic school matters?

How much influence do you think students *should have* on:

13 a. academic matters? Very little Some Quite a bit A very great deal

14 b. non-academic school matters?

15 To what extent are students involved in major decisions affecting them?

Practically never involved; occasionally consulted Usually consulted, but ordinarily not involved Greatly involved in decisions affecting them

16 What is the general attitude of your students toward your school?

Dislike it Sometimes dislike it, sometimes like it Usually like it Like it very much

17 How accurate is information given to you by your students concerning class, school, or personal matters?

Usually inaccurate Often inaccurate Fairly accurate Almost always accurate

How do students view communications from:

18 a. you?

Communications viewed with great suspicion Some accepted, some viewed with suspicion Usually accepted, sometimes cautiously Almost always accepted. If not, openly and candidly questioned

19 b. the principal?

Communications viewed with great suspicion Some accepted, some viewed with suspicion Usually accepted, sometimes cautiously Almost always accepted. If not, openly and candidly questioned

Please turn to Page 3

- 20 How well do you know the problems faced by your students in their school work?
- Not well Somewhat Quite well Very well
-
- Very little interaction usually with fear and distrust Little interaction, teacher usually maintains distance from students Moderate interaction, often with fair amount of confidence and trust Extensive friendly interaction with high degree of confidence and trust
- 21 What is the character and amount of interaction in your classes?
-
- Very little Some Considerable Very great
- 22 To what extent do your students help each other when they want to get something done?
-
- Very little Some Considerable Very great
- 23 To what extent do your students look with pleasure on coming to school?
-
- Very little Some Considerable Very great
- 24 To what extent do you look forward to your teaching day?
-
- Very little Some Considerable Very great
-
- 25 To what extent do your students feel excited about learning?
-
- Very little Some Considerable Very great
- 26 How often do you see your principal's behavior as friendly and supportive?
- Rarely Sometimes Frequently Almost always
-
- 27 How much confidence and trust does your principal have in you?
- Very little Little Considerable A very great deal
-
- 28 How much confidence and trust do you have in your principal?
- Very little Little Considerable A very great deal
-
- 29 How free do you feel to talk to your principal about academic and non-academic school matters?
- Not free Slightly free Quite free Very free
-

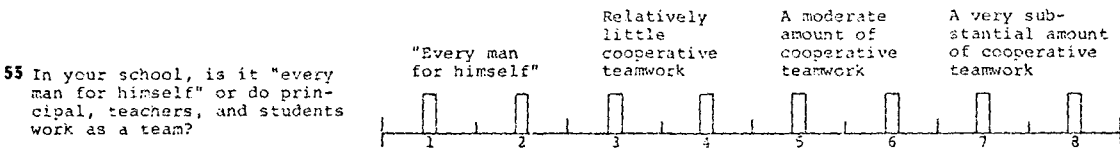
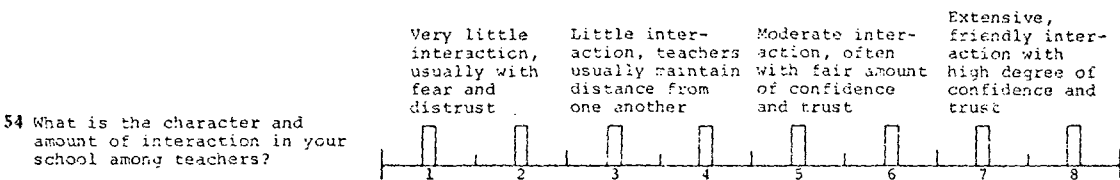
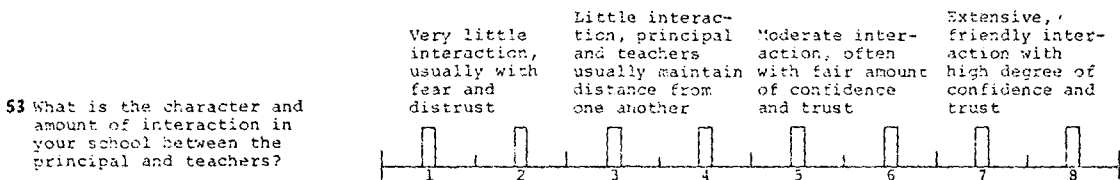
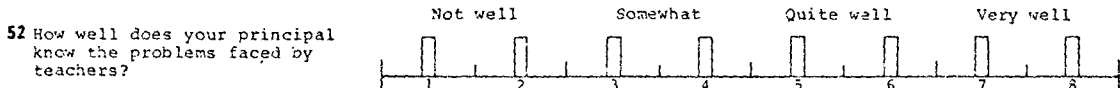
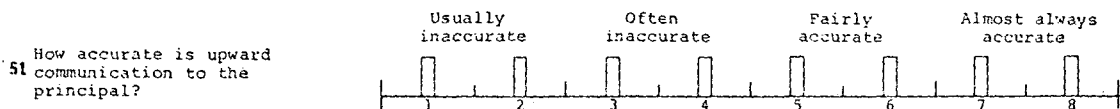
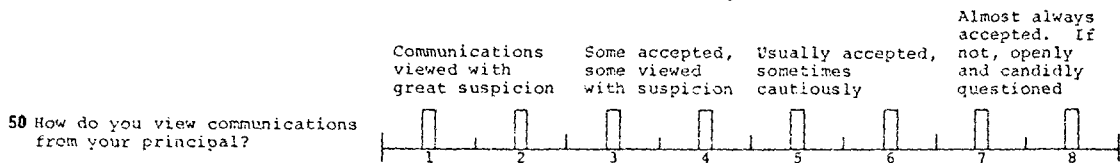
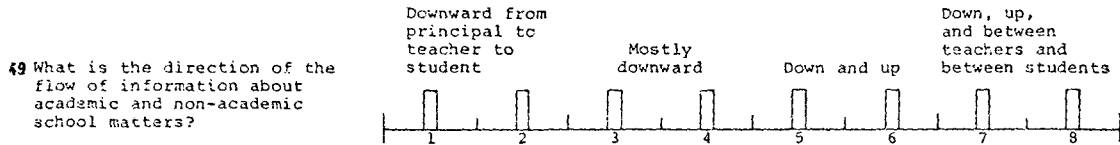
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- How often do you try to be friendly and supportive to:
- 30 a. your principal? Rarely Sometimes Frequently Almost always
- 31 b. other teachers?
- 32 How often are your ideas sought and used by the principal about academic and non-academic school matters?
- 33 In your job, how often is it worthwhile or a waste of time for you to do your very best?
- 34 How much influence do you think teachers *have* on academic and non-academic school matters?
-
- 35 How much influence do you think teachers *should have* on academic and non-academic school matters?
- 36 How much influence do you think principals *have* on academic and non-academic school matters?
- 37 How much influence do you think principals *should have* on academic and non-academic school matters?
- 38 How much influence do you think the central staff *has* on academic and non-academic school matters?
- 39 How much influence do you think the central staff *should have* on academic and non-academic school matters?

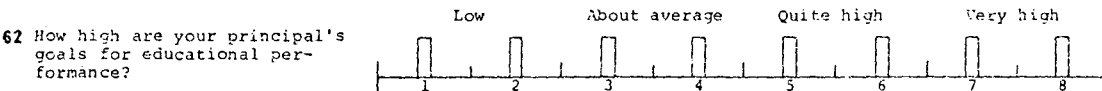
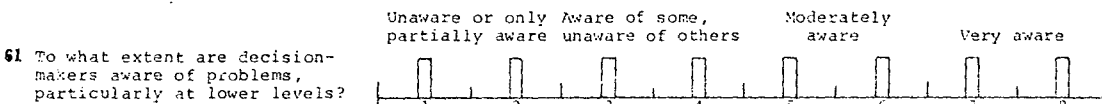
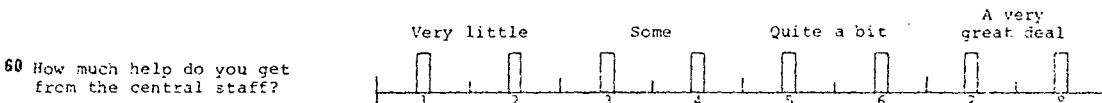
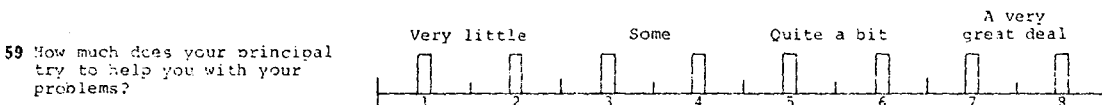
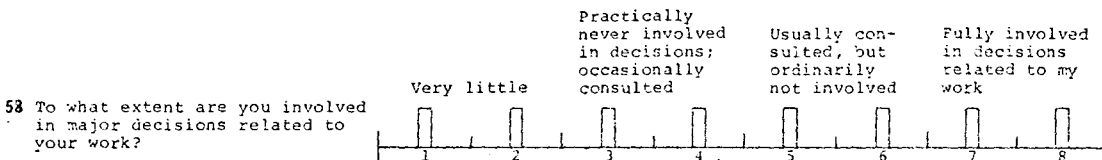
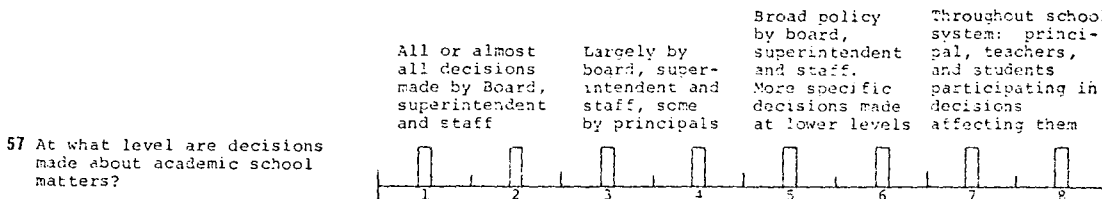
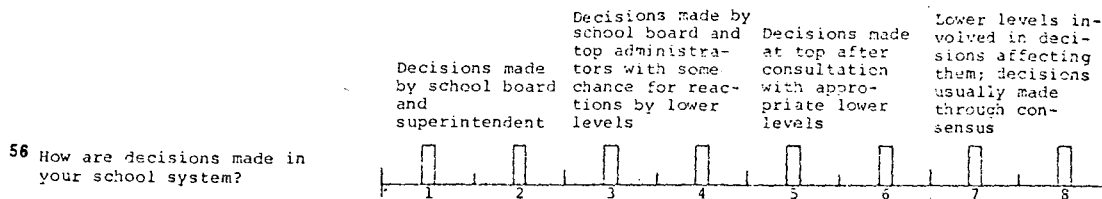
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- How often are students' ideas sought and used by the principal about:
- 40 a. academic matters? Rarely Sometimes Frequently Very frequently
- 41 b. non-academic school matters? Rarely Sometimes Frequently Very frequently
- 42 How much do you feel that your principal is interested in your success? Very little Some Quite a bit A very great deal
- 43 How often does your principal use group meetings to solve school problems? Rarely, with practically no chance for group reaction Sometimes, with some chance for group reaction Frequently, and using ideas from group members Very frequently; decisions usually by consensus
- 44 To what extent does your principal make sure that planning and the setting of priorities are done well? Very little Some Considerable Very great
- 45 To what extent does your principal try to provide you with the materials and space you need to do your job well? Very little Some Considerable Very great
- 46 To what extent does your principal give you useful information and ideas? Very little Some Considerable Very great
- 47 To what extent are you encouraged to be innovative in developing better educational practices and course content? Very little Some Considerable Very great
- 48 What is your general attitude toward your school? Dislike it Sometimes dislike it, sometimes like it Usually like it Like it very much

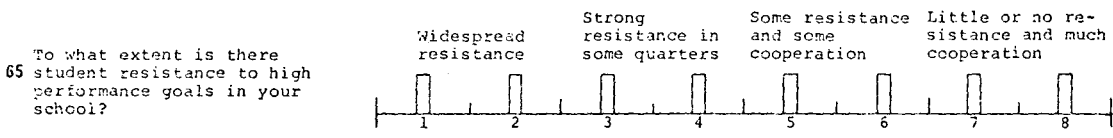
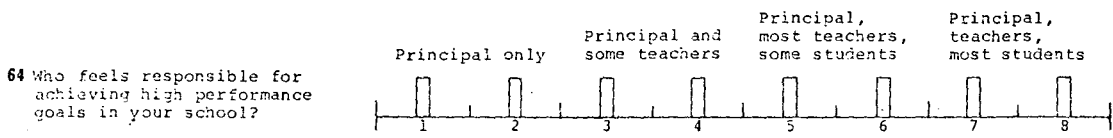
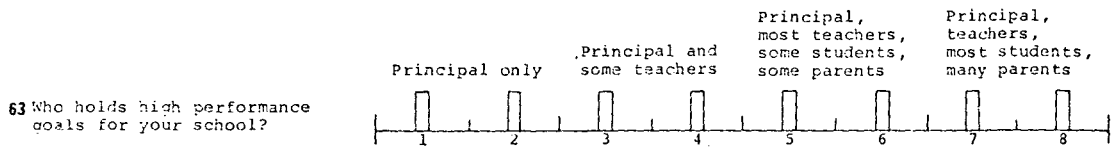
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Please turn to Page 7



Please turn to Page 8



Please return this survey booklet with your answer sheet.

Thanks for your help.

APPENDIX D

LETTERS OF EXPLANATION
OF THE STUDY



FREMONT UNIFIED SCHOOL DISTRICT

40775 FREMONT BOULEVARD • FREMONT, CALIFORNIA • 94538
PHONE 657-2350 AREA CODE 415

WAYNE S. FERGUSON, ED.D.,
SUPERINTENDENT

TO: School Building Administrators and Teachers in the Fremont Unified School District

FROM: Edward Noble, School Psychologist

Enclosed is a letter of introduction from the University of Pacific, Stockton, California, where I am a doctoral candidate. I am presently conducting research directed at examining mainstreaming or (re)integration of Educationally Handicapped pupils into the regular educational program. The major purpose of my study is to identify and describe the organizational environment of schools as it affects the integration and reintegration of Educationally Handicapped pupils.

A synopsis of my research is as follows:

A. Questions to be explored:

1. What are significant school organizational factors related to integration and reintegration of Educationally Handicapped pupils?
2. Are there (re)integration procedures that promote the goals of integration and reintegration for these pupils?

B. Benefits to participating schools:

1. Provide participating schools with a series of procedures that are effective in attaining the instructional goal of returning Educationally Handicapped pupils to the regular educational program.
2. Identify school organizational factors that may mediate against the success of attaining this instructional goal.

C. Cost:

1. No cost to participating schools.

D. Method of Research:

1. An anonymous questionnaire to be completed by two out of three regular classroom teachers in the elementary schools that have Educationally Handicapped classrooms (self-contained or instructional day classes).

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-2-

D. Method of Research (Continued):

2. An anonymous questionnaire to be completed by each of the teachers of the Educationally Handicapped in these same elementary schools.
3. Time of questionnaire: 20 - 30 minutes.

E. Number of Schools Participating:

1. This study will include all elementary schools with Educationally Handicapped classrooms in the Fremont Unified School District.

F. Will I receive a report back?

1. Yes, at the end of this research project, if you so request, you will receive a report of the findings.

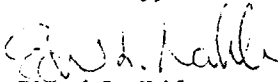
G. Time of Research:

1. The month of May through the second week in June, 1976.

I would be happy to answer any additional questions you may have regarding this project.

Thank you again for your cooperation.

Yours truly,



Edward L. Noble
2987 Kilkare Road
Sunol, CA 94586

(415) 862-2174



DEPARTMENT OF EDUCATIONAL
AND COUNSELING PSYCHOLOGY

UNIVERSITY OF THE PACIFIC

SCHOOL OF EDUCATION

Stockton, California Founded 1851
95211

April 15, 1976

To Whom It May Concern:

Mr. Edward Noble, a doctoral candidate in Educational Psychology and Counseling, is doing a two fold study on the process of mainstreaming as it is reflected in programs for the Educationally Handicapped. The schools of Fremont Unified School District, where Mr. Noble is a school psychologist, will provide the sample population of classrooms for the educationally handicapped to be used in the study.

Mainstreaming is the issue of the times. This study deals with looking at the factors which seem to influence this phenomenon. These factors being the organizational climate of the schools involved and a survey of conditions identified as being related to mainstreaming.

The data derived will be held in strict confidence. Mr. Noble will supply an abstract of his findings to you, should you so desire.

As a director of this study, and as a professional deeply concerned with mainstreaming, its efficacy, feasibility, and implementation, I would very much appreciate your cooperation in facilitating the collection of the required data.

Thank you in advance for your contribution to this important research effort.

Sincerely,

Hugh J. McBride, Ph.D.
Associate Professor and
Coordinator of Special Education