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**School Administrators' and Regular Classroom Teachers'
Attitudes and Perceptions on In-Service Training Related to
Mainstreaming Mildly Handicapped Pupils**

James L. Blietz

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SCHOOL ADMINISTRATORS' AND REGULAR CLASSROOM TEACHERS'
ATTITUDES AND PERCEPTIONS ON IN-SERVICE TRAINING
RELATED TO MAINSTREAMING MILDLY
HANDICAPPED PUPILS

A Thesis

Submitted

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education
UNIVERSITY OF NORTHERN IOWA

by

James L. Blietz

July 1979

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Entitled: School Administrators' and Regular Teachers' Attitudes
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Mainstreaming Mildly Handicapped Pupils

has been approved as meeting the thesis requirement for the
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An Abstract of a Thesis
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ABSTRACT

SCHOOL ADMINISTRATORS' AND REGULAR TEACHERS' ATTITUDES AND PERCEPTIONS ON IN-SERVICE TRAINING RELATED TO MAINSTREAMING MILDLY HANDICAPPED PUPILS

by

James L. Blietz

P.L. 94-142 (The Education for All Handicapped Children Act of 1975) requires that a comprehensive system of in-service training must be implemented to assist regular educators meet the challenge of educating the mildly handicapped in the regular classroom. Relative to the required in-service as stated in P.L. 94-142, this study had two goals (1) to measure the attitudes and perceptions of school administrators and regular classroom teachers toward in-service development related to mainstreaming and (2) to study problem areas associated with conducting such in-service.

The study was conducted in a nine county rural area in North central Iowa. The population included all Northern Trails Area Education Agency II school administrators and a 10 percent random sample of AEA II regular classroom teachers at each the elementary and secondary level. The combined populations totaled 278.

A questionnaire was employed, soliciting educator responses to (1) attitudes and perceptions toward in-service activities

related to mainstreaming, (2) the most appropriate length of in-service, (3) the most appropriate people to conduct the in-service, (4) the preferred format for in-service and (5) problems related to conducting such in-service. Chi-square results were obtained for sections of the questionnaire where Chi-square application was appropriate. Responses were tabulated by frequency and percentages for all sections of the questionnaire.

Results of the study, as taken from the selected population, indicated that (1) attitudinal and perceptual differences exist between school administrator and regular teachers on in-service training, (2) attitudinal and perceptual differences are minimal between elementary and secondary teachers related to in-service training, (3) both groups preferred in-service which is half-day or a full day in length, (4) both groups preferred in-service activities which are demonstration and activity-centered and (5) the most appropriate people preferred to conduct the in-service are AEA II personnel and special education teachers.

Problems verified by the findings of the study included teachers attending in-service: (1) with released time and pay, (2) in the evening with pay, (3) on weekends with pay, (4) during the summer with extended contract, and (5) the hiring of substitutes to allow teachers to attend in-service during the regular working hours.

The implications for further research suggested additional

study be conducted in the areas of (1) comparative studies on a statewide basis, (2) actual knowledge of educators rather than perceived levels of in-service topics related to mainstreaming, and (3) the effects master contracts have on in-service training programs.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	ix
LIST OF APPENDICES	x
Chapter	
I. INTRODUCTION.	1
Statement of the Problem	1
Need for the Study	7
Definition of Terms.	7
II. REVIEW OF THE LITERATURE.	9
The Development of In-Service In the United States.	9
In-Service Development for Regular Educators Related to Mainstreaming	12
A Rationale for In-Service Personnel Development as it Relates to Mainstreaming The Mildly Handicapped Child Into the Regular Classroom Setting.	16
Summary.	22
III. PROCEDURES.	25
Introduction	25
Population	25
Collection	27
Data Analysis.	29

	Page
IV. ANALYSIS AND RESULTS	31
Introduction.	31
Questionnaire Return.	31
Presentation of Findings.	32
V. SUMMARY AND CONCLUSIONS.	70
Introduction.	70
Need for the Study.	70
Population.	71
Instrumentation and Procedures.	71
Data Analysis	73
Discussions and Conclusions	73
REFERENCE NOTES	90
REFERENCES.	91
APPENDICES.	95

LIST OF TABLES

Table	Page
1. Attitudinal Results of School Administrators and Regular Classroom Teachers Toward In-Service Training on Mainstreaming the Mildly Handicapped Child	33
2. Affirmative Attitudinal Responses of School Administrators and Regular Teachers Related to the Most Appropriate Length of In-Service. .	39
3. Affirmative Attitudinal Responses of School Administrators and Regular Teachers Related to the Most Appropriate People to Conduct In-Service.	41
4. Affirmative Attitudinal Responses of School Administrators and Regular Teachers Related to the Preferred Format of In-Service	43
5. Perceptual Results of School Administrators and Regular Teachers Toward In-Service Training on Mainstreaming the Mildly Handicapped Child	45
6. Attitudinal Results of Elementary and Secondary Teachers Toward In-Service Training on Mainstreaming the Mildly Handicapped Child	51
7. Affirmative Attitudinal Responses of Elementary and Secondary Teachers Related to the Most Appropriate Length of In-Service.	56
8. Affirmative Attitudinal Responses of Elementary and Secondary Teachers Related to the Most Appropriate People to Conduct In-Service. . . .	58
9. Affirmative Attitudinal Responses of Elementary and Secondary Teachers Related to the Preferred Format for In-Service	60
10. Perceptual Results of Elementary and Secondary Teachers Toward In-Service Training on Mainstreaming the Mildly Handicapped Child. . .	62
11. Affirmative Responses of School Administrators and Regular Teachers Related to Perceived Major Problem Areas for In-Service.	68

LIST OF APPENDICES

Appendix	Page
A. MAP OF NORTHERN TRAILS AREA EDUCATION AGENCY II	95
B. MAP OF FIFTEEN AREA EDUCATION AGENCIES IN IOWA	97
C. QUESTIONNAIRE	99

Chapter I

INTRODUCTION

Statement of Problem

In April of 1975, the Subcommittee on Select Education and the Subcommittee of the Handicapped (Abeson and Zettel, 1977) began a series of legislative hearings in Washington, D.C. and across the country intended to examine the social role of handicapped children in the United States. At the completion of this inquiry, the Congress of the United States (Federal Register, 1975) reported that: (1) over 1.75 million children with handicaps in the United States were being excluded entirely from receiving a public education solely on the basis of their handicap; (2) over half of the estimated 8 million handicapped children in this country were not receiving the appropriate educational services they needed and/or were entitled to; and, (3) many other children with handicaps were still being placed in inappropriate educational settings because their handicaps were undetected, or because of a violation of their individual rights.

Also, at this time, over half the states (Abeson and Zettel, 1977) had either been through, or were in the process of right to education litigation in behalf of handicapped children. Increasingly, parents of handicapped children and professionals were forming statewide coalitions to file and maintain lawsuits; to advance state and local policy in behalf of handicapped individuals; and to implement newly won

policy directives.

It became clear to the Congress of the United States (Abeson and Zettel, 1977) that federal and state judicial and legislative action had brought progress since 1970 toward providing appropriate educational services for children with handicaps, but there remained a need for greater effort. With Congressional support, on November 29, 1975, President Gerald Ford signed Public Law 94-142, the Education for All Handicapped Children, into law.

* Public Law 94-142 (Seymour, 1977) mandates an education for all handicapped children, ages three to twenty-one, to be fully implemented by 1980. It provides for identification, assessment, and placement of handicapped children in programs with individual treatment plans. This Act guarantees that an individualized educational program will be developed for each student in the least restrictive feasible setting. It also provides for procedural safeguards which allow parents to be consulted at each important step in program development.

An inherent part of P.L. 94-142 is a comprehensive system of personnel development. The rules of this Act specify that each state education agency is required to provide a system that must include:

- (1) The in-service training of general and special educational, instructional, related services, and support personnel;
- (2) Procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified

and that activities sufficient to carry out this personnel development plan are scheduled;

- (3) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects (Federal Register, 1975, p. 42492).

Further requirements include:

- (1) Each State education agency shall carry out activities to insure that teachers and administrators in all applicable agencies are fully informed about their responsibilities for implementing Section 121a.440 (placing the child in the least restrictive environment),
- (2) These teachers and administrators are provided with technical assistance and training necessary to assist them in this effort (Federal Register, 1975, p. 42492).

The responsibility regular teachers and administrators must assume in the education of the handicapped child in the regular classroom is clearly stated in the least restrictive environment section of P.L. 94-142. Section 121a.550 states:

Each State educational agency shall insure:

- (1) That to the maximum extent appropriate, handicapped

children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped; and,

- (2) That special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Federal Register, 1975, p. 42497).

In 1977, the Iowa State Education Association Department of Special Education surveyed its 700 members regarding P.L. 94-142. The results of this survey as reported by Herlein (1977) indicated that in-service must be a priority in the implementation of this law. Involving only those in special areas is simply placing the responsibility on a segment of education which has too long been the bearers. Additionally, the survey reported that without total in-service, P.L. 94-142 will become at best, only as effective as the current special education personnel can effect it locally.

The National Education Association Representative Assembly, during the Summer of 1977, passed Resolution 77-33. This resolution supports the free appropriate education for all handicapped children in the least restrictive environment, but recognizes that to implement Public Law 94-142 effectively:

- (1) All staff should be adequately prepared for their roles through in-service training and retraining;

- (2) A favorable learning experience must be created for handicapped and non-handicapped students; and,
- (3) Regular and special education teachers and administrators must share equally in planning and implementation for the disabled (Ryor, 1977, p. 24).

The General Assembly of the State of Iowa in 1975 passed legislation that closely parallels Public Law 94-142. The school laws of Iowa state:

It is the policy of this state to provide and to require school districts to make provisions, as an integral part of public education, for special education opportunities of children requiring special education. . . . It shall be the primary responsibility of each school district to provide special education to children who reside in that district (Iowa Code 281.2, 1977, p. 283).

Reflective of this legislation has been the phenomenal growth in special education programming since 1974 in Iowa school districts. During the 1973-1974 school year, the total enrollment statewide in special education was approximately 18,000 students. This figure (Data on Iowa Schools, 1977) includes all handicapped students served in special rooms as well as those receiving speech services in the regular classroom. Three years later, the total special education enrollment figure had increased to 55,561. Recognizing this sudden growth in special programming and the current emphasis upon retaining the mildly handicapped child in the

regular classroom, in-service training is needed to help regular educators understand the unique educational needs of mildly handicapped children.

Many mildly handicapped children in the regular classrooms of this state are not reaching their potential level of achievement. Improving the professional competency of personnel now serving the mildly handicapped child through in-service is vital. Regular educators must be provided with information that will promote a greater degree of understanding, awareness, responsibility and involvement in the education of these children.

In-service training for all professional personnel will, in all probability, encounter problems. Jones (1977) addressing this concern, reported that a number of trouble areas can be foreseen: (1) Where should in-service sessions take place--on site in the local school setting or in teacher centers outside the local school system? (2) When should the sessions be held--during the scheduled contractual work week, or weekends and evenings? (3) Who will pay for and manage in-service programs? and (4) Who will present the programs? Recently negotiated collective bargaining agreements between school boards and teaching staffs, according to Andelman (1976), may also present significant problems to in-service training. Teachers may find it more difficult to receive released time to attend workshops during school time. Administrators may be reluctant to hire substitutes so that regular classroom staff can attend in-service training.

Need for Study

As specified by P.L. 94-142, a comprehensive system of in-service training must be implemented to assist regular educators meet the challenge of educating the mildly handicapped child in the regular classroom. Research is needed to determine the need for in-service activities on mainstreaming and to analyze the attitudes and perceptions of regular educators toward participation in such required personnel training. Relative to the in-service training provisions of P.L. 94-142 and the problems indicated in the introduction section, this study includes two major purposes: (1) to measure the attitudes and perceptions of school administrators and regular classroom teachers toward in-service related to mainstreaming and (2) to study problem areas in conducting the required in-service. Greater empirical evidence in these two areas will provide valuable information which can be maximized in planning successful in-service training programs.

Definition of Terms

Attitudes. The feelings of people toward something (Webster's Third New International Dictionary, 1967).

Area Education Agency. Fifteen geographical divisions within the state of Iowa, mandated by Iowa law which develop policy and provide special education programs and services to local school districts within their respective confines (DPI Rules of Special Education, 1977).

Handicapped Children. Those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired,

visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or as having specific learning disabilities, who because of those impairments need special education and related services (Federal Register, 1975).

Individualized Education Plan. A written statement of the educational services which are to be provided to a handicapped child (Federal Register, 1975).

In-Service. A process for extending or continuing the professional development of educators while they are employed full-time with a particular school district (Association of Teacher Educators, 1975).

Mainstreaming. Moving handicapped children from their segregated status in special education classes and integrating them with "normal" children in the regular classroom (National Education Association, 1977).

Mildly Handicapped. Children requiring special education who are enrolled in a regular classroom program for most of the school day, but who require special education instruction in special skill areas on a part-time basis (DPI Rules of Special Education, 1977).

Perceptions. The estimation of one's knowledge level.

Special Education. Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions (Federal Register, 1975).

Chapter II

REVIEW OF LITERATURE

The Education for All Handicapped Children Act of 1975 requires that each state education agency develop a comprehensive system of in-service training to help educators in implementing the stated purposes of this law. The review of literature, as related to in-service training, covers three areas: (1) Development of in-service in the United States; (2) In-service training for regular educators related to mainstreaming; and (3) A rationale for in-service training for regular educators related to mainstreaming the mildly handicapped child.

The Development of In-Service in the United States

Activities designed to improve skills of teachers and other professional school personnel have been a part of American education for more than a century. In the early 1800's local schools in various state governments, as reported by Rickey (1957), employed thousands of teachers who had little or no preparation for teaching. Many of them had not even the benefit of a high school education. Due to the gross deficiencies teachers possessed at that time, in-service training was largely remedial and stressed a review of arithmetic, spelling, geography, and history. Teachers depended heavily upon institutes of two or three days duration and short courses in the evening to furnish in-service training

during this period of time.

According to Tyler (1957), from 1880 until the First World War, summer courses in the normal schools were strategically the most important agencies of in-service training in America. The summer programs in the normal schools were more cosmopolitan than the country teachers' institute. They brought a wider range of specialists with more training, but they still gave primary emphasis to the acquisition of knowledge and skills thought to be important in teaching. Also, the heavy immigration into the United States from Europe between 1870 and the First World War brought attention to new problems for the American schools. Children enrolled in public schools who spoke no English in the home or in their local community. Children came to school with attitudes, habits, and values different from those which had been taken for granted by the schools in the past. This change forced many teachers to re-examine the assumptions upon which their practices had been based, and it stimulated the consideration of additional new topics for in-service programs.

After the First World War and until the Great Depression of the 1930's, in-service training (Ricky, 1957) was greatly affected by the establishment of quantitative standards for teaching certification. At that time, educators believed that the major improvement in the quality of teaching in the public schools could be brought about by requiring all teachers to have a bachelor's degree. When the drive to implement

this view began, over half the teachers could show the equivalent of only two years of college on their credentials. Therefore, in-service programs from 1918 until 1938 were not aimed at helping teachers meet new problems, but rather at filling gaps in college degree requirements.

The Great Depression (Ricky, 1957) brought new problems to the schools and added new tasks for in-service education. With a sharp reduction in economic activity came a high level of unemployment. Young people could no longer drop out of school and find jobs. The proportion of youth enrolled in American high schools rose to more than eighty percent. The differentiating characteristics of in-service education during this period arose from the primary concern of developing curricula and educational procedures that would better serve youth under the conditions of the day. This involved new approaches to curriculum building, the identification of new content, the development of new instructional materials and the education of teachers to understand and to conduct new programs effectively. It was also at this time that the "workshop" was established as a primary instrument for in-service education.

Tyler (1957) cited that present day in-service education places great emphasis upon helping teachers acquire what is perceived by school leaders to be essential to the implementation of the plans of the school system to better meet the needs of children. In-service education of today deals with real problems in the system and looks for feedback and full

participation from teachers. Current in-service training is not limited to college and university campuses, but is carried on in a variety of settings related to the problems, e.g. welfare agencies, slums, and factories. Today's in-service is viewed, not as "shaping" teachers, but rather as aiding, supporting and encouraging each teacher's development of teaching capabilities that he/she values and seeks to enhance.

In-Service Development for Regular Educators Related to Mainstreaming

The literature pertaining to regular educator involvement with in-service education on mainstreaming is limited and difficult to locate. Most of the related literature outlines successful models used in implementing in-service training on mainstreaming the mildly handicapped. Presented in this section are those program models which have been utilized throughout the United States on conducting in-service training on mainstreaming.

The Instructional Model Program for All Children and Teachers (IMPACT) in Berrien County, Michigan, has a dual purpose of training teachers and providing aid to handicapped students through regular class placement, or mainstreaming. According to Weckler (See Note 1, p. 90) the goal of the project is to develop and implement a flexible instructional model by training teachers in the use of diagnostic prescriptive teaching techniques which allow them to meet the needs of children with learning and adjustment problems in their classroom. The results of this in-service program indicated

that IMPACT teachers were able to assess and program for children with special learning problems; that children with learning problems can have critical difficulties remediated or accomodated in the general purpose classroom setting when taught by IMPACT teachers; and that teachers were able to identify children with learning and behavior problems on the basis of their instructional activities.

The state of Texas is currently in a period of transition with regard to the provision of special education services for public school students. Project S.E.R.T. (Special Education for Regular Teachers) is an in-service program directed toward the reintegration of mildly handicapped students back into the regular classroom. Evaluated in two field tests with fifty regular teachers as reported by Hale (1976), was a set of eight instructional models designed to develop the competencies of regular teachers involved in mainstreaming handicapped children. The following in-service models were developed: comprehensive special education, formal appraisal, team planning for student program management, informal assessment, organizing content for individual differences, materials selection, classroom management, and evaluation of instruction. Results of the S.E.R.T. in-service showed that the content of the models was regarded as helpful by regular teachers; both delivery systems (summer in-service workshops and semester courses) were effective in providing perceived competence among participants; participants shared information and ideas with colleagues; there was a positive

impact on participants' attitudes toward special education; and participants preferred the two-week format for in-service.

Project TEACH (T - Teachers planning and working in the regular classroom; E - Elementary certification program improvements; A - Aids working in a team in the regular classroom; C - Children living and learning together in the regular classroom; H - Humanizing education for children with variant learning) trained, in its first year, 18 experienced teachers and 36 teacher aides. The program, as explained by Farrer (1970), was devised to meet the needs of teachers in areas where handicapped and educationally disadvantaged children are placed in regular classrooms. It was almost intended to train adults from disadvantaged groups as teacher aides. The in-service programs involved seminars on the intellectual and emotional development of children, methods of observing and recording behavior, methods of interpretation of observation records for evaluation and curriculum planning, use of educational media and team teaching and planning. Extensive evaluation of the program indicated that participants improved their knowledge of and attitudes toward special education and that their students made significant gains in achievement.

Glass and Meeker (1972) concluded, from a workshop conducted by the Department of Special Education at Indiana University, that the regular teacher can become effective in educating many types of handicapped children and that long-term specialized professional education is not always essen-

tial. Enrolled in the in-service workshop were 18 elementary school teachers, working with 38 children, 6 to 12 years old, who were mentally retarded or showed learning and/or behavior problems. The teachers reported that after the workshop they felt more confident of their abilities to diagnose and teach the children. In addition to learning how to adapt their classroom curriculum to the needs of the handicapped child, the teachers also learned how to listen more attentively to the children and how to encourage them to express their feelings. Perhaps the most significant implication of this in-service activity was that specific skills relative to the instruction of the mildly handicapped children can be isolated and taught to elementary teachers in a relatively short period of time.

Another example of a successful in-service program is Project CHILD (Cross-discipline Help for Individualized Learning and Development). As reported by Heath (1975), a major goal of Project CHILD was to demonstrate that teachers with regular elementary education training could, with in-depth in-service training, meet the needs of children with learning disabilities in their regular classrooms. The format devised for the in-service program included summer workshops, in-service released time during the school year, curriculum planning and development sessions, and interdisciplinary staffing of the children involved. Due to the in-service received by the regular teachers, Project CHILD was an overwhelming success for the 150 children identified

as learning disabled. The failure rate dropped from the 10.8 percent of the previous year to less than 1.5 percent for the school district in the first year of the program. Only three of the 142 children remaining in the program at the end of the second year were classified as nonleaders.

A Rationale for In-Service Personnel

Development As It Relates to Mainstreaming the Handicapped Child in the Regular Classroom

Most people in the field of professional education agree that in-service training is a most important activity. Heath (1974) feels that a teacher's education and training today remains current for about ten years. Our society would be well off if teachers returned to the universities and colleges for intensive retraining and reeducation every ten years. Heath believes that with the current growth of knowledge, however, educators cannot afford to use a ten-year cycle for the reeducating and retraining of teachers. Teachers must be provided a continuous process of in-service training in order to be prepared to teach today's children today, and tomorrow's children tomorrow.

The important reasons that in-service training programs must be given more emphasis than ever before are not so difficult to enumerate. Jackson (1974) suggests that more important than the empirical fact that the conventional preparation of teachers may be shortened considerably is the realization that all teacher training programs comprise only

the first stage of becoming a teacher. They are designed--even the best of them--not to produce finished products worthy of the title "teacher", but rather to launch graduates on their careers within a reasonable span of time. In short, they legitimize a person's entry into the teaching profession. From the standpoint of professional development, what happens beyond that point is fully as important as what went on before, if not more so.

According to Mesa (1976), criticisms of schools continue, as do the pressures for educational change and improvement. Teachers are central to the process of education and since change and improvement can no longer be hoped for through the infusion of large numbers of new and better prepared teachers into the schools, the target for change will now be the teachers already in service.

In addition, the social and educational changes which are taking place today in the education of handicapped children are causing regular educators to focus on variables that have been of little or no concern in past years. One such concern is the inclusion of handicapped children in the regular school program as required by the Iowa Rules and Regulations of Special Education (1977) and Public Law 94-142. The Federal Register (1975) listing of regulations states that the Education for All Handicapped Children Act of 1975 requires each state education agency to develop a comprehensive system of personnel development to help regular educators deal with the handicapped child in the regular

program.

A report by the National Advisory Council on Educational Professions (1976) suggests that including handicapped children in the regular classroom undoubtedly adds to the teacher's responsibilities and requires additional skills not generally practiced in the regular classroom. For this reason, mainstreaming should include specific training for teachers to assist them in meeting the needs of handicapped children while at the same time meeting the needs of non-handicapped students. While it is true that almost all fifty states require the regular classroom teacher to take courses in educational psychology and child development, such courses can hardly be considered as adequate in preparing teachers to meet the special education needs of the handicapped. The major conclusion of the Council's report is that the majority of the two million teachers now in the schools have had little if any training in special education.

As suggested by Martin (1974), if the majority of handicapped children are to be spending most of their time in regular classrooms, there must be massive efforts to work with regular teachers, not just to instruct them in the pedagogy of special education but to share in their feelings, to understand their fears, to provide them with assistance and materials and, in short, to assure their success. Efforts to provide in-service training and experiences for regular classroom teachers are not keeping pace with efforts to mainstream.

Harney (1976) indicates that the training of regular personnel is critical if schools are to meet the requirement that special education services be provided to each handicapped child in the least restrictive environment. Personnel training will be a key element in the changes that must now be launched. Unless all school people understand and are aware of appropriate strategies, there can be little assurance that the least restrictive concept will be properly applied.

The only real research study found by the writer that was directly related to this study was completed by Boote (1975). Boote studied teacher and principal reactions to in-service education for elementary school teachers that are intended to help regular class teachers in dealing with mildly handicapped children in their classrooms. The results of this study indicated that teachers and principals both expressed a need for in-service education aimed at increasing their skills to integrate exceptional children. According to Boote, teachers would like to see graduate credit given for participation in in-service programs on the mildly handicapped with more emphasis on teaching exceptional children and resources available for them and less emphasis on behavior management.

Reynolds and Birch (1977) in a review of literature related to investigations on mainstreaming, cite that the conclusions of such studies provide empirical foundations on which to build pre-service and in-service professional

preparation for teachers. Additionally, the results can be utilized as guidelines for educators who anticipate planning programs on personnel development for regular educators on the mildly handicapped.

If mainstreaming is to receive the National Education Association's support, as stated by John Ryor (1976), past President of the NEA, it must emphasize thorough preparation of regular and special teachers for their roles. Mainstreaming is one of the most complex educational innovations ever undertaken, and for boards and administrators to plunge their schools into it without advance preparation carries great potential harm for regular and special teachers as well. Programs of specially tailored in-service training must be developed.

The State of Massachusetts (Andelman, 1976) has a comprehensive special education law known as Chapter 766. This law guaranteed children with special needs an educational program responsive to those needs, with a major emphasis on mainstreaming. Teachers have identified specific problems that the law poses. A major problem is that teachers and other school personnel must be trained to identify potential special needs students, to teach in a diverse classroom environment, and to address the individual needs of students. In-service training efforts accordingly, must include a broad range of activities and issues and should provide all school personnel with a thorough knowledge of the provisions and requirements of the law, the identification

and evaluation process, procedures utilized in their own school systems, and their own responsibilities.

Few regular classroom teachers, as indicated by Heath (1974), have had training in educating the handicapped child. Most recent teacher graduates and those who have been in the field for years are equally frustrated with the handicapped child in their classroom. They have been taught, and are being told to teach to the child's individual needs, but very few have been taught how to do this with the handicapped child, particularly when there are 30 to 40 other children in the classroom.

Testifying before a Congressional subcommittee, former National Education Association President James Harris (1974) recommended that a teacher corps to prepare teachers for working with the handicapped be established. He also stressed the development of in-service training programs for regular teachers relating to meeting the needs of the handicapped child in the mainstream of school life.

The building principal also plays an important role in mainstreaming the handicapped child into regular school activities. Pohl (1975) stresses that a key to successful integration of a handicapped child is the attitude and skill of the classroom teacher, along with supportive help provided by the school principal. The principal who implies or states that the teacher will not be able to deal with the problems of a difficult child is likely to be informed that the child is not able to function in the regular classroom.

The principal also knows the staff and can select the teacher most likely to accept the child and provide learning experiences that enhance continued development. The principal can arrange in-service meetings to develop awareness of increasing competencies on the part of teachers to work with the handicapped children in the classroom. The principal's support is essential in encouraging teachers to meet the needs of all children.

Teachers are beginning to resist the growing pressure to have the handicapped child in the regular classroom. In recent contract negotiations and teacher strikes (Heath, 1974), one of the teachers' demands has been to have a voice in deciding who will be in the classroom. Their claim is that they are not trained to work with exceptional children and, in some large classes, the acting out of fantasies or of aggressive feelings by some of these children forces them to spend much of their time in disciplinary actions. Thus, rather than being teachers, they become babysitters for the whole class.

Summary

An extensive review of the literature revealed that a limited amount of information is available and almost no research has been conducted in the field of in-service training for regular education personnel on the topic of mainstreaming. A review of existing literature focused on (1) the development of in-service in the United States, (2) in-service development for regular educators related to main-

streaming, and (3) research on the rationale for in-service personnel development as it related to mainstreaming the handicapped child in the regular classroom.

The development of in-service training in the United States has evolved over the past 100 years. Early in-service training was remedial and depended heavily upon institutes of two to three days in length. From 1880 to the First World War, summer courses served as the most important type of in-service training for educators. After World War I until the 1930's, in-service training was greatly affected by the establishment of certification standards for teachers. The minimum amount of education, prerequisite to entry into the teaching profession, was established at the level of the bachelor's degree. From the 1930's to present, in-service deals with training which is not limited to college campuses, but is carried out in a variety of setting that are related to the existing problems. Today's in-service training is perceived as supporting and encouraging the development of each teacher rather than shaping the teacher as stressed in the past.

The review of the literature revealed several successful models of in-service personnel training which have been utilized in preparing regular educators to educate the handicapped child in their classroom. Successful programs include: IMPACT (Instructional Model Program for All Children and Teachers, Berrier County, Michigan); Project S.E.R.T. (Special Education for Regular Teachers, State of Texas);

Project TEACH (T - Teachers planning and working in the regular classroom; E - Elementary certification program improvement; A - Aides working in a team in the regular classroom; C - Children living and learning together in the regular classroom; H - Humanizing education for children with variant learning, Utah State University, Utah); and Project CHILD (Cross-discipline Help for Individualized Learning and Development, University of Indiana, Indiana).

Specific education, in the form of in-service training, is needed to assist regular educators in meeting their increased responsibilities in the education of the mildly handicapped. Efforts to provide in-service training and experience for regular educators are not keeping pace with the efforts to mainstream.

Chapter III

PROCEDURES

Introduction

Public Law 94-142 is the historic culmination of laws and litigation that has guaranteed equal educational opportunities for all handicapped children. One important provision generated by the law states that, to the maximum extent appropriate, handicapped children must be educated with children who are not handicapped. This law also states that a comprehensive system of in-service training must be instituted to assist educators in meeting the needs of mildly handicapped children in the regular classroom. Relative to the required in-service training provisions of P.L. 94-142, this study contains two major purposes: (1) to measure the attitudes and perceptions of school administrators and regular classroom teachers toward in-service training and (2) to study problem areas in conducting the required in-service.

Population

The population consisted of school administrators and regular classroom teachers in Northern Trails Area Education Agency Two. Area Education Agency II (AEA II) is composed of 28 school districts geographically located within a nine-county area in north central Iowa (see Appendix A). Collectively, the school districts in AEA II employ 110 school administrators, 689 regular elementary classroom teachers,

grades 1-6, and 986 regular secondary classroom teachers, grades 7-12 (Basic Educational Data Survey, 1978).

The AEA II population was chosen because AEA II is representative of rural Iowa and should, therefore, reflect other AEA's with the same type of populations, such as, AEA's I, III, IV, and XIV (See Appendix B). Additionally, the AEA II staff is in the process of planning in-service training for regular educators related to mainstreaming. Also, the AEA II population was chosen because of the writer's knowledge of this specific region. The writer was employed in AEA II by the Mason City Community Schools as a special education teacher and had ready access to educators in Northern Trails AEA II.

All of the 110 AEA II school administrators were included in this study. The school administrator group was composed of superintendents, principals, associate principals and department chairpeople.

The selected population for the regular elementary and secondary teacher groups was chosen by utilizing a stratified random sampling procedure (Downie and Heath, 1965). A ten percent sample was drawn from each population by selecting every tenth name from each total group. A total of 69 elementary teachers and 99 secondary teachers were chosen by this method to participate in the study. The only requirement to be included in the regular classroom group was valid Iowa State Teacher Certification. The three combined populations totaled 278.

Instrumentation and Data Collection

A questionnaire was developed from a review of questionnaire instrumentation, the past experiences of the writer in the field of special education and from interviews of other knowledgeable professionals in education. These professionals included regular classroom teachers, general school administrators, special education administrators, special class teachers, and special education consultants in AEA II. Other professionals included University of Northern Iowa professors and research specialists.

The questionnaire is divided into three (3) areas: Part A--ATTITUDES, Part B--PERCEPTIONS and Part C--PROBLEMS. A Likert-type scale (Treece, 1977) is utilized in categorizing educator responses in Part A--ATTITUDES, Section 1, Part B--PERCEPTIONS and Part C--PROBLEMS. A Likert-type scale was utilized in these sections of the questionnaire so educator responses could be placed on a scale that best reflected their attitudes and perceptions.

Part A--ATTITUDES was broken into four sections. Section 1 (see Appendix C) requests educators to indicate their attitudes toward in-service training on mainstreaming. The instrument gave the sample populations an opportunity to mark their responses to the questionnaire items as strongly agree, agree, disagree, and strongly disagree. Section 2 (See Appendix C) asks educators to indicate their attitudes toward the most appropriate length of in-service. Section 3 (see Appendix C) covers educator attitudes toward the most appro-

priate people to conduct the in-service. Respondents in these two sections were directed to select three (3) areas from the available items that best represented their attitudes related to these specific areas. Part A--ATTITUDES, Section 4, (see Appendix C) encompasses the attitudes of educators toward the most preferred format for in-service. Participants were requested to select two (2) areas from the available items that best represented their attitudes to this specific section.

Part B--PERCEPTIONS (See Appendix C) covers knowledge levels of regular educators related to mainstreaming. Participants are requested to respond to the items on this section of the questionnaire by marking one of the following categories that best represented their perception: very knowledgeable, knowledgeable, not very knowledgeable and no knowledge.

In Part C--PROBLEMS, (See Appendix C) a series of statements related to problem areas of conducting in-service on mainstreaming were presented to the sample populations. Participants were asked to respond to the questionnaire items by marking one of the following categories: strongly agree, agree, disagree, or strongly disagree.

The questionnaire was mailed along with a cover letter to the sample population in November, 1978. Enclosed in each envelope was a stamped, self-addressed return envelope. After a period of two weeks a second letter was mailed to non-respondents.

Data Analysis

An analysis of the data was based on the following research questions formulated for this study:

1. When compared, are there any differences in the attitudes of school administrators and regular classroom teachers toward in-service training related to the education of the mildly handicapped child in the regular classroom?
2. When compared, are there any differences in the perceptions of school administrators and regular teachers toward in-service training relating to the education of the mildly handicapped child in the regular classroom?
3. When compared, are there any differences in the attitudes of elementary and secondary teachers toward in-service training relating to the education of the mildly handicapped child in the regular classroom?
4. When compared, are there any differences in the perceptions of elementary and secondary teachers toward in-service training relating to the mildly handicapped student in the regular classroom?
5. What are the major problem areas of in-service training as related to the master contract agreements and the education of the mildly handicapped child in the regular classroom as seen by school administrators and regular classroom teachers?

Data received from the questionnaire, where appropriate, were subjected to statistical treatment by Chi-square at the .05 level of significance. Chi-square was chosen because it is the most appropriate statistical tool to show if frequency response patterns are different between two or more groups on a designated variable (Downie and Heath, 1965). The sections of the questionnaire appropriate for this treatment were Part A--ATTITUDES, Section 1 and Part B--PERCEPTIONS. Group responses were tabulated by frequency and reported as percentages for all parts of the questionnaire. The Northern Trails Area Education Agency II Computer Service was utilized in computation of the data.

Chapter IV
ANALYSIS AND RESULTS

Introduction

This study was undertaken to determine the attitudes and perceptions of school administrators and regular classroom teachers toward in-service training related to the education of the mildly handicapped child in the regular setting. Problems associated with conducting such in-service were also studied.

Chi-square was the statistical treatment used in appropriate sections of Part A--Attitudes and Part B--Perceptions of the questionnaire in determining when frequency response patterns between participant groups were significant at the .05 level. Group responses were tabulated by frequency and reported as percentages for all parts of the questionnaire.

Participants in the study included (1) all Northern Trails Area Education Agency II school administrators and (2) a 10 percent random sample of AEA II regular classroom teachers at the elementary and secondary levels. The combined school administrator and regular teacher groups totaled 278.

Questionnaire Return

The questionnaire was mailed to the participants in November of 1978. The total return of the questionnaire was 197 or 71 percent. The school administrator group included

110 individuals with 83 returning their questionnaires (75 percent). The elementary teacher group included 69 individuals with 55 returning their questionnaires (79 percent). The secondary teacher population included 99 individuals with 59 returning their questionnaires (57 percent).

Presentation of Findings

The presentation of findings is organized by research questions which were formulated as part of this study. Each individual research question is presented with the data obtained appropriate to that question.

Research Question 1

WHEN COMPARED, ARE THERE ANY DIFFERENCES IN THE ATTITUDES OF SCHOOL ADMINISTRATORS AND REGULAR CLASSROOM TEACHERS TOWARD IN-SERVICE TRAINING RELATED TO THE EDUCATION OF THE MILDLY HANDICAPPED CHILD IN THE REGULAR CLASSROOM?

Table 1 indicates the attitudinal results of school administrators and regular teachers toward in-service training on mainstreaming the mildly handicapped child. The items in Table 1 correspond to Part A--ATTITUDES, Section 1 of the questionnaire.

Chi-squares were obtained by calculating the expected and observed frequencies of the two educator groups. Participants were requested to respond to the items on this section of the questionnaire by marking one of the following categories which best represented their attitude: strongly agree, agree, disagree, or strongly disagree. Degrees of freedom

were determined by $(R-1)(C-1)$ where R equals the number of rows and C equals the number of columns in a contingency table.

Table 1
Attitudinal Results of School Administrators and
Regular Teachers Toward In-Service Training on
Mainstreaming the Mildly Handicapped Child

Items	Degrees of Freedom	Chi-square	Significance	Affirmative Responses %	
				Adm.	Teacher
1	1	0.41	3.84	100	100
2	3	*13.94	7.82	38	55
3	2	*29.70	5.99	75	95
4	2	4.81	5.99	68	57
5	2	2.99	5.99	97	92
6	2	* 6.79	5.99	97	86
7	1	* 9.31	3.84	92	100
8	2	*18.07	5.99	84	98
9	3	*83.39	7.82	12	66
10		0	0		

* = Significant at the .05 level

N = Administrators 83

Regular Teachers 114

A total of six items, as indicated in Table 1 are significant at the .05 level. The items found significant are: 2,3,6,7,8, and 9.

Item 2 requested a response to the following statement: The regular classroom teacher does not have enough time to serve children who are mildly handicapped when they are in the regular classroom. A Chi-square of 7.82 is required before significance is obtained at the .05 level. The Chi-square 13.94 indicated a significant response pattern for the two groups. This indicates that administrator and regular teacher attitude as expressed in item 2 is significantly different. Teachers are in stronger agreement with this statement than are administrators. Thirty-eight percent of the administrator group strongly agreed/agreed compared to 55 percent of the regular teacher group who strongly agreed with item 2. Thus, it is indicated that a larger percentage of regular teachers, than administrators feel the regular classroom teacher does not have enough time to serve mildly handicapped children in their classrooms.

Item 3 on the questionnaire stated: Class size (pupil/teacher ratio) should be reduced when mildly handicapped pupils are served in the regular classroom. The Chi-square of 29.70 provided evidence that the response pattern for the two AEA II educator groups is significant at the .05 level. The significant response pattern indicates that the attitude of the two groups as expressed in item 3 is different. Teachers are in stronger agreement with this statement than are administrators. Looking at percentages of agreement however, seventy-five percent of the administrator group strongly agreed/agreed compared to 95 percent of the teacher

group who strongly agreed/agreed with item 3. These results denote that an overwhelming majority of AEA II educators feel that a reduction in class size is needed when mainstreaming the mildly handicapped.

Item 6 on the questionnaire read: I am willing to participate in in-service programs relating to mainstreaming mildly handicapped children in the regular classroom. A 5.99 Chi-square is required before significance is reached at the .05 level. The Chi-square of 6.79 denoted a response pattern for the two groups that is significantly different. AEA II administrators are stronger in their agreement with this statement than are regular teachers. Ninety-seven percent of the AEA II administrator group strongly agree/agree while 86 percent of the AEA II teacher group strongly agreed/agreed with item 6. Even though a significant difference is shown by the Chi-square, a large majority of both groups are willing to participate in in-service training related to mainstreaming.

Item 7 requested a response to the following statement: Administrators should be required to attend the same in-service activities as teachers. The Chi-square of 9.31 is significant at the .05 level and denotes that administrator and teacher attitude as expressed in item 7 is different. More important however, are percentage data revealing that ninety-two percent of the administrator group strongly agreed/agreed while 100 percent of the teacher group strongly agreed/agreed with item 7. Thus, it is indicated that

both groups feel administrators should attend the same in-service activities as teachers.

The statement presented by item 8 on the questionnaire was: Teachers should be given released time with pay to attend in-service activities relating to mainstreaming. Chi-square for item 8 is 18.07, which indicates a response pattern for the two groups that is significant at the .05 level. The significant response pattern provides evidence that a difference in attitude exists between the two groups. Teachers are in stronger agreement with this statement than are administrators. Again the frequency and percentage responses are more relevant to the findings. Ninety-eight percent of the teacher group strongly agreed/agreed compared to 84 percent of the administrator group who strongly agreed/agreed with item 8. These results show that the majority of AEA II educators feel that teachers should definitely be given released time with pay to attend in-service training on mainstreaming.

Item 9 of the questionnaire made the following statement: The amount of time allocated for special education in-service should be a negotiable item on master contracts. The response pattern for the two groups is significant at the .05 level as indicated by a Chi-square of 83.39. The sharp difference in response pattern between the two groups denotes that the attitude of AEA II educators is different. The given percentage results are equally revealing, twelve percent of the administrator groups strongly agreed/agreed

contrasted to 66 percent of the teacher group who strongly agreed/agreed with item 9. Thus, it is indicated that administrators and teachers in AEA II are clearly divided in their attitudes on inclusion in master contracts of items related to time allocation for special education in-service.

Three items in Table 1 are not significant at the .05 level. They are items 1,4, and 5. Although these three items are not significant, the reported response frequencies and percentages are useful in analyzing results.

Item 1 requested a response to the following statement: Children in the regular educational program should have the opportunity to associate with mildly handicapped children. The Chi-square of 0.41 denoted a response pattern for the two groups that is not significant at the .05 level. The similar and non-significant response pattern indicates that administrator and teacher attitude as expressed in item 1 is not different. One hundred percent of each group strongly agreed/agreed with this item. Thus, all respondents of the study feel that the child in the regular program should have the opportunity to associate with the mildly handicapped.

Item 4 on the questionnaire stated: I feel adequately prepared to function in my role with mildly handicapped pupils in the regular classroom. A Chi-square of 5.99 is needed for significance to be reached at the .05 level. The Chi-square of 4.81 indicated a response pattern that is similar and not significant at the .05 level. This denotes that administrator and teacher attitude as expressed in

item 4 is not different. Sixty-eight percent of the administrator group strongly agreed/agreed while 57 percent of the teacher group strongly agreed/agreed with this statement. Although a majority of each group (over 50 percent) strongly agreed/agreed with item 4, 32 percent of the administrator group and 43 percent of the teachers felt they were not prepared to function with the mildly handicapped in their classrooms.

The statement presented by item 5 was: In-service programs relating to mainstreaming pupils would be beneficial. The Chi-square of 2.99 is not significant at the .05 level. This denotes that administrator and teacher attitude as expressed in item 5 is not different. Ninety-seven percent of the administrators strongly agreed/agreed, while similarly 92 percent of the teacher group strongly agreed/agreed with this statement. These results show that a vast majority of each group feel in-service programs on mainstreaming would be beneficial.

Item 10 requested "other" responses. None were received from the two participating groups.

Table 2 shows the attitudinal results of school administrators and regular teachers related to the most appropriate time length of in-service. The items in this table correspond to Part A-ATTITUDES, Section 2, of the questionnaire. Responses to items on this section of the questionnaire were tabulated in total number of affirmative responses and expressed as a percentage. Participants were requested

to select three (3) areas from the following eight choices:
One hour, half day, one day, evening, two-three day, one
week, two week summer, and one semester.

Table 2

Affirmative Attitudinal Responses of School Administrators
and Regular Teachers Related to the Most Appropriate
Length of In-Service

Length of In-Service	Affirmative Responses			
	Administrators		Teachers	
	Number	%	Number	%
one hour	22	27	25	21
half day	54	67	60	52
one day	46	57	73	64
evening	38	46	25	21
two-three day	14	17	53	46
one week	8	9	31	26
two week summer	25	30	25	21
one semester	7	8	8	6

N = Administrators 83
Regular Teachers 114

The areas selected by administrators for the most preferred length of in-service are listed in descending order,

according to their selected three choices, as follows: half day, 67 percent; one day, 57 percent; evening, 46 percent; two week summer, 30 percent; one hour, 27 percent; two-three day, 17 percent; one week, 9 percent; and one semester, 8 percent. The areas selected by regular teachers for the most preferred length of in-service are listed in descending order, according to three choices, as follows: one day, 64 percent; half day, 52 percent; two-three day, 46 percent; one week, 26 percent; one hour, 21 percent; two week summer, 21 percent; and one semester, six percent.

These results indicate that AEA II educators prefer shorter periods of time for in-service. This is shown by the fact that a half day and one day were the two most frequent choices selected by participants.

The additudinal responses of administrators and teachers as related to the most appropriate people to conduct special education in-service are presented in Table 3. The items in Table 3 correspond to Part A--ATTITUDES, Section 3, of the questionnaire. Participants were directed to select three (3) areas from the following six choices: AEA II personnel, college/university personnel, Department of Public Instruction, special education teachers, consultants from outside AEA II and regular classroom teachers.

The choices of the administrator population for the most appropriate people to conduct in-service, according to selected three choices, are listed in descending order as follows: AEA II personnel, 73 percent; special education

Table 3

Affirmative Attitudinal Responses of School Administrators
and Regular Teachers Related to the Most Appropriate
People to Conduct In-Service

Appropriate Types of People	Affirmative Responses			
	Administrators		Teachers	
	Number	%	Number	%
AEA II Personnel	60	73	71	61
College/University Personnel	28	34	60	52
Department of Public Instruction	19	23	21	18
Special Education Teachers	59	71	88	76
Consultants from outside AEA II	29	35	38	33
Regular Classroom Teachers	37	45	48	41

N = Administrators 83
Regular Teachers 114

teachers, 71 percent; regular classroom teachers, 45 percent; consultants from outside AEA II, 35 percent; college/university personnel, 43 percent; and Department of Public Instruction, 23 percent. The choices of the teacher group for the most appropriate people to conduct in-service, according to three choices, are listed in descending order as follows: special education teachers, 76 percent; AEA II personnel, 61 percent; college/university personnel, 52 percent; regular

classroom teachers, 41 percent; consultants from outside AEA II, 33 percent; and personnel from the Department of Public Instruction, 18 percent. Other responses randomly received in the open ended item in the questionnaire from both groups included utilizing regular classroom teachers who had successful experiences with mainstreaming.

These results would indicate that AEA II educators prefer local and AEA educators to conduct the required in-service training on mainstreaming. This is shown by the fact that AEA II personnel and special education teachers were the two most frequent choices selected by participants.

Presented in Table 4 are the attitudinal responses of administrators and regular teachers related to the preferred type of in-service activities. The items in Table 4 correspond to Part A--ATTITUDES, Section 4, of the questionnaire. Respondents were directed to select two (2) areas from the following six choices: lecture, activity-centered, seminar, demonstration, role playing and debate.

A listing of the type of preferred activities for in-service as selected by administrators are listed in descending order, according to two choices as follows: activity-centered, 65 percent; demonstration, 59 percent; seminar, 35 percent; lecture, 19 percent; role playing, 15 percent; and debate, 4 percent. The preferred type of in-service activities selected by regular teachers, according to two choices, are listed in descending order as follows: demonstration, 65 percent; activity-centered, 56 percent; seminar, 42 per-

cent; lecture 31 percent; role playing, 12 percent; and debate, 2 percent.

Table 4

Affirmative Attitudinal Responses of School Administrators
and Regular Teachers Related to the Preferred
Format of In-Service

Preferred Format for In-Service	Affirmative Responses			
	Administrators		Teachers	
	Number	%	Number	%
Lecture	16	19	36	31
Activity-Centered	54	65	65	56
Seminar	29	35	49	42
Demonstration	49	59	72	62
Role Playing	13	15	14	12
Debate	4	4	2	2
N = Administrators 83				
Regular Teachers 114				

These results mark a definite direction that AEA II educators prefer in-service activities that are demonstration and activity-centered. This is indicated by the fact that these two choices were selected most frequently by participants.

Research Question 2

WHEN COMPARED, ARE THERE ANY DIFFERENCES IN THE PERCEPTIONS OF SCHOOL ADMINISTRATORS AND REGULAR CLASSROOM TEACHERS TOWARD THE IN-SERVICE TRAINING RELATED TO THE EDUCATION OF THE MILDLY HANDICAPPED CHILD IN THE REGULAR CLASSROOM?

Table 5 indicates the perceptions of school administrators and regular teachers toward in-service training on mainstreaming the mildly handicapped child. The items in Table 5 correspond to Part B--PERCEPTIONS on the questionnaire. Chi-squares were obtained by calculating the expected and observed frequencies of the two educator groups. Participants were requested to respond to items in this section of the questionnaire by marking one of the following categories that best represented their perceptions: very knowledgeable, knowledgeable, not very knowledgeable, or no knowledge. Degrees of freedom were determined by $(R-1)(C-1)$ where R equals the number of rows and C equals the number of columns in a contingency table. Response frequencies of the two groups on all of the items listed in Table 5 are significant at the .05 level.

Item 1 requested a response indicating a knowledge level of P.L. 94-142. The Chi-square of 39.72 indicated a response pattern between the two groups that is significant at the .05 level. This denotes that administrators and teachers in AEA II differ significantly in their understanding of P.L. 94-142. Sixty-eight percent of the administrator group felt very knowledgeable/knowledgeable contrasted to

24 percent of the regular teacher group who felt very knowledgeable/knowledgeable of P.L. 94-142. Thus it is indicated that AEA II administrators feel more knowledgeable on P.L. 94-142 than regular teachers. Additionally, an overwhelming majority of teachers feel they do not have a basic understanding of the Federal mandate and for mainstreaming implications.

Table 5

Perceptual Results of School Administrators and
Regular Teachers Toward In-Service Training on
Mainstreaming the Mildly Handicapped Child

Item	Degrees of Freedom	Chi-Square	Significance	Affirmative Responses %	
				Adm.	Teach.
1	2	*39.77	5.99	68	24
2	2	*49.57	5.99	64	16
3	2	*26.07	5.99	79	50
4	3	*23.24	7.82	67	34
5	2	*27.94	5.99	94	58
6	4	*36.85	9.49	83	49
7	2	*11.47	5.99	61	36
8	2	*32.75	5.99	63	21
9	2	*61.72	5.99	63	21
10	0	0	0	0	0

* = Significant at the .05 level

N = Administrators 83

Regular Teachers 114

The two populations were requested on item 2 to express a knowledge level of the Individualized Education Program

(IEP) for mildly handicapped children as prescribed by P.L. 94-142. A Chi-square of 49.57 provided evidence that the response pattern between the two educator groups is significant at .05 level. This denotes that AEA II administrators and AEA II teachers differ perceptually in their comprehension of the IEP. Sixty-eight percent of the administrator group indicated they were very knowledgeable/knowledgeable contrasted to only 16 percent of the regular teacher group who felt they were very knowledgeable/knowledgeable on the IEP. These results provide evidence that AEA II administrators feel more knowledgeable than teachers on the IEP. Additionally, an overwhelming majority of teachers indicate a lack of understanding of the IEP as prescribed by P.L. 94-142.

Item 3 requested a knowledge level of educators on mainstreaming the mildly handicapped child into the regular classroom. The Chi-square of 26.07 indicated a response pattern for the two groups that is significant at the .05 level. The significant response pattern between the two groups indicates a difference in the knowledge level of the participants to item 3. Seventy-nine percent of the administrator group felt very knowledgeable/knowledgeable while 50 percent of the regular teacher group felt very knowledgeable/knowledgeable on mainstreaming. Thus, it is indicated that administrators feel they have a greater understanding of mainstreaming than do regular educators.

Item 4 requested a response indicating a knowledge level

of identification techniques used to help recognize mildly handicapped children in the regular classroom. The Chi-square of 23.24 provided evidence that the response pattern for the two groups is significant at the .05 level. The significant Chi-square denotes a different knowledge level between the two groups on this item. Sixty-seven percent of the administrator group felt very knowledgeable/knowledgeable contrasted to 34 percent of the teacher group who think they are very knowledgeable/knowledgeable on identification techniques. Thus, the results show that a greater number of AEA II administrators than AEA II teachers believe they have a greater understanding of techniques used to recognize the mildly handicapped.

The two educator groups were requested in item 5 to express a knowledge level of the referral process used in referring a mildly handicapped child for evaluation. The response pattern of the two groups is significant at the .05 level as indicated by the Chi-square of 27.94. This denotes that a different knowledge level exists between the two groups on the referral process. Ninety-four percent of the administrator group felt very knowledgeable/knowledgeable compared to 58 percent of the regular teacher group who thought they were very knowledgeable/knowledgeable on the referral process. These results denote that administrators feel they have a greater understanding of the referral process than do regular teachers.

Item 6 requested that knowledge level of educators on

staffing procedures used in placing mildly handicapped children into special education. The Chi-square of 36.85 indicated a significant response pattern for the two groups at the .05 level. The significant response pattern indicates that a difference exists between the two groups in understanding staffing procedures. Eighty-three percent of the administrator group felt very knowledgeable/knowledgeable while 59 percent of the regular teacher group felt very knowledgeable/knowledgeable on staffing procedures. Thus, these results as do the other items reported above indicate that AEA II administrators believe they have a better grasp of staffing procedures than do the AEA II regular classroom teachers.

Item 7 requested a response from the two populations indicating a knowledge level of the academic, personal, social, and emotional needs of mildly handicapped children. The response pattern for the two groups is significant at the .05 level as denoted by the Chi-square of 11.47. The significant Chi-square indicates that the perceptions of administrators and teachers are different. Sixty-one percent of the administrator group felt very knowledgeable/knowledgeable contrasted to 36 percent of the teacher group who felt very knowledgeable/knowledgeable on item 7. These results also denote that administrators in AEA II feel they perceive, at a greater level than teachers, the academic, personal, social and emotional needs of the mildly handicapped.

The two educator groups were requested in item 8 to indicate a knowledge level of the job role special education

personnel should have in mainstreaming. The Chi-square of 32.75 provided evidence that the response pattern for the two groups is significant at the .05 level. The significant response pattern indicates that a difference exists in the perceptual level of the two groups. Sixty-three percent of the administrators felt very knowledgeable/knowledgeable contrasted to 21 percent of the regular teacher group, who felt very knowledgeable/knowledgeable on item 8. Thus, it is again indicated that administrators in AEA II feel they have a better understanding than do regular teachers of the job role of special educators in mainstreaming.

Item 9 requested the knowledge level of the two populations on due process procedures for parents and mildly handicapped students as outlined in P.L. 94-142. The Chi-square of 61.72 is significant at the .05 level and indicates that the two response patterns differ sharply. The significant Chi-square indicates that the two educator groups have different levels of understanding regarding due process procedures. Sixty-three percent of the administrator group felt very knowledgeable/knowledgeable while only 21 percent of the teacher group felt very knowledgeable/knowledgeable on due process procedures. Here again it is indicated that administrators feel they have a better grasp of this area than do teachers. Additionally, an overwhelming number of AEA II teachers feel they do not understand due process procedures.

Item 10 requested "other" responses. None were re-

ceived from either of the two groups.

Research Question 3

WHEN COMPARED, ARE THERE ANY DIFFERENCES IN THE ATTITUDES OF ELEMENTARY AND SECONDARY TEACHERS TOWARD IN-SERVICE TRAINING RELATED TO THE EDUCATION OF THE MILDLY HANDICAPPED CHILD IN THE REGULAR CLASSROOM?

Table 6 indicates the attitudinal responses of elementary and secondary teachers toward in-service training on mainstreaming of the mildly handicapped child. The items listed in Table 6 correspond to Part A--ATTITUDES, Section 1, of the questionnaire. Chi-squares were obtained by calculating the expected and observed frequencies for the two teacher groups. Degrees of freedom were determined by $(R-1)(C-1)$ where R equals the number of rows and C equals the number of columns in a contingency table. Participants were requested to respond to the items in this section of the questionnaire by marking one of the following categories that best represented their attitude: strongly agree, agree, disagree, and strongly disagree.

Only one item in Table 6 is significant at the .05 level. That item is item 9. Item 9 required a response to the following statement: The amount of time allocated for special education in-service should be a negotiable item on master contracts. The Chi-square of 10.17 indicates a response pattern between the two groups that is significant at the .05 level. The significant response pattern shows that an attitudinal difference exists between the two groups.

Table 6
 Attitudinal Results for Elementary and Secondary Teachers
 Toward In-Service Training on Mainstreaming
 the Mildly Handicapped Child

Item	Degrees of Freedom	Chi-Square	Significance	Affirmative Responses %	
				Elem.	Sec.
1	1	0.00	3.84	100	100
2	2	4.80	5.99	65	50
3	1	0.14	3.84	98	93
4	1	2.01	3.84	49	62
5	1	0.18	3.84	98	90
6	2	2.16	5.99	91	85
7	1	0.11	3.84	100	100
8	1	0.00	3.84	99	98
9	2	*10.17	5.99	77	59
10	0	0	0	0	0

* = Significant at .05 level

N = Elementary Teachers 55

Secondary Teachers 59

Seventy-five percent of the elementary teacher group strongly agreed/agreed while 59 percent of the secondary teacher group strongly agreed/agreed with item 8. Although a majority of both groups strongly agreed/agreed with this statement, elementary teachers, more than secondary teachers support that

the amount of time allocated for special education in-service be a negotiable item on master contracts.

A total of eight items as indicated in Table 6 are not significant at the .05 level. These are items 1, 2, 3, 4, 5, 6, 7, and 8. Although these eight items are not significant at the .05 level, the reported response frequencies and percentages for each item are useful in analyzing results.

Item 1 on the questionnaire stated: Children in the regular educational program should have the opportunity to associate with mildly handicapped children. The Chi-square of .004 indicated a response pattern that is very similar between the two groups and not significant at the .05 level. This shows that the attitude of the sample teachers in AEA II is basically the same as expressed in Item 1. Significantly, all respondents (100 percent) strongly agreed/agreed that children in the regular program should have the opportunity to associate with the mildly handicapped child.

Item 2 on the questionnaire read: The regular classroom teacher does not have enough time to serve children who are mildly handicapped when they are in the regular classroom. The required Chi-square level of 5.99 was not obtained; therefore, significance was not reached at the .05 level. Sixty-five percent of the elementary teacher group strongly agreed/agreed while 50 percent of the secondary group strongly agreed/agreed with this statement. Thus, it is indicated that a greater percentage of elementary teachers than secondary teachers in AEA II feel that the regular classroom

teacher does not have enough time to serve the mildly handicapped in the regular classroom.

Item 3 requested a response to the following statement: Class size (pupil/teacher ratio) of regular classroom teachers should be reduced when mildly handicapped pupils are served in the regular classroom. The Chi-square of 0.14 denotes a response pattern for the two groups that is similar and, therefore, not significant at the .05 level. Significantly, all respondents (100 percent) strongly agreed/agreed that class size should be reduced when the mildly handicapped are educated in the regular classroom.

The statement presented by Item 4 on the questionnaire was: I feel adequately prepared to function in my role with mildly handicapped children in the regular classroom. The Chi-square of 2.01 provided evidence that the response pattern for the two groups is not significant at the .05 level. This denotes that a significant difference in attitude does not exist between the two groups. Forty-nine percent of the elementary teacher group strongly agreed/agreed while 62 percent of the secondary group strongly agreed/agreed with this item. Results therefore, indicate that a greater percentage of secondary teachers in AEA II feel better prepared to function in their role with the mildly handicapped than do elementary teachers.

Item 5 made the following statement: In-service programs relating to mainstreaming of mildly handicapped pupils would be beneficial. A Chi-square of 0.18 denoted a response

pattern for the two groups that is not significant at the .05 level. The similar response pattern indicates that no basic attitudinal difference exists in participants as expressed in Item 5. One hundred percent of responding participants in each of the two groups strongly agreed/agreed that in-service programs related to mainstreaming would be beneficial. These results denote that all respondents in the study indicated support for in-service programs on mainstreaming.

Item 6 requested a response to the following statement: I am willing to participate in in-service programs relating to mainstreaming mildly handicapped children in the regular classroom. The 2.16 Chi-square was not significant at the .05 level and denoted a similar response pattern for the two groups. This shows that very little difference in attitude exists between elementary and secondary teachers on this item. Ninety-one percent of the elementary teacher group strongly agreed/agreed compared to 85 percent of the secondary teacher group who strongly agreed/agreed with this statement. These results show that an overwhelming majority of teacher respondents in the study would be willing to participate in in-service on mainstreaming.

The statement presented by Item 7 on the questionnaire was: Administrators should be required to attend the same in-service activities as teachers. The Chi-square of 0.11 indicated a response pattern for both groups that was not significant at the .05 level. One hundred percent of the

participants strongly agreed/agreed that administrators should be required to attend the same in-service activities as teachers. These results indicate that the sample of AEA II teachers in this study support administrator attendance at the same in-service activities related to mainstreaming.

Item 8 appeared on the questionnaire as: Teachers should be given released time with pay to attend in-service activities relating to mainstreaming. The Chi-square of 0.00 indicates that the response pattern for the two groups is identical. One hundred percent of the responding teachers in the sampling group strongly agreed/agreed that teachers should have released time with pay to attend in-service activities on mainstreaming.

Item 10 requested "other" responses. None were received from each of the two groups.

Table 7 indicates the attitudes of elementary and secondary teachers as related to the most appropriate time length of in-service. The items in Table 7 correspond to Part A--ATTITUDES, Section 2, of the questionnaire. The results for this section of the questionnaire were tabulated in total number of affirmative responses and then expressed as percentages. Respondents were requested to select three (3) areas for the most appropriate length of in-service from the following eight choices: one hour, half day, one day, evening, two-three day, one week, two week summer and one semester.

The areas selected by elementary teachers for the most

appropriate length of in-service are listed in descending order, according to three choices, as follows: one day, 62 percent; two-three day, 50 percent; half day, 44 percent; one week, 37 percent; two week summer, 29 percent; evening, 18 percent; one hour, 18 percent; and one semester, 7 percent.

Table 7

Affirmative Attitudinal Responses of Elementary
and Secondary Teachers Related to the
Most Appropriate Length of In-Service

Length of In-Service	Affirmative Responses			
	Elementary Teachers		Secondary Teachers	
	Number	%	Number	%
one hour	10	18	15	35
half day	24	44	36	60
one day	34	62	39	65
evening	10	18	15	24
two-three day	27	50	26	42
one week	20	37	11	18
two week summer	16	29	9	14
one semester	4	7	4	6

N = Elementary Teachers 55
Secondary Teachers 59

The areas selected by the secondary teacher group for the most appropriate time length of in-service are listed in descending order, according to three choices, as follows: one day, 65 percent; half day, 60 percent; two-three day, 42

percent; one hour, 35 percent; evening, 24 percent; one week, 18 percent; two week summer, 14 percent; and one semester, six percent.

When the two groups are compared, both elementary and secondary teachers prefer relatively shorter periods of time for in-service. This is supported by the evidence that the two most frequent choices of teachers were one day, half day and two-three days.

Presented in Table 8 are the affirmative attitudes of elementary and secondary teachers related to the most appropriate people to conduct in-service. The items in Table 8 correspond to Part A--ATTITUDES, Section 3, of the questionnaire. The results from this section of the questionnaire were tabulated in total number of affirmative responses and then expressed as percentages. Participants were requested to select three (3) choices from the following options: AEA II personnel, college/university personnel, Department of Public Instruction, special education teachers, consultants from outside AEA II and regular classroom teachers.

The areas selected by elementary teachers for the most appropriate people to conduct the in-service are listed in descending order, according to three choices, as follows: special education teachers, 66 percent; AEA II personnel, 61 percent; college/university personnel, 61 percent; consultants from outside AEA II, 40 percent; regular classroom teachers, 31 percent; and the Department of Public Instruction, eighteen percent.

Table 8
Affirmative Attitudinal Responses of Elementary
and Secondary Teachers Related to the Most
Appropriate People to Conduct In-Service

Types of People	Affirmative Responses			
	Elementary Teachers		Secondary Teachers	
	Number	%	Number	%
AEA II Personnel	33	61	38	62
College/University Personnel	32	59	28	45
Department of Public Instruction	10	18	11	18
Special Education Teachers	36	66	52	85
Consultants from Outside AEA II	22	40	16	26
Regular Classroom Teachers	17	31	31	50
N = Elementary Teachers 55				
Secondary Teachers 59				

The areas selected by secondary teachers for the most appropriate people to conduct the in-service are listed in descending order, according to three choices, as follows: special education teachers, 85 percent; AEA II personnel, 62 percent; regular classroom teachers 50 percent; college/university personnel, 45 percent; consultants from outside AEA II, 26 percent; and the Department of Public Instruction, 18 percent. Thus, according to the respondents, AEA II educators have a greater preference for local educators to con-

duct in-service on mainstreaming. This is supported by the fact that special education teachers and AEA II personnel were the two most frequent choices selected by the participants. College and university personnel appear to be third or fourth choices as providers of in-service training.

Indicated in Table 9 are affirmative attitudinal responses of elementary and secondary teachers as related to the preferred type of in-service activities. The items in Table 9 correspond to Part A--ATTITUDES, Section 4 of the questionnaire. The results from this section of the questionnaire were tabulated in total number of affirmative responses and then expressed as percentages. Respondents were directed to choose two (2) areas from the following choices: lecture, activity-center, seminar, demonstration, role playing and debate.

The areas selected by elementary teachers for the preferred type of in-service activities are listed in descending order, according to two choices, as follows: activity-centered, 61 percent; demonstration, 61 percent; lecture, 38 percent; role playing, 11 percent; and debate, 1 percent. The areas selected by secondary teachers for the preferred type of in-service activities are listed in descending order, according to two choices, as follows: demonstration, 63 percent; activity-centered, 52 percent; seminar, 45 percent; lecture, 24 percent; role playing, 13 percent; and debate, one percent.

These results indicate a trend that respondents repre-

senting AEA II educators prefer in-service activities that are demonstration and activity-centered. This is indicated by the fact that these two choices were selected most frequently by participants of the study.

Table 9
Affirmative Attitudinal Responses of Elementary
and Secondary Teachers Related to the
Preferred Format for In-Service

Preferred Format	Affirmative Responses			
	Elementary Teachers		Secondary Teachers	
	Number	%	Number	%
Lecture	21	38	15	24
Activity-Centered	33	61	32	52
Seminar	21	38	28	45
Demonstration	33	61	39	63
Role Playing	6	11	8	13
Debate	1	1	1	1
N = Elementary Teachers 55				
Secondary Teachers 59				

Research Question 4

WHEN COMPARED, ARE THERE ANY DIFFERENCES IN THE PERCEPTIONS OF ELEMENTARY AND SECONDARY TEACHERS TOWARD IN-SERVICE DEVELOPMENT RELATED TO THE EDUCATION OF THE MILDLY HANDI-

CAPPED STUDENT IN THE REGULAR CLASSROOM?

Table 10 indicates the results of elementary and secondary teacher perceptions toward in-service training on mainstreaming the mildly handicapped child. The items in Table 10 correspond to Part B--PERCEPTIONS of the questionnaire. Chi-squares were obtained by calculating the expected and observed frequencies of the two educator groups. Participants were requested to respond to items in this section of the questionnaire by marking one of the following categories that best represented their perceptions: very knowledgeable, knowledgeable, not very knowledgeable and no knowledge. Degrees of freedom were determined by $(R-1)(C-1)$ where R equals the number of rows and C equals the number of columns in a contingency table.

A total of three items, as indicated in Table 10, are significant at the .05 level. These are items 5, 6, and 7.

Item 5 requested a response indicating a knowledge level of the referral process used in referring a mildly handicapped child for evaluation. The Chi-square of 5.99 denoted a response pattern for the two groups that is significant at the .05 level. The significant Chi-square indicates that a difference exists in the perceptual level between the two groups on this item. Seventy-three percent of the elementary teacher group felt very knowledgeable/knowledgeable while only 44 percent of the secondary teacher group felt very knowledgeable/knowledgeable on the referral process. It is indicated from these results that elementary teachers,

more than secondary teachers, believe they understand the referral process used in referring a mildly handicapped child for evaluation.

Table 10
 Perceptual Results for Elementary and Secondary Teachers
 Toward In-Service Training on Mainstreaming
 the Mildly Handicapped Child

Item	Degrees of Freedom	Chi-Square	Significance	Affirmative Responses %	
				Ele.	Sec.
1	2	5.82	5.99	33	16
2	2	3.71	5.99	22	10
3	2	1.76	5.99	50	45
4	2	5.86	5.99	43	23
5	2	*9.72	5.99	73	44
6	3	*8.72	7.82	64	34
7	2	*6.74	5.99	49	24
8	2	4.80	5.99	23	15
9	3	4.52	7.82	25	13
10	0	0	0	0	0

* = Significant at the .05 level

N = Elementary 55

Secondary 59

Item 6 requested the knowledge level of educators on staffing procedures used in placing mildly handicapped children into special education. The Chi-square of 8.72 provides

evidence that a significant response pattern exists between the two groups at the .05 level. The significant response pattern denotes that the two groups have different perceptual levels on staffing procedures. Sixty-four percent of the elementary teacher group felt very knowledgeable/knowledgeable contrasted to 37 percent of the secondary teacher group who felt very knowledgeable/knowledgeable on staffing procedures. Thus, the results show that elementary teachers feel more knowledgeable on staffing procedures for the mildly handicapped than do secondary teachers.

The two educator populations were requested in Item 7 to express a knowledge level of the academic, personal, social and emotional needs of mildly handicapped individuals. Chi-square for Item 7 is 6.74, which is significant at the .05 level. This denotes that a perceptual difference exists between both groups. Forty-nine percent of the elementary teacher group felt very knowledgeable/knowledgeable contrasted to 25 percent of the secondary teacher group who felt very knowledgeable/knowledgeable on Item 7. These results denote that elementary teachers feel more knowledgeable than secondary teachers on the academic, personal, social and emotional needs of the mildly handicapped, however, a majority of both groups feel a lack of knowledge on this item.

A total of six items as listed in Table 10 are not significant at the .05 level. They are 1, 2, 3, 4, 8, and 9. Although these six items are not significant at the

.05 level, the reported response frequencies and percentages for each item are useful in analyzing results.

Item 1 requested a response indicating a knowledge level of P.L. 94-142. Chi-square for Item 1 is 5.82, which indicated a response pattern for the two groups that is not significant at the .05 level. The Chi-square not being significant indicates that the knowledge level of the two groups is basically the same. Thirty-three percent of the elementary teacher group felt very knowledgeable/knowledgeable compared to 16 percent of the secondary group who felt very knowledgeable/knowledgeable on P.L. 94-142. These results show that a large majority of elementary and secondary teachers do not understand the Federal mandate on mainstreaming.

The two educator populations were requested in Item 2 to express a knowledge level of the Individualized Education Plan (IEP). Chi-square for Item 2 was 3.71, which denoted some difference in the response pattern between the two teacher groups, but not to the level of needed significance at 5.99. The similar response pattern denotes that the two groups have basically the same perceptual level of the IEP. Twenty-two percent of the elementary teacher group felt very knowledgeable/knowledgeable while only 10 percent of the secondary group felt very knowledgeable/knowledgeable of the IEP. These results indicate that a large majority of elementary and secondary teachers have a lack of understanding of the IEP as prescribed by P.L. 94-142.

Item 3 requested the knowledge of educators on mainstreaming of the mildly handicapped children into the regular classroom. The response pattern between the two groups was similar as indicated by the Chi-square of 1.76. The similar response pattern indicates very little difference in the perceptual level of the two groups on mainstreaming. Fifty percent of the elementary teacher group felt very knowledgeable/knowledgeable compared to 45 percent of the secondary teacher group who felt very knowledgeable/knowledgeable on mainstreaming. Results, therefore, indicate that the sampling population of elementary and secondary teachers in AEA II have basically the same knowledge level of mainstreaming.

Item 4 requested a knowledge level of identification techniques used to help recognize mildly handicapped children in the regular classroom. The Chi-square for Item 4 was 5.86 which is not significant at the .05 level. This indicates that the knowledge level between the two groups is not significantly different. Forty-three percent of the elementary teacher group felt very knowledgeable/knowledgeable while only 23 percent of the secondary teacher group felt they were very knowledgeable/knowledgeable of identification techniques. These results denote that, although the knowledge levels between the two groups are not significantly different, a greater percentage of elementary teachers feel they understand identification techniques better than secondary teachers.

The two populations were requested in Item 8 to express a knowledge level of the job role special education personnel should have in mainstreaming. The Chi-square of 4.80 indicates a response pattern for the two groups that is not significant at the .05 level. This shows that very little difference exists in the knowledge level between the two groups as expressed in Item 8. Twenty-eight percent of the elementary teacher group felt very knowledgeable/knowledgeable compared to 15 percent of the secondary teacher group who felt very knowledgeable/knowledgeable on the job role of special education personnel in mainstreaming. These results indicate that an overwhelming majority of teachers in AEA II feel they do not understand the role of special educators in mainstreaming.

Item 9 of the questionnaire requested a knowledge level of due process procedures for parents and mildly handicapped students as outlined in Public Law 94-142. Chi-square for Item 9 is 4.52 and not significant at the .05 level. This indicates very little difference in the knowledge level for the two groups related to due process. Twenty-five percent of the elementary teacher group felt very knowledgeable/knowledgeable while only 13 percent of the secondary teacher group felt very knowledgeable/knowledgeable of due process procedures for mildly handicapped students and their parents as outlined in P.L. 94-142. Thus, it is indicated that an overwhelming majority of AEA II teachers feel they do not have an understanding of due process procedures for the

mildly handicapped and their parents.

Item 10 requested "other" responses. None were received from the two populations.

Research Question 5

WHAT ARE THE MAJOR PROBLEM AREAS OF IN-SERVICE TRAINING AS RELATED TO THE IN-SERVICE TRAINING ON MAINSTREAMING THE MILDLY HANDICAPPED CHILD IN THE REGULAR CLASSROOM AS PERCEIVED BY SCHOOL ADMINISTRATORS AND REGULAR CLASSROOM TEACHERS?

Table 11 indicates the major problem areas of in-service training concerning mainstreaming as perceived by school administrators and regular classroom teachers. Items in Table 11 correspond to Part C--PROBLEMS on the questionnaire. Each group responded to items in this section of the questionnaire by marking one of the following categories: strongly agree, agree, disagree or strongly disagree. Group responses were tabulated by frequencies and then reported as percentages.

Item 1 requested a response to the following statement: It will be a problem for teachers to receive released time with pay during the normal school day to attend in-service training. Sixty-four percent of the administrators and 59 percent of the regular teachers felt this would be a major problem area.

Item 2 of the questionnaire stated: It will be a problem for teachers to attend in-service training in the evening with pay. Seventy-three percent of the administrators

and 68 percent of the teacher group strongly agreed/agreed with this item.

Table 11
Affirmative Responses of School Administrators
and Regular Teachers Related to Perceived
Major Problem Areas for In-Service

Item	Affirmative Responses			
	Administrators		Teachers	
	Number	%	Number	%
1	50	64	66	59
2	58	73	78	68
3	19	26	32	33
4	65	80	94	81
5	52	66	62	56
6	48	61	55	51
7	62	80	71	67

N = Administrators 83

Regular Teachers 114

The problem area presented by item 3 was: It will be a problem for Boards of Education to support in-service training for regular educators. Only 26 percent of the administrator group and 33 percent of the teacher group strongly agreed/agreed with Item 3 being a problem area.

Item 4 of the questionnaire read: It will be a problem for teachers to attend in-service training development on weekends with pay. Eighty percent of the administrator group and 81 percent of the teacher group strongly agreed/agreed with Item 4 as being a major problem.

Item 5 of the questionnaire stated: It will be a problem for teachers to attend in-service development during the summer with extended contract. Sixty-six percent of the administrator group and 56 percent of the teacher group felt this would be a problem area for in-service training.

Item 6 requested a response to the following statement: It will be a problem for school systems to hire substitutes for teachers to attend in-service training programs. Sixty-one percent of the administrator group and 51 percent of the regular teacher group strongly agreed/agreed with this statement.

The problem area presented in Item 7 was: As an educator, have your past experiences with in-service been worthwhile. Eighty percent of the administrators and 67 percent of the teacher group strongly agreed/agreed that past experiences with in-service had been worthwhile.

These results indicate that administrators and teachers in AEA II feel that in-service training on mainstreaming will experience problems. Only one area, Boards of Education support for in-service, was indicated as not presenting a problem for personnel training on mainstreaming.

Chapter V

SUMMARY AND CONCLUSIONS

Introduction

Public Law 94-142, the Education of All Handicapped Children Act of 1975, mandates an education for all handicapped children ages three to twenty-one to be fully implemented by 1980. It provides for identification, assessment and placement of handicapped children in programs with individualized education programs. This Act guarantees assurance that each handicapped child will be educated in the least restrictive educational setting. Additionally, P.L. 94-142 requires that a comprehensive system of personnel training be conducted to assist regular educators meet the challenge of educating the mildly handicapped in the regular classroom.

Need for Study

Personnel in-service training, as specified by P.L. 94-142, will be of vital importance to the regular educator as the mildly handicapped are placed into the mainstream of school life. Prior to and/or parallel to the implementation of in-service training programs related to mainstreaming, educator attitudes and perceptions should be investigated toward such in-service training. Greater empirical evidence in this area will provide valuable information which can be maximized in planning successful in-service training programs. Additionally, the dearth of research related to in-service activities on mainstreaming and the growing concern for bet-

ter prepared teachers indicates a need to gather data related to the attitudes and perceptions of regular educators toward in-service training on mainstreaming.

Population

The population consisted of all Northern Trails Area Education Agency II school administrators and a 10 percent random sample of AEA II regular classroom teachers at the elementary and secondary level.

Area Education Agency Two (AEA II) is composed of 28 school districts geographically located within a nine county area in north central Iowa. Collectively, the school districts in AEA II employ 110 school administrators, 689 regular elementary classroom teachers, grades 1-6, and 986 regular secondary classroom teachers, grades 7-12. AEA II is representative of rural Iowa and should, therefore, reflect other areas of a rural/geographical nature. Additionally, AEA II was chosen because the AEA II administrative staff are in the process of planning in-service training for regular educators related to mainstreaming.

The combined population of all three groups surveyed totaled 278. The school administrator group totaled 110, with 83 returning their questionnaires (75 percent). The elementary teacher group totaled 69, with 55 returning their questionnaires (79 percent). The secondary group totaled 99, with 59 returning their questionnaires (57 percent).

Instrumentation and Procedures

A questionnaire was designed by the writer to (1) ascer-

tain the attitudes and perceptions of school administrators and regular classroom teachers toward in-service development on mainstreaming the mildly handicapped child and (2) study major problems associated with conducting such in-service.

The questionnaire was developed from a review of questionnaire instrumentation, the past experiences of the writer in the field of special education and from interviews of other knowledgeable professionals in education. These professionals included regular classroom teachers, general school administrators, special education administrators, special class teachers, and special education consultants in AEA II. Other professionals included University of Northern Iowa professors and research specialists. The writer was employed in AEA II by the Mason City Community Schools as a special education teacher and, therefore, had ready access to educators in this specific region.

The questionnaire was comprised of the following areas: Part A--ATTITUDES, Part B--PERCEPTIONS, and Part C--PROBLEMS. Part A--ATTITUDES was broken into four (4) sections. Section 1 indicates educator attitudes toward special education related in-service. Section 2 indicates educator attitudes toward the most appropriate length of workshop and Section 3 indicates the attitudes of educators toward the most appropriate people to conduct the in-service. Section 4 indicates the attitudes of educators toward the most preferred format for in-service. Part B--PERCEPTIONS indicates educator knowledge levels as it pertained to special education related

in-service of the mildly handicapped child. Part C--PROBLEMS presented to participants a series of statements pertaining to problem areas related to special education in-service. The questionnaire and a cover letter explaining the need for the study were mailed to each subject in the Fall of 1978.

Data Analysis

Where appropriate, data received from the questionnaire were subjected to statistical treatment by Chi-square at the .05 level of significance. The areas of the questionnaire appropriate for the Chi-square treatment were Part A--ATTITUDES, Section 1 and Part B--PERCEPTIONS. Group response frequencies were tabulated in percentages for all sections of the questionnaire.

Discussion With Conclusions on Administrator and Regular Teacher Attitudes Toward In-Service Training on Mainstreaming the Mildly Handicapped Child

The analysis of the data, as taken from the population of this study, indicated that six of a possible nine Chi-squares from Part A--ATTITUDES, Section 1 of the questionnaire, were significant at the .05 level. A significant Chi-square indicates that an attitudinal difference exists between school administrators and regular class teachers. Percentage totals are listed with each item since such information is most important in analyzing the data. Items significant at the .05 level with reported percentage results for each item are as follows:

- Item 2. Thirty-eight percent of the school administrator group as compared to 55 percent of the teacher group felt that the teacher does not have enough time to serve the mildly handicapped when they are in the regular classroom. A significant number of administrators (62 percent), however, felt that teachers presently have adequate time to deal with the mildly handicapped in the classroom.
- Item 3. Seventy-five percent of the school administrator group and 95 percent of the teacher group felt a reduction in class size is needed when mainstreaming occurs. According to the majority of participants, a reduction in class size is needed to help teachers individualize instruction to meet the needs of mainstreamed children.
- Item 6. Ninety-seven percent of the school administrator group and 86 percent of the teacher group felt that they would be willing to participate in in-service programs for mainstreaming the mildly handicapped child. Results indicate that a majority of both groups are receptive to such training.
- Item 7. Ninety-two percent of the school administrator group and 100 percent of the teacher group felt that administrators should be required to attend the same in-service activities as teachers.

Item 8. Eighty-four percent of the school administrator group and 98 percent of the teacher group felt that teachers should be given released time with pay to attend in-service activities related to mainstreaming. Results from this item indicate that in-service training, as indicated by an overwhelming majority of both groups, should be a part of the teachers' work day with appropriate compensation for participation in such programs.

Item 9. Only twelve percent of the school administrator group as compared to 66 percent of the teacher group felt that the amount of time allocated for special education in-service should be a negotiable item in master contracts. The attitudes of the two sample groups is clearly divided on this topic and may present a potential problem area in professional negotiations between administration and staff.

The three items not significant at the .05 level with reported percentage results for each are as follows:

Item 1. One hundred percent of the school administrators and regular classroom teachers felt that the child in the regular classroom should have the opportunity to associate with the mildly handicapped child. The overwhelming positive responses of both groups indicates that educators

in the sample population support educating the mildly handicapped child in the mainstream of the school environment.

Item 4. Sixty-eight percent of the school administrator group and 57 percent of the teacher group felt adequately prepared to function in their role with the mildly handicapped in the regular classroom. However, results show that a number of classroom teachers (43 percent) felt unprepared to assist with the education of the mildly handicapped in their classrooms.

Item 5. Ninety-seven percent of the school administrator group and 92 percent of the teacher group felt that in-service programs related to mainstreaming would be beneficial. These results indicate a very large majority of both groups believe in the benefits of in-service training related to mainstreaming.

Additionally, school administrators and regular teachers were requested to indicate an attitudinal preference for the length of in-service, the most appropriate people to conduct the in-service and the preferred types of in-service. The results, in descending order, related to these areas are as follows:

1. The areas selected by school administrators for the most preferred length of in-service were: half day, 67 percent; one day, 57 percent; evening, 46 per-

cent; two week summer, 30 percent; one hour, 27 percent; two-three day, 17 percent; one week, 9 percent; and one semester, one percent. Comparatively, teachers selected: one day, 64 percent; half day, 52 percent; two-three day, 46 percent; one week, 26 percent; one hour, 21 percent; two week summer, 21 percent; evening, 21 percent; and one semester, six percent. These selections by the sampling groups indicates a preference for in-service training programs for shorter periods of time corresponding to one day and a half day sessions.

2. The areas selected by school administrators for the most appropriate people to conduct the in-service were: AEA II personnel, 73 percent; special education teachers, 71 percent; regular classroom teachers; 45 percent; consultants from outside AEA II, 35 percent; college/university personnel, 34 percent; and Department of Public Instruction, 23 percent. Comparatively, teachers selected: special education teachers, 76 percent; AEA II personnel, 61 percent; college/university personnel, 52 percent; regular classroom teachers, 41 percent; consultants from outside AEA II, 33 percent; and personnel from the Department of Public Instruction, 18 percent. The selections made by the two groups indicates a higher priority preference that in-service training be conducted by local educators from within special ed-

ucation, i.e.: AEA II personnel and special education teachers.

3. The areas selected by school administrators for the preferred types of in-service were: activity-centered, 65 percent; demonstration, 59 percent; seminar, 35 percent; lecture, 19 percent; role playing, 15 percent; and debate, four percent. Comparatively, teachers chose: demonstration, 65 percent; activity-centered, 56 percent; seminar, 42 percent; lecture, 31 percent; role playing, 12 percent; and debate, two percent. These selections by the two educator groups indicates the importance of in-service training programs being practical and participatory in nature.

Discussion With Conclusions on Administrator and Regular Teacher Perceptions of In-Service Training on Mainstreaming the Mildly Handicapped

The analysis of the data, as taken from the population of this study, indicated that all nine Chi-squares on Part B--PERCEPTIONS of the questionnaire were significant at the .05 level. A significant Chi-square indicates that a difference in perceptual level exists between the two groups. Percentage totals are listed with each item since such information is most important in analyzing the data. The following items significant at the .05 level with reported percentage results for each item are:

Item 1. Sixty-eight percent of the school administra-

tor group as compared to only 24 percent of the teacher group felt knowledgeable on P.L. 94-142. Results show, however, that the majority of teachers (76 percent) felt that they do not have a basic understanding of the Federal mandate on mainstreaming as compared to 32 percent of the administrators.

Item 2. Sixty-four percent of the school administrator group as compared to only 16 percent of the teacher group felt knowledgeable on the IEP as prescribed in P.L. 94-142. Such results suggest that a significant perceptual difference exists between the two groups. The larger majority of teachers (84 percent) feel they are not knowledgeable of the IEP.

Item 3. Seventy-nine percent of the school administrator group and 50 percent of the teacher group felt knowledgeable on mainstreaming. These results indicate that teachers of the sample population are evenly divided in their perceptions of mainstreaming while the majority of administrators felt knowledgeable.

Item 4. Sixty-seven percent of the school administrator group and only 34 percent of the teacher group felt knowledgeable about identification techniques used to recognize the mildly handicapped. Results indicate that a significant

difference exists in the perceptions between the two groups. Administrators felt they have a greater understanding concerning identification techniques than do teachers.

Item 5. Ninety-four percent of the school administrator group as compared to 58 percent of the teacher group felt knowledgeable about the process used in referring the mildly handicapped for evaluation. Although a majority of both groups (over 50 percent) believe they have an understanding of the referral process, 42 percent of the teachers, as compared to only 6 percent of the administrator group felt they do not know how to refer a child for evaluation.

Item 6. Eighty-three percent of the school administrator group as compared to 49 percent of the teacher group felt knowledgeable on staffing procedures used to place a mildly handicapped child into special education. A significant difference exists in perceptual level between the two groups as indicated by this item. It should be noted that a majority of teachers (51 percent) feel they do not understand staffing procedures.

Item 7. Sixty-one percent of the school administrator group as compared to 36 percent of the teacher group felt knowledgeable on the academic, so-

cial, emotional and personal needs of the mildly handicapped. Results also indicate that a majority of teachers (64 percent) do not understand these basic needs of the mildly handicapped child.

Item 8. Sixty-three percent of the school administrator group as compared to only 21 percent of the teacher group felt knowledgeable concerning the job role of special educators in mainstreaming. Although administrators feel they are more knowledgeable than teachers on this topic, 37 percent of this group believe they do not have an understanding of the job role of special educators in mainstreaming. Of greater importance are the results that indicate over three-fourths of the teacher group do not have an adequate understanding of this area.

Item 9. Sixty-three percent of the school administrator group as compared to only 21 percent of the teacher group felt knowledgeable about due process procedures for the mildly handicapped and their parents. This would indicate that a significant difference in understanding exists between the two groups. Administrators feel they have a greater understanding than do teachers regarding due process procedures.

The results on the above items, as related to school ad-

administrator and teacher perceptions toward in-service on mainstreaming, indicate significant differences exist in the perceptual level between the two groups. School administrators feel they have a greater understanding, when compared to regular teachers, on items related to in-service training on mainstreaming.

The perceptual differences between the two groups may be the result of administrators receiving in-service on special education related topics, (e.g. P.L. 94-142, IEP and staffing procedures) as a part of their routine duties. In all probability, this same information has not been made available to teachers. The lack of in-service opportunities for teachers probably is closely related to a lower level of understanding as perceived by the teacher respondents. Administrators are also responsible for all pupils in a district or building and have greater chances to become involved with the mildly handicapped. Each individual teacher is responsible for a small number of children; and in contrast is not afforded the extensive opportunities to become involved with special education related topics. Additionally, it should be noted that the difference between the two groups are based on the perceived knowledge level and not on the actual knowledge level itself.

The lower perceptual levels of the regular teacher group indicates a great need for in-service training. Over two-thirds of the sample regular teacher group felt that they were not knowledgeable on P.L. 94-142, the IEP, the job role

of special educators in mainstreaming and on due process procedures.

A sizeable number of administrators, also, may still benefit from in-service training. The need for in-service is denoted by the fact that 30 to 40 percent of the administrator group felt that they were not knowledgeable on P.L. 94-142; the social, emotional, academic and personal needs of the mildly handicapped; and the job role of special educators in mainstreaming. Unless all administrators understand the process of mainstreaming and provide the leadership needed, teachers cannot be expected to fulfill their responsibilities to the mildly handicapped as stated in P.L. 94-142.

Discussion With Conclusions on Elementary
and Secondary Teacher Attitudes Toward
In-Service Training on Mainstreaming the
Mildly Handicapped Child

The analysis of the data, as taken from the population of this study, indicated that only one of a possible nine Chi-squares from Part A--ATTITUDES, Section 1 of the questionnaire was significant at the .05 level. A significant Chi-square indicates that an attitudinal difference exists between the two teacher groups. The non-significant items were discussed previously in Chapter 4 and, therefore, need not be repeated again. The following item significant at the .05 level with reported percentage results for the item is as follows:

Item 9. Seventy-seven percent of the elementary teacher

group as compared to 59 percent of the secondary teacher group felt that the amount of time allocated for special education in-service should be a negotiable item in master contracts. This result indicates that a majority of elementary teachers support such action, while secondary teachers are more clearly divided in their feelings on this topic.

From these results, it may be concluded that the attitudes of elementary and secondary teacher toward in-service training on mainstreaming are more similar than different since the Chi-squares of a majority of items are not significant. The planning of in-service programs should be reflective of such similarities.

Discussion With Conclusions on Elementary
and Secondary Teacher Perceptions
Related to In-Service on Mainstreaming
the Mildly Handicapped Child

The analysis of the data, as taken from the population of this study, indicated that three of a possible nine Chi-squares from Part B--PERCEPTIONS of the questionnaire were significant at the .05 level. A significant Chi-square indicates that a perceptual difference exists between the two groups. The non-significant items were discussed previously in Chapter 4 and will not be repeated again. The following items significant at the .05 level with reported percentage results for each are as follows:

Item 5. Seventy-three percent of the elementary teacher

group as compared to only 44 percent of the secondary teacher group felt knowledgeable of the process used to refer a mildly handicapped child for evaluation. A significant difference in perceptual level exists between the two groups on this topic. Results indicate that a majority (over 50 percent) of the secondary teachers felt that they do not understand the referral procedures for evaluation.

Item 6. Sixty-four percent of the elementary teacher group as compared to only 34 percent of the secondary teacher group felt knowledgeable of staffing procedures used in placing the mildly handicapped into special education. The difference in percentage totals for the two groups indicates a significant difference in perceptual levels. Two-thirds of the secondary group felt that they do not understand staffing procedures used in special education.

Item 7. Forty-nine percent of the elementary teacher group as compared to 24 percent of the secondary teacher group felt knowledgeable on the academic, personal, social and emotional needs of the mildly handicapped. This result indicates that a significant difference in understanding exists between the two sample teacher groups. Significantly, over three-fourths of the sec-

ondary group feel that they do not understand the basic needs of the mildly handicapped.

Probable reasons for elementary teacher's being more knowledgeable than secondary teachers on the above three items are that special education programs are more numerous and have existed for a greater number of years at the elementary level. The greater perceptual level of elementary teachers regarding staffing procedures used in placing the mildly handicapped as a part of the referral process may also be due to these same reasons. The fact that elementary teachers feel more knowledgeable than secondary teachers on the academic, social, emotional and personal needs of the mildly handicapped may be attributed to elementary teachers being more child centered and secondary teachers being more subject matter oriented.

Discussion With Conclusions on Problem Areas
Related to In-Service on Mainstreaming As
Perceived by Administrators and Regular
Teachers

The analysis of the data, as taken from the populations of this study indicated the following:

Item 1. Sixty-four percent of the school administrators and 59 percent of the teacher group felt that it would be a problem for teachers to receive released time with pay during the normal school day to attend in-service development.

Item 2. Seventy-three percent of the school administrator group and 68 percent of the teacher group

felt that it would be a problem for teachers to attend in-service development in the evening with pay.

- Item 3. Only twenty-six percent of the school administrator group and 33 percent of the teacher group felt that it would be a problem for Boards of Education to support in-service activities for regular educators. Of the potential problem areas presented to the two groups, this was the only area that the larger majority of both educator groups felt will not be a problem for in-service training.
- Item 4. Eighty percent of the school administrator group and 81 percent of the teacher group felt it would be a problem for teachers to attend in-service training on weekends with pay.
- Item 5. Sixty-six percent of the school administrator group and 56 percent of the teacher group felt that it would be a problem for teachers to attend in-service training during the summer with extended contract. Although a majority of both groups felt that this area will be a problem, approximately one-third of the educators felt such will not be a problem.
- Item 6. Sixty-one percent of the school administrator group and 51 percent of the teacher group felt that it would be a problem for school systems

to hire substitutes for teachers to attend in-service training programs. This result denotes that feelings within the teacher group are almost evenly divided as to whether or not this area will be a potential problem for in-service training. A somewhat larger percentage of administrators felt the employment of substitutes would be a problem.

Item 7. Eighty percent of the school administrator group and 67 percent of the teacher group felt that their past experiences with in-service training had been worthwhile. Results suggest that a somewhat greater percentage of administrators than teachers believe that experiences with in-service training have been worthwhile.

The combined results on perceived in-service training problem areas indicates that educators of both groups feel that in-service programs will experience problems. Recognizing that potential problems exist in this area, special consideration should be given to the effects that negotiated master contracts and other management/teacher relationships will have on such programs.

Limitations of Study

This study was limited to a single AEA in Iowa and the results should reflect other AEA's of a similar rural nature. However, such findings must be observed with caution when applied to more largely populated AEA's, school districts,

and geographical areas.

Implications for Further Research

1. To provide for greater generalization of results, a replication of this study should be done beyond AEA II. The findings of such additional studies could be used comparatively to the findings of this study.
2. When in-service training occurs in AEA II, the same questionnaire used in this study should be readministered to see if attitudes and perceptions have changed. If there is a positive change in the attitudes and perceptions of educators toward in-service training on mainstreaming, such information could be utilized in planning additional in-services in AEA II.
3. Research should be conducted to ascertain actual knowledge levels of the two groups on in-service training related to mainstreaming. These levels should then be compared to perceived knowledge levels as indicated in this study.
4. Additional research should be conducted related to the effects that master contracts have on in-service activities and mainstreaming.
5. Research should be conducted to study the effectiveness of in-service activities on mainstreaming the mildly handicapped as they relate to the length and type of in-service activities and the people who present the in-service.

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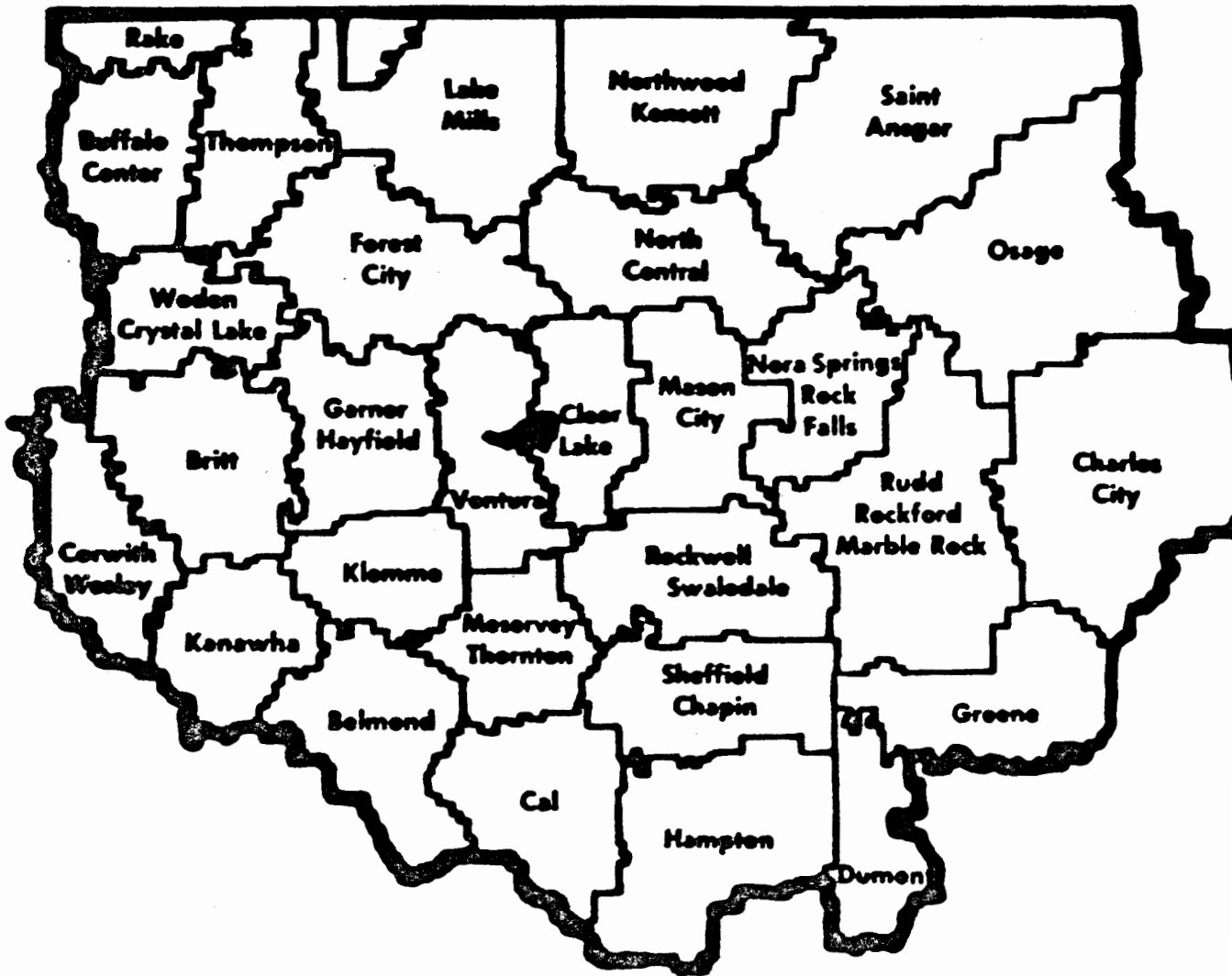
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APPENDIX A

MAP OF NORTHERN TRAILS AREA EDUCATION AGENCY II

NORTHERN TRAILS AREA EDUCATION AGENCY II

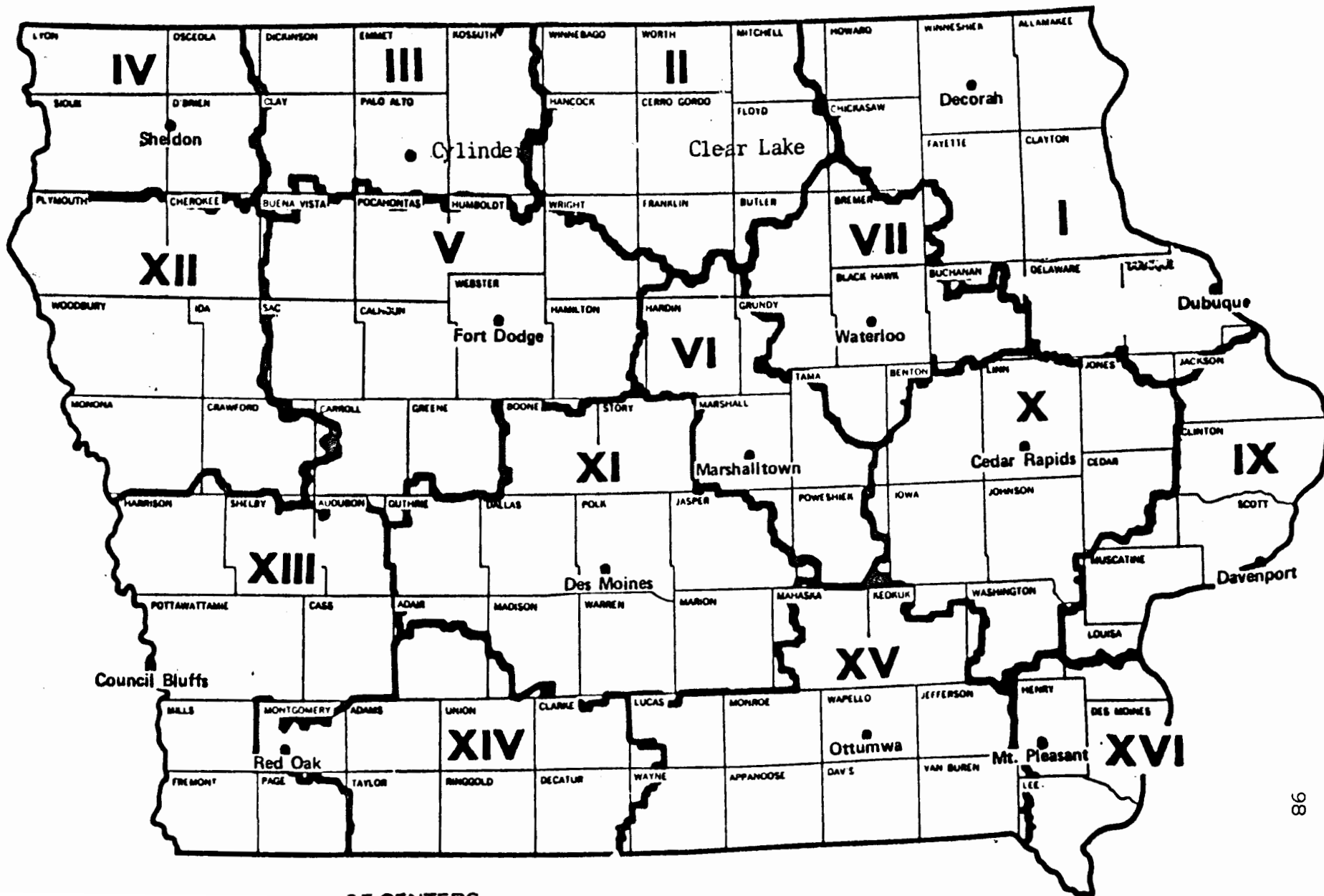


APPENDIX B

MAP OF FIFTEEN AREA EDUCATION AGENCIES IN IOWA

AREA EDUCATION AGENCIES

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION



APPENDIX C
QUESTIONNAIRE

November 16, 1978

Dear Educator,

Over the past several years, Iowa has made great strides in programming for handicapped individuals of school age. Input from regular educators, related to special education in-service needs, is essential if continued programming for such individuals is to remain appropriate.

The purpose of this questionnaire is to assess regular educator attitudes and perceptions toward the in-service needs related to the mildly handicapped child in the regular classroom. Problems related to conducting such in-service programs will also be verified.

This study is being conducted in fulfillment of a requirement for an Educational Specialist Degree in Special Education Administration at the University of Northern Iowa. This research has received the approval of the Northern Trails Area Education Agency and data obtained from this study will be forwarded to them.

Your assistance in completing the questionnaire would be very much appreciated. The information you provide will be kept confidential and will be treated collectively in a manner that will not identify you or your school district.

After completing the questionnaire, please return it in the enclosed, stamped, self-addressed envelope. We would like to have your response by November 28, 1978.

Sincerely,

Jim Blietz
Graduate Student
University of Northern Iowa
Cedar Falls, Iowa

Lee Courtnage, Ed. D.
Division of Special Education
University of Northern Iowa

QUESTIONNAIRE

Directions:

The following definitions are offered to give uniform meaning to key words used throughout this questionnaire.

Due Process: Refers to the constitutional right of the individual to a fair and impartial hearing when the state initiates any action against that individual.

Individualized Education Program: A written statement of the educational goals and services which are to be provided to a handicapped child as prescribed by P.L. 94-142.

In-Service: The process of extending the professional development of educators while they are employed full-time with a school district.

Mainstreaming: The process of educating identified special students in the regular classroom.

Mildly Handicapped Children: Children requiring special education who are enrolled in a regular classroom program for most of the school day but who require special education instruction in specific skill areas on a part-time basis.

P.L. 94-142: Federal legislation mandating a free, appropriate public education for all handicapped children.

Staffing Procedures: Process by which educators study a student for possible placement into special education.

PART A - ATTITUDES

Section 1

Directions: Please read each statement carefully. Then circle your response on the scale which best represents your attitude. For example, if you strongly agree with the statement, you would circle number one (1).

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1. Children in the regular educational program should have the opportunity to associate with mildly handicapped children.	1	2	3	4
2. The regular classroom teacher does not have enough time to serve children who are mildly handicapped when they are in the regular classroom.	1	2	3	4
3. Class size (pupil/teacher ratio) of regular classroom teachers should be reduced when mildly handicapped pupils are served in the regular classroom.	1	2	3	4
4. I feel adequately prepared to function in my role with mildly handicapped pupils in the regular classroom.	1	2	3	4
5. In-service programs relating to "mainstreaming" of mildly handicapped pupils would be beneficial.	1	2	3	4
6. I am willing to participate in in-service programs relating to "mainstreaming" mildly handicapped children in the regular classroom.	1	2	3	4
7. Administrators should be required to attend the same in-service activities as teachers.	1	2	3	4

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
8. Teachers should be given released time with pay to attend in-service activities relating to "mainstreaming".	1	2	3	4
9. The amount of time allocated for special education in-service should be a negotiable item in master contracts.	1	2	3	4
10. Other (Specify) _____	1	2	3	4

Section 2

Directions: Please indicate by marking three (3) areas from the following items. All items refer to in-service as it relates to the mildly handicapped individual in the regular classroom.

The most appropriate length of in-service would be (mark only 3):

- | | |
|--------------------------------|--------------------------|
| a. One (1) hour session _____ | g. Two week summer _____ |
| b. Half-day session _____ | h. One semester _____ |
| c. One-day session _____ | i. Other (Specify) _____ |
| d. Evening session _____ | |
| e. Two-three day session _____ | |
| f. One week _____ | |

Section 3

Directions: Please indicate by marking three (3) areas from the following items. All items refer to teacher in-service for the mildly handicapped individual in the regular classroom.

The most appropriate people to conduct in-service would be (mark only 3):

- | |
|---------------------------------------|
| a. AEA 2 personnel _____ |
| b. College/University personnel _____ |

- c. Department of Public Instruction _____
- d. Special Education Teachers _____
- e. Consultants from outside AEA 2 _____
- f. Regular classroom teachers _____
- g. Other (Specify) _____

Section 4

Directions: Please indicate by marking two (2) areas from the following items:

The preferred format for in-service would be (mark 2 only):

- a. Lecture _____
- b. Activity centered _____
- c. Seminar _____
- d. Demonstration _____
- e. Role-playing _____
- f. Debate _____
- g. Other (Specify) _____

PART B - PERCEPTIONS

Directions: Please read each statement carefully, then circle your response on the scale which best represents your perceptions. For example, if you are knowledgeable about an item, you would circle number two (2).

- | | <u>Very</u>
<u>Knowl-</u>
<u>edgeable</u> | <u>Knowl-</u>
<u>edgeable</u> | <u>Not Very</u>
<u>Knowl-</u>
<u>edgeable</u> | <u>No</u>
<u>Knowl-</u>
<u>edge</u> |
|---|---|----------------------------------|---|---|
| 1. Public Law 94-142
(The Education for
All Handicapped Chil-
dren Act, 1975.) | 1 | 2 | 3 | 4 |
| 2. Individualized Edu-
cation Program (IEP)
for mildly handicapped
children as prescribed
by Public Law 94-142. | 1 | 2 | 3 | 4 |

	<u>Very</u> <u>Knowl-</u> <u>edgeable</u>	<u>Knowl-</u> <u>edgeable</u>	<u>Not Very</u> <u>Knowl-</u> <u>edgeable</u>	<u>No</u> <u>Knowl-</u> <u>edge</u>
3. "Mainstreaming" of mildly handicapped children into the regular classroom.	1	2	3	4
4. Identification techniques to help recognize mildly handicapped children in your classroom.	1	2	3	4
5. The referral process used in referring a mildly handicapped child for evaluation.	1	2	3	4
6. Staffing procedures used in placing mildly handicapped children into special education.	1	2	3	4
7. The academic, personal, social, and emotional needs of mildly handicapped individuals.	1	2	3	4
8. Job role special education personnel should have in "mainstreaming."	1	2	3	4
9. The due process procedures for parents and mildly handicapped students as outlined in Public Law 94-142.	1	2	3	4
10. Other (Specify) _____	1	2	3	4

PART C - PROBLEMS

Directions: Below are listed a series of statements which may present problems for in-service development related to the education of the mildly handicapped child in the regular classroom. Please mark your response the best represents your agreement with the statement.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1. It will be a problem for teachers to receive time with pay during the normal school day to attend in-service development.	1	2	3	4
2. It will be a problem for teachers to attend in-service development in the evening with pay.	1	2	3	4
3. It will be a problem for Boards of Education to support in-service development for regular educators.	1	2	3	4
4. It will be a problem for teachers to attend in-service development on weekends with pay.	1	2	3	4
5. It will be a problem for teachers to attend in-service development during the summer with extended contract.	1	2	3	4
6. It will be a problem for school systems to hire substitutes for teachers to attend in-service development programs.	1	2	3	4
7. Past experiences with in-service has been worthwhile.	1	2	3	4
8. Other (Specify) _____	1	2	3	4

Please complete the following information.

Administrator - Please check one

Teacher - Please check one

Elementary Principal _____
 Secondary Principal _____
 Superintendent _____
 Other _____

Elementary (K-6) _____
 Secondary (7-12) _____
 Other _____

Years of Experience:

Administrator _____

Teacher _____