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An investigation of the types of support identified as necessary by secondary classroom teachers in Iowa school districts for the inclusion of students identified as behaviorally disabled

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AN INVESTIGATION OF THE TYPES OF SUPPORT IDENTIFIED AS

NECESSARY BY SECONDARY CLASSROOM TEACHERS IN IOWA SCHOOL

DISTRICTS FOR THE INCLUSION OF STUDENTS IDENTIFIED AS

BEHAVIORALLY DISABLED

A Dissertation

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:
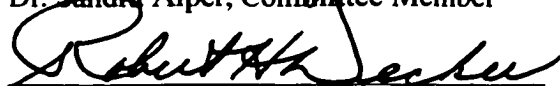
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University of Northern Iowa

December 2002

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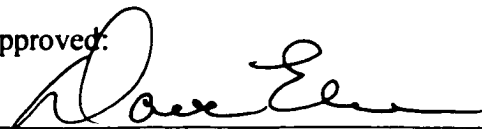An Abstract of a Dissertation
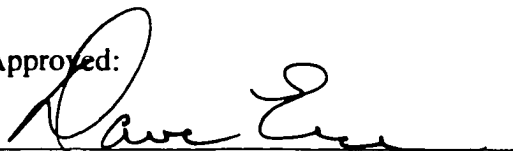
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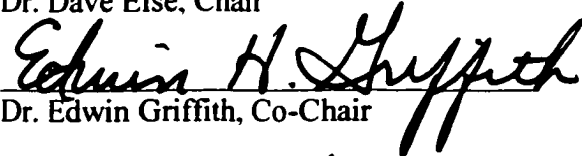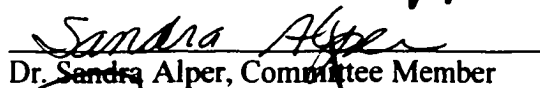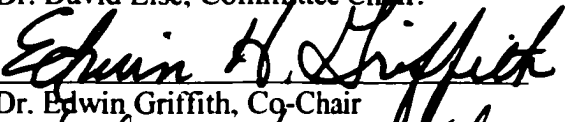
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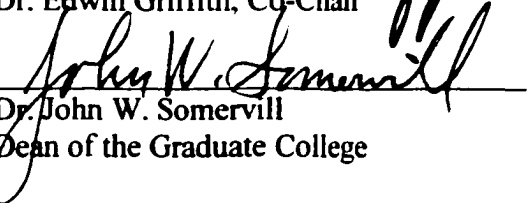
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ABSTRACT

This study investigated the type of supports secondary general educators in Iowa

school districts identified as minimal to include children with behavioral disabilities. It

also analyzed the differences in the types of support secondary general educators

identified to include children with behavioral disabilities into the general education

classroom.

A total of 251 teachers from 147 school districts reacted to an assigned scenario

that described a student with a behavioral disability by completing a self-reporting survey

on the actual supports they received and minimal support needs preferred to include the

student described in the assigned scenario into their classroom. General education

teachers selected their actual support received and the minimal support preferred from six

support areas: (a) availability of appropriately trained and supervised paraprofessional

assistance: (b) caseloads and class size: (c) time for planning, collaboration, and

consultation: (d) availability of qualified related services professionals: (e) on-going, well

planned and relevant inservice training and workshops to support teachers including

students with disabilities: and (f) consultation services for teachers from special educators

on classroom instructional strategies and behavioral interventions.

A chi-square test for differences was used to determine if the responses by group

(teachers with and without experience including students with behavioral disabilities in

their classrooms) were significantly different. The data revealed that teachers with and

without experience including students with a behavioral disability in their classrooms

prefer: (a) a class size of < 20 students: (b) one hour of planning, collaboration, and

consultation time: (c) appropriately trained paraeducator for the entire class period; (d) qualified services from a special education consultant or school psychologist; (e) consultation with a special educator on instructional recommendations and behavioral management; and (f) professional development training on instructional strategies and behavioral interventions.

A willingness to include students with behavioral disabilities in their classrooms is closely linked with receiving the supports the teachers indicated as minimally necessary. General educators with experience including students with disabilities in their classrooms preferred to participate in the inclusion decision-making process where as teachers without experience including students with disabilities in their classrooms preferred having mandatory supports or modifications as a general practice.

ACKNOWLEDGEMENTS

I would like to thank the members of this dissertation committee for their guidance and support throughout the duration of this project. I particularly thank Dr. David Else for his encouragement and leadership. Without his support and willingness to provide direction through the research process this goal would not have been completed.

Lastly, I want to thank my wife, Carla, and sons, Connor and Colton for their understanding and willingness to give up family time so I could accomplish this academic dream.

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CHAPTER I

STATEMENT OF THE PROBLEM

Background Information

Although no consensus exists about the definition of inclusion, according to Turnbull, Turnbull, Shank, and Leal (1995) inclusion is generally considered a movement to merge general education and special education so that all students are educated in general education classrooms. Perhaps because of this lack of consensus, inclusion is one of the most widely and hotly debated topics in education today. The Individuals with Disabilities Education Act (IDEA), initially titled the Education for all Handicapped Children Act was signed into law by President Ford in 1975. Yell (1998) wrote, prior to the passage, more than 1 million children with disabilities were excluded from public schools and many received inadequate educational services in isolated settings.

The IDEA presented a national commitment to provide free, appropriate, public education for students with disabilities. Further, the law was an effort to end the isolation of students with disabilities by requiring they be educated with their non-disabled peers. The IDEA also required school districts to educate students with disabilities in the Least Restrictive Environment (LRE).

LRE is a legal principle requiring students with disabilities to be educated as closely as possible with students without disabilities. Although the term inclusion does not appear in the IDEA law prior to the 1997 amendments, the concept of inclusion is similar to the LRE requirement.

According to the IDEA, school districts are obligated to ensure that: (a) to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled; and (b) special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in general classes, with the use of supplementary aids, cannot be achieved satisfactorily (IDEA Regulations, 1975).

Therefore, inclusion is not mandated by the IDEA law. However, the IDEA law does mandate that the primary consideration in determining the LRE for a particular student must be made in accordance with his or her individual needs. School districts are required to have options, which vary in degrees of restrictiveness, from which to choose appropriate placement. The Individual Education Planning (IEP) team has sole responsibility in determining the educational programming and placement for students with disabilities in accordance with these principles.

What constitutes a least restrictive setting for students is often difficult to determine, according to Huefner (1994). Disagreements over Least Restrictive Environment (LRE) between the parents and schools have led to many court cases, and several have set the standards for all other courts to use in reviewing disagreements over LRE.

The U.S. Court of Appeals for the 5th Circuit handed down the most important of these judicial standards in *Daniel R. R. v. State Board of Education* (1989). When a court reviews an LRE case, it must determine whether a school has complied with the *inclusion requirement* [italics added] of the IDEA by applying the following test criteria:

(a) whether education in the general education classroom, with the use of supplementary

aids and services, can be achieved satisfactorily for a given child; or (b) if it cannot, and

the school intends to remove the child from the general education classroom, whether the

school has included the child to the maximum extent appropriate.

To meet the first part of the test, the court identified three factors in determining

compliance with the LRE mandate:

1. Will the student benefit educationally from the placement? Benefit may be

defined either academically or non-academically (that is socially).

2. What is the student's overall educational experience in the general education

environment? Schools must balance the benefits of the general versus special education

setting in making this decision according to Julnes (1994). This part of the inquiry

requires the school to attempt to include the student.

3. What effect does the student with disabilities have on the education of the other

students? This inquiry requires an examination of "disruptive behavior" or "burden on

the teacher" (*Daniel RR. V. State Board of Education*, 1989, p. 1049).

In *Hartmann v. Loudon County* (1997), the U.S. Court of Appeals for the 4th

Circuit adopted a slightly different standard. The court stated that the LRE requirement of

the IDEA establishes a preference for inclusion and devised the following three steps for

courts to use to determine if school districts have met these obligations:

1. Inclusion is not required if a student with disabilities will not receive benefits

from the general education classroom.

2. Inclusion is not required if any marginal benefit would be significantly outweighed by benefits obtained only in a separate instructional setting.

3. Inclusion is not required if the child is a disruptive force in the general educational classroom.

Over the past 25 years the movement to include students with disabilities as full-time members of general education classrooms has been based, according to Hunt, Farron-Davis, Beckstead, Curtis, and Goetz (1994), on constitutional grounds as set forth in the Fourteenth Amendment and legal precedents highlighted by several significant court rulings that have addressed LRE and have set the tone for the inclusion movement.

The cornerstone of judicial intrusion into the educational arena is the court case, *Brown v. Board of Education* (1954). The findings and conclusions of *Brown* set aside the doctrine of separate but equal and have served as the basis for precedent-setting cases that challenged school systems in states that have systematically denied a free public education to children with disabilities. Other significant litigations have included: *The Pennsylvania Association of Retarded Citizens (PARC) v. Commonwealth of Pennsylvania*, 1972; *Larry P. v. Riles*, 1984; *Daniel R. R. v. State Board of Education*, 1989; *Greer v. Rome City School District*, 1991; *Board of Education v. Holland*, 1992; and *O'Berti v. Board of Education*, 1993. These court cases have been instrumental in supporting the placement of students with disabilities into the general education classroom setting.

The practice of removing students from the general education classroom has been questioned by many educators (Deno, 1970; Dunn, 1968; The Holmes Group, 1990;

Stainback, Stainback, & Forest, 1989; M. C. Wang, Reynolds, & Walberg, 1987; Will, 1986) as an ethical consideration for the educational community.

In addition to legal ramifications, there are other reasons for the increased discussion about inclusive education. These reasons range from social justice (Biklen, Lehr, Searl, & Taylor, 1987; Forest & Pearpoint, 1991; Kunc, 1992), promotion of relationships and community (Brown et al., 1989; Danby & Cullen, 1988; Forest, 1989; Sapon-Shevin, 1992; Snow, 1991; York, Vandercook, Macdonald, Heise-Neff, & Caughey, 1992), questionable instructional efficacy of traditional *pull-out* [italics added] models (Hunt, Goetz, & Anderson, 1986; Taylor, 1988; Ysseldyke, Algozzine, & Thurlow, 1992), to the need to reconceptualize models of educational service provisions to better meet the needs of all children (Ainscow, 1991; W. E. Davis, 1990; Lipsky & Gardner, 1989; S. Stainback & W. Stainback, 1984; Villa, Thousand, Stainback, & Stainback, 1992).

The push to reform the dual system of education, as Will (1986) describes, into a unitary system where all children are served in general education classrooms has created considerable debate. In fact, three publications, The Journal of Learning Disabilities, Exceptional Children and Educational Leadership have devoted entire issues to this topic. Additionally, Keogh (1988a) and Kauffman (1989) criticized the debate that surrounds an included system of education because the sole involvement came from professionals in the area of special education and lacked involvement from the general education community.

Including all students in general education classrooms does present some very real problems regarding support in the classroom for general education teachers (East, 1992; Gerber & Semmel. 1984; R. L. Jones. Gottlieb, Guskin. & Yoshida, 1978; MacMillian, Meyers. & Yoshida. 1978). At a minimum. administrators who promote inclusive education face challenges to ensure the availability of support in three broad areas: (a) training that is responsive to the individual needs of teachers. (b) consultation from a team of professionals who have varying types of expertise. and (c) additional in-class help for actually carrying out the classroom responsibilities (Werts, Wolery. Snyder. & Caldwell. 1996). Other support problem areas for general education teachers include: (a) lack of administrative support; (b) large class sizes; (c) no additional funding for materials; (d) insufficient planning time; (e) the lack of paraprofessional support within the classroom; (f) the lack of professional services from psychologists. social workers. speech and language pathologists. and occupational therapists; (g) infrequent consultation services from special educators on the modification of curriculum, designing of behavior programs and modeling of instructional strategies; and (h) few inservice workshops and training sessions that deal with educating students with disabilities.

Ignoring these concerns significantly lessens the potential for successful inclusion of students with disabilities. According to W. E. Davis (1989), Gerber (1988), and Kauffman (1989) the success of a student with a disability that is included in the general education classroom is the responsibility of the classroom teacher. One factor that impacts teachers' effectiveness is the supports available to the classroom.

Specific information regarding general classroom teachers' perceived needs when including students with disabilities in general education classrooms has been lacking according to Myles and Simpson (1989); Simpson (1999); Werts, Worley, Snyder, and Caldwell (1996). Several studies that have been conducted regarding the supports needed to include students with disabilities focus on the elementary classroom teacher (East, 1992; Hudson, Graham, & Warner, 1979; Myles & Simpson, 1989, 1992; Roll-Pettersson, 2001; Werts, Wolery, Snyder, Caldwell, & Salisbury, 1996). These studies looked at the types of supports elementary general classroom teachers perceived as necessary to successfully include students with mild or severe mental disabilities.

Hudson et al. (1979) surveyed 151 general elementary classroom teachers in two Mid-Western states, investigating the attitudes and perceived needs of time, materials, skills, support services, and training as related to teaching locale, educational degree and teaching level.

Myles and Simpson (1989) studied the types of supports general education elementary classroom teachers perceived as necessary to successfully include students with mild disabilities. Using a vignette about a student with a mild disability as a stimulus, general education teachers were asked to identify the minimal classroom supports they would need if that student was placed in their classrooms. Additionally, teachers reported the types of supports that they were currently receiving, as well as, whether they would be willing to accept the described student into their classrooms with the indicated supports or without the indicated supports.

A study by East (1992) recognized the ranked perceived support needs general

elementary education teachers selected as minimal to include students identified as

severely disabled. East compared responses of Mid-Western elementary classroom

teachers who had and had not experienced students who are severely disabled in their

classroom. The ranking of support needs in the areas of class size, planning time,

professional services (paraprofessional, ancillary personnel, and special education

personnel), consultation with a special educator, and inservice work shops were analyzed

to determine which supports general classrooms teachers felt were most critical.

Myles and Simpson (1992) studied 194 Mid-Western general educators' (Grades

1 through 6) mainstreaming preferences that facilitate acceptance of students with

behavioral disorders and learning disorders. This study was designed to determine which

modification(s) would persuade general educators to mainstream groups of labeled and

unlabeled mildly handicapped children and to investigate the importance general

education teachers place on participation in mainstreaming decision making.

The Roll-Pettersson (2001) study compared resources and supports expressed as

being available and in need of change among 39 teachers in school environments that

included students with disabilities and segregated students with disabilities in Sweden.

The teacher perceptions were compared in relation to the rated degree of pupil disability.

Results indicated that, regardless of educational setting, teachers perceived strong needs

for regular and ongoing inservice training, access to university courses, and consultation

contact with other professionals. Additionally, teachers in included settings perceived

they had more support needs than they had available to teach students with a disability. (Roll-Pettersson. 2001).

During the last decade the growing insurgence to include all students into the general education classroom has also created another dilemma for school administrators and classroom teachers. They must provide an appropriate program for the child with a disability when supports to the general education classroom are often limited.

To successfully include students with disabilities in general education classrooms the research suggests general educators must be provided the appropriate types and amounts of support (Myles & Simpson. 1989; Villa, Thousand, Meyers. & Nevin. 1996; York & Tundidor. 1995). However, few specifics in this regard, according to Salend (1990) are known (i.e., support needs as a function of diagnostic label, teachers' characteristics, etc.) other than it is common for general educators to feel abandoned and insufficiently supported and trained subsequent to the placement of students with disabilities in general education settings. Myles and Simpson (1989) stated that general educators have not been asked to indicate whether or not the ability to select classroom modifications and the ability to participate in the placement process would affect their willingness to accept students with disabilities.

Scruggs and Mastropieri (1996) synthesized 28 research reports on teacher perceptions of mainstreaming/inclusion from 1958 to 1995. In this synthesis, the researchers found six investigations (Center & Ward, 1987; Coates, 1989; P. A. Gallagher, 1985; Gans, 1985; Hudson et al., 1979; Myles & Simpson, 1992) that researched the issue of adequacy of resources. These six investigations were from the

Mid-West (Missouri, Kansas, Ohio, Iowa, and one unnamed Mid-Western state), New South Wales and Australia, in which 3,268 teachers responded to survey questions relevant to the issue of adequacy of resources to include students with disabilities into the general education setting. Many of these investigations distinguished between material and personnel resources, class size and extra training for the general education teacher.

The 28 reports published from 1958 to 1995 that were identified and synthesized by Scruggs and Mastropieri (1996) provide original data of the relevance of teacher attitudes toward inclusion. Respondents included 10,560 teachers and other school personnel from rural, suburban, or combined school districts in the Northeast; Southeast; Mid-West; Western parts of the United States; New South Wales, Australia; and Montreal, Canada. The surveys included 1,173 special education teachers, and 6,459 general education classroom teachers. Of the general educators responding, 2,035 were elementary educators, 4,133 were mixed school personnel, and only 421 were categorized as secondary teachers.

Few studies on inclusion, especially on the support and resource needs identified by teachers, have focused on the secondary teacher. The majority of the current studies (Avramidis, Bayliss, & Burden, 2000; M. G. Smith, 2000; Van Reusen, Shoho, & Barker, 2000; Weller & McLeskey, 2000) sampling secondary teachers have researched perceptions and attitudes toward the inclusion of students into the general education classrooms. According to Salend and Duhaney (1999), future research is needed to address and expand the knowledge of inclusive practices of students with behavioral disabilities at the secondary school level. Also, because the implementation of inclusion

at the secondary level may be quite different from that at the preschool and elementary levels, there is a need for studies that investigate inclusive practices in secondary school settings (Thousand, Rosenberg, Bishop, & Villa, 1997).

Research evidence is lacking on the perceived support needs to include students with disabilities in general education settings between teachers with and without inclusion experiences. In a study by Werts, Worley, Snyder, Caldwell, and Salisbury (1996) teachers with and without students with disabilities in general education elementary classrooms were identified. Approximately one-fifth of the 1,491 elementary teachers reported they did not have a student with a disability included in their classroom. No analysis was reported on the needs or availability of supports and resource for the non-included teacher population. Research studies at the secondary level have not been found that looked at differences between teachers with and without experiences including students with behavioral disabilities in general education classrooms and the types of classroom supports identified as necessary to include the students with behavioral disabilities.

The available research on teachers' attitudes indicates that while many general education teachers philosophically support the concept of inclusion, most have strong concerns about their ability to implement these programs successfully (Van Reusen et al. 2001). Studies have shown that most general education teachers stated they do not have or will not be provided with sufficient planning time (Gans, 1987; Myles & Simpson, 1989, 1992). Many teachers question their ability to teach students with disabilities even after training (Vaugh, Schumm, Jallad, Slusher, & Saumell, 1996) and studies have found

that secondary teachers are often less positive and more resistant to the additional responsibilities of including students with disabilities (Bender, Vail, & Scott, 1995).

Werts, Worley, Snyder, and Caldwell (1996) suggest that current research is restricted to elementary teachers, and the supports needed and the problems encountered by middle and high school teachers should be studied. They also suggest that additional research could focus on the effects of various resources over time and how teachers utilize available supports and resources to include students with disabilities.

Roll-Pettersson (2001) state that future studies should focus on interpreting the availability of and need for resources of general education classroom teachers who have children with disabilities in their classrooms. The lack of knowledge of the support needs of general education teachers at the secondary education level to include students with disabilities constitutes a need for further investigation.

<u>Purpose of the Study</u>

This study expanded on the current research in two ways. First, this study looked at support(s) secondary general educators identify as minimal to include children with behavioral disabilities. Secondly, this study analyzed the differences in the types of support(s) secondary general educators identified to include children with behavioral disabilities into the general education classroom.

The purpose of this study was to increase the knowledge of what specific types of support(s) are perceived necessary by secondary general education teachers to include students with behavioral disabilities in their classrooms.

To accomplish the research task, this study solicited and interpreted information regarding the support needs secondary general education classroom teachers expressed as being minimally necessary when including students with a behavioral disability into their classrooms. In particular, the support areas this study researched included: (a) availability of appropriately trained and supervised paraprofessionals to support instructional and other program efforts (Giangreco, Broer, & Edelman, 1999; Giangreco, Edelman, Broer, & Doyle, 2001; K. H. Jones & Bender, 1993); (b) caseloads and class sizes that permit teachers and related services personnel to address the needs of their students effectively (Myles & Simpson, 1989, 1992); (c) time for planning, collaboration, and consultation built into the schedules of professional staff (Rainforth & York-Barr, 1997; Rainforth, York, & MacDonald, 1992; Tiegerman-Faber & Radziewicz, 1998); (d) availability of qualified related services professionals and consultants who can assist teachers in planning and implementing best practice strategies (Myles & Simpson, 1989, 1992); (e) ongoing well-planned and relevant inservice training programs for teachers and other staff on topics that support including students with disabilities into general education classrooms (Schumm & Vaughn, 1992); and (f) consultation services for teachers from special educators on classroom instructional strategies and programs to ensure supportive attitudes toward students with disabilities among general education students, general education faculty, and other staff (Simpson & Myles, 1989). In general, the overall focus of this study was the needs of secondary general education classroom teachers in Iowa.

Having determined which types of support were identified as most necessary by the general education classroom teacher will assist special education teams and school

administrators in the formulation of programs at the secondary school setting that can lead to the successful inclusion of students with behavioral disabilities. Also, this study has added to the body of research knowledge on the support needs of secondary general education teachers to include students with behavioral disabilities. This knowledge could be incorporated into the curriculum of teacher and administrator preparation programs at colleges and universities. This study has provided Area Educational Agencies' support personnel with information on the types of supports secondary general education teachers identify as minimal to include students with behavioral disabilities. This research knowledge has provided a research base for team planning, consultation, and collaboration with secondary teachers and administrators. This study has implications on legislative decision-making for funding of special education programming as a result of teacher identified support needs to include students with behavioral disabilities. In addition, this study provides research information for the development of secondary general education staff development activities.

<div align="center">Definition of Terms</div>

Accommodations: adjustments that are made to ensure that students with disabilities have both equal access to educational programming and the means by which to demonstrate success (*The Special Educator*, 2001a).

General/Regular Education Classroom: classroom in which children within the school attendance area are normally enrolled.

Inclusion: refers to the placement and education of students with disabilities in general education classrooms with students of the same age who do not have disabilities (C. R. Reynolds & Flecther-Janzen, 2000).

Integration: process by which children are offered places in the least restrictive environment for their educational needs. Integration is a process that does not imply a restructuring of the educational environment to accommodate the needs of children with disabilities (Thomas, 1997).

Least Restrictive Environment:

to the maximum extent appropriate, children requiring special education are educated with individuals who do not require special education and that special classes, separate schooling or removal of children requiring special education from the general education environment occurs only if the nature or severity of the individual's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Iowa Department of Education, 2000, p. 2)

Modifications: substantive changes in course/subject delivery, content or instructional level that have the effect of creating a different standard for students with disabilities (The Special Educator, 2001b).

Secondary School: school in which students are educated in classrooms from Grade 9 through Grade 12.

Support / Support Services:

specially designed instruction and activities which augment, supplement or support the educational program of eligible individuals. These services include special education consultant services, educational strategies services, audiology, occupational therapy, physical therapy, school psychology, school social work services, special education nursing services, speech-language services, and work experience services provided by the support personnel. (Iowa Department of Education, 2000 p. 34)

Behaviorally Disabled:

inclusive term for patterns of situational inappropriate behavior which deviate substantially from behavior appropriate to one's age and significantly interfere with the learning process, interpersonal relationships, or personal adjustment of the individual to such an extent as to constitute a behavior disorder. (Iowa Department of Education, 2000 p. 3)

Research Questions

The study investigated the support(s) secondary general educators identified as minimal to include children with behavioral disabilities and differences in the types of support needed to include children with behavioral disabilities into the general education classroom. To accomplish this, the following research questions guided the study:

1. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have included students identified as behavioral disabled into their classrooms?

2. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have not included students identified as behavioral disabled into their classrooms?

3. What are the differences between teachers with and without experiences including students with behavioral disabilities and the types of classroom supports they identify as necessary to include students with behavioral disabilities in the secondary general education classroom?

4. Do secondary teachers participate in the decision-making process for the placement of students with disabilities into their classrooms?

5. Does teacher acceptance of the placement of students with behavioral disabilities into their classrooms depend on receiving the types of support identified as minimally necessary?

6. Are attitudes toward including students with disabilities different for teachers who participate in the decision-making process versus those who have no say in the decision-making process to include students with disabilities in their classrooms?

Assumptions

The researcher has made several assumptions about this study:

1. Inclusion, as an educational reform, is the current practice in public secondary schools in Iowa, and, secondary teachers understand that inclusion is the practice of educating all students in the same classroom.

2. Respondents will voluntarily participate in the study and answer the survey instrument honestly.

3. Teachers' responses regarding their minimum support needs to include students with a behavioral disability will not be biased by previous experiences including students with other disabilities (i.e., learning disabilities, mental disabilities, or physical disabilities) in their secondary general education classrooms.

4. The random sample of general education teachers represents the entire population of general education teachers in Iowa.

5. The support areas represented in the survey instrument are available and relevant for inclusionary practices in Iowa secondary public schools.

<div align="center">Limitations of the Study</div>

This study has several limitations:

1. This study was limited to the perceptions of a randomly selected sample of secondary public school teachers in Iowa. Teachers' names were randomly selected by the Iowa Department of Education Bureau of Statistics. The scope of the study was limited to Iowa schools and secondary teachers.

2. The survey data are open to various interpretations because the investigator is unaware of the events that influence participants' responses and the meaning participants apply to each item (Alreck & Settle, 1995).

3. A direct comparison of the findings of this research study to the Myles and Simpson (1992) study has limitations due to changes made in the survey instrument. Those changes include: sampling techniques, the grade level of the teachers surveyed, and the research design of this study.

4. Under ideal conditions, the information sought by this study might have been derived through extensive interviews (Borg & Gall, 1989). However, due to the limitation of time and the desire to include a large number of participants, surveys were used.

5. The survey study cannot address all the available classroom supports and modifications for the sampled general education teachers. Therefore, the supports and

modifications used in the study only represent current practices and not necessarily the reality of the teachers surveyed.

6. Since teacher experiences including students with disabilities are products of the schools' operation. there are limitations to the assumption that differences found are solely products of experience including students with behavioral disabilities. The responses may be the results of system issues due to the assignment of students to classrooms.

7. This study's contribution to educational research is limited to the difference in support needs identified by general education secondary teachers to include students with behavioral disabilities. No other generalization can be made from the data for the support needs of general education teachers to include students with other disabling characteristics.

<p style="text-align:center">Organization of the Document</p>

The organization of this document is as follows: Chapter 1 outlines the purpose of the study, research questions, definition of terms, and the assumptions. Chapter 2 reviews literature related to teachers' perceived support needs for the inclusion of students identified as disabled. This section explains the significance of the study as it relates to the literature. Chapter 3 covers the research design, data collection, and instrumentation of the study. This chapter also covers the population, sample, and selection of subjects for the study. Chapter 4 provides an analysis of the data obtained from the surveys completed by the respondents. Chapter 5 concludes the document with a summary of the findings and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

In 1975 the Education for All Handicapped Children Act, Public Law 94-142, that

would begin to change past methods of educating children with moderate and severe

handicaps was passed by Congress. Berres and Knoblock (1987) wrote, "The Education

for All Handicapped Children Act (PL 94-142) is a milestone in the struggle to provide

education to handicapped children in the least restrictive environment (LRE)" (p.1).

Least restrictive environment is addressed by PL 94-142 in the following way:

> ...to the maximum extent possible, handicapped children, including children in
> public and private institutions or other care facilities, are educated with children
> who are not handicapped, and the special classes, separate schooling, or other
> removal of handicapped children from the regular educational 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. (20 U.S.C. 1412 [5] [B]; as cited in Berres & Knoblock,
> 1987, p. 2)

Public Law 94-142, the Education for All Handicapped Children Act's name was

changed to the Individuals with Disabilities Education Act (IDEA) by the 1990

amendment P.L. 101-476 (J. O. Smith & Colon, 1998). The IDEA is a comprehensive

law articulating federal policy concerning the education of children with disabilities.

According to J. O. Smith and Colon, (1998) the goals of the Act are:

1. To ensure that all children with disabilities have available to them free,

appropriate, public education that includes education and related services to meet their

unique needs.

2. To protect the rights of these children and their parents.

3. To help states and localities provide for the education of all children with disabilities.

4. To establish criteria by which to judge the effectiveness of efforts to educate these children.

The six features of the IDEA outlined by J. O. Smith and Colon, (1998) included:

1. Zero rejection. School districts must provide free, appropriate public education (FAPE) to all children with disabilities, regardless of the severity of their disability. No child may be excluded.

2. Individualized Education Plan (IEP). Local education agencies (LEAs) must maintain an IEP for each child with a disability. The IEP must contain specific components and be reviewed at least annually.

3. Least Restrictive Environment (LRE). Education must take place in the least restrictive environment. Schools must have procedures and safeguards for including children with disabilities into general educational environments to the maximum extent appropriate.

4. Nondiscriminatory testing. Testing procedures must be culturally and racially nondiscriminatory.

5. Due process protection for students with regard to identification, evaluation, and placement. Local Education Agencies (LEAs) must provide an opportunity for due process procedures so parents and guardians can review evaluation and placement decisions made with respect to their children. Parents who do not believe their child is

receiving an appropriate education under the law must be provided the opportunity to resolve such issues through mediation or an impartial due process hearing.

      6. Parental participation. Parents must be provided an opportunity to participate in issues pertaining to the child's evaluation, placement, and IEP development.

      Since 1975, the concept of including children with disabilities into the least restrictive environment has generated considerable interest from parents and professionals. However, the actual practice in the spirit of PL 94-142 (IDEA) has lagged behind theory. According to Pearman, Barnhart, Huang, and Mellblom (1992) the Act assured that children with disabilities would have access to, and involvement in, the process of education. The Act also allowed for the categorization of the disabling condition and the funding of programs that rely heavily on this categorical model. Although the Act does require educational services for students with disabilities, it does not require a separate educational system. During the past two decades general and special education have developed into separate, parallel programs rather than one unified system that includes students with disabilities into general education classrooms.

      On June 4, 1997, President William Clinton signed PL 105-17 and other significant amendments of the Individuals with Disabilities Education Act (IDEA) into effect. One focus of the amendments was student participation in the general education classroom.

      Prior to the revisions of PL 105-17, the Least Restrictive Environment (LRE) statement, required as part of the IEP, indicated "the extent to which the child will participate in general education programs" (NASDSE, 1997, p. 13; as cited in Kozub,

1998). Now the IEP must include an "explanation of the extent to which the child will not participate in general education class" (NASDSE, 1997, p. 13; as cited in Kozub, 1998). In addition, the recent amendments to IDEA require at least one general education teacher participate in the IEP Team meeting, if the child is, or might be participating in the general education environment. This stipulation ensures that general educators will take part in planning the program for the child with disabilities, including the needs for supplemental aids and services.

Legal Background

In the mid-1950s the legality of providing segregated learning environments for children with disabilities was challenged (Berres & Knoblock, 1987). The 1954 United States Supreme Court case of *Brown v. Board of Education* (1954) declared that educational segregation based upon race was unconstitutional. A series of major court decisions since the 1954 *Brown* ruling have pushed the equal protection clause of the Fourteenth Amendment to the Constitution to children with disabilities.

In the court case, *The Pennsylvania Association of Retarded Citizens (PARC) v. Commonwealth of Pennsylvania* (1972), the Court recognized not only that children with disabilities, and in this case children classified as retarded, should have access to public education, but also that they should receive education in regular public schools (Lepley, 1990). The *PARC* case included five claims which the Court endorsed: (a) that children with disabilities had systematically been denied a public education; (b) that all children could benefit from an education; (c) that under the constitutional right or equal protection and various state claims, all children were entitled to a free appropriate education; (d) that

parents had a right to due process; and (e) that children with disabilities were entitled to receive their education in the least restrictive environment possible.

A similar decision can be found in *Mills v. Board of Education of District of Columbia.* (1972). In its ruling, the Court concluded that special education services should be provided among the alternative programs of education, and placement in a general education public school class with appropriate auxiliary services is preferable to placement in a special school class (Prasse, 1988).

> The landmark Supreme Court decision *Board of Education of Hendrick Hudson Central School District v. Rowley* (1982) provided a blueprint for all subsequent appropriate education cases. The Court stated that Congress had not intended that schools try to develop a child with a disability to his or her maximum potential. The intent of the IDEA was to give all students access to education in the public schools. (Weishner, 1997, p. 262)

In LRE cases, the U.S. Courts of Appeals have provided guidance to lower courts and school districts to determine appropriate and least restrictive placements for students with disabilities (Yell & Drasgrow, 1999). There currently exist only four acknowledged tests for determining LRE placement: (a) the Roncker portability test, (b) the Daniel R. R. two-pronged test, (c) the Rachel H. four-factor test, and (d) the Hartmann three-part test (Yell & Drasgrow, 1999).

In the case of *Roncker v. Walter* (1983), a nine year-old child classified as "trainable mentally retarded" (Yell & Drasgrow, 1999, p. 119) by the school district was recommended for placement in a special school for children with disabilities. The parents objected to the placement and brought suit against the school district. The lower court ruled in favor of the school district, noting that the least restrictive environment requirement of IDEA allowed schools "broad discretion" (Yell & Drasgrow, 1999, p.

119) in the placement of students and the school district had acted properly in the placement due to the lack of progress while in an included setting.

The Supreme Court, in *Roncker v. Walter*, (1983), concluded:

> ... even in a case where the segregated facility is considered superior, the court should determine whether the services which make that placement superior could be feasibly provided in a non-segregated setting. If they can, the placement in the segregated school would be inappropriate under the Act. (PL 94-142; as cited in Yell & Drasgrow, 1999, p. 119)

Although the *Roncker* case did not directly address the issue of general classroom placement or full inclusion, it has been referred to as the portability test in four circuit courts. Also, the two historic laws of education and civil rights, Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, make no reference to the terms "mainstreaming" or "full inclusion" (Maloney, 1994b, p. i). Since the passage of both laws, the text of the Least Restrictive Environment (LRE) requirements has not changed. Rather, the emphasis of the law has changed.

Since 1989, federal courts have followed the two-step test established in the *Daniel R. R. v. El Paso Independent Schools* (1989). Daniel R. R. was a 6-year-old child with Down's syndrome who spent half of his day in a general education prekindergarten class and the other half in an early childhood special education class. After a few months, the prekindergarten teacher informed the school's placement team that Daniel was receiving little educational benefit despite a great deal of teacher attention. The school placed Daniel in an early childhood special education class for the entire day. The parents rejected this placement option and requested a due process hearing. The hearing officer supported that school's position for the alternative placement. The parents filed a

complaint in the federal district court and eventually in the U.S. Court of Appeals for the 5th Circuit.

Yell and Drasgrow (1999) state, "The appellate court noted that Congress had created a 'statutory preference' for inclusion--or an emphasis on educating students with disabilities in integrated settings--while creating tension between the appropriate education and LRE provision of the act" (p. 121). The court also noted that Congress recognized that the general education environment would not be appropriate for all children with disabilities and that at times a special setting or school might be appropriate. The court ruled in favor of the school district noting that school districts must provide a free and appropriate public education to students and, to the maximum extent appropriate, the education should be in the general education classroom. The court went on to say:

> . . . school districts were not obligated to provide inclusive settings in every instance or to provide every conceivable supplementary aid or service to make the education in the general classroom possible. Teachers are required neither to devote most or all of their time to the child with disabilities, nor to modify the curriculum to the extent that it becomes a new curriculum. (Yell & Drasgrow, 1999, p. 122)

The appellate court devised a test, known as the Daniel R. R. Test, to guide other courts in determining whether or not school districts have complied with the least restrictive environment requirement of IDEA. To apply the test, the court must ask the following:

1. Has the school district made every attempt to educate the child in the general education classroom with the use of supplemental aids and services?

2. If a general education classroom is inappropriate, has the school district provided other inclusion opportunities; e.g., lunch, recess, P.E., etc. (Maloney, 1994a)?

The decision in the *Daniel R. R (1989)* court case has propelled other cases to further review the legal obligation of a school to include all students. In one prominent court case, *Oberti v. Board of Education of Clementon School District* (1993), the court ruled that school districts have an affirmative obligation to consider placing students with disabilities in general education classrooms with the use of supplementary aids and services before they explore other alternatives. The *Oberti* Court held that to meet the IDEA's goals, school districts must maximize inclusion opportunities. This requires school districts to supplement and realign their resources to move beyond the systems, structures, and practices used to segregate students with disabilities. The Third Circuit Court of Appeals found that the school district in *Oberti* could not use the student's disruptive behavior as an excuse for placement because the school had failed to provide the supplementary aids and services that may have curbed any disruption (Osborne & Dimattia, 1994).

Other court cases have stressed inclusion over special education services. The district court in *Greer v. Rome City School District* (1991) allowed a 9-year-old student with Down's syndrome to be educated in the general education kindergarten program for 3 years due to the progress that had been made with supplemental aids and services and the fact that he was not disruptive.

In the *Board of Education, Sacramento Unified School District v. Holland* (1994) the district court stated that the IDEA's presumption in favor of inclusion requires

placement in a general education classroom if the student can receive a satisfactory education even if it is not the best setting for the student (Osborne & Dimattia, 1994).

Relying heavily on the Daniel R. R. two-pronged test the school district sought to place R. Holland in a special education program for academic subjects and a general education class for nonacademic activities due to her severe disability. The parents requested a due process hearing. The hearing officer held for the parents, and the school district appealed to the district court. The court created the Holland Four-Factor Test that considered:

1. The educational benefits of the general classroom with supplementary aids and services balanced with the educational benefits of the special education classroom.

2. The nonacademic benefits of placement with students who are not disabled.

3. The effect of the student's presence on the educational environment and on other children in the classroom.

4. The cost of including the student in the general classroom (Yell & Drasgrow, 1999).

The district court determined, after weighing the four factors, the appropriate placement was full-time in the general classroom with supplemental aids and services. On August 12, 1993, the 9th Circuit Court affirmed the decision of the district court stating that the school district did not meet the burden of proof that inclusion would occur to the maximum extent appropriate. According to Weishner (1997), if preservice teachers were taught the importance of the Holland four-factor balancing test for

determining least restrictive environment, there would be fewer special education legal

cases.

The U.S. Court of Appeals for the 4th Circuit in handing down its ruling in

Hartmann v. Loudoun County Board of Education (1997) was the first inclusion litigation

in the 4th circuit and the first involving a student who had serious behavioral problems

(Yell & Drasgrow, 1999).

The case involved an 11 year-old boy with autism who attended second grade at

Ashburn Elementary School in Loudoun County, Virginia. The student had an extremely

short attention span, engaged in self-stimulatory behaviors, and could be very aggressive-

- pinching, biting, and hitting his teacher and classmates. The student had received

instruction in the general education classroom, had a full-time aide, a smaller class size

with a teacher who had successfully worked with students with disabilities, training was

provided to the teacher and aide in autism and appropriate programming, the student

received speech and language therapy, plus 3 hours per week of individual instruction

and consultation with the teacher and aide. Also, two educational consultants were hired

to work with the IEP team and the teacher on behavior management.

The district's IEP team recommended an alternative placement in a classroom

with other autistic students when behaviors became more disruptive and aggressive. The

parents disagreed with the proposed placement, and the district requested a due process

hearing. The hearing officer and state review board held that the school offered an

appropriate program in the LRE, and the parents appealed to the federal district court in

Virginia. The Federal court overturned the hearing officer's decision, and the school district appealed to the U.S. court of Appeals for the 4th Circuit.

The circuit court overturned the ruling of the federal court affirming the state board and hearing officer and the appropriateness of the placement, and the court developed yet another test to determine if inclusion is required. Including students with disabilities is not required when: (a) the disabled child would not receive educational benefit from the placement in a general education classroom, (b) any marginal benefit from a placement in the general education environment would be significantly outweighed by benefits which could feasibly be obtained only in a separate instructional setting, or (c) the child with a disability is a disruptive force in the general classroom setting.

According to Maloney and Shanker (1995), an examination of data on the number and nature of conflicts that have arisen in regard to least restrictive environment leads to the belief that the letter of the law is not always followed. An analysis of state and federal judicial decisions interpreting the IDEA (and its predecessor, the Education of All Handicapped Children Act) between 1978 and 1994 indicated that least restrictive environment was a *hot* [italics added] topic – it was the subject of 9.4% of all cases litigated and 5th in a list of the 28 most commonly litigated topics.

Philosophical Support and Position Papers for Inclusion

Historically, special education developed as a specialized program within the public school system and was separate from the general education program (Safford & Safford, 1998). The special education system was developed around categorical special

classes and was seen as the best means to serve students with disabilities and avoid conflicts with the general education program. The special class structure was viewed as providing several advantages: low teacher-pupil ratios, specially trained teachers, greater individualization of instruction in homogeneous classrooms, and an increased curricular emphasis on social and vocational goals (Kavale & Forness, 2000).

Prior to the 1960s, few discussions regarding the legitimacy of special class placement could be found. Articles by Deno (1970) and Dunn (1968) questioned whether separate special classes were justifiable and began to set the stage for arguments on the efficacy of separate special classes. The Dunn article was written during the antisegregation sentiments of the 1960s, and the particular practices used to teach students with disabilities was a natural target for change. Within the social context of the time, the Deno and Dunn articles initiated an attitude that was manifested in an emphasis on students in special education gaining access to general education (MacMillan, Semmel, & Gerber, 1994).

With the passage of the Education for All Handicapped Children Act in 1975; (now renamed the Individuals with Disabilities Education Act [IDEA] 1990, 1992, and 1997) the process of placing students with disabilities into the mainstream environment of the general education program became the primary method of gaining access to the general education system. Although mainstreaming provided the placement of students with disabilities in the general education environment, it did not answer the questions about how students should be best taught (Kauffman, 1995).

The need for reform of the general and special education systems is well documented. Hallahan and Kauffman (1994) cited the two classic articles. Deno (1970) and Dunn (1968), as a moral imperative for changing the institutionalization process to persons with disabilities and the self-contained service delivery model in public schools. Former Assistant Secretary for Special Education and Rehabilitation, Madeleine Will, termed the inclusion of students with disabilities as the "fundamental issue confronting parents and professionals" (Will, 1986, p. 1). Will identified two principles as key to the concept of least restrictive environment (LRE). First, LRE "requires an educationally compelling justification for any proposed 'separate schooling' of handicapped children" (p. 1). Secondly, even where some segregation may be necessary, there must still be as much student-to-student contact and inclusion as possible. "Separation or segregation is permissible only when education itself cannot be successful without it, and even then, that separation or segregation must be limited by a concept of maximum appropriate integration" (p. 1).

Since the 1986 introduction of Madeleine Will's concept of developing a partnership between general and special education, considerable debate has been generated. Educators have coined Will's concept the Regular Education Initiative (REI), and this concept has been targeted as a focal point in the special educational reform movement.

Essentially, the goal of REI was to merge general and special education to create a unified system (Gardner & Lipsky, 1987). The REI was based on several assumptions: students are more alike than different. so special education is not required; good teachers

can teach all students; all students can be provided with a quality education without reference to special education categories; general education classrooms can manage all students: and physically separate education was inherently discriminatory and inequitable (Kavale & Forness, 2000).

Today, the REI movement has lead special educators and general educators into the inclusive schools movement. A major distinction between the REI movement and the inclusive schools movement, according the Fuchs and Fuchs (1994), is the focus on who should be educated in alternative separate settings and who should be served in the general education setting. The major distinction lies between high versus low incidence special education populations and the goal of moving all students with disabilities into the general education environment. The REI movement was primarily a special education initiative to move children with high-incidence disabilities (Learning Disabilities, Behavioral Disabilities, and Mental Disabilities) into the general education setting. The REI movement had modest success in changing special education and little impact on general education.

The inclusive movement, however, possesses a larger goal of reducing special education, as defined in the continuum of placement options (Gardner & Lipsky, 1989). Lipsky and Gardner (1991) state, "The concept of Least Restrictive Environment as a continuum of placements, and a cascade of services was progressive when developed but does not today promote the full inclusion of all persons with disabilities in all aspects of societal life" (p. 52). The inclusive setting is viewed as a school setting that is essentially devoid of special education classes. According to Skrtic (1991), all models of

inclusion are aimed at providing a restructured and unified system of special and general education.

The concept of normalization, posited by two Scandinavian theorists Bank-Mikkelsen and Bengt Nirje, suggested that people with developmental disabilities ought to be accorded the same type of life experiences accorded to people without disabilities (Berres & Knoblock, 1987). Other advocates, according to Berres and Knoblock (1987), such as Wolf Wolfensberger and Burton Blatt at Syracuse University, added an American flavor to the normalization debate. Today, the deinstitutionalization movement has meant an ever-increasing effort to serve handicapped children in the least restrictive setting possible. Baumgart et al. (1982) describe a zero rejection policy and partial participation concept for persons with disabilities. Wisnieski and Alper (1994) state, "These concepts hold that persons with disabilities should participate in the same setting and activities that their peers without disabilities may access, even if they cannot perform all of the same skills" (p. 5).

There are some who feel public school placement is not indicated for all students with disabilities (Burton & Hirshorn, 1979; Fuchs & Fuchs, 1988; Horn, 1993; Kauffman, 1989; Lieberman, 1985). Others have stated strong moral and philosophical positions for the benefits of including all students (Reynolds, Wang, & Walberg, 1987; Sailor et al., 1989; S. Stainback & W. Stainback, 1984; W. Stainback & S. Stainback, 1985; M. C. Wang, Reynolds, & Walberg, 1986; M. C. Wang, Reynolds, & Walberg, 1988).

A critical force behind the effort to create educational programs that include children with disabilities has been made up of parents, guardians and professional advocates (Berres & Knoblock, 1987). These advocates have formed support groups, studied law, learned how to lobby legislators, raised money, requested due process hearings, filed lawsuits, and formed organizations that developed political clout. In addition to these efforts. there have been a number of position papers and research articles that address the issue of including students with disabilities in general education classrooms.

Kavale and Forness (2000, p. 279) stated, "Inclusion appears to have created an ideological divide in special education." In analyzing social policy, Sowell (1995) discussed such a divide as a conflict of the "vision of the anointed" (p. 187) versus the "vision of the benighted" (p. 187). In special education, those who advocate most forcefully for full inclusion appear to hold the vision of the anointed while those holding the vision of the benighted seek clear definitions, logical arguments or empirical verifications. Special education appears to have drawn such a line between "us" and "them" over the question of inclusion (Kavale & Forness, 2000, p. 280). As Shanker (1994, p. E7) pointed out, "some full inclusionists talk as though they are in a battle pitting the forces of morality against the forces of immorality."

Today, the REI movement of the 1980's has been replaced by the movement to include all children with disabilities into general education classrooms. This concept is called inclusion. Wisniewski and Alper (1994) referenced several articles (Busnell &

Rappaport, 1971; Lurie, 1970; Stetson, 1984) that state inclusion is not an event, but a complex sociopolitical process involving systems' change.

Also, the legal definition of LRE focuses more on what inclusion is theoretically, rather than stipulating that students be removed or placed in separate classes or schools only when the nature or severity of their disabilities were such that they could not receive an appropriate education in a general education classroom with supplementary aids and services (Osborne & DiMattia, 1994). To ensure compliance with the Individuals with Disabilities Education Act, school districts were required to make a complete continuum of alternative placement options available. The continuum meant that the LRE was not a particular setting, and in no instance did the tests imply that the general education classroom was anything more than an option in the framework of the LRE.

Other national reports on excellence in education written in the 1980s (A Nation at Risk, 1983; A Place Called School [Goodlad, 1984], High School [Boyer, 1983]; and Horace's Compromise [Sizer, 1984]) briefly addressed special education and provided limited implications for its current state (M. C. Pugach and Sapon-Shevin, 1987). The need for reform of the general education system is found in a number of position papers (W. E. Davis, 1989; Keogh, 1988a, 1988b; Pugach & Johnson, 1990; S. Stainback & W. Stainback, 1984) published as part of the current debate on the merits and demerits of serving all students within the general education system.

In 1995 over 5.2 million students with disabilities had been identified as receiving special education services. The diversity of this growing population of students with disabilities and their need for a more flexible educational system is one cited indication of

the need for reform (W. E. Davis, 1989; Graden, Zins, & Curtis, 1988; Keogh, 1988b; Pugach & Johnson, 1990). While some question the basis for the increased numbers of students receiving special education services (CCBD, 1989; Fuchs & Fuchs, 1994; Kauffman, Gerber, & Semmel, 1988), they acknowledged that educational reform is inevitable and deserves attention.

The emphasis on special education as a place where students with disabilities are educated deflects attention away from the fact that special education is a more comprehensive process where the actual dynamics are major contributors to its success or failure. A significant part of the special education process is represented in the beliefs and actions of general education. In a system of inclusion, special education cannot act independently as a separate system, but must formulate policy in response to the attitudes, perceptions, and behaviors of general education (J. J. Gallagher, 1994).

Regular Educators' Attitudes Towards Inclusion

Culture may be thought of as a specific system of values, attitudes, norms, and beliefs that have been inherited as a means of establishing the scope of social organization, according to Welch (1989). The school's culture has a profound impact on the degree to which the implementation of educational innovation is successful. For educational reform to occur, the culture of the school must be changed. This would mean changing attitudes, norms, beliefs, and values associated with that culture.

The focus of the movement to include students with disabilities in general education classrooms has shifted from a view of innovation within special education toward a view within a broader context of school restructuring (Lipsky & Gardner, 1996).

This shift is reflective of the growing body of research that explores inclusion from the general educators' perspective. The importance of understanding general educators' attitudes and beliefs about inclusion is underscored by findings that indicate educators' willingness to include students with disabilities in their classes and is critical to the successful implementation of this innovation (Hasazi, Johnston, Liggett, & Schattman, 1994).

Hannah and Pliner, (1983) and Home, (1985) recognized that a major factor in the success or failure of a policy, such as inclusion, is the attitude of the general education teacher. The research evidence about attitudes surrounding inclusion historically has tended to be multidimensional, inconclusive and reflective of a variety of underlying factors. The widely disparate opinions held by teachers is reflected in studies that have shown general education teachers to hold negative views about inclusion (Coates, 1989; Gersten, Walker, & Darch, 1988; J. Moore & Fine, 1978; Semmel, Abernathy, Butera, & Lesar, 1991), while others have revealed more positive attitudes (York et al., 1992). These differences over the past 20 years may be related to findings that suggest more experiences with inclusion is linked to more positive attitudes by general education teachers (Minke, Bear, Deemer, & Griffin, 1996). Larrivee and Cook (1979) identified several other factors that impacts teacher's attitude on inclusion, they include: (a) the possible negative effects of inclusion on general academic progress; (b) socioemotional concerns--the negative aspects of segregating students with disabilities; (c) administrative concerns, and (d) teacher concerns or issues about support, experience, and training necessary to work with students with disabilities.

In their position paper, McKinney and Hocutt (1988) state that general educators have not had sufficient input into defining and implementing educational reform. This lack of participation by general educators in the inclusion restructuring process does not establish the needed partnerships that are compatible with the intent and goals of the process.

Soodak, Podell, and Lehman (1998) examined the relationships among teacher, student, and school factors in predicting teachers' responses to including students with disabilities. Two responses were found: (a) a hostility/receptivity dimension reflecting teachers' willingness to include students with disabilities in their classroom and their expectations about the success of such an arrangement, and (b) an anxiety/calmness dimension reflecting teachers' emotional tension when actually faced with serving students with disabilities. Both responses were found to be related to teacher attributes and school conditions. Teachers who possessed low efficacy, who had limited teaching experience, or who demonstrated limited use of differentiated teaching practices were generally less receptive to including students with disabilities.

Coates (1989) evaluated attitudes of Iowa regular classroom teachers toward proposed changes in special and general education. He surveyed 125 teachers regarding general classroom teachers' perceptions and attitudes toward the proposed changes as well as their degree of agreement or disagreement with some of the underlying assumptions of the inclusion initiative. The results of the study suggested that general classroom teachers did not agree with the basic tenets and underlying assumptions of the

inclusion initiative. The subjects of this study not only supported pull-out programs but supported their expansion.

In planning a successful inclusion program, consideration must be given to all of the barriers that could impede such an effort. In a study by Mandell and Strain (1978), 90 general classroom teachers, 50 principals, and 51 special education teachers' responses were examined relating to four identified factors (principal's attitude, special education teacher's attitude, general education teacher's educational background, and general teacher's classroom environment) in the formation of general classroom teacher attitudes toward including children with mild handicaps. Five components related to the general education teacher's background were found to be significant predictors of positive attitudes toward including students with disabilities. They were: (a) years of teaching experience, (b) a course on diagnosing learning and behavior problems, (c) previous special education teaching experience, (d) number of university courses on exceptional children, and (e) participation in inservice programming. Three components of a general teacher's classroom environment were found to be significant predictors of a positive attitude toward inclusion. These were: (a) team teaching, (b) availability of a resource teacher, and (c) class size of 25 to 27 students in the general teacher's classroom. It appears by these findings that a general education teacher's conceptual view of including students with disabilities was not influenced by the age of her students or by the emphasis of the teacher's instruction.

Larrivee (1982) sampled 941 general classroom teachers using a scaled design to assess attitudes toward including students with disabilities. To determine the underlying dimensions of teacher attitudes, a factor analysis of the intercorrelations of the items was

conducted. Five dimensions were isolated that accounted for 52.4% of the variance.

These dimensions were defined as attitude toward: (a) philosophy of including students,

(b) classroom behavior of special needs children, (c) perceived ability to teach the special

needs child, (d) classroom management with special needs children, and (e) academic and

social growth of the special needs child. The most predominant factor of this study was

the impact of including students with disabilities on the affective development and

emotional adjustment of both the special needs child and the general classroom child.

This factor accounted for 32% of the total variance, indicating that this attitudinal

dimension may have been far more significant than factors generally conceived to be of

fundamental importance, such as concerns related to the appropriateness of classroom

behavior of children with disabilities, general classroom management issues, and the

academic development of the child with the disability (Larrivee, 1982).

Pearman et al. (1992) compared the attitudes of 246 classroom teachers,

classroom aides, principals, and selected district administrators in a mid-sized Colorado

school district regarding the inclusion of all students in the school community. Data

indicated significant differences were held by elementary and secondary teaching staff.

The results also indicated differences existed between genders (f (1,243) = 6.41, p=.01).

Males (X^2 = 38.7) had a significantly lower level of agreement than did females (X^2=

42.6). Significant differences were also noted when secondary general (X^2 = 18.2) and

entitlement teaching staff (X^2= 19.4) were compared (f (1,174) = 4.14, p = .04). Also,

elementary general education teaching staff (X^2 = 46.3) and secondary general education

teaching staff (X^2 = 32.5) differed in their beliefs about entitlement program students in

the classroom (f (1, 60 = 33.37, p<.05). Respondents (91%) also indicated a need for more time for cooperative planning, and 77% of the respondents agreed that the issue of including students with disabilities had created tension within their buildings.

Stoler (1992) looked at general education teachers' attitudes and perceptions toward the inclusion of children with disabilities into their classrooms by their differing educational level or previous training in special education. The author surveyed 235 teachers in nine high schools in six public school districts with 182 teachers responding. The instrument measured four factors: (a) learning capability, disabilities that do not necessarily impede academic progress; (b) inclusion, placement of students with disabilities in general education classrooms; (c) traditional limiting disability, disabilities not historically present in the general classroom, i.e., blind; and (d) classroom factors, factors regarding general education teachers within the classroom, i.e., team teaching and class size.

The results of the statistical analysis indicated that teachers with differing educational levels had different perceptions of inclusion. Those teachers with higher levels of education had less positive attitudes toward inclusion than did those who had not achieved master's degree status. Also, the teachers who had received special education course work had more positive perceptions of inclusion than did those teachers without this education. No statistical significance was shown between teachers with inservice training in special education and those without this training.

In addition to the perceptions and attitudes of teachers regarding inclusion, researchers have also analyzed national placement trends (Sawyer, McLaughlin, &

Winglee, 1994); academic performance of general education students (Sharpe, York, &

Knight, 1994); effects of inclusion on instructional time (Hollowood, Salisbury,

Rainforth, & Palombaro, 1994); the level of the disabled and non-disabled student

engagement in types of activities (Semmel et al., 1991); lack of knowledge and

confidence in teacher skills to obtain supports and resources (Bennett, Deluca, & Burns,

1997); effects of teacher ownership and preparedness on student achievement; and best

educational practices (Williams, Fox, Thousand, & Fox, 1990).

A study by Sawyer et al. (1994) analyzed national program record data to

determine the extent to which students with various disabilities had been included into

general education public schools since 1977, and general education classrooms since

1985. The findings suggested that the percentages of children with disabilities served in

general education public schools from 1977-78 through 1989-90 school years had

changed very little. Children with learning disabilities and speech or language

impairments remained stable throughout this time period. The general education public

school participation for mental retardation and emotional disturbance had decreased 2

and 4%, respectfully. The percentage of students in almost all the disability categories in

general education classrooms have increased from 1985-86 to 1989-90. For all

disabilities combined, the increase was 6%.

Sharpe et al. (1994) investigated the impact of the inclusive school environment

on the academic performance of general elementary education students. This study

examined 35 general education students educated in inclusive environments (the

inclusive group) and 108 general education students who were not in inclusive

environments (the comparison group). Group achievement test scores and report card ratings were used as performance indicators in the academic areas of reading, language arts, mathematics, and the behavioral areas of conduct and effort. The results of the study revealed no statistically significant differences between the two groups for every academic and behavioral measure.

The use of instructional time in classrooms serving students with and without severe disabilities was the focus of a study by Hollowood et al. (1994). This investigation explored the use of teacher and student time in an inclusive elementary school where students with mild to profound disabilities were enrolled in general education classrooms. The researchers measured time used for instruction, level and types of student engagement, and types of interruptions. Students in each group evidenced comparable levels of engaged time, and students with severe disabilities had no effect on losses of instructional time.

Semmel et al. (1991) compared the perceptions and opinions of 381 special and general educators in California and Illinois surrounding the inclusion movement. The study looked at preferred placement of students with mild disabilities, teachers' responsibility and ownership, teacher preparedness for meeting the needs of the students with disabilities, achievement outcomes for all children, and the changes that would result from adopting the proposed consultant model rather than a pullout program. The results of this study indicated that both general and special education teachers were not typically dissatisfied with the current special education delivery system. The sampled teachers also believed that currently mandated resources for the instruction of students

with mild disabilities were appropriate and needed to be protected. A relatively high percentage of respondents believed that full-time placement of students with mild disabilities in the general education classroom could negatively effect the distribution of instructional classroom time. The results also indicated that general classroom teachers do not perceive themselves as having the skills for adapting instruction and have negative expectations concerning the achievement, behavior, and self-esteem of students with disabilities within the general classroom setting.

Scruggs and Mastropieri (1996) conducted a research synthesis of 28 reports published from 1958 to 1995 that surveyed the perceptions of almost 10,560 general education teachers and other school personnel from rural, urban, or suburban school districts in the Northeast, Southeast, Midwest, and Western parts of the United States; New South Wales, Australia; and Montreal, Canada, regarding the inclusion of students with disabilities. A majority of teachers agreed with the general concept of inclusion, and a slight majority were willing to implement inclusion in their classes. A substantial minority believed that students with disabilities would be disruptive to their classes or demand too much attention. Support for and willingness to implement inclusion appeared to correlate directly with the intensity of the inclusion and severity of the student with a disability. About one-fourth to one-third of teachers surveyed agreed they had sufficient time, training, or material/personnel resources to implement inclusion successfully.

Scruggs and Mastropieri (1996) noted that no systematic relationship was observed between teacher attitude and year of publication in their study. The researchers

stated that this observation lends support to the notion that teachers regard students with disabilities in the context of procedural classroom concerns rather than in the context of social prejudice and attitudes toward social inclusion. The lack of improvement in teacher perceptions for inclusion over the past two decades of research suggested to Scruggs and Mastropieri (1966) that teacher education programs may be no more effective at preparing teachers for inclusion now than two decades ago.

Avramidis et al. (2000) surveyed 81 primary and secondary teachers in the south-west of England on attitudes of general education teachers towards the inclusion of children with special needs soon after the release of the *Green Paper*. In the United Kingdom, the *Green Paper, Excellence for All Children*, published in October 1997, supports the principle that children with special education needs should, wherever possible, be educated in general education environments. The results of this study indicated that teachers with substantial training demonstrated more confidence in meeting the students' special education needs. Also, teachers indicated that they needed more support in teaching students with disabilities, adequate curriculum materials and equipment, assistance with classroom layout, reduction in class size, and time for planning their work with students.

<div align="center">Regular Classroom Teachers' Indicated Needs</div>

There exists ample research on the perceptions and attitudes of general classroom teachers on a unified system for the delivery of education for all students (Coates, 1989; J. C. Davis & Maheady, 1991; Larrivee, 1982; Mandell & Strain, 1978; Pearman et al., 1992; Schumm & S. Vaughn, 1992; Semmel et al., 1991; Stoler, 1992;

York & Tundidor, 1995). This information offers limited insight into the perceived support needs of general classroom teachers in relation to the education of students with disabilities in the general classroom.

Roll-Petterssom (2001) listed several articles that addressed teacher support needs to successfully include students with disabilities: teacher training on how to modify curriculum and assessments and to adapt classroom management (Pearman, Haung, & Mellborn, 1997); availability of support staff (Farrell, 1997; Pearman et al., 1997); help in adjusting and adapting classroom environments and activities; training in working with children with disabilities (Farrell, 1997); sufficient time for planning and meetings (Ayers, Meyer, Erevelles, & Park-Lee, 1994; Werts, Wolery, Snyder, & Caldwell, 1996); and adjusted class size and administrative support (Ayers et al., 1994; Bennett et al., 1997).

One study by Ammer (1984) surveyed 37 elementary and 33 high school classroom teachers regarding variables that enhance or diminish effective inclusion. This study explored two questions: How do general educators deal with the needs of special students in their classrooms? What variables enhance and/or diminish effective implementation of inclusion programs? According to the responses made by the teachers, they did not have much of a participating role in the assessment and/or decision-making which followed the students' initial referral. However, almost half (46%) of the teachers suggested detailed ideas for curricular information and emphasized the need for teacher participation in the planning and monitoring process.

According to Werts, Wolery, Snyder, and Caldwell (1996) teachers are called upon to restructure existing services, form partnerships, and redefine philosophy when developing inclusion programs. The nature of those changes may be specific to classroom situations; however, common elements exist.

Current research has outlined five common support areas that general education teachers and administrators have identified as critical for the successful implementation of inclusionary practices. Those supports include: (a) planning, collaboration, and consultation (Rainforth et al., 1992; Rainforth & York-Bar, 1997; Tiegerman-Fabor & Radziewicz, 1998; Werts, Wolery, Snyder, & Caldwell, 1996); (b) class size and case load (Glaesel, 1997; Myles & Simpson, 1989, 1992); (c) paraprofessional support (Giangreco et al., 1999; K. H. Jones & Bender, 1993; Rogan & Held, 1999); (d) consultation with special educators and support services (Cheney & Barringer, 1995; Harrower, 1999; Keenan, 1997); (e) training and inservice workshops (Cheney & Barringer, 1995; Schumm & Vaughn, 1995; Werts, Wolery, Snyder, & Caldwell, 1996).

<u>Planning, Collaboration, and Consultation</u>

Teachers may need a team approach involving other personnel to secure assistance with inclusive schooling (Tiegerman-Faber & Radziewicz, 1998). Indeed, consultative support beyond training is an essential element in successfully meeting the needs of general education teachers (Shapiro, Miller, Sawka, Gardill, & Handler, 1999). The need for collaborative and intensive consultation when implementing inclusion services for students with behavioral disabilities (BD) in general education classrooms is imperative (Cheney & Barringer, 1995; Keenan, 1997).

Many current reform initiatives designed to increase student achievement are based on effective collaboration. Collaborative opportunities are routinely available to teachers to deal with academic or behavioral concerns, including special support from assistance teams, consultants, co-teachers, paraeducators or teachers, and other school professionals to support their day-to-day work with students (Algozzine, Ysseldyke, & Campbell, 1994; Darling-Hammond, 1997; McDonnell, McLaughlin, & Morrison, 1997; Slavin, 1995a; Walling, 1994; Walther-Thomas, 1997; Walther-Thomas, Korinek, & McLaughlin, 1999; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000). Villa, Thousand, Meyer et al. (1996) found that when collaboration between general and special educators was an option, general educators clearly indicated a preference for including students with disabilities in their classrooms.

Voltz, Elliot, and Cobb (1994) examined the perceptions of a national sample of one hundred elementary resource and general education teachers regarding the actual and ideal performance of collaborative roles. The findings of this study suggested a significant difference between where participants in this study were and where they would like to have been in collaborative roles. The study also suggested that setting specific times for general and special education teachers to collaborate is a critical factor in the inclusion process.

Collaboration among general and special educators has been viewed as imperative to the success of learners with disabilities being served in general education classrooms (Dettmer, Thurston, & Dyck, 1993; Friend & Cook, 1992; L. J. Johnson & Pugach, 1992; Voltz, 1992). The literature supports collaboration with general education teachers as a

significant function of special education teachers who serve students in inclusive settings (Voltz et al., 1994).

Schumm and Vaugh (1992) looked at general education teachers' perceptions and feelings about planning for including students, as well as their planning practices. The investigation was guided by a model that included three types of planning (preplanning, interactive planning, and post planning) and three factors that influence planning (teacher, environment, and student). A second purpose was to examine how teachers' responses pertaining to planning for students with disabilities differed across grade groupings.

The findings from this study suggested that teachers were willing to have students with disabilities in their classrooms as long as the students did not exhibit behavioral problems. The teachers also stated they were willing to make adaptations to tests or assignments (i.e., interactive planning) but were less likely to spend much time planning or making adaptations to the curriculum or tests (preplanning), or construct new objectives based on student performance (post planning). Teachers identified budgetary factors, accountability factors, access to equipment and materials, and classroom environment as barriers to planning for students with disabilities. Teachers also cited class size, lack of teacher preparation, problems with students with behavioral disabilities, and limited instructional time as factors that inhibit planning. The study concluded that grade-grouping comparisons indicated that elementary teachers are more likely to make adaptations in preplanning, interactive planning, and post planning than middle or high school teachers.

Class Size and Case Loads

According to Glaesel (1997), for inclusive education to be effective, reduction in class size is essential. For teachers, effective group size is very important for quality education (G. M. Johnson, 1999). It is difficult to facilitate cooperative learning, implement student-directed activities, and accommodate the needs of students with disabilities with a high teacher to pupil ratio. Sanacore (1997) reviewed the research on class size and reported that in smaller classes' achievement increases, the quality of teacher feedback improves, and student motivation and self-esteem increase while student anxiety decreases. Simpson and Myles (1998) found that 78% of general educators consider class size an important inclusion issue with a class size of 18 to 19 students optimal for successful inclusion. Simpson, Myles, and Simpson (1997) state, "reduced class size is associated with increased success of children and youth with disabilities in general class settings" (p. 175).

Paraprofessional Support

Since the early 1990s, significant changes in special education have fueled an increase in paraprofessional supports for students with disabilities (Giangreco et al. 2001). Despite this proliferation of paraprofessional support, it is one of the least studied and potentially most significant aspects of special education over the past decade. In fact, the most scholarly review of literature (K. H. Jones & Bender, 1993) on the utilization of paraprofessionals in special education was published nearly a decade ago.

The reauthorization of the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C. (sec) 1400 et seq.) has prompted renewed interest in

paraprofessional issues (Giangreco et al., 2001). The law allows for "paraprofessionals and assistants who are appropriately trained and supervised ... to be used to assist in the provision of special education and related services to children with disabilities" (20 U.S.C. (sec)1412 (a) (15) (11) (iii); as cited in Giangreco et al., 2001 p. 45).

Paraprofessionals with appropriate training and supervision are an indirect service in special education. Indirect services are provided under direct supervision of qualified personnel. These qualified personnel are direct service providers who are state-approved, hold certification, licensing, registration, or other requirements and provide direct special education or related services to students. These providers include special educators, physical therapists, speech-language pathologists, occupational therapists, and school psychologists.

Giangreco et al. (2001) reviewed the non-data based literature from 1991 through 2000 on the use of paraprofessionals. Some of the roles of paraprofessionals included: (a) working with students with challenging behaviors; (b) providing instruction in academic subjects; (c) teaching functional life skills, teaching vocational skills in community-based work sites, collecting and managing data; (e) facilitating interactions with peers who do not have disabilities; (f) providing personal care (e.g., feeding, bathroom assistance); and (g) engaging in clerical tasks (Blalock, 1991; Boomer, 1994; French, 1999a, 1999b; Giangreco et al., 1999; Hammeken, 1996; McKenzie & Houk, 1986; Rogan & Held, 1999; Twachtman-Cullen, 2001).

Studies have indicated that paraprofessional services are modifications considered important by general educators (Myles & Simpson, 1989, 1992). Giangreco et al. (2001)

recommend additional descriptive and experimental research on current practices, roles

alignment, training, and supervision standards of paraprofessionals.

<u>Consultation with Special Educators and Support Services</u>

The need for consultative support from special education teachers or support

service personnel is an essential element in successfully meeting the needs of general

education teachers when including students with disabilities into general education

classrooms. Surveys of general education teachers state that specific instructional

strategies may facilitate positive outcomes for some general education teachers but

acquiring skills is not sufficient. The need for collaborative and intensive consultation is

imperative when trying to implement services for students with behavioral disabilities

(BD) within general education settings (Cheney & Barringer, 1997; Harrower, 1999;

Keenan, 1997).

Special educators' support services can assist general education teachers with the

fundamental instructional strategies of inclusive education. G. M. Johnson (1999) lists

multilevel instruction, activity-based and experiential learning, student-directed learning

and self-determination, cooperative learning, and peer collaboration as instructional

strategies that special education teachers and support services personnel can demonstrate

for general education teachers. Also, general education teachers need training in methods

designed to: (a) fade assistance and encourage students to respond to natural cues

(Alberto & Troutman, 1995); (b) deliver social and learning support (Ferguson, Meyer,

Jeanchild, Juniper, & Zingo, 1992); (c) provide behavioral consultation (O'Neill,

Williams, Sprague, Horner, & Albin, 1997); and (d) deliver instructional training

packages (Wolery, Anthony, Snyder, Werts, & Katzenmeyer, 1997).

<u>Training and Inservice Workshops</u>

In a state-wide study in Pennsylvania conducted by Werts, Worley, Snyder, and

Caldwell (1996), 119 out of 175 general education teachers and 45 out of 46 surveyed

special education teachers were asked to list three supports and resources they considered

critical if they were making recommendations about inclusion to another school. Of all

respondents, 53% cited training as the most needed support category. In the same study

teachers were asked to list problems or difficulties encountered when including children

with disabilities in their general education classrooms. The most frequently identified

category was lack of training.

In a national study conducted by Werts, Worley, Snyder, and Caldwell (1996)

2,100 questionnaires were sent to elementary teachers in kindergarten through sixth

grade. General education teachers were asked to report factors that are critical to the

successful implementation of inclusion programs. Help from additional personnel in the

classroom was cited by 45% of the respondents, assistance from a multidisciplinary team

was cited by 38%, and 35% of the teachers said training was critical.

Other studies have indicated that teachers' attitudes and self-perceptions of the

competencies needed to effectively implement inclusionary programs for students with

disabilities have reported consistently that general education teachers feel they lack

preparedness to teach these students (Cheney & Barringer, 1997; Schumm & Vaughn,

1995; Vaughn et al.1996).

A study conducted by Roll-Pettersson (2001) in Sweden was designed to compare resources and supports expressed as available and needed by teachers in included and segregated school environments in relation to inclusive schooling and to compare teachers' perceptions in relation to perceived degree of pupil disability. Results indicated that regardless of the educational setting, teachers perceived strong needs for regular and ongoing inservice training and access to university courses. Roll-Pettersson (2001) also reported that teachers in segregated settings perceived that more supports were available than the teachers in included classrooms perceived. Teachers in included classrooms reported a greater need for training and physical resources than the availability of those resources. Also, teachers serving pupils rated as more disabled reported needing more professional consultation.

A study conducted by Williams et al. (1990) identified "best educational practices" and examined their level of acceptance and implication in educational programs for students with severe handicaps (p. 120). A total of 212 best practice surveys were received and analyzed from special educators, special education administrators, general educators, parents, and related service providers. A description of nine best educational practice areas and specific indicators demonstrating the presence of the practice in an educational program was generated from a literature review and a review by nationally recognized experts. Those best practices were: (a) age-appropriate placement, (b) integrated delivery of services, (c) social integration, (d) transition planning, (e) community-based training, (f) curricular expectations, (g) systematic data-based instruction, (h) home-school partnership, and (i) systematic program evaluation.

Overall, general and special educators were in agreement about the placement of students with severe disabilities in general classes of local public schools verses placement outside of the local school. Both general educators (94%) and principals (90%) endorsed their own involvement in IEP development. However, special educators who were surveyed moderately endorsed general educators (69%) and principals (56%) involvement in IEP development. The results also indicated there was a high level of acceptance of the best practices among the respondents. Primary barriers to the implementation of the best practices were lack of time (57%), lack of funds (32%), and lack of interagency agreements related to transition planning (35%).

Inclusion in Secondary Education

Today's high school teachers and administrators, like their elementary counterparts, are increasingly being called upon to provide inclusive education programs to better meet the needs of students with disabilities and others at risk for school failure (Van Reusen et al., 2000). Efforts to restructure or transform high schools into inclusive environments involve greater challenges than in elementary settings due to school organization, structure, scheduling, and expectancy factors; student cognitive and affective development; academic content; student interests; teacher beliefs and attitudes; and instructional practices not found in elementary schools (Kauffman, Lloyd, Baker, & Riedel, 1995; McCory-Cole & McLesky, 1997; Scanlon, Deshler, & Schumaker, 1996; Schumaker & Deshler, 1988; Schumaker & Deshler, 1994; York & Reynolds, 1996).

Van Reusen et al. (2000) cite several studies (Bacon & Schultz, 1991; Houck & Rogers, 1994; Schumaker & Deshler, 1994; Schumm & Vaughn, 1991; Zigmond, 1990)

which have highlighted differences between elementary and high school teachers. Those

differences included: the academic preparation as content specialists; the inclination to

make fewer adaptations for individual students, such as the use of alternative curricula,

adapted scoring and grading or alternative plans; the fact that high school teachers

commonly work with 125 or more students per day; the classroom setting that is often

didactic, directed to large groups; and the limited amount of individual instructional

contact time.

As secondary schools institute inclusive programs, Heron and Jorgensen (1995)

wrote that teachers will not only have to change the way they teach, but also what they

teach. Other issues secondary teachers face with inclusive programs include: (a)

providing instruction that addresses the general education curriculum while including

instruction that addresses transition to adulthood for students with disabilities, (T. E. C.

Smith & Puccini, 1995); (b) completing training necessary to meet the new challenges of

students with disabilities, (Perman et al., 1997); and (c) working with other professionals

who likely have different perspectives and training associated with students with

disabilities, (Baines, Baines, & Masterson, 1994).

Hamill and Dever (1998) state, "The beliefs and practices of classroom teachers

are critical to the development of good inclusion programs because they affect the

determination of those teachers to succeed as their professional roles change" (p. 18).

According to Shanker (1995) and Vaughn (1994) the literature revealed that many

educators have concerns about the manner in which inclusion is implemented. Many of

the concerns, according to Hamill and Denver (1998), focus on adaptations elementary

school teachers make to accommodate students in general education classrooms. Scruggs and Mastropieri (1996) research synthesis of teacher perceptions on inclusion from 1958 to 1995 found that elementary teachers were more supportive of inclusion than secondary teachers, and general educators' perceptions vary with the severity of the disability and amount of extra responsibility associated with the inclusion.

Many of these concerns of general educators focused on the adaptations teachers must make to accommodate academically diverse groups of students in general education classrooms (Hamill & Dever, 1998). General education secondary teachers showed more interest in encouraging students with disabilities to adjust to the general education classroom than making curricular or environmental adaptations for students, according to Schumm and Vaughn (1991, 1995).

If students with disabilities are to be successful in secondary education classrooms, significant transformation must occur. Thousand et al. (1997) suggested that a comprehensive secondary school inclusion program for students labeled as having high-incidence disabilities should contain the following four components: (a) intensive instruction on basic skills, (b) explicit instruction in survival skills, (c) successful completion of course work required for graduation, and (d) an explicit plan for post-high school life. Additionally, Cole and McLeskey (1997) suggested that tutorial programs, learning strategy instruction, vocational alternatives, and collaboration between general and special education teachers to adapt curricula and instruction methods are important for successful inclusion in secondary classrooms.

Administrative Leadership Role

In every successful school restructuring effort there is at least one administrator who is recognized as providing support and leadership for the vision, providing emotional support, maintaining open communications, showing appreciation, considering teachers ideas, and taking an interest in teaches' work (Fullan, 1991; Hasazi et al., 1994; Purkey & Smith, 1983; Sage, 1996).

Since inclusion is a planned organizational reform, the literature on leadership for change should provide guidance (Mayrowetz & Weinstein, 1999). Historically, this research has emphasized the critical importance of the principal (Berman & McLaughlin, 1978; Rosenbloum & Jastrzab, 1980; Sage, 1996; Servatius, Fellows, & Kelly, 1992) and sometimes the superintendent (Rosenbloum & Louis, 1981) in promoting change. Researchers studying inclusion have implicitly accepted this perspective by studying the principal's leadership actions and behaviors (Guzman, 1997; Ingram, 1997; Keyes, Hanley-Maxwell, & Capper, 1998). Additionally, case studies (Kaskinen-Chapman, 1992; Porter & Collicott, 1992; Schattman, 1992; Servatius et al., 1992) have stressed the role of the principal as the school's instructional leader and agent of change in inclusive schools.

Hasazi et al. (1994) found in their study of the implementation of the least restrictive environment (LRE) policy in six states that "how leadership at each school site chose to look at LRE was critical to how, or even whether, much would be accomplished beyond the status quo" (p. 506). Furthermore, Villa, Thousand, Mayers et al. (1996) found that the most powerful predictor of general education teacher's attitudes toward

inclusive education was the presence of administrative support for implementation decisions, necessary materials, space, resources allocations, and time for teacher collaboration. Villa, Thousand, Meyers et al. (1996) found more positive attitudes toward inclusion when there was collaboration between general and special education teachers, training to learn how to collaborate, and time to collaborate during the school day provided by the school principal.

In a study by Snyder (1999) teachers in graduate level classes and workshops were surveyed about the status of special education in their respective schools, the type of support regarding working with students with disabilities they received from their administration and special education faculty, and the type of training they had received to work with these children. The majority of subjects surveyed did not think their administrators were very supportive of the needs of the general education teacher regarding inclusion, especially in the area of training and collaboration efforts.

Unfortunately, the most complex and difficult educational tasks for administrators today seems to be the understanding and implementing of special education guidelines (J. O. Smith & Colon, 1998). Thus, the key question facing educational leaders is how to effect the transition from traditional to more inclusive practices while providing support for special education practices and policies that are complex. Cook, Semmel, and Gerber (1999) cited several sources that report it is theorized that attitudes toward inclusion vary as a function of proximity to the implementation of inclusion policies (Jamieson, 1984; Semmel et al. 1991). Since principals are relatively distal to the practice of inclusion, they are thus predicted to hold positive attitudes toward the inclusion reform (J. C. Davis

& Maheady, 1991; Garvar-Pinhas & Schmelkin, 1989; Gickling & Theobald, 1975; MacMillan, Jones, & Meyer, 1976).

In a study conducted by Barnett and Monda-Amaya (1998) principals' attitudes and knowledge of inclusion were examined. The survey, designed to elicit information regarding definitions, leadership styles, and effectiveness and implementation of educational practices associated with successful inclusive education, was sent to 115 randomly-selected principals in the state of Illinois. The results indicated a lack of consensus among principals on a clear definition of inclusion and the population of students for whom administrators indicated that their definition of inclusion would apply.

Notably, administrators reported their definition of inclusion pertained to students who would not be likely to require significant adaptations or modification to achieve success in the general education setting. Administrators reported they did not believe general education teachers and school communities were adequately prepared to support the implementation of inclusive educational practices. Only 30% of the principals selected a strong visionary leadership style in creating inclusive schools as a statement that is most stressed by proponents of inclusive schools. Also, principals selected 13 of 21 educational practices commonly associated with the successful implementation of inclusion. Barnett and Monda-Amaya (1998) suggested that the findings raise issues related to administrators' awareness of practices that facilitate inclusion and how prepared they were to implement and support inclusive education.

According to Mayrowetz and Weinstein (1999) a more complex view of leadership is emerging. Some researchers have contended that the impact of principals is

mediated by contextual factors (Hallinger & Heck, 1996). Others have highlighted the role of teachers as leaders (Smylie, 1995) while some researchers have minimized the importance of the principal's role by finding substitutes for principal leadership (Pitner, 1986) or construing leadership as an organizational quality rather than an individual characteristic (Ogawa & Bossert, 1995).

In a study examining leadership for inclusion using Heller and Firestone's leadership function theory, Mayrowetz and Weinstein (1999) reviewed policies and practices in three schools. interviewed 25 key district personnel and parents, and observed 12 formal and informal meetings on inclusion. According to Heller and Firestone (1995) all six functions of the theory must be performed to institutionalize a change. The six functions are: (a) providing and selling a vision, (b) providing encouragement and recognition, (c) obtaining resources, (d) adapting standard operating procedures, (e) monitoring the improvement effort, and (f) handling disturbances. Data analysis indicated that all six functions were performed in the district, but leadership for each function did not always come from the school principal. In contrast to much of the existing literature, this study viewed leadership as a set of six functions performed by a variety of individuals. Mayrowetz and Weinstein (1999) reported the key to successful reform is that the redundancy in leadership functions performed, not always by the principal, but by many individuals, enhanced the likelihood the reform will survive.

Sage and Burrello (1994) noted that the "principal has such an impact" (p. 227) on instructional practices that his or her leadership can play a major role in the success of the school's special education program. The increase in responsibility of principals for

all programs, including special education, comes at a time when administrative training provides minimal information on special education programs. Even though the national trend toward more inclusive practices has resulted in a call for major changes in teacher education programs, few states require special education competence, knowledge, or coursework for administrators (Malloy, 1996; Tryneski, 1996-97). On the national picture, only five states: Alabama, Florida, Idaho, Maine, and Missouri require some form of special education course work for administrative certification. Patterson, Marshall, and Bowling (2000), drawing on the literature of what principals should know about special education, suggested six areas for preservice or inservice training programs:

1. Principals must have a basic understanding of special education services, law, and regulations, court cases, and funding.

2. Principals must understand district policies and their implications for the entire school.

3. Principals must understand district norms regarding support/guidance of policy implementation.

4. Principals must participate in ongoing education regarding changes and trends in the field of special education, particularly the multiple definitions of inclusion.

5. Principals must participate in ongoing education regarding leadership philosophy and strategies that facilitate both site-based management and inclusive practices.

6. If principals are to assume greater responsibility for special education programs, district administrators responsible for special education must support them by

providing more direct communication and dissemination of accurate and current information.

One variable influencing the attitude of principals is the extent of experience with and preparation for inclusion. To what extent are principals prepared for inclusion? The question of appropriate preparation was addressed by Sirotnik and Kimball (1994) by reviewing a national study of 23 administrator preparation programs. They concluded that "special education and its relationship to general education is treated inadequately, if at all, in programs designed to prepare school administrators, and it would appear that special education has no place at all in these programs" (p. 616). Lovitt (1993) noted that administrators receive little information on (a) analyzing and defending the philosophical and normative basis for arguments favoring different delivery systems; (b) identifying students with special needs; (c) organizing appropriate curricular experiences; and (d) facilitating relationships, responsibilities, and inservice training with and between general and special education teachers.

Including Students with a Behavioral Disability

Students with behavioral problems present a significant challenge for education professionals (Farrell, Smith, & Brownell, 1998). The behaviors of students with behavior disorders (BD) can be disruptive, physically aggressive and impair relationships with parents, peers, and teachers. Students with BD are often cited as the most difficult to teach. They are segregated more often than other students with disabilities. Their behaviors are least accepted by teachers, and they often fail in school (J. M. Kauffman, 1993; Landrum, 1992). The problem is not always the behaviors that students with BD

exhibit. but the subsequent adult responses that are generally punitive and exacerbate the student problem. Dwyer (1990) and others (Knitzer. 1982; Landrum. 1992; Nelson & Pearson. 1991) have suggested that often the only available option for students with BD is placement in a more restrictive setting.

The goal of schools, according to IDEA 1997, is to help students with disabilities function in the least restrictive environment. In 1998 the Council for Children with Behavioral Disorders (CCBD) and the Council for Exceptional Children (CEC) in 1993 created position statements and policies that stated that the goal of special education programs is to help students with disabilities function in the least restrictive environment. It is well documented that the process of including students with BD is difficult (Braaten. Kauffman. Braaten. Polsgrove. & Nelson. 1998; Downing. Simpson. & Myles. 1990; Gable. Laycock. Maroney. & Smith. 1991; Gresham. Elliot. & Black. 1987). Also. compared with other categories of students with disabilities. students with BD have more restrictive placements. They often are segregated from the general education setting. and fewer than half are successful with reintegration.

Soodak et al. (1998) cited several studies (Diebild & VonEschenbach. 1991; Shotel. Iano. & McGettigan. 1972; Soodak & Podell. 1993) that reported several potentially important factors. such as student disability and teachers' attitudes and expectations as a function of acceptance. have been largely omitted from discussions about inclusion. Several researchers have argued that the interpretation of findings concerning inclusive education would be greatly facilitated by desegregation of students

with disabilities by type of disability (DeStefano & Wanger, 1991; Fuchs & Fuchs, 1994; Kauffman, 1993).

Wilczenski (1993) explored teachers' attitudes toward inclusion in relation to student characteristics. The study found teachers held more positive attitudes toward students with social or physical disabilities and held more negative attitudes toward students with academic or behavioral disabilities. Based on these findings, the researcher concluded that "a strong component of teachers'... attitudes toward inclusive education is the evaluation of a disability with regard to its effect on learning and the type of classroom accommodations required by the student" (p. 312).

Heflin and Bullock (1999) surveyed eighteen teachers, one general education and one special education teacher, from nine selected school districts in Texas. Using a series of open-ended questions to conduct structured interviews, the researchers found that none of the schools could accomplish full inclusion with BD students and a general practice occurred at each school to return the BD student to the special education classroom or expel the student if he/she were experiencing a "bad day" (p. 105).

The researchers also found that at every school the classes selected for inclusion were chosen because of characteristics of the general education teacher (e.g., "warm," "accepting," flexible," "comfortable having another adult in the room") and willingness to cooperate. The role of the special education teacher ranged from a "team player" to consultant for assignment modifications (p. 105).

When the researchers asked general education teachers their reactions to inclusion, they reported varying degrees of skepticism and fear. Heflin and Bullock

(1999) reported that general education teachers were willing to try including students with disabilities as long as the "appropriate support" was in place (p. 105). Teachers also wanted the option to send disruptive students out of the room to a supportive or corrective environment and began to resent having students with challenging behaviors in their classrooms as the year progressed. Of the nine general education teachers who participated in the study only two teachers attended an IEP meeting for the student with BD placed in their classroom. In addition, the older the teachers, the less willing they were to provide inclusionary services.

Hendrickson, Smith, Frank, and Merical (1998) examined the records of 99 non-adjudicated students with severe behavioral disorders (BD) in the state of Iowa. Of the 99 students, 49 were in general school placement and 50 were in segregated school placements. The researchers interviewed a member of the staffing (IEP) team of each segregated school students and found consistency with prior research: low average IQ, under achievement in reading and mathematics, co-morbidity of BD with other disorders/disabilities, over-identification of male students, over-representation of minority students (African American), and increased severity with age of the student.

Additionally, the researchers noted that several program models were tried prior to self-contained placement, few students received supplementary aids and services, and very few students participated in the IEP meetings. In less than one-third of the students' IEPs, curricular modifications and instructional strategy adaptations were documented. Almost no dissension regarding placement decisions was documented; however, 50% of

the interviewees felt students could have been accommodated in general schools with

extra supplemental aids or services.

Summary

Knoff (1985) surveyed 400 general and special educators from New York (a

categorical labeling state) and Massachusetts (a noncategorical labeling state) on their

mainstreaming attitudes and perceptions of children with disabilities. Among the topics

investigated were educators' attitudes toward the effects on these children of differing

educational placements. their reactions to including these children into general

classrooms. their knowledge of their special education responsibilities, and their inclusion

in their building-level special education processes. Knoff (1985) found four basic

response patterns: (a) consensus or attitude agreement among the four experimental

samples' respondents. (b) significant attitude discrepancy between respondents from two

states that differ in their categorical (New York) vs. noncategorical (Massachusetts)

philosophies and procedures, (c) significant attitude discrepancy between the two

professional groups (regular vs. special educators), and (d) significant attitude

discrepancy specific to one experimental sample. The results generally showed the

Massachusetts (noncategorical philosophy and procedures) educators' sample supported

inclusion initiatives better than the New York (categorical labeling) sample. However,

generally the four surveyed samples agree that the special education classroom setting

was more effective and more preferred than general classrooms for the mildly

handicapped. They also agreed that general education teachers felt they did not have the

skills to help special education students, but would work with special education teachers

regarding specific students, if time were available. General education teachers also stated that they would not be willing to accept children with disabilities in their classrooms if special education were discontinued. Across the four sample groups, special educators were generally more aware of the federal and state special education laws and their mandated responsibilities. Knoff (1985) recommended future empirical research that investigated the presence and effects of different inclusion attitudes across states, classification procedures, professions and the identification of critical variables that best predicted overall success of inclusion.

One study which began to look beyond attitudes was done by Hudson et al. (1979). The researchers surveyed elementary school general classroom teachers to determine their attitudes and needs in regard to including children with a disability. A 28-item questionnaire was randomly sent to 150 general elementary classroom teachers from 28 school districts in Missouri and Kansas. The questionnaire was designed to elicit teachers' attitudes and perceptions of time, materials, skills, support services, and training needs in relation to teaching children with disabilities in their classroom. Although the results indicated that general education teachers have unfavorable attitudes toward inclusion, they believe they have the skills necessary to teach children with disabilities in their classroom. Teachers also responded positively to items concerning their skills to identify exceptional children, locate and adapt materials, individualize instruction, recognize learning needs, interpret assessment reports, manage behavior, and confer with parents.

Although the data are contradictory, nearly half the teachers indicated they were unable to remediate learning deficits and that preservice and inservice training would be needed for them to teach students with disabilities in their classroom. Hudson et al. (1979) felt the results had important implications for successful implementation of inclusion programs. They stated that necessary modifications within the school environment (class size, accessibility of materials, time restraints, and available support services with inservice and preservice training) would be needed before teachers' attitudes would change.

Myles and Simpson (1989) asked 100 general education teachers in Kansas which modification(s) would persuade them to include groups of labeled and unlabeled children with mild disabilities. Teachers were asked to react to one randomly-assigned vignette of an exceptional child (i.e., labeled or unlabeled behaviorally, mentally, or learning disabled) and indicate the types of classroom support they perceived minimally necessary for the placement of that particular child in their classroom. Specific classroom modifications were derived from Teacher Opinion Poll (1975) and from current educational trends. These included: (a) decreased class size, (b) additional planning time, (c) assistance of a paraprofessional, (d) availability of support services, (e) consultation with a special educator, and (f) inservice workshops.

Prior to selecting modification, participants were asked to compare their actual classroom situation to the preferred classroom conditions relative to each modification selected (Myles & Simpson, 1989). The last questions asked the teachers if they would include the child under either of the two conditions, with or without modifications.

Eighty-six percent of the respondents agreed to include the child with a disability described in the vignettes with the selected modifications. This response was similar for labeled (85%) and unlabeled (87%) students. However, 32% of the teachers were willing to accommodate children without any modifications.

Myles and Simpson (1989) suggested that general classroom teachers may be willing to accommodate children with mild disabilities in their classrooms if they are allowed to participate in the decision-making process and are provided with appropriate levels of classroom modifications.

A study conducted by East (1992) surveyed 202 general elementary teachers from a random cluster sample in Iowa where children with severe disabilities were included, either full-time or part-time, into the general education classrooms. Expanding on the study conducted by Myles and Simpson (1989), East (1992) adapted the original instrument to include: (a) ranking (by importance of need) of the six support categories from the original survey (class size, paraprofessional support, special educator consultation, weekly planning time, support services, and inservice workshops); and (b) identification of ideal supports and minimal modifications.

East (1992) found there was no statistical significant difference in the types of support perceived minimally necessary between groups of teachers with and without experience including students with severe disabilities. Additionally, teachers in both groups indicated the same types of support as minimally necessary for inclusion.

Myles and Simpson (1992) studied 194 Midwestern general educators' (Grades 1 through 6) mainstreaming preferences that facilitate acceptance of students with

behavioral disorders and learning disorders. This study was designed to determine which modification(s) would persuade general educators to mainstream groups of labeled and unlabeled mildly handicapped children and to investigate the importance general education teachers place on participation in mainstreaming decision making. This study employed four types of vignettes describing students with and without a learning or behavioral disability. The findings of the study revealed that significant differences existed between actual and preferred modifications for support services, class size, paraprofessionals, and planning time for teachers reading all four types of vignettes. This study also found that when given an opportunity to select mandatory modifications or decision-making participation, 75% of the respondents preferred participation in the decision-making process.

Scruggs and Mastropieri (1996) synthesized 28 research reports on teacher perceptions of inclusion from 1958 to 1995. In this synthesis, the researchers found six investigations (Center & Ward, 1987; Coates, 1989; P. A. Gallagher, 1985; Gans, 1985; Hudson et al., 1979; Myles & Simpson, 1992) that researched the issue of adequacy of resources. These six investigations were from the Mid-West (Missouri, Kansas, Ohio, Iowa, and one unnamed Mid-Western state), New South Wales and Australia, in which 3,268 teachers responded to survey questions relevant to the issue of adequacy of resources to include students with disabilities into the general education setting. Many of these investigations distinguished between material and personnel resources, class size and extra training for the general education teacher. In summarizing the results of the six investigations, Scruggs and Mastropieri stated, "it was not possible to separate the

perceptions of elementary and secondary teachers [most of the teachers included in these surveys were elementary or primary school teachers]" (p. 5).

The involvement of general education classroom teachers in the development and implementation of educational reforms has been shown to be a critical factor. To date, research is not replete with studies that have looked specifically at the support needs expressed by secondary classroom teachers to include students identified as behaviorally disabled into their classrooms.

If a unitary system of service delivery is the most effective method of educating students with disabilities, then a collaborative effort from general and special education teachers must be established. As this review of the literature has shown, additional specific research is needed in the area of secondary classroom support needs for the inclusion of students identified as behaviorally disabled. The majority of the inclusion research to date has involved children with mild and moderate learning and mental disabilities. Also, the majority of studies have involved elementary school teachers. Further research is needed to determine the support needs of secondary teachers to include children with behavioral disabilities in the general education classroom.

CHAPTER 3

METHOLOGY

Design of the Study

This study was designed to investigate the support(s) secondary general educators

identify as minimal to include children with behavior disabilities and analyzed the

differences in the types of support(s) secondary general educators identify as necessary to

include children with behavior disabilities into the general education classroom. To

accomplish this, the following research questions guided the study:

1. What are the number and type of classroom supports minimally necessary to

include students with behavioral disabilities according to secondary general education

teachers who have included students identified as behavioral disabled into their

classrooms?

2. What are the number and type of classroom supports minimally necessary to

include students with behavioral disabilities according to secondary general education

teachers who have not included students identified as behavioral disabled into their

classrooms?

3. What are the differences between teachers with and without experiences

including students with behavioral disabilities and the types of classroom supports they

identify as necessary to include students with behavioral disabilities in the secondary

general education classroom?

4. Do secondary teachers participate in the decision-making process for the

placement of students with disabilities into their classrooms?

5. Does teacher acceptance of the placement of students with behavioral disabilities depend on receiving the types of support identified as minimally necessary?

6. Are attitudes toward including students with disabilities different for teachers who participate in the decision-making process versus those who have no say in the decision-making process to include students with disabilities in their classrooms?

Subjects and Setting

The population for this study was public school secondary teachers in the state of Iowa. This group consists of 11,426 full-time general education teachers who taught in grades 9-12 during the 2001-2002 school year (X. Wang, 2001). A random sample of 500 secondary general education teachers was developed from the 2001-2002 teacher file by the Department of Education.

Subjects participating in this study consisted of 500 randomly selected secondary school general education teachers from public school districts in Iowa. The Iowa Department of Education, Bureau of Statistics utilized a random number generator computer program to randomly sample a computer file of secondary school general education teachers in Iowa. The Iowa Department of Education provided the researcher a printed list of the 500 selected teachers.

This research project was submitted for human subjects review on July, 24, 2002 and was determined to be exempt from further review under the guidelines of the UNI Human Subjects Handbook by the UNI Institutional Review Board on August 22, 2001. This research project has not been altered in a way that would increase the risk to the participants since the original submission.

Instrumentation

The survey instrument was modified from an original survey developed by Myles and Simpson (1989) to assess general educators' classroom support needs to include students with disabilities in an elementary general education classroom setting. The Myles and Simpson survey was extended by East (1992) to include the ranking (by importance of need) of six support categories (paraprofessional support; caseload and class size; planning, collaboration, and consultation time; related support services; inservice training programs; and special educator consultation). The instrument was further extended to assess secondary general education classroom support needs to include students with behavioral disabilities and to assess the attitudes of secondary general education teachers when they are not involved in the placement decision of student with disabilities.

The instrument was further developed to improve content validity at a fall meeting of the Area 10 Education Agency Inclusion Resource Team and one selected superintendents' certification graduate-level class at the University of Northern Iowa. The survey instrument was reviewed independently by selected university faculty in the field of special education for accuracy, reliability and validity.

The content validity of the instrument was judged by experts in the field of education since the modification of the original Myles and Simpson (1992) survey may have affected the validity of the original survey. Experts carefully compared the content of the instrument against an outline that specifies the instrument's domains. Experts rated the appropriateness of the items to the outlined domains by assigning values of +1

(relevant), 0 (cannot decide), or -1 (not relevant) (Huck, 2000). An average congruency score (ACS) with a criterion of .90 was set as an acceptable level of content validity. Judges could recommend the elimination, rewording, or addition of an item.

The Inclusion Resource Team consists of local area special education teachers and Area 10 Education Agency support personnel who provide technical assistance to general education and special education teachers including students with disabilities in the general education setting. The school administrators' review of the survey provided additional questions on the practicality of the supports and services outlined by the instrument. Since these two teams of educators may have had more questions regarding the survey, it was advantageous to deal with these questions as soon as possible.

Specifically, the instrument consisted of: (a) a cover letter, (b) directions for completion of the survey, (c) a scenario describing a student with a disability, (d) twenty questions related to inclusion options, and (e) eight questions soliciting demographic information.

The scenario of the student with a disability included in the packet of the materials provided to participants was developed by Myles and Simpson (1989) using case studies prepared by Colemen (1986) and Meyen (1982). Permission to use the scenario for this study was obtained from Brenda Smith Myles.

The scenario was subjected to field testing by Myles and Simpson (1992) to validate that it was accurate and clearly written. Specifically, special education faculty and doctoral students from a Mid-Western university independently evaluated the scenario. The purposes of the evaluation were twofold: (a) to ascertain that scenarios

were accurate, explicit, and lucid; and (b) to determine whether the questionnaire contained any problems of clarity, directions, items, and item-response format. Criterion established by Berdie, Anderson, and Niebuhr (1986) were used to determine reliability and validity of the survey (Myles & Simpson, 1992). The scenario selected for this study was not modified from the original scenario used by Myles and Simpson. No further evaluation for validity and accuracy was deemed necessary for the scenario.

The scenario and modified survey was further field-tested by the researcher for additional validation of accuracy, clarity, and reliability. The instrument was piloted at a local, non inclusion, private parochial high school. The non inclusion school was selected because it was felt that teachers without experiences including students with behavioral disability might have more questions regarding the questionnaire. Also, using a private parochial high school would preclude the same school from being one in the final survey sample, thus assuring that a group of teachers would not see the survey a second time. The results were tabulated to show the percentage distributions of responses to categorical items and variance in the population for the variables to be measured.

A scenario was included in the survey to provide respondents with common points of reference regarding the characteristics of a student with mild disabilities. Backstorm and Hursh-Cesar (1981) indicate that it is recognized that without the scenario, respondents would draw from their own professional experiences concerning the heterogeneous characteristics of students with disabilities to make decisions concerning the supports or classroom modifications they preferred. Backstorm and

Hursh-Cesar (1981) emphasize that it is crucial to the integrity of a study that consistent information regarding student characteristics be provided (Myles & Simpson, 1992).

The classroom modifications and support categories that were used in this survey were originally generated by Myles and Simpson (1992) from descriptive and research literature. Classroom modifications and supports were derived by Myles and Simpson from a survey conducted by the National Education Association (Teacher Opinion Poll, 1975).

A review of the current literature for the alignment of current educational trends and best practices (G. M. Johnson, 1999; Keel, Dangel, & Owens, 1999; Langone, 1998; Roll-Pettersson, 2001; Scott, Vitale, & Masten, 1998; Simpson, 1999; Van Reusen et al., 2001; Werts, Wolery, Snyder, & Caldwell, 1996; Werts, Wolery, Snyder, Caldwell, & Salisbury, 1996) identified additional modifications and support categories. The modifications and support categories selected are: (a) availability of appropriately trained and supervised paraprofessional assistance; (b) caseloads and class size; (c) time for planning, collaboration, and consultation; (d) availability of qualified related services professionals; (e) on-going, well-planned and relevant inservice training and workshops to support teachers integrating students with disabilities; and (f) consultation services for teachers from special educators on classroom instructional strategies and behavioral interventions.

Procedures

General educators reacted to one assigned scenario of a student labeled as behaviorally disabled. Teachers were directed to imagine the student described in the

scenario is being considered for full-time placement in their classrooms. Respondents were then instructed to select the minimal modifications or supports that would be needed to include the student described in the scenario into their classroom.

Subsequent to selecting modifications, general educators were asked to compare actual parameters to preferred conditions for each support selected (e.g., actual class size to preferred class size). Respondents were asked to indicate whether they would be willing to have the student described in the vignette included into their classroom under two conditions: (a) with the supports they had identified on their response form, and (b) without those supports. General educators were asked to rank order in importance the six modifications and support categories to include the student with the emotional/behavioral disability.

Next, general educators were asked to indicate which was more important to them as teachers to include exceptional students: (a) having an opportunity to participate in the decision-making process concerning modifications and supports, or (b) having mandatory modifications and supports in place for all students with disabilities who are included in general education classrooms?

Finally, general educators were asked their attitude toward including students with disabilities in their classroom if they were not involved in the placement decision-making process.

Data Collection

Surveys are useful, according to Alreck and Settle (1995), for the purpose of gaining quantitative information in an easier, faster, more accurate and less expensive

way than other means. The utilization of a survey method for this study provides the researcher the opportunity to sample a wide geographical area, maintain anonymity of respondents, collect data in an affordable method, and receive short responses to analyze (Alreck & Settle, 1995).

The survey instrument was administered by U.S. mail to a random selection of 500 Iowa secondary general education teachers from public schools in early February of 2002. The instrument was enclosed in an envelope and consisted of a cover letter that explained the importance of the information from this research and requested their participation in completing the survey. The instructions asked subjects to respond to each item and return the survey via mail. Each survey packet included an addressed, return envelope which was used by the respondents to mail the completed surveys. All surveys were anonymous and no public review of individual survey data was allowed. To ensure anonymity, a separate pre-addressed stamped postcard was enclosed with the survey.

Upon completion of the survey, respondents were instructed to return both the anonymous survey instrument and the postcard. Survey data were treated as group data and all surveys were destroyed upon the compilation of the summary of the results. For non-respondent control, the receipt of the postcards were recorded on a master list of teachers. Four weeks after the initial mailing, a signed postcard was sent to participants who had not yet returned the survey and postcard.

<u>Research Design</u>

This study employed a descriptive statistics methodology to summarize the data (G. W. Moore, 1983). This method was necessary because the independent variable of

experience in teaching students with a disability is non-manipulative. The comparison on the dependent measure was an attempt to discover possible relationships due to the subjects' differences in the personological variable of experience. A static-group comparison design was used as there is no way to assure equivalency when using these naturally-occurring groups.

Specifically, the analysis of this investigation employed a chi-square test to determine if the responses by group (with and without experience including students with behavioral disabilities in secondary general education classrooms) were significantly different, which provided the answer to the following question: Is there a difference in the number and type of classroom supports needed to persuade teachers with and without experience to include students with behavioral disabilities to include these students into their classrooms?

A chi-square test for differences was used to analyze the results of these questions: Does teachers' acceptance of the placement of students with behavioral disabilities depend on receiving the type of supports they indicated as minimal to include the student in their classroom? And, does teachers' acceptance of the placement of students with behavioral disabilities depend on having an opportunity to participate in the decision-making process on whether or not to include the student in their classroom?

A primary threat to validity, both internal and external, is the lack of control for the identification of variables, other than experience, that may have an influence on self-selection into the group. To offset this limitation, teachers were asked if they participated in the placement decision of students with disabilities in their classrooms.

CHAPTER 4

ANALYSIS AND RESULTS

This study expanded on the current research in two ways. First, this study looked at support(s) secondary general educators identify as minimal to include children with behavioral disabilities. Secondly. this study analyzed the differences in the types of support(s) secondary general educators identified as necessary to include children with behavioral disabilities into the general education classroom. Specifically. data were gathered to answer the following research questions:

1. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have included students identified as behavioral disabled into their classrooms?

2. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have not included students identified as behavioral disabled into their classrooms?

3. What are the differences between teachers with and without experiences including students with behavioral disabilities and the types of classroom supports they identify as necessary to include students with behavioral disabilities in the secondary general education classroom?

4. Do secondary teachers participate in the decision-making process for the placement of students with disabilities into their classrooms?

5. Does teacher acceptance of the placement of students with behavioral disabilities into their classrooms depend on receiving the types of support identified as minimally necessary?

6. Are attitudes toward including students with disabilities different for teachers who participate in the decision-making process versus those who have no say in the decision-making process to include students with disabilities in their classrooms?

Chapter 4 is divided into seven sections. The first section deals with the demographic description of those who completed the survey. Section two defines the population of respondents. Section three summarizes the types of supports teachers currently receive and the supports they perceive necessary to include students with disabilities. Section four describes teacher willingness to accept disabled students. Section five reports teacher preferences between participation in support decision-making versus mandatory policy for supports. Section six summarizes teacher involvement in placement decision-making. And the seventh section reports differences between teachers' experience and classroom support needs.

<u>Demographic Description</u>

A random sample of five-hundred general education secondary teachers in 243 Iowa schools received the Teachers' Needs Regarding Placement Survey. Of the 500 general education secondary teachers surveyed, 233 (46.6%) completed surveys within three weeks of the initial mailing. Five of the 233 (2.1%) surveys were discounted because they were not completed by secondary general education teachers. A second mailing to those teachers that had not returned the initial survey resulted in a return of 23

(4.6%) completed surveys. A total of 251 (50.2%) surveys from 147 school districts were used for this analysis.

The number and percentage of respondents that reported teaching a class at each grade level are reported in Table 1. Of the 251 respondents, 179 (71.3%) reported teaching at Grade 9, 194 (77.2%) teach Grade 10, 202 (80.4%) teach Grade 11 and 202 (80.4%) of the 251 respondents teach Grade 12.

Table 1

The Number and Percentage of Respondents Teaching a Class at Each Grade Level

	Grade				
	9	10	11	12	Other
Number	179	194	202	202	4
Percent	71.3	77.2	80.4	80.4	1.5

In Table 2, the number and percentage of respondents that teach at one or more grade level intervals is listed. Of the 251 respondents, 25 (10.0%) taught only one grade level, 32 (12.7%) taught two grade levels, 41 (16.3%) taught three grade levels, and 153 (61.0%) taught four grade levels. Four unsolicited responses were given that indicated they taught classes that were considered post-secondary or college courses.

Table 2

The Number and Percentage of Respondents Teaching One or More Grade Levels

Grades	Frequency	Percent	Cum Percent
One Grade	25	10.0	10.0
Two Grades	32	12.7	22.7
Three Grades	41	16.3	39.0
Four Grades	153	61.0	100.0
Total	251	100.0	

The years of teaching experience of the respondents are presented in Table 3.

Table 3

Years of Teaching Experience of Respondents

Years of Experience	Frequency	Percent	Cum Percent
0-4 years	34	13.5	13.5
5-9 years	52	20.7	34.2
10-14 years	33	13.1	47.3
15-19 years	34	13.5	61.0
>20 years	98	39.0	100.0
Total	251	100.0	

Of the 251 teachers responding, 98 (39.0%) reported they had taught more than

20 years. The categories of 15-19 years of experience had 34 (13.5%) respondents.

From among the rest of the respondents, 34 (13.5%) had 0-4 years experience, 52

(20.7%) respondents had 5-9 years experience and 33 (13.5%) respondents had 10-14

years of experience.

The number of special education credit hours earned by respondents is

represented in Table 4. Of the 250 respondents, 166 (66.4%) had earned no college credit

hours in special education. Respondents that had earned < 3 college credit hours totaled

14 (5.6%), 35 (14%) respondents had earned 3-5 college credit hours, 18 (7.2%)

respondents had earned 6-8 college credit hours, seven (2.8%) had earned 9-12 college

credit hours, and ten (4%) respondents had earned more than 12 college credit hours in

special education.

The college degrees held by the respondents are represented in Table 5.

Respondents that held a B.S. or B.A. degree totaled 145 (57.8%), 102 (40.6%) held an

M.S. or M.A. degree, and four (1.6%) had an Education Specialist degree. No

respondents reported they held a terminal degree. There were also no responses in the

category, "other."

The educational certifications held by respondents are represented in Table 6. Of

the 251 respondents, 49 (19.5%) respondents hold elementary and secondary

certification, 126 (50.19%) hold middle school and high school certification, 76 (30.3%)

hold secondary certification. Of the 251 respondents, 13 (5.1%) had one or more special

education certifications. Respondents that hold learning disabilities certification totaled

Table 4

Special Education Credit Hours Earned to Date by Respondents

Credit Hours	Number	Percent	Cum Percent
0	166	66.4	66.4
<3	14	5.6	72.0
3-5	35	14.0	86.0
6-8	18	7.2	93.2
9-12	7	2.8	96.0
>12	10	4.0	100.0
Total	250	100.0	

7 (2.7%), 3 (1.2%) respondents hold mental disabilities certification, 3 (1.2%) respondents hold behavior disabilities certification, 2 (.8%) respondents hold administrative certification, 1 (.4%) respondent holds guidance counselor certification, and 1 (.4%) respondent reported having post secondary certification.

Of the 251 total respondents, 250 respondents completed the question: What content area do you primarily teach? Respondents representing 18 different content areas are represented in Table 7. Of the 18 content areas, 121 respondents teach in the core curriculum areas of English (35), Math (32), Science (27), and Social Studies (30). Six additional content areas were listed in the other category (Drivers Education, Special Education, Technology, Guidance, Talent and Gifted education, and ROTC).

Table 5

College Degree Held by Respondents

Degree	Frequency	Percent	Cum Percent
B.A./B.S.	145	57.8	57.8
M.A./M.S.	102	40.6	98.4
Ed.S.	4	1.6	100.0
Ed.D/Ph.D.	-	-	-
Other	-	-	-
Total	251	100.0	

Note. Dashes indicate no responses by respondents.

Table 6

Educational Certification Held by Respondents

Certification Areas	Frequency	Percent	Cum Percent
Elementary	49	19.5	19.5
Middle School	126	50.2	69.7
Secondary	76	30.3	100.0
Total	251	100.0	

Table 7

Number and Percent of Content Areas Taught by Respondents

Content Area	Frequency	Percent	Cum Percent
Agriculture	2	.8	.8
Art	6	2.4	3.2
Business Education	18	7.2	10.4
English	35	14.0	24.4
Family and Con.	18	7.2	31.6
Foreign Language	20	8.0	39.6
Industrial Tech.	15	6.0	45.6
Math	32	12.8	58.4
Music	18	7.2	65.6
Physical Ed.	23	9.2	74.8
Science	27	10.8	85.6
Social Studies	30	12.0	97.6
Other	6	2.4	100.0
Total	250	100.0	

Analysis Groupings

A primary goal of this study was to investigate what secondary general education teachers with and without inclusion experience identify as minimal support needs to

include students with behavioral disabilities in their classrooms. In order to make a

comparison between teachers, it is necessary to determine whether a teacher belonged to

the groups with or without experience including students with behavioral disabilities.

This data is reported in Table 8.

Table 8

Secondary School Teacher Respondents Experience in Having a Student with Behavioral

Disabilities in Their General Education Classroom

Experience	Frequency	Percent	Cum Percent
W. Exp.	223	90.0	90.0
W. Out Exp.	17	6.8	96.8
Unknown	8	3.2	100.0
Total	248	100.0	

Respondents were divided into the appropriate groups by responding to the survey

question: Have you had a special education student with a behavioral disability in your

classroom during the past five school years? The response options were: (a) yes, (b) no,

and (c) I do not know. Of the 251 total respondents, 248 (98.8%) respondents indicated

they either had, had not, or did not know if they had students with behavioral disabilities

in their general education classroom. Three respondents did not answer this question. Of

the 248 respondents, 223 (90%) respondents indicated they had experience, 17 (6.8%) reported they had no experience and 8 (3.2%) respondents reported an unknown experience.

Types of Support

This study has six research questions. Data on the types of support minimally necessary to include students with behavioral disabilities in general education classrooms were obtained from the responses of secondary general educators by answering the following two research questions:

1. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have included students identified as behavioral disabled into their classrooms?

2. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have not included students identified as behavioral disabled into their classrooms?

In order to answer these questions, teachers were asked to read a scenario describing a student with a behavioral disability. To accept the student described in the scenario teachers were asked to consider six support categories: (a) caseload and class size; (b) time for planning, collaboration and consultation time; (c) an appropriately trained paraeductor; (d) availability of qualified related services personnel; (e)

consultation with a special educator for instructional strategies and behavioral interventions; and (f) professional development training on topics related to inclusion.

Teachers were asked to select which of the six supports they perceived would be minimally necessary to include the student with the behavioral disability into their classroom. Teachers could select as many supports they perceived would be minimally necessary to include the student in the scenario.

In each support category selected, teachers were asked to answer a corresponding survey question to indicate: (a) the level of support they perceived should be available to include the student with the behavioral disability into their classroom, and (b) the level of support they currently receive. A chi-square test for k independent samples was used to determine if the responses by group (respondents with and without experience including students with behavioral disabilities in secondary general education classrooms) were significantly different.

Chi-square is a non-parametric test of statistical significance for bivariate tabular analysis. The chi-square test compares the actual observed frequencies of a sample with the expected frequencies and indicates if there was no relationship at all between the two variables in the larger sampled population. Therefore, the chi-square analysis tests the actual results against the null hypothesis and assesses whether the actual results are different enough to overcome a certain probability that they are due to sampling error (G. W. Moore, 1983). As a nonparametric test, chi-square requires the sample to be more or less normally distributed and has some requirements: (a) the sample must be randomly drawn from the population, (b) data must be reported in raw frequencies, (c) measured

variables must be independent, (d) values/categories on independent and dependent variables must be mutually exclusive and exhaustive, and (e) observed frequencies cannot be too small.

Connor-Linton (1998) explains that chi-square is an approximate test of the probability of getting the frequencies observed if the null hypothesis were true. It is based on the expectation that within any category, sample frequencies are normally distributed about the expected population value. Since frequencies cannot be negative, the distribution cannot be normal when expected population values are close to zero. If frequencies are large, there is no problem with the assumption of a normal distribution, but if the expected frequencies are small, the less valid are the chi-square test results. Therefore, if low observed frequencies (five or below) exist the expected frequencies may be too low for chi-square to be appropriately used. Also, no cell in the bivariate table can have an observed raw frequency of zero.

A chi-square test for k independent samples was used to analyze the nominal data of this research. A chi-square probability of .05 levels was set for rejecting the hypothesis that the two different samples (respondents with and without experience including students with behavioral disabilities) were different enough in some characteristic or aspect that the researcher could generalize from the samples that the populations were different.

Using the rule of five or more in 80% of the cells in large tables with no cells with a zero count, this research was required to use the Yates' correction for continuity due to

a large number of cells with a count of fewer than five. Tables with cell sizes less than five are noted indicating the number of cells less than five.

A small sample size of respondents without experience including students with behavioral disabilities in their secondary general education classrooms and a large sample size of respondents with experience including students with behavioral disabilities in their secondary general education classrooms raised a level of concern about the accuracy of the statistical significance of the chi-square results due to the potential lack of a normal population distribution. Employing the Yates' correction due to a small sample size makes obtaining a statistical significance more challenging. The following section summarizes the results of responses in each of the six support categories.

<u>Class Size</u>

Respondents were asked to report the current number of students in their classroom. The responses regarding current classroom size are reported in Table 9. Out of the 251 total respondents, 144 (57.3%) respondents selected decreased class size as a classroom support they needed to include the student in the scenario in their classroom.

The actual class size category of 20-24 was the most frequently reported and <14 was the least frequently reported by respondents with experience including students with behavioral disabilities in their secondary general education classrooms. The chi-square value for actual class size was calculated using the class size categories 15-19, 20-24, and 25-29. The chi-square value for actual class size was significant, $X^2(4, N = 144) = 14.07$, $p = .05$.

Table 9

Actual Class Size: Number and Percent of Students in Classes Taught by Respondents With and Without Experience in Working with Students with a Behavioral Disability

Actual Class Size	Without Experience	With Experience	Unknown Experience	Total	Percent
< 14	-	7	1	8	5.5
15-19	4	17	3	24	16.6
20-24	2	56	-	58	40.3
25-29	3	41	1	45	31.3
>30	1	8	-	9	6.3
Total	10	129	5	144	100.0

$$X^2 = 14.07$$

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in 10 table cells.

The frequencies of responses regarding the preferred class size to include a student with a behavioral disability are reported in Table 10. Out of the total 251 respondents, 144 (57.3%) respondents completed this section. A class size of 15-19 selected by 74 (51.3%) respondents was the most frequently selected class size option.

The class size option of <14 was selected by 52 (36.2%) of the respondents as the most preferred class size to have when including the student described in the scenario. The number of respondents that selected 20-24 students as the most preferred class size

Table 10

Preferred Class Size: Number and Percent of Students Preferred in Classes Taught by Respondents With and Without Experience in Working with Students with a Behavioral Disability

Preferred Class Size	Without Experience	With Experience	Unknown Experience	Total	Percent
< 14	4	45	3	52	36.2
15-19	3	69	2	74	51.3
20-24	3	14	-	17	11.8
25-29	-	1	-	1	.7
>30	-	-	-	-	-
Total	10	129	5	144	100.0

$$X^2 = 5.46$$

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in 12 table cells.

was 17 (11.8%). The researcher did not include the class size categories 25-29 and >30 in the analysis due to a small sample. The chi-square for preferred class size was not significant, $X^2(4, N = 172) = 5.46$, p = .05.

The differences between actual classroom supports and preferred classroom supports are reported in Table 11 for the class size category 15-19. No respondents with and without experience including students with behavior disabilities in secondary

Table 11

Actual Class Size Compared to Preferred Class Size for Class Size Category 15-19

	Without Exp.	With Exp.	Total
Actual Class Size	4	17	21
Preferred Class Size	3	69	72
		$X^2 = 5.17$	

Note. A sample size of < 5 is reported in two table cells.

general education classrooms preferred class size categories 25-29 and >30. The class size category of <14 received zero responses from respondents without experience for actual class size. The chi-square value for the class size category 15-19 was significant, $X^2(1, N = 93) = 5.17$, p. 05.

Planning, Collaboration, and Consultation

Respondents were asked to report the amount of planning time per day they currently receive and the amount that should be allowed in order to include the student described in the scenario. The frequency of responses regarding the actual amounts of planning, collaboration, and consultation time are presented in Table 12. A total of 97 (38.6%) out of 251 respondents selected planning, collaboration, and consultation time as a classroom support they minimally needed to include the student described in the scenario. The category options for this classroom support were: (a) 30 minutes, (b) 1 hour, (c) 1.5 hours, and (d) 2 hours.

Table 12

Actual Planning, Collaboration, and Consultation: Length of Time Received by

Respondents With and Without Experience in Working with Students with Behavioral

Disabilities

Actual Time	Without Experience	With Experience	Unknown Experience	Total	Percent
30 min.	3	32	2	37	38.2
1 hour	3	20	1	24	24.7
1.5 hours	2	22	2	26	26.8
2 hours	1	9	-	10	10.3
Total	9	83	5	97	100.0

$$X^2 = 1.96$$

Note. Dash indicates no response by respondents. A sample size of less than 5 is reported in eight table cells.

The category with the highest frequency selected by 32 (38.5%) out of 83 respondents with experience including students with behavioral disabilities in their secondary general education classrooms was 30 minutes of planning, collaboration, and consultation time. Respondents with experience including students with behavioral disabilities in their secondary general education classrooms selected one hour of planning, collaboration, and consultation time as the actual amount of time they currently receive totaled 20 (24.1%) out of 83 respondents. The number of respondents with

experience including students with behavioral disabilities in their secondary general education classrooms selected 1.5 hours of planning, collaboration, and consultation time was 22 (26.5%) out of 83 respondents. The chi-square value was not significant, $X^2(6, N = 97) = 1.93$, p = .05.

The frequency of responses for the preferred amount of planning, collaboration, and consultation time per day are presented in Table 13. A total of 97 (38.6%) out of 251 respondents selected this support option. A total of 34 (42%) out of 81 respondents with experience including students with behavior disabilities in their secondary general education classrooms selected 1 hour of planning, collaboration, and consultation time.

The support option with the second highest frequency selected by 32 (39.5%) out of 81 respondents with experience including students with behavioral disabilities in their secondary general education classrooms was 30 minutes of planning, collaboration, and consultation time.

The respondents without experience including students with behavioral disabilities in their secondary general education classrooms selected 30 minutes as the most preferred support option. The chi-square value for preferred planning, collaboration, and consultation time was not significant, $X^2(6, N = 97) = 5.51$, p = .05.

The differences between actual classroom supports and preferred classroom supports are reported in Table 14 for the planning, collaboration, and consultation categories: (a) 30 minutes, (b) 1 hour; and (c) 1.5 hours. The chi-square value for actual compared to preferred planning, collaboration, and consultation was not significant at the .05 level for the all support categories. Respondents without experience including

Table 13

Preferred Planning, Collaboration, and Consultation: Length of Time Preferred by Teachers With and Without Experience in Working with Students with Behavioral Disabilities

	30 min.	1 hour	1.5 hours	2 hours	Total
Without Exp.	4	2	3	1	10
With Exp.	32	34	14	1	81
Unknown	2	3	1	-	6
Total	38(39.2%)	39(40.2%)	18(18.6%)	2(2.0%)	97
	$X^2 = 5.51$				

Note. Dash indicates no response by respondents. A sample size of less than 5 is reported in nine table cells.

students with behavior disabilities did not report having 2 hours of actual planning, collaboration, and consultation time.

Trained Paraeducator

Respondents were asked to report the amount of trained paraeducator support time per class they currently receive and the amount that is preferred to include the student described in the scenario. The frequency of responses from 126 (50.2%) out of 251 respondents regarding the actual portion of the day paraeducator support is provided in their classroom is presented in Table 15. A total of 80 (72%) out of 111 respondents with experience and 10 (90.1%) out of 11 respondents without experience including students

Table 14

Actual Planning, Collaboration, and Consultation Support Compared to Preferred

Planning, Collaboration and Consultation Supports

	30 minutes		1 hours		1.5 hours	
	Without Exp.	With Exp.	Without Exp.	With Exp.	Without Exp.	With Exp.
Actual Supports	3	32	3	20	2	22
Preferred Supports	4	32	2	34	3	14
	$X^2 = .12$		$X^2 = 1.01$		$X^2 = .806$	

Note. A sample size of less than 5 is reported in six table cells.

with a behavioral disability in their secondary general education classrooms selected "No

Paraeducator" as the actual classroom support they currently receive.

Only two respondents selected the other support options, those were: (a)

paraeducator support when needed, and (b) intermittent help from paraeducators when

needed. The chi-square value for respondents with and without experience was not

significant, $X^2(6, N = 126) = 3.83$, p = .05. The frequency of responses regarding the

preferred paraeducator support is presented in Table 16.

"Trained Paraeducator" as a preferred classroom support was selected by 114

(45.4%) out of 251 respondents. A total of 90 (89.1%) out 101 respondents with

experience including students with behavioral disabilities in their secondary general

Table 15

Actual Paraeducator Support: Length of Time Received by Respondents With and Without Experience Work with Students with Behavioral Disabilities

Actual Support	Without Experience	With Experience	Unknown Experience	Total	Percent
Entire Day	-	4	-	4	3.2
½ Day	-	1	-	1	.8
Class Period	-	25	1	26	20.6
No Support	10	80	3	93	73.8
Other	1	1	-	2	1.6
Total	11	111	4	126	100.0

$$X^2 = 3.83$$

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in 14 table cells.

education classrooms selected the support option "Entire Class." Out of 9 respondents without experience including students with behavioral disabilities in their secondary general education classrooms, 6 (66.6%) selected the support option Entire Class. The chi-square value for preferred paraeducator support for respondents with and without experience was not significant, $X^2(2, N = 114) = 4.95$, p = .05. The chi-square value for actual, compared to preferred, paraeducator support was not computed due to the lack of

Table 16

Preferred Paraeducator Support: Length of Time Preferred by Respondents With and Without Experience in Working with Students with Behavioral Disabilities

Preferred Support	Without Experience	With Experience	Unknown Experience	Total	Percent
Entire Class	6	90	4	100	87.8
½ Class	3	10	-	13	11.4
Other	-	1	-	1	.8
Total	9	101	4	114	100.0

$$X^2 = 4.95$$

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in six table cells.

responses from respondents without experience including students with behavior disabilities in their secondary general education classrooms.

Qualified Related Services

Respondents were asked to report which professionals/services are currently available and which they prefer to be available to the teacher to include the student described in the scenario. The respondent's options were: (a) psychologist, (b) social worker, (c) speech pathologist, (d) occupational/physical therapist, (e) special education consultant and (f) other. Respondents could select from one to all of the options. Data for the actual qualified services currently available are presented in Table 17.

Table 17

Actual Qualified Related Services: Availability of Services to Respondents With and

Without Experience Working with Students with Behavioral Disabilities

Actual Services	Without Experience	With Experience	Unknown Experience	Total
Psychologist	7	87	1	95
Social Work	9	67	1	77
Speech	5	57	1	63
Occ. Therapist	2	27	-	29
Consultant	10	98	1	109
Other	3	11	1	15
		$X^2 = 4.95$		

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in nine table cells. $N = 122$.

A total of 122 (48.6%) out of 251 respondents with and without experience

including students with behavior disabilities in their secondary general education

classrooms indicated that all professional services were available at their schools. Of

the 122 respondents with and without experience including students with behavior

disabilities in their secondary general education classroom, 108 (88.5%) respondents (98

respondents with experience and 10 respondents without experience including students

with behavioral disabilities in their secondary general education classrooms) selected

"Special Education Consultant" as the support service option most available. The second most selected currently available qualified related service option for respondents with experience including students with behavioral disabilities in their secondary general education classrooms was "School Psychologist" with 87 responses. The second most selected currently available qualified related service option for respondents without experience including students was "Social Worker" with nine responses.

Unsolicited responses stated that the professional services were available through the Area Education Agency. The chi-square value for differences was not significant. X^2 (4, N = 122) = 1.26, p = .05.

The respondents were asked to respond to the question: Which professional services should be available to the teacher to meet the students' needs? Respondents could select from one to all of the support options. Table 18 reports the preferred qualified related services data.

Out of the 122 total respondents with and without experience including students with behavioral disabilities in their secondary general education classrooms that answered this question, 94 with experience including students with a behavioral disability into their secondary general education classrooms selected the support option "Special Education Consultant" as their first support option. A total of 89 respondents with experience and 10 respondents without experience including students with behavioral disabilities in their secondary general education classrooms selected the "Psychologist" as the second most preferred support.

Table 18

Preferred Qualified Related Services: Selection of Services by Teachers With and Without Experience Working with Students with Behavioral Disabilities

Preferred Services	Without Experience	With Experience	Unknown Experience	Total
Psychologist	10	89	1	100
Social Work	6	61	-	67
Speech	4	9	-	13
Occ. Therapist	-	11	4	15
Consultant	9	94	1	104
Other	3	17	1	21
		$X^2 = 7.78$		

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in nine table cells. $N = 122$.

In addition to the five supports listed, respondents specified guidance counselor, tracker, behavior interventionist, at-risk director, sociologist, special education teacher, resource officer, principal, school nurse, family counselor, police, and crisis interventionist as other support possibilities. The chi-square value for respondents with and without experience including students with behavior disabilities in their secondary general education classrooms was not significant, $X^2(4, N = 122) = 7.78, p = .05$.

The data representing the differences between actual received and preferred qualified related services supports are reported in Table 19 for the categories: (a) school psychologist, (b) social worker, (c) speech pathologist, and (d) occupational therapist, and (e) special education consultant. The chi-square value for actual compared to preferred qualified related services was not significant at the .05 level for four of the five support categories. The qualified related services support category speech pathology was significant at the .05 level.

Table 19

Actual Qualified Related Services Provided Compared to Preferred Qualified Related Services

	School Psych.		Social Worker		Speech Path.		Occ. Therapist		Consultant	
	W/ Exp	Wo/ Exp.	W/ Exp	Wo/ Exp.	W/ Exp	Wo/ Exp.	W/ Exp	Wo/ Exp.	W/ Exp	Wo/ Exp
Actual	87	7	67	9	57	5	27	2	98	10
Prefer	98	10	61	6	9	4	11	4	94	9
	$X^2 = 0.42$		$X^2 = 0.31$		$X^2 = 5.24$		$X^2 = 3.28$		$X^2 = 0.01$	

Note. A sample size of less than 5 is reported in four table cells.

Special Educator Consultation

Respondents were asked to report which special educators' consultation services they have available by responding to the question: Currently, who is available at your school to provide consultation services to the teacher to meet the needs of a student described in the scenario? The options for response were: (a) school psychologist. (b) social worker, (c) speech language therapist. (d) occupational therapist, (e) special education teacher. (f) special education consultant, and (g) other. Table 20 presents the data on the actual consultation services available.

A total of 183 (72.9%) out of 251 respondents with and without experience including students with behavioral disabilities in their secondary general education classrooms reported the availability of special educator consultation services at their school. Of the respondents with experience including students with behavioral disabilities in their secondary general education classrooms, 162 reported a special education teacher is currently available at their school for consultation services, 107 respondents with experience including students with behavioral disabilities in their secondary general education classrooms reported the school psychologist as an available consultation service, and 96 respondents with experience including students with behavioral disabilities in their secondary general education classrooms reported a special education consultation as an available consultation service.

Out of the respondents without experience including students with behavioral disabilities in their secondary general education classrooms, 11 reported the availability of consultation services from a special education teacher at their schools, 8 respondents

Table 20

Actual Special Educator Consultation Services: Availability of Services to Respondents With and Without Experience Working with Students with Behavioral Disabilities

Actual Services	Without Experience	With Experience	Unknown Experience	Total
Psychologist	5	107	6	118
Social Work	8	76	3	87
Speech	4	56	-	60
Occ. Therapist	2	31	-	33
Special Teacher	11	162	6	179
Consultant	6	96	3	105
		$X^2 = 2.1$		

Note. Dashes indicate no response by participants. A sample size of less than 5 is reported in six table cells. $N = 183$.

without experience including students with behavioral disabilities in their secondary general education classrooms reported the availability of a social worker at their schools.

Respondents with experience including students with behavioral disabilities in their secondary general education classrooms also indicated 14 other actual consultation services available while respondents without experience including students with behavioral disabilities in their secondary general education classrooms indicating two other consultation services. The other services specified by both respondent groups were

the counselor and principal. The consultation services reported by respondents with experience included behavior therapist, parents, general education teachers, tracker, aide, sociologist, mental health worker, resource officer, curriculum specialist, school nurse, family counseling, mentor, probation officer. The chi-square value for differences for respondents with and without experience was not significant. $X^2(5, N = 183) = 2.13$, $p = .05$.

Respondents were asked to identify the preferred consultation service by answering the question: Who should be available to provide consultation services to the teacher to meet the needs of student in the scenario? Table 21 reports the data from 183 respondents on their preferred consultation services.

Out of the total 183 respondents answering this question, 158 respondents with experience including students with behavioral disabilities in their secondary general education classrooms 158 preferred the consultation services of special education teacher, 118 selected the school psychologist, and 112 respondents selected the special education consultant.

Out of the total 183 respondents to this question, 13 respondents without experience including students with behavioral disabilities in their secondary general education classrooms preferred the consultation services of the special education teacher and 12 selected the school psychologist as the preferred special educator consultation support, and 7 selected the social worker.

Respondents with experience including students with behavioral disabilities in their classrooms indicated 19 other preferred consultation services compared to the

Table 21

Preferred Special Educator Consultation Services: Selection of Consultation Services by

Respondents With and Without Experience Working with Students with Behavioral

Disabilities

Preferred Services	Without Experience	With Experience	Unknown Experience	Total
Psychologist	12	118	4	134
Social Work	7	82	3	92
Speech	6	15	-	21
Occ. Therapist	4	20	-	24
Special Teacher	13	158	6	177
Consultant	10	112	3	125
		$X^2 = 11.7$		

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in six table cells. $N = 183$.

respondents without experience indicating two other consultation services. The other

services that were specified by respondents with and without experience including

students with behavioral disabilities in their secondary general education classrooms were

the counselor and principal. The other services that were specified by respondents with

experience were: behavior therapist, parents, general education teachers, tracker, aide,

sociologist, principal, mental health worker, resource officer, curriculum specialist, school nurse, family counseling, mentor, behavior specialist, success four specialists, at-risk interventionist, crisis interventionist, and probation officer. The chi-square for differences for respondents with and without experience including students with behavioral disabilities in their secondary general education classrooms was significant, $X^2(5, N = 183) = 11.7, p = .05$.

The differences between actual and preferred special educator consultation as a support are reported in Table 22 for the categories: (a) school psychologist, (b) social worker, (c) speech pathologist, (d) occupational therapist, (e) special education teacher, and (f) special education consultant. The chi-square value for actual compared to preferred special educator consultation supports was not significant at the .05 level for five of the six support categories. The qualified related services support category speech pathology was significant at the .05 level.

Type of Consultation Services

Respondents were asked to report the type of consultation services that currently are available in their school by answering the question: What consultation services are currently available in your school? The category options included consultation concerning instructional recommendations, consultation concerning behavior management, team teaching with a professional educator, and other. The data on the availability of consultation services are presented in Table 23.

Table 22

Actual Special Educator Consultation Services Available Compared to Preferred Special

Educator Consultation Service

	School Psych.		Social Worker		Speech Path.		Occ. Therap		Special Ed. Teacher		Special Ed. Consult	
	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.
Actual	107	5	76	8	56	4	31	2	162	11	96	6
Prefer	118	12	158	15	15	6	20	4	158	13	112	10
	$X^2 = 2.09$		$X^2 = 0.15$		$X^2 = 6.89$		$X^2 = 1.65$		$X^2 = 0.20$		$X^2 = 0.44$	

Note. A sample size of less than 5 is reported in three table cells.

Out of the total 183 respondents, 105 respondents with experience including

students with behavioral disabilities in their secondary general education classrooms

reported the availability of instructional recommendations and 101 respondents reported

the availability of behavioral consultation services. Of the respondents without

experience including students with behavioral disabilities in their secondary general

education classrooms, 6 reported the availability of instructional consultation services

and 2 respondents reported behavioral consultation and team teaching in their school.

Respondents with and without experience including students with behavioral

disabilities in their secondary general education classroom reported eight other services

Table 23

Actual Consultation Services with a Special Educator: Availability of Consultation

Services to Respondents With and Without Experience Working with Students with

Behavioral Disabilities

Actual Services	Without Experience	With Experience	Unknown Experience	Total
Instructional	6	105	4	115
Behavioral	2	101	3	106
Team Teach	2	34	-	36
Other	2	12	-	14
		$X^2 = 1.93$		

Note. Dashes indicate no response by respondents. A sample size of less than 5 is reported in seven table cells. $N = 183$

they actually received. Those were: co-teaching with special education teacher, school

psychologist interventions, Building Assistance Team support, guidance support,

someone to review the IEP, peer teaching, special education availability, and the

availability of a time-out room. The chi-square value for differences was not significant,

$X^2(2, N = 183) = 1.93, p = .05$.

Table 24 reports the data for preferred consultation services for respondents with

and without experiences including students with behavioral disabilities in their secondary

general education classrooms. Respondents were asked to report the preferred type of

Table 24

Preferred Consultation with a Special Educator: Selection of Consultation Services by Respondents With and Without Experience Working with Students with Behavioral Disabilities

Preferred Services	Without Experience	With Experience	Unknown Experience	Total
Instructional	8	142	6	156
Behavioral	13	153	6	172
Team Teach	8	50	-	58
Other	1	3	-	4
		$X^2 = 4.18$		

Note. Dashes indicate no responses by respondents. A sample size of less than 5 is reported in three table cell. $N = 183$.

consultation services by answering the question: What consultation services should be available to you if the student in the scenario is to be placed in your classroom?

Of the total 183 respondents that answered this question, 13 respondents without experience including students with behavioral disabilities in their secondary general education classrooms reported a preference for consultation concerning behavioral management and 8 respondents' preferred instructional recommendations and team teaching. Of the respondents with experience including students with behavioral disabilities in their secondary general education classrooms that answered this question,

153 preferred to have consultation services on behavior management, 142 preferred to have instructional recommendations, and 50 preferred team teaching. The chi-square value for differences for the two respondent groups was not significant, $X^2(2, N = 183) = 4.18, p = .05$.

The data on the actual and preferred special educator consultation supports are reported in Table 25 for the categories: (a) consultation concerning instructional strategies, (b) consultation concerning behavior management, and (c) team teaching with a professional educator. The chi-square value for the actual compared to the preferred special educator consultation service was calculated for each support service option.

Table 25

Actual Special Educator Consultation Services Compared to Preferred Special Educator Consolation Services

	Instructional Recommendations		Behavior Management		Team Teaching	
	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.	W/ Exp	Wo/ Exp.
Actual	105	6	101	2	36	2
Preferred	142	8	153	13	50	8
	$X^2 = .0006$		$X^2 = 4.18$		$X^2 = 1.58$	

Note. A sample size of less than 5 is reported in two table cells. $N = 183$.

The chi-square value was not significant at the .05 level for training concerning instructional recommendations and team teaching with a professional educator. The consultation with a special educator support service category, "consultation concerning behavior interventions" was significant, $X^2(1, N = 183) = 4.18, p = .05$.

Professional Development Training

Respondents that selected professional development training as a minimal support option to include the student in the scenario were asked the question: What kind of professional development training is currently available to you in your school?

The options were (a) professional development training on instructional strategies, (b) professional development training on behavior management, and (c) other. The data are presented in Table 26 represents the responses from 77 respondents with and without experience including students with behavioral disabilities in their secondary general education classrooms.

A total of 23 respondents with experience including students with behavioral disabilities in their secondary general education classrooms selected training concerning instructional strategies as currently available in their school. The number of respondents with experience including students with behavioral disabilities in their secondary general education classrooms that selected professional development training concerning behavior intervention as a currently available support in their school was 16.

A total of 3 respondents without experience including students with behavioral disabilities in their secondary general education classrooms reported both

Table 26

Actual Professional Development Training: Availability of Professional Development Training to Respondents With and Without Experience Working with Students with Behavioral Disabilities

	Instructional Strategies	Behavior Interventions	Other
Without	3	3	1
With	23	16	5
Unknown	1	-	-
Total	27	19	6
	$X^2 = 0.17$		

Note. Dashes indicate no responses by respondents. A sample size of less than 5 is reported in six table cells. $N = 77$.

professional development training concerning instructional strategies and behavior interventions were available in their school.

Respondents with experience including students with behavioral disabilities in their secondary general education classrooms reported five other options. Those included: assessment training, restraint training, consultation training, success four training, and intervention options. Additionally, 10 respondents with experience reported that no training was available with a specific written statement of "none." The

chi-square value was not significant for each professional development training option,

$X^2(1, N = 77) = 0.17, p = .05$.

Table 27 reports the preferences of respondents that answered the question: What kind of professional development training should be available to the teacher if the student in the scenario is to be placed in your classroom? Professional development training on behavior interventions was selected by 67 respondents with experience including students with behavioral disabilities in their secondary general education classrooms.

A total of 64 respondents with experience including students with behavioral disabilities in their secondary general education classrooms selected instructional strategies as a preferred professional development training option. Each of the 6 respondents without experience including students with behavior disabilities in their secondary general education classrooms selected instructional strategies and behavior interventions as professional development training preferences.

Respondents with experience including students with behavioral disabilities in their secondary general education classrooms reported five other professional development training options. Those included: assessment training, restrain training, consultation training, success four training, intervention options. Teachers without experience including students with behavior disabilities reported general information of student's strengths and inclusion issues as other options. The chi-square value for differences was not significant, $X^2(1, N = 77) = 0.005, p = .05$.

Table 27

Preferred Professional Development Training: Selection of Professional Development Training by Respondents With and Without Experience Working with Students with Behavioral Disabilities

	Instructional Strategies	Behavior Interventions	Other
Without	6	6	2
With	64	67	5
Unknown	2	1	-
Total	72	74	7
		$X^2 = 0.005$	

Note. Dashes indicate no responses by respondents. A sample size of less than 5 is reported in four table cells. $N = 77$.

The data on the actual and preferred professional development training as a support by respondents with and without experience including students with behavioral disabilities in their secondary general education classrooms are reported in Table 28 for the categories: (a) training concerning instructional strategies, and (b) training concerning behavior management.

The chi-square value for actual compared to preferred professional development training as a service was calculated for each support service option independently. The

Table 28

Actual Professional Development Training Services Compared to Preferred Professional Development Training Services

	Instructional Strategies		Behavior Interventions	
	W/ Exp.	Wo/ Exp.	W/ Exp.	Wo/ Exp.
Actual	23	3	16	3
Preferred	64	6	67	6
	$X^2 = 0.19$		$X^2 = 0.97$	

Note. A sample size of less than 5 is reported in two table cells.

chi-square value was not significant at the .05 level for either professional development training option.

Acceptance of Disabled Student

One goal of the research study was to answer the research question: Does teacher acceptance of the placement of students with behavioral disabilities depend on receiving the types of support identified as minimally necessary?

To answer this research question, teachers were asked to respond to the following two questions: (a) Given the supports you indicated and the opportunity to decide whether or not to have the student with a disability in your classroom, would you be willing to have him in your classroom or would you not be willing to have him in your classroom? and, (b) If no supports were available and you were given the opportunity to

decide whether or not to have the student with a disability in your classroom, would you be willing to have him in your classroom or would you not be willing to have the student? Table 29 summarizes the data on respondents' willingness to include a student with and without supports.

Table 29

Acceptance of Disabled Student: Respondents' Willingness With and Without Indicated Supports to Include a Behavior Disabled Student

	With Supports Indicated	Without Supports Indicated
Would be willing	209 (83.2%)	101 (40.6%)
Would not be willing	42 (16.8%)	148 (59.4%)
Total	251(100.0%)	249 (100.0%)
	$X^2 = 96.75$	

Answering the first question: Given the supports you indicated and the opportunity to decide whether or not to have the student with a disability in your classroom, would you be willing to have him in your classroom or would you not be willing to have him in your classroom? The data indicates that 209 (83.2%) out of 251 respondents would be willing to include the student described in the scenario if they received the supports they indicated as preferred. A total of 42 (16.8%) respondents are

not willing to include the student described in the scenario even with the supports they indicated as preferred.

Answering the second question: If no supports were available and you were given the opportunity to decide whether or not to have the student with a disability in your classroom, would you be willing to have him in your classroom or would you not be willing to have the student? The data indicates that 101 (40.6%) out of 249 the respondents would be willing to include the student described in the scenario if they received no supports. If no supports are available, then 148 (59.4%) out of 249 respondents reported they would not be willing to include the student with a behavioral disability in their secondary general education classroom. The chi-square value for willingness to include a student with a behavioral disability, with and without supports was significant, $X^2(1, N = 251) = 96.75, p = .05$.

Table 30 reports the data for respondents with and without experience including students with behavior disabilities in their secondary general education classrooms and their willingness to include the student in the scenario with the supports they indicated. Of the 223 total respondents with experience including students with behavior disabilities in their secondary general education classrooms, 191 (85.6%) respondents are willing to include the student in the scenario if they receive the supports they indicated as preferred or needed. A total of 32 (14.3%) remain unwilling to include the student in the scenario even if they receive the supports they indicated as preferred or needed. Of the 17 total respondents without experience including students with a behavior disability in their secondary general education classrooms, 9 (52.9%) are willing to include the student

Table 30

Willingness to Include a Student with a Behavior Disability with Supports Respondents

Selected

	Willing	Not Willing	Total
Without Experience	9	8	17
With Experience	191	32	223
Unknown	5	2	7
Total	205(83%)	42(17%)	247 (100%)
	$X^2 = 11.15$		

Note. A sample size of less than 5 is reported in one table cells.

described in the scenario while 8 (47%) respondents are unwilling to include the student in the scenario even if they receive the supports indicated as preferred or needed. The chi-square value for differences was significant, $X^2(1, N = 251) = 11.15$, p = .05.

Table 31 reports data from respondents with and without experience including a student with a behavioral disability in their secondary general education classroom on their willingness to include a student without the supports they indicated. Of the total 223 respondents with experience including students with a behavior disability in their secondary general education classrooms, 133 (59.6%) reported they were not willing to include the student with the behavioral disabled described in the scenario with no supports.

Of the 17 respondents without experience including students with behavior disabilities in their secondary general education classrooms, 12 (70.5%) were unwilling to include the student with the behavioral disabled in the scenario without supports. The chi-square value for differences was not significant, $X^2(1, N = 251) = 0.86$, p = .05.

Unsolicited responses were given by respondents expressing their feelings toward the acceptance of a student with a disability. Those responses included: (a) "I did not know I had a choice in taking a disabled student."; (b) "No one asks if I want a student, they just show up."; (c) "I actually have a choice to take a student?"; (d) "From my department, the biggest complaint is the lack of accountability for special education – all a parent has to do is complain and we're supposed to give them all sorts of time."; (e) "Let's get the kid tested and find out how to treat the problem first."; (f) "The special education lobby has ruined education for the average and above average students."; (g) "If I had to!"; (h) "I would be willing to have him on a trial basis but if attempts were unsuccessful, then I need to consider my other students' success."; and (i) "I would be willing to make the attempt."

Decision-Making Importance Verses Mandatory Policy

Another goal of this research study was to answer the research question: Do secondary teachers participate in decision-making process for the placement of students with disabilities into their classrooms?

Table 31

Willingness to Include a Student with a Behavior Disability without Supports

Respondents Selected

	Willing	Not Willing	Total
Without Experience	5	12	17
With Experience	90	133	223
Unknown	4	3	7
Total	99(40%)	148(60%)	247
		$X^2 = 0.86$	

Note. A sample size of less than 5 is reported in two table cells.

To address this question respondents were asked: Which one of the following is more important to you as a teacher to include a student with a disability, having an opportunity to participate in the decision-making process concerning the selection of classroom supports, or having mandatory classroom supports in place for all included students with a disability as a matter of school policy? Table 32 reports the data to this question.

Of the 247 respondents to this question, 163 (66%) of the respondents wanted to participate in the decision-making process and 84 (34%) wanted mandatory supports. Of the total 223 respondents with experience including students with behavioral disabilities in their secondary general education classrooms, 153 (68.6%) respondents prefer to

Table 32

Decision-Making Importance verses Mandatory Supports: Respondents Preference to Include a Student with a Disability

	Participation in Decision	Mandatory Supports	Total
With Experience	153	70	223
Without Experience	5	12	17
Unknown	5	2	7
Total	163 (65.9%)	84 (34.1 %)	247 (100.0%)
		X^2= 12.6	

Note. A sample size of less than 5 is reported in one table cell.

participate in the decision-making process concerning the selection of classroom supports while 70 (31.3%) prefer to have mandatory classroom supports.

Out of the total 17 respondents without experience including students with behavior disabilities in their secondary general education classrooms, 5 (29.4%) respondents prefer to participate in the decision-making process concerning the selection of classroom supports and 12 (70.5%) respondents prefer to have mandatory classroom supports. The chi-square value for differences of respondents with and without experiences including students with behavior disabilities was significant, $X^2(1, N = 250) = 12.6, p = .05$.

Attitude Towards Inclusion

An objective of this research was to answer the research question: Are attitudes toward including students with disabilities different for teachers who participate in the decision-making process versus those who have no say in the decision-making process to include students with disabilities in their classrooms? To address this research question, teachers with and without experience including students with behavior disabilities in their classrooms were asked: What is your attitude towards including students with disabilities in your classroom when you are not involved in the decision-making process?

The responses by attitude for respondents with and without experience including students with behavior disabilities in their secondary general education classroom are reported in Table 33.

Of the 217 respondents with experience including students with behavioral disabilities in their secondary general education classrooms, 99 (45.6%) reported they were open to inclusion, 42 (19.3%) reported they were mildly unsupportive, and 29 (13.3%) reported they were extremely unsupportive. The attitudes of 16 respondents without experience including students with behavioral disabilities in their secondary general education classrooms reported one (6.2%) mildly supportive response, five (31.2%) open to inclusion, six (37.5%) mildly unsupportive and four (25%) extremely unsupportive responses. The chi-square for differences between respondent groups with and without experience including students with behavioral disabilities in their secondary general education classroom was not significant, $X^2(4, N = 243) = 6.24$, p = .05.

Table 33

Attitudes Towards Inclusion Held by Respondents With and Without Experience Including Students with Disabilities

	Extremely Supportive	Mildly Supportive	Open to Inclusion	Mildly Unsupportive	Extremely Unsupportive	Total
Without	0	1	5	6	4	16
With	19	28	99	42	29	217
Unknown	2	2	2	2	2	10
Total	21(8.6%)	31(12.8%)	106(43.6%)	50(20.6%)	35(14.4%)	243
			$X^2 = 6.24$			

Note. A sample size of less than 5 is reported in nine table cells.

Table 34 reports the data from respondents that answered the research question: Are attitudes toward including students with disabilities different for teachers who participate in the decision-making process versus those who have no say in the decision-making process to include students with disabilities in their classrooms?

Of the total 223 respondents to this question, 172 (77.1%) respondents with experience including students with behavioral disabilities in their secondary general education classrooms did not participate in the decision-making process. Respondents were asked to self reported their attitudes toward inclusion as a factor of their participation in the inclusion decision-making process. Of the 172 respondents, 13

Table 34

Involvement in Decision-Making and Attitude Towards Inclusion

	Extremely Supportive	Mildly Supportive	Open to Inclusion	Mildly Unsupportive	Extremely Unsupportive	Total
Did Not Participate	13	23	68	39	29	172
Did Participate	6	8	31	4	2	51
Total	19(8.5%)	31(13.9%)	99(44.4%)	43(19.2%)	31(14.0%)	223

$$X^2 = 13.7$$

Note. A sample size of less than 5 is reported in two table cells.

(7.5%) were extremely supportive. 23 (13.3%) were mildly supportive, 68 (39.5%) were open to inclusion, 39 (22.6%) were mildly unsupportive and 29 (16.8%) were extremely unsupportive. Of those 51 (22.9%) out of a total 223 respondents that did participate in the decision-making process to include a student with a disability in their secondary general education classrooms, 6 (11.7%) were extremely supportive, 8 (15.6%) were mildly supportive, 31 (60.7%) were open to inclusion, 4 (7.8%) were mildly unsupportive and 2 (3.9%) were extremely unsupportive. A chi-square analysis was significant, $X^2(4, N = 223) = 13.7$, $p = .05$.

<u>Placement Decision</u>

One of the goals of this research was to answer this research question: Do secondary teachers participate in the decision-making process for the placement of

students with disabilities into their secondary general education classrooms? To address this goal, teachers were asked to respond to the following question: Were you involved with the placement decisions for any of the students with disabilities included in your classroom? Table 35 presents data on participation in the placement decisions by respondents with experience including a student with a behavioral disability in their secondary general education classrooms. Of the 223 respondents with experience, 51 (22.8%) respondents indicated they had participated in the placement decision. 172 (77.2%) reported that they had no input in the placement decisions process.

Differences between Teachers' Experience and Classroom Support Needs

To address another research goal, respondents answered the following question: What are the differences between teachers with and without experiences including students with behavioral disabilities and the types of classroom supports they identify as necessary to include students with behavioral disabilities in the secondary general education classroom?

To answer this research question, general education teachers with and without experience including students with behavioral disabilities in their secondary general education classrooms were asked to indicate the type of supports minimally required to include the student into their classroom. To obtain this data teachers were asked to read a scenario describing a student that may be placed in their classroom. The teachers were given the opportunity to decide what supports are going to be made in their classroom to include the student by answering the question: Which minimal supports would you need

Table 35

Participation in Placement Decisions: Respondents With Experience

	Participated	Did Not Participate	Total
With Experience	51	172	223
Percent	22.8%	77.2%	100%

to accept the student in your classroom? Teachers were requested to check all the supports that would apply. Table 36 reports the data from 251 respondents to this question.

Of the 223 respondents with experience including students with behavioral disabilities in their secondary general education classrooms, 167 (74.8%) indicated that "consultation with a special educator" was the support option most desired to include the student described in the scenario. The option, "decreased class size and caseload," was the second most selected support option with 129 (57.8%) responses. The third and fourth most selected support options were "qualified related service personnel" with 111(49.7%) responses and "appropriately trained paraeducator" with 109 (48.8%) responses. The fifth most selected support option was "additional planning, collaboration, and consultation time" with 81 (36.3%) responses. The support option that received the fewest responses was "professional development training on topics related to inclusion" with 68 (30.4%) responses.

Table 36

Supports Minimally Needed to Include a Student with a Behavioral Disability

	With Experience	Without Experience	Unknown	Total
Decreased Class Size	129	9	5	143
Additional Planning	81	8	6	95
Trained Paraeducator	109	11	4	124
Qualified Services	111	14	2	127
Consultation with Special Educator	167	13	6	186
Professional Training	68	8	1	77
	$X^2 = 7.70$			

Note. The mean number of supports selected by teachers was 3.02. The standard deviation = 1.40. $N = 251$.

A total of 17 respondents without experience including students with behavior

disabilities in their secondary general education classrooms selected "availability of

qualified related service personnel" as the most desired support option to include the

student described in the scenario with 14 (82.3%) responses. The second most desired

support option was "consultation with a special educator for instructional strategies and

behavior interventions" with 13 (76.4%) responses. The support option, "appropriately trained paraeducator" received 11 (64.7%) responses. The fourth, fifth, and sixth most desired support options to include the student described in the scenario were: "decreased class size and case load" with 9 (52.9%) responses; "additional planning, collaboration, and consultation time" and "professional development training on topics related to inclusion" received 8 (47%) responses each. The chi-square value for differences between respondents with and without experience including students with behavior disabilities in their secondary general education classrooms was not significant, $X^2(10, N = 251) = 7.7, p = .05$.

CHAPTER 5

SUMMARY, CONCLUSIONS,

LIMITATIONS, RECOMMENDATIONS, AND REFLECTIONS

Summary

This research was undertaken because the current literature on the needs of secondary general education classroom teachers to include students with behavioral disabilities in the secondary school classroom is limited. Specific information regarding general classroom teachers' perceived needs when including students with disabilities in secondary general education classrooms has been lacking according to Myles and Simpson (1989); Simpson (1999); Werts, Wolery, Snyder, & Caldwell, (1996). Several studies that have been conducted regarding the supports needed to include students with disabilities focus on the elementary classroom teacher (East, 1992; Hudson et al., 1979; Myles & Simpson, 1989, 1992; Roll-Pettersson, 2001; Werts, Wolery, Snyder, Caldwell & Salisbury, 1996). These studies researched at the types of supports elementary general education classroom teachers perceived as necessary to successfully include students with mild or severe mental disabilities.

To successfully include students with disabilities in general education classrooms the research suggests general educators must be provided the appropriate types and amounts of support (Myles & Simpson, 1989; Villa et al., 1996; York & Tundidor, 1995). However, according to Salend (1990), few specifics in this regard are known (i.e., support needs as a function of diagnostic label, teachers' characteristics, etc.) other than it is common for general educators to feel abandoned and insufficiently supported and

trained subsequent to the placement of students with disabilities in the general education setting. Myles and Simpson (1989) stated that general educators have not been asked to indicate whether or not the ability to select classroom modifications and the ability to participate in the placement process would affect their willingness to accept students with disabilities.

Scruggs and Mastropieri (1996) synthesized 28 research reports on teacher perceptions of mainstreaming/inclusion from 1958 to 1995. In this synthesis, the researchers found six investigations (Center & Ward, 1987; Coates, 1989; P. A. Gallagher, 1985; K. D. Gans, 1985; Hudson et al., 1979; Myles & Simpson, 1992) that researched the issue of adequacy of resources.

The Scruggs and Mastropieri (1996) study indicated that few studies on inclusion, especially on the support and resource needs identified by teachers, have focused on the secondary teacher. The majority of the current studies (Avramidis et al., 2000; M. G. Smith, 2000; Van Reusen et al., 2000; Weller & McLeskey, 2000) sampling secondary teachers have researched perceptions and attitudes toward the inclusion of students into the general education classrooms. According to Salend and Duhaney (1999), research is needed to address and expand the knowledge of inclusive practices of students with behavioral disabilities at the secondary school level. Also, because the implementation of inclusion at the secondary level may be quite different from that at the preschool and elementary levels, there is a need for studies that investigate inclusive practices in secondary school settings (Thousand et al., 1997).

Werts, Worley, Snyder, and Caldwell (1996) suggest that current research is restricted to elementary teachers and the supports needed and the problems encountered by middle and high school teachers should be studied. They also suggest that additional research could focus on the effects of various resources over time and how teachers utilize available supports and resources to include students with disabilities.

Roll-Pettersson (2001) state that future studies should focus on interpreting the availability of and need for resources of general education classroom teachers who have children with disabilities in their classroom. The study concludes that the lack of knowledge of the support needs of general education teachers at the secondary education level to include students with disabilities constitutes a need for this investigation.

Students with behavioral problems present a significant challenge for education professionals (Farell et al., 1998). The behaviors of students with behavior disorders (BD) may be disruptive, physically aggressive and impair relationships with parents, peers, and teachers. Students with BD are often cited as the most difficult to teach. They are segregated more often than other students with disabilities. Their behaviors are least acceptable by teachers, and they often fail in school (Kauffman, 1993; Landrum, 1992). The problem is not always the behaviors that students with BD exhibit, but the subsequent adult responses that are generally punitive and exacerbate the student problem (Farell et al., 1998).

Dwyer (1990) and others (Knitzer, 1982; Landrum, 1992; Nelson & Pearson, 1991) have suggested that often the only available option for students with BD is placement in a more restrictive setting. This study was undertaken to address the support

needs of secondary general education teachers when including a student with a behavioral disability.

The purpose of this study was to look at support(s) secondary general educators identify as minimal to include children with behavioral disabilities. Secondly, this study analyzed the differences in the types of support(s) secondary general educators identified to include children with behavioral disabilities into the general education classroom.

The data used to examine the classroom support needs common to Iowa secondary general educators was complied from the responses of 251 out of 500 randomly sampled general education teachers to a self-reporting survey. General educators reacted to an assigned scenario of a student labeled as behaviorally disabled. Respondents were directed to keep in their mind the student described in the scenario as being considered for full-time placement in their classrooms while completing the survey. The respondent then selected from a list of six modifications or supports the minimal modifications or supports that would be needed to include the student described in the scenario into their classroom.

Subsequent to selecting the modifications or supports, respondents were asked to compare actual parameters to preferred conditions for each support selected (e.g., actual class size to preferred class size). A chi-square test for k independent samples for differences between respondent groups with and without experience including students with behavior disabilities in their secondary general education classrooms was used to analyze the results of these questions.

Respondents were asked to indicate whether they would be willing to have the student described in the vignette included into their classroom under two conditions: (a) with the supports they had identified on their response form, and (b) without those supports. A chi-square test for k independent samples for differences between respondent groups with and without experience including students with behavior disabilities in their general education classrooms was used to analyze the results of this question.

The respondents were also asked to indicate which was more important to them as teachers to include exceptional students: (a) having an opportunity to participate in the decision-making process concerning modifications and supports, or (b) having mandatory modifications and supports in place for all students with disabilities who are included in general education classrooms? A chi-square test for k independent samples for differences between respondent groups with and without experience including students with behavior disabilities in their secondary general education classrooms was used to analyze the results.

Finally, respondents were asked their attitude toward including students with disabilities in their classroom if they were not involved in the placement decision-making process. A chi-square test for k independent samples for differences between respondent groups with and without experience including students with behavior disabilities in their secondary general education classrooms was used to analyze the results.

Demographic Characteristics

A total of 251 respondents from 147 school districts in Iowa completed and returned the survey. Of those 251 respondents, 153 (61.0%) teach at all four grade levels 9-12; 98 (39.0%) have 20 or more years of teaching experience; 145 (57.7%) hold a B.S. or B.A. degree while 102(40.6%) hold an M.S. or M.A. degree; and 166 (66.1%) had earned no special education credit hours in college.

Respondents represented 18 different content teaching areas. Of the 18 content areas represented, 121 respondents teach in the core curriculum areas of English (35), Math (32), Science (27), and Social Studies (30).

Conclusions

This study sought to determine the support(s) secondary general educators identify as minimal to include children with behavioral disabilities and the differences in the types of support(s) secondary general educators identify to include children with behavioral disabilities into the general education classroom. Six research questions were developed to operationalize the collection of data resulting in a description of the support needs of secondary general education teachers to include a student with behavioral disabilities in their classroom.

> Research Question 1. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have included students identified as behavioral disabled into their classrooms?

To answer the first question, a total of 223 respondents with experience including students with behavioral disabilities selected from a list of six classroom supports and modifications the minimal number and type of supports necessary to include a student

described in a scenario into their secondary general education secondary classroom. The findings of the current study are consistent with other research studies (East. 1992; Myles & Simpson. 1982, 1992) that looked at the support needs of teachers with experience including students with disabilities. Comparing the data from the Myles and Simpson (1992) investigation to the current study, a difference in support preferences was noted in the support category "qualified related services." The teachers in the Myles and Simpson (1992) study selected "qualified support services" as the first most preferred support option where as the respondents in the current study selected this support option as third most preferred. All other support categories in the two studies had the same preference order.

The results of the current study support the findings of a study completed by Myles and Simpson (1989). The order of supports and modifications identified by respondents in the Myles and Simpson (1992) study matched the preferred order of the current study's last three support categories. The top three supports of both studies are the same but not in the same preferred order.

To summarize the responses to the first research question, the order of the minimal supports or classroom modifications selected by respondents with experience including students in secondary general education classrooms resulted in the following order: (a) consultation with special educator for instructional strategies and behavioral interventions with 167 responses; (b) decreased class size and case load with 129 responses; (c) qualified related service personnel with 111 responses; (d) appropriately trained paraeducator with 109 responses; (e) additional planning, collaboration, and

consultation time with 81 responses; and (f) professional development training on topics related to inclusion with 68 responses.

In a study by East (1992) respondents with experience including students with severe disabilities were asked to order by importance the same six support categories used in the current study. Comparing the order of preference data of the top three support categories of the East study as compared to the responses by respondents with experience including students with behavioral disabilities in their secondary general education classrooms in the current study, the support category "decreased class size" was listed in the same preference order. Also, in both the East (1992) study and the current study the category, "professional development training or inservice" was listed sixth, or the least desirable support option.

> Research Question 2. What are the number and type of classroom supports minimally necessary to include students with behavioral disabilities according to secondary general education teachers who have not included students identified as behavioral disabled into their classrooms?

To answer the second question, a total of 17 respondents without experience including students with behavior disabilities in their general education classrooms selected from a list of six classroom supports and modifications the minimal number and type necessary to include a student described in a scenario into their general education classroom.

To summarize the second research question, the order of preferred minimal supports or classroom modifications by respondents without experience including students with behavioral disabilities in their secondary general education classrooms resulted in the following order: (a) qualified related services personnel with 14 responses;

(b) consultation with special educator for instructional strategies and behavioral interventions with 13 responses; (c) appropriately trained paraeducator with 11 responses; (d) decreased class size and caseload with nine responses; and (e) both additional planning, collaboration, and consultation time and professional development training on topics related to inclusion was selected by eight respondents.

Data from 17 respondents without experience including students with behavioral disabilities in their secondary general education classroom in the current study supports the Myles and Simpson (1992) findings. Respondents without experience including students with disabilities in their secondary general education classrooms in the current study differed in their preferences of supports as compared to the Myles and Simpson study by reversing the order of the support categories "trained paraeducator" and "class size." All other categories were in the same order of preference.

In a study by East (1992) respondents without experience including students with severe disabilities were asked to rank order, by importance, the same six support categories used in the current study. Comparing the data of the top three support categories of the East study and the top three support categories selected by respondents without experience including students with behavioral disabilities in their secondary general education classrooms in the current study, the support category "appropriately trained paraeducator" is reported similarly, as the third most favorable option. In both the East (1992) study and the current study the category, "professional development training or inservice" was listed sixth, or the least desirable support option.

There were also a total of eight respondents with unknown experience including students with behavior disabilities in their secondary general education classroom that selected from a list of six classroom supports and modifications the minimal number and type necessary to include a student described in a scenario into their secondary general education classroom. The preferred order of supports by the eight respondents with unknown experience including students with a behavioral disability in secondary general education classrooms compared to the data of the East (1992) study reported the same preferred order of supports for all categories except the category "consultation with a special educator" which was reported at fifth in the East study and first in this study.

> Research Question 3. What are the differences between teachers with and without experiences including students with behavioral disabilities and the types of classroom supports they identify as necessary to include students with behavioral disabilities in the secondary general education classroom?

Due to a difference in size of the samples, the small sample size of the respondent group without experience including students with behavioral disabilities in their secondary general education classrooms and a larger sample size of the respondent group with experience including students with behavioral disabilities in their secondary general education classrooms, these differences may have effected the results of the chi-square test. The differences in sample size may have made it difficult to show a significant difference between the two respondent groups.

The results of a chi-square test for k independent samples indicated there was no statistically significant difference between respondents with and without experience including students with behavioral disabilities and the type of classroom supports or modifications they currently receive in their school for the categories: (a) additional

planning, collaboration, and consultation time; (b) appropriately trained paraeducator; (c) available qualified related services; (d) consultation with special educator for instructional strategies and behavioral interventions; and (e) professional development training on topics related to inclusion. The results of a chi-square test for k independent samples indicated a statistically significant difference between respondents with and without experience including students with behavioral disabilities and the support category, "actual classroom size."

There was no statistically significant difference between respondents with and without experience and the type of classroom supports or modifications they preferred as minimal to include the student described in the scenario. Those preferred support categories with no statistical significance were: (a) decreased class size and caseload; (b) additional planning, collaboration, and consultation time; (c) appropriately trained paraeducator; (d) available qualified related services; and (e) professional development training on topics related to inclusion. The results of a chi-square test for k independent samples indicated a statistically significant difference between respondents with and without experience and the support category, "consultation with a special educator for instructional strategies and behavioral interventions."

Analysis of the data comparing the actual classroom supports and modifications received and the preferred minimal classroom supports and modifications selected by respondents with and without experience including students with a behavior disability in their secondary general education classroom revealed a statistical significant differences using a chi-square test for k independent samples in the following support areas: (a) class

size of 15-19. (b) qualified related service personnel from a speech pathologist, (c) special educator consultation services from a speech pathologist. and (d) consultation with a special educator for training concerning behavior interventions.

Respondents were asked to rank by necessity the supports needed to educate the student described in the scenario in their secondary general education classroom from 1 being the most to 6 being the least necessary. The mean score of each support category for respondents with experience including students with behavioral disabilities in secondary general education classrooms was: (a) class size and caseload, 2.78; (b) consultation with special educator for instructional strategies and behavioral interventions, 2.83; (c) planning, collaboration. and consultation time. 3.56; (d) appropriately trained paraeducator. 3.60; (e) qualified related service personnel, 3.68; and (f) professional development training on topics related to inclusion, 4.50.

Respondent without experience including students with behavioral disabilities in secondary general education classrooms were asked to rank the supports needed to educate the student described in the scenario in their secondary general education classroom from 1 being the most to 6 being the least necessary. The mean score of each support category for respondents without experience including students with behavioral disabilities in secondary general education classrooms was: (a) appropriately trained paraeducator, 2.88; (b) qualified related services personnel, 3.08; (c) consultation with special educator for instructional strategies and behavioral interventions, 3.17; (d) planning, collaboration, and consultation time, 3.52; (e) class size and caseload. 3.64; and (f) professional development training on topics related to inclusion, 4.47.

Differences between the rankings of supports in the current study exist between the two respondent groups. Differences also exist between the two respondent groups' (with and without experience) rankings of the six supports and the findings in the East (1992) study. Comparing current studies findings and the findings in East (1992) study, the support category "professional development training on topics related to inclusion" was similarly ranked as the sixth most preferred support.

To further answer the third question, the data from each of the six support categories of the current study is summarized and compared to the data from the research.

Class Size

The data on class size of the present study indicated that 74 (51.3%) of the 144 respondents prefer the class size of 15-19 students when including a student with a behavioral disability in their secondary general education classrooms. The current study supports the research on class size that indicates teachers prefer a class size of less than twenty students when including a student with a disability. Findings from a study by Barton (1992) reports teachers strongly support classrooms of less than twenty students when including students with disabilities. The Barton study reported 83.3% of the teacher respondents agreed that the number of children in inclusive classrooms should be limited to fewer than 20 students.

Other studies that reported a percentage of teacher respondents that preferred a class size of fewer that 20 students include: Gans (1985) reported 71.1%; Hudson et al. (1979) reported 66.9%; Myles and Simpson (1989) reported 78.0%; and 92.1% of the participants in the Myles and Simpson (1992) investigation preferred the class size of less

than 20 students. A study by the Glaesel (1997) concluded that inclusive education, to be effective, requires a reduction in class size.

Planning, Collaboration, and Consultation Time

Analysis of the data on planning, collaboration, and consultation time indicates there is no significant difference between respondents with and without experience including students with behavioral disabilities in secondary general education classrooms and their need for planning, collaboration and consultation time. These findings are consistent with the East (1992) study. The East (1992) study and the current investigation had a similar corresponding rank by importance of the classroom supports "additional planning, collaboration, and consultation time." The respondents of both studies had additional planning, collaboration, and consultation time as the third preferred option by respondents with experience including students with behavioral disabilities in their secondary general education classrooms. The results of the present study indicated teachers prefer one hour of planning, collaboration, and consultation time to include students with a disability in their secondary general education classrooms. The results of this study support the findings by Myles and Simpson (1989, 1992) that reports teachers prefer one hour of planning, collaboration, and consultation time to include a student with a disability in their secondary general education classroom.

Paraeducator

The data analysis of the current investigation indicates that actual classroom supports for general education classrooms do not include paraeducator support. This data supports similar findings by Myles and Simpson (1989, 1992) and East (1992). The

preference of 100 (87.8%) of the 114 respondents was to have a paraeducator for the

entire class when including a student with behavioral disabilities in their secondary

general education classrooms. The data of the current study are consistent with the data

obtained by Myles and Simpson (1989, 1992) and East (1992) in that a full time

paraeducator was needed for successful inclusion.

Qualified Related Service

The data from the current investigation on "preferred qualified related services" is

consistent with the findings of Myles and Simpson (1992) and East (1992). As in

previously conducted research, respondents in the current study indicated that qualified

related services were available in all support categories in their schools.

Respondents with and without experience including students with behavioral

disabilities in their secondary general education classrooms indicated, "special education

consultant and psychologist" as the most preferred support service. As in the East (1992)

study, differences between groups were not significantly different except for one support

category, "speech pathology."

Consultation Services

Analysis of the data on the support, "consultation services," from the current

study and from the research findings of Myles and Simpson (1989, 1992) and East (1992)

suggests that teachers desire consultative support on instructional recommendations and

behavioral management strategies equally. Team teaching as a support was the third

choice in each study. This data implies that teachers desire support and training to

become effective instructors and appear to be willing to assume the responsibility for

teaching the students placed in their classrooms. Comparing the data on the support "consultation services" obtained in the current study and from the East (1992) study, no similarities were found. These differences may be due to the support need differences of the students in the two studies. The East (1992) study examined the supports to include severely disabled students where as the current student focused on the support needs to include students with behaviorally disabilities.

Professional Development Training

Professional development training was rated the sixth most important support to include students with a disability by respondents with and without experience including students in their secondary general education classrooms in the East (1992) study and in the current investigation. The equal response preferences by teachers in the Myles and Simpson (1989, 1992) and East (1992) studies support the current research findings that teachers prefer an equal amount of training on instructional strategies and behavior interventions. No significant differences were obtained by a chi-square test for independent samples between the actual and preferred consultation services in the current study or in the East (1992) study.

The results of this research suggest that by selecting the category, "consultation with a special educator for instructional strategies and behavioral interventions" as one of their top three preferred supports, respondents selected a support that allowed teachers opportunities to engage in direct student contact. This support choice reflects a consideration by teachers on how to introduce change into the classroom when all students are included.

Second. by selecting the category, "qualified related service" as one of the top three support choices, the data indicates to the researcher that respondents with and without experience including students with behavioral disabilities in their secondary general education classrooms prefer a support that provides technical assistance directly to the teacher or to the student without changing the classroom environment. From an analysis of the data the researcher suggests that respondents with experience including students with behavioral disabilities in their secondary general education classrooms are more willing to select a classroom support or modification that adjusts the classroom environment but does require the teacher to engage in direct student contact or involve all students in the inclusion process.

Research Question 4. Do secondary teachers participate in the decision-making process for the placement of students with disabilities into their classrooms?

Of the 223 respondents with experience including students with behavior disabilities in their general education classrooms, 172 (77.2%) reported they had no input in the placement decisions and 51 (22.8%) reported they participated in decision-making process. The data of the current study suggests that general education teachers do not participate in the placement decision-making process.

When given the opportunity to select decision-making participation or mandatory supports to include a student with behavioral disability, 163 (65.9%) out of 247 respondents selected the decision-making process while 84 (34.1%) selected the mandatory supports. These results are supported by the Myles and Simpson (1992) study which reported 75% of those surveyed preferred participation in the decision-making process over mandatory supports to include students with disabilities. In the current study

a chi-square test for k independent samples indicated a significant difference between respondents with and without experience including students with a disability in their secondary general education classrooms and their selection to participate in the decision-making process verses mandatory supports to include a student with a disability.

> Research Question 5. Does teacher acceptance of the placement of students with behavioral disabilities depend on receiving the types of support identified as minimally necessary?

One worthy finding of the present study was the general willingness among respondents to accept students with behavioral disabilities into their secondary general education classrooms contingent upon receiving the supports they selected as preferred. Of the 251 respondents with and without experience including student with a behavioral disability in their secondary general education classrooms, 209 (83.2%) respondents indicated they would be willing to include a student with a behavioral disability if they received the supports they indicated as minimally necessary. Even if respondents receive the supports they indicated as minimally necessary, 16.8% indicated they would not be willing to include a student with a behavioral disability.

The data from studies conducted by Myles and Simpson (1989, 1992) and East (1992) support these findings. The Myles and Simpson (1989) findings indicated that 86% of the teachers responded affirmatively to including a student described in a vignette when they received the selected classroom modifications. The results from the Myles and Simpson (1992) study indicated 73.6% of the teachers would accept a disabled student when classroom modifications were available. The East (1992) data indicates

that 74.7% of the teachers in the study would include a disabled student when they receive the classroom support they perceived as minimal.

If no supports were available and respondents were given the opportunity to decide whether or not to include a student with a behavioral disability in their secondary general education classroom, 99 (40%) respondents out of 247 total respondents would be willing while 148 (60%) respondents reported they would be unwilling to include the student. These findings suggest that teacher willingness to include students with disabilities into their general education classrooms is affected by the type of supports they receive. Teachers do not have the power to deny a student entrance to their classroom yet this data indicates a general unwillingness toward inclusion. A chi-square test indicated a significant difference between respondent groups and their willingness to include a student with a disability with and without the minimal supports indicated.

The Myles and Simpson (1989) study reported 32% of the respondents were willing to accommodate a student with a disability without the listed modifications. In the Myles and Simpson (1992) study 26.4% of the respondents reported a willingness to include a student with a disability without the listed supports or modifications. The East (1992) study reported a 24.5% willingness by respondents to include a student with a disability when supports are not available. The research data by Myles and Simpson (1989, 1992) and East (1992) support the findings of the current study and suggest that teachers in previous studies were not supportive of inclusion when classroom supports were not available.

If respondents with experience including students with behavioral disabilities in their secondary general education classrooms receive the minimum supports they indicated, 191 (85.6%) out of 223 respondents are willing while 32 (14.4%) respondents are unwilling to include a student with a behavioral disability. The data from respondents without experience including students with behavioral disabilities in their secondary general education indicates that nine (52.9%) of 17 respondents are willing and eight (47.1%) of 17 respondents are unwilling to include a student with a behavioral disability even if they receive the minimal supports indicated.

When supports are unavailable, 133 (59.6%) out of 223 respondents with experience and 12 (70.5%) out of 17 respondents without experience including students with behavioral disabilities in their secondary general education classrooms indicated an unwillingness to include a student with a behavioral disability in their secondary general education classrooms. A chi-square test for k independent samples indicated there was no significant difference between respondent groups when supports are unavailable. The data suggests that availability of minimal supports affects willingness of teachers to include students with behavioral disabilities.

Research Question 6. Are attitudes toward including students with disabilities different for teachers who participate in the decision-making process versus those who have no say in the decision-making process to include students with disabilities in their classrooms?

The research evidence about attitudes surrounding inclusion historically tended to be multidimensional, inconclusive and reflective of a variety of underlying factors. A goal of this research was to analyze involvement in the decision-making process and respondent attitudes regarding inclusion. In response to Question 20 on the survey

instrument, teachers were asked to self-report their attitudes toward including students with disabilities in their secondary general education classrooms. Their response is a reflection of their attitudes toward including students with disabilities.

The analysis of the data on the participation in the placement decision-making process verses attitudes toward inclusion resulted in 172 respondents that did not participate in the decision-making process. Of those 172 respondents, 68 (39.5%) respondents (39 respondents were mildly unsupportive and 29 respondents were extremely unsupportive) had negative attitudes towards inclusion. Compared to 51 respondents that participated in the decision-making process, 6 (11.7%) respondents (4 respondents were mildly unsupportive and 2 were extremely unsupportive) had negative attitudes towards inclusion. A chi-square test for k independent samples indicated a significant difference between respondent groups that did and did not participate in the decision-making process and their attitudes toward inclusion.

Findings relative to attitudes toward inclusion were consistent with the research findings stated in Chapter 2. Hannah and Pliner (1983) and Home (1985) recognized that a major factor in the success or failure of a policy, such as inclusion, is the attitude of the general education teacher. The widely disparate opinions held by teachers is reflected in studies that have shown general education teachers to hold negative views about inclusion (Coates, 1989; Gersten, Walker, & Darch, 1988; J. Moore & Fine, 1978; Semmel et al., 1991), while others have revealed more positive attitudes (Villa et al., 1996; York et al., 1992).

Scruggs and Mastropieri (1996) conducted a research synthesis of 28 reports published from 1958 to 1995 that surveyed the perceptions of almost 10,560 general education teachers. A majority of teachers agreed with the general concept of inclusion, and a slight majority were willing to implement inclusion in their classes.

The findings of this study suggest a slightly negative attitude toward inclusion as a practice. Of the 243 respondents with and without experience including students, 50 (20.5%) reported they were mildly unsupportive and 35 (14.4%) reported they were extremely unsupportive of inclusion as a practice. Of the 223 respondents that participated in the decision-making process to include a student with a disability, 43 (19.2%) were mildly unsupportive and 31 (14%) were extremely unsupportive of inclusion as a practice.

Summary

The results of this study identified the number, type and availability of classroom support(s) minimally need to include a student with a behavioral disability. The results also reported that teachers may not be as positive toward inclusion when supports are not provided. The supports identified by teachers in this study that affect the success of an inclusion program are: (a) class size of < 20; (b) planning, collaboration, and consultation time of one hour; (c) appropriately trained paraeducator for the entire class; (d) qualified related services from a special education consultant and school psychologist; (e) consultation with a special educator (on instructional recommendations and behavior management); and (f) professional development training (instructional strategies and behavior interventions).

The willingness to include students with behavior disabilities in their secondary general education classrooms is contingent upon receiving the support they indicated as minimal. This data of this study reported that teachers with experience including students with disabilities in their secondary general education classrooms seek to participate in the decision-making process while teachers without experience including students with behavioral disabilities in their secondary general education classrooms prefer mandatory supports to include a student.

Limitations

This study had several limitations that may have influenced the results of the investigation. Described below are seven limitations identified by the researcher.

1. This study was limited to the perceptions of a random sample of 500 secondary public school teachers in Iowa. A limitation of the study was that 251 secondary teachers that completed the survey. This sample may not be representative of teachers in other states or other educational levels. Additionally, a small population of teachers (17) without experience including students with behavioral disabilities responded to the survey. This low frequency of teachers without experience including students with behavioral disabilities may not reflect the current conditions in the state.

2. Though the survey instrument was field tested, analyzed by experts and revised, there may have been some ambiguity regarding how teachers were expected to respond to the survey items which may have influenced the results. Although a prompt describing a student with a disability was used as a frame of reference for participants to

answer the survey, various interpretations may have occurred because of events that influence participants' responses and the meaning participants apply to each item.

3. A direct comparison of the findings of this research study to other studies that investigated classroom supports and modifications (East, 1992; B. S. Myles & R. L. Simpson, 1989, 1992; Pettersson, 2001; M. G. Werts, Worley, Snyder & Caldwell, 1996) has limitations due to differences in the survey instrument, sampling techniques, grade level of the teachers surveyed, and the research design of this study.

4. Under ideal conditions, the information sought by this study might have been derived through extensive interviews. The use of interviews or a focus group technique would have allowed the researcher the opportunity to better define and clarify the survey questions. Additionally, other methods of obtaining the research data would have helped focus the responses of teachers on the support or modification needs to include the student described in the scenario. However, due to the limitation of time and the desire to include a large number of participants, surveys were used.

5. The survey study cannot address all the available classroom supports and modifications for the sampled general education teachers. Therefore, the supports and modifications used in the study only represent current practices and not necessarily the reality of the teachers surveyed.

6. Since teacher experiences including students with disabilities are products of the schools' operation, there are limitations to the assumption that differences found are solely products of experience including students with behavioral disabilities. The

responses may be the results of system issues due to the assignment of students to classrooms.

7. This study's contribution to educational research is limited to the difference in support needs identified by secondary general education teachers to include students with behavioral disabilities. No other generalization can be made from the data for the support needs of general education teachers to include students with other disabling characteristics.

8. A limitation of this research is reflected in the differences in sample size between respondent groups (teachers with and without experience including students with behavioral disabilities in secondary general education classrooms) and the effect on the results when using a chi-square test. Since sample frequencies cannot be negative, the distribution cannot be normal when expected population values are close to zero. If frequencies are large, there is no problem with the assumption of a normal distribution, but if the expected frequencies are small, the less valid are the chi-square test. Therefore, as with this study, when low observed frequencies (five or below) exist the expected frequencies may be too low for chi-square to be appropriately used.

Recommendations

A comparison of the preferred needs with those supports actually received will help identify the types of support which school administrators will need to provide to teachers and students to create successful inclusion programs. The results of the current study suggest that secondary general education classroom teachers may be more willing to include students with behavioral disabilities in their secondary general education

classrooms. However. such willingness appears to be dependent upon receiving the supports they identified as preferred.

The data from this study can provide school administrators, Area Education Agency support personnel, and university instructor's research information on secondary general education teachers preferred classroom supports to include students with behavioral disabilities in their classrooms. This information should assist in the development of general education and special education teacher training programs on topics of inclusion.

These results should help school administrators in the planning process as they work with reluctant secondary general education teachers on the placement of students with behavioral disabilities. Also. these results should provide administrators with information on the general education teacher's support needs to create successful inclusive classrooms for students with behavioral disabilities.

The results from this study suggest that teachers have more positive attitudes about inclusion when given the opportunity to participate in the inclusion decision-making process. Also, the results suggest that teachers prefer participation in the decision-making process over having mandatory supports in place to include students with behavioral disabilities in the secondary general education setting. Thus, administrators must recognize that teachers are not only required by law to participate in the decision-making process, but are more willing to include students with behavioral disabilities when given a voice in the decision-making process. An additional application of these resuls for school administrators lies in their understanding of the preferred

minimal support needs of secondary general educators to include students with behavioral disabilities. This understanding should provide a research basis for aiding in the decisions of the type of support needs of secondary general education teachers to include students with behavioral disabilities.

Results on consultation services suggest that teachers desire support and training to become effective instructors. The results indicate that teachers prefer special educator consultation services on instructional recommendations and behavioral management strategies but have little support for team teaching.

Due to the limitations of this study, a need exists to further investigate the support needs of secondary classroom teachers to include students with behavioral disabilities. Described below are suggestions for future research.

1. A replication of this study should be conducted on a larger population of secondary general education teachers who have and have not had pupils with behavioral disabilities in their classrooms. This study was conducted on a small population of secondary teachers ($N = 251$) from the Midwest and may not be representative of teachers from other geographic regions. Other studies that have researched the needs of general education teachers to include students with disabilities in their general education classrooms also had small samples. Those studies were: (a) Myles and Simpson, 1989 with 100 elementary general education teachers; (b) Myles and Simpson, 1992 with 192 elementary general education teachers; and East, 1992 with 202 elementary general education teachers. A larger sample from another geographical region other than the

Midwest would provide valuable information on the support needs of general education teachers.

2. Research consisting of interviews and focus groups should be undertaken in order to understand the type, nature and scope of secondary teachers understanding of serving pupils with behavioral disabilities. The large population of secondary teachers (n = 223) that indicated they had included a student with a behavioral disability leads the researcher to speculate about secondary teachers' understanding of special education categorizations. The researcher's speculation is due to what appears to be a large population of secondary general education teachers having experiences including students with behavioral disabilities since the population of students with this disability category is not the most prevalent. This assumption makes the researcher wonder if general education teachers have an accurate understanding of the education categorization and, particularly, the category of behavioral disabilities.

3. Future research should be initiated to look at the mechanisms of providing supports and modifications to general education teachers that include students with behavioral disabilities in their classrooms. This research would focus on the administrative involvement in the decision-making process, administrative challenges in the allocation of financial support for the classroom supports and modifications, and the procurement of the supports, (i.e., hiring paraeducators; rescheduling of general education students to reducing class size; scheduling special educators and general educators for planning, collaboration and consultation time; and developing professional development training).

4. A study should be designed to compare the perceptions of special educators and administrators on the support needs of general educators to include students with disabilities. Since special educators, general educators and administrators work together to develop an inclusion program, this research is needed to assist decision-making teams more fully understand the perceived support need differences to include a student with a disability between team members and the implications that may result from those differences.

5. Studies should be initiated to examine teachers' utilization of available supports and the differences between teachers' perceived support needs and their actual practice.

6. Research should be conducted that identifies the classroom conditions under which certain supports and modifications are successful to include students with disabilities. Those classroom conditions may include a large class size, the number of students with disabilities included in the classroom, the years of experience of the teacher, the length of the class period, or the time of the day when the class is offered.

These recommendations for future studies are offered to stimulate additional research on the support needs of secondary general education teachers to include students with disabilities in their classrooms.

<u>Reflections</u>

Overall, over 50% of secondary general education teachers that were surveyed chose to participate in this research study, I find this participation level amazingly low considering the controversial nature of the inclusion topic with general education

teachers. It is especially interesting that more teachers did not respond to the survey when the research focused on their support needs to include a student with a behavioral disability.

The number of respondents who indicated they had experience including a student with a behavioral disability was significantly higher than was anticipated. Upon reflection of this statistic, the level of teacher participation in the inclusion decision-making process and the lack of special education background or training leads me to conclude that secondary general education teachers may not actually know if an included student has a behavioral disability or just has unacceptable bad behavior.

The unsolicited comments received in the survey indicated there is a lack of administrative leadership or a need for administrative support associated with the inclusion process. This raises the question about the involvement and knowledge level of school administrators with the inclusion process in Iowa schools and the impact that might occur from their lack of support.

Of the 251 teachers completing the survey, 123 (49.0 %) were female, 125 (49.8%) were male while 3 (1.2%) respondents did not indicate a gender. The data, upon a quick reflection, appears to represent an equal distribution of respondents by gender. Further analysis of the research data indicates that 18 males have not included a student with a behavioral disability in their secondary general education classrooms or they do not know if they have included a student with a behavioral disability. Compare that information with the data on the female respondents, 6 respondents reported they have no experience including a student with a behavioral disability in their secondary general

education classrooms while 1 respondent did not know if they indeed had included a student with a behavioral disability. Although gender was not a research area of this study and the researcher has not conducted a literature review on the topic of the effect of gender on inclusion, these results do raise the question, are female teachers more accepting of students with disabilities than their male counter parts?

The unsolicited negative responses by the respondents of this study about the inclusion of students with behavioral disabilities in the general education classroom and about special education as a whole, makes the researcher wonder what the current attitudes are of general education teachers regarding special education and the topic of inclusion? Research may be warranted on the current attitudes of general education teachers toward special education and the current practices of special education, such as inclusion.

The implications from the negative comments offered by the respondents of this study may be the result of a variety of school and classroom conditions that are uncontrollable by the general education teacher. Those implications could include large class sizes, poor working conditions, lack of administrative support, large work loads, or the feel of inadequacy by the general education teacher due to the lack of educational preparation to teach the student with a disability.

Additionally, research may be warranted that targets specific behaviors that need to be changed before attitudes are changed. Those teacher or system behaviors could include the participation avoidance by general education teachers in the team decision-making processes to include students with disabilities in their general education

classrooms. or non-compliance with team plans to accommodate for the needs of a student with a disability.

Finally, secondary general education teachers favored supports that directly influence the classroom environment or were provided directly to them. But teachers were not supportive of professional staff development where they had to put forth the time to seek out the support knowledge and then implement the new learning in their classroom. It is most interesting that teachers value their learning the least as a support option. especially if the learning is outside of their classroom.

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APPENDIX A

SURVEY INSTRUMENT

Teachers' Needs Regarding Placement

DIRECTIONS: This questionnaire is designed to assess teachers' needs regarding placement of a specific student in their classrooms. Please read the following scenario, keeping it in mind while you answer the questions on the four pages of the survey. There is no right or wrong answers. All respondents will remain anonymous. This questionnaire will take about 10 minutes to complete.

SCENARIO: Jim failed school the previous year because he did not turn in assignments or complete work in class. His teachers reported that his academic performance in reading, written expression, and math was approximately two years below the average children in the class. Jim was a constant source of frustration to his teachers. Although his teachers tried to handle most discipline problems themselves, they reported that Jim was sent to the principal's office an average of three times per week during the school year. His teachers described Jim as "sullen and hostile." When he was in these moods, he talked out in class, refused to work and became disruptive. Jim had been involved in several fights in school and on the bus; one was serious enough to get him suspended from school. Jim is a student with a behavioral disability.

1. The student in the above scenario may be placed in your classroom. You have the opportunity to decide what supports are going to be made in your classroom to include this student. Which minimal supports would you need to accept this student in your classroom? (check all that apply)

   _____ decreased class size and caseloads
   _____ additional planning, collaboration and consultation time
   _____ an appropriately trained paraeducator
   _____ availability of qualified related services personnel
   _____ consultation with special educator for instructional strategies and
           behavioral interventions
   _____ professional development training on topics related to inclusion

If you checked decreased class size and caseload as a support, please answer questions 2 and 3; if not skip to question 4.

2. How many students (other than Jim) should be in your classroom if Jim were in your classroom? (check one)

_____ over 30
_____ 29-25
_____ 24-20
_____ 19-15
_____ less than 14

3. On average how many students are currently in your classroom? (check one)

_____ over 30
_____ 29-25
_____ 24-20
_____ 19-15
_____ less than 14

If you checked additional planning, collaboration and consultation time as a support, please answer questions 4 and 5; if not, skip to question 6.

4. How much planning, collaboration and consultation time per day would you need if you had Jim in your classroom? (check one)

_____ 2 hours or more
_____ 1 1/2 hours
_____ 1 hour
_____ 30 minutes

5. On average how much planning, collaboration and consultation time per day do you have now? (check one)

_____ 2 hours or more
_____ 1 1/2 hours
_____ 1 hour
_____ 30 minutes

If you checked an appropriately trained paraeducator as a support. please answer questions 6 and 7: if not. skip to question 8.

6. For what portion of the class would a paraeducator be required if Jim were in your classroom? (check one)

_____ entire class period
_____ 1/2 the class period
_____ other (please specify)_____

7. On average what portion of the day do you. yourself have a paraeducator in your classroom? (check one)

_____ entire day
_____ 1/2 day
_____ a class period
_____ I do not have a paraeducator in my classroom
_____ other (please specify) _____

If you checked availability of qualified related services as a support. please answer questions 8 and 9: if not. skip to question 10.

8. Which professionals/services should be available to the teacher to meet Jim's needs? (check all that apply)

_____ psychologist
_____ social worker
_____ speech language therapist
_____ occupational/physical therapist
_____ special education consultant
_____ other (please specify)_____

9. Which professionals/services are currently available in your school? (check all that apply)
_____ psychologist
_____ social worker
_____ speech language therapist
_____ occupational/physical therapist
_____ special education consultant
_____ other (please specify) _____

If you checked consultation with a special educator as a support, please answer questions 10. 11, 12 and 13; if not, skip to question 14.

10. Who should be available to provide consultation services to the teacher to meet Jim's needs? (check all that apply)

        _____ psychologist
        _____ social worker
        _____ speech language therapist
        _____ occupational therapist
        _____ special education teacher
        _____ special education consultant
        _____ other (please specify)_____

11. Currently, who is available at your school to provide consultation services for Jim? (check all that apply)

        _____ psychologist
        _____ social worker
        _____ speech language therapist
        _____ occupational therapist
        _____ special education teacher
        _____ special education consultant
        _____ other (please specify) _____

12. What consultation services should be provided to you if you had Jim in your classroom? (check all that apply)

        _____ consultation concerning instructional recommendations
        _____ consultation concerning behavior management
        _____ team teaching with a professional educator
        _____ other (please specify) _____

13. What consultation services are currently available in your school? (check all that apply)

        _____ consultation concerning instructional recommendations
        _____ consultation concerning behavior management
        _____ team teaching with a professional educator
        _____ other (please specify) _____

If you checked professional development training as a support, please answer questions 14 and 15: if not, skip to question 16.

14. What kind of professional development training should be available to you if Jim is to be placed in your classroom? (check all that apply)

     _____ training concerning instructional strategies
     _____ training concerning behavior interventions
     _____ other (please specify) _____

15. What kind of professional development training is currently available to you in your school? (check all that apply)

     _____ training concerning instructional strategies
     _____ training concerning behavior interventions
     _____ other (please specify) _____

Please answer questions 16, 17, 18 and 19.

16. Please rank order the following support categories with number 1 being the most necessary, 2 the next most necessary, then 3, 4, 5, to 6 the least necessary for supporting the education of a student similar to Jim. Rank them all, one number per support, even though you may not have indicated needing a particular modification. No two supports may have the same rank.

     _____ decreased class size and caseloads
     _____ additional planning, collaboration and consultation time
     _____ an appropriately trained paraeducator
     _____ availability of qualified related services personnel
     _____ consultation with special educator for instructional strategies and behavioral interventions
     _____ professional development training on topics related to inclusion

17. Given the supports you indicated and the opportunity to decide whether or not to have Jim in your classroom, would you be willing to have him in your classroom or would you not be willing to have him in your classroom? (check one)

     _____ I would be willing to have Jim in my classroom
     _____ I would not be willing to have Jim in myclassroom

18.   If no supports were available and you were given the opportunity to decide whether or not to have Jim in your classroom, would you be willing to have him in your classroom or would you not be willing to have him in your classroom? (check one)

_____ I would be willing to have Jim in my classroom

_____ I would not be willing to have Jim in myclassroom

19.   Which one of the following is more important to you as a teacher to include a student with a disability? (check one)

_____ having an opportunity to participate in the decision-making process concerning the selection of classroom supports (i.e..decreased class size, training, etc...) when students with disabilities are included into your classroom

_____ having mandatory classroom supports (i.e.. decreased class size, training, etc...) in place for all included students with a disability as a matter of school policy.

20.   What is your attitude towards including a student with disabilities in your classroom when you are not involved in the decision-making process? (check one)

_____ I'm extremely supportive of the inclusion decision

_____ I'm mildly supportive of the inclusion decision

_____ I'm open to the inclusion decision

_____ I'm mildly unsupportive of the inclusion decision

_____ I'm extremely unsupportive of the inclusion decision

Please complete the appropriate blanks that apply to you.

I.   What is your gender? (check one)

_____ female

_____ male

II.   What is the highest degree that you hold? (check one)

_____ B.A.

_____ M.A.

_____ Ed. Specialist

_____ other (please specify) _____

III. In what educational areas are you certified? (check all that apply)
_____ elementary education
_____ middle level education
_____ high school education
_____ behavior disabilities
_____ learning disabilities
_____ mental disabilities
_____ other (please specify) _____

IV. What grade(s) do you currently teach? (check all that apply)
_____ 9
_____ 10
_____ 11
_____ 12

V. Which content area do you primarily teach?
_____ Agriculture Science   _____ Foreign Language   _____ Science
_____ Art   _____ Industrial Technology _____ Social Sciences
_____ Family and Consumer _____ Mathematics   _____ Other
_____ Business Education   _____ Music (Vocal or Instrumental)
_____ English/Language Arts_____ Physical Education/Health

VI. How many special education credit hours did you completed in college? (please complete) _____

VII. How many years have you taught in a high school? (please complete) _____

VIII. Have you had a special education student with a behavioral disability in your classroom during the past 5 school years?
_____ Yes   _____ No   _____ I do not know

If you marked Yes, please answer question IX.

IX. Were you involved with the placement decisions for any of the students with disabilities included into your classroom? _____ Yes   _____ No

Thank you for your support!

APPENDIX B

LETTER REQUESTING PARTICIPATION

2/5/2002

Dear Iowa Educator:

During the past few years articles in general and special education periodicals describe policies that would require classroom teachers to accept children who have unique academic and/or behavior needs into their classrooms on a full-time basis. However. a review of literature does not indicate that general education teachers at the secondary level have been asked their professional opinions concerning whether or not modifications in current classroom settings are necessary if they are to accept these children in their classrooms.

As a former teacher and member of the education profession, I believe that general classroom teachers need to participate in planning policies that may change their role in the teaching and learning process. Therefore. I am conducting a study as part of the requirements to complete the Doctor in Education Degree at the University of Northern Iowa to assess teachers' opinions toward supports needed to accept children who may have unique behavior needs into their classrooms. The enclosed questionnaire will help me obtain first-hand information concerning teacher opinions toward classroom supports. Your opinions and insights will be valuable contributions in identifying modifications that are necessary in order for teachers to accept children who have unique behavior needs into their classroom.

A small representative sample of persons certified as high school teachers in Iowa have been asked to complete the questionnaire. so your response is very important. Please complete the enclosed instrument and return it to me as soon as possible. The instrument should require no more than 10 minutes of concentrated thought. Your response, combined with those of other certified high school teachers, will provide valuable information about classroom supports for children who have unique behavior needs.

When you have completed the questionnaire. please place in the addressed stamped envelope and mail. Simultaneously, please return the addressed stamped postcard.

You may be assured of complete confidentiality. No individual or school will be identified on the questionnaire and no respondent will be identifiable when results are compiled. The postcard with your name and address will only be used to indicate that you have completed and returned a survey. I am looking only at group results.

Please take a few minutes now and register your views on this important topic. If you have questions about the questionnaire. please contact me at (319) 377-2406. Thank you for completing the questionnaire. Your participation is greatly appreciated.

Sincerely,

Rick A. Ironside

APPENDIX C

RETURN POSTCARD

Rick A. Ironside
3455 Monarch Ave.
Marion. IA 52302

TO: Rick A. Ironside
     3455 Monarch Ave.
     Marion. IA 52302

Please put this postcard on the mail at the same time you mail in your survey.

This allows me to keep track of returned surveys and also maintains the anonymity of your responses.

Thank You!

Rick Ironside

APPENDIX D

LETTERS REQUESTING EXPERT REVIEW OF SURVEY CONTENT

December 5, 2001

Brenda Smith Myles, Ph. D.
The University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, Kansas 66160

Dear Dr. Myles:

In January of 1996 you granted me permission to use the instrument used for the study,
"Regular Educator's Modification Preferences for Mainstreaming Mildly Handicapped
Children." I have recently received approval from my dissertation committee at the
University of Northern Iowa to complete my study, "An Investigation of the Types of
Support Identified as Necessary by Secondary Classroom Teachers in Iowa School
Districts to Include Students Identified as Behaviorally Disabled."

Originally my intentions were to replicate your study using Iowa public school teachers.
The purpose of study has changed and to accommodate those changes I was required to
modify your survey instrument. Those modifications may have affected the validity of
the original survey instrument. My dissertation committee has requested that I ask you
and other experts in the field of special education to review the content of the survey for
accuracy, clarity, and validity before conducting the study.

At this time I'm seeking your assistance with this task of content verification. If you
have the time to examine the content of the enclosed instrument against the instrument's
domains listed in question #1, I would be very appreciative.

To complete this task please rate the appropriateness of the items of the enclosed
instrument to the outlined domains listed in question #1 by assigning a value of +1
(relevant), 0 (cannot decide), or -1 (not relevant) for questions 1-20. Please use your
professional judgment to recommend the elimination, rewording, or addition of an item.
Once the task has been completed please use the preaddressed stamped envelope to return
mail the rated instrument.

If you desire, upon completion of the dissertation I will be more than willing to forward a
copy of the results to you.

Thank you for your help and assistance!

Sincerely,

Rick A. Ironside
3455 Monarch Ave.
Marion, Iowa 52302

December 5, 2001

Richard L. Simpson, Ph. D.
Department of Special Education
The University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, Kansas 66160

Dear Dr. Simpson:

In January of 1996 Dr. Brenda Smith Myles granted me permission to use the instrument used for your study, "Regular Educator's Modification Preferences for Mainstreaming Mildly Handicapped Children." I have recently received approval from my dissertation committee at the University of Northern Iowa to complete my study, "An Investigation of the Types of Support Identified as Necessary by Secondary Classroom Teachers in Iowa School Districts to Include Students Identified as Behaviorally Disabled."

Originally my intentions were to replicate your study using Iowa public school teachers. The purpose of study has changed and to accommodate those changes I was required to modify your survey instrument. Those modifications may have affected the validity of the original survey instrument. My dissertation committee has requested that I ask you and other experts in the field of special education to review the content of the survey for accuracy, clarity, and validity before conducting the study.

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To complete this task please rate the appropriateness of the items of the enclosed instrument to the outlined domains listed in question #1 by assigning a value of +1 (relevant), 0 (cannot decide), or -1 (not relevant) for questions 1-20. Please use your professional judgment to recommend the elimination, rewording, or addition of an item. Once the task has been completed please use the preaddressed stamped envelope to return mail the rated instrument.

If you desire, upon completion of the dissertation I will be more than willing to forward a copy of the results to you.

Thank you for your help and assistance!

Sincerely,

Rick A. Ironside
3455 Monarch Ave.
Marion, Iowa 52302

December 5, 2001

Diane Ryndak, Ph. D.
College of Education
University of Florida
Gainesville, FL 32611

Dear Dr. Ryndak:

I am a doctoral student at the University of Northern Iowa and have recently received approval from my dissertation committee to complete my study, "An Investigation of the Types of Support Identified as Necessary by Secondary Classroom Teachers in Iowa School Districts to Include Students Identified as Behaviorally Disabled."

My dissertation committee, specifically Dr. Sandra Alper, has requested that I ask you and other experts in the field of special education to review the content of the survey instrument for accuracy, clarity, and validity before conducting the study.

This instrument is a modified version of the instrument used by Dr. Richard Simpson and Dr. Brenda Smith Myles at the University of Kansas in their study "Regular Educator's Modification Preferences for Mainstreaming Mildly Handicapped Children." Those modifications required to accommodate my study may have affected the validity of the original survey instrument.

I have asked Dr. Simpson and Dr. Myles to review this instrument and at this time I'm seeking your assistance with this task of content verification. If you have the time to examine the content of the enclosed instrument against the instrument's domains listed in question #1, I would be very appreciative.

To complete this task please rate the appropriateness of the items of the enclosed instrument to the outlined domains listed in question #1 by assigning a value of +1 (relevant), 0 (cannot decide), or -1 (not relevant) for questions 1-20. Please use your professional judgment to recommend the elimination, rewording, or addition of an item. Once the task has been completed please use the preaddressed stamped envelope to return mail the rated instrument.

If you desire, upon completion of the dissertation I will be more than willing to forward a copy of the results to you. Thank you for your help and assistance!

Sincerely,

Rick A. Ironside
3455 Monarch Ave.
Marion, Iowa 52302

December 5, 2001

Richard Owens, Ph. D.
Morningside College
Sioux City, Iowa

Dear Dr. Owens:

I am a doctoral student at the University of Northern Iowa and have recently received approval from my dissertation committee to complete my study, "An Investigation of the Types of Support Identified as Necessary by Secondary Classroom Teachers in Iowa School Districts to Include Students Identified as Behaviorally Disabled."

My dissertation committee, specifically Dr. Sandra Alper, has requested that I ask you and other experts in the field of special education to review the content of the survey instrument for accuracy, clarity, and validity before conducting the study.

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To complete this task please rate the appropriateness of the items of the enclosed instrument to the outlined domains listed in question #1 by assigning a value of +1 (relevant), 0 (cannot decide), or -1 (not relevant) for questions 1-20. Please use your professional judgment to recommend the elimination, rewording, or addition of an item. Once the task has been completed please use the preaddressed stamped envelope to return mail the rated instrument.

If you desire, upon completion of the dissertation I will be more than willing to forward a copy of the results to you. Thank you for your help and assistance!

Sincerely,

Rick A. Ironside
3455 Monarch Ave.
Marion, Iowa 52302

APPENDIX E

HUMAN SUBJECTS APPROVAL

The University of Northern Iowa

August 22, 2001

Mr. Rick Ironside
3455 Monarch Avenue
Marion, IA 52302

Dear Mr. Ironside:

Your project, "An Investigation of the Types of Support Identified as Necessary by Secondary Classroom Teachers in Selected Iowa School Districts for the Integration of Students...." which you submitted for human subjects review on July 24, 2001, has been determined to be exempt from further review under the guidelines stated in the UNI Human Subjects Handbook. You may commence participation of human research subjects in your project.

Your project need not be submitted for continuing review unless you alter it in a way that increases the risk to the participants or you change the subject pool. If you make any such changes in your project, you should notify the Graduate College office.

If you decide to seek federal funds for this project, it would be wise not to claim exemption from human subjects review on your application. Should the agency to which you submit the application decide that your project is not exempt from review, you might not be able to submit the project for review by the UNI Institutional Review Board within the federal agency's time limit (30 days after application). As a precaution against applicants' being caught in such a time bind, the Board will review any projects for which federal funds are sought. If you do seek federal funds for this project, please submit the project for human subjects review no later than the time you submit your funding application.

If you have further questions about the Human Subjects Review system, please contact me. Best wishes for your project.

Sincerely,

Norris M. Durham, Ph.D.
Chair, Institutional Review Board

c: Dr. David A. Walker, Associate Dean
   Dr. David Else

i/office/humanenv.frm

Graduate College   122 Lang   Cedar Falls, Iowa 50614-0135   (319) 273-2748   FAX: (319) 273-2243

APPENDIX F

PERMISSION LETTER TO USE SURVEY INSTRUMENT

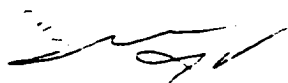# The University of Kansas Medical Center

January 12, 1996

Rick A. Ironside
1806 11th Ave.
Belle Plaine, IA   52218

Dear Mr. Ironside:

Enclosed are copies of the instruments I used for the study, "Regular Educator's Modification Preferences for Mainstreaming Mildly Handicapped Children". I would like to point out that the packet with a lightly penciled in number 1 at the top used a slightly different survey than the packet with number 2 penciled in at its top. The packets were given to educators with different second sheets depicting different student scenarios. These second sheets are the unstapled sheets included in this mailing.

Please feel free to use these instruments as needed for your dissertation. I would appreciate a copy of your results when your study is finished. If I can be of further assistance, please feel free to contact me.

Sincerely,

Brenda Smith Myles
Assistant Professor

BSM:jv

Enc.