

BI-DIRECTIONAL ATTITUDES OF REGULAR
CLASSROOM TEACHERS AND STUDENTS
WHO ARE SERIOUSLY EMOTIONALLY
DISTURBED CONCERNING
EDUCATIONAL
PLACEMENT

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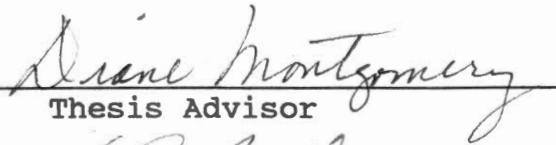
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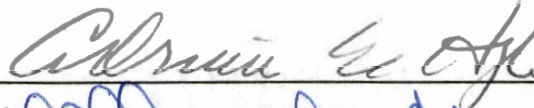
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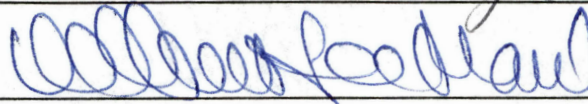
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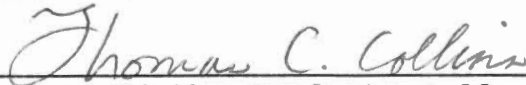

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TABLE OF CONTENTS

Chapter	Page
I. THE RESEARCH PROBLEM.	1
Significance of the Problem.	4
Problem Statement.	7
Definition of Terms.	9
Hypotheses	10
II. REVIEW OF LITERATURE.	13
Historical Overview	13
Attitudes Toward Students who are SED.	18
Attitudes Toward Integration	23
Theoretical Model.	24
Attitudes of Students who are SED.	27
III. METHODOLOGY	29
Description of Pilot Study	30
Subjects	30
Instrumentation.	33
Teacher Survey.	33
Student Interviews.	35
Teacher Interviews.	37
Procedures	38
Data Analysis.	40
IV. RESULTS	42
Introduction	42
Description of the Results	42
Survey.	42
Student Interviews.	58
Teacher and Student Interviews.	69
Programs for the ED	70
Teachers of the ED.	75
Regular Classrooms.	77
Regular Classroom Teachers.	81
Special vs. Regular Education Classes	82
Summary.	85

Chapter	Page
V. SUMMARY AND CONCLUSIONS	87
Summary of the Investigation	87
Summary of the Findings.	89
Implications of the Study.	92
Recommendations for Further Research	95
Limitations of the Study	96
Summation.	97
LITERATURE CITED.	99
APPENDIXES.	107
APPENDIX A - IRB APPROVAL.	109
APPENDIX B - RESEARCH PERMISSION APPLICATION	111
APPENDIX C - PILOT STUDY INSTRUMENTS	113
APPENDIX D - PARENTAL CONSENT FORM	117
APPENDIX E - SURVEY.	119
APPENDIX F - STUDENT INTERVIEW QUESTIONS	123
APPENDIX G - RESEARCHER'S PROFESSIONAL EXPERIENCE.	125
APPENDIX H - TEACHER INTERVIEW QUESTIONS	127
APPENDIX I - LETTER TO THE ADMINISTRATORS.	129
APPENDIX J - FOLLOW-UP LETTER TO SURVEY.	131
APPENDIX K - TRANSCRIBED STUDENT INTERVIEW	133
APPENDIX L - ANALYSIS OF VARIANCE OF TEACHER RESPONSES BY EXPERIENCE	137
APPENDIX M - ANALYSIS OF VARIANCE OF TEACHER RESPONSES BY TRAINING	139
APPENDIX N - ANALYSIS OF VARIANCE OF TEACHER RESPONSES BY NUMBER OF SED.	141
APPENDIX O - MEANS AND STANDARD DEVIATIONS OF TEACHER RESPONSES BY ASSIGN	143
APPENDIX P - MEANS AND STANDARD DEVIATIONS OF TEACHER RESPONSES BY GENDER.	146

LIST OF TABLES

Table	Page
I. Gender and Teaching Assignments.	43
II. Additional Hours of Training	44
III. Means and Standard Deviations By Teaching Experience	47
IV. Means and Standard Deviations By Training	49
V. Means and Standard Deviations By SED Integrated	51
VI. Analysis of Variance of Teacher Attitudes by Teaching Assignment	53
VII. Analysis of Variance of Teacher Attitudes by Teacher Gender.	54
VIII. Percentages of Least Preferred Students. .	55
IX. Overall Means and Standard Deviations of Teachers' Responses	56
X. Factor Analysis of Survey.	58
XI. Student Demographic Data	60
XII. Students' Interview Responses by Years in Program	62
XIII. Students' Interview Responses by Gender. .	64
XIV. Students' Interview Responses by Age . . .	66
XV. Students' Interview Responses by Ethnicity.	67
XVI. Overall Means and Standard Deviations of Interviews	68
XVII. Teachers' Responses by Teaching Experience	137

CHAPTER I

THE RESEARCH PROBLEM

American schools struggle with the questions of what are the most appropriate services and programs for students who are categorized as "Seriously Emotionally Disturbed". With the enactment of The Education for All Handicapped Children Act (PL 94-142) in 1977, and amended as the Individuals with Disabilities Education Act in 1990, public schools were mandated to provide services for children who are diagnosed as seriously emotionally disturbed.

Arguments have arisen that students who are emotionally disturbed represent an over-identified group in special education. At the same time, Federal reports show that just under 1% of the public school students are served under the Seriously Emotionally Disturbed (ED) category and describe ED students as underserved (U.S. Department of Education, 1986). Seriously emotionally disturbed is defined as follows:

- (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors;
 - (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - (c) inappropriate types of behaviors or feelings under normal circumstances;
 - (d) a general pervasive mood of unhappiness or depression; or
 - (e) a tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (Federal Register, Section 121a.5, 1977).

As noted in the definition of seriously emotionally disturbed, the term does not include children who are socially maladjusted. Bower (1982) suggests that efforts to minimize the cost of serving children who are seriously emotionally disturbed may have been the motive behind the exclusionary clause. This population is also referred to as conduct disorders and socialized delinquents. Quay (1979) states that a conduct disorder "consist of behaviors which are clearly at variance with societal expectations in almost

all situations and are clearly aversive to both adults and other children". (p. 9) Quay characterized these youths as destructive, defiant of authority, quarrelsome, irritable and disobedient. He continues by stating that children with conduct disorders suffer from inadequate parenting and socialization.

Quay continues by defining socialized delinquency as "behavioral traits that seem quite rationally acquired in response to environmental circumstances". (p. 9) These children are typically active in gang activities, cooperative stealing and are often identified with a delinquent subgroup.

A review of the federal definition for the seriously emotionally disturbed suggests that children who are identified as seriously emotionally disturbed exhibit an inability to learn, an inability to relate, a pervasive mood of unhappiness or depression, school phobia and inappropriate behaviors or feelings under normal circumstances. Slenkovich (1988) notes that students who are socially maladjusted rarely demonstrate seriously emotionally disturbed characteristics. She concludes that children who are socially maladjusted can qualify for services if they are diagnosed as seriously emotionally disturbed under the guidelines set forth in the federal definition.

Once identified as seriously emotionally disturbed, these students often encounter additional dilemmas. On one hand, federal mandates require placement in the least

restrictive environment, commonly interpreted to mean mainstreamed into regular classrooms as much as possible. At the same time, resistance of teachers from the regular classroom is encountered. As a result, school districts are faced with the dilemma of abiding by federal mandates, and at the same time, easing the school personnel resistance to these mandates. Gable and Laycock (1991) state that emotionally disturbed students are among the least welcomed candidates for regular classroom integration. With integration as a goal of special education, it may be difficult, or inappropriate to meet this goal when attempting to integrate emotionally disturbed students.

Significance of the Problem

Students with emotional disturbances present particular problems when integrated in regular classes because the characteristics of behavior and educational needs demand additional instructional resources and specially trained staff specifically to manage disruptive behaviors (Braaten, Kauffman, Braaten, Polsgrove & Nelson, 1988). Nationally, there are two opposing trends in education today. One movement advocates excellence in education and reflects the public's attitude which exacerbate the problems of students who are emotionally disturbed. This movement suggests a higher and inflexible academic performance standard and more stringent discipline policies (Gallop & Clark, 1987). Kazdin observed that where academic standards have increased, difficult to teach students are experiencing an

escalating cycle of conflict in which layers of failure, frustration, acting out, and alienation are "piled atop the other" (Kazdin, 1987).

Concurrent to the excellence in education movement which is designed to make schools more stringent, is a second movement known as the Regular Education Initiative (REI). The crux of the REI movement is the integration of regular and special education to better and more economically serve all students (Braaten, et al. 1988). Taken together, the trend of education for the next decade or two will intensify the plight of students who are emotionally disturbed.

Whether full or partial integration of students who are emotionally disturbed is the goal, the expectation for regular education teachers to welcome and appropriately teach the most disruptive students is naive and illogical from the viewpoint of available research. Johnson (1987) found students who are emotionally disturbed were among the least preferred by regular classroom teachers. Participants in Johnson's study were teachers who felt exceptional students should be segregated in special programs. When tolerance levels of special and regular teachers were examined, it was found that regular teachers were significantly less tolerant than special education teachers when working with students exhibiting conduct problems (Schloss, Miller, Sedlak & White, 1983).

Whether students who are emotionally disturbed fare better academically in an integrated or segregated

environment is an empirical question for which no definite conclusions are available. Few studies have addressed the academic success of students who are emotionally disturbed across different environments. The major problem with students who are emotionally disturbed is typically their inappropriate social-interpersonal behavior; thus, the social consequences for the degree of integrating or segregating become the more critical consideration (Kauffman & McCullough, 1984). Safran and Safran (1982) believe that attitudes toward exceptional students play an important role in the education and adjustment of these students.

Algozzine and Sherry (1981) found in their study that the emotionally disturbed label transmits negative expectations to teachers and other professionals likely to be working with such students. Moreover, their research indicates that the emotionally disturbed label seems to represent a less acceptable handicap among teachers.

Sabornie (1987) discovered that students who are emotionally disturbed were significantly less accepted, more tolerated, and more rejected by their nonhandicapped classmates. Lang and Kahn (1986) found that students who are emotionally disturbed are more victimized by violent crime than are their learning disabled classmates.

Disruptive students are characterized by the various inappropriate behaviors they exhibit (Drabman & Patterson, 1981). Exceptional students are described as opposing of peers, displaying disruptive behaviors, and exhibiting withdrawal behaviors. At the same time, this research found

popular students are characterized by their personality and not their behaviors. Popular students are viewed as friendly, conforming, and extroverted. D'Zamko and Hedges (1985) assert that most students with behavioral difficulties are ostracized or belittled by their peers. Excessively withdrawn pupils are frequently called "scaredy cats" or "dumbbells". "Bully" and "showoff" are terms commonly used with acting-out students. Even though students who are emotionally disturbed enter educational environments with emotional and behavioral problems, it is indicated through literature that these students meet even more difficulty when facing the regular educational environment itself.

In society, as well as within educational systems, the struggles of students who are emotionally disturbed continue. National advocacy groups for students who are emotionally disturbed or their parents simply do not exist. There is little sympathy or understanding for students who are disruptive, defiant, withdrawn, or otherwise socially alienated (Coie & Kupersmidt, 1983). Providing a successful educational experience to a population that many times is already labelled unsuccessful is a goal that may be prove to be difficult if current attitudes are maintained within the educational systems.

Problem Statement

The purpose of this study was to examine the attitudes of regular classroom teachers and students who are

emotionally disturbed concerning the integration of students who are emotionally disturbed into the regular classroom. A comprehensive review of literature indicates the current attitudes of regular classroom teachers to be non-supportive of regular classroom integration. The reasons for this strong and apparently consistent resistance are vague, particularly in the case of students who are seriously emotionally disturbed.

Little, if any, literature can be found examining the attitudes of students who are emotionally disturbed regarding regular classroom participation. It appears that this population may be considered negatively by researchers themselves. Researchers may believe that self reports and self disclosures from this population are not reliable sources for gathering data.

Cooperation and a mutual spirit of trust and respect are necessary between teachers and learners for learning to occur. Although studies extensively report the negative or non-supportive attitudes of teachers toward students who are emotionally disturbed; rarely, if at all, does the research examine the existing attitudes between regular classroom teachers and students who are emotionally disturbed. This information may serve a vital role in understanding the potential success of students who are emotionally disturbed when integrated in regular classrooms. Specifically, this study will:

1. Examine the attitudes of regular classroom

teachers concerning the integration of students who are emotionally disturbed.

2. Describe the attitudes of students who are emotionally disturbed concerning regular classroom participation.
3. Compare bi-directional attitudes between regular classroom teachers and students who are emotionally disturbed.

Definition of Terms

Students who are Emotionally Disturbed: Those students who under the definition of "seriously emotionally disturbed" provided under The Education for All Handicapped Children Act, 1977 are in programs for such populations. As noted in the federal definition of seriously emotionally disturbed, children who are socially maladjusted are not provided services; therefore, this study will neither address, nor include this population of students.

Regular Classroom Teacher: A certified teacher who is currently teaching a class/subject not specified under The Education for All Handicapped Children Act.

Attitude: Webster (1981) defines attitude as a position or manner indicative of feeling, opinion, or intention toward a person.

Bi-directional: For the purpose of this study, bi-directional will be defined as those attitudes that are reciprocal between students who are emotionally disturbed

and regular classroom teachers.

Integration: For the purpose of this study, integration and mainstreaming will be synonymous. To represent the act of placing students who are emotionally disturbed in a regular classroom on a full or part-time basis.

Hypotheses

The following null research hypothesis was formulated for the quantitative component of this study:

H₀₁: Regular classroom teachers' attitudes concerning integration of students who are emotionally disturbed will not differ according to:

- a. gender,
- b. years of teaching experience,
- c. additional training concerning exceptional learners,
- d. the number of students who are emotionally disturbed they have previously integrated into their classroom, and/or
- e. current teaching assignment.

The researcher has encountered students in programs for the emotionally disturbed who suggest prejudices or mistreatment by regular classroom teachers. It is questioned whether these accusations are typically believed by all students being serviced in programs for the emotionally disturbed or if only a few students perceive

this mistreatment. The first research question was designed to examine whether students in programs for the emotionally disturbed have negative attitudes concerning regular classroom integration.

A review of the literature suggests that regular classroom teachers have negative attitudes toward students in programs for the emotionally disturbed. The researcher's experience with school faculties supports the literature. While working with faculties, the researcher has encountered comments such as: "I'm going to have to jack that kid up against the wall", "those are just the crazy ED kids-we do not have to include them" or other such negative comments. Both literature and the researcher's experience suggest that regular classroom teachers negatively view the integration of students who are emotionally disturbed. Research question two was designed to compare the attitudes of regular classroom teachers and students who are in programs for the emotionally disturbed concerning the integration of these students into regular classrooms.

The following research questions were formulated for the qualitative components of this study:

Research question one:

Do students who are emotionally disturbed have negative attitudes concerning participation in regular classrooms?

Research question two:

Do regular classroom teachers and students who are

emotionally disturbed have different attitudes concerning:

- a. classes for students who are emotionally disturbed,
- b. teachers of the emotionally disturbed,
- c. regular classes,
- d. regular classroom teachers, and/or
- e. a comparison of special and regular classrooms.

CHAPTER II

REVIEW OF LITERATURE

This chapter includes a review of literature relevant to this study. A historical overview of the services rendered to students who are emotionally disturbed, regular classroom teachers' attitudes toward students who are emotionally disturbed, regular classroom teachers' attitudes toward integration, a theoretical model from the literature, and the attitudes of students who are seriously emotionally disturbed toward regular classroom teachers are included.

A Historical Overview of Emotional Disturbances

Historically, references to children with emotional disturbances are rare in literature until the 18th century (Kanner, 1962). Disturbances among the young were masked by social treatments such as abandonment, severe discipline and indifference which often denied the existence of the condition.

During the 1800's there were two prevailing attitudes toward children who were considered behaviorally "not normal". The first, a religious based treatment was a holdover from the Biblical days and was responsible for the

Salem Witch Trials, as well as numerous other atrocities committed against mankind. The second was a medical-scientific attitude which eventually predominated. The second was originally embraced by only a few forward thinking men.

As an example of the religiously bent treatment, Kanner, as noted by Kauffman and Lewis (1974) described a child considered "abnormal" who was "treated" and "cured" of her maladies. Emerentia, a seven year old whose most grievous sin was refusal to join in prayers, was referred by her physician to a minister in whose custody her parents placed her. After surviving beatings with cat-o-nine-tails, being locked in a dark pantry, dressed in burlap, and occasionally starved, she found her own cure by dying. According to Kanner, everyone felt relieved. The minister was amply rewarded for his efforts by Emerentia's parents. (p. 6)

Kauffman and Lewis (1974) also note that before 1850 state-operated and private asylums, retreats, and schools were opened. The beliefs of special educators at that time was that all handicapped individuals could and should be provided with residential care. However, the size of the institutions increased drastically resulting in a decline in quality care. The focus of this era changed from rehabilitation to permanent segregation of the handicapped for the benefit of both the handicapped and the general public. These institutions soon became dismal human

warehouses.

It was not until the 20th century that emotional disturbances among youth were seriously examined. During this century a number of sequential changes in the treatment of emotionally disturbed youth occurred. Educationally, the beginning of this century brought the exclusion of services for the severely emotionally disturbed. Most of the severely disturbed were isolated in homes or institutions. The mildly disturbed were afforded the opportunity to attend school. This was the prominent mode of treatment for much of the early twentieth century.

Kauffman as cited by Lewis (1974) states that during the 1950's the accepted approach to the management of the emotionally disturbed relied heavily upon a theoretical model consistent with psychoanalytic thought. Most programs for emotionally disturbed youths were located within residential facilities or, if housed in public schools, were segregated classes that in many cases served as more of a holding area than an educational program. As time passed, the public became more involved with maladaptive behaviors in students. Schools were not only beginning to develop programs for difficult students, but both educators and schools became cognizant of the emotional factors which may have been responsible for a student's maladaptive behavior. Education began shifting from an emphasis of delinquency toward one of emotional disturbance.

The emergence of numerous court cases including charges

of discrimination, denial of rights and deprivation of education led to new societal and educational attitudes concerning individuals with disabilities. The development of professional associations also played an important role in ensuring the educational rights of the handicapped. Numerous federal laws have been enacted affecting the education of handicapped students, which includes students with emotional disturbances. A series of legislative acts culminated in the Education for All Handicapped Act of 1975 (PL 94-142).

The regular education initiative promoting the integration of special needs children and regular education students in the same educational setting has received mixed responses in the research. Since the passage of PL 94-142, services for students who are emotionally disturbed have been the topic of much research. Carlberg & Kavale (1980) state that while students who are educable mentally retarded may experience negative effects from a special class, positive effects were found for students who are emotionally disturbed. Carlberg & Kavale continue that the problems of students who are emotionally disturbed were more tractable in a special class than students whose disability was a low intelligence. Pastor and Swap (1978) discovered that manipulative and hyperactive behaviors were better controlled in a special class than in a regular class where the behaviors were aggravated. The Executive Committee of the Council for Children with Behavioral

Disorders (1989) questions whether the regular education initiative movement is a better educational alternative for emotionally disturbed students.

"The emotionally disturbed child" as Newman (1970)

notes:

Is a phrase used to cover a multitude of miseries: the child who sits and stars off into space; the bully who makes other children miserable and who cannot stand the least bit of criticism or attack himself; the child with the 140 I.Q. who never gets his work done and who can't learn to read; the child who crouches by the wall on the playground; so shy, he does not even dare to look longingly at the group playing kickball for fear the teacher will urge him to play; the child who flies into a tantrum when someone else is first in line; the child who, having done something wrong, flees down the school hall and out the door in a panic; the child who does well academically, but gets so nauseated every morning at eight-thirty that she cannot get to school; and, of course, the child who discombobulates the class and the teacher by clowning or breaking, fighting, or tearing apart, that both he and the school feel that hours spent in the classroom are an utter horror and complete failure. (p. 141)

An examination of the history of students who are emotionally disturbed indicates that these students have faced much turmoil. Through the years many changes have

occurred in the treatment of these students. Educational systems are attempting to meet the needs of students who are emotionally disturbed; however, questions continue to arise concerning the most appropriate way to meet their needs.

Attitudes Toward Students Who Are Emotionally Disturbed

Each teacher influences the climate of the educational environment. Teachers have their own preconceived ideas concerning students, education and the learning environment. Newman (1970) notes that a teacher brings his or her own expectations, cultural values and emotional investment into a classroom. Newman continues by pointing out that having a child with problem behaviors in his or her class is an additional strain. Children with behavior problems are typically perceived as difficult to teach, as demanding of teachers' time and resources, and as having low potential achievement levels (Gerber & Semmel, 1984). Safran and Safran (1985) suggest that any child labelled or considered disruptive may be at a continuing disadvantage in a regular classroom.

Evans, Evans, Gable and Kehlham (1991) suggest that contagion of behavior is the main concern for many classroom teachers. For example, when one student is disruptive in class it may be feared that other students will become disruptive. Kugelmass (1987) states that students who are emotionally disturbed are viewed as "sick". Deviant

behavior is seen as a symptom of an illness which carries a connotation that other children could be contaminated. She suggests that this may be why many children considered emotionally disturbed are many times quarantined or segregated from regular students.

Landon and Mesinger (1989) in their study of teacher tolerance found that a large percentage of their subjects noted concerns about the effect of emotionally disturbed students on the other students in their class. Safran and Safran (1987) in an earlier study found similar results suggesting all teachers fear a behavior contagion. Kounin and Friesen (1966) on the other hand discovered that the behavior of emotionally disturbed students and regular students will change similarly according to the classroom situation. They assert that the contagion effect of an emotionally disturbed student is related to the degree of misbehavior already occurring in the classroom.

Students who are labelled emotionally disturbed exhibit behaviors which are differentially bothersome to people (Algozzine, Schmid & Mercer, 1981). Numerous studies have approached the subject of which behaviors are most bothersome to people. Perceptions of these behaviors may affect how peers and teachers respond to a behavior (Mullen & Wood, 1986). These authors continue by stating that teachers and students include destructiveness, disruptiveness, stealing, temper tantrums, and irritability on their most bothersome behavior lists. Social withdrawal,

clumsiness, and self-consciousness were considered the least disturbing.

Algozzine (1977) in his study which examined the "disturbingness" of behaviors found that social maturity, social deviance, motor disturbance and social delinquency are behaviors which tend to be the most similarly bothersome to people. Algozzine's most crucial finding was that behaviors may or may not be bothersome to some people. Algozzine also found that regular classroom teachers were more sensitive to bothersome behaviors than were special education teachers.

Kauffman, Lloyd and McGee (1989) discovered a nearly unanimous agreement among teachers that self-abusing behavior, physical aggression, and inappropriate sexual behaviors were unacceptable in their classroom. Landon and Mesinger (1989) found that most teachers feel that behaviors which are rude, hostile, surly, threatening, and provocative were intolerable even if the teacher believes the child has no control over their actions. It is not uncommon for students who are emotionally disturbed to display such behavior while in the classroom which may lead to increased hesitance, if not resistance, toward efforts to place these students in regular classes.

Literature suggest that behavioral expectations that teachers have of students who are emotionally disturbed may even increase the inappropriate actions of these children. Morgan and Jenson (1988) assert that one of the biggest

mistakes a teacher can make is to expect a student to behave inappropriately because the student is emotionally disturbed. This belief may create a situation where inappropriate behaviors are accepted or even reinforced. Algozzine, Mercer and Countermine (1977) in their study of special education labels and generated expectancies found that labels generate tolerance levels for acceptable behavior. These researchers discovered that teachers viewed behaviors of students who are emotionally disturbed as more disturbing and less acceptable when they were thought to be exhibited by students who are learning disabled rather than from students who are emotionally disturbed.

Safran (1982) suggests that having student background information may disproportionately influence the interactions of regular classroom teachers and emotionally disturbed students because of the teachers inability to understand the novelty of the students behavior. The teacher's actions may elicit student responses and inadvertently deviant behaviors may be created, maintained, or proliferated (Herr, Algozzine & Eaves, 1976). Brophy and Good (1970) in their study of reciprocal behavior state that teachers communicate differential behavior expectations to different children through their own behaviors which in turn encourage children to respond in ways to fulfill the teachers' expectations.

Further, it has been shown that once a teacher develops expectancies regarding a student who is emotionally

disturbed, these negative expectancies are maintained even after the child has exhibited more positive behaviors which contradict the teacher's expectations. Foster, Ysseldyke and Reese (1975) indicate in their study of teacher trainees that stereotypical expectancies concerning students who are emotionally disturbed are held even when conflicting behaviors are exhibited. Lewin, Nelson and Tollefson (1983) found similar results which suggest that student teachers have attitudes toward disruptive students which do not change even after a change in student behavior is observed; thus, indicating that behavioral changes are not sufficient to influence attitudinal changes.

Stereotypical attitudes have been examined in studies using videotape of students. Simpson (1981) asked teachers to view a videotape of an acting out child. One group was told that the child in the video was emotionally disturbed while the other group was told the child was normal. The group which viewed the tape of the child they believed to be emotionally disturbed responded that they believed the child would have a detrimental effect on their class. The group felt less capable of providing the child who was emotionally disturbed with an educational program than did the teachers who were told the child was normal. Ysseldyke and Foster (1978) using videotape of students found that elementary teachers rated a fourth grade boy more negatively when they were told the boy was either emotionally disturbed or learning disabled than when they were told he was normal.

When behaviors of students who are emotionally disturbed and learning disabled are compared, the behaviors of students believed to be emotionally disturbed are considered to be more disturbing than those of students who are learning disabled (Mooney & Algozzine, 1978).

Attitudes Toward Integration

There appears to be a consensus among regular classroom teachers in objecting to the integration of students with special needs into their classroom. Walker and Rankin (1983) believe that many of the objections are due to a combination of the following factors: an unwillingness to tolerate some of the social behaviors which may be exhibited by special needs children, a feeling of a lack of adequate skills needed to service these children, and an unwillingness to invest the resources to ensure adequate educational adjustment.

Gickling and Theobald (1975) in an attempt to examine the issue of mainstreaming versus special classes discovered that 60% of the regular teachers in their study favored self-contained programs while only 40% supported a mainstream approach. Larrivee and Cook (1979) found similar conclusions. In addition, the researchers note that regular classroom teachers' attitudes toward mainstreaming becomes less positive as grade levels increased. They assert that the most negative attitudes are demonstrated by junior high school teachers.

Stephens and Braun (1980) while investigating the willingness of teachers to accept special needs students into their classroom found support for these earlier studies.- The earlier grade teachers were more willing to accept a special needs student into their classes as compared to teachers of later grades. These researchers also discovered that teachers' willingness to integrate special needs students increased with the number of special education courses taken by the teachers, confidence level of the teachers, the teacher's belief that public schools should educate special needs students, and the teacher's beliefs that special needs children can become useful members of society.

Ringlaben and Price (1981) note that a large percent of teachers feel they know very little about special needs children. They found the philosophy held by teachers is influential when placing a special needs student in a class if integration is going to be successful. Their conclusion was that a teacher's agreement with the intent of mainstreaming can determine whether or not the special needs student has a successful experience in the regular classroom.

Theoretical Model

The purpose of this study was to investigate the attitudes resulting from classroom interactions between regular classroom teachers and students who are emotionally

disturbed. A thorough review of literature will include research found within the realm of the ecological theoretical model.

The ecological model of emotional disturbance in children suggests that their disturbance is caused by the interactions between a child and his or her environment. In order to assess the problem and plan the interventions, one must focus on the systems in which the child interacts. Specifically, parents and teachers have a major role in creating expectations and standards for appropriate behavior and in defining when a child is considered to be emotionally disturbed. Further more, parents and teachers are part of the reciprocal nature of the disturbing interaction and their actions may either eliminate or intensify a disturbing behavior pattern (Swap, 1978). It is the nature of this reciprocity that leads to the necessity to study both the predominant attitudes of teachers in regular classrooms along with the attitudes of students who are emotionally disturbed.

Rhodes (1967) in his classic article asserts that usually it is assumed that an emotional disturbance is the exclusive property of the child. He states "The child judged to be the most disturbed is the one who uniformly arouses disturbed reactions in those around him. The less disturbed child does not produce such uniform reactions" (p. 449). Rhodes suggests that culture violating behavior is upsetting to surrounding individuals when it is recognized

as a sanction or prohibition of the culture. The bilateral view of disturbance as noted by Rhodes assumes an "agitated exchange between culture violator and culture bearer" (p. 451). Using Rhodes bilateral view of disturbance, the negative interchanges between regular classroom teachers and students who are emotionally disturbed can be assumed to be agitated exchanges. Students who are emotionally disturbed display culture violating behaviors that are upsetting to surrounding teachers. In turn, these teachers become more resistance and hesitant concerning the integrating of students who are emotionally disturbed into their classroom.

Kugelmass (1987) continues this idea by purposing that an emotional disturbance is not a problem that resides within only the child, but it is a result of a "mismatch" occurring between the child and the environment of which the child is a part. She states that to understand the child's behavior an assessment of the child's environment must be conducted. Since an assessment of the child usually does not include behaviors in other settings, children are judged disturbed based on school behaviors which violate school norms.

Algozzine and Curran (1978) suggest that the ecological theory is based on several assumptions, such as: different qualities or physical characteristics are disturbing to individuals, behaviors are differentially disturbing to individuals, and attitudes that result from the disturbingness of qualities and behaviors can result in

differential interactions.

Continuing within the ecological framework, Algozzine found that children have expectations for specific events will occur within their environment. Teachers have expectations for their own behavior as well as that of the children with whom they interact. The interaction between the children and teachers will be dependent on the extent to which each will tolerate deviation in expected behaviors from the other. Teachers expect students to perform certain ways. The degree to which teachers will tolerate transgressions from their expectations are highly variable.

In conclusion, Algozzine (1977) in his article concerning the "disturbingness" of deviant behavior states that the ecological model suggests that responses to a child are relative to the perceptions others have of the child. If a child demonstrates behaviors which are considered bothersome to an individual, it is more likely the child will be viewed as disturbed. The same behaviors may not be viewed as bothersome by other individuals working with the child. Algozzine concludes by suggesting the matching of children who exhibit certain behaviors with teachers who do not find such behaviors disturbing.

Attitudes of Students Who Are Emotionally Disturbed

Although literature exists that support the analysis of student perceptions no previous research can be found using self reported attitudes of students who are emotionally

disturbed. The researcher's experience with students who are emotionally disturbed lead to a hypothesis that these students enter regular classrooms with preset fears and attitudes which lead to their failure. A pilot study was conducted which included interviews with students in programs for the emotionally disturbed. This study provided insights which are unavailable in current literature. The researcher believes that the absence of student attitudes is possibly due to the difficulty associated with students who are emotionally disturbed as subjects. In order to complete successful research with this population a trusting relationship must be developed between the subjects and the researcher. This relationship is difficult to achieve with students who are emotionally disturbed. It is possible that many people ignore, or feel these students attitudes are unimportant. Although the attitudes of students who are emotionally disturbed have not been addressed in previous literature, the researcher believes these students' attitudes to be important factors in their educational process.

CHAPTER III

METHODOLOGY

This chapter describes the methods and procedures employed in collecting and analyzing the data for this study. The purpose of this study was to examine the attitudes of regular classroom teachers and students who are emotionally disturbed concerning regular classroom integration. The subjects utilized, instrumentation developed, and procedures employed will be detailed.

The purpose of this study was to examine the attitudes and feelings of regular classroom teachers and emotionally disturbed students concerning regular classroom integration. Efforts to ensure the rights of the participating human subjects included approval from both Oklahoma State University's Institutional Research Board (Appendix A) and the participating school district's research committee (Appendix B).

Description of the Pilot Study

A survey similar to the survey used in this study was field-tested in a pilot study of an individual school within a metropolitan school system. Twenty-five regular classroom

teachers participated. In order to insure that these respondents were not included in both the pilot study and current study, the pilot school was removed from the list of possible schools receiving questionnaires. The wording of questions was changed from the pilot study. Questions were added and reformatted.

Interviews were conducted with ten students who were in programs for the emotionally disturbed within the same school as the distribution of questionnaires. Students who participated in the pilot study were not interviewed for the purposes of this study. Questions were removed from the list of interview questions based on their inappropriateness for the current study. Questions were added and reformatted. Instruments used within the pilot study can be found within the appendix of this study (Appendix C).

Subjects

The participating metropolitan public school district has twenty-two building sites currently operating programs for students who are seriously emotionally disturbed. These programs are divided naturally by grade levels into elementary, middle school and high school. Two buildings for each level were randomly selected to serve as the sample population. Each building was assigned a number then randomly selected by number. Three of the selected schools were sites for more than one program. Regular education teachers within these buildings were invited to participate

in this study. Letters and surveys were mailed to teachers within the selected schools.

The group completing the survey consisted of 152 K-12 regular classroom teachers. Invitations to participate were mailed to 300 regular classroom teachers with 152 accepting the invitation; thus, resulting in a 51% response rate. Gay (1981) states that the first mailing should produce a 40% return rate. He continues by stating that the follow-up mailing should result in a 70% return rate. The return rate was limited in this study due to administrative constraints which were placed the day of the follow-up mailing. As a result, the response rate was lower than one would expect. All of the 152 regular classroom teachers invited to participate were full-time teachers in the metropolitan school district. These were regular classroom teachers, related arts teachers and a few special education teachers who were teaching in either elementary and secondary schools. Teaching areas were identified through the questionnaire. A higher number of female teachers (N=108) participated in the questionnaire than did males (N=44). Elementary and secondary teachers were equally represented and more highly represented than related arts and special education teachers, as would be expected within the teaching profession. The higher number of females in this sample population is believed to adequately represent the teaching profession.

Interview sessions were conducted using two groups of

subjects. One group was composed of twenty regular classroom teachers. The teachers who participated in an interview session were selected from those teachers who responded to the questionnaire and indicated a willingness to participate in an interview session on their completed survey. Question sixteen of the questionnaire invited teachers to participate in an interview session. Out of the 152 returned questionnaires 43 teachers expressed a willingness to participate in an interview. Administrative constraints placed upon this study limited the access to schools resulting in interviews with 20 teachers. Females were more highly represented within the interview group with 17 participants, while 3 males participated.

The second group was made up of 21 students who were in programs for the emotionally disturbed. The student population was composed of students identified as seriously emotionally disturbed under the federal criteria outlined in chapter 1. This population included only students who were being serviced in an elementary or secondary program for the emotionally disturbed within the school system. Letters requesting written parental permission were sent home through students with any student who expressed a willingness to participate (Appendix D). As one would expect, males were the dominate gender represented (N=18) while females (N=3) were fewer in number. It is believed this is an appropriate representation of students being placed in programs for the emotionally disturbed because

males typically are more represented in this special education category. Subjects ranged in ages from 9 to 16 years of age. Subjects were verbally informed of the purpose of the study and any potential minimal risks before they agreed to participate. Anonymity was assured. Student names and identifying characteristics were not used within the constraints of this study.

Instrumentation

This study utilized both quantitative and qualitative methods of data collection. A survey instrument was constructed for the quantitative analysis and in-depth interviews were designed to provide qualitative analysis. The following is a detailed description of each.

Teacher Survey

The survey instrument utilized to explore the attitudes of regular classroom teachers was developed for this study by the researcher. Since no standardized instruments had been developed to measure teacher attitudes toward students who are emotionally disturbed, a survey instrument was constructed (Appendix E). Questions were generated from the literature with the research questions in mind. A panel of university professors in special education, administration and sociology revised or reviewed each item for its consistency and appropriateness. The survey instrument was designed to enable the teachers to remain anonymous. The

questions were brief to allow quick completion.

This study was interested in the attitudes of regular classroom teachers; therefore question A was necessary to establish the defined population. Question A was designed to allow the teachers to specify the grade level they were teaching at the time of the survey. This allowed the researcher to analyze data by grade level teaching assignments.

One objective of this study was to examine the relationship between attitudes and years of teaching experience, current teaching assignment, gender, number of previous students in programs for the emotionally disturbed and their additional training in the area of exceptional learners. Questions B through E were asked to assist in the analysis of the data. The remainder of the survey solicited attitudinal data concerning the integration of students who are emotionally disturbed.

The survey was comprised of twenty questions. Teachers were asked to respond within the limits of a Likert-like scale. A Likert-like scale was used to allow the assessment of attitudes toward emotionally disturbed students by asking teachers to indicate if they strongly agree, agree, were neutral, disagree, or strongly disagree with a series of statements. On an agreement-disagreement continuum, five response categories are typically presented to subjects (Ary, Jacobs & Razavieh, 1985). A five response category scale was presented to teachers which allowed the

measurement of attitudes to a more defined degree. A sixth response category of "not applicable" was made available for those teachers who could not respond within the five categories.

Student Interviews

The instrument used during the interview sessions with students who were in programs for the emotionally disturbed was comprised of open-ended questions. Students inability to stay on task and the wide range of academic levels within the student population were factors taken into consideration when selecting an instrument. Also considered was that student feelings are believed to be an important aspect of the integration process; therefore, it was believed important to get an in-depth understanding of the students' feelings. An interview technique was selected based on the appropriateness in gathering information. Interview sessions were designed to allow the students to voice their concerns openly. The interview questions were developed and tested in a previous research study (Bell, 1991). The interview questions were restructured and reviewed by university professors in special education, administration and sociology for their appropriateness (Appendix F). The researcher conducted all interview sessions to ensure consistency.

The interview questions were open-ended in order to solicit candid responses. In an effort to establish a

relationship between the student and interviewer, ice-breaker questions were included in the interview session. These questions were used to solicit demographic data in regard to gender, ethnicity, grade level and the number of years the student has been placed in a special program.

The remainder of the interview questions were designed to obtain attitudinal responses concerning regular classroom participation. In order to complete successful interviews, a trusting relationship was developed between the interviewer and subject. This relationship was not difficult to achieve with the students. Many students were overly eager to answer questions. It is believed that this was accomplished based on the researchers previous personal relationship with many of the participating students and the researchers experience in working with students who are in programs for the emotionally disturbed. Experience working with students who are emotionally disturbed was viewed by the researcher as a vital component in achieving successful interviews. The researcher's professional experience with students in programs for the emotionally disturbed can be found in appendix G. As in in-depth interviews, the researcher is interested in the congruence of responses, voice tones, reactions and visual cues; therefore, it is believed that the environment and relationships are components within the interview instrument.

Teacher Interviews

The instrument used for the interview sessions with regular classroom teachers was comprised of open-ended questions. The questions were developed based on previous questions asked during a pilot study. The pilot study involved interview sessions with students who were in programs for the emotionally disturbed. The questions were revised and restructured to allow the teacher to give their opinions concerning the integration of students who are emotionally disturbed into regular classes. The interview questions were revised and reviewed by university professors to allow for the analysis of teachers' perceptions (Appendix H). To ensure standardization, reliability and consistency, the researcher conducted all interview sessions.

Interview questions were similar to the questions asked of the emotionally disturbed students. Questions were revised only to address the teacher's perspective. Teachers were asked to explain how they thought students in programs for the emotionally disturbed feel about regular classrooms, programs for the emotionally disturbed, teachers and other students. Teachers were asked to express how they believed students in programs for the emotionally disturbed feel when encountering regular education situations.

Procedures

Permission to conduct the study was obtained from the participating school district's research committee. The district, at the time of this study, had twenty-seven programs for students identified as emotionally disturbed. After dividing these programs by levels, numbers were assigned to each school and six schools were randomly selected from twenty-two schools which had programs for emotionally disturbed. Three of the included schools were sites for more than one program for the emotionally disturbed. Letters were sent to each building administrator to explain the study and request access to their building (Appendix I).

A survey and a return envelope was mailed to every teacher who was teaching in the randomly selected participating buildings. Each survey was coded for response rate purposes. Ten days after the initial mailing a follow-up letter (see Appendix J), a duplicate survey and an envelope were sent to non-respondents. When the response date had passed, the coding key was destroyed to insure confidentiality.

Interviews were conducted with students who were in programs for the emotionally disturbed within the same randomly selected buildings. Teachers within the emotionally disturbed programs were asked to send parental consent forms home with each student. Three days after initial consent forms were sent, another consent form was

sent home to non-respondents. Upon consent of participation, interview sessions were scheduled in a manner as to avoid disruption of classroom activities. Interviews were conducted in a quiet place away from other students and disruptions. Students often tend to speak rapidly; therefore, interviews conducted with students were tape recorded and transcribed to capture all comments. A typical interview session has been transcribed and can be found in appendix K. Students were told that they could end the interview session at any time they so desired.

Parents were assured of their child's anonymity. To ensure anonymity of the students participating, names and/or identifying characteristics were not used within this study. Such precautions were taken, not only due to the subjects being minors, but also due to the students being in a special education program.

Interviews were conducted with regular classroom teachers who had a student from a program for the emotionally disturbed integrated in their classroom. Teachers were asked to indicate on their questionnaire their willingness to participate in an interview session. Those teachers willing to be interviewed were asked to include their name on their returned questionnaire. Teachers were contacted and interview sessions scheduled. The researcher conducted all interview sessions to minimize interpretive errors. Interviews were conducted within the school day during planning times, recess or other convenient times.

Hand written notes were taken during the teacher interview sessions and a complete summary written following the session. The anonymity of participating teachers was ensured by maintaining the equivalent ethical procedures when interviewing the emotionally disturbed students.

An unexpected obstacle limited the size of both populations. Administrative constraints temporarily placed on this study limited the response rate of the questionnaire and the number of teachers willing to participate in interview sessions. An administrator within the district forwarded a memorandum to each participating school banning their participation in this study. He eventually removed his constraints; however, it is believed that the added delay may have limited participation in the study. It is felt that quantity of data gathered for this study was limited, however the data gathered is believed to be quality data.

Data Analysis

In order to analyze the survey instrument, numerical values were assigned to the response categories. Responses were analyzed using a one-way ANOVA. Due to small cell sizes, two-way ANOVAs were not appropriate in this study. Analysis of variance was utilized to allow the examination of the relationships between teacher attitudes and teaching experience, teaching levels, gender and the total number of emotionally disturbed students mainstreamed.

The interview responses given by the students were interpreted in two ways to respond to research question one and two. Responses made during the interviews were coded and given a numerical value. Frequencies and percentages are provided for responses made during the interview sessions to give an overall summary. The same data were analyzed using qualitative interpretation to respond to hypothesis three when comparing student and teacher responses. As with qualitative data, the researcher is the major data collection instrument utilized (Guba & Lincoln, 1985). An attempt was made for the research to maintain a professional mode of thought when interpreting the qualitative data. Efforts were made by the researcher to recognize and control personal bias.

Interview responses were divided by content. Related content areas emerged resulting in categories. After categories had emerged, the data was examined for overlap. Responses were examined for possible relationships among the categories. Relationships are discussed with supportive quotes from the interview sessions. The researcher again was the interpretive tool when examining the interview responses.

CHAPTER IV

RESULTS

Introduction

Results of the research techniques employed in this investigation are presented in this chapter. The purpose of this study was to use a Likert-like survey and interviews to examine the attitudes of regular classroom teachers and students who are emotionally disturbed concerning regular classroom integration. Results of the three hypotheses are presented in sequentially three parts due to the utilization of three separate research techniques. The first will include a statistical analysis of the teacher completed questionnaires in response to hypothesis one. The next is a detail of the descriptive statistics of the student interviews in response to research question one. The final section will be a qualitative analysis of data gained through teacher and student interviews to answer research question two.

Description of the Results

Survey Instrument

An analysis of variance was utilized to analyze teachers' responses on the survey instrument. The dependent variables were gender, years of teaching experience, number of students who are in programs for the emotionally disturbed they had integrated, current teaching level, and additional training they have completed in the area of the emotionally disturbed. Descriptive statistics are presented in Table I to provide demographic information concerning the participating teachers.

TABLE I
GENDER AND TEACHING ASSIGNMENT

Assignment	Frequency	Percentage
Elementary:		
Male	6	4%
Female	50	33%
Related Arts:		
Male	2	1%
Female	6	4%
Secondary:		
Male	28	18%
Female	32	21%
Special Education:		
Male	8	5%
Female	20	13%
N=152		

Table I indicates a higher number of female teachers at each teaching level within the sample population.

Elementary and secondary teachers were equally represented and more highly represented than related arts and special education teachers, as would be expected within the teaching profession. The higher number of females in this sample population is believed to adequately represent the gender distribution in the teaching profession at this grade level. The sample population has a mean of 14.5 years teaching experience and has integrated 8.3 students from programs for the emotionally disturbed. Additional hours of training are presented in percentage form in Table II.

TABLE II
ADDITIONAL TRAINING HOURS

Training:	Training Hours		
	0	1-10	11+
Inservice	44%	49%	7%
Practicum	91%	8%	1%
College work	41%	52%	7%
Other	89%	8%	3%
N=152			

As indicated in Table II, only a small percentage of teachers have completed additional training equivalent to 11 hours or more. Practica appear to be the least form of training completed. College coursework next, and inservice

training comprises the type of training most often completed.

Hypothesis one: Regular classroom teachers' attitudes concerning the integration of emotionally disturbed students will not significantly differ according to

- a. years of teaching experience,
- b. hours of additional training,
- c. number of children who are emotionally disturbed integrated into classroom,
- d. teaching assignment, and/or
- e. gender.

Fifteen questions were designed to assess teachers' attitudes. Each question was analyzed using a one-way ANOVA to examine attitudes by teachers' years of experience, teachers' additional training and the number of students from programs for the emotionally disturbed teachers had integrated. These three independent variables were divided into categories for data manageability. The independent variable of years of experience was divided into five year increments and data was collapsed into six categories of years as opposed to individual years of experience ranging from 1 to 32 years. The additional training variable was divided into three categories. Teachers' additional hours of training were categorized into 0 hours, less than 10 hours, or the final category of greater than 10 hours. Number of students integrated was divided into three categories. Teachers responses were collapsed into

categories of 0-10 students, 11-20 or 21+ students.

Analyses of the data determined no significant differences in attitudes among the teachers by teaching experience, by the number of students they have integrated nor by their additional training. Data fails to support the rejection of Hypothesis one on three subsections. Analysis of variance tables can be found in appendix L, M, and N for this data.

A further examination was conducted of the responses. Tables III, IV and V provide means and standard deviations of the teachers' responses by teaching experience, students integrated and additional training.

An overall examination of the three tables provides three items which should be noted across all three variables. Teachers were asked to agree, disagree or respond with a neutral to questions measuring attitudes. Tables III, IV and V provide data which suggests that teachers believe they need additional training to successfully integrate students from programs for the emotionally disturbed into their classrooms. This is further supported by teachers' responding that they disagree with the idea that they have the additional knowledge to have these students in their classroom. The last item to note in each table is that teachers generally agreed that students in programs for the emotionally disturbed are better served in a self-contained program. The same attitudes are maintained whether the data is examined by experience, students integrated or additional training.

TABLE III
MEANS AND STANDARD DEVIATIONS OF SURVEY RESPONSES
BY TEACHING EXPERIENCE

Variables:	Years of Experience					
	0-5	6-10	11-15	16-20	21-25	26+
Have Knowledge						
\bar{X}	2.35	2.60	2.30	2.36	2.38	2.53
SD	.721	.681	.918	.783	.865	.640
Comfort with SED						
\bar{X}	1.93	2.00	1.84	2.03	1.86	2.13
SD	.842	.795	.939	.951	.964	.915
Solicit Behavior						
\bar{X}	1.69	1.75	1.79	1.91	2.10	1.62
SD	.806	.910	.914	.914	.889	.768
Detriment						
\bar{X}	1.59	1.63	1.62	1.91	2.10	1.62
SD	.825	.895	.817	.843	.889	.756
Training						
\bar{X}	1.29	1.11	1.35	1.47	1.53	1.07
SD	.600	.323	.691	.776	.772	.267
Under achievement						
\bar{X}	2.15	2.10	2.03	2.25	2.15	2.08
SD	.907	.809	.883	.803	.933	.954
Social "Outcasts"						
\bar{X}	2.07	2.37	2.18	2.16	2.19	2.31
SD	.900	.831	.869	.847	.928	.855
Well Behaved						
\bar{X}	2.39	2.26	2.35	2.29	2.19	2.31
SD	.786	.806	.812	.783	.814	.855
Self-Contained						
\bar{X}	1.67	1.45	1.74	1.45	1.40	1.21
SD	.784	.686	.751	.624	.681	.426
Regular Classroom						
\bar{X}	2.18	2.35	2.27	2.12	2.62	2.36
SD	.863	.745	.828	.820	.669	.842

TABLE III (Continued)

MEANS AND STANDARD DEVIATIONS OF TEACHERS' RESPONSES
BY TEACHING EXPERIENCE

Variables:	Years of Experience					
	0-5	6-10	11-15	16-20	21-25	26+
Benefits Others						
\bar{X}	2.50	2.60	2.50	2.46	2.29	2.57
SD	.694	.681	.707	.617	.845	.646
Little Effect						
\bar{X}	2.52	2.25	2.27	2.12	2.62	2.36
SD	.753	.910	.931	.867	.910	.949
Academic Success						
\bar{X}	2.21	2.16	2.27	2.00	2.19	2.31
SD	.738	.834	.751	.791	.814	.630
Socially Accepted						
\bar{X}	2.04	2.16	1.97	2.06	1.81	1.85
SD	.838	.834	.904	.747	.928	.801
Total	n=29	n=20	n=33	n=33	n=21	n=15
1=Agree	2=Neutral		3=Disagree			

TABLE IV
MEANS AND STANDARD DEVIATIONS OF RESPONSES
BY ADDITIONAL TRAINING

Variables:	Inservice Hours			College Hours		
	0	<10	>10	0	<10	>10
Knowledge						
\bar{X}	2.57	2.24	2.40	2.48	2.30	2.27
SD	.822	.847	.699	.755	.828	.786
Comfort with SED						
\bar{X}	2.05	1.92	1.90	1.90	2.03	2.00
SD	.902	.900	.994	.885	.912	1.00
Solicit Behavior						
\bar{X}	1.77	1.92	1.60	1.92	1.76	1.82
SD	.864	.897	.843	.896	.853	.982
Detriment						
\bar{X}	1.61	1.77	1.80	1.56	1.79	1.91
SD	.822	.871	.919	.794	.860	1.04
Training						
\bar{X}	1.38	1.29	1.40	1.26	1.40	1.36
SD	.707	.597	.699	.548	.725	.674
Under Achievement						
\bar{X}	2.16	2.12	1.80	2.24	2.03	2.00
SD	.862	.873	.919	.889	.834	1.00
Social "Outcasts"						
\bar{X}	2.25	2.09	2.44	2.31	2.06	2.30
SD	.843	.880	.882	.863	.849	.949
Well Behaved						
\bar{X}	2.13	2.24	2.60	2.33	2.30	2.09
SD	.805	.788	.699	.764	.810	.831
Self-Contained						
\bar{X}	1.38	1.60	1.60	1.47	1.48	1.91
SD	.620	.710	.966	.658	.655	1.04
Regular Classroom						
\bar{X}	2.38	2.25	2.30	2.41	2.27	2.09
SD	.804	.806	.949	.746	.844	.944

TABLE IV (Continued)

MEANS AND STANDARD DEVIATIONS OF RESPONSES
BY ADDITIONAL TRAINING

		Inservice Hours			College Hours		
Variables:		0	<10	>10	0	<10	>10
Benefits Others							
	\bar{X}	2.53	2.41	2.60	2.54	2.44	2.36
	SD	.700	.709	.699	.625	.732	.924
Little Effect							
	\bar{X}	2.23	2.31	2.50	2.32	2.31	2.00
	SD	.871	.877	.850	.860	.860	1.00
Academic Success							
	\bar{X}	2.20	2.14	2.10	2.19	2.15	2.09
	SD	.714	.822	.876	.736	.792	.944
Socially Accepted							
	\bar{X}	1.92	2.06	1.90	1.95	2.07	1.64
	SD	.836	.832	.994	.847	.822	.924
Total		n=68	n=75	n=10	n=62	n=80	n=11
		1=Agree	2=Neutral		3=Disagree		

TABLE V

MEANS AND STANDARD DEVIATIONS OF RESPONSES
BY NUMBER OF SED INTEGRATED

Variables:	Number of SED Integrated					
	0-10		11-20		21+	
	(n=123)		(n=10)		(n=11)	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Knowledge	2.37	.805	2.30	.823	2.50	.707
Comfort	1.99	.886	2.00	1.05	1.73	1.01
Solicit	1.77	.857	2.20	.919	2.18	.982
Detriment	1.69	.848	1.90	.876	1.67	.924
Training	1.34	.663	1.40	.699	1.20	.422
Under-Achieve	2.10	.862	2.20	.919	2.10	.994
"Outcasts"	2.24	.868	2.10	.738	1.64	.809
Well-Behaved	2.31	.785	2.10	.876	2.36	.809
Self-Contained	1.47	.676	1.90	.876	1.55	.726
Regular Class	2.32	.809	2.20	.789	2.36	.809
Benefit Others	2.48	.710	2.20	.632	2.73	.647
Little Effect	2.29	.875	2.30	.823	2.36	.924
Acad. Success	2.14	.784	2.30	.823	2.36	.674
Social Accept.	1.94	.830	2.10	.876	2.36	.924

1=Agree 2=Neutral 3=Disagree N=152

Hypothesis one, part D, states that regular classroom teachers' attitudes concerning the integration of students who are emotionally disturbed will not differ according to teaching assignment. Attitudes based on their current teaching assignment were analyzed using an analysis of variance, ANOVA. Individual questions were examined and are presented in Table VI. Means and standard deviations can be found for this data in appendix O.

Results indicate that elementary teachers believe they have less of the knowledge needed when teaching integrated students from programs for the emotionally disturbed than teachers who are in secondary teaching assignments. Related Arts teachers, those teachers whose classes generally service more students from programs for the emotionally disturbed in classes such as Art, Physical Education, and music, believe they are even less prepared in knowledge than elementary teachers. Secondary teachers, even though they indicated a higher degree of preparedness than did elementary and related arts teachers, indicated a level below special education teachers. Special education teachers had the highest perception of their knowledge level. None of the groups responding indicated a strong belief that they had the actual knowledge needed to integrate students from programs for the emotionally disturbed.

TABLE VI
ANALYSIS OF VARIANCE OF TEACHER ATTITUDES
AND TEACHING ASSIGNMENT

Variables	F	P	Post Hoc
Knowledge	3.004	.032	2>1, 1>4, 3>4
Comfortable	1.465	NS	
Solicit Behavior	.935	NS	
Detriment	1.027	NS	
Underachieve	.320	NS	
"Outcasts"	.213	NS	
Well Behaved	.549	NS	
Self-Contained	.425	NS	
Regular Class	.642	NS	
Benefit Others	.283	NS	
Little Effect	1.149	NS	
Academic Success	.237	NS	
Socially Accepted	.348	NS	

1=Elementary 2=Related Arts 3=Secondary 4=Spec. Ed.

Hypothesis one (part E): Regular classroom teachers' attitudes concerning the integration of students who are emotionally disturbed will not differ according to gender. This hypothesis is rejected. One-way ANOVAs were utilized to analyze the attitudinal questions by gender. Analysis of the data is provided in Table VII. Means and standard deviations can be found for this data in appendix P.

TABLE VII

ANALYSIS OF VARIANCE OF TEACHER ATTITUDES
AND TEACHER GENDER

Variables	F	P	Post Hoc
Knowledge	.286	NS	
Comfort	1.982	NS	
Solicit Behavior	4.463	.036	Female < Male
Detriment	.033	NS	
Under Achieve	.428	NS	
"Outcasts"	.332	NS	
Well Behaved	.370	NS	
Self-Contained	3.410	NS	
Regular Class	.004	NS	
Benefits Other	1.550	NS	
Little Effect	1.023	NS	
Academic Success	.109	NS	
Socially Accepted	.023	NS	

Data indicate that female teachers believe more strongly than male teachers that emotionally disturbed students solicit disruptive behaviors. Females were more likely to agree with the statement that emotionally disturbed students will solicit disruptive behaviors from the regular students within the regular class. No other variable was significant when examining the questions and gender.

The final question of the survey instrument addressed the question of which group of special education students do they least prefer mainstreamed. Table VIII presents percentages of the groups that teachers indicated they least prefer in their classroom.

TABLE VIII
PERCENTAGES OF LEAST PREFERRED
STUDENTS

Special Education Group	Percentage
Learning Disabled	4%
Educable Mentally Handicapped	27%
Seriously Emotionally Disturbed	57%

* 12% of the teachers asked did not answer this question.

It can be noted in Table VIII that the majority of the teachers indicated that emotionally disturbed students are the least preferred candidate for regular classroom integration. Students who have learning disabilities are

the most preferred students. Educable handicapped students are preferred above emotionally disturbed students, but not as preferred as the learning disabled group.

Table IX provides the overall means and standard deviations for each item of the complete questionnaire.

TABLE IX
OVERALL MEANS AND STANDARD DEVIATIONS
OF TEACHERS' RESPONSES

Questions	\bar{X}	SD	
Additional Knowledge	2.397	.784	
Comfortable w/ SED	1.954	.897	
Solicit Behaviors	1.820	.875	
Detriment to Others	1.680	.838	
Additional Training	1.329	.648	
Under Achieve	2.132	.863	
"Outcasts"	2.190	.863	
Well Behaved	2.308	.793	
Self-Contained	1.527	.697	
Regular Classes	2.307	.802	
Benefit to Others	2.480	.692	
Little Effect	2.275	.877	
Academic Success	2.176	.762	
Socially Accepted	1.993	.837	N=152
<div> 1=Agree 2=Neutral 3=Disagree </div>			

An examination of the data indicates that the most prevalent belief for teachers is the strong disagreement with the idea that the integration of students who are emotionally disturbed benefits regular classroom students. Most indicated that they do not feel that they have the additional knowledge needed to integrate students who are emotionally disturbed. They do agree that students who are emotionally disturbed require extra attention which is thought to be a detriment to other students. This population strongly agree that students who are emotionally disturbed are better served in self-contained programs for the emotionally disturbed. The statement that received the greatest strength of agreement from the responding teachers was belief that teachers need additional training concerning students who are emotionally disturbed.

A factor analysis was conducted to analyze the unidimensional structure of the instrument. Results of the factor analysis are presented in Table X. A principal component factor analysis was conducted followed by a varimax rotation. A one factor solution resulted with eleven items significant at the .45 level or greater. The factor labelled "negative effects" appears to be made of items denoting teachers belief that students who are emotionally disturbed are detrimental to other students, they solicit disruptive behaviors, they are under achievers in regular classes and they are better served in self contained programs for the emotionally disturbed.

TABLE X
FACTOR ANALYSIS OF
SURVEY INSTRUMENT

Items	Loadings > .45 Factor A
Solicit Behaviors	.779
Detriment to Others	.764
Under Achieve	.701
Self-Contained	.697
Academic Success	-.669
Little Effect	-.653
Socially Accepted	-.632
Well Behaved	-.618
Regular Classrooms	-.590
Benefits Others	-.583
Social "Outcasts"	.516

With eleven of the sixteen items found to be significant on the factor analysis, the instrument is considered to be unidimensional.

Student Interviews

This section examines the attitudes of students who are emotionally disturbed concerning their integration into regular classes. Twenty-one students participated in interview sessions with the researcher. The students were

aggressively eager to assist in the interviews. They seemed excited to be in the spotlight and have someone interested in their comments. They were willing to give open answers. A few of the younger students found it difficult to give detailed responses. Attempts were made to get more details; however, they would shrug, reply "I don't know" or say "I just do". Interviews with the students were considered successful.

The student sample population is composed of students who were in programs for the emotionally disturbed at the time of this study. Demographic information is presented in Table XI concerning the student population.

The majority of the students were males (18), while only a few were females (3). The weighted split in gender is not uncommon due to the frequent much higher number of males placed in programs for the emotionally disturbed. Caucasians and blacks were equally represented, followed by Native Americans, with Hispanics not being represented in this sample population.

Ages ranged from 9 to 16 years, with the mean age 12.2 years. The minimum number of years a student had been in a program for the emotionally disturbed was one year, while the maximum time in a program for the emotionally disturbed was 7 years. The population had a mean of 3.3 years spent in classes for the emotionally disturbed.

Research question one states that students who are emotionally disturbed have attitudes concerning integration

TABLE XI
STUDENT DEMOGRAPHIC DATA

Variable	Frequency	Percentage
<u>GENDER</u>		
Male	18	86%
Female	3	14%
<u>YEARS OF AGE</u>		
9	1	4%
10	4	19%
11	3	14%
12	4	19%
13	4	19%
14	2	9%
15	2	9%
16	1	4%
<u>ETHNICITY</u>		
Caucasian	10	47%
Black	9	43%
Native American	2	9%
<u>YEARS IN SED PROGRAM</u>		
1	1	4%
2	8	38%
3	4	19%
4	3	14%
5	3	14%
6	1	4%
7	1	4%

N=21

into regular classrooms. Students' responses from the interview sessions were coded as positive, negative or neutral. If the student responded with stronger positive comments the response was coded as positive. The same held true for negative and neutral comments. A small sample size prevented the use of an analysis of variance of these data. Descriptive statistics will allow the interpretation of the results obtained through interview sessions.

Frequency data for the responses to all questions analyzed by the number of years the students had been in a program for the emotionally disturbed are presented in Table XII. Data indicate that the number of years in an emotionally disturbed program has little effect on students' feelings when asked about regular classroom teachers, teachers of the emotionally disturbed or when asked to compare regular classrooms to special classes. Special education classes and special education teachers will be used synonymously with programs for the emotionally disturbed and teachers of the emotionally disturbed. Students generally responded with negative feelings toward regular classroom teachers. The opposite was true when asked about their special education teacher. Special education classes were strongly favored by students across years when asked to compare special and regular education.

Students voiced different feelings concerning regular classroom students. Positive comments concerning regular students decreased as the number of years a student had been

TABLES XII
STUDENTS' RESPONSES BY YEARS IN AN EMOTIONALLY
DISTURBED PROGRAM

	YEARS IN PROGRAM							
Variables:	1	2	3	4	5	6	7	Cumm
<hr/>								
Regular Teachers								
Positive	0	2	0	0	0	0	0	2
Neutral	0	2	1	0	0	1	0	4
Negative	1	4	3	3	3	0	1	14
								N=21
ED Teacher								
Positive	1	8	4	3	3	1	1	21
**								
								N=21
Other Students								
Positive	0	5	3	0	0	0	1	9
Neutral	0	0	0	1	1	0	0	2
Negative	1	3	1	2	2	1	0	10
								N=21
Others About You								
Positive	0	5	1	0	0	0	0	6
Neutral	0	1	2	1	1	0	1	6
Negative	1	2	1	2	2	1	0	9
								N=21
Comparison								
Spec. Ed	1	5	3	3	3	0	1	16
Reg. Ed.	0	2	1	0	0	1	0	4
Neutral	0	1	0	0	0	0	0	1
								N=21

** No negative or neutral comments were made about teachers in emotionally disturbed programs.

in a special program increased.

Table XIII presents the type of data gained when analyzing the same questions by gender. Special education teachers were again viewed positively by both males and females. No negative overall comments were made regarding their special education teachers. Both groups indicated negative feelings toward regular classroom teachers. Both groups appear to prefer their special education classes. Data indicates a consistent pattern in attitudes among the student population.

Student interactions with regular students seem to be slightly different analyzing by gender. Females (60%) tended to have more negative comments in respect to regular students than did males (40%). The reverse is true when students were asked how they feel other students view them. More males (44%) believed other students have negative feelings about them than females (33%). These responses may be slightly different if compared to a larger sample population consisting of more females. This data is based on a population composed of only three females and eighteen males.

TABLE XIII
RESPONSES BY GENDER

Comments:	Gender		Cumm
	Male	Female	
Regular Classroom Teachers			
Positive	2	0	2
Neutral	4	0	4
Negative	12	3	15
			N=21
Teacher of SED			
Positive	18	3	21
*			
Think About Reg. Students			
Positive	8	1	9
Neutral	2	0	2
Negative	8	2	10
			N=21
Others Think of You			
Positive	5	1	6
Neutral	5	1	6
Negative	8	1	9
			N=21
Compare SED & Reg.			
Special Ed.	13	3	16
Regular Ed.	4	0	4
**			N=20

* Neutral and Negative were not included due to no responses within these categories.

** One respondent could not answer this question.

Table XIV reveals negative responses across all but one age. The nine year old age group had positive comments for all responses. This student was one of the few who preferred regular classes over special classes. It should be noted that the nine year old age group was comprised of one student who had been in a program for the emotionally disturbed for only one school year.

Special education teachers were viewed positively by all age groups. Special education classes were preferred by all ages, except the nine year old. Students' feelings concerning regular students and their perceptions of how other students view them do not appear to have a pattern by age.

Students' comments based on their ethnicity are displayed in Table XV. No differences were found among ethnic groups. All students viewed special education teachers positively, while the majority viewed regular classroom teachers negatively. Special education classes (emotionally disturbed) were favored across all ethnic groups.

Data within ethnic groups reveals that more caucasian students have negative feelings about regular students than either black or native american students. More caucasian students believe they are viewed negatively by regular classroom students than do black or native American students. Data tend to support the idea that caucasian

TABLE XIV
STUDENTS' RESPONSES BY AGE

Comments:	Students' Age in Years							
	9	10	11	12	13	14	15	16
Reg. Teachers								
Positive	1	1	0	0	0	0	0	0
Neutral	0	1	0	0	1	1	1	0
Negative	0	2	3	4	3	1	1	1
SED Teacher								
Positive	1	4	3	4	4	2	2	1
**								
Other Students								
Positive	1	1	2	0	3	1	0	1
Neutral	0	0	0	1	0	0	1	0
Negative	0	3	1	3	1	1	1	0
Feelings of Others								
Positive	1	1	2	1	1	0	0	0
Neutral	0	1	0	0	2	2	0	1
Negative	0	2	1	3	1	0	2	0
Comparison								
Spec. Ed.	0	3	3	4	2	2	1	1
Reg. Ed.	1	1	0	0	1	0	1	0
N=21								

** No neutral or negative comments were made.

TABLE XV
STUDENTS' RESPONSES BY ETHNICITY

Comments:	Students' Ethnicity		
	Caucasian	Black	Native Amer.
Regular Teachers			
Positive	1	1	0
Neutral	3	1	0
Negative	6	7	2
			N=21
Spec. Teacher			
Positive	10	9	2
**			N=21
Feelings about Others			
Positive	2	6	1
Neutral	1	0	1
Negative	7	3	0
			N=21
Others about You			
Positive	2	3	1
Neutral	3	3	0
Negative	5	3	1
			N=21
Comparison			
Special Ed.	8	6	2
Regular Ed.	2	2	0
			N=21

* No neutral or negative comments were made on this topic.

students believe themselves to be disliked and isolated from other students when integrated into regular classes.

Overall means and standard deviations of the interview questions are presented in Table XVI. Data continue to support the idea that students in programs for the emotionally disturbed view their special education teacher positively. Regular classroom teachers are viewed negatively by most students in programs for the emotionally disturbed. Students who are emotionally disturbed tend to prefer their classes for the emotionally disturbed above regular classes consistently across age, gender, ethnicity and years in a special program.

TABLE XVI
OVERALL MEANS AND STANDARD DEVIATIONS
OF INTERVIEW RESPONSES

Questions	\bar{X}	SD
Special Ed. Teachers	1.00	.000
Regular Ed. Teachers	2.61	.669
Think of Other Students	2.04	.973
Others Think of You	2.14	.854
Comparison	1.20	.410
1=Positive	2=Neutral	3=Negative

Data collected for research question one seems to indicate that students' attitudes do not differ

significantly due to age, gender, years in an emotionally disturbed program or the students' ethnicity. Diversity in the data was not evident, but a prominent pattern was identified. Attitudes do not seem to differ; however, it is noted that these students do have similar attitudes when it comes to regular classrooms, regular teachers, regular students, special classrooms and their special education teacher. Attitudes were negative toward regular teachers, students and regular classes. Special classes and teachers for the emotionally disturbed are viewed positively.

Comparison of Teacher and Student Interview Responses

Research question two states suggests that regular classroom teachers and students who are emotionally disturbed have different attitudes concerning:

- a. classes for the emotionally disturbed,
- b. teachers of the emotionally disturbed,
- c. regular classrooms,
- d. regular classroom teachers, and/or
- e. a comparison of special and regular classes.

Interviews were conducted with emotionally disturbed students and regular classroom teachers. Quantitative values were not utilized to compare teacher and student interview responses. Research question two was analyzed using qualitative analyses. Narrative descriptions are provided to determine whether research question two is true or false.

Interviews were conducted by the researcher. The student population is composed of 21 students who were placed in a program for the seriously emotionally disturbed. The teacher population is composed of 20 teachers who indicated a willingness to participated in interview sessions. The group of participating teachers were teachers who had emotionally disturbed students integrated into their classroom. Teachers and students were asked the same questions, wording changed to fit the sample populations. The goal of the interviews were to determine if these two groups have the same views concerning the educational programs in which they are participating. Student and teacher responses to the interview questions were categorized and supported by direct quotes from the respondents.

Programs for the Emotionally Disturbed

Students appear to have a more positive attitude toward their emotionally disturbed classroom than regular classroom teachers believe the students do. One category which emerged was perceived assistance. Students indicated that their own personal needs are met while they are in their special classroom. Many students expresses that they get more attention and needed help in their special class. Comments such as "you get more help when you need it" and "I get more attention" were common among the students. One student who had numerous comments summarized her feelings by

stating "you get more freedom and help in making choices when you are in your special class". Students noted that in special classes there is more control". This idea continued with students who felt that they were "not teased by other students like they are in regular classes".

Many students when asked what they specifically did not like in their special class could think of nothing. They simply stated that "they liked it all". Those that did voice dislikes were not unhappy with the special class but were frustrated and unhappy about the treatment they received from other students and teachers outside their special class. Treatment, another category which emerged, appeared to be the basis for dislikes voiced by the students. The majority of the students felt this mistreatment was based solely on the fact that they were from an emotionally disturbed class, therefore, people treated them unfairly. Students perceived that they were not allowed the same privileges within the school as regular classroom students. Many were unhappy that they were not allowed computer time, recess, field trips or even the same discipline as regular students. "You're not given a second chance when they (regular teachers) know you're in an emotionally disturbed class", "you don't even get in-house when you get in trouble cause you're in this class-you just get kicked out" and "people (regular teachers and administrators) blame you for things cause you're in an emotionally disturbed class" were comments made by many of

the interviewed students. One student shared an experience he had on his first day in a regular class. He had gone to the class and everything was fine; however, shortly after he returned to his special class the regular teacher came and questioned him concerning missing pencils. He said no one had seen him with the pencils, but he received the blame because he was from an emotionally disturbed class and "they do things like that".

As earlier stated the category which emerged from the data analysis was the prominent dislike associated with a program for the emotionally disturbed, as viewed by the students, was associated with the way others treat them. Many voiced concerns of how they are treated by regular students and teachers when they go into a regular class or are in the halls. Common statements were "kids mess with me and call me names", "people make fun of you for being in this class" and "people call you retard because you're in this class". Each of the students' dislikes were associated with the treatment they feel they receive outside their special class. Analysis indicate that students perceived this treatment to be a consequence of being in a program for the emotionally disturbed.

Teachers' responses were congruent with students' responses concerning special classes. Analysis indicated that regular classroom teachers believe students have a numerous likes toward their special class. Teachers' responses tend to blend within the category of security.

They commented that students probably feel more secure in that type of environment. Teachers stated that special classes offer "security". To continue this idea, one teacher mentioned that students in a program for the emotionally disturbed must feel like their special class is "a security blanket". The majority of positive comments followed the same mode of thought. Emotionally disturbed programs were viewed as "safe", "comfortable", "a place students know they are really cared for" and "they know they are loved in their special classroom". Safe and secure were words often heard in the interview sessions. One teacher made reference to attitudes in a special class. This teacher noted that in a special class the kids know "that there are no attitudes against them".

An incongruence resulting from the data analysis procedure was the negative items the teacher felt may be associated with being in a program for the emotionally disturbed were not the same as the students interviewed. Students believe they are mistreated by others; however, teachers' responses did not support that category. A number of teachers felt that there are no negative aspects of being in a special class. They stated that there are "no stigmas or mistreatment by others". Very few stated that emotionally disturbed students are treated differently. Only a sparse number stated that "some people may have attitudes about them". Even fewer teachers stated that they believe "emotionally disturbed students feel resentment

because they are isolated and treated differently" or that "I don't think they like being set apart and made fun of".

Teachers' responses emerged into a category which placed students as the responsible party for their own perceived isolation. Many teachers placed the isolation the students perceive on the students themselves. One teacher stated that "emotionally disturbed students feel they have to prove themselves to regular students". A novel comment made by one teacher was that "emotionally disturbed students do not like losing their uniqueness when they are in a regular class".

A comparison of teacher and student responses indicate that both groups believe there are positive and negative aspects concerning special education placement. Differences emerge when examining specific etiology or reasons. Students like special classes because they feel they are treated fairly by the other students and teachers in their classes, while they dislike being in a special class because they feel they are treated negatively by other students and teachers outside their special class. In their eyes, this treatment is based on their being in an emotionally disturbed class. Teachers feel students feel safe and protected in their special class. Most regular teachers do not feel students are treated negatively. Teachers seem to believe that students in programs for the emotionally disturbed feel "they are better off in a special class".

Teachers of the Emotionally Disturbed

Student responses pertaining to their special education teacher were consistent. Positive comments were made 100% of the time. Categories which emerged from students' responses were treatment received from teacher, care, concern, and assistance. Three students who were unhappy with one particular special teacher had negative remarks regarding that teacher; however, they had the most positive attitude toward teachers of the emotionally disturbed as a whole. Students continually made comments about their special teachers being "nice", "they help us", "they are not grouchy" and "they are easy to get along with". Students indicated that these were the only people in the school environment perceived to treat them fairly. Students remarked that there were differences between regular and special education teachers. "She gives us a breaks. Regular teachers would just kick you out" and "special teachers don't just jump on you for nothing" were two of the comments among many which emphasized the students' frustrations. As one student spoke of his special teacher with a big smile, sparkling eyes and with an excited voice, "they are nice! wonderful! terrific!".

Congruence in the data analysis regarding teachers of the emotionally disturbed were found in the responses made by teachers and students. Regular teachers seem to have the same beliefs as the students who were interviewed. Positive

comments were made 87% of the time. Neutral comments were made 9% of the time while 4% were negative. Negative comments were usually made concerning teachers of the emotionally disturbed who had programs which were not considered successful by the staff of that particular building. Comments concerning those teachers were that "she man-handled the kids" and that "she was threatening". Teachers volunteered information about these teachers stating that they were lacking in skills to work with these students.

A comparison of the data indicated that statements made by teachers were similar to those of the students. Teachers had a slightly different view from the students. Teachers responses indicated that teachers believe teachers of the emotionally disturbed have a more important role in these students lives than that of teacher. Teachers seem to feel that teachers of the emotionally disturbed are "parents to these students". "Teachers of the emotionally disturbed are really parents these kids don't really have at home" seemed to be a common thought among teachers. Those who did not comment on the parental idea seemed to focus on the relationship between students in programs for the emotionally disturbed and their special teacher. Special teachers were referred to as "someone these kids can count on", "a real person to these kids" or "someone these kids can look up to". The most powerful reference to special education teachers was that they are "gods to these

emotionally disturbed students".

One category which seemed to emerge from the data analysis was that students who are in programs for the emotionally disturbed know that their special teacher reciprocates their positive feelings. Teachers perceive the relationship between the students and teachers in programs for the emotionally disturbed as a mutual understanding and respect. The general idea behind many of the teachers' responses was that students respect their special teacher because "they know they are important to their special teacher".

Students view their special teacher as someone who treats them fairly and who "helps them learn to behave". Regular teachers indicated the same basic belief, but with stronger terminology. Teachers believe students view their special teachers as "gods" and "parents". However stated, both view teachers of the emotionally disturbed as someone who has an important positive role in the students' educational and social growth.

Regular Classrooms

Regular classrooms did not fair as well as special classes in students' comments. Students were specifically asked what they liked about regular classrooms. Half of the students (52%) could make positive comments while a large portion (48%) could not find anything they liked. Students had more to say when asked what they disliked about regular

classes.

A category which emerged from the data was comprised of comments made in reference to the subject and activities. Students who expressed supportive feelings did so because they "like to draw", "get a chance to express themselves on paper" or they "get to play games and stuff". Art and physical education seemed to be classes which were favored. Students seemed to enjoy these classes solely due to activities they enjoy.

Another category which emerged was that of peer relationships. A small percentage of the students interviewed stated that regular classrooms enable students to see their friends. One student stated that he "likes his special class, but you still got to get out once in a while to see your friends". Other students remarked that it was nice being able to see other people besides the ones in their special class.

Data indicated a subsequent category comprised of students perceived emotional difficulties in regular classrooms. The students interviewed appeared to have very negative attitudes concerning regular classrooms. Students voiced concerns about their own emotions and feelings. Such statements as "I get scared", "I get frustrated", "I loose my temper" and "I'm easily distracted" is categorized as students' concern for themselves and their own behavior. These comments seem to be internal factors which seem to concern students when they are in regular classes.

A mistreatment category emerged from the data that was comprised of comments concerning the treatment these students perceive they receive from regular classroom teachers and students. Negative comments which focused on external factors were that they are "teased" and "made fun of". Students perceive that they are mistreated because they are from a special class. Students remarked that "they are blamed for things they really didn't do" or that they are "given no breaks". Students stated that they felt they were treated in this manner because they were from an class for the emotionally disturbed. Comments such as "teachers treat you like you're dumb" and that they are "rude to us when we go to their class" are examples of how students perceive they are treated in regular classes.

Teachers are not the only problem according to students. Students in programs for the emotionally disturbed believe they are mistreated, not only by regular teachers, but also by regular students. Students repeated comments reported earlier under dislikes of special education classes. They made reference to being called names, teased, picked on and treated rudely. One student stated that "kids in regular classes mess with you like lets get him out of our class".

Another incongruity emerged from the data in reference to how teachers believe students perceive regular classrooms. Regular teachers believe students who are emotionally disturbed have numerous things they like in

regular classes. Related arts teachers seem to be the most accurate. They realize students enjoy their classes due to the activities. They believe students "enjoy the freedom of movement", "enjoy the freedom of expression" and "the fun of the activity".

Students' and teachers' comments continued to be incongruent in the category of treatment of these students by regular teachers. Teachers stated that students who are emotionally disturbed "enjoy the opportunity to mix with others" and that they "enjoy the fact that they get no special treatment and are treated like regular students" which is in opposition to what students had to say. Students stated they wanted to be treated like regular students and not treated rudely.

In a comparison of the responses, teachers seldom acknowledged the same dislikes as the students. Teachers rarely noted the possibility of negative actions toward students. Teachers who did acknowledge the possibility qualified it with statements such as "only the bullies in class are unkind to them" or "only the smarter kids pick on them". Only a few teachers believed students may feel some form of isolation.

Teachers' responses emerge as a category addressing internal factors of the student, as opposed to the students who were stating external dislikes (ie., teasing, picked on, etc.). Teachers believe students' dislikes are based on internal factors such as "they receive no special

attention", "class moves too fast for them" or "there is too much pressure on decision making which is hard for them".

Regular Classroom Teachers

A prominent category emerging from the data was the students' apprehension toward regular classroom teachers. Students' attitudes concerning regular teachers were the exact reverse of their attitudes concerning their teacher in the program for the emotionally disturbed. As strongly as the students voiced their likes about their special teacher, they voiced their dislikes for their regular teachers. Positive comments which were made were mildly stated such as "some are OK". Students remarked that regular teachers are "mean", "too busy", "yell when you need help" and that they "gripe a lot". Students repeated previously stated items such as "they are hateful", "they blame us for everything" and that they "pick on us". Some students expressed stronger negative feelings toward regular teachers. As though the interview session was their only time to be allowed to express themselves, students stated that they feel regular teachers are "stupid". Even stronger statements were "regular teachers are M E A N !" and "I hate them".

Regular teachers do believe students have negative feeling toward them; however, they appear to also believe that many have positive feelings as well. These teachers believe students from programs for the emotionally disturbed

feel "secure" and "accepted".

Negative comments were consistent among teachers. Teachers assumed that students who are emotionally disturbed "are unsure of them" and that they "know little about them". A more prevalent view is that students who are emotionally disturbed believe regular teachers are "uncaring", "threatening" and "rude". Words such as "scare", "threatening" and "uncaring" were plentiful when listening to teachers.

Both groups agree that there are negative feelings concerning regular classroom teachers. The same basic ideas were expressed by each group. Threatening and uncaring were prominent words within both groups. One teacher viewed the situation with the idea of "emotionally disturbed students have had bad experiences with regular teachers which has resulted in not good feelings". Whatever the reason, there are more negative than positive feelings when the topic is regular teachers.

Special vs. Regular Education Classes

The final area that emerged from the data analysis involved class preference of students and regular teachers responses concerning classrooms. Students (82%) preferred their emotionally disturbed class over regular classes. Teachers (68%) believed students would prefer their special class.

Concepts emerging from the data indicated that students

prefer their special class due to the special teacher and because they perceive more help is available to them in their special class. Students commented that they "get more help with their work and behavior in their special class". Many stated that "there is more control in a special class" and that "we do better". Several preferred their special classes due to their special teachers. These students remarked "special teachers are better", "they help us with our discipline", "they are calmer" and "they treat us better". It was apparent that the main reason students prefer their special class was that they like and feel they need their special teacher. A few liked their special class better because "they get treats".

An opposing view was voiced by 18% of the students interviewed. These students preferred regular classes because "there are more students". Two students believed that they would get a better education if they were in a regular class. Two students were considered neutral. One student hated both regular and special classes. The other was happy in both classes.

Teachers responded to this question with a variety of statements. Teachers (23%) believed students who are emotionally disturbed have mixed emotions about where they want to be. They stated "these students want to be in regular classes, but they know they are better off in their special class" or that "they want to be in regular classes, but they are functioning better in their special class". A

final comment was that students "know they are better off in a special class". One teacher believed emotionally disturbed students prefer regular classes over special. She stated "there is more control in my class".

The majority (68%) of teachers interviewed stated that they believe students who are in programs for the emotionally disturbed prefer their special classroom. They remarked that students probably feel better in their special class. They believe "security", "comfort" and "care" are reasons why students prefer their special class. Statements which were more descriptive of the situation were "students need their special class as a springboard for their regular class" and "they need time in special classes so maybe they can be successful in regular classes".

A comparison of the responses indicates that programs for the emotionally disturbed is the preferred placement by both teachers and students. Reasons may vary, but they both agree that students are offered more in their special class.

The researchers' interpretation of the data indicates a difference in attitudes among teachers and students. Responses in this study suggest that teachers and students who are emotionally disturbed have different attitudes concerning regular classroom integration. While teachers and students may have some similar views, the degree of which students voiced their likes or dislikes was far stronger than those of regular teachers. Some areas were viewed entirely differently by these two groups. Much of

the data gathered through student interviews seemed to indicate an overall negative view of regular classroom placement; conversely, teachers seemed to express a more positive attitude.

Summary

Results of the data analyses were presented in this chapter. The findings reflect a difference in attitudes based on teachers' gender. Other variables do not seem to effect teachers' attitudes. It was noted that teachers believe they do not have the knowledge needed to integrate those students who are emotionally disturbed. Teachers generally believe those students who are emotionally disturbed are better served in a self-contained program. Students who are emotionally disturbed are believed to solicit disruptive behaviors from regular students and are not beneficial to others in the regular class.

It was noted that students who are emotionally disturbed have strong positive attitudes toward their special education teacher and strong negative feelings toward regular classroom teachers. Students report many aspects of the integration process as negative.

Attitude comparisons of regular teachers and students who are emotionally disturbed indicate there are few situations these two populations perceive the same. Students appear to view situations more strongly than teachers. Students, in many cases, have negative attitudes

concerning regular classroom integration, while teachers believe these students view regular classroom integration positively.

CHAPTER V

SUMMARY AND CONCLUSION

Summary of the Investigation

Teachers across the nation are confronted with the difficult task of integrating students who are receiving services in programs under the "seriously emotionally disturbed" category of PL 94-142. A particular dilemma arises when mandates require special education students to be serviced in the least restrictive environment; while, resistance from regular classroom teachers is encountered. Regular classroom teachers are not comfortable with student who are emotionally disturbed in their classroom. At the same time, these students are not comfortable in regular classes. This study focused on the attitudes of both groups pertaining to regular classroom integration. A questionnaire and interviews were used to determine whether there are significant attitudinal differences between the two groups. This chapter includes a summary of the research study, limitations, conclusion and recommendations for further research.

A review of literature reflected considerable agreement

among teachers concerning emotionally disturbed students. Throughout the literature, students who are in programs for the emotionally disturbed have been found to be the least preferred candidate for regular classroom integration. Studies suggest that these students are less accepted and more rejected by their non-handicapped classmates.

Historically, students who are emotionally disturbed have been mistreated. Abandonment and indifference were types of mistreatment used as far back in our nation's history as the 18th century. The nation also allowed treatments which were responsible for the Salem Witch Trials. Time has continued to pass just as numerous treatments have. Today, in this nation, federal mandates require educational systems to assist in providing appropriate educational services for youths who are emotionally disturbed. School personnel are attempting to meet the legal obligations to these students; however, a review of literature indicates that the attitudes of teachers toward this specific group of students are negative.

This study was conducted in an effort to examine not only the attitudes of teachers, but also the attitudes of students in emotionally disturbed programs. The purpose of this study was to gain an understanding of both groups and examine possibilities which could make integration an easier and more successful process. Six schools were randomly selected from a list of twenty-six schools within a

metropolitan school system. Each of the participating schools had at least one program for the emotionally disturbed. One hundred fifty two teachers responded to a questionnaire. Overall concerns regarding regular classroom integration were examined. Twenty of the teachers responding to the questionnaire and twenty one students who were in programs for the emotionally disturbed participated in interview sessions. One-way ANOVAs, means and standard deviations were utilized to analyze the completed questionnaires. Descriptive statistics and qualitative interpretation techniques were used to analyze the interview sessions.

Summary of Findings

The findings of this study indicate that regular classroom teachers do not differ considerably in their attitudes concerning the integration of students who are in programs for the emotionally disturbed. It was found that teachers have many of the same concerns. Teachers agree that students who are emotionally disturbed solicit disruptive behaviors and that these students are not a benefit to regular classroom students. In fact, teachers believe students who are emotionally disturbed require extra attention which is usually detrimental to regular students.

The strongest issue among teachers was that they believe that they do not have the knowledge to service students who are in programs for the emotionally disturbed.

Teachers indicated that they believe additional training is needed. It is believed that the lack of knowledge may be the basis for many of the responses obtained during the interview sessions. Teachers believe students who are in programs for the emotionally disturbed perceive them as "rude", "uncaring" and "threatening". Students stated that regular classroom teachers are "stupid", "mean" and "hateful". Both groups view regular classroom teachers negatively. The researcher believes that when regular teachers approach students who are emotionally disturbed, for whom they feel unprepared, they present themselves as rude, mean or stupid. One teacher stated these students cannot tolerate stupid. The researcher is not implying that teachers are stupid; however, if students in programs for the emotionally disturbed view regular teachers as stupid and at the same time teachers feel ill prepared, then this could present difficulties. It is certain that teachers' lack of knowledge is not the only cause for negative attitudes between these two groups, but it is believed to be a part.

Other data composed of student responses led to the conclusion that students view teachers of the emotionally disturbed in a positive manner all of the time, while they view regular teachers negatively in most cases. Students voiced statements of admiration in most cases when asked about their special teacher. They stated that these teachers are the only people who treat them fairly. They

believe their special teachers care about them. Conversely, students believe regular teachers are "uncaring" and that they treat them "unfairly because they're from a special class". Teachers' lack of knowledge cannot explain the differences perceived by students concerning the care or lack of care given by both groups of teachers. Difference among teacher populations may exist which lead them to be viewed differently by students; however, it is not within the realm of this study to explore these differences.

Federal mandate, PL 94-142, requires special education students to be educated in the least restrictive environment. According to data gathered in this study, teachers strongly believe that students who are in programs for the emotionally disturbed are better served within a self-contained special education program. Teachers also noted that these students require extra attention when in a regular classroom and are not a benefit to other students. Teachers' strong agreement concerning self-contained programs may indicate that these programs are the least restrictive environment that school personnel can tolerate. Interview data gathered from both groups tend to support the idea of self-containment.

Teachers believe students who are in programs for the emotionally disturbed prefer their special classroom. Teachers noted that they believe these students realize they are "better off" in their special classes and that they feel "safer" and more "comfortable". When interviewed, students

voiced their strong preference for special classes. Students believe there is more control in programs for the emotionally disturbed. Students also stated that they receive more help with their work and disruptive behaviors in their special classes. Both populations seem to be in agreement concerning preference for the special classroom.

Implications of this Study

If schools are to educate students in the least restrictive environment, it should be questioned how they are to determine what constitutes least restrictive. According to regular teachers and students who are emotionally disturbed, the least restrictive environment is a self-contained program. This study suggests that attitudes are the same concerning the integration of students with special needs as they were two decades ago. Gickling and Theobald (1975) found that 60% of the teachers in their study expressed attitudes favoring self-contained classes. Of the teachers participating in this study, 56% agreed that students who are emotionally disturbed are better served in self-contained programs.

Students' dislikes concerning their special classes were usually associated with the treatment they receive from regular teachers and students; treatment they perceive is due to them being from a program for the emotionally disturbed. Teachers had a different view by stating that only the "smarter students" or the "bullies" pick and tease

the special students. Whichever may be the most accurate perception of the situation; students who are in programs for the emotionally disturbed voice a strong opposition to taking part in regular classrooms. It seems senseless at this point to require a group of students who have emotionally difficulties to enter negative situations which may worsen their difficulties. If schools are to integrate students who are emotionally disturbed they must first put an end to the pre-existing attitudes from both groups.

This study indicates that teachers and students are unhappy and frustrated with their present situation. It appears that regular teachers and students who are emotionally disturbed enter situations with negative attitudes. As a result, their next encounter results in a negative manner which fosters additional negative experiences and attitudes. The cycle continues and perhaps the situation worsens.

It is believed that additional training may lead to more successful experiences which may in turn foster some positive attitudes, which may result in more successful experiences. Answers must be found to put an end to the current negative cycle and enhance positive attitudes and relations between these two populations. As discussed in the ecological model, emotional disturbances do not reside solely within the child, but it is a "mismatch" between the child and the ecological system the child belongs (Kugelmass 1987). Algozzine (1977) suggests that the responses to a

student are related to the perceptions others have of that student. He offers that environmental responses to a student's behavior is crucial when trying to understand and deal with problem behaviors. Herr, Algozzine and Eaves (1976) suggest that teachers need to be made aware of the biasing effects a student's behavior may have on their attitudes concerning that student. Ecological theorists state that it may be necessary to design training programs incorporating methods to reduce behaviors in children, as well as methods to change teachers' attitudes concerning behaviors.

As Glaser (1986) states meeting the needs of disruptive students requires the development of relationships. Strahan and Strahan (1988) continue by stating that students who learn to control their disruptive behavior often do so because they have "connected" with someone in school. When students who are emotionally disturbed are in their special classes they are with someone they believe cares. They are "connected" with someone. "Connections" with people outside the students' special class must be built if schools are to expect successful school experiences; however, connections cannot be made when both parties have preconceived negative attitudes. To ensure success for both students and teachers there must be an adjustment made in attitudes and connections made.

Recommendations for Further Research

The following are recommendations for further research:

1. It should be noted that numerous responses given by both teachers and students made reference to teachers of the emotionally disturbed. Success of programs and students, as perceived by regular teachers, often times were associated with their regard toward the teachers of the emotionally disturbed within their building. Future research should be conducted to determine what exactly the role of the special teacher plays in students' educational experience.
2. It is suggested in this study that differences exist between regular teachers and teachers of the emotionally disturbed. It would be interesting to determine if differences exist and how these differences effect the school environment.
3. This study was limited to one metropolitan school district. Replication of this study in a larger more diverse area may provide more conclusive results.
4. It has been suggested in this study that the lack of teacher knowledge has an impact on both the perceptions of the teachers and the students. Replication of this study is suggested using two groups of teachers; one group of teachers who have received additional training and the other group without training to determine the effects of knowledge in the

treatment of students in programs for the emotionally disturbed.

Limitations of this Study

An unexpected obstacle limited the size of both populations. Administrative constraints which were temporarily placed on this study limited the response rate of the survey instrument and the number of teachers willing to participate in interview sessions. The constraints were removed; however, it is believed that the added delay may have limited participation in the study. Although it is felt that quantity of data gathered for this study was limited, the data gathered is believed to be representative data.

Another limitation could be that data was collected by a researcher-compiled survey instrument and interviews. It should be noted that these instruments were specifically designed for the purpose of this study. Questions were reviewed by a panel of university professors and tested previously through a distribution of similar subjects; however, questions may arise to their validity.

The study may be further limited by the researcher being a teacher for the emotionally disturbed within the participating district. The researcher's role within the district may have made it difficult for teachers to respond honestly. It is believed that the students who were interviewed were able to give honest responses due to many

of them being former students of the researcher. It is noted that due to some of the participating students being former students of the researcher, there may be some bias in the students responses. The researcher recognized and made attempts to control personal bias.

Additional questions may arise due to data being based on responses given by emotionally disturbed students. It is recognized that these students are in programs due to their psychological difficulties and could be considered unreliable.

It is also assumed that students' emotional status at the time of the interviews allowed honest expressions of attitudes. It is assumed that the interview sessions, questions and interviewer provided the opportunity for adequate data collection.

Conclusions from this study have limited generalizability. The samples used may not be representative of populations in other school districts. The student population in this study was limited to primarily males. This is generally the representation within a program for the emotionally disturbed; however, this may not always be the case.

Summation

The results of this study suggest that regular classroom teachers and students who are in programs for the emotionally disturbed have negative attitudes concerning

regular classroom integration. Further investigations are needed to determine whether this data is generalizable to other geographical areas. It is believed that this study may be the only one, to this date, which investigates the attitudes of students who are emotionally disturbed concerning their own educational placement. Further research is needed to gain a better understanding of this student population and their needs.

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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH**

Proposal Title: Bi-directional Attitudes of Regular Classroom Teachers
and Seriously Emotionally Disturbed Students Concerning Educational

Placement

Principal Investigator: Diane Montgomery / Teri L. Bell

Date: 2-14-92 IRB # ED 92-026

This application has been reviewed by the IRB and

Processed as: Exempt ☒ Expedite ☐ Full Board Review ☐

Renewal or Continuation ☐

Approval Status Recommended by Reviewer(s):

Approved ☒

Deferred for Revision ☐

Approved with Provision ☐ ; Disapproved ☐

Approval status subject to review by full Institutional Review Board at
next meeting, 2nd and 4th Thursday of each month.

Comments, Modifications/Conditions for Approval or Reason for Deferral or
Disapproval:

"There" is misspelled on Parent letter

Signature: Marcia L. Tilley

Chair of Institutional Review Board

Date: 3-16-92

APPENDIX B

RESEARCH APPLICATION

RESEARCH APPLICATION TO OKLAHOMA CITY PUBLIC SCHOOLS

Applicant's Name Teri Bell University OSU
 Address 14574 S Waterloo Valley Telephone Number 348-3275 Degree Program Ph.D - Spec. Ed.
 Advisor's Signature Diane Montgomery Department Applied Behavior Science
 TITLE: B.D. Emotional Attitudes of Regular Classroom Teachers : SED students
 OBJECTIVES: Analyze the attitudes of classroom teachers concerning emotionally
disturbed students.
Analyze the attitudes of emotionally disturbed students concerning regular
classroom participation

PROCEDURE: (General Design, Population and Sample, Instrumentation, Analysis, Time Schedule, etc.; use back of sheet, if necessary)

General Design: A combination of qualitative and quantitative methodology

Population and Sample: Pop: Regular Classroom teachers (K-12)
Sample: Classroom teachers currently teaching at 6 randomly
selected schools in OKC Public School District.
Pop: Emotionally Disturbed Students (K-12)
Sample: Emotionally Disturbed Students (K-12) who are currently
in a program for emotional disorders in the same randomly
selected schools in OKC - Public School District

Instrumentation: Regular classroom teachers will complete a questionnaire concerning attitudes
ED students will participate in an interview with the above person

Analysis: One-way ANOVAs will be conducted on the questionnaire responses.
Interviews will be interpreted by researcher and dissertation adviser

Time Schedule: would like to complete this project by the end of this school year

INVOLVEMENT OF OKLAHOMA CITY SCHOOLS: (use back of sheet, if necessary)

I would like to draw my sample populations from the OKC Public School
System. I would like permission to use school mail to distribute the questionnaires,
and have them returned to me through school mail. I would like permission to
go into 6 schools and have interviews with their emotionally disturbed students. I will
obtain parental permission prior to the interviews.

Submit 4 copies to: Research Coordinator, Oklahoma City Public Schools, 900 N. Klein,
 Oklahoma City, Oklahoma 73106

All applications will be reviewed by a Research Committee. You will be notified by mail as to the decision of the committee, and this process will usually take about two weeks.

APPENDIX C

PILOT STUDY INSTRUMENTS

Teri Bell

Teacher:

I am examining the status of emotionally disturbed students in the educational system. Please take a moment to complete this questionnaire and return it to me. All responses will be kept anonymous.

I thank you in advance for your time and assistance.

Background information:

A. Current teaching assignment: check one:

Elementary Education _____
 Secondary Education _____
 Related Arts _____
 Special Education _____

B. How many years have you taught in a public school? _____

C. Throughout your teaching career, how many students who have been serviced in an ED program have you had mainstreamed into your classroom? _____

Please circle the response which best describes your feelings concerning emotionally disturbed students.

SA=Strongly Agree

A= Agree

SD=Strongly Disagree

1) I feel I have an adequate amount of knowledge about ED students.

SA A SD

2) I feel comfortable with ED students in my classroom.

SA A SD

- 3) The school district should be responsible for special services needed when serving ED students (taxi, assistants, etc)

SA A SD

- 4) ED students cause difficulties when mainstreamed into regular classrooms.

SA A SD

- 5) I feel I need additional training/knowledge to service ED students who are mainstreamed into my classroom.

SA A SD

- 6) I feel my teaching techniques are limited by my professional concerns for all students when an ED student is in my classroom.

SA A SD

- 7) Parent or other outside agencies should be responsible for providing special services to ED students (taxi, additional assistants, etc.).

SA A SD

- 8) Little disturbance in the daily routine is noted when ED students are mainstreamed into a regular classroom.

SA A SD

- 9) Public schools are the most appropriate educational placement for ED students.

SA A SD

- 10) Residential facilities are the most appropriate educational placement for ED students.

SA A SD

Please feel free to contact me if you have any questions concerning the questionnaire. Thank you again for your time and assistance.

Introduction and Warm-Up

Hi. My name is Teri Bell. I'm in school just like you. For one of my assignments I have to do a project. My project is about special education students. I'm going to talk to some special education students, and I'd like you to be one of them. I have a few questions to ask. When I write my paper, no one will not the answers that you gave me. I appreciate your help on this project.

1. Do you remember what grade you started in special education classes? (If not do you remember the teacher's name?)
2. How do you like your special class?
3. How many regular classes do you attend?
4. Do you have a favorite class? (What and Why?)
5. Do you have a class that you do not like? (What and Why?)
6. What do you think about your regular classes? Probe.
7. What do you think of regular classroom teachers? Probe.
8. What do you think about the other students in your regular class? Probe.
9. What do you think the other students in your class think about you? Probe.
10. How would you compare your special class to your regular class? Probe.

Thank you for all of your help. I appreciate you taking time to help me with my project. If you think of something you would like to add to one of your answers, let me know.

APPENDIX D

PARENTAL CONSENT FORM

Dear Parent/Guardian:

I am a special education teacher in the Oklahoma City Public School system. I am also a student at Oklahoma State University. As part of my requirements for school, I am doing research about the educational programs for students who are emotionally disturbed students. I believe this research will help teachers better plan for these students by understanding their needs.

This letter is to ask your assistance in my project. If you choose to allow your child to participate, I will interview your child about his/her feelings and ideas concerning various aspects of school. Your child's responses will be kept anonymous. No identifying information will be kept and none will be in your child's file. Your child will be informed that he/she can choose to stop at any time during the interview and there will be no negative consequences.

Return this form to your child's teacher as soon as possible. Thank you in advance for your time and assistance on this project.

Sincerely,

Teri L. Bell
Special Education Teacher
Oklahoma City Schools
Classen 5th Year Center

Child's name _____

_____ Yes, my child can participate in this project.

_____ No, my child cannot participate in this project.

Parent's Signature_____

APPENDIX E

SURVEY INSTRUMENT

Educator:

Your assistance in a research project is needed. The attached questionnaire is designed to solicit your opinions concerning emotionally disturbed students. I believe that we can better plan for special needs students if we know more about the needs as you perceive them. I realize your time is valuable; but if you would take a few minutes to respond, it would be greatly appreciated.

Please carefully answer all the questions. You will need to circle the appropriate responses or fill in the requested information. The code at the top is only for control purposes. Your responses will remain confidential and anonymity is assured.

If you have an emotionally disturbed child being integrated into your classroom and would be willing to participate in an interview session, please note your willingness on the bottom of the questionnaire before you return it to me. I need your name and the name of the school in which you teach. Your responses will remain confidential if you choose to participate in the interviews.

Thank you in advance for your time and valuable assistance.

Sincerely

Teri L. Bell
Doctoral Student
Special Education
Oklahoma State University

DIRECTIONS: PLEASE COMPLETE EACH ITEM AS COMPLETELY AS POSSIBLE.

II BACKGROUND INFORMATION

A. Current teaching assignment?

_____ Elementary _____ Secondary
_____ Related Arts _____ Special Education

B. How many years have you taught in a public school?

C. Gender: _____ Male _____ Female

D. How many students who have been identified and serviced in a special education program for the emotionally disturbed have you had mainstreamed into your classroom? _____

E. How many additional hours of training which focused on exceptional learners have you attended?

_____ inservices _____ college coursework
_____ practicums/etc. _____ other

II Perceptions of Emotionally Disturbed Students:

Please circle the response which best describes your feelings concerning emotionally disturbed students. Use the following key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree or O = Other.

1. I have the additional knowledge needed to teach ED students who are integrated into a regular classroom. SA A N D SD O
2. I am as comfortable with my teaching skills when an ED student is in my class as when they are not. SA A N D SD O
3. Most ED students will solicit disruptive behaviors from other students in my class. SA A N D SD O
4. The extra attention an ED student requires when mainstreamed will be a detriment to other students in the class. SA A N D SD O
5. I need additional training to

- service ED students who are integrated into my class. SA A N D SD O
6. Academic underachievement is the outcome when ED students are mainstreamed into a regular classroom. SA A N D SD O
7. Most ED students are social "outcasts" when mainstreamed into a regular classroom. SA A N D SD O
8. Most ED students are well-behaved when mainstreamed into a regular class. SA A N D SD O
9. Most ED students are better served in a self-contained special education program. SA A N D SD O
10. Most ED students should be integrated into a regular classroom. SA A N D SD O
11. The integration of ED students is generally a benefit to regular students. SA A N D SD O
12. Most ED students who are being mainstreamed have little effect on the behaviors of the other students. SA A N D SD O
13. Most ED students are academically successful when mainstreamed into a regular classroom. SA A N D SD O
14. Most ED students are socially accepted by their peers when they are mainstreamed into a regular classroom. SA A N D SD O

III. INTEGRATION OF EMOTIONALLY DISTURBED STUDENTS:

15. Of the following special education students, which would you least prefer to be mainstreamed into your classroom?
 _____ Educable Mentally Handicapped
 _____ Emotionally Disturbed _____ Learning Disabled
16. _____ Yes, I am willing to participate in an interview.

Name: _____ School: _____

APPENDIX F

STUDENT INTERVIEW QUESTIONS

Introduction and Warm-Up

Hi. My name is Teri Bell. I am in school just like you. For one of my assignments I have to do a project. My project is about special education students. I'm going to talk to some special education students, and I'd like you to be one of them. I have a few questions to ask. When I write my paper, no one will know the answers that you gave me. I appreciate your help on this project.

Questions

1. What do you remember about when you started in special education classes? (Probe)
2. What do you like about your special class? (Probe)
3. What do you like about your regular classes you attend? (Probe)
4. What do you not like about your special classes? (Probe)
5. What do you not like about your regular classes? (Probe)
6. What do you think about your special classroom teacher? (Probe)
7. What do you think of regular classroom teachers? Probe.
8. What do you think about the other students in your regular class? Probe.
9. What do you think the other students in your class think about you? Probe.
10. How would you compare your special class to your regular class? Probe.

Thank you for all of your help. I appreciate you taking time to help me with my project. If you think of something you would like to add to one of your answers, let me know.

APPENDIX G

RESEARCHER'S PROFESSIONAL EXPERIENCE

Researcher's Professional Experience

The researcher is known within the district as an accomplished teacher of the emotionally disturbed. The researcher is often invited to lead inservices for district employees concerning intervention techniques when working with students in programs for the emotionally disturbed. Practicum students, student teachers and beginning teachers were assigned so frequently that a limit was placed by the researcher as to how many would be allowed during a school year. Building administrators arrange for their new teachers to visit the researcher's classroom and for the researcher to visit other programs to offer suggestions.

The researcher has gained the skills needed to effectively communicate with students who are emotionally disturbed through years of teaching in inner city programs for these students. The researcher is capable of using the students' terminology and references in order to gain access into their culture.

Professionals who have worked with the researcher state that students know that the researcher cares about them and for them. The researcher's previous students knew their responses to any question would be respected and would go unjudged. Those students who were not familiar with the researcher were assured of my respect and concern for them through the researcher's actions and through the words of other students.

. APPENDIX H

TEACHER INTERVIEW QUESTIONS

Introduction and Warm-up

Hello. Let me introduce myself. My name is Teri Bell. I am a doctoral student at Oklahoma State University. I am conducting a research study in which I am interested in the educational placement of students who are being serviced in programs for the seriously emotionally disturbed. I am conducting interviews with students and teachers. I would appreciate your assistance in this project.

I have only a few questions which will not take much of your time. When I report my findings, I will keep your identity confidence. Your responses will be combined with the responses of other teachers. No identifying characteristics will be used which would identify you as a participant.

Questions

1. What do you remember about when ED students have started in your classroom? (Probe).
2. What do you think ED students like about being in special classes? (Probe)
3. What do you think ED students like about being in your classroom? (Probe).
4. What do you think ED students do not like about being in a special classroom? (Probe).
5. What do you think ED students do not like about being in your classroom? (Probe).
6. What do you think ED students think about special education teachers? (Probe).
7. What do you think ED students think about regular classroom teachers? (Probe).
8. What do you think ED students think about the other students in your classroom? (Probe).
9. What do you think the other students think about ED students? (Probe).
10. How do you think ED students would compare your class to their special class? (Probe).

Thank you for all your help. I appreciate you taking time out of your busy schedule to assist me in this research project. If you think of anything you would like to add to your responses, please contact me.

APPENDIX I

LETTER TO ADMINISTRATORS

M E M O R A N D U M

DATE: April 29, 1992

TO: School Administrator of: Participating schools

THROUGH: Dr. Phil Odom
Dr. J. Butchee
Dr. H. Faison

Your assistance in a research project is needed. Your school was randomly selected for participation in a research study. Questionnaires have been distributed to your staff concerning special needs children and educational placements. Teachers were asked to volunteer for participation in interview sessions. Also, with proper consent from parents, students being serviced in programs for the emotionally disturbed will be asked to participate in interview sessions. This study is concerned with how we can better meet the needs of emotionally disturbed students. The assistance I need from you is permission to enter your school for the interview sessions. This research project, questionnaire, and interview questions have been approved through Oklahoma State University and the Oklahoma City Public School Research Committee. Confidentiality and anonymity is ensured to all those participating.

I realize this time of year is very busy; but I will arrange times to ensure the fewest interruptions to daily routines.

Please indicate below and return to me whether you will allow interview sessions within your building. If you have any questions or concerns in regard to this project, I will be most willing to speak to you in person.

Thank you in advance for your time and valuable assistance.

Sincerely,

Teri L. Bell
Classen 5th Year Center
Doctoral Student
Oklahoma State University

School: _____

____ Yes, you may conduct interviews within this building.

____ No, interviews cannot be conducted within this building.

Administrator's signature: _____

APPENDIX J

FOLLOW-UP LETTER

Dear Educator:

I would like to ask for your assistance. I realize this is a busy time of year and that your time becomes very limited; but if you would please take a few minutes to complete the enclosed survey, it would deeply be appreciated. If you have already completed and returned the survey, I would like to thank you for your assistance. If you have not returned the survey, please complete and return to me by May 11, 1992.

Again let me tell you that your responses will be kept confidential.

Thank you for your valuable time and assistance.

Sincerely,

Teri L. Bell
Classen 5th Year
Doctoral Student
Special Education
Oklahoma State University

APPENDIX K

TRANSCRIBED INTERVIEW SESSION

Interview Transcribed

R=Researcher

S=Student

- R. What did you first think about being in special education class?
- S. I didn't like it! (pause). Cause it wunt for me. People done talk about cha! Dey call ya retarded!
- R. Well, how about now? Do you like your special class?
- S. My special class?
- R. Yes, Mr. D's class.
- S. Mr. D's class, ya its fun. D eats your stuff. We buy da stuff then he eats it. He just pigs out- I say BOY! I liked your class Miss Bell. I really did like your class Miss Bell.
- R. Hah, sure you did (nudge). Better than D's class?
- S. Yea, Miss Bell, better than any class we ever had!
- R. Wow! Yeah, I kinda like this. This is great for my ego! (laugh) Why do you think D's calss is fun?
- S. Cause, all your friends are in here.
- R. So, do you like it when you go to a regular class?
- S. Yep, I sure do!
- R. What do you like about them?
- S. You get out of D's room. I didn't like em when I had to leave your room Miss Bell.
- R. I thought you just said you like D's room or are you just messin with my mind?
- S. I do like D's class, but ya still gotsa get out once ina while!
- R. So you can get away from him, or what?
- S. Ta see your friends!
- R. Is there anything that you don't like about your special class?
- S. Nuthin in here! I don't like that we don't get to go

on field trips like other people do! D lies! He ain't like you Miss Bell! Don't tell him I said that. Member when you took us up to that big school to stay a few nights and when we stayed at your house? That was fun!

- R. I ain't gonna tell D nothin! Is there anything in the regular classes that you don't like?
- S. Dey give you too much work! Dey kinda pick on ya cause your in dis class!
- R. Humm, how so?
- S. Principal comes down on ya real hard cause you're in here. In-house, dey suppose to have in-house for us, dey don't ever put us in it. Dey just send us on home.
- R. So, What do you think of regular teachers?
- s. They're weird! They treat ya like your dumb or something.

Group of 4 previous students come barging in to visit.

S1. (Takes the recorder) Lets ask Miss Bell some questions!

R. You're great, not to mention cute!

S1. Miss Bell, what do you like about ED classes?

R. I like you guys!

S1. Hey, Hey! So was your worst student you ever had?

R. (debated a while and continued to say no to all mentioned students) The worst student I ever had was _____.

S1. Why him?

R. Because he is the only child that has ever ripped me off. He stole 40 bucks.

S1 He did!

(continued to talk about how pitiful that was)

S1. Miss Bell, what do you like about your college classes?

R. That I'm finished with them! I have no more classes to take.

S1. REALLY! (group claps)

R. Thank you, thank you! As soon as I finish this paper that you guys are helping me with, I'll be a free person.

(group started to pick on one student while comparing adventures in my room)

R. You guys need to chill! Leave my guy alone! I want you guys to know that you four are probably my four favorite students I've ever had. I'm really not conning you either!

S3. Ain't we good!

S1. I'm her all time favorite. Who is the first favorite Miss Bell?

R. All of you guys from my first year of teaching have a special place in my heart. I loved ya then, and I still do!

(group continues to talk about classmates they haven't seen since 5th grade)

APPENDIX L

TEACHER RESPONSES BY TEACHING EXPERIENCE

TABLE XVII

ANALYSIS OF VARIANCE OF TEACHERS' ATTITUDES
AND YEARS TEACHING EXPERIENCE

Variable	F	P
Knowledge	.485	NS
Comfort	.315	NS
Solicit Behaviors	.780	NS
Detriment	.905	NS
Additional Training	1.537	NS
Under Achieve	.223	NS
"Outcasts"	.321	NS
Well Behaved	.188	NS
Self-Contained	1.682	NS
Reg. Classes	.910	NS
Benefits Others	.510	NS
Little Effect	.581	NS
Academic Success	.531	NS
Socially Accepted	.483	NS
N=152		

APPENDIX M

TEACHERS' RESPONSES BY ADDITIONAL
TRAINING

TABLE XVIII

ANALYSIS OF VARIANCE OF TEACHERS' RESPONSES
BY ADDITIONAL TRAINING

Variable	Inservices		College hours	
	F	P	F	P
Knowledge	2.334	NS	.935	NS
Comfort	.386	NS	.336	NS
Solicit	.942	NS	.498	NS
Detriment	.679	NS	1.534	NS
Add Training	.357	NS	.737	NS
Und. Achieve	.721	NS	1.005	NS
"Outcasts"	1.055	NS	1.471	NS
Well Behaved	.916	NS	.434	NS
Self-Cont.	1.579	NS	1.975	NS
Reg. Classes	.413	NS	.915	NS
Benefit	.680	NS	.511	NS
Little Effect	.442	NS	.676	NS
Acad. Success	.134	NS	.082	NS
Soc. Accepted	.506	NS	1.372	NS
N=152				

APPENDIX N

TEACHERS' RESPONSES BY THE NUMBER OF
SED INTEGRATED

TABLE XIX

ANALYSIS OF VARIANCE OF TEACHERS' RESPONSES BY
NUMBER OF SED INTEGRATED

Variable	F	P
Knowledge	.422	NS
Comfort	.604	NS
Solicit	1.783	NS
Detriment	.390	NS
Add. Training	.448	NS
Und. Achieve	.047	NS
"Outcasts"	2.572	NS
Well Behaved	.410	NS
Self-Contained	1.573	NS
Regular Classes	.094	NS
Benefit	1.437	NS
Little Effect	.015	NS
Acad. Success	.385	NS
Socially Accept	1.736	NS

N=152

APPENDIX O

MEANS AND STANDARD DEVIATIONS

BY ASSIGNMENT

TABLE XX
MEANS AND STANDARD DEVIATIONS OF RESPONSES
BY ASSIGNMENT

Variables	Teaching Assignment			
	Elem.	Second.	Rel. Art	Spec. Ed
Knowledge				
X	2.39	2.49	2.88	2.07
SD	.802	.728	.354	.958
Comfort				
X	2.11	1.95	1.57	1.75
SD	.888	.910	.787	.887
Solicit				
X	1.78	1.95	1.50	1.71
SD	.868	.926	.756	.810
Detriment				
X	1.71	1.64	1.25	1.82
SD	.896	.826	.463	.819
Underachieve				
X	2.13	2.14	2.36	2.04
SD	.891	.848	.744	.898
Outcasts				
X	2.15	2.22	2.36	2.15
SD	.899	.879	.916	.770
Well-behaved				
X	2.32	2.25	2.63	2.33
SD	.820	.786	.744	.784
Self Cont.				
X	1.50	1.49	1.75	1.53
SD	.720	.658	.707	.747
Reg. Class				
X	2.20	2.41	2.25	2.32
SD	.869	.768	.707	.772

TABLE XX (cont.)

MEANS AND STANDARD DEVIATIONS OF RESPONSES
BY ASSIGNMENT

Variables	Teaching Assignment			
	Elem.	Second.	Rel. Art	Spec. Ed
Benefit				
\bar{X}	2.51	2.42	2.63	2.50
SD	.717	.724	.518	.638
Little Effect				
\bar{X}	2.37	2.15	2.00	2.43
SD	.875	.906	1.07	.742
Acad. Success				
\bar{X}	2.19	2.14	2.36	2.19
SD	.826	.753	.518	.736
Soc. Accept.				
\bar{X}	1.98	1.93	2.13	2.11
SD	.901	.828	.835	.751
Total	n=56	n=60	n=8	n=29
<p>1=Agree 2=Neutral 3=Disagree</p>				

APPENDIX P

MEANS AND STANDARD DEVIATIONS OF RESPONSES

BY GENDER

TABLE XXI

MEANS AND STANDARD DEVIATIONS OF RESPONSES
BY GENDER

Variables:	Gender			
	Male		Female	
	\bar{X}	SD	\bar{X}	SD
Knowledge	2.32	.820	2.40	.788
Comfort	1.81	.917	2.04	.894
Solicit	2.05	.893	1.74	.860
Detriment	1.71	.814	1.70	.870
Underach.	2.05	.928	2.13	.849
Outcasts	2.27	.867	2.14	.866
Well-behaved	2.20	.822	2.33	.777
Self Cont.	1.66	.730	1.44	.677
Reg. Class	2.29	.844	2.32	.803
Benefit	2.34	.794	2.53	.658
Little Effect	2.17	.919	2.34	.847
Acad. Success	2.20	.799	2.15	.791
Soc. Accept.	1.97	.880	1.99	.831
<div> 1=Agree 2=Neutral 3=Disagree </div>				

VITA²

Teri L. Bell

Candidate for the Degree of

Doctor of Philosophy

Thesis: BI-DIRECTIONAL ATTITUDES OF REGULAR CLASSROOM
TEACHERS AND STUDENTS WHO ARE SERIOUSLY
EMOTIONALLY DISTURBED CONCERNING EDUCATIONAL
PLACEMENT

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma,
October 14, 1961, the daughter of Robert L. and
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Education: Graduated from U.S. Grant High School,
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Bachelor of Science in Special Education from
University of Central Oklahoma at Edmond, in May
1987; received Master of Education in Special
Education from University of Central Oklahoma at
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Professional Experience: Teacher of the emotionally
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