

ADMINISTRATIVE LEADERSHIP LEADS TO  
CHANGE: FIVE SINGLE CASE  
STUDIES IN A SINGLE  
SCHOOL DISTRICT

By

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## CHAPTER I

### DESIGN OF THE STUDY

The roots of special education can be traced back to the passage of landmark 1975 legislation PL 94-142, The Education for All Handicapped Children Act, which guaranteed that all handicapped children would be provided with a free public education (Alexander and Alexander, 1990, p. 369). While the intent of the law was to serve students with disabilities in a public school setting, they were isolated from their nondisabled peers, placed in separate classes or facilities, and removed from the mainstream of the regular educational environment. They were perceived and treated differently by teachers and peers who ostracized them socially, emotionally, and intellectually (Martin, 1993). While students with disabilities had their specific needs met, the resulting inequalities could be compared to the segregation of black students who were also offered a "separate, but equal" education. This concept was challenged in the courts by *Brown vs. Board of Education of Topeka* (1954).

As legislation produced federal mandates to guarantee the rights of students with handicaps and adults who are currently referred to as individuals with disabilities, a dual system of education resulted. Within this dual system of regular and special education, a whole host of special education programs had involved mainstreaming or placement of

special education students in regular classrooms for certain periods of time in a given school day, depending on what was most appropriate for that student. The amount of mainstreaming was dependent on the severity of the disability as determined by psychoeducational testing. Teams of specialists, regular education teachers, and parents making decisions and formulating Individualized Education Plans (IEP's) which state goals and objectives and specify skills that were tailored to meet the child's needs (Gallagher, 1994, p. 19).

Students with speech and language problems were served in pullout programs with speech/language pathologists. Those with mild learning disabilities were served in remediation labs for short periods of time during the school day or in small self-contained classrooms for most of the school day. If students could achieve a level of proficiency in a curricular subject close to that of their corresponding grade level, they were mainstreamed from the special self-contained classroom into the regular classroom with peers at the same level for that subject. Students with severe disabilities, such as those who exhibited mental retardation, autism, emotional disturbance, or Downs Syndrome, either had their needs met in self-contained programs, in special schools, or in institutions (Gartner & Lipsky, 1987).

The Education for All Handicapped Children Act also required that an appropriate education be provided in the "least restrictive environment." This was accomplished in the regular education classroom, or it could mean educational support in the form of part-time

or full-time special classes (Mercer & Lane, 1994). The result of District court decisions in 1977, stemming from the Vocational Rehabilitation Act (1973), required that "a district shall place a handicapped person in the regular educational environment operated by the district unless it is demonstrated by the district that the education of the person in the regular environment with the use of aids and services could not be achieved satisfactorily" (Martin, 1994, p. 22).

Subsequent enactments include the Americans with Disabilities Act, ADA (1990), which required that "a public entity may not deny a qualified individual with a disability the opportunity to participate in services, programs, despite the existence of permissibly segregated or different programs or activities" (p. 23). Students who were not identified as eligible for special education because they could function cognitively participated in regular classroom and related activities (Martin, 1994). In 1991, additional amendments created PL 101-46, Individuals with Disabilities Education Act (IDEA), which assured "inclusion for all children with disabilities in the public education system" (Gallagher, 1994, p. 19). This mandate required that students received the necessary supports and services in regular classrooms as compared to placement in special schools, residential centers, self-contained classrooms, or lab resource rooms (Gallagher, 1994).

While interpretations of these mandates differed when specific issues were brought before the courts, their intent was to prohibit student exclusion or removal from regular classrooms and the denial of

equal opportunities enjoyed by others. The amount of time and services provided for an individual with disabilities in a regular classroom should depend on the extent to which special services and modifications were necessary for that child's needs to be met (Martin, 1994).

Although early legislation mandated that schools were to provide a "free public education" for students with handicaps as well as for students without handicaps, the result was a dual system of regular and special education. Students with disabilities were educated in separate classrooms away from their peers. Recent legislation has led to this process of inclusion, moving public education toward a unitary educational system from a dualistic one because of the inequalities inherent within the dual system (Gartner & Lipsky, 1987). This shift from a dual to a unitary approach required a change in the way we think about all individuals, regardless of their differences, and the ways in which we organize schools to meet their needs (Stainback & Stainback, 1982). The focus was effective instruction for all students based on the belief that "substantial student improvements occurred when teachers accepted the responsibility for the performance of all their students" (Algozzine & Maheady, 1985, p. 498).

The unitary approach could result in regular teachers, special education teachers, vision, hearing, physical/occupational and technical assistance specialists, and paraprofessionals working together as a team to help students with disabilities be successful academically and socially. They could also work toward having students be included members of the

classroom and of the school community as a whole, not merely as visitors. This could be accomplished by combining school personnel as "teams of professionals adjusting their collective skills and knowledge to invent unique, personalized programs for each student" (Skrtic, 1987, p. 15). The unitary approach required changes in how school personnel interacted with each other.

"Full inclusion occurs when a child with a disability learns in a regular education classroom alongside his or her agemates with all the necessary supports. These supports are provided through extensive teamwork and communication" (VanDyke, Stallings, & Colley, 1995, p. 476). The inclusion team needed to consider what was in the best interests of the student. The least restrictive environment was the legal right of a child to have equal opportunity. Research revealed that students did better when they were allowed to remain in regular classrooms rather than being segregated. Bias toward students was created when they were classified, segregated, and made to feel different (Van Dyke, Stallings, & Colley, 1995).

Schools which adopted an inclusion philosophy based upon a child's legal right to be served in a regular classroom and based on the recognition that there is a moral obligation to eliminate bias toward students with disabilities by including them, represented a unitary system of education as prescribed by legislative mandates (Gartner & Lipsky, 1987; Mercer & Lane, 1994; Gallagher, 1994; Van Dyke, Stallings, & Colley, 1995).

### Statement of the Problem

Recent legislation has led us to this process of inclusion, moving public education toward a unitary educational system from a dualistic one because of the inequalities inherent within the dualistic system (Gartner & Lipsky, 1987). However, in practice there was resistance to change (Fullan, 1982, 1991). And, in fact, in most settings there was only titular consideration given to the fundamental change of inclusion (Skrtic, 1987, Stainback & Stainback, 1982, Scruggs & Mastropieri, 1994). These realities co-existed and conflicted because schools had not experienced the change process necessary to move from the requirement or mandate to true change. Theoretically, Fullan (1991) posited that the building level administrator was the primary actor in successful change efforts through involvement in six strategies/activities: vision, evolutionary planning, initiative-taking and empowering, staff development and assistance, monitoring and problem coping and restructuring. These strategies led to the development of shared meaning, the essential foundation of meaningful change (Fullan, 1991).

### Purpose of the Study

The purpose of this study was to qualitatively examine the development of shared meaning through vision, evolutionary planning, initiative-taking and empowering, staff development and assistance, monitoring and problem coping, and restructuring (Fullan, 1991) by building level administrators as they implemented the unitary system of inclusion of students with disabilities in age appropriate regular

classrooms.

### Research Objectives/Questions

To find the link between administrative leadership and the development of shared meaning to implement a unitary system of inclusion of students with disabilities in appropriate regular classrooms, the following questions were used to elicit information from administrators, teachers, parents, students and other school personnel from elementary, middle school, and high school levels:

1. How does this school meet the needs of all its students?
2. How do you know individual needs are being met?
3. How do things get done in your building?
4. How do you know inclusion is taking place in your building?

### Theoretical Framework

"One of the most fundamental problems in education today is that people do not have a clear, coherent sense of meaning about what educational change is for, what it is, and how it proceeds. Thus, there is faddism, superficiality, confusion, failure of change programs, unwarranted and misdirected resistance, and misunderstood reform (Fullan, 1991, p. 4). Fullan (1991) also stated, "we need to comprehend the dynamics of educational change as a sociopolitical process involving all kinds of individual, classroom, school, local, regional, and national factors at work in interactive ways. Solutions must come from developing a shared meaning. The interface between individual and



collective meaning and action in everyday situations is where change stands or falls" (p. 5).

For change to occur, leadership strategies to foster successful implementation should involve key themes (Louis and Miles, 1990) : 1) a shared vision which permeates the organization with values, purpose, and integrity, 2) evolutionary planning or blending of top-down initiative and bottom-up participation 3), initiative-taking and empowering which involves doing, getting and supporting people, 4) staff development and resource assistance which should be ongoing with frequent interaction of those involved, 5) monitoring/ problem-coping or gathering, informing and acting on the results and 6), restructuring which involves time for planning and creating staff development policies, new roles, and new procedures (Fullan, 1991).

Fullan (1991) detailed three phases of change: initiation, implementation, and continuation. Initiation could range from a single decision to a broad-based mandate. While many factors could influence initiation, they could be related to values and a need for improving practice. However, when the innovation came from outside of the local district with mandates such as the Education For All Handicapped Children Act and the more recent Individuals with Disabilities Education Act, it was difficult for those at the local district level to adopt change. Administrators had to juggle budgets to comply with laws, provide inservice to staff, reassign personnel, modify facilities and deal with parents and the community. Such change became monumental to

classroom teachers who needed to internalize and refocus their teaching philosophy to meet the needs of students with disabilities in regular classrooms, rather than solely relying on pullout programs and other professionals. There should be clarity of purpose, demonstrated quality, and perceived advantage. Relevance, readiness, and resources were necessary factors for the initiation process to occur and affected how the change was to be accomplished.

Implementation was the action which followed initiation and its success was dependent on several factors, such as the nature of the innovation, roles of the principal, and the district role. Key themes were also identified for the implementation process which involved vision-building, evolutionary planning and development, initiative-taking and empowerment, resource and assistance mobilization, and problem-coping (Louis & Miles, 1990). Fullan (1991) identified a sixth theme, restructuring. Such factors and themes became variables which interacted and related to each other. It was critical for administrators to provide ongoing inservice opportunities for the staff to understand the need for the desired change and develop shared meaning for it to gain momentum and be successful. Complex changes were more likely to be successful if they were implemented incrementally. Creating a pilot program for inclusion in one school by delivering essential services to students with disabilities in age appropriate classrooms, phasing in collaborative teaching between general and special education teachers, concentrating resources, and offering staff development experts would

pave the way for similar change in other schools within the district.

Continuation relied on the extent to which the change was embedded in the organization's structure and was dependent on the building level administrator to assist and support staff to sustain the change with ongoing inservice, materials, and resources. Once theory had been established and the initial need for change had been internalized, it was necessary to be sensitive to problems that could occur and effect the change. Developing a unitary system of education to serve all students created a host of considerations, such as providing time needed to collaborate between regular and special education teachers, securing materials and equipment for adapting curriculum, and hiring additional assistants within classrooms to support a student and provide the teacher with needed assistance. Changes in behaviors and beliefs, taking ownership of students, and having the pressure to become a part of the successful change were added concerns. The culture of the school would ultimately change as teachers and other staff members modified their beliefs and practices to sustain the change process once it had been created.

This study examined the implementation phase of inclusion in one school district, focusing particularly on ways in which administrators developed shared meanings with those who contributed to the change process.

#### Procedures

Five case studies in a single district were used to achieve the

purpose of this study. First, there was a description of the researcher's background, second, a discussion of data needs, third, a list of data sources, fourth, a description of various methods of data collection, and fifth, a discussion of how the data would be analyzed.

### Researcher

I began my career in education as an elementary classroom teacher in a school district with a student population of 20,000 and remained there for three years. For the past 17 years, I was employed in a small suburban school district and served in various capacities. Seven years were spent as a reading specialist serving students in grades first through fifth in a remedial reading lab. The position also required diagnostic testing and serving on a special education team to place students referred for evaluation. Following additional training, the next four years were spent as a psychometrist, administering a psychoeducational battery of tests which included intelligence, visual and auditory processing, perceptual motor, vocabulary, and academic achievement. The remaining eight years had been spent as a building level principal supervising kindergarten through second grade, and more recently as a site principal responsible for grades one through five, requiring the development of policies which impacted teachers, parents, and students. While serving on building and district committees, I was involved in writing curriculum, securing materials and equipment, developing budgets, hiring and evaluating personnel, directing achievement testing for grades K-5, seeking staff development opportunities, conducting

workshops for teachers, presenting programs for parents, and fostering inclusive practices.

I believed that we should provide an educational environment that would serve the needs for all students to reach their potential, to be respectful of each other, and to become productive citizens in our society. This could be accomplished in an atmosphere that encouraged professional growth, provided opportunities for shared decision making and collaboration among its staff members, and fostered open communication within and outside of the school community. Students with disabilities required the appropriate support of additional staff and the materials to meet their individual needs in age appropriate regular classrooms. Responsible inclusion with a continuum of services offered in resource labs and therapy rooms was a philosophy which served students with disabilities appropriately in the least restrictive environment as required by law. Depending on the particular needs of students with disabilities, full inclusion in regular classrooms was not always in the best interests of those students who were medically fragile or who had severe emotional disabilities. All alternatives should be explored by parents and school staff to make decisions that would successfully meet a student's needs.

#### Data Needs

Given the problem and purpose of this study, to determine how the shift from a dual to a unitary system of inclusion of students with disabilities in age appropriate classrooms could be accomplished by

building level administrators through the development of shared meaning, I needed to access the following data: administrative strategies including but not limited to vision, evolutionary planning, initiative-taking and empowering, staff development and assistance, monitoring and problem-coping, and restructuring from administrators at elementary, middle school, and high school levels who were involved with inclusion.

Probing questions to determine to what degree inclusion took place sought information related to:

1) Administrative support given at the building and district levels prior to incorporating the inclusion philosophy by providing opportunities to visit classrooms having students with disabilities, communicating to parents the effect of inclusion on all students, and arranging plan time for staff to collaborate (Van Dyke, Stallings, & Colley, 1994).

(2) "Support from special education personnel in assisting students with disabilities to and from class, monitoring and adjusting class assignments, preparing regular education students for students with disabilities prior to inclusion, conferring with classroom teachers, recommending teaching strategies, and providing social support for their mainstreaming efforts" (Mastroieri & Scruggs, 1994, p. 794).

3) Accepting positive classroom atmosphere in which teachers were willing and flexible (Van Dyke, Stallings, & Colley, 1994; Friend & Cook, 1993).

4) Appropriate curriculum at a child's academic level as prescribed by the Individualized Education Plan (IEP) (Van Dyke, Stallings, & Colley, 1994).

5) Effective general teaching skills which focused on an active, student-centered approach that included problem-solving, cooperative learning, and a holistic approach to reading and language arts instruction (Eichinger & Wortman, 1993).

6) Disability-specific teaching skills which adapted to students with special needs by consulting with special education teachers and support personnel and drawing from prior experiences with other students with disabilities (Mastroperi & Scruggs, 1994).

7) Peer tutoring by students without disabilities for students with disabilities which developed social interaction skills, heightened self-esteem, and encouraged academic gains (Thousand & Villa, 1990).

8) Technology tools to support learning by all students included adaptive computers, touch screens, word processors, tape recorders, VCR's and camcorders (Friend & Cook, 1993).

I interviewed administrators, general education teachers, special education teachers, students with disabilities, a typical student, and a parent of students with disabilities to determine their perceptions of whether or not inclusion was successful and who or what was responsible for its success.

### Data Sources

A small suburban school district of 8,500 students with a varied

multicultural and socioeconomic school population served as the study site. The sample used in this study included two elementary building administrators, two middle school administrators, and one high school administrator. These administrators were selected because they represented how the inclusion process was implemented throughout the district at various levels. Some students were not served in age appropriate classrooms full time regardless of what was believed to be best practice by full inclusion advocates. I had also established a working relationship with these administrators over a period of time and felt they would be receptive and would allow open access to their sites. Each of the schools adhered to special education practices as prescribed by law. Administrators, regular and special educators, and parents participated in Individualized Education Plan (IEP) meetings to determine what services were necessary to meet student needs. Students were included in age appropriate classrooms and received services within their classrooms or in resource rooms to meet a student's individual needs (Martin, 1994, Van Dyke, Stallings & Colley, 1995).

### Pilot Study

A pilot study of an elementary school in the district would illustrate initially how the building level administrator implemented a unitary system of inclusion for students with learning disabilities, emotional disturbances, mental retardation, and physical limitations as well those with multidisabilities at the primary and intermediate levels. This school had approximately 1900 students in grades kindergarten



through fifth grade. It served students from a broad socioeconomic range with approximately 12% of its students who received free breakfast and lunch. These students live in subsidized apartments or in a housing complex affiliated with a university where the parents were students. The majority of students at this site were from well-educated families ranging from moderate to high socioeconomic levels living in single family dwellings. These students were exposed to a variety of extracurricular activities and programs and traveled extensively with their families during the summer months and school holidays.

#### Data Collection

Data collection in this multiple case study involved direct interviews, observations, and the examination of documents (Matroperl & Scruggs, 1994). According to Merriam (1988) and Yin (1984), the case study method should seek description and explanation to examine events with no manipulation of the subjects. Case study research should be interested in process, rather than outcomes, to gain an indepth understanding of a situation. I was responsive to context, dealt directly with people, and described inductively to build concepts and theories. These were elements directly related to case study research (Merriam, 1988).

Documents. Staff development notices, site inclusion surveys, teacher collaboration procedures, site inclusion committee reports, administrative bulletins, and student records were examined in light of decision-making and strategies which contributed to the development of

shared meaning among those staff members who were responsible for inclusion at their respective sites.

Interviews. Long interviews with administrators and others in the inclusion process (Buchanan & Feldusen, 1991) were used to determine how particular elements contributed to the development of shared meaning to accomplish change and were incorporated into the administrative leadership of district building principals. Regular education teachers, special education teachers, parents, and students who directly or indirectly affected programming and worked with building level administrators were interviewed. Research questions for interviewing focused on "how" and "why" (Merriam, 1988).

Observations. Observations of all types of interactions would be documented between teachers and students with and without disabilities, administrators and staff members, administrators and parents, teachers and parents, and between students with disabilities and students without disabilities who were involved in the inclusion process.

### Data Analysis

The data collected was analyzed by comparing administrative leadership strategies with how administrators, teachers, students, and parents perceived the change from a dual to a unitary system and presented in a case study report (Buchanan & Feldusen, 1991). The development of shared meaning by using leadership strategies suggested by (Fullan) 1991 to accomplish change for the administrators who

participated in the study would be of particular interest.

The data for this qualitative research was used to describe and explain the world as those who reside in the world interpret it (Buchanan & Feldusen, 1991). Therefore, while it was not possible to generalize from a single case study, a concerted effort was made to provide a perspective from which to evaluate future decision making. Readers could decide which of the findings could or could not be applied to their own situation.

### Significance of the Study

"Just as instruction must be congruent with the goals of inclusion-oriented curriculum, so must leadership approaches be consistent with both inclusion-oriented goals and instructional practices" (Stainback & Stainback, 1992, p. 249). This study examined the administrative practices of building level administrators which promoted shared meaning to implement inclusion. The practice of administration should benefit from this examination and analysis.

Research is a tool with which to produce knowledge that would serve to substantiate beliefs and would help to guide future behavior. Through case study research, this study could validate or refute Fullan's (1991) theory that successful change required leadership that developed shared meaning to support the desired change. The knowledge base would benefit from this added understanding.

Theory should help to formulate those truths which have been sought by careful study of how to operate within an institutional

framework. People could accept change and endorse goals without understanding the principles and rationale of the change. When contemplating how change could be successfully accomplished by developing shared meaning, Fullan (1991) defined vision, evolutionary planning, initiative-taking and empowering, staff development and assistance, monitoring and problem coping, and restructuring as six elements which were necessary for administrators to accomplish this monumental task. This study explored the sufficiency and inclusiveness of these six elements for the implementation of successful change.

### Summary

A dual system of regular and special education has evolved over the last 25 years, beginning with key legislation and receiving further refinement with additional federal mandates and landmark court cases. However, such a dual system was challenged by lawmakers, educators, and parents, and a move toward a unitary system took hold. While students with disabilities had the constitutional right to a free and appropriate education, the ways in which they had been previously served were questionable.

The purpose of this research project was to examine the development of shared meaning by building level administrators as they implemented a unitary system of inclusion of students with disabilities. Five schools within a small suburban school district that was attempting to move from a dual to a unitary system comprised the five case studies as the focus of the project. Each school was examined according to how

administrators used Fullan's six elements. Additional information was gathered when making cross comparisons between each of them. It was interesting to note which of Fullan's (1991) elements had the greatest effect on the inclusion process.

### Reporting

The second chapter provided a more complete explanation of federal legislation concerning the education of students with disabilities and a discussion of significant court cases. A review of the literature examined studies of school districts that had been practicing integration of students with disabilities which was first called "mainstreaming," but subsequently became referred to as "inclusion." Other literature to be explored focused on the leadership practices and strategies of administrators which were needed to develop shared meaning to accomplish change. Additional studies also examined the attitudes of students, teachers, and parents toward inclusion, issues of fairness to students with disabilities and typical students receiving an appropriate education in the same classroom, support for teachers and students, and support for teacher training.

Chapter III presented data in the form of case reports gleaned from interviews with administrators and others regarding administrative strategies and what they did to develop a shared meaning to implement inclusion. Chapter IV analyzed the case studies and examined which administrative strategies had been successful at developing shared meaning according to Fullan's (1991) theory of change.

In Chapter V, a summary of the study included a discussion of the study's findings and conclusions.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter will first focus on landmark court cases and specific federal mandates which guide local school districts toward adopting policies to serve the specific needs and range of disabilities. The second area explored will be a review of the literature that concentrates on administrative leadership practices and strategies to help promote the change from a dual to a unitary system of education. Studies regarding the evaluation, identification, and placement of special needs children in regular classrooms, teacher training, and support are included as well. A third body of research describes teacher strategies and practices involved in the process of inclusion, changing attitudes of teachers, students with disabilities, typical students, and parents, and those who are supportive or strong critics of inclusion. A fourth area will discuss (Fullan's 1982, 1991, & 1993) theory of educational change, how change is supported by developing shared meaning and recognition of change forces at work which affect educational restructuring.

#### Federal Mandates and Court Cases

Federal mandates and courts cases paved the way for students with disabilities to receive an "free and appropriate" education (Alexander & Alexander, 1990) forcing school districts to design programs and hire the proper personnel to serve students with disabilities who

were previously sent to special schools or housed in special facilities.

Each of the following was reviewed in light of its impact on subsequent legislation to impact students with disabilities:

1954- Brown v. Board of Education of Topeka

1971- Pennsylvania Association of Retarded Citizens

1972- Mills v. Board of Education of District of Columbia

1973- Vocational Rehabilitation Act

1975- Education For All Handicapped Children Act (PL 94-142)

1990- Americans with Disabilities Act

1991- Individuals with Disabilities Education Act

#### Brown v. Board of Education (1954)

In Brown v. Board of Education, the Supreme court ruled that separate but equal facilities are inherently unequal and applied this unequal measure to separate students by race. As a result of this historical court case, minority groups were given the opportunity to be educated in the same facilities as white students.

The same precedent related to students with disabilities who were also educated in separate or segregated facilities or classrooms prior to the passage of the Individuals with Disabilities Education Act in 1991. Students with disabilities were given the right to be educated in regular classrooms with peers at the same age level and receive appropriate supports rather than be pulled out into lab settings or remain in self-contained classrooms or in segregated facilities.



Pennsylvania Association of Retarded Citizens (1971)

In this court case, the federal district court ruled that retarded children must be educated in regular classrooms whenever possible rather than segregating them from the normal school population. These children were entitled to a free public program of education and training with preferable placement in a regular public school classroom rather than in a special public school class for "handicapped children" or any other type of program of education or training. This court ruling also established procedural due process to allow individuals the right to question the appropriateness of a student's placement and implied that periodic reevaluations of retarded children were necessary.

Mills v. Board of Education of District of Columbia (1972)

This legal precedent ruled that no child was to be excluded from a regular public school unless the child is provided adequate alternative educational services suited to the child's needs. The court further stipulated that placement in a regular class with appropriate ancillary services was preferable to a special class for students who had disabilities if the child's needs could be met in the regular classroom.

Vocational Rehabilitation Act (1973)

In the Vocational Rehabilitation Act, federal legislation used the precedents established in Pennsylvania Association of Retarded Citizens, (1971) and Mills v. Board of Education of District of Columbia, (1972) to provide a comprehensive program of vocational rehabilitation and independent living, establish a federal board to coordinate and monitor

access to public buildings and transportation, prohibit discrimination in employment, require affirmative action by federal agencies and contractors, and proclaim a national mandate prohibiting discrimination against the handicapped by federal assistance recipients (Gartner & Lipsky, 1987). Section 504 of the Vocational Rehabilitation Act stated: "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Alexander & Alexander, 1990, p. 368). This federal act also addressed the problems encountered by handicapped children seeking educational opportunity. Five areas included: 1) location and notification, 2) free appropriate public education, 3) educational setting, 4) evaluation and placement, and 5) procedural safeguards (Alexander & Alexander, 1990):

#### Education For All Handicapped Children Act ( PL 94-142) (1975)

The Education for All Handicapped Children Act was an obvious outgrowth of the civil rights movement in the 1960's and 1970's in which the disability rights movement used the legal system and the legislature to produce changes in policies and practices. Congress wanted to assure that each student would receive services based upon individual needs and not upon categories of handicap or pre-existing service. This Act required a multidisciplinary individual evaluation for students with disabilities that was nondiscriminatory and the development of an

Individualized Education Plan. In keeping with the philosophical intent of the law for normalization, it presumed that students with disabilities would be placed in regular classes where they could receive specialized services as necessary whenever possible. Only when regular class placements did not meet individual students' needs would they be placed in separate classes. These practices would serve to fulfill the requirement of educating students in the "least restrictive environment" commonly referred to as LRE. The concept of related services was also developed which incorporated counseling, physical and occupational therapy, and some medical services. In addition, the Act established a process for determining a student's disability, educational placement, and required due process procedures and appeal rights (Gartner & Lipsky, 1987).

However, an inherent inequality of separate education existed in the Education For All Handicapped Children Act. While laws were designed to meet the needs of students with disabilities, giving them rights of access to public education programs, individualizing services, "least restrictive environment," broad services, a set of evaluation procedures, general guidelines to identify the disability, and rules for primary state and local responsibilities, these students were set apart from their peers and placed in special classrooms. They did not feel like regular members of their school community (Garner & Lipsky, 1987).

Americans with Disabilities Act, (1990)

The Americans with Disabilities Act stated, "A public entity may

not deny a qualified individual with a disability the opportunity to participate in services, programs, or activities that are not separate or different, despite the existence of permissibly segregated or different programs or activities. Segregated special or different programs that are designed to provide a benefit to persons with disabilities cannot be used to restrict the participation of persons with disabilities in general." This act established the basis for inclusion, independence, and empowerment of individuals with disabilities (Martin, 1994, p. 23).

As a result of the Americans with Disabilities Act (ADA), including students with disabilities was critical to our nationwide effort to promote systemic education reform. Students with disabilities were entitled to the same high expectations, treatment, and leadership offered to their nondisabled peers, including:

- \* an expectation that students across a broad range of performance will be held to high standards to realize their full potential;
- \* the adoption of flexible teaching strategies to make standards meaningful to all students;
- \* leadership from administrators, teachers, related services personnel, and parents;
- \* an opportunity to participate in a broad and challenging curriculum and to have access to resources sufficient to address other education needs;
- \* access to social services, health care, nutrition, and childcare;

- \* the adoption of strategies that provide effective mechanisms and paths to the work force as well as to higher education and use of appropriate technology;
- \* assessments that are used for a purpose that are fair, valid, reliable, and free of discrimination (Gallagher 1994).

### Individuals with Disabilities Education Act ( PL 101-476), 1991

The Individuals with Disabilities Education Act gave all children the right to a free and appropriate public education and related services to meet their unique needs in the least restrictive environment. Procedural safeguards were set forth to protect individuals with disabilities, including:

- 1) a team approved Individualized Education Program (IEP) that includes current levels of functioning, instructional goals and objectives, placement and services decisions, and procedures for evaluation of program effectiveness;
- 2) a placement decision made on an individual basis and considered only after the development of the IEP;
- 3) a continuum of alternative placements to meet the needs of students with disabilities for special education and related services; and
- 4) a system for the continuing education of regular and special education and related services personnel to meet the needs of children with disabilities (Gallagher, 1994).

While this law meant "inclusion" for all children with disabilities in the public education system, it was defined in different ways

throughout the country. Inclusion in a unified system of education should be a practice in which all students with disabilities, regardless of the nature or the severity of the disability and the needs for related services, receive their total education within their regular classroom in their home school.

The Learning Disabilities Association of America (LDA) believed the placement of all children with disabilities in the regular classroom was as great a violation of IDEA as the placement of all children in separate classrooms on the basis of their type of disability if regular educators who must implement this initiative had not been involved in the planning, had not received proper in-service or training, and were resistant to providing needed modifications for students with disabilities in regular classrooms. Other necessary elements for successful inclusion required the need for modifying and adapting lessons, giving opportunities for parents to share in planning, and providing flexible funding. Without all these considerations, students with disabilities would have diminished services. (Gallagher, 1994).

Courts have held that where a segregated facility was considered superior, a determination must be made as to whether the services that made the placement superior could feasibly be provided in a nonsegregated setting (Martin, 1994). Court cases had compared academic benefits a child would receive in regular and special placements, the nonacademic benefits such as social, language, and role modeling of both settings, the effect of inclusion on other children in the

regular classroom, and whether the costs of an inclusive program would be so great as to have a significant impact on the education of other children (LDA, 1994). Full inclusion would also not be appropriate if the child with disabilities would likely fall behind in the regular classroom. Recently, courts had become more assertive in ordering inclusion, but would review the specific circumstances of each case, particularly if a student's disruptive behavior would prevent him from learning in the regular classroom and posed a threat to others.

Appropriate inclusion with a continuum of services vs. full inclusion were issues that appeared to be on the minds of educators and organizations such as the American Federation of Teachers, the National Education Association, and the Council of Exceptional Children. Fiscal concerns, teacher training, and justification for a superior segregated program as opposed to placement in regular education were issues to be dealt with by the courts and school systems. Therefore, the least restrictive setting clause contained within the Individuals with Disabilities Education Act (1991) would continue to be addressed by the courts in the future and would have a great impact on how inclusion would be implemented (McCarthy, 1994).

These concerns regarding full inclusion echoed those of the Learning Disabilities Association of America (LDA). The LDA took the position that "full inclusion", "unified system", or "inclusive education" were terms used to describe a popular policy/practice in which all students with disabilities, regardless of the nature or the severity of the

disability and need for related services, received their total education within the regular classroom in their home school. The LDA did not support "full inclusion" or policies which dictate the same placement, instruction, or treatment for all students with learning disabilities. Students with disabilities could need alternative instructional environments, teaching strategies, and materials that could not be provided within the regular classroom. The LDA believed that decisions regarding educational placement of students with disabilities should be based on the needs of each individual student rather than administrative convenience or budgetary considerations and should be the cooperative effort involving the educators, parents, and the student when appropriate (McCarthy, 1994).

The preceding discussion described landmark court cases and specific federal mandates which guided local school districts to adopt policies that served the needs of students with disabilities. Concerns and issues were presented that stemmed from the passage of such mandates that addressed how inclusion impacted students with disabilities positively and negatively.

The next section discusses Fullan's theory (1991) of developing shared meanings between the administrator and others according to six elements which affected a change from a dual to a unitary system of education by examining studies of administrative and teacher practices.

#### Administrative Strategies and Inclusion

While administrators and teachers had been grappling with how to



comply with federal mandates and court decisions, research explored administrative practices which described how schools were promoting inclusion and provided examples of administrative strategies to implement the change from a dual to a unitary system. Studies were grouped according to the six elements for the development of shared meanings (Fullan, 1991) to assist administrators with the change from a dual to a unitary system of education.

### Leadership and Vision

As part of an administrator's vision to implement a change to a unitary system of education, there were ethical and moral issues, fiscal concerns, and strategies which included valuing students and providing good communication between parents and educators to be taken into consideration. While there did not appear to be extensive research in the area of leadership and vision, the following study highlighted their significance in the change process.

Accepting and valuing children with disabilities was the vision of an elementary school in Virginia which began by building an inclusive school community. Support for inclusion was based upon legal precedents, results of research on best practices, and the "rightness of inclusion," morally and ethically. A philosophy was established that emphasized students' learning in classrooms that mirrored the "real world." The principal's role began with initiating an inclusion philosophy throughout the school. This vision began by organizing an inclusion committee to involve all teachers who work with students with

special needs. A sense of community was established in classrooms by general education teachers. The principal guided teachers in implementing curriculum and instruction in a manner that would allow students with disabilities to participate appropriately while recognizing the existence of differences. Communication with parents and the community was critical to its success as well as the support of staff through staff development and providing the time for teachers to plan properly. Cost was not a major factor in providing the supports and services that were needed for successful inclusion. All students benefited from the shared skills and resources of general and special education working together (Van Dyke, Stallings, & Colley, 1995).

### Planning

Several research studies demonstrated how planning played a significant role in the change process. Planning involved the examination of how to foster change and accomplish goals by seeking to establish new organizational strategies. One such strategy was to organize individuals as a team to collectively brainstorm ideas rather than having one individual plan unilaterally and make decisions. "Teams of professionals who mutually adjust their collective skills and knowledge to invent unique, personalized programs for each student can be termed adhocracy" as described by (Thousand & Villa, 1990, p. 32). This model of organization allowed for intervention to occur such as with a team-teaching approach operating in some inclusion-oriented schools (Thousand & Villa, 1990). Teams varied in size from two to seven people,

including classroom teachers, special educators, speech/language pathologists, guidance counselors, and community volunteers. Such a model allowed for a student to receive intense instructional support within the classroom capitalizing on a variety of resources, diversity of knowledge, and different instructional styles. Advocates could promote successful accomplishment of complex work, coordinating and adapting many skills and services to meet an individual's needs according to (Skritic, 1991).

An example of a successful adhocracy, entitled TAM or Team Approach to Mastery, existed in a northeastern school district which had been building and evaluating an inclusive classroom model for almost 20 years. Students with disabilities were no longer removed to a resource room, but were educated with nondisabled peers throughout the school day. Team teaching with the general education teacher and the specialist jointly instructed all of the children in the classroom with a paraprofessional assigned on a part time basis. Related services such as speech/language instruction were also offered with all staff members involved in the planning. Specific elements of the approach included: learning centers for small group work, ego groups to focus on building self esteem, direct instruction in combination with whole language and an integrated curriculum, positive approach to discipline using point cards to earn credits for good behavior and completion of work, teacher cadres with release time to share the value of collaboration with others, program evaluation on a continuous basis, and staff development with

preservice and inservice opportunities. Teachers expressed their positive feelings about meeting the needs of all students (Johnston, Proctor, & Corey, 1995).

A second strategy, advanced planning, was demonstrated by a program in the northeast in 1984 when an Association for Retarded Citizens disbanded its educational program, causing one district to merge with another to provide a joint educational program. Students with severe multiple disabilities were placed in their neighborhood schools. Planning for this change began the previous spring to redesign the physical setup of the classrooms, provide staff orientation, work with parents of the students with disabilities, and orient the special education and classroom teachers. Students with disabilities were given opportunities to be visible within the school so as to allow regular students to get to know them and for them to feel a part of the school. A peer friendship model used cooking, art, and game activities by pairing a student with a severe disability with a peer without disabilities to promote social interaction. The district which accepted students with disabilities as a result of the merger initiated more inclusive practices the following year. Its shift in philosophy toward full inclusion could be attributed to the success of its program. The need for inservice training, providing needed supports in classrooms, ongoing communication with parents, and evaluating student performance on an ongoing basis were critical to successful inclusion. Preparation and planning prior to implementation meant educating parents of regular education students

to understand the benefits and consider the needs of all learners. An active, student-centered approach was adopted which involved cooperative learning, a holistic approach to reading and language arts, and curricular modifications to ensure that students with disabilities would receive an appropriate program in the regular classroom (Eichinger & Woltman, 1993).

Another example of advanced planning was in the state of Vermont where 83% of students with disabilities were educated in regular classrooms, decreasing the number of students identified for special education by more than 18.5 % between 1990 and 1994. The success of inclusive education in Vermont could be traced back to the 1960's when money was appropriated to support school districts to provide special education services by focusing on staff development and support for local schools. Special educators were trained to consult, train teachers, and team teach, thereby providing support for students with disabilities. Known as the Consulting Teacher Program, it was a joint venture with the Vermont Department of Education, University of Vermont, and local schools. As most of these students received their education in regional special classes within their home schools, interdisciplinary support teams were created to support teachers taking on the education of these challenging students who remained at their local schools in a project called "Homecoming."

The successful transition and maintenance of these students in these local settings were attributed to administrative support, staff

commitment, specialized expertise in the classroom, collaborative planning, and systematic transition planning. Schools were required to design a comprehensive system of educational services for all students to succeed, train teachers and administrators in effective support strategies, and establish instructional support teams to avoid special education referrals. Collaboration and advocacy by educators, policymakers, and community members resulted in dramatic changes which had their beginnings in Vermont's earlier history in dealing with students with disabilities (Thousand & Villa, 1995).

A third strategy involved planning for inclusion by outlining specific goals and objectives prior to physically including students with disabilities. This was accomplished by using a video and answering students' questions about their overall impressions regarding students with disabilities before integration took place and having them complete questionnaires at the beginning and end to determine if attitudes did change. When comparing the results of the planned integration of students with disabilities to another school where physical integration took place with no planning, results suggested that planned integration with specific goals and objectives was more effective than physical integration in promoting positive attitudes toward inclusion (Barton, Snart, & Hillyard, 1985).

Yet, a fourth strategy described by Roach (1995) examined factors which were used in school districts which experienced successful inclusion. These appeared to mirror many elements Fullan, (1991)

theorized must be present to develop shared meaning with regard to change: 1) Develop organizational structures. This would address special populations within the departments of curriculum and instruction, transportation, pupil personnel, and professional development. 2) Communicate with staff and the community by forming task forces, holding public forums, sponsoring educational sessions, or having individual meetings with parents and students. Successful communication involved the creation of an open dialogue as opposed to briefing sessions. Educating district personnel with visits to inclusive schools, listening to inclusion experiences of parents, students, and teachers, and reviewing literature were also important planning steps. 3) Examine what programs already existed and available levels of support. Some districts used an evolutionary approach by letting it happen as parents requested it, initiating a pilot program which served as a model for the rest of the district, "phase in" by grade level or school, or designating a period of time such as one to two years. Budgetary considerations were essential to support students with disabilities who were placed into the general education classrooms. Savings in transportation, tuition payments and allocations for space were offset by additional needs for classroom aides. 4) Include all in the preparation process; teachers, paraprofessionals and related personnel with a core planning team to educate the rest of the staff. Training and focus should be on broad philosophical approaches to inclusion. Teachers should be a part of the planning process to determine training which

included site visits, situation-specific problem-solving sessions, instructional strategies and inservice on the change process. Common planning time with special education teachers to learn instructional adaptations and build on each other's strengths were necessary. Flexibility in the classroom seemed to be essential for successful inclusion. Fear of the unknown with any change was common and could occur with inclusion. While separate instruction for some students would be inevitable, the goal would be for all students to remain in general education classrooms with support.

#### Staff Development and Assistance

Because staff development was a central theme related to change in practice, administrators should also provide pre-implementation training, assistance during implementation, support, and opportunities to interact with peers (Fullan, 1991).

Many research studies suggested that several strategies tied to staff development involved instructing teachers to acknowledge and respect individual differences, providing a philosophical, conceptual, and legal bases for inclusion, utilizing key staff members to act as consultants to regular classroom teachers, developing an awareness of the importance of including students with disabilities in regular classes, promoting positive teacher attitudes, and establishing specific goals with preplanning activities prior to the inclusion process.

One strategy was to provide teachers with a knowledge of methods to teach respect for individual differences and the benefits to be derived



from such experiences to enhance integration for all students (Stainback & Stainback, 1982). Staff training was necessary for classroom teachers to successfully integrate severely retarded students as they benefit from being integrated into regular school programs and activities.

Another strategy was to provide a philosophical, conceptual, and legal bases by educating regular classroom teachers about the history of education for exceptional children. This would prepare regular classroom teachers to accept youngsters with mental retardation in their classrooms. "The whole history of education for exceptional children can be told in terms of one steady trend that can be described as progressive inclusion" (Reynolds & Birch, 1977, p. 22). Inclusion was the inherent educational right of all students to as be as close to the mainstream of society as possible. Based upon research, all students would benefit.

While a third strategy was to use other staff members, such as trained counselors, to help regular and special educators with the facilitation of special students who make the transition to and from regular classes (Wood & Beale, 1991), a fourth staff development strategy made teachers and students aware of the importance of including students with disabilities in regular classes as full members of their public school communities (Davern & Schnorr, 1991).

A fifth strategy was to train and disseminate information to positively affect the attitudes of teachers and regular students toward the inclusion of students with disabilities by coaching student teachers in

the social behavior of students with disabilities and teacher's attitudes and instructional methods in mainstreamed classrooms (McCloskey & Quay, 1987). This could also be accomplished by having administrators and teachers provide opportunities for interaction when considering socially integrated school environments for severely handicapped students (Brady, 1984) which affected the social behavior of students with and without disabilities.

#### Initiative-taking and Empowering

A strategy to foster empowerment discussed the importance of staff support. An example was the General Education Collaboration Model which supported general educators working with exceptional children by means of collaboration with special educators or having special educators in the classroom. The model focused on shared responsibility, shared input, and shared decision making and emphasized that instructional variables and learner behaviors cannot be separated. Five interwoven components consisted of flexible departmentalization, program ownership, identification and development of supportive attitudes, student assessment, and classroom modifications that support mainstreaming (Simpson & Myles, 1990).

#### Monitoring and Problem-Coping

Researchers have determined that for inclusion to flourish, administrators have the responsibility of monitoring the quality of integrated, community intensive educational programming within a local school model. Such strategies as creating ownership, determining

student affective and academic growth, measuring positive and negative feelings of students without disabilities, assessing instructor effectiveness, facilitating and coordinating services, and establishing a clear purpose have evolved from many research studies which have examined monitoring and problem-coping.

One strategy was to develop policies and procedures to create ownership. This strategy created a district-wide task force representing all constituencies to address concerns, design curriculum, develop procedures and guides reported by Sailor, Anderson, Halvoren, Filler, Doering, & Goetz (1989).

A second strategy created a feeling of ownership which was demonstrated among teachers who experienced students with severe disabilities, transforming their initial negative feelings of fear and doubt to positive feelings that the experience was beneficial for the disabled students, regular students, and themselves in a Vermont University study. The majority of teachers found they took ownership of the students and related to the designated paraprofessional and special educator who assisted them in the process by offering facilitative help, particularly if practices were related to the context of the general education classroom and common goals for the students were shared between them (Giangereco, Dennis, Cloninger, Edelman, & Schattman, 1993).

Another strategy was monitoring and problem-coping. This strategy examined how students without disabilities in an inclusive

classroom would flourish academically. This had become a major concern and target of criticism (Odom, Deklyen, & Jenkins, 1984). However, when the progress of matched groups of children without disabilities in inclusive and noninclusive classrooms was measured on standardized tests of cognitive, language, and social development, there were no significant differences in developmental outcomes. The results compared favorably with other studies by Bricker, Bruder, and Bailey (1982); Hunt, Staub, Alwell, & Goetz, (1994).

Other research discussed a strategy to monitor instructor effectiveness when integrating students with disabilities into age-appropriate regular school programs in ways that led to their being valued members of the student body. In using this strategy, one study also revealed that while regular teachers had lower expectations when they began, they realized that children learned in many different ways. This finding added to their effectiveness as instructors. This information was gathered from interviews with teachers, peers, and elementary, intermediate, high school students from four disability groups: blindness, deafness, orthopedic or health impairments, and mental retardation. Regular students expressed positive feelings of accepting students with disabilities, and the students with disabilities felt welcome in the regular classroom and preferred the regular classroom to attending special classes. Suggestions were also made to administrators to improve special education mainstreaming (Enell, 1982).

A strategy to increase comfort, awareness, and growth in social

cognition through inclusion was revealed by other studies which analyzed the effect of inclusion on all students (Murray-Seegert, 1989). High school students without disabilities learned to be more tolerant of others as they became more aware of the needs of peers with disabilities. While some students perceived that their relationship with a classmate with disabilities elevated their status in class and school (Voeltz & Brennan, 1983), other students experienced a growth in their commitment to personal, moral, and ethical principles as a result of relationships with students with disabilities (Peck, Donaldson, & Pezzoli, 1990).

Yet another strategy established a clear purpose with thoughtful planning and hard work by all staff members that resulted in continuous improvement. A study described successful inclusion at a midwestern school serving 450 students in grades K-6 who came from five different racial/ethnic backgrounds with 21% of the students receiving special education, ranging from multiple physical or cognitive disabilities to severe emotional and behavioral disabilities. Achievement tests given to all students in the areas of math and reading showed improvement over the last 3 years. A survey revealed 100 % of the school staff liked working at that school. This indicated that when given a clear purpose, thoughtful planning, and hard work by all staff members the result was continuous improvement (Raison, Hanson, Hall, & Reynolds, 1995).

### Restructuring

Strategies for restructuring involved identification procedures,

student academic growth, planning, support, and implementation.

Planning and support were other elements in the change process which were previously discussed, but were also part of restructuring.

Administrators must become more involved in planning, support, and implementation of staff development (Fullan, 1991). In a study which explored Canadian educational services offered to students with severe disabilities, it was shown that there was an increased need to facilitate and coordinate services for all students to a greater degree as more students with severe and profound disabilities were being placed in neighborhood schools (Dahl, 1989).

An administrative strategy which involved the necessity for teacher support was explored and revealed that teachers with one or more students with disabilities may not be well informed as to the expectations for such students, receive little or no help to manage severe behaviors stemming from emotional problems, have no scheduled time to plan with specialists, or do not have the appropriate materials to work with special needs students (Friend & Cook, 1993). A lack of teacher support could hamper restructuring or stifle change.

With restructuring and change came criticism from those who did not believe that a unitary system of education to serve all students was feasible and in the best interests of regular students or students with disabilities. Issues to be addressed questioned procedures to identify and serve students with disabilities in age appropriate regular classrooms, the growth of students with disabilities, harm to nondisabled students

socially and academically, the variability among districts in complying with mandates, staff development for regular and special education teachers, and funding. The following body of research addresses these issues in light of restructuring.

The following procedures were being questioned: referral, evaluation, programs and services to be provided, likelihood of returning students to general education, team decisions to determine testing, and overuse of the learning disabled category. There also appeared to be wide variability in how federal law was upheld at local levels which may be in conflict with state policies producing inconsistencies from district to district and state to state. Federal regulations stipulated that placement decisions should be made on an individual basis and federal law superseded state and local policies (Stainback & Stainback, 1992).

A key strategy underlying restructuring was the organizational structure which existed in schools to allow for change. "While schools are configured as bureaucracies, they need to be reconfigured as adhocracies in order to accommodate students with diverse needs" (Skrtic, 1991). Skrtic believed bureaucracies worked against inclusion, particularly in high school settings where teachers delivered instruction in relative isolation from their colleagues and made decisions regarding instructional techniques unilaterally. Adhocracies facilitated inclusion by promoting multidisciplinary teams of professionals who relied on their individual expertise to use an innovative team approach to problem solving to meet an individual's needs (Thousand & Villa, 1989).

Administrators should continually redefine the roles of classroom teachers and special educators and modify the existing organizational structure to provide teacher-collaboration and planning time consistent with the research by Rude & Anderson (1992).

Schools could implement inclusion differently. One could use a problem solving approach with flexible scheduling and voluntary general education teacher participation when problems arose, while another school could offer preparation with inservice training from the district office and other outsiders. The second strategy was found to be more frustrating and labor intensive than the first in one of two Canadian high schools dealing with inclusion. Using the problem strategy accomplished a more successful inclusion approach. It substantiated that secondary schools which did not use a problem solving approach to teach a program did not focus on students as individuals. Not only were both schools trying to accommodate students with diverse needs, but they were also departing from traditional school practice, causing new demands on teachers. Having to meet student needs in a different way paved the way for collaboration to deal with new demands. Learning to adapt instruction and allowing for another adult to work within classrooms taught teachers the meaning of teamwork and working cooperatively. A new organizational structure promoting a problem solving focus generated new knowledge which was essential for successful inclusive education (Wong, 1994).

A third strategy explored how an advocate for inclusion saw recent



attempts at reform and restructuring did not eliminate the beliefs: 1) inclusion students were "irregular", 2) needed "special stuff" that the regular teacher was neither competent nor approved to provide, and 3) the "special" educator was the officially designated provider of these "special" things according to Ferguson, (1995). This University of Oregon professor of education examined inclusion as mandated by the Individuals with Disabilities Act and found "to have genuine student membership in the regular classroom, we must begin with the majority perspective and build tools and strategies for achieving inclusion from the center out rather than from the most exceptional student."

Inclusion was more than eliminating a continuum of placements, but made a full continuum of supports available to a full range of students, offering instruction that was necessary to individual students who required specialized one on one instruction. Every child should have the opportunity to learn in lots of different places; small groups, large groups, hallways, libraries, and in a wide variety of community locations. If all students were given these opportunities because of their learning needs, interests, and preferences, no students would be stigmatized. Her research examined the education of all students who need to be educated to live in the 21st century. Teachers should rethink the curriculum by exploring a smaller number of topics in depth, use learning to make a difference outside of school, be cognizant of different lifestyles, linguistic backgrounds, and different preferences for learning, and different ways of thinking and knowing. Schools should be structured around diversity,

emphasize the role of the learner in creating knowledge, competence, and further learning, and provide educational supports rather than services. Such supports required continued adjustments to fit the diverse student population which included students with disabilities.

Another strategy explored how a school system in Bangor, Maine sought to provide the needed services for students who were not identified as students with disabilities, but could benefit from specialized services in resource rooms which were previously open only to students identified as requiring special services. These students did not fall under the guidelines for having mild impairments, yet needed more instruction than they were receiving in the classroom and students with disabilities were being isolated from their peers. Specialists also expressed their concern that they were feeling pressure to allow these students access to their resource rooms. A blended funding formula was created to allow resource room services for these unidentified students. Certain guidelines were established which included parental consent. Outcomes resulted in the following: less pressure felt by special education teachers, academic benefit to students, more satisfaction felt by teachers, and an increased number of both identified and unidentified students. This change underscored the support for the unification of programs to serve unique student populations and the need for training education specialists to serve a wide variety of students (Shulman & Doughty, 1995).

There did not appear to be extensive research in the area of

restructuring, but rather indecision to follow mandates and comply with court decisions, parent and teacher concerns of implementation, questions of providing appropriate services, and changing traditional organizational structures and philosophies.

### Conclusion

The preceding research presented various administrative strategies which supported the six elements for the development of shared meanings (Fullan, 1991) to assist administrators with the change from a dual to a unitary system of education.

### Teacher Strategies/Practices and Inclusion

Teachers, parents, and policy makers appeared to be concerned about the advantages and disadvantages of inclusion for regular students and students without disabilities. The following studies discussed the benefits and concerns of inclusion, revealing teaching strategies which affected behavior, attitudes, remediation of basic skills, academic expectations, and individualized instruction. These studies also examined supports and services, continuum of services, and student placement.

Enhancing the attitudes of typical students, perceived as an advantage of inclusion, was accomplished by arranging activities to accept and understand individual differences which prepared them for the mainstreamed classroom (Kahn, 1983). Individual treatment through open, active discussions about their attitudes and feelings could also be altered toward the mentally handicapped through print and

nonprint media (Bauer, 1985).

Student placement, teacher attitudes, support, and instructional techniques were some of the strategies associated with successful inclusion across grade levels and areas of disability as well as with building and district-level practices. Research revealed that students were found to function successfully in hands-on science classes with instructors who regarded diversity in their classrooms to be an asset and maintained open, continuous, and dynamic communication with special education teachers ( Mastropieri & Scruggs, 1994)

Teacher attitudes and behavioral intentions were affected positively when an experimental group of teachers read and discussed information about the integration of severely disabled students into regular schools (Stainback, 1982).

Academic expectations and student placement were concerns of educators particularly when teaching content to low-achieving and learning disabled students who experienced difficulty and exhibited poor performance in content-area classes, i.e. social studies, geography, health, and history. These students did not have prerequisite knowledge to learn by association and could not learn easily from teachers who employed textbook methods to deliver instruction. A focus on remediation of basic skills in pullout special education programs did not contribute to acquiring content knowledge. With an emphasis on inclusion, regular classroom teachers were becoming aware of the need to develop strategies to enhance content acquisition through the use of

study guides, concept maps, graphic displays, audio recordings, computer-assisted instruction, and mnemonic devices. In addition, teaching metacognitive learning strategies by modeling covert thoughts, thinking out loud, and using specific cueing methods for reading, writing themes, and taking tests could be useful for special students. While teachers expressed a concern about time for preparation to adapt previously described techniques, they also feared that such strategies would not be appropriate for more able students. Also, they felt textbook publishers should be held responsible for providing some of these additional teaching strategies. "The task of concerned special and regular educators is to begin sowing the seeds of change" reported by Ellis & Lenz (1990, p. 13).

Student placement and support concerns included "dumping" students with severe intellectual disabilities without appropriate supports. Providing therapeutic supports and services, such as physical, occupational, speech and language therapy, special curricula, and individualized adaptations could be disruptive and stigmatizing. If the IEP stipulated the necessity for such supports and services, they could be provided elsewhere with the student returning to the regular classroom after completion. Inclusion was defined as the "full-time placement of children with mild, moderate, or severe disabilities in regular classrooms which assumed that regular class placement must be considered as a relevant option for all children regardless of the severity of their disabilities" (Staub & Peck, 1994, p. 36). This definition did not

preclude the use of pull-out services or instruction in a self-contained setting, when appropriate (Staub & Peck, 1994).

Providing supports and services within the regular classroom, in direct contrast to the stigma that some educators felt existed, was offset by the value of offering augmentative and alternative communication systems to students with severe communication disorder in their age appropriate classrooms. These devices coupled with specialist/paraprofessional support could be most beneficial if such equipment enhanced their academic/social expectations. Students could be fully integrated, selectively integrated with remedial instruction in other curricular areas, or perhaps segregated from the regular classroom if deemed appropriate. Collaboration of several team members was required to provide the knowledge and skills related to the augmentative communication device. Such supports could be beneficial and was illustrated by a child diagnosed with cerebral palsy as an infant who entered the public school in her local district and was given a communication device and paraprofessional help which allowed her to participate and be competitive academically through the fifth grade with the expectation that this would be continued through the remainder of her school years (Jones, Beukelman, & Hlatt, 1992).

Self esteem, behavior, emotional adjustment, watered down curriculum, and reduced opportunities for creative problem-solving and social interaction when disabled students spend the majority of the time in segregated special classes were some of the concerns of groups of

people who questioned whether or not students benefited from full time segregated placement in smaller classes. They did not have real life experiences from which to draw or practice being members of a diverse society and this could certainly be a disadvantage (Brady, McEvoy, Gunter, Shores, & Fox, 1984).

Other concerns related to having elementary and middle school students without disabilities who have learned undesirable behavior from students with disabilities. This seldom occurred and was substantiated in several studies (Peck, Carlson, & Helmstetter, 1992) which involved observations, case studies, and interviews with parents and teachers (Staub, Peck, Schwartz, & Galluci, 1994).

Support and a continuum of services for students with disabilities coupled with the related concerns of the harmfulness to students with and without disabilities constitute the criticisms of inclusion by Albert Shaker, president of the American Federation of Teachers. He stated that "requiring all disabled children to be included in mainstream classrooms regardless of their ability to function was not only unrealistic but also downright harmful--often for the children themselves" (Shanker, 1994, p. 18). Shanker disagreed with school boards, lawmakers, and state departments of education who were advocates for inclusion on the basis that it was an opportunity to cut back on special education services. With the enactment of P. L. 94-142, Congress never appropriated the necessary funding and left the problems to the local districts. Shanker felt such comprehensive help was expensive and full

inclusion in regular classrooms reduced the need for special education services and funding. In his opinion, children with disabilities needed the support in regular classrooms if they were placed there, while those with severe disabilities who became disruptive needed to have a continuum of services in a special classroom. Shanker believed the law should be amended to provide adequate training for classroom teachers, to have Congress pay its fair share, to give parents and teachers equal weight to be able to refer a child for special education services, to have teachers be able to report the need for services, and to rewrite the "stay put" provision that allows disruptive or violent children on an IEP to remain in the classroom until their placement could be resolved (Shanker, 1994, pp. 19-21).

Concerns regarding inclusion could be alleviated with skill modification, behavior management and placement practices. Specialists could train general education teachers how to deal with these concerns. A student with disabilities would be perceived as a member of the school community by nondisabled peers if allowed to remain in a classroom rather than be an outsider that came in for instruction. A redistribution of special personnel could help to balance the teacher/student instructional ratio. Experience and training of classroom teachers and specialists would serve to enhance collaborative teaching and increase comfort levels. While there were school personnel who questioned the feasibility of educating disabled students in their home schools in age appropriate regular classrooms, the real issue was to place each student



in an environment that would allow for meaningful attainment of skills, values, and attitudes (Brown, Long, Udvari, Solner, Schwarz, VanDeventer, Ahlgren, Johnson, Gruenwald, & Jorgensen, 1989).

Practices which included individualized instruction, smaller classes, and having more highly trained teachers could also alleviate many of the concerns which have caused dissension within the special education community of educators, policy makers, and parents. They questioned the validity of placement for students in the regular classroom as not meeting the needs of the students with disabilities. Others have fought for the right of students and others with disabilities to be a part of the mainstream culture (Fuchs & Fuchs, 1995). By inhibiting discrimination because it was immoral and believed to produce unequal opportunity for future social and economic rewards, comparable outcomes and equality of educational opportunity were the primary goals of schools. Under the Individuals Disabilities Education Act to insure that students with disabilities receive a free and appropriate education, per pupil costs have been greater for special education than for general education. Its benefits were being questioned. To accomplish this task, individualized instruction, smaller classes, and more highly trained teachers were necessary (Fuchs & Fuchs, 1995). It was also believed by those who questioned inclusion that students with learning disabilities had learning needs that should be met differently than those of nondisabled children. Full time placement of students with learning disabilities in mainstream classes could result in their failure to obtain

an appropriate education. They felt general education teachers would not modify their instruction for special-needs students (McIntosh, 1993).

Inclusion practices which included placement, support, and curricular modifications were added concerns of those who also disagreed with inclusionists with regard to total pull out programs. Teachers felt inclusion practices were undemocratic, unethical, and morally wrong. Decisions for placement could be made on an individual basis. It was not fair to a high school student with no expressive language skills and with receptive skills that were at a 2 year old level to be placed in a general education classroom (Smelter, Rasch, & Yudewitz, 1995). However others, with the opposite point of view, took the position that inclusion could be workable with the right conditions and attitudes, manageable numbers, flexible curriculum, and special supports and materials. A flexible organizational and instructional pattern with supports, a place in a community of peers, and academic continuity could not be offered in pullout programs and deprived students with disabilities of their rights (Yatvin, 1995).

Other researchers who examined multi-year studies of full inclusion for 145 students with learning disabilities concluded that those who make academic gains according to the results of standardized testing would benefit from such placement, while those who did not make significant gains would be better served in alternative settings as reflected in a continuum of services. They looked at three aspects; 1) reading gains by comparing individual student gains against the test's

standard error of measurement, 2) how the test measured the extent to which the program models succeeded in maintaining or narrowing the gap in reading ability between children with learning disabilities and average-achieving peers at the same grade level, and 3) changes in children's achievement standing relative to other students in their class, comparing z scores in the spring with z scores in the fall. The results concluded that 58-91 students, depending on the analytic approach, ranged from those whose scores were unchanged, achieved little growth, or lost ground relative to their classmates. It was seen as the moral and legal obligation to provide those who have not achieved satisfactorily with more (Zigmond, Jenkins, Fuchs, Deno, & Fuchs, 1995).

The conclusions of Zigmond, Jenkins, Fuchs, Deno, and Fuchs (1995) were found to be questionable by educators (McLesky and Waldron, 1995) who argued that the standards used for the previous research were unreasonably high if comparing students with disabilities with the same measure as their typical peers to gauge achievement. They further criticized their findings as if a cure for students with learning disabilities was expected to occur with the expectation of having them improve at a faster rate than their typical peers. McLesky and Waldron (1995) believed that inclusive programs were not to be considered "model programs", but need continual examination and change because of curricular demands, teacher expectations, instructional formats, and ongoing adaptations to meet the changing needs of students. They further argued that separate settings had not satisfactorily met the

expectations of parents and professionals over time with little attention, energy, and resources devoted to restructuring general education settings for students with disabilities. Such conclusions of both researchers and educators were typical of the opposing sides taken in the restructuring of education to better meet the needs of all students.

The preceding discussion of teacher practices and strategies which included placement, attitudes, remediation of basic skills, supports and services, academic expectations, full inclusion, a continuum of services, teacher training, and individual instruction encompassed the underlying concerns and positive attributes of inclusion by educators, policy makers, students, and parents.

While administrators were the major focus of this research study in terms of guiding teachers to internalizing and implementing the change process, others were also essential to its success: 1) parents, 2) students, 3) district superintendent, 4) school board, 5) state agencies, and 6) federal government.

While parent socioeconomic and educational levels had great influences on student attitudes, parent involvement in the change process was directly affected by the frequency and variety of contacts with teachers. Involvement extended to collaborative links with the community which aids programming with technical expertise, political support, and positive student views of adults who care to be involved in school activities.

According to Fullan (1991), any innovation that required new

activities on the part of students required their understanding and the need to be motivated to accept the change. The role relationship between teachers and students was part of the implementation phase of change. Fullan believed that students needed to be engaged in their own learning.

The district superintendent should be aware of the information flow in the implementation phase because he or she was responsible for setting the tone and committing to the change process regardless of changes in the structure of leadership at levels below. "Co-management with coordination and joint planning enhanced through the development of consensus between staff members at all levels about desired goals for education will guide principals to be continuous learners and help create conditions for teachers to be learners" (Louis & Miles, 1990, p. 205). Fullan believed collaborative work cultures were necessary to the change process and this took time. Both top-down policy and bottom-up planning were necessary for implementation and were critical to successful change. Superintendents must prepare their districts to develop the capacity to handle innovations.

While the federal government was still a significant source of resources and networking, it had less influence on implementation at the local level than the state departments of education which had taken a more active role in educational reform since 1985. They attempted to upgrade academic curriculum with higher standards and improved teaching throughout certification and increased compensation for teachers. More training and authority for teachers through

empowerment had been ongoing priorities.

The federal government saw its role as initiating educational changes as they relate to political, economic, and social needs through mandates creating pressure and influencing first order change. However, district vision and leadership could accomplish complex second order change that go beyond such requirements. Policymakers had an obligation to set policy, establish standards, and monitor performance, but all educational changes of value required new skills, behavior, and beliefs (Fullan, 1993, p. 22).

While Fullan's theory of developing shared meaning to accomplish change provided the theoretical framework for this research study (Fullan, 1991), his more recent publication (Fullan, 1993) stressed how teachers should realize they have moral purpose for what they do to internalize change. The educational system should become a learning organization which could deal with change as part of its way of life given the constant and continuous need for educational reform and innovation.

Moral purpose and improvement of local conditions should be pursued by teachers to support continuous change. Fullan believed that teachers became empowered by knowledge of professional community, education policy, and of subject area. This kind of competence bred confidence. Teacher preparation should prepare teachers to work with all students equitably, effectively, and in a caring manner, be active learners, develop and apply knowledge of curriculum, instruction,

principles of learning and evaluation, initiating, valuing, and practicing collaboration with students, colleagues, parents, community, and outside agencies, appreciate and practice ethical and legal responsibilities of teaching as a profession, and develop a personal philosophy (Fullan, 1993, p. 111).

### Summary

This chapter presented a review of key legislation and legal precedents over the past 25 years and their impact on education and its delivery of services to students with disabilities. Research was grouped according to Fullan's six elements for developing shared meaning to accomplish change examining administrative strategies and leadership practices to facilitate, implement, and monitor inclusion. Fullan's analysis of the phases of change and actions instrumental to change from The Meaning of Educational Change, (1991) were explored as well as his most recent discourse on managing moral purpose and change in Change Forces, (1993).

## CHAPTER III

### PRESENTATION OF THE DATA

A pilot study of one of a suburban school district's four elementary schools was used as the model for this multiple case study method of inquiry (Yin, 1989). Data from the pilot and five case studies in the same district were presented in this chapter. They included the site's physical plan and school population, an introduction of the site informants, on site observations, survey results, a definition of the data clusters with quotes from each of the informants, and a concluding summary of the information.

#### Case Study Procedures

With the cooperation of the building administrators I was able to readily gain access to informants and make on site observations in classrooms and labs, IEP meetings, and informal faculty discussions. Each of the case studies include data from interviews with five informants who were involved in the inclusion process at each school site, observations, and information gleaned from teacher surveys of their perceptions of how inclusion was working.

#### Interviews

I asked administrators to suggest special and general education teachers who were closely involved in the inclusion process and would be willing to be observed in their classrooms to act as informants. I also



requested that suggested parent and student informants be able to easily communicate their feelings and thoughts to me during the interviews. I contacted each of the informants by phone to set up the interviews. Each of the informants was asked to sign the standard Oklahoma State University consent form before interviews were audiotaped. For student informants who were under 18 years of age, it was necessary to have their parents also sign the consent form. A list of the research questions and a copy of the consent form used with each participant is presented in Appendices A and B. Each participant was sent a copy of the transcription of their interview to allow them to confirm what they had said.

Interviews were conducted after regular school hours with the site administrator, general education teacher, special education teacher, parent of a student with disabilities, the student with disabilities, and a typical student. Each of the participants was given the opportunity to inform me of statements in response to the research questions with which they may be uncomfortable and would not want to appear in the study. None of the informants responded they were uncomfortable with their statements. Each of the informants was given a pseudonym. The first letter of their name corresponded to the beginning letter of their position such as Alice Perry for the administrator in the pilot study, while Paula Paris was the parent in the pilot study. Each of the school sites and informants in the five case studies were also given pseudonyms in a similar manner.

A reference citation followed each quote to indicate the location of the site and date of data collection found in the transcription notes of the informant.

### Observations

In addition to informal observations during the interviews, each site was visited to observe faculty and students interacting, and documentation was added to the data collection. I observed students who had articulation and language disabilities, mild and severe learning disabilities, physical disabilities, and emotional disturbances in general education classrooms. Other observations of identified students on Individualized Education Plans (IEP's) took place in lab settings only taught by special education teachers.

### Teacher Surveys

Attendance at district inclusion task force meetings conducted by the district special education director gave me additional information to gain perspectives from all sites which participated in the study. The task force was composed of special education teachers and parents. Its purpose was to examine common concerns at each site, promote the district's inclusion philosophy, and disseminate information to administrators about professional development opportunities for staff members on a regular monthly basis. To gain perspective on how inclusion was progressing throughout the district, this committee chose to construct a survey with input from each site inclusion team which resulted in a comprehensive examination of inclusion from preschool to

high school. Teachers at all sites were asked to participate by answering questions on a scale of 1 to 5 with 1 being most comfortable and 5 being least comfortable. Questions addressed such topics as knowledge of inclusion, collaborative time, inservice opportunities, instructional techniques, and IEP participation. Documents to depict survey results were placed in Appendix C.

### Osceola Elementary

#### Site

Osceola Elementary was the smallest school in the district with a population of approximately 450 students in grades K-5. This school drew its students from a predominantly homogeneous population of low to middle income patrons comprised of blue collar workers and teachers who lived in the district. The students were served in a one story, newly renovated building. A playground served all students with special equipment designed for students with disabilities who were nonambulatory. Cafeteria and gymnasium facilities were shared with middle and high school students. Students with disabilities comprised 22% of this school's population and ranged from speech/language and learning disabled to mentally retarded.

#### Informants

Informants at this school included the site administrator of three years experience, Ann Olmstead, who served previously as a general education teacher and counselor in the district. Other informants

included a learning disabilities specialist Lori Osborne with 18 years experience; a general education teacher, Gail O'Malley, with 20 years experience; a parent, Penny Oakley; and a third grade student, Stuart Owens.

#### On Site Observation

On site observations in general education classrooms revealed that students with disabilities were contributing members of their classrooms and had been warmly received by their classmates. A visit to a second grade classroom demonstrated how the general and special education teachers shared the responsibility of conducting reading instruction. They worked in opposite corners of the room. The special education teacher helped students with disabilities as well as those who had weak reading skills. The general education teacher listened to individual students read after practicing at home the night before, while other students moved about the room doing specific tasks. Everyone appeared to be comfortable with this arrangement and worked cooperatively with teachers and fellow students.

In a first grade classroom, the special education teacher monitored and interacted with all students in the classroom. She made herself available to target language skills for those identified students without calling attention to who they were. An overall general feeling of cooperation and camaraderie between general and special education teachers prevailed. They appeared to appreciate the job each other had to do and were willing to share the responsibility for serving identified

and nonidentified students with disabilities.

### Survey Results

The district inclusion survey administered to the school staff revealed that staff members felt comfortable having gifted students and less comfortable having ESL students and students with behavior difficulties in their classrooms. General education teachers stated that their best support came from special education teachers and paraprofessionals, with less support from administrators, counselors, and assistive technology. Most staff members felt they had adequate access to IEP/504 plans, but many did not feel they assisted in writing those plans. While many staff members have participated in professional development to support inclusion, they would welcome more training particularly in technology, collaborative instruction, and adaptations/modifications. While many staff members felt they have adequate information about students in their classrooms, there was not enough time to collaborate with special education teachers. Overall, inclusion had benefited other students in the classroom by increasing tolerance and understanding, respecting individual differences, and increasing personal growth. Inclusion had also enhanced their professional skills and positively affected the social climate of their classrooms.

### Data Clusters

Three clusters of strategies emerged from the data: focusing, communicating, and restructuring. Focusing enabled this administrator

to target her vision for inclusion by facilitating the opportunities for others to accomplish this goal. She communicated formally and informally and took pride in being a good listener. Restructuring involved changes in student placement, support services, curriculum, and pedagogy.

Focusing. Focusing strategies discussed by the informants include visioning, planning, collaborating, and empowering. This administrator clarified her vision for inclusion by acting as a facilitator for others to accomplish her goal. Ann Olmstead stated,

I've tried to find a balance between sharing with the staff what I perceive the district philosophy and goals to be and what seems realistic for our site...Some of the things maybe the district level might want to have happen don't seem very practical at our site.  
(OE 6-14-95, 59-61)

According to the teachers interviewed, the administrator who preceded Ann Olmstead was in place when the district set a goal to include all children in regular classrooms. All sites also began the process of bringing students with disabilities back to their own sites to be served appropriately. Lori Osborne stated,

Ann's predecessor set the goal of what we wanted to achieve and we all worked together...As with any change, it was difficult...But as we continue to do so, we get very creative in how we accommodate children...I found out we could do it. OE 6-28-95, 30-31)

Teachers at this site first began the inclusion process under the leadership of another administrator. They had to adjust to Ann Olmstead's goals for inclusion which may have differed slightly from those of her predecessor. Ann's visioning strategy was to act as a facilitator and allow her staff to approach inclusion from a practical standpoint and not necessarily from strictly following the district's vision.

Planning strategies which involved shared decision making was accomplished by Mrs. Olmstead's instructional council of teachers who represented their individual grade levels and departments. She stated,

We've really launched into some shared decision making. We've set certain tasks that we are going to work on, not just if they happen to come across our paths...Together they initiate new concepts and plan to involve the other staff members. (OE 6-9-95, 35-37)

Lori Osborne described succinctly the focusing role of Ann Olmstead.

She gave us the opportunity to plan...She gave us time to come up with an idea of how we would do an inclusive study...She also gave us a lot of time for faculty input so that everyone was writing together instead of imposing a plan...I think that's why it worked. (OE 6-28-95, 31-32 & 36-38)

The impact of planning was also described by Gail O'Malley, "Planning time is critical...It needs to be a team effort because the regular and special ed teachers need to work closely" (OE 6-30-95, 82-83). Penny Oakley, the parent, had a different perspective stating,

I think planning has been a real problem...They don't have the time to sit down and are trying to get there at least once a week when they can sit down and talk. (OE 5-9-96,43-44)

Ann Olmstead also encouraged collaboration by having monthly meetings to foster brainstorming and stated,

They've been encouraging teachers to say what's working and what's not working and let's put our heads together...It's kind of like an unofficial help team...We call it Help. (OE 6-14-95, 74-76)

She also believed collaboration led to coordination between and among the grades so that students were not expected to perform a skill they were not taught. Third grader, Stuart Owens, described the effect of having teachers doing collaborative teaching in his classroom,

She (special education teacher) makes me learn...My teacher gets the regular class and she takes the other kids and works with them in the hall, in the media center, or sometimes we just stay in the room and work. (OE, 7-28-96, 22-24)

Empowering teachers through staff development, another focusing strategy, was encouraged by Mrs. Olmstead when she sent special education teachers to workshops to bring ideas back to share with the staff at the beginning of the school year. She said,

One of the things that doesn't happen naturally is organized in-house staff development...But we're going to try to plan something once a month...(It) might be in-house, somebody bringing in somebody else that will be related to inclusion. (OE 6-14-95,112-



114 & 115-116)

Training opportunities appeared to be a critical issue for successful visioning. District level meetings regarding inclusion took place the first year. A monthly inclusion support group was also found to be beneficial. During the second year, outside workshops, visits to sites where inclusion was successful, and inservices on site were desirable and appeared to be sought continuously. Penny Oakley stated,

Inclusion gradually empowered her child's teacher: They gave some talks to teachers...They really learn by doing...I think they have been a lot more accepting...The teachers aren't afraid...I guess it helped to have some lectures and by actually putting the kids in the class. (OE 5-9-96, 63-66)

Bringing students back to their home site, shared decisionmaking, numerous collaboration opportunities, and attendance at workshops, and visits to other sites were among this administrator's focusing strategies.

Communicating. Both formal and informal communicating contributed to this administrator's ability to develop shared meaning. This was evident in conferences with teachers, site inclusion team meetings, teacher support groups, collaboration sessions, and IEP meetings, which also served to monitor the inclusion process.

An example of formal communication occurred when the site inclusion team, consisting of a regular classroom teacher, learning specialist, parent, paraprofessional, parent, and the administrator who

monitored inclusion, met regularly and made recommendations to correct problems which occurred. Mrs. Olmstead responded to requests for securing additional adult supervision for individual students who needed support in the regular classroom. She explained, "I'm part of the inclusion team and I hear what the teachers say and what the special education teachers say" (OE 614-95, 52-54). Scheduled IEP meetings also served to formally communicate with teachers and parents, to write a plan to meet goals appropriately, and to provide needed services for individual students.

The administrator and both teachers agreed that student needs could be better achieved if the IEP's were better written to reflect both inclusion time in the classroom and in the lab. Penny Oakley and Lori Osborne stated in the following,

I think there are probably some situations where it's not appropriate for some of the IEP goals to be met in the regular classroom...(There needs to be) a smaller, quieter, more contained environment. (OE 6-14-95, 214-216)

An open climate for informal communication between the administrator and her teachers was described by Ann Olmstead, "Oh, I've read such and so and want to try such and so...Maybe I'll write a grant...Will you help me?" (OE 6-14-96,30-31). In response to such questions by teachers, she communicated to them by giving them articles to read or brought in a particular speaker on the subject.

An informal communication strategy was accomplished in an

ongoing monthly inclusion support group which served to share teacher concerns and brainstorm solutions. Such meetings could be used to discuss coordination between and among the grades so that students would continually build on skills previously taught and not be expected to perform a skill they were not taught. This kind of communication was seen as a great need by the administrator to foster student success.

An example of informally communicating with students was teacher body language which could be perceived positively or negatively. Students with disabilities felt supported and accepted by teachers who demonstrated positive body language with their facial expressions, voice, and attitude when answering student questions. Penny Oakley stated,

My own child says it's her mannerisms...It's just the way she says it...The way she rolls her eyes...He really picks up on these things...It's very subtle...When I've approached a teacher, they don't realize that they pick up on those cues...I think they pick up things just like adults... I think we don't give them enough credit.  
(OE 5-9-96,77-80)

Stuart Owens commented, "She likes kids because she told us...She always says she's hired to be a teacher" (OE 7-23-96, 11-13).

Informal communication among students to foster positive peer relationships and strengthen academics was achieved by peer tutoring. Teachers should carefully structure and observe this technique according to Lori Osborne. "I think it helps the student rethink his own skills as well allows him to come out of himself in terms of sharing some of his

own learning" (OE 6-28-95, 115-116). Gail O'Malley agreed,

Students can feel good about themselves, from learning that people are different...They're more accepting of a situation when they're around students with disabilities all of the time...They tend to help more than when they are pulled out...They work it out together.

(OE 6-30-96, 178-181)

Penny Oakley stated,

I think it helps both children...We've thought about it with my son just to boost his self-esteem...If he could help tutor another child by himself because he's mastered something, the child benefits.

(OE 5-8-96, 167-169)

From the student's perspective of peer tutoring, Stuart Owens said "I understand it better" (OE 7-23-96, 25). He felt all the kids were pretty helpful, except the troublemakers. And parent support groups served as a means to communicate between teachers and parents. The administrator commented how special education teachers offered support to parents of students who may not be in special education by leading a monthly Attention Deficit Hyperactivity Disorder support group. She said,

They find a way to guide them to the right kind of help...We're thinking of starting a program for kids who fall between the cracks, the slow learners who don't qualify for special education. (OE 6-14-95, 155-158)

Formal and informal communicating strategies served to bridge

gaps between the administrator, teachers, and parents. They also helped to monitor what needed to be altered. Communicating between teachers and students built trust, increased student motivation, and promoted students' self esteem.

Restructuring. Restructuring, a third major area, emerged from the informant responses and observations. There were changes in student placement, support services, curriculum, and pedagogy.

In terms of student placement, Lori Osborne stated,

You see children of all types of disabilities everywhere...There is no isolation...Special classrooms are right alongside of the other classrooms...These children are not just out of the regular classroom that much...They're in special activities; art, music, and physical education as well as academics when appropriate...They're also included in extracurricular activities like the Red Cross. (OE 6-28-95,12:17)

Support by specialists was described by Ann Olmstead,

I've seen a special ed teacher teaching the whole, I've seen it divided into groups..(There are) just a variety of things where they're working together...There are some situations when it's not appropriate for some of the IEP goals to be met in the classroom...Maybe the student needs a smaller, quieter, more contained environment. (OE 6-14-95, 209-211 & 214-217)

Ann Olmstead felt this was accomplished through modeling,

Lori Osborne took a lead...She really served as a model for the

others...Our talking together and Lori leading the way...That has helped restructure. (OE, 614-95,125-126 & 128-129)

Ann also described how teachers were engaged in team teaching. She said I've encouraged a lot of interdisciplinary things between teachers...I know our art teacher is talking about doing some things with a couple of the special ed teachers...(It's) kind of like art therapy (OE 6-14-95, 136-138).

Ann Olmstead further noted "I'm really standing firm in we've all got to work in this together...We're not just little isolated pieces" (OE 6-14-95, 144-145). Penny Oakley explained,

They had to look at the special ed teachers in a different way...guess instead of pulling the kids out, they're sending these teachers in for support...The teachers that were learning disability teachers are in the classroom now...So I think they've had to restructure. (OE 5-9-96, 36-39)

Included in restructuring were curricular techniques that benefited all learners. Both teachers agreed that hands on learning which involved students in real life situations, modifying activities, good behavior management techniques, organization, good questioning techniques, small group work, a variety of instruction, and cooperative learning benefited students with and without disabilities. Penny Oakley added,

I think they're allowed a little more flexibility if they want to get up and move around or read and sit in a beanbag, instead sitting at a desk...I guess it's being more flexible and allowing your kids to be a

little more creative. (OE 5-6-96, 93-94)

Stuart Owens stated,

My teacher gives me special books and papers to make it easier.

She also writes something on the board that is messed up and everybody has a chance to use the chalkboard. (OE 7-9-96, 16-18 & 20-21)

He also described how learning math was easier when he used math blocks. Other equipment available in the classroom included a computer and a tape player.

Pedagogically, a major change for this site was to maximize the support of special educators. They assigned specialists to work at specific grade levels to offer services and consult with one another on a regular basis. If a youngster needed further instruction in a subject, such as reading, he was pulled into a lab with the appropriate specialist. Apparently, this new system lessened the number of classrooms a specialist was serving to foster inclusion. The IEP was also implemented with the specialist and classroom teacher agreeing on who would teach specific lessons and how groups would be determined. To bring general and special educators together, specialists participated in major decision making involving budgets and curriculum. They shared expectations and made their needs known. Ann Olmstead further stated,

It's a constant fixing and doing process...It's not what you do in September and you go through in May...It just doesn't work that way. (OE, 6-14-95, 225-226)

## Summary

Major clusters which emerged from this administrator's ability to develop shared meaning included focusing, communicating, and restructuring. This site administrator's vision for inclusion embraced her philosophy of using shared decision making by encouraging all members of her staff to draw up a plan for inclusion. The previous administrator told the staff that inclusion was to be actively pursued and would be viewed initially as a pilot. When the current administrator was chosen and established her position, the staff was given the time for regular collaboration to share concerns and to brainstorm to meet student needs appropriately. Their requests for materials and other resources were received and dealt with in a positive manner. Inservice opportunities were made available off site to keep teachers abreast of techniques for successful inclusion. She believed in openly communicating with her staff and encouraged teachers to monitor student achievement of IEP goals and to use appropriate instructional practices. Informants agreed all students benefited from inclusion by becoming more accepting of each other. Peer interaction contributed to increased self esteem for students with and without disabilities.

Students were no longer isolated in special classrooms, collaborative teaching was fostered through modeling by a special education teacher, all teachers were represented on school committees, new instructional strategies such as hands on learning, cooperative learning, asking a variety of questions and using real situations, and



interdisciplinary teaching by specialists was encouraged.

The restructuring at this school was moving slowly. While it was in progress, it appeared that this administrator allowed the staff to direct the inclusion process. The staff constantly assessed and reassessed successes and failures. In spite of the spirit of cooperation among the staff, there was also a concern that students with and without disabilities may not have their needs met appropriately. While there was a need for increased support from special education, general education teachers felt they were doing the best they could to foster student success.

The administrator saw herself as leader who facilitated the district's goals by relying on her staff to implement inclusion. She tried to be realistic and not impose requirements of her staff that would be difficult to achieve.

### Quanah Parker Elementary

#### Site

Quanah Parker Elementary was a large school with a population of approximately 900 students in grades K-5. This school drew its population from a combination of professional, semiprofessional, and blue collar patrons, many of whom were graduates of the same school district and were extremely supportive of school policies and programs. There were a small percentage of students from a variety of multicultural backgrounds which included Native American, African American, and Asian American families. Currently, 10 % of the

students qualified as students with disabilities who required services for mental retardation, learning disabilities or emotional disturbance; two students were nonambulatory. The total student population was served in three, one story classroom buildings with separate gymnasium and cafeteria facilities on a large grassy acreage. Large playgrounds served a variety of age groups. However, playground equipment for nonambulatory students was sparse. A site administrator and an assistant principal directed the operation of this school.

### Informants

The informants included Alaina Pearson, site administrator with 18 years experience which included classroom and reading lab teaching; Lori Potts, learning disabilities specialist with 20 years experience; Gina Peal, general education teacher with 12 years experience; Pam Poole, parent; and Sheryl Paul, fourth grade student with learning disabilities in the area of reading.

### On Site Observations

Observations in several classrooms revealed different forms of collaboration were taking place. In a second grade classroom, the learning disabilities specialist conducted a math lesson with the entire class by organizing the class into two teams with a quiz show format. She had taught several lessons using a story format to teach math concepts. This culminating lesson would allow the specialist and the general education teacher to observe how well the students had internalized the concepts. All students worked together cooperatively.

They were motivated and eager to give their responses.

During a fifth grade science lesson, the general education teacher conducted the lesson, while the specialist monitored how the identified and nonidentified students were able to follow through with the assignment. Both teachers had agreed as to how they would work together. The specialist acted as helpmate to the students, but did not necessarily directly teach the lessons.

A speech/language pathologist was observed conducting a reading group with identified and nonidentified students. She and the classroom teacher had agreed this collaborative method would maximize the instruction for students with disabilities with an emphasis on building language skills through extensive vocabulary development to aid comprehension.

In all three instances, the teachers defined what would work most successfully. These teaching arrangements were repeated in other classrooms. Specialists were spending 60% to 85% of their day in regular classrooms with the remaining time in small group pullout sessions. Several classrooms had paraprofessionals who gave direct support to multidisabled students and also gave some assistance to nonidentified students who appeared to need some help. Observed teaching strategies used by general and special education teachers included cooperative grouping, peer tutoring, active learning with centers, and opportunities for hands on instruction. Collaborative planning occurred at varying times of the day; before and after school,

during lunch, or, on specific days throughout the school year, with a roving substitute to free up the classroom teachers for 30-45 minute sessions.

### Survey Results

With 40% of site surveys returned, data pointed to concerns for increased collaboration time, staff development for modifying lessons, changing negative student attitudes, dealing with disruptive student behavior, little time to work with special students, paperwork, and increased class size. Positive comments described students with disabilities had more of an opportunity to capitalize on their strengths in general education classrooms rather than their weaknesses, students without disabilities became more tolerant and flexible, and they acted as positive role models. There were mixed feelings about the negatives of providing less lab pullout versus the benefits for more time spent in general education classrooms.

### Data Clusters

Three clusters emerged from the data: focusing, communicating, and restructuring. Focusing allowed this administrator to encourage others to move in a direction that would reach the goals and objectives she set forth. Communicating was accomplished orally through formal meetings and in informal settings and by written memos and articles. Restructuring involved changes in student placement, support services, pedagogy, and curriculum.

Focusing. Focusing strategies discussed by the informants

included visioning, planning, collaborating, and empowering. The site administrator, Alaina Pearson, explained her focus was to help the staff take ownership of students with disabilities in general education classrooms to make them feel like true members of the group and set an expected course for the inclusion process. Alaina said,

All students are equally integrated...There isn't a bias that only some students fit the mold of a general ed classroom....It takes away that preconceived idea that some children don't belong. (QP 6-15-95, 1-3)

I see them looking like and acting like other kids...You almost forget that they have any kind of disability. (QP 6-15-95, 7-9)

Alaina's visioning strategy was to have teachers believe all children regardless of their disabilities would be given a chance to become a part of the general education classroom. She used a direct approach to let the staff know her goals for inclusion,

At some point, you have to say we have to set new goals... and how are we going to get to that goal...You may not want them to stay on that train, but at least you let them know what direction they should be taking. (QP 6-15-95, 18-21)

According to Alaina Pearson, her vision began with the following strategies,

We had to look at the big picture-training, collaboration, and different models of inclusion...We had a meeting to talk about meeting these children's needs...Too often we don't look at the big

picture...We look at each child individually. (QP 6-15-95, 64-66)

Another focusing strategy was planning. Gina Peal stated "the change to inclusion began the previous summer." She described how they had two or three meetings prior to the beginning of school and devised a schedule of preparation activities. Alaina Pearson was there to lead them during the goal-setting. The teachers knew her supervision would keep them on track to be ready at the beginning of the school year.

Gina said,

We did have specific guidelines...It was all carefully thought out and I think the principal was in charge of doing that. (QP 6-15-95, 91-92)

Teacher selection was an important part of the planning process. Gina Peal described how an effort was made to match students with faculty members who had expertise and personalities to work with the student's ability level and personality. To help with his effort, parents were placed on committees to help the staff make decisions. They were allowed to come into the classroom to observe a teacher before a child was placed. Gina Peal commented,

I think being real open with parents and letting them come in and visit classrooms ahead of time to see that teacher before that child gets put in the classroom (helps) parents be a part of the decision-making process...They're usually happier or feel somewhat in control. (QP 6-15-95, 160-161& 166-167)

Collaborating, a third focusing strategy, became an important

element in the inclusion process. Gina Peal described how teachers were able to begin to collaborate after an inservice with a consultant as a second step in the inclusion process. Gina said,

An initial inservice with an outside consultant arranged for by the district director of special education provided the impetus to begin collaboration on a small scale...I do know that one of the best things we did for our staff was to select a full group of teachers from all grade levels-special educators, regular educators to go through a general training and those teachers became trainers of other teachers...I found that to be very successful. (QP 7-13-95,153-156)

Alaina Pearson explained how these meetings provided opportunities for staff members to become leaders, making her job easier. She stated,

We had to create a system to make this happen in a positive way...We have a way to help we call TAG (Teacher Assisted Groups)...Regular and special education teachers meet to talk about a child's needs...The weekly team approach used a collaborative model to discuss problems with other professionals, evaluate approaches, and brainstorm solutions. (QP 6-15-95,145-147)

Collaborative support which included speech pathologists, learning disabilities specialists, physical therapists, occupational therapists, and paraprofessionals was directly provided to students in classrooms. In

this way, students who were not identified as disabled might also receive the benefits of these professionals. Lori Potts indicated this in the following: "I want the children to know that I'm there for all of them too" (QP 7-28-95,185).

Lori also felt it was important as the learning disabilities teacher to know and blend into what the class was doing. She helped them by bringing in information to tie in with units or cooking in class if it were helpful. She let them know she was interested in what was going on in the classroom. Alaina Pearson described it in the following,

It is co-teaching at its best and it kind of evolved naturally... At first it's not natural until they get the rhythm down...But, once they got the rhythm down, teachers felt really strong about this model. (QP 6-15-95,100-102)

Lori Potts also described how working collaboratively with one teacher allowed her to expand the following year and build on her success. She stated "I think most of the teachers who I work with really desired to be challenged" (QP 7-28-95, 155). She believed that by implementing inclusion in small stages and building the rapport with the teacher built the confidence with a few.

Inclusion according to Pam Poole was the following,

It's a well-oiled machine...So far I haven't had any complaints...I've worked in business for a number of years...This is working better than any business I have worked for... I'm astounded at the way people are working together...I know by the IEP and what not, it's a



team effort. (QP 12-14-95, 17-19)

Gina Peal agreed and said,

I think when you see success in other people, it makes you feel you can climb that mountain and get there...I can do it too. (QP 7-13-98, 99-100)

Another example of collaborative efforts to help students was the creation of the STAR Room, or Student Teacher Assistant Room, which was open to all students not just those who have identified disabilities. Lori Potts described, "It's manned by myself, school volunteers, parents, the counselor, and the principal...It caught a lot of children who fall through the cracks" (QP 7-28-95, 39-40). Sheryl Paul, a fourth grader with disabilities, commented, "If you're not caught up, can go to the STAR room and get caught up" (QP, 11-13-95, 35-37). Teachers could send any student there who might need some extra academic support.

Empowering, a fourth focusing strategy, offered support to staff members to accomplish a change to inclusion. While the teachers interviewed credited the administrator for her support of inclusion with committee work, opportunities to attend workshops, or being able to observe in inclusive classrooms away from school, the administrator did not feel as though she offered major support. Alaina Pearson said "I think the special educators are more of a support to the classroom teacher...They become the advocate for the child" (QP 6-15-95, 72-73).

Staff development was offered at the outset of inclusion to help the staff understand the inclusion philosophy and to learn techniques that

would be beneficial for all students. Lori Potts described educational support committed to teacher inservice came from the district as well as from the school level. She stated,

I think the commitment that this district has towards inservicing their teachers, the programs that they bring in serve a lot to learn and to acquire new skills to meet these needs...I feel confident that there's really an effort to meet the needs of all students...I see that concern to do so. (QP, 7-28-95, 6-8)

Lori felt there was a high teacher motivation level in this school to acquire and use new skills to meet student needs. Gina Peal confirmed this effort and told how teachers went to visit schools outside of the district that practiced inclusion. Other inservice opportunities were available in the first year of inclusion. Regular classrooms were covered by substitute teachers. Both teachers liked having opportunities for camaraderie and discussions as they saw how it worked and how it was beneficial. Gina Peal explained,

I think when it's done that way, it gets your attention more than just those sessions before school or after school, hit and miss you get in thirty minutes. (QP 7-13-95 105-107)

Lori Potts provided a different perspective: "There was too much, I think, the first year...They're probably ready for it now that we've broken in the teachers a little bit more" (QP 7-28-95, 130-13).

Empowering teachers by having the special education teachers at the site provide a weekly inservice for general education teachers to learn

techniques to deal with auditory weaknesses was also open to all staff members. Lori Potts explained,

I felt like visual phonics would be helpful for the teachers to implement especially in the lower grades when you first teach the sounds and symbols (because) there is a growing number of auditory discrimination problems. (QP 7-28-95, 104-107)

After several teachers were trained, the administrator selected those teachers to work with special needs students the following year.

Communicating. A second major element of this administrator's ability to develop shared meaning was using formal and informal communication strategies. Alaina Pearson believed all personnel played a significant role in making inclusion work. She explained,

You have to do a lot of communication as often as possible to a variety of different groups...You forget about the teacher assistants, transportation, cafeteria workers, and the office staff...They are the ones who are also part of the community. (QP 6-15-95, 29-32)

Formal communication strategies included meetings the principal held with the parent teacher organization, special education, and regular classroom teachers. Additional meetings were held with support staff. Ms. Pearson described,

When we decided to become an inclusive school, we had a parent meeting and talked about what it meant and what our role was going to be. (QP 6-15-95, 37-39)

Students with disabilities had been assigned to general education classrooms and received pullout support. Now the special education teacher also served students in the classroom as well. According to Lori Potts,

There were two or three meetings dedicated towards inclusion with panel discussions from special education, from regular teachers, giving their input and what they felt the impact would be...I think in that respect, as far as reaching out and trying to calm some of the parents' concerns these meetings presented inclusion in a good way...As far as communicating this to teachers, I can't say there was a lot of input. (QP 7-28-95, 57-63)

Meetings with the staff and Ms. Pearson provided opportunities for two way communication about inclusion. They discussed devising screening procedures to refer potential students with disabilities to be later identified through psychometric and psychological testing. The administrator guided her teachers to try new procedures and programs. Lori stated "we sat down and coordinated together with the principal's guidance which helped to really set up and establish a good year for us" (QP 7-28-95, 68-70).

Other informal communicating occurred between the administrator and the parents. According to Gina Peal, "parents need to feel like they are somewhat in control and a part of the decision making process" (QP, 7-13-95,163). Pam Poole also stated,

I spoke to the principal who assured me that everything would be

taken care of...I didn't feel she was saying something just to be saying it...I haven't had a problem with anyone here...All you have to do is ask...If they don't know, they get you to who does. (QP 12-14-95, 77-80)

Pam Poole was satisfied with the services her child received in the district's preschool program for early prevention prior to entering kindergarten and was equally pleased with the services which followed.

Formal communicating between the staff and the parents was also accomplished through IEP meetings. Pam Poole stated,

When we do the IEP, you look right on there at what she has done...I don't have to see the IEP to know that... Each day I can tell the difference. (QP 12-14-95, 107-108)

And another formal communication strategy was used by the special education staff. They designed a program for all students during a week set aside to celebrate disabilities. The program highlighted a variety of simulation activities to reflect disabilities. Various speakers went into classrooms to talk about the different types of disabilities to all students.

Informal communication strategies for teachers consisted of talking in small groups between general and special education teachers and receiving printed material about inclusion from the administrator. Gina Peal described,

You have to do a lot of communicating as often as possible to a variety of groups...Little articles are stuffed in your mailbox and

workshops are presented to you. (QP 7-13-95, 71)

Special and general education teachers described how they met routinely to plan lessons and discuss students. This gave them opportunities to monitor a student's IEP and determine how materials could be modified and adapted to meet the stated goals.

Restructuring. Restructuring was the third cluster which emerged from responses. Student placement, pedagogy, curriculum, and support strategies were used in this site's restructuring efforts.

There were changes in the placement of students with disabilities and in the beliefs of teachers. Gina Peal commented on how the principal and staff were much more open with parents. They were allowed to visit classrooms in the spring and offer input before their child was placed the following year.

Pedagogically, on site observations found the majority of the teachers were comfortable with inclusive practices. They spoke positively about inclusion with regard to the social and academic gains students were achieving and displayed a pleasant demeanor in working with students. Lori Potts stated,

You know the cycle in special ed has been isolate, include, isolate for many years...There has been so many changes...And, now with the increased class size, the main restructuring I see is just in the attitudes and the thinking of the people, the faculty...This is slow.  
(QP 7-28-95,  
147-151)

Changes in attitude by teachers and parents were due to increased teacher support, receptivity to classroom visits, collaborating to write the IEP. Ms. Potts further commented,

It spreads and you never know...It's really hard to describe the teachers you work with who then turn around to become your best supporters....It takes time to turn it back around to thinking about having the students back in the classrooms. (QP 7-13-95,152-154)

Lori Potts also described a change in teacher beliefs,

Both teachers had to determine if the goals were appropriate in the first place...Therein lies the real sharing and constructing of goals...Teachers are challenged to get it done and examine how students learn...They are challenged to meet the needs of all students since there are many abilities and learning styles...They accept and tolerate their differences...Teachers sharing ideas and realizing what teachers go through day by day opens the door for communication...(QP 7-28-95,157-159)

Gina Peal described how she worked closely with the learning disabilities specialist,

It was uncharted waters...There were times when we both felt like we needed an innertube, but you just do it...We thought we were going to make this work and you just jump in there. (QP 7-13-95, 140-143)

From the student's perspective, Sheryl Payne stated, You get more help...It's much easier cause you go to one of the teachers and ask

a question. (QP 11-13-95, 30-31)

Restructuring was also evident in new curricular strategies designed to enhance instruction. These included cooperative grouping, peer tutoring, active learning centers, opportunities for hands on instruction, and study guides. In addition special education teachers modified materials when it was appropriate. Students with disabilities were given a parallel assignment, a reduced spelling list, simplified readers, or computer programs which were appropriate.

Yet, another restructuring strategy was having specialists offer student support in general education classrooms. Specialists spent 60%-85% of their day in classrooms with the remaining time in small group pullout sessions for students who also needed individual attention. Teachers described how they welcomed the opportunity to have specialists in their classrooms. The amount of time spent in classrooms by learning disabilities specialists, speech/language pathologists, a behavior specialist, or paraprofessional varied depending on specified IEP goals and the number of students on their caseloads. Multidisabled students with physical, medical, or severe behavioral disabilities had the direct support of a paraprofessional throughout the day. Non-identified students benefited from the support of specialists in classrooms who conducted a reading group or language lesson or simply made themselves available to any student requiring assistance. Having general and special education teachers teaching collaboratively reduced the adult to student ratio from 24/1 to 12/1 in many classrooms.



A video of a fifth grade male student with disabilities who benefited from the collaborative efforts of a general and special education teacher by achieving major social and academic gains highlighted the student's award for inclusion at this site. The video also depicted the benefits derived by his classmates and his teachers of his inclusive experiences. Peer support played a significant part in helping this youngster build self-esteem and achieve his goals, while there was a positive impact on the attitudes of students without disabilities.

### Summary

Focusing, communicating, and restructuring were major clusters which emerged from the examination of this administrator's ability to develop shared meaning with her staff and patrons to make the change from a dual to a unitary system of education. Strategies within the focusing cluster included clarifying her vision for inclusion that all children belong in general education classrooms regardless of their disabilities. Planning was accomplished through meetings to schedule and match students with teachers whose philosophy and personality would be best suited to working with those students. Empowering teachers through staff development increased the teachers' comfort level with inclusive practices and helped them to develop successful techniques to meet student needs. Time was provided for collaborating to gain the most benefit from the support of specialists working together in classrooms. As general education teachers realized everyone would benefit from specialists who could offer help to all students in a

classroom regardless of whether or not they have been identified, they became more receptive to inclusion.

Formal communication was evident through parent meetings and special programs to talk about inclusion and make all students aware of disabilities. These meetings and programs served as vehicles to spread the word about inclusion. Other vehicles included articles and newsletters which were given to staff members frequently. IEP meetings also served to keep the lines of communication open between parents and teachers, allowing them to share common goals. Informal communication took place in meetings between the administrator and staff members and with parents.

Restructuring occurred with changes in student placement, teacher beliefs/attitudes, parent involvement, and service delivery. Students with disabilities were spending more time in general education classrooms with the support of a specialist rather than strict isolation in special classrooms or just receiving lab pullout. Parents were given opportunities to select a classroom environment which appeared to be more suited to their child's personality and needs. Regular and special education teachers collaborated to develop IEP goals and to plan for classroom instruction. Specialists were spending more time giving support in general education classrooms than with lab pullout or operating a self contained classroom devoted to only serving students with disabilities. All students received help from specialists or paraprofessionals working in classrooms or in a small group setting in

the designated Star Room. Generally speaking, services were made available to all students in a variety of settings from specialists and not just students identified with disabilities. Collaborative support between general and special education teachers to support a student with disabilities was highlighted by an award-winning video. This student's success served to underscore the impact of inclusion and the effect of collaborative efforts.

The special services coordinator at the site served as a link between the district special education office and the school special services staff. She also bridged the gap between the specialists and the administrator to bring problems to the forefront and brainstorm solutions. The atmosphere at this school appeared to be positive and should serve to make inclusion a sustaining and institutional change. Restructuring was ongoing as the newly appointed administrator and staff continued to examine procedures to improve service delivery and meet student needs appropriately.

#### Weatherford Middle School

##### Site

Weatherford Middle School had a student population of approximately 700 students in grades 6-8. The student body was comprised of 20% minority population. The socioeconomic status of its families drew from a combination of low to middle income patrons which included blue collar, semi-professional, and professional workers whose children had attended Osceola and Quannah Parker Elementary schools.

The students occupied a one story building, sharing the cafeteria and gymnasium facilities with the high school and elementary populations on the campus. Currently, 13 % of the school's population were students with disabilities which ranged from speech/language to learning disabled to mentally retarded to physically disabled. A site administrator and an assistant principal directed the operation at Weatherford Middle School.

### Informants

Informants at this school included the site administrator, Adrian Warner, with four years experience; George Winger, general education teacher with 13 years experience; Louise West, learning disabilities teacher with eight years experience; Phyllis Washington, parent; and Sally Winter, ninth grade student with disabilities.

### On Site Observation

A visit to a sixth grade language arts class revealed that the special education and general education teachers collaborated and team taught on a daily basis. They equally shared providing direct instruction. While one was conducting a lesson, the other teacher was monitoring and assisting all students. Special education students received modified assignments with different expectations, but the overall material was the same. There were little if any notable differences to the students in the classroom. Everyone was a true member of the class.

### Survey Results

Site survey results of 54 % responding indicated that most teachers were comfortable with the concept of inclusion, and related

more easily to students with learning disabilities, physical limitations, and gifted abilities than to students who have behavioral or attention deficit disorders. Teachers tended to rely more heavily on paraprofessionals for support, but they were positive about the support from special education teachers and administration. They felt they had access to IEP's and were allowed to give input, had reasonable collaboration time, and participated in making modifications. Teachers believed professional development was readily available. In general, teachers wanted elective teachers to be more available during collaboration, felt all students needed to be more tolerant of students with disabilities, and sought more information on dealing with severely emotionally disturbed students. Overall, special education teachers reported that many classroom teachers were unwilling to work with students with severe disabilities.

### Data Clusters

Three clusters of data emerged from this case study: focusing, communicating, and restructuring. Focusing for this administrator targeted her vision for inclusion to exceed the directive for inclusion by her predecessor by motivating general education teachers to increase inclusive practices through an open, receptive manner. She communicated openly in small groups and encouraged them to be responsible for modifications to instruction in general education classrooms. Restructuring involved the formation of grade level teams with the addition of a special education teacher which reorganized their

instructional format with a designated daily period for planning.

Focusing. Focusing strategies discussed by the informants included visioning, planning, collaborating, and empowering. Adrian Warner clarified her vision for inclusion,

I feel like my special ed teachers realize the push for inclusion...They know that expectation, but I have to convince them that this year we have to go above and beyond. (WMS 6-14-95, 26-29)

She reported how there were some negative feelings at the beginning of the year. Special teachers were told they have to let regular teachers know they would go above and beyond and convince them it would work. She said,

There was some criticism by some of the special ed teachers. "I don't want to do this, I'm not going to." It's gone full circle by the end of the year. (WMS 6-14-96, 33-35)

Adrian Warner also stated she could best clarify her vision by talking to teachers individually or in small groups. She said,

When I want a change or see a need to change is to start in small groups... If I get them in large groups, I find they don't open up and talk about what they're really worried about. (WMS 6-14-95, 45-47 & 51-52)

Both teachers and parent gave their opinions on how an administrator's vision should be clarified. George Winger felt,

As an administrator you have to exude a degree of optimism...(You)

assure (teachers) they understand and there's going to be a lot of faculty support, inservice, and special programs...If we have budget constraints, we'll go out and get volunteers...(It is a) top to bottom operation. (WMS10-18-95, 42-43 & 48-49 & 53-55)

As a parent, Phyllis Washington commented on how the current administrator had clarified her vision. "There's much information in the newsletters about inclusion...You can tell she's very supportive" (WMS 1-17-95,18-19).

While initial planning for the change to inclusion began with Adrian Warner's predecessor, she had plans to reorganize the special ed teachers as part of her vision for inclusion. She said "they'll still be assigned or responsible to certain children, and certain IEP's, but they're responsible for modification" (WMS 6-14-96 60-62).

The special educators were in classrooms and were responsible for modifications that would help slower learner's needs as well. Promoted by the administrator, regular and special education teachers had informal work sessions with food and other treats provided to break down barriers and emphasize how they will be working together. It appeared that planning and collaborating were focusing strategies which became intermingled at this site. They were described by the informants from their individual perspectives.

Louise West explained how initial planning was reactive and not proactive.

We had to quickly meet before the students came and revise all of

the IEP's...Our director of special services tried to assist us in attending other schools who were doing inclusion. (WMS 10-26-95, 30-33)

She also commented how they have benefited from grants and were part of the Oklahoma Systems Change project as one of the school's piloted in the district. Ms. West further stated "planning this year is much better because all of the students in the building are teamed...We do a lot of planning just through our teams" (WMS 10-26-96, 37-39).

According to Phyllis Washington, "the principal is supportive to give the staff the extra hour...to work with their schedule...that's been a real big plus" (WMS 1-17-96, 22 & 24). George Winger stated,

We've gone to all teams-6th, 7th, and 8th...The teams are the mainstay of the middle school...The team meetings solve the problems that we have and address our needs. CMS 10-18-95, 22-24)

George confirmed the change to using a teaming concept. He said We've incorporated our special ed teacher as part of our team...The kids don't see her as a special ed teacher...She's in the classroom on a regular basis as much as possible. (WMS 10-18-95, 57-58 & 60)

Collaborating afforded the teachers an opportunity to discuss all student needs with the special education teacher on a daily basis. Team members were made aware of student IEP needs to aid planning. They talked about special projects, tests, and added to their homework hotline



with Monday as their coordination day. Mr. Winger added,

The special ed teacher knows she can set her calendar up...so and so has a test...She'll pull these kids out if we want her to. (WMS 10-18-95, 74-75)

He commented how other people were starting to look at it because they solved a big problem with having team coordination planning and how they were much happier people. "People are afraid of change...If it works, keep it... If not, toss it out" (WMS 10-18-95,79-80)

Empowering teachers came from the open climate established by Adrian Warner and the staff development made available at the site and district levels. According to Ms. Warner there was reassurance that they could air any concern or grievance they might have. She added,

It didn't matter what it was and it didn't mean necessarily we could fix it or we could change it, but at least we were going to sit down and talk about it. (WMS 6-14-95, 75-77).

She explained how teachers previously thought once it was done and a child was placed, it was permanent. Teachers were made aware that nothing was set in concrete and individual student placement could be reevaluated, which contributed to empowerment. Ms. Warner reported that staff development and assistance began by bringing in teachers from a school outside of the district who had already made the change to inclusion to speak and share their experiences with the staff. She said,

The teachers would be more receptive to hearing how regular teachers in the classroom were being successful...They did an

excellent presentation. (It was) a kind of reality forum that this is really going on in the classroom...These modifications are really being made. (WMS 6-14-95, 87-88 & 89-91)

Ms. Warner further described how teachers were made aware of how others had taken a wide range of mentally retarded students with different disabilities who were being served successfully in the regular classroom. Teachers also learned about changing tables, toileting arms, and pivot lifts which were everyone's responsibility and did not belong exclusively to special education teachers.

Louise West explained,

In the past they weren't empowered in any way other than told they were going to do this...There was no real incentive....Since then, administration has provided an incentive (with) pats on the back and being able to attend workshops if you're interested...We're working together more to be able to have someone else in your room for some hours. (WMS 10-28-95, 43-49)

The special education teacher also reported how the staff had been given opportunities to visit other schools, attend various workshops, and listen to speakers brought in by the district. She also mentioned,

Administrative support helped us access money, through grants...They help us attend workshops...We've had administrative support directing the counseling that they must change schedules. (WMS 10-28-95, 61-62, & 64)

George Winger said "we had inservice training--initially, large

doses of it in the course of the day, after school, (and on) weekends... People at the professional development center were helpful...(So was) special education, all the way from the administration on down" (WMS 10-18-95, 88-91).

Phyllis Washington felt that inclusion was mandated, but didn't know if the teachers were encouraged to use inclusive practices. She stated,

Some teachers are receptive of that and some are not...Whether (or not) it's been implemented and it's all right, it's hard to tell. (WMS 1-17-96, 27-28)

Communicating. Communicating strategies included formal and informal methods with staff and between staff and parents. The administrator was very comfortable speaking formally about a concern in a faculty meeting. Adrian Warner explained "I have a concern about this...This is what I've observed...What do you think we can do to improve the situation" (WMS 6-14-96, 18-20)? She spoke to an individual teacher if it only involved that person, but encouraged them to include others if it were appropriate to help gather more input. Her goal was to remain open and receptive.

George Winger supported Adrian Warner's open style, There's a lot of opportunity for feedback...You're going to have some gritch sessions...Our principal's been pretty good about listening to the problems....Everyone's gained a new awareness of what special education really is. (WMS 10-18-95, 81-84)

George Winger also commented about how communicating was achieved informally among staff members. He stated,

If a special ed teacher is assigned to my team, she'll let us know...If so and so can do this or can't do that, the expertise, there's a real nice avenue there...I don't think we have the frustration levels that we had before...Inclusion has gone beyond just the students, it's gone to the faculty as well. (WMS 10-18-95 ,96-97, 99-100, & 101-103)

Informal communicating also involved monitoring as described by Adrian Warner,

We have a special coordinator...She has a good relationship with the teachers...(She will hold) meetings every two weeks, every hour if you have a concern and it doesn't mean it has to be inclusion. (WMS 6-14-95, 79-102)

George Winger explained how parents of disabled students were also encouraged to come in and talk to teachers individually about their child. They were able to see how their child would not be left alone to struggle. He continued,

We care about them (because) they're our kids...I don't look at them as special needs kids...They're my students...The parents feel there's a great deal of support on the part of the administration to see that their child's needs are going to met. (WMS 10-18-95, 114-115 & 117-118)

According to Louise West, formal communication about individual

students was achieved by monitoring their goals in team and IEP meetings. She said,

We'll review placement and make necessary changes if a parent of a teacher has a problem...Through the teams, we'll try to handle the staff first...If need be, we would bring the principal in on it. (WMS 10-28-95, 54-57)

Phyllis Washington (parent) supported how they communicated formally and informally, "I've made phone calls and pretty much talk directly to the learning disabilities teacher and she communicates with the team...I've met with the regular teachers in teacher staffings" (WMS 1-17-96, 39-41).

Restructuring. Restructuring at this school involved changes in student placement, support services, curriculum, and pedagogy. With regard to student placement, George Winger stated "we were able to open up more classrooms... Special Education is not a little hallway anymore, it's all over the building" (WMS 10-18-95, 104 & 106-108).

Louise West explained how prior to the directive for inclusion, some students were mainstreamed until they were ready. However, when teachers were told inclusion would take place, all students with disabilities were placed in regular science, social studies, and math classes. Ms. West explained,

We either support them by going directly into the classroom and teaching with them...(We are) bringing expertise, modifying for students, taking students out if need be, and having

classes...Whatever needs to be done. (WMS 10-28-95, 66-69)

An observation of a sixth grade classroom confirmed this. Special and general education teachers worked collaboratively and made the necessary modifications to meet the needs of students with and without disabilities in the same classroom.

Sally Winter, student, commented positively on the effect of lab pullout with the special education teacher. "I like going to her class because they're smaller and I pay attention" (WMS 6-3-96, 42).

Curriculum changes were evident as specialists worked carefully with the classroom teacher to accomplish IEP goals by using modifications and offering support services. Ms. West described,

You would help a teacher in showing them different ways to teach the same thing...(You teach) the different learning styles and modalities ( and by) showing them all the little tricks of the trade. (WMS, 10-28-95, 86-87 & 90)

Curricular strategies also involved technology, which played a significant part in meeting student needs by using computer assisted instruction and assistive technology with adaptations specified by individual student IEP's. TV's with VCR's and computers in the classroom and in the media center with ERIC with the encyclopedia on them were of great help to all students. George Winger described,

Technology's out there, we simply have to use it...I wish we had more of it...One of my special ed kids had a hearing disability (and used) the auditory trainer...We used to have a lot of fun with

that...I could actually see the effect of technology on that kid...Technology has a lot to offer...We're not even touching the tip of it yet. (VMS, 10-18-95, 200-201 & 206-208, and 220-221)

Sally Winter further described curricular strategies, "They do experiments in science...(We) use books,worksheets, movies, and a computer for typing" (WMS 6-3-96, 21,24 & 34).

Pedagogically, Adrian Warner described what she felt was a major restructuring strategy. In the past prior to the teaming concept, the sixth grade teachers only taught sixth graders, the seventh grade teachers also taught eighth graders, while the eighth grade teachers did not team at all. None of these groups had a common planning time. Adrian Warner continued,

By teaming, all four core teachers have the same group of 120-130 kids and a special ed teacher attached to immediately take care of concerns...That's how we have reorganized. (WMS, 6-14-95, 105 & 112-114)

Another pedagogical change was in teacher attitudes toward students with disabilities. That attitude shifted toward having them take more ownership and encouraging parents to give their input. Special education teachers saw their role as teaching collaboratively in classrooms and providing modifications and adaptations of the curriculum for students with disabilities. There appeared to be a shift toward more ownership on the part of the classroom teacher who looked toward the specialist as a teaching partner in the process. Phyllis

Washington commented on how her child was served,

We had a lot more pullout time...Now the pullout time isn't really needed because there's so much done in the regular classroom...There's still learning labs based on individual needs.  
(WMS 1-17-96, 43-46)

Teacher beliefs had changed. Mr. Winger shared this when he shared his philosophy with parents,

Your kid's a kid...They're going to do things a kid will do...They're going to get in trouble, do great things and do things that are not so great...They have capabilities...They're going to risk. (WMS 10-18-95, 122-125)

Mr. Winger encouraged them to back up what is assigned at school and not be fooled into thinking the child can't do it. George stated,

Everybody benefits... It's a top to bottom operation...Inclusion is everybody...I find my teaching has improved greatly because of the expertise that's brought to the classroom...We're more conscientious...I can use some of my techniques with my special needs kids I use with my gifted students...The whole thing is interlocked...I'm sold on it. WMS 10-18-95, 136-138 & 142-145)

It was his feeling that the special education teachers had the training to understand different learning styles which had helped him improve his teaching for all students.

### Summary

Major clusters emerging from this administrator's ability to develop



a shared meaning included focusing, communicating, and restructuring. She directly communicated her vision for inclusion to her staff by working with teachers in small groups. She used her special education staff to communicate that her expectation for inclusion would be an even bigger effort than was stressed by her predecessor. The most significant aspect of this administrator's vision to better serve students with disabilities was by reorganizing her staff into grade level teams to include a special education teacher. All students would benefit from this concentration of staff who met regularly.

Planning was aided with time set aside one hour per day for teams to meet and discuss how curriculum was to be implemented and would affect students with disabilities. By collaborating regularly as a team and individually when necessary, students' needs could be met more successfully by modifying lessons and knowing what can be expected of students in advance to better prepare them to function in the general education classroom.

Teachers were empowered by having the opportunity to speak freely, to express their concerns to the administrator and special educators. They were further empowered by workshops, visits to other schools, and speakers who provided teachers with the resources to help them gain the confidence to work with all kinds of students with varying abilities and learning styles.

Formal and informal avenues to communicate were apparent at this school site with an emphasis on two-way communication. Small

and large staff meetings, public forums, IEP meetings, and newsletters provided the means to exchange information about inclusion and helped everyone who worked with students with disabilities.

Restructuring occurred through the reorganization of grade level teams and assigning a special education teacher to serve with them. General and special education teacher attitudes became more positive. Teachers realized the benefit of having a specialist working with students in their classrooms and sharing their mutual expertise to help all students. Technology played a positive role in providing other tools for students to access information and in helping them produce a product to fulfill an assignment more easily.

Site survey results revealed a concern on the part of teachers that more support and information needed to be made available to allow for successful teaching of students whose behavior was disruptive in the classroom. They continued to seek more methods to modify and adapt curriculum when needed. While more teachers were gaining a level of comfort with inclusion, this was an area that remained a challenge for the current administrator who succeeded Adrian Warner.

#### Wilma Victor Middle School

##### Site

Wilma Victor Middle School had a student population of approximately 1400 students. The site administrator of this middle school shared supervisory responsibilities with two assistant principals for sixth, seventh, and eighth grade levels. It had a diverse,

heterogeneous student population, culturally and socioeconomically. The socioeconomic status of families ranged from those who were on welfare to middle income levels to affluent professionals. There was a wide range of students with disabilities, ranging from learning disabilities to mental retardation to multiple disabilities, which were approximately 10 % of the total population. The classrooms were in a two story building with elevator access. The cafeteria and gymnasium were separate buildings.

### Informants

Informants included a site administrator, Allen Vail, who had been in the district for 20 years and would soon retire. Other informants included a learning disabilities specialist, Lois Van Arsdale, who had 13 years experience; a general education teacher, Gwen Vancil, with 18 years experience; a parent, Paige Van Horn; and an eighth grader, Stephanie Viles, a student with learning disabilities.

### On Site Observation

A visit to a sixth grade math class revealed a general and a special education teacher worked collaboratively. While each teacher monitored all students, each maintained a separate curriculum within the classroom. The special education teacher taught basic math concepts to students with disabilities and general education students who needed this approach, while the general education teacher taught the other students abstract math concepts. Each teacher used a different textbook. The teachers believed modifying either text would not

adequately serve all student needs. Students appeared to be receptive to help from both teachers. As one group did their assignment with a teacher, the second group worked with the other teacher who was monitoring and offering assistance.

A second observation revealed a different collaborative teaching arrangement. A reading classroom was structured differently, with both the general education and special education teachers sharing direct instruction with the entire group, making certain modifications for students with disabilities. Each classroom demonstrated how special education teachers supported general education teachers. Yet, teacher personalities and student needs appeared to guide the kind of inclusive practices which prevailed at this site.

### Survey Results

With a third of the site inclusion surveys returned, results indicated the greatest need was for more collaboration time. While teachers in general had adequate information on students with disabilities, almost 50% of the staff felt they did not have access to the IEP's. Many teachers were not comfortable making adaptations and had little input into developing IEP's. The majority of the teachers had not participated in professional development activities regarding inclusion and collaborative instruction and wanted more training. Most of the teachers were split on how the social climate between students had been affected by the inclusion process.

### Data Clusters

Data clustered into three categories: focusing, communicating, and restructuring. Focusing stressed the need for limited inclusion because of little support and a large student/teacher ratio, while communicating was conducted formally in staff meetings and informally in small groups. Restructuring emphasized a teaming concept to promote the daily exchange of information needed for student success, sought changes in curriculum, and offered support for teachers and students.

Focusing. Administrative focusing strategies included visioning, planning, and collaborating. The vision of this site administrator was to limit the inclusion process to a few classrooms to achieve success. Allen Vail stated,

We're really working directly with our site special ed director and district special ed director...She will advise me how much time is available that we could try inclusion, but this year it's been very limited because of the lack of support personnel...Because of constraints, it's a real slow process. (VMS 8-26-95, 35-37 & 42-42)

Mr. Vail explained how the regular classroom teacher was expected to do more than he/she had the knowledge to do and the teacher/student ratio was very high. Therefore, he set limitations for inclusion. He stated,

I've heard too many negatives on inclusion from regular teachers...All of ours have been real successful...They were also ready to do it in the 94-95 school year without hesitation...Still, I attribute that to being able to have a successful program and

something that's forced on someone or something that is not workable (VMS 8-26-95, 57-59 & 60-62)

As for directly expressing his vision for inclusion to the staff, Lois Van Arsdale explained,

Sometimes you run into some administrators who still really don't want to be a part of it...They still want it to be successful, but they really may not be able to actually relate to the whole idea. (VMS 6-23-95, 120-123)

She added,

I feel like we have taken small steps in our building and that has been a positive reflection to our administrator...You don't want to start a situation where your teachers get in an uproar because you're just going to have so many classes for students...I think we've had participation, but maybe not as much as we could have. (VMS 6-23-95, 140-145)

She further explained,

I'm not sure that we've really experienced direct involvement with the site administrator even at our building...At the building level, you have to have somebody who is willing and open and informed about it. (VMS 6-23-95, 135-137)

Ms. Van Arsdale concluded,

We've had a lot of changes with administrators in our building...We've had other administrators go out of their way to acknowledge students, I think all students, and include them in all

activities. (VMS 6-23-95, 123-125)

The reference to other administrators suggested how assistant principals played a significant role in supporting the inclusion process at this site. Planning at this site was to find a few teachers who would volunteer to participate in the inclusion process. He looked to the instructional council composed of team leaders. Allen Vail stated,

We've talked about it in our instructional council which is composed of our team leaders...Some teachers on those teams, they'll volunteer (VMS 8-26-95, 63-65).

He was concerned that a lack of funding would not provide proper support. Teachers would be negative and inclusion would not be successful. He commented, "I won't allow it until we can do it successfully with the correct support and not just sort of saying we've done inclusion" (VMS 8-26-95, 55-56). Allen Vail did not want to get teachers in an uproar, therefore, he limited inclusion.

According to Gwen Vancil,

The plan was to send the group off...four people...I don't know if they all had special needs students...We don't know how they differed from our team. (VMS 9-21-95, 56-60)

She further commented,

They had minor, not severe LD students...It wasn't dumping them in the classroom and never seeing a helper...I don't think it would have worked...They let the special ed department stand up and tell more about it...introduced the

concept...My fear, would be if it comes to our team, we didn't get that training. (VMS 9-21-95, 52-55)

Limiting the training to just a few teachers was criticized by the general education teacher. She said,

If your school's going to be fully included, I should think your whole school should be...You never know when you will have some students. (VMS 9-21-95, 70-72)

She was concerned that if inclusion was a reality and eventually students with disabilities were to be included throughout the building, only a few teachers would have the training to meet student needs.

As all of the teachers in the building were organized into subject level teams, they regularly engaged in collaboration. The majority of these teams did not have students with disabilities in their classrooms. These students were served in self-contained classrooms by specialists who taught specific subject matter content.

Mr. Vail supported collaboration,

I think collaboration is very vital no matter what the educational level the students are...With our teaming, we have four teachers who have the same conference hour...They collaborate all the time on an individual student...So, a special ed student is no different.

(VMS 8-26-96, 129-132)

As a member of a team who was trained to serve students with disabilities in the general education classroom, Lois Van Arsdale reported,



We try to sit down and go over those needs with the teachers as soon as possible...(We) point out different things that we've used in the past with these students...We have to have an attitude that we're here for service, we want to help you. (VMS 6-23-95, 154-155 & 157-160)

Specialists shouldered the responsibility for collaborating. She felt by having paraprofessionals and special education teachers collaborating with classroom teachers, they have had the opportunity to improve their skills. Lois explained how collaborating generated many ideas causing general and special education teachers to become better teachers. She added, "collaborating is the key issue with making inclusion a success...it's having shared ownership." (VMS 6-23-96, 453-454) She further stated,

I think team work is the whole element...If we can be open-minded and professional... (You need to) be comfortable enough to sit down with your peers and your administrator. (VMS, 6-23-95, 52 & 99-100)

According to Gwen Vancil,

The point is, the student succeeds...Whatever it takes, I have to do that...You modify until they succeed and hopefully get to where you don't have to make as many changes. (VMS 9-21-96, 127-139)

Empowerment as provided by the special education teachers became apparent when classroom teachers were willing to work with students with disabilities who may look and act a little different and

learn differently. Ms. Van Arsdale stated,

You see a look of fear on a lot of teachers' faces, but you know it's working successfully when the same teacher comes to you..."Don't change that kid's schedule, he's doing well in my class"....Or they come up with alternatives that can be done in the classroom. (VMS 6-23-95, 93-95, 96-98)

Lois Van Arsdale also described how teachers can serve on committees voluntarily to sort out problems and help to establish school policies to feel a part of the inclusion process. According Mr. Vail,

The teacher has to be knowledgeable and innovative (to) reach out of the sky to get interesting things and have enthusiasm. (VMS, 8-26-95) 118-119)

In addition to having specialists empower teachers, Lois Van Arsdale explained how the two assistant principals continually supported the staff. The assistant principal in charge of discipline was very supportive of inclusion. He treated students with disabilities respectfully. Their legal rights were protected with regard to in-house and out- of-school suspension when it was warranted.

Gwen Vancil confirmed how major support for inclusion came from the special education teachers with little support from the site principal.

I guess he's (Mr. Vancil) relying on them...They're relying on him.

Somewhere along the line it worked. (VMS 9-21-95,101-102 &106)

Communicating. Informal communicating strategies were prevalent, as there appeared to be a lack of formal communication about

inclusion with the faculty as well as with the parent community. Mrs. Van Horn described,

I might have heard it from my own daughter yelling, " Mother I get to be in regular classrooms"...It might have been the first time...I don't remember any followup. (VMS 3-28-96, 65-66 & 69-70)

Lois Van Arsdale described how teachers communicated informally with parents by telephone and using written notes,

If you were dealing with a nonverbal child that couldn't hear too, a note from the teacher to the parent on a daily basis enabled that parent to feel like they are a part of the school...With some of our students, we send home a grade check or behavior check every two weeks, or call them. (VMS 6-23-95. 289-292)

Yet, this was contradicted by Mrs. Van Horn who did not agree that much communication took place between teachers and parents and stated,

There's no follow-up...We always have the IEP afterwards into the semester...Somehow, I get the feeling that as a parent, I need to initiate these things rather than the teachers. (VMS 3-28-96,70-71)

She further stated,

I hear it from my daughter...then I contact one of the teachers...It seems Susan is the link. (VMS, 3-28-96)

Because she had little contact with teachers, she assumed everything was operating smoothly. However, Mrs. Van Horn felt when she called about a concern, she found her child's teachers were very

receptive to discussing the problem.

Ms. Van Arsdale described the climate in the building,

We have a really positive faculty...(The) result of reinforcement from the administration has been positive...(The administrators have) encouraged and acknowledged the faculty in that manner...(They) hear a lot of things you're already doing. (VMS, 6-23-95, 16-19 & 20-21)

Lois felt that when a teacher gets positive reinforcement, they are willing to try more, which is a strong part of their success.

Informal communication between teachers and students was achieved through a teacher's body language which conveyed a positive or negative attitude to a student. Lois Van Horn stated, "they are certainly more perceptive to emotions, eye contact, facial expressions...to even the way we say things to them in class." (VMS 6-23-95, 345-347 & 355)

Gwen Vancil believed,

A student can tell if the teacher wants them to be a success...You have to modify their work, take the time...They know if you're giving your all...The teacher has to change some things in the classroom...It takes one on one and they'll know you care. (VMS 9-21-95, 115-117 & 122)

Restructuring. Restructuring strategies at this school fell into three categories: pedagogy, support services, and curricular strategies.

Pedagogy or teachers' view of their roles and beliefs in structuring learning was changed from having teachers who worked independently

with an assigned group of students to organized teams of four teachers with each person responsible for a different subject. They worked as a unit to monitor a student's progress in each of the subject areas and shared ideas to help students achieve successfully. They met with parents as a team to discuss success or difficulty and helped to brainstorm solutions to solve problems. The administrator and teachers explained how the team concept at this middle school had a positive impact on meeting all student needs. Each team's academic goals were formulated to mesh with site and district goals. According to Lois Van Arsdale,

One of the strongest things we've done in a large school is going to the teaming concept...It enables the teachers to get together and work out any types of problems that they may have or concerns with students because a lot of times they can juggle academics...(It) pinpoints a problem much quicker (and) alters the student's schedule to suit the student's needs. (VMS 6-23-96, 1-2 & 4-7)

Included in pedagogy was a positive change in teacher attitudes toward students with disabilities as described by Lois Van Arsdale,

I think you're well aware of inclusion because teachers come to you out of concern...Initially we had a lot of students in regular classes who were mainstreamed...You don't notice them because they're not different...Their learning styles, academic, and social needs are different...Teachers would come out of concern. "I don't know if I can do this, I'm not trained." (VMS, 6-23-95, 81-82 & 86-

89)

Attitudes toward all students were described by Mr. Vail. Teachers need to be sensitive to what students need and convey a positive attitude and willingness to help them. He's heard of students who were not successful and how teachers "make it a mission or goal for that particular student to be successful on tests...They'll do whatever it takes" (VMS 8-26-95,139-141).

Inclusion also affected the attitudes of students with disabilities, described by Mrs. Van Horn with regard to her daughter,

She was extremely happy when she found out they were going to begin this....And that set the tone for her school year...I think it caused her attitude towards her work, her relationship with students a 180 degrees turn...(It) made a difference in my daughter's life. (VMS 3-28-96 39-40 & 40-43)

She further added,

If you believe a child can do it, encourage them...The difference affects their psyche...That's why I think inclusion is important. (VMS 3-28-96, 46-48 & 51)

Support services for teachers were provided by specialists through informal meetings held on a regular bimonthly basis to monitor student success, described by Ms. Van Arsdale.

We do send out notices on some students to all of their teachers...They write down behavior concerns and academic concerns. (VMS, 6-23-95, 225 & 226-227)

The psychologist, counselor, and assistant principal in charge of discipline may be included to examine the concerns and brainstorm solutions. Student support was provided by specialists, paraprofessionals and peer tutors. Stephanie described how students were supported by specialists in the classroom working collaboratively with the general education teacher. She said,

Mrs. Simons gets us paper that's carbon copied and Mrs. White gives it to us...They write the overhead notes. (VMS 9-9-96, 5-6)  
She added, "Well, when Mrs. Simons comes into our class, she mainly comes to us to make sure of what we're doing (to see) if we need help. She also helps with some of the other students." ( VMS 9-9-96, 38-39)

Lois Van Arsdale commented on paraprofessional support,  
They work so closely with students, they can tell us more about the student than we can. (VMS 6-23-95, 114-115)

She further described student support,

The students from the alternative school came over on a daily basis..that worked wonderfully. (VMS 6-23-95, 316-317)

Lois Van Arsdale also explained,

We have also utilized a (parent) volunteer in the multi (disabilities) room. (VMS 6-23-95, 307-308)

She stated that teachers could encourage peer tutoring which placed instruction on levels students could understand because they talked their language. Mrs. Van Horn agreed,

Children pick up on what other children need...The child can help bridge, pull the child over...He may not be on the same level...Over a period of time, he can begin to learn that information too...That peer can provide the link. (VMS 3-28-96, 273, 278, 280 & 284)

Curricular strategies to individualize for student success were based upon IEP goals described by Mr. Vail,

The special ed department writes the IEP...Each teacher has the IEP that they can refer to...So we expect them to follow the IEP. (VMS 8-26-95 110-112) He added,

This goes back to individualizing for students...I mean don't individualize just for special ed, we individualize for the so called regular student or the accelerated student, no matter what level they are...It just creates more challenges, naturally." (VMS 8-26-96,106-108)

Curricular strategies and techniques used in the classroom which helped her child achieve success were also described by Mrs. Van Horn, She's given study papers...The special education teacher is the one making the tests, modifications...She studies the sheet, usually what's on the test...It's a study guide...They help her do well. (VMS 3-28-96, 84, 86, & 92-93) She added, "I think what inclusion does, it is helping the child how to prepare...These are the tools you have to have...I think it's been very positive for her." (VMS 3-28-96, 103-104 &108)

Stephanie described how students like herself received review sheets to



study and were allowed to take the test the next day in the lab setting with no time constraints. She credited the teachers who worked with her and provided the equipment she needed for being responsible for making inclusion happen.

Instruction for all students was also supported by technology. This included the use of computers, television, and laser discs in classrooms as well as in the media center for research purposes. Gwen Vancil described, "they go to the media to do research...I would allow that to happen...That would be (for) any student." (VMS 9-21-95, 164-166) Augmentative technology was made available by the district assistive technology specialist. Lois Van Arsdale stated,

There was an augmentative device being used on a regular basis with the students so they're able to communicate and tell us about their day at home...We could program in and tell the parents what they did in school (VMS 6-23-95, 496-498)

Student success was fostered by changes to hands on instruction, peer support, and technology. Gwen Vancil described,

You have to lecture to where they can touch and feel and see... Whatever it takes for the child...They've got to have it all...That's every student. (VMS 9-21-95, 133-135)

She added, "you modify until they succeed and hopefully get to where you don't have to make as many changes." (VMS 9-21-95, 130-131).

### Summary

Focusing, communicating and restructuring were the three areas in which this administrator used his leadership skills to develop shared meaning with his staff and patrons to effect the change to inclusion. He firmly believed that using a slow, methodical approach to inclusion would insure its success. However, the bulk of the work to accomplish inclusion at this school slowly and methodically was specifically given to the special education coordinator. She worked to establish good relations with regular teachers who volunteered to become a part of the inclusion process and relied heavily on the talents of the special education staff and the paraprofessionals to lend support to the staff and to help students with disabilities succeed. Assistant principals were supportive of general and special education teachers with positive comments and treatment of students with disabilities when the need for discipline arose. Additional support came from volunteers, high school students from the alternative center, and student peers.

There was limited verbal or written communication about the change to inclusion with staff or parents. Communicating, as a result of collaboration between regular and special education staff, became a driving force to make inclusion work at this school. In addition, communicating at formal IEP meetings served to monitor whether or not student needs were being met.

While restructuring to foster a change to inclusion was inhibited by this administrator who took a limited approach to inclusion, positive results occurred. The school staff was reorganized to use a team concept

to meet all student needs appropriately by capitalizing on the expertise of a group of teachers. The staff recognized how students with disabilities were deriving greater benefits from inclusion. Parent and student attitudes were positive. Student self esteem was improved by receiving additional help from the special education staff in general education classrooms, computer technology, study guides, and lesson/test modification. And staff members and parents were encouraged to participate in the committee process to help set policy and take ownership of the practices which were initiated.

#### Jim Thorpe High School

##### Site

The site administrator at Jim Thorpe High School oversaw a student population of approximately 2400 students and shared supervisory responsibilities with three assistant principals for grades nine through twelve. It had a diverse heterogeneous student population culturally and socioeconomically and offered a broad range of basic skills, vocational educational opportunities, and advanced placement courses. There was a wide range of students with disabilities from learning disabilities to mental retardation to multiple disabilities which comprise approximately 10% of the total population. There were two large two-story classroom buildings with elevator access, two auditoriums, two gymnasiums, a cafeteria, and a library/media center which occupied several acres. Newly remodeled science labs with state of the art video technology and equipment for the science curriculum, fully

equipped kitchens to teach daily living skills, and a TV studio were some of the amenities available to enhance student skills.

### Informants

Informants included Andrew Turner, a site administrator for four years, who served as a former assistant principal; Merilee Taylor, mental retardation specialist with 15 years experience; Grace Thompson, general education teacher with six years experience; Patricia Tyne, parent; and twelfth grader, Stephen Tieg.

### On Site Observation

Observing in a ninth grade math class revealed the classroom teacher offered direct instruction, while the special education teacher monitored assisted those students who needed help regardless of whether or not they were identified as students with disabilities. The classroom teacher reviewed the assignment orally to assess student success with problem solving. Students broke into groups of two and played a math game with individual game boards to check their mastery. As students worked cooperatively both teachers monitored the activity. While the majority remained on task, a couple of students needed to be reminded to use their time wisely. Students did not hesitate to ask for help from either teacher. The classroom teacher expressed his satisfaction with the special educator's daily support in his classroom. They appeared to have an amiable, collaborative relationship.

### Survey Results

With 50% of the Site Inclusion Surveys returned, results revealed

general education teachers who understood the concept of inclusion felt most comfortable with students who had physical limitations and least comfortable with students who exhibited behavioral problems. They felt supported by special education teachers and paraprofessionals. However, many classroom teachers did not feel they had access to the students IEP or 504 plans and had modest input into their development. Many teachers wanted more training, particularly in the area of modifications/adaptations, but had not participated in professional development inclusion opportunities. They also had mixed feelings about the benefits to other students due to disruptions and lack of help for nonidentified students who had special needs. Teachers wanted more time to collaborate, to be able to give more input, and to know well in advance who would be included. Communication was a weak link between specialists and general education teachers, and many teachers were not comfortable with collaborative instruction in their classrooms.

Positive comments revealed that students could learn patience and understanding and become more sensitive. Teachers also believed inclusion enhanced their professional skills and positively affected the social climate of their classrooms.

### Data Clusters

Three clusters of strategies emerged from the collected data: focusing, communicating, and restructuring. Focusing for this administrator was to help others to reach their goals. His major emphasis was to create a climate in which teachers felt the

administrator was receptive to new ideas. He gave teachers guidance, opportunities to collaborate, and be empowered to try new things after receiving encouragement and training. He preferred informal over formal communicating in one-on-one meetings or in small groups.

Restructuring was accomplished with changes in student placement, curriculum, support services, and pedagogy, resulting in fewer lab pull outs, team teaching, modification of material, and an emphasis on peer tutoring and participation in extracurricular activities for disabled students.

Focusing. Focusing strategies involved shared decision making, empowering, and collaborating. This administrator did not have a specific vision for inclusion, but he was supportive of the district policy. His goal was to maintain an open and receptive climate that would allow other staff members to offer new ideas and create new policies with his guidance to promote their success. Mr. Turner stated,

I believe I can make things happen where there is a climate or atmosphere that is created within the school...We are meeting the needs of kids...We're making changes as needed...I'm open to that...There's a willingness on my part that when they come to me I'm going to listen, support, and encourage them. (JTHS 6-22-95, 250-253) This led to changes in the curriculum. Mr. Turner explained,

I don't know that inclusion has been a part of what I would call my vision or something that I really had a big role in affecting any

type of change...(It was) more of something that has just been a natural outgrowth. (JTHS 6-22-95, 347-348)

He added,

It's going to be effective (for) the people that are more directly in it. (JTHS 6-22-95, 269-270)

Creating a climate to empower teachers was important to Mr. Turner. He felt strongly about teacher training. He used his instructional council of department chairs and assistant principals to take survey information from the staff development committee and also receive input on what kinds of training teachers needed. If there were areas of instruction that needed bolstering, he believed in sending teachers to national conventions to bring back the information and sharing it with other faculty members to better meet the needs of kids. Merilee Taylor stated,

Staff development at the beginning of school was due largely to the efforts of the district special education director who is also very vocal on inclusion with the community. (JTHS 7-19-95, 182-183)

With regard to staff development opportunities the district offers, Grace Thompson said,

There's a staff development brochure published monthly...To be honest, I haven't looked closely. (JTHS 10-6-95,94-95)

Shared decision making was the essence of Andrew Turner's ability to develop shared meaning to effect change. He gave teachers the opportunity to share an idea for a new program. He discussed it, offered encouragement, and showed support for implementation after all aspects

of the idea had been explored: the rationale, the pitfalls, the benefits, and the resources. He took no credit for the change to inclusion, but backed the district's special education department and board policy to implement the change. He stated,

The special ed teachers' department head would come just to say we'd like to do this and we need to do this...That's really where it comes from...We've not had anything real organized other than the inclusion committee that the assistant principal's been responsible for and they pretty much just have taken and run with it. (JTHS 6-22-95, 210-213)

Andrew Turner used shared decision making if he felt the need for a particular change. A committee of teachers, parents, and students was formed to consider a new idea or bring about a needed change. He commented,

I have the benefit of seeing the big picture and can offer guidance to also bring about changes I feel are necessary...I need the input from those who (teachers and students) will be affected by it. (JTHS 6-22-95, 306 & 314)

Collaborating, a focusing strategy, was described by Merilee Taylor when regular classroom teachers were included in writing the IEP to allow for team decision making. She said,

Hopefully (you have) the teacher knowing about the goals, being in on the goals...If you don't include them, they're not going to have ownership of that goal...(It) should truly be a



team decision. (JTHS 7-19-95, 337-339)

Mrs. Tyne, parent, did not feel support was always available. She commented,

The parent has to be in there pitching for the kid....And once the staff is aware of it, they'll do everything they can...sometimes they don't know all of the situations. (JTHS 2-8-96, 17-19)

She further described,

When they build in success and when they don't succeed, the opposite thing happens...They definitely feel like a loser...Making sure the things they're working on are doable. (JTHS, 2-8-96, 156-157 & 160-161)

Communicating. A second area of this administrator's ability to develop shared meaning was achieved through informal rather than formal communicating strategies with faculty and parents. While formal communicating between parents and staff members occurred at IEP meetings, the majority of communicating between staff members was informal. An example of informal communicating occurred at Andrew Turner's regularly scheduled instructional council meetings with department chairs and assistant principals. He stated,

I'll ask them what are things that teachers are saying...What are concerns they have?..What are the needs?..What type of training do we need? (JTHS 6-22-95, 130-133) He further commented,

We allow the teachers to first make recommendations to the

administration as far as new course offerings or changes in course offerings...Students have the opportunity to sign up...That's going to have to be initiated for the most part from the special services teachers or the regular classroom teachers. (JTHS, 6-22-95, 2-5 & 28-29)

To informally monitor problems or issues, Mr. Turner relied on parents and staff members to communicate their needs to him directly. Andrew Turner stated,

The crux of the story is that if there's a problem, the way I monitor it is by how much squeaking goes on...And if there's enough squeaking, then eventually I'm going to get tired of listening to that squeak and I'm going to do something about it. (JTHS, 6-22-95, 70-74)

In contrast to Mr. Turner's style of informally communicating, Mrs. Tyne expressed her feelings about how inclusion should be communicated,

It needs to start with the administration, with the superintendent, maybe at the beginning session of school....The district hasn't gone far enough...They've started and I think we're on the tip of the iceberg that we're opening up to it. (JTHS (2-8-96, 49-50)

Parents may also go to others as described by Mrs. Tyne, "When we found out that this one teacher wasn't working out, the counselor immediately helped us find another one. (JTHS 2-28-96, 111-112)

Grace Thompson described how teachers were not formally told of the change to the inclusion process. It was done informally through

staff development. She stated,

A couple of hours of staff development were given where they pretty well told us what inclusion means...Modifications were expected for those included...There would be a special education teacher to help with students getting included. (JTHS 10-6-95, 90-92)

Once inclusion was implemented in her classroom, Grace Thompson explained how she and the special education teacher both took the initiative to communicate regularly on an informal basis to solve problems as they arose. Grace continued,

I take things to her and say, "How can this be done, or anything needs to be done?"...She gives me ideas...(It may be)anything from moving the child out into the hallway to focus with no distractors to completely rearranging an exam or a lab to fit a student's needs....It goes both ways. (JTHS 10-6-95, 97-99 &100-101 & 102)

The special education teacher commented on a lack of information about inclusion. Merilee Taylor said, "I don't know that we've really just had a lot on inclusion" (JTHS 7-19-95, 148-149). She added, "under that grant we had an inclusion team that was kind of involved in trying to come up with some general plans and statements" (JTHS 7-19-95, 164-166).

Another example of informal communicating between teachers was described by Merilee Taylor. She spoke directly with a physical education teacher to solve a problem with regard to a student with disabilities who was exhibiting behavioral difficulties in his class. She stated, "I had to

do a lot of talking, educating, and telling him if he needed help with this student, I was there to help him" (JTHS 7-19-95, 218-220).

Yet, another aspect of informal communicating between teachers and students was described by Grace Thompson,

Students with disabilities feel supported in the classroom when, I smile, put a hand on a student's shoulder, stand next to them, and help them personally, instead of ignoring them....I don't think a student would receive a real positive from a teacher who stood up and lectured the whole time in a situation where a student's been included. (JTHS 10-6-95, 123-126 & 130-132)

Formal communication occurred at IEP meetings for parents to feel as though they were an important part of the process in writing the student's goals. Mrs. Tyne stated,

That's really an important thing...Those are sort of our legal checks and balances...If it's in the IEP, it has to be done... (It is) an important guideline...a framework...things must be followed. (JTHS 2-8-96, 163-164, 168, 171, & 182-183)

Restructuring. Restructuring strategies included student placement, support services, curriculum, and pedagogy which included changes in teacher, student, and parent attitudes and beliefs.

Student placement at this high school had resulted in a shift from only placing students in self-contained classrooms or in general education classrooms with lab pullout to also having some special education teachers assist students with disabilities directly in

classrooms. Any combination of each of these possible placement opportunities were available depending on individual student needs.

Mrs. Tyne expressed her feelings regarding the inclusion process, I don't think Riverview district has gone far enough...There are times when inclusion isn't appropriate. (JTHS 2-8-95, 71)

She felt that sometimes a student's needs can be better served in a pullout lab to allow for risk-taking. If a student with disabilities remained in a general education classroom, teachers should not have singled them out, but should help everyone with needs. Mrs. Tyne also said,

And, there's still a place for going out into the hall and talking with a few kids at a time. (JTHS 2-8-96, 84)

However, Mrs. Tyne was grateful that while her daughter was included in general education classes, she was allowed to go to a lab setting to take tests as an alternative measure.

Merilee Taylor agreed with the parent and commented, You can't just do that by dictating (and) saying this is it...Some kids need to have some shelter...It has to be looked at individually. (JTHS, 7-19-95, 477-479)

Mrs. Tyne also believed,

I think that we need to keep in mind that there are times when they need that place--that safety net...Keep in mind it's not good for some kids to be in the regular classroom...(It may be) too stressful. (JTHS, 2-28-95, 128-129 & 130-131)

She further described,

The LD lab at the high school has a door that is hidden to allow students to go for study hall and get help as a protective measure...It's kind of protective of their emotions like a study hall.

(JTHS, 2-28, 132 &134-136)

Andrew Turner described how 10 to 20 years ago when he was in the classroom, students with disabilities were not in the general education classrooms. They were in their own little place.

In terms of collaborative support, Mr. Turner stated,

We have our special education teachers assigned...I'm seeing them teaching fewer special education classes and having more time available in support of regular classroom teachers.

(JTHS 6-22-95. 317-319)

Andrew Turner also explained,

We're going to have special education staff in the classroom a lot more than we have had in past assisting regular teachers...They're a very caring group. (JTHS 6-22-95 ,436-437)

Collaborative support came about as the role of the special education teachers shifted from exclusively serving students with disabilities in pullout labs and self-contained classrooms to assisting students directly in general education classrooms. While collaborative efforts were viewed positively by some general education teachers, others maintained a negative attitude. Meeting the IEP goals of students with disabilities required the services of special educators. Merilee Taylor stated,

Some teachers are comfortable with it (inclusion) and there are teachers who are not very comfortable with it...You have these students in your class, you're going to have the support and you're going to have to deal with it. (JTHS 7-19-95 ,251-254)

Merilee Taylor also stated, "I think you have to have the support of higher up to have the support down below a lot of time" (JTHS 7-19-95 , 291-292). She referred to having the speech pathologists and physical/occupational therapists support regular classroom teachers to successfully include students with disabilities in addition to lab pullout.

Grace Thompson stated,

I felt extremely overwhelmed...I was used to teaching this basic skills class of 14-15 students and it got to a size of 29...50% (of the students) were on IEP's and had special modifications...I didn't have the special education teacher here every day, (just) every other day. (JTHS, 10-6-95, 75-79)

She appealed to the assistant principals and department chairperson and got a special education teacher full time. Grace commented,

That helped tremendously...I feel a lot better about what I'm doing...We've learned some things...You can't put that many students altogether...I don't know that's true inclusion.

(JTHS,10-6-95, 81-82 & 84-85)

As a general education teacher, Grace Thompson liked the support of having a special education teacher working in her classroom. She found the help necessary and enlightening. The special education

teacher had training that was valuable in helping her meet students' special needs from giving oral exams to enlarging pictures and diagrams for visually impaired students. General education teachers felt they could not implement inclusion effectively until a regular collaborative initiative was put in place.

Ms. Taylor also described how other school staff like Mr. Tilly, the assistant principal who dealt with discipline, had been very supportive of students with disabilities and stated, "It's being accepted and treated like everyone else" (JTHS 7-19-95-33-35).

Mrs. Tyne further commented on the shift to inclusion, The lab people no longer sit in their labs...They go into classrooms...They do lesson plans together and adapt it for those kids...(They are) out of isolation. (JTHS 2-8-96, 123-125 &130-131)

From a student's point of view regarding collaborative efforts, Stephen Tieg described how the special education teachers came into his classroom to assist students with disabilities. He said,

(They helped with any subject)...It's really just whatever you need help on...There's more help in the classroom...You don't have to wait as long. (6-25-96, 8, 10 & 22-23)

He liked having two teachers available to receive help. In the past, a student had to wait longer periods to get questions answered and might get off track.

An observation in a ninth grade math class revealed a general and



special education teacher working collaboratively to meet the needs of all students. They did not differentiate between students with and without disabilities, but offered assistance to all students who required it.

Curricular changes which benefited students with and without disabilities are described by Merilee Taylor. High school students were given the opportunity to pursue a future career by acting as aides for students with disabilities. This was the beginning of having additional aides working in general education classrooms to assist students and teachers as described by Merilee Taylor, "My kids are able to do keyboarding because I have a student sitting right next to them making sure they understand, whatever level they're on" (JTHS 7-19-95, 21 & 23-24).

Merilee described another program, We have been having kids out in the community 1 1/2 hours, so they're only in our program 2 1/2 hours...Most of it is pretty functional to prepare them for the world of work...(We) balance functional skills, community service, and inclusion in the high school environment. (JTHS, 7-19-95, 46-47 & 49-50)

Grace Thompson who taught basic science classes stated,

If a student has a need, the special education department is real good about writing down all of the special needs of those kids for the teachers. (JTHS 10-6-95, 28-29)

Merilee Taylor described a new practice to better accomplish a student's IEP goals. She stated,

We tried something last year and it didn't work, so we're trying something a little different...(A student is) assigned to a teacher rather than an hour of monitoring. (7-19-95, 265-268)

However, Merilee said, "Where there have been problem students, sometimes the staff hasn't felt they've got the support they needed...Some have a feeling of resentment because they require so much help" (JTHS 7-19-95, 274-275 & 279-280).

Pedagogically, another restructuring element was the changing attitude of the classroom teacher who displayed a positive, flexible attitude toward students with disabilities. Grace Thompson described her class as transitional,

It is not a special education class...(It is) not a full fledged fast-paced high school academic class...(It is) intermediate, where they'll have a little success...(They) learn about themselves as it applies to their life. (JTHS 10-6-95, 105-108)

Peer support, another pedagogical concept, had students with disabilities interacting with typical students in extracurricular activities. This was mutually beneficial to students and helpful to teachers in meeting student needs socially and academically. Mr. Turner stated,

Our Key Club participates in the unified special olympics...Kids (are) going bowling...( They are) playing soccer (and) softball...Those are ways I'm seeing some of these kids interacting. (JTHS 6-22-95, 330-332, & 334)

Mr. Turner felt the biggest change was having peer tutors working

with students with disabilities in classrooms, at special events, and in lab settings. Working together affords opportunities for typical students to be themselves and reach out to another student who may have a disability to bolster his/her academic success. Yet, Mrs. Tyne believed teachers should be cautious about peer tutoring and cooperative learning. She said,

Socially, it can be good and bad...(You) make sure it's a positive experience...Kids need to be informed and educated about kids with disabilities...They would know a little more what to do...Sometimes kids can communicate things better to kids than adults. (JTHS 2-8-96, 228, 234, 237-238 & 242)

Stephen Tieg commented,

I think in any classroom someone's going to understand it better than you are...You ask your friend...You feel kind of embarrassed, but they'll help you...We have time in class for group work...That's pretty helpful. (JTHS 6-25-96, 26-28 & 29-30)

Yet he felt there were times he preferred to work alone, depending on the particular subject.

### Summary

Focusing, communicating, and restructuring were three major areas which have contributed to this administrator's ability to develop shared meaning. This administrator's major focus was to establish a climate that was open, positive, and receptive. He wanted to encourage

teachers and other personnel to bring their ideas and programs for change to the forefront. With guidance, support, and encouragement to seek additional training, he empowered his teachers to try to achieve what they believed was in the best interests of their students. Resources were made available which included local or out of district inservice opportunities, funding, equipment, and other materials. As a result of shared decision making, new programs were initiated. People were valued for their ideas and made to feel that change was possible if all of the elements have been explored.

Collaborating was left to specialists who worked with teachers to reach goals outlined on the IEP. Other collaborating took place with counselors, assistant principals, or department chairs who assisted teachers and students with changes in placement, discipline issues, and support for new programs. This administrator preferred using informal rather than formal communicating strategies. Informal communicating also involved monitoring which was accomplished by being sensitive to parents, students, teachers, assistant principals, or district administrators who told him what was needed. He sought the help of others to make things happen if it was in the best interests of students.

Restructuring to achieve an inclusive climate was limited, yet there was a decrease in the number of pull out labs and self contained classrooms. Special education teachers were going directly into classrooms to assist students and teachers. The building principal supported peer tutoring, while teachers encouraged it to achieve social

and academic gains in classrooms and extracurricular activities. While not all general education teachers were receptive to inclusion, they were slowly gaining more confidence and developing a more positive attitude toward working with students with disabilities in their classrooms.

This administrator took no credit for the change to inclusion. He acted as a facilitator for others to move forward and bring new ideas to the forefront. Relying on assistant principals who were selected for their areas of expertise, special education, curriculum, and discipline, to help move his school in a forward direction, his positive attitude acted as a springboard to help others achieve their goals.

## CHAPTER IV

### ANALYSIS OF THE DATA

The data presented in Chapter III will be analyzed individually and collectively through Fullan's lens of strategies necessary to develop shared meaning to accomplish successful change. When comparing across the sites, the following will be discussed: 1) physical plant, 2) student population, 3) staffing patterns, and 4) strategies used by each of the administrators to determine which of those strategies mirror Fullan's (1991) six elements for change.

#### Individually

##### Osceola Elementary

This elementary administrator used all six of Fullan's (1991) six strategies to effect change: vision building, evolutionary planning, monitoring/problem-coping, initiative-taking and empowerment, staff development/resource assistance, and restructuring.

Vision-building. While a vision for inclusion came directly from the central office, the administrator, Ann Olmstead, supported the district mandate to bring students with disabilities back to their home site. She informally communicated her support of the district's vision by acting as a facilitator to allow her staff to approach inclusion from a practical standpoint.

Ms. Olmstead stated,

I've tried to find a balance between sharing with the staff and what I perceive the district philosophy and goals to be and what seems realistic for our site...Some of the things maybe the district level might want to have happen don't seem very practical. (OE 6-14-95, 59-61).

Shared decision making was the essence of her vision. As Ms. Olmstead welcomed faculty input, shared decision making led to a reassigning of specialists to serve a designated grade level as opposed to serving only particular students. Limited numbers of special education teachers on staff to support general education teachers was the reason for this change.

Evolutionary Planning. Ms. Olmstead engaged in evolutionary planning and encouraged her faculty to offer input and act as a team. They were given the time to plan. The general education teacher stated, "Planning time is critical...It needs to be a team effort because regular and special education teachers need to work closely" (OE 6-30-95, 82-83). The special education teacher supported this notion, "She gave us the opportunity to plan...(There was) a lot of time for faculty input so that everyone was writing together instead of imposing a plan...I think that's why it worked" (OE 6-28-95, 31-32 & 36-38).

Monitoring/Problem-Coping. Scheduled IEP meetings were used as the forum to communicate and write appropriate goals for a student. It was also an opportunity to determine how much inclusion in general

education classrooms was beneficial and if lab pullout was also necessary. According to the special education teacher, "We reconvene IEP meetings if we don't like the way a child is being served correctly" (OE 6-29-95,77-78). The site inclusion team appointed by the administrator was another avenue to communicate and monitor inclusion at the site. Recommendations were made to the administrator for additional adult supervision for individual students . The special education teacher stated, " She's 100 per cent behind us in our efforts and does try to support us with getting additional help" (OE 6-28-95, 80-81).

Initiative-taking and Empowerment. Ms. Olmstead took the initiative and encouraged collaborative work cultures. She also advocated ongoing monthly support groups of teachers to share concerns and brainstorm solutions. "Teachers are encouraged to say what's working and what's not working...(They're) an unofficial help team" (OE 6-14-95, 74-75). They discussed coordination between and among the grades to allow students to build continuously on skills previously taught.

Staff Development and Resource Assistance. While much of the staff development opportunities were provided by the district during the first year inclusion began, visits to other sites in and out of the district, outside workshops, and on site inservice were encouraged by this administrator. Ann Olmstead stated, "One of the things that doesn't happen naturally is organized in house staff development...But we're



going to try to plan something once a month...in house, somebody bringing somebody in that will be related to inclusion" (OE 6-14-95, 112-115).

Restructuring. Restructuring at this site included changes in student placement, support services, pedagogy, and curriculum. Students with disabilities were no longer isolated in special classrooms and participated in special areas ( art, physical education, and music). The administrator and teachers all agreed students with disabilities were no longer isolated. Ann Olmstead stated, "I think there are probably some situations where it's not appropriate for some of the IEP goals to be met in the regular classroom...(There) needs (to be) a smaller, quieter, more contained environment" (OE 614-95, 214-216). Special education teachers were working side by side with general education teachers in their classrooms. Planning and collaborating were ongoing. General and special education teachers were represented on school committees. Instructional strategies such as hands on learning, cooperative grouping and problem solving were being implemented for all students. Teachers engaged in teaching interdisciplinary units.

Summary. Ann Olmstead had incorporated Fullan's (1991) six components at her site. While inclusion was not her initial vision as suggested by Fullan (1991) as needed for change to occur, she internalized the district's vision and focused on using shared decisionmaking with her staff. Ms. Olmstead encouraged them to employ strategies from the six components which led the change to inclusion at

her site. Students with disabilities were no longer isolated at this site. General education teachers welcomed specialists to assist students with and without disabilities in their classrooms. Parents of identified students were pleased their self esteem was enhanced by this change. All students in general education classrooms realized classmates could be different and began to accept students with disabilities who were spending most of their school day in general education classrooms.

#### Quannah Parker Elementary

This elementary administrator used all six of Fullan's (1991) strategies to effect change: vision-building, evolutionary planning, monitoring/problem-coping, initiative-taking and empowerment, staff development and resource assistance, and restructuring.

Vision-building. While a vision for inclusion was mandated from the central office prior to the beginning of the inclusion process, Alaina Pearson, shared her beliefs regarding inclusion formally with parents in meetings and with newsletters and with her staff by giving them articles related to inclusion. Her staff believed she had a vision for inclusion. "She was very instrumental in bringing in inclusion...It's never been mandated...She's the administrator, this is the direction we'd like to see...(We're) motivating teachers to pick that up" (QP 6-10- 95, 27 & 30-32). Ms. Pearson internalized the vision for inclusion and communicated it to others.

Evolutionary Planning. Alaina Pearson stated, "We had to look at the big picture--training, collaboration, and different models of

inclusion...They are all our children" (OE 6-10-95 64-66). This was substantiated by the special educator, "We had a lot of meetings through PTAG dedicated towards inclusion with panel discussions from special service and regular teachers" (OE 7-28-95, 57-59). Through the administrator's efforts, an outside consultant was brought in the spring prior to the beginning of the inclusion process to help teachers become comfortable serving students with disabilities in the general education classroom and with engaging in collaborative instruction. The special and general education staff also spent time planning together with parents to assist with fall placement. Special education teachers continued to meet throughout the summer. Ms. Pearson also felt handpicking specific teachers who were receptive to a child with disabilities was necessary. "Special services took that task of figuring out how they were going to include those kids in the classroom to start," stated the general education teacher (OE, 7-13-95, 157-159). Alaina Pearson was present during summer meetings to keep the special educators on track to achieve goals for inclusion. "We did have specific guidelines...(There were) dates to meet, things to be met and turned in...Alaina was in charge of that" (OE- 6-10-95, 87, 90, & 92-94).

Monitoring and Problem-Coping. Monitoring and problem-coping was achieved in TAG (teacher assisted group) time collaborative sessions as well as in formal IEP conferences. Through conversations with special education teachers, they explained how the site inclusion team comprised of administrators, teachers, and parents also monitored

inclusion. They made suggestions to create a school and public awareness of inclusion through simulated disability activities open to all grade levels. This activity was presented two years later. In addition to this activity, special education teachers held a workshop open to all parents which was designed to provide tips to parents to help students with homework.

Initiative-taking and Empowerment. Staff attitudes toward inclusion became more positive. The general education teacher stated, "little articles are stuffed in your mailbox and workshops are presented...(We) get to go and visit some places doing some inclusion...(It was) a process of educating people so they're not afraid of change" (OE 7-13-95, 70-73 & 79). The parent also stated, "they gave some talks to teachers...They really learned by doing...I think they been a lot more accepting...the teachers aren't afraid...I guess it helped to have some lectures and by actually putting the kids in the class" (OE 5-9-96, 63-66).

Staff Development and Resource Assistance. This administrator first provided her teachers with training in the collaborative process by using an outside consultant. She encouraged all of the staff to attend additional workshops on and off site to learn instructional strategies that would benefit students with disabilities such as modifying lessons, reducing expectations, using technology, and making the staff comfortable with collaboration. She also provided the time to meet and discuss how to serve students appropriately and achieve IEP goals

together.

Restructuring. Restructuring was evident with the closing of former self contained classrooms. All students were assigned to a homeroom. Pull out lab sessions were used if students needed small group assistance in addition to classroom assistance. Lessons were modified through the cooperation of general and special education staff. Instructional practices included using computer technology, hands on learning, cooperative grouping, thematic units, and integrated curriculum. Discussions with personnel revealed some students were only monitored by specialists, but they were not served directly. Special and general education teachers touched base monthly according to a student's IEP to see if the students were being academically and socially successful without direct intervention.

Summary. All of Fullan's six components were used by Alaina Pearson at Quanah Parker Elementary. Although a change to inclusion was not her initial vision, she internalized the district's vision as her own using the necessary five steps which led to restructuring. Change had taken place and the process was improving each year according to the staff. Parents, administrators, teachers, and students felt more comfortable and acknowledged the benefits to all students with the change to inclusion.

#### Weatherford Middle School

This middle school administrator used all six of Fullan's (1991) elements to effect change: vision-building, monitoring/problem-coping,

initiative-taking and empowerment, staff development and resource assistance, and restructuring.

Vision-building. Adrian Warner shared her vision by reorganizing her staff into teams of four which included a special education teacher. "I feel like my special education teachers know my expectation for inclusion...We have gone past 50%--above and beyond...Since the beginning of the year (there) were some reaction by special education teachers...It's gone full circle. (WMS 6-14-95, 26-27). Her open, receptive style set the tone for her vision.

Evolutionary Planning. "We do a lot of planning through our teams" (VMS, 10-26-96, 39). "We're geared to have those IEP's in the teachers' hands before school starts" (VMS, 6-14-95, 35-36). Initial planning during the tenure of the former administrator was rushed. The special educator described it as reactive, not proactive. Adrian Warner believed the reorganization of teams across the grade levels and a daily plan time provided the critical structure necessary to meet students needs.

Monitoring/Problem-Coping. Monitoring and problem-coping were ongoing as teaming with daily planning allowed general and special education teachers to discuss individual students and modify instruction and expectation as it was needed. According to the general education teacher, "all the students are teamed...Everyone in the building is responsible" (OE 10-18-95, 19 & 39).

Initiative-taking and Empowerment. Teachers were empowered by

being encouraged to brainstorm solutions to problems and were made to feel they could air their concerns in a nonthreatening climate established by the administrator. "I've reassured them over and over they can air any concern they have or any grievance...We were going to sit down and talk about it" (VMS 6-14-95, 74-75 & 77). The general education teacher also stated, "administration has been an incentive...(We) get pats on the back...(We are) working together more as special and regular ed teachers" (VMS, 10-18-95, 46-48).

Staff Development and Resource Assistance. Ms. Warner arranged for her teachers to receive information from a team of teachers from another district who had already experienced the change to inclusion. It served as a reality forum. Other inservice sessions she helped arrange focused on helping students with physical disabilities. The general education teacher stated, " You're able to attend workshops if you're interested" (VMS 10-18-95, 47).

Restructuring. Restructuring began with reorganizing the staff into teams of four to include a special education teacher. Specialists were encouraged to teach collaboratively for one or two classroom periods each day, help teachers modify and adjust lessons throughout the day, and offer lab pull out to those students who needed individual attention. A specialist stated, "we either support them by going directly into the classroom and teaching with them... (We are) bringing expertise...(We are) modifying for students, taking students out if need be...(We are) having classes...(We do) whatever needs to be done" (WMS, 10-28-95, 66-

69). The staff appeared to believe in the value of inclusion. They were energized and willing to make it work.

Summary. Adrian Warner had incorporated all of Fullan's (1991) six elements to develop shared meaning for change. Teachers were positive and enthusiastic about the reorganized teams which included specialists. They achieved a sense of ownership with an equal responsibility to meet all students' needs.

#### Wilma Victor Middle School

This middle school administrator used only one of Fullan's (1991) strategies to effect change: monitoring/problem-coping. There was a lack of vision, evolutionary planning, initiative-taking and empowerment, staff development, and restructuring.

Vision-building. Allen Vail clarified his position with regard to the district's vision by restricting inclusion. He felt because there was inadequate support for inclusion, it should be limited for it to be initially successful. He did not want to risk failure or have the staff or parents criticize its practice. While he was vocal with the staff in explaining his position, he did not communicate with parents and kept a low profile. However, the general education teacher felt it was the special education teachers who stood up and told about placing students with minor learning disabilities in classrooms. According to her, "they introduced the concept" (VMS 9-21-95). Only a few teachers participated in the inclusion process. Many staff members had little knowledge of what was taking place if they were not directly involved. According to the general



education teacher, "I never heard any questions to figure out if inclusion was working or not...(It) started two years ago, and I never heard another word about it, until you (researcher) called" (VMS, 9-21-95, 76-79).

Evolutionary Planning. There appeared to be little planning and few opportunities available for collaborating. Mr. Vail used his instructional council which included team leaders to map out strategies to try inclusion. These teachers were among those who volunteered for including students with disabilities and received support from specialists. Teaming among all staff members at this site was implemented after the inclusion process began. This change caused general education teachers to become more focused on meeting all student needs more effectively as they could concentrate on the students they shared with three other teachers.

Monitoring/ Problem-Coping. Collaboration between team members served to monitor and offer solutions to problems during their daily planning time. Bimonthly meetings between classroom teachers, specialists, and paraprofessionals served to foster discussion about academic and behavioral concerns. The psychologist, counselor, or assistant principal in charge of discipline were also asked to participate if necessary. Weekly grade checks were sent home to parents to keep them informed of a child's progress. IEP meetings were used as another avenue to gather input from parents and other specialists, such as physical therapists or speech/language pathologists, to determine what

goals were appropriate and if the identified student was meeting with success.

Initiative-taking and Empowerment. Mr. Vail did not take the initiative to direct the inclusion process mandated from the central office. Teachers were not empowered because they were not encouraged to work collaboratively with specialists or engage in inclusion practices. According to the special education teacher, " I think teachers need to be exposed to the limitations and expectations...I think it's giving them ownership...They need to know we're working together" (VMS 6-23-95, 177-178 & 181 &187). He relied on volunteers from his instructional council comprised of team leaders. "We're not forcing anyone to do it" (VMS 8-26-95, 69).

Staff development and Resource Assistance. Mr. Vail did not encourage staff development. Although limited numbers of teachers attended inservice training, they gained confidence and appreciated having the specialist and paraprofessional support. The specialist stated, "I think the whole thing comes through training and sitting down as soon as you possibly can with teachers" (VMS 6-23-95, 175-177). The general education teacher did not feel teachers throughout the building were given training opportunities and did not acknowledge administrative support. She felt the support came from the special education department. She stated, "the team next to us was a part of it (training)...nothing was brought back to the rest of the staff...They let it be known...Don't throw these kids in here and abandon them" (VMS 9-

21-95, 62-66).

Restructuring. Restructuring was also limited as students were served in pull out labs or in self contained programs for special subjects such as math or reading. Specialists who collaborated with general education teachers helped to modify lessons and provide access to technology. More parent participation on school committees was encouraged to help set school policy and take ownership of practices which were initiated. However, the restricted amount of inclusion at this site was substantiated by the special educator, "I feel like we have taken small steps in our building and that has been a reflection on our administrator" (OE 6-23-95,140). The general education teacher felt apprehension regarding the inclusion process and its effect on students without disabilities whose progress could be impeded. She appeared to lack information, training, and ongoing communication from the beginning of the inclusion process.

Summary. Given a lack of receptivity and commitment on the part of this administrator, limited inclusion was evident. Allen Vail had only incorporated one of Fullan's six elements for change: monitoring/problem-coping. Therefore, major restructuring had not occurred as he did not exercise a vision to lead this change or inspire others to do so. There was a willingness on the part of special educators, but a lack of vision, little encouragement for staff development, as well as limited initiative/empowerment provided by the administrator.

Jim Thorpe High School

This high school administrator used three of Fullan's (1991) strategies to effect change; monitoring and problem-coping, initiative-taking and empowerment, and staff development and resource assistance. There were no vision-building, evolutionary planning, or major restructuring strategies in place.

Vision-building. Mr. Turner did not communicate his personal vision for inclusion, but relied on his assistant principals and special educators to bring this change about. This was his method of supporting the district mandate for inclusion. He was open and supportive to suggestions for new ideas and programs such as inclusion due to the climate he created for change to occur. He believed in shared decisionmaking and formed committees of teachers, parents, and students to bring about change in many areas.

Evolutionary Planning. There was no evolutionary planning as Andrew Turner did not personally get directly involved in planning for the inclusion process. The site inclusion chair, an assistant principal, and special education teachers worked with classroom teachers to serve students in classrooms. This changed the delivery of special services from working with students in labs and self-contained classrooms to directly assisting students in general education classrooms. This change was limited because of initially limited support. The special educator stated, "there was some leeway on scheduling which helps to arrange certain kids in certain places" (JTHS, 7-19-95,157). Their collaborative support, special training, and modifications for students were welcomed

by many teachers.

Monitoring/ Problem-Coping. Mr. Turner relied on his instructional council to keep him aware of problems, training, or specific needs. He made himself available to listen to parents and then sought the appropriate personnel to help with an issue. Participants agreed that IEP meetings allowed teachers and parents to determine what individual students needed to be successful and included them as goals which were initially written or needed modification. Also, specialists came to rely on general education teachers to make them aware of student concerns.

"The teacher comes to you telling you there's a problem...I worked very closely with the teacher" (JTHS, 7-19-95, 208 & 210). The general education teacher corroborated how this practice operated. "I take things to her and ask how can this be done...She gives me ideas" (JTHS, 10-17-95, 97-98). Students were moved to the hall to focus on a task or exams were modified to be sensitive to their needs.

Initiative-taking and Empowerment. Mr. Turner did take the initiative to support inclusion. He empowered his teachers by encouraging them to initiate new programs and bring their ideas to the forefront. "I have what I consider to be a real open door policy" (JTHS, 6-22-95, 192). The special educator agreed Andrew Turner exercised this policy in allowing her to use students interested in pursuing an educational career to act as aides and work with her students with disabilities. He was receptive to her idea and acted as a sounding board. He also helped her to examine the positives and negatives of her

program. They brainstormed solutions and put them into practice. If ideas were feasible, he would support teachers' efforts. "I provide them the support, encouragement, and opportunity to make those changes" (JTHS, 6-22-95, 351).

Staff Development and Resource Assistance. Mr. Turner did support staff development. He relied on others to bring him the information and then encouraged them to obtain the necessary training. Teachers were allowed to seek staff development opportunities on site or out of district. While many classroom teachers welcomed the support of specialists, others did not. It seemed they were not necessarily offered a choice of whether or not they wanted to have students with disabilities in their classrooms. Discussions and observations found some general and special education teachers were engaged in team teaching, while others welcomed the additional support of students, had lessons modified, or liked having specialists proctor exams in their labs. The choice was left to the classroom teacher.

Restructuring. Mr. Turner believed students with disabilities were better served through inclusion than in the past. Many specialists were assisting students in general education classrooms, while others conducted labs if students needed small group work. While peer tutoring was encouraged and taking place in classrooms, students with and without disabilities were also participating together in extracurricular activities. Assistive technology was also widely used by students with disabilities. While some teachers were still somewhat negative toward

the inclusion process, there was a positive change in teacher attitudes toward serving students with disabilities in their classrooms. Much of the negativism resulted from having larger class sizes and dealing with behaviorally challenging students. Mr. Turner felt teachers were using more hands on teaching methods, particularly in math and science, which benefited students with and without disabilities rather than solely relying on lecture methods and requiring exclusive pencil/paper assessment.

Summary. The administrator at Jim Thorpe High School used three of Fullan's (1991) six components to develop shared meaning to achieve change: monitor/problem-coping, staff development and resource assistance, and initiative-taking and empowerment. He did not impart a vision for inclusion that was clear or forthright or use evolutionary planning. Restructuring had occurred in a limited fashion. Staff surveys described an uncomfortable feeling about inclusion, a need for more staff development, and a true commitment by the staff. The inclusion practiced at this site was not restructured in the broad sense as posited by Fullan (1991). The old structure had not been fully replaced.

#### Summary of Fullan's Six Components for Change

Change was more likely to occur at Quanah Parker Elementary, Osceola Elementary, and Weatherford Middle School since the administrators used strategies that incorporated Fullan's (1991) six components to effect change: vision-building, evolutionary planning, monitoring/problem-coping, staff development and resource assistance,

initiative-taking and empowering, and restructuring.

However, the administrator at Jim Thorpe High School had worked through the change process which led to some inclusion opportunities for students relying on assistant principals and specialists. While they used strategies that were linked to some of Fullan's six elements (initiative-taking and empowering, staff development and resource assistance, and monitoring/problem-coping, these were not widely implemented and did not result in broad restructuring.

The staff at Wilma Victor Middle School was struggling with the change to inclusion long after the district issued its mandate for change. The administrator used only one of Fullan's components; monitoring/problem-coping. While the district's goal was to move toward achieving inclusion, he strongly believed it should be limited. Inclusion continued to remain limited to just a few specialists who worked closely with a few general education teachers to accomplish inclusion with collaborative instruction after he left. The majority of the students with disabilities were still served in self-contained programs or classrooms that were subject-oriented with a large concentration of students with disabilities.

While Osceola Elementary, Quannah Parker Elementary, and Weatherford Middle School administrators had accomplished change, a total restructuring from a dual to a unitary educational process had not occurred. Students were still served in dual capacities of being included in general education and in lab settings. This was probably due to the



district's emphasis on providing responsible, but not full inclusion. As a result, each of the sites continued to offer pull out labs and self contained programs as administrators, specialists, and classroom teachers felt they served particular students more appropriately. Collaborative planning was prevalent among staff members at each site, however team teaching was not necessarily a common occurrence.

At two of the sites, Quanah Parker Elementary and Weatherford Middle School, special and general education teachers were team teaching. One taught while the other monitored and assisted students. It was more common for the general education teacher to offer direct instruction, while the specialist assisted students in the classroom or took a small group off to a corner of the room or to another place outside of the classroom. It may have been a question of relinquishing ownership of a general educator's students to a specialist or reluctance on the specialist's part to teach a whole group.

When analyzing which of Fullan's (1991) six components were incorporated into the change to inclusion at these schools, all six of them played a significant part at Osceola Elementary, Quanah Parker Elementary, and Weatherford Middle School. However, a limited number of components were used by administrators at Victor Middle School and Jim Thorpe High School.

These two administrators exercised a style of management at their sites which is common for large schools, particularly those at middle and high school levels. They were more prone to delegate responsibility to

others. They also did not internalize the district's vision for inclusion doing the minimum for compliance. Some inclusive practices occurred, but not to the extent it occurred at the elementary levels or other middle school site.

Table 1 presents a summary of administrative strategies at the sites.

Table 1

Summary of Administrative Strategies

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**STRATEGIES**

	VISION-BUILDING	EVOLUTIONARY PLANNING	MONITORING/ PROBLEM-COPING	INITIATIVE-TAKING/ EMPOWERING	STAFF DEVELOPING RESOURCE ASSISTANCE	RESTRUCTURING
Osceola Elementary	X	X	X	X	X	X
Quannah Parker Elementary	X	X	X	X	X	X
Weatherford Middle School	X	X	X	X	X	X
Wilma Victor Middle School	---	---	X	---	---	---
Jim Thorpe High School	---	---	X	X	X	---

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### Cross Site Comparison

The following will present a cross site comparison of 1) physical plant, 2) student population, 3) staffing patterns, and 4) similarities and differences in administrative strategies.

#### Physical Plant

While all the sites were located in the same district, their physical appearance and building configurations were very different. Osceola, a one story building, was the first elementary school in the district and underwent an extensive remodeling approximately 12 years ago. It had the best equipped playground to serve students with disabilities.

Quannah Parker was built approximately 15 years ago on wide grassy acreage as a one story, single classroom building with a cafeteria which was also used as a gymnasium. There was limited playground equipment available to students with physical disabilities. A special swing large enough to hold a wheel chair was installed on the kindergarten playground. No special equipment was available on either of the primary or intermediate playgrounds. As the student population continued to grow, two additional classroom buildings as well as a gymnasium were added.

Weatherford Middle School, a one story building, was converted from an upper elementary building to its current middle school status approximately 15 years ago. While it shared gymnasium and cafeteria space with Osceola Elementary and Jim Thorpe High School, it had a

separate media center to only serve middle school students.

Wilma Victor Middle School was built on a large parcel of land several miles from the high school/middle school/elementary complex as a two story facility with a separate cafeteria. As its population grew, a second classroom addition and separate gymnasium were added. An elevator was installed to assist students/staff with physical disabilities. All of the sites had student and adult restrooms that were modified or newly built according to ADA regulations.

Jim Thorpe High School was comprised of two large, two story classroom buildings with a separate cafeteria and two gymnasiums to serve over 2400 students. It had a special entry door for easy wheelchair accessibility. A large comprehensive media center with state of the art technology, book collections, and printed material allowed high school students to conduct research over a wide range of topics.

Table 2 presents a summary of the sites' physical plants.

Table 2  
Summary of Physical Plant of Sites

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PHYSICAL PLANT

	<u>Buildings</u>	<u>Grounds</u>
Osceola Elementary School	One Story	High School/Middle School Administrative Offices Share One Campus
Quannah Parker Elementary School	Five One Story Buildings-Three Classroom buildings Cafeteria,Gymnasium	Flat Grassy Areas Over Wide Acreage

Table 2 Continued

	<u>Buildings</u>	<u>Grounds</u>
Weatherford Middle School	One Story Building	High School/Osceola Administrative Offices Occupy Single Campus
Wilma Victor Middle School	Two Story Building Gymnasium, Cafeteria	Grassy Area
Jim Thorpe High School	Two Classroom Buildings Buildings-Two Gymnasiums	Weatherford/Osceola Administrative Offices

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Student Population

Parker Elementary had approximately 900 students making it twice the size of Osceola Elementary with 450 students. Quannah Parker Elementary drew its population from a combination of professional, semi-professional, and blue collar patrons, while Osceola Elementary had a predominantly homogeneous population of low to middle income patrons. Parker had 10 % of its students who required special services as compared to Osceola's 22 % of its students who were identified as students with disabilities requiring special services. Both schools had a small percentage of students from multicultural/ethnic backgrounds.

Wilma Victor Middle School had approximately 1400 students which drew from a student population that was culturally and socioeconomically diverse and offered special services to 10 % of its students. Weatherford Middle School had 700 students from a predominantly homogeneous population with 13 % of its students

requiring special services. Weatherford Middle School drew its population from Osceola and Quannah Parker Elementary schools, while Wilma Victor Middle School drew its heterogeneous population from two other large elementary schools. One of the elementary schools was the pilot case study with its multicultural and socioeconomically diverse student body, while the other elementary school drew its students from a predominantly upper middle socioeconomic group of professional families.

Jim Thorpe High School drew its population from Wilma Victor and Weatherford middle schools. The high school offered special services to approximately 225 students out of a total population of 2400 students who were culturally and socioeconomically diverse.

Table 3 summarizes student and parent populations.

Table 3

Summary of School Populations

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SCHOOL POPULATIONS

	<u>Number of students</u>	<u>Ethnic Diversity</u>	<u>Homogeneous Patrons</u>	<u>Blue Collar Patrons</u>	<u>Professional Patrons</u>	<u>Semi- Professional Patrons</u>
Osecola Elementary	375	22 %	X	X	---	---
Quannah Parker Elementary	900	10 %	X	X	X	X

Table 3 Continued

	<u>Number of students</u>	<u>Ethnic Diversity</u>	<u>Homogenous Patrons</u>	<u>Blue Collar Patrons</u>	<u>Professional Patrons</u>	<u>Semi- Professional Patrons</u>
Weatherford Middle School	700	13%	X	X	X	X
Wilma Victor Middle School	1400	10%	X	X	X	---
Jim Thorpe High School	2400	10%	---	X	X	X

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### Staffing Patterns

Osceola Elementary was under the direction of a single site female principal, while Quanah Parker Elementary's administrative staff consisted of a female site principal and an male assistant principal to supervise students and staff. There were approximately 33 staff members at Osceola: 17 full-time and 1 half-time general education teachers, 3 full-time and 2 half-time special education teachers, 2 half-time counselors, 1 full-time Title 1 reading and 2/3 Title 1 math teachers. Quanah Parker Elementary had 68 full-time general education teachers with 7 full-time and 1 half-time special educators, 3 paraprofessionals, 2 full-time counselors, 1 Title 1 reading and a 2/5 Title 1 math specialist, and 1 psychometrist.

Wilma Victor Middle School had a male site principal and 2 assistant principals, one male and one female, while Weatherford Middle

School had a female site principal and one male assistant principal.

Weatherford Middle School had 47 full-time general education teachers, 8 full-time special education teachers, 2 counselors, and 3 paraprofessionals, while Wilma Victor Middle School had 73 full-time general education teachers and 7 full-time special education teachers, 3 paraprofessionals and 3 counselors, while

Jim Thorpe High School had a male site principal and 4 assistant principals: two females and two males, 117 full-time general education teachers, 9 full-time special education teachers, 7 paraprofessionals, and 6 counselors.

The severity of students with disabilities determined the need for specialists to serve them. While Wilma Victor Middle School's total population was significantly higher than Weatherford Middle School, the total number of students with disabilities was almost the same with similar numbers of specialists, paraprofessionals, and counselors. However, while the population of students at Quanah Parker Elementary was three times greater than Osceola Elementary, the numbers of students with disabilities were similar at both sites.

How specialists served students with disabilities differed from site to site. Speech/language pathologists and specialists trained to serve students with emotional problems also served students with learning disabilities. Title I reading and math specialists served students in classrooms who were also identified for special services. This appeared to be common practice at Osceola and Quanah Parker Elementary Schools.



When learning disability specialists taught collaboratively in general education classrooms, all students received services regardless of their identification as students with disabilities which was common at all of the sites.

Table 4 presents a summary of site staffing patterns.

Table 4

Summary of Staffing Patterns At Each of the Sites

STAFFING PATTERNS

	<u>F.T. General Education Teachers</u>	<u>F.T. Special Education Teachers</u>	<u>Paras</u>	<u>Counselors</u>
Osceola Elementary School	17 and 1 1/2 time	3 and 2 1/2 time	0	2 1/2
Quanah Parker Elementary School	68	7 1/2 time	3	2 F.T.
Weatherford Middle School	47	8	3	2 F.T.
Wilma Victor Middle School	73	7	3	3 F.T.
Jim Thorpe High School	117	9	7	6 F.T.

Administrators had different expectations for specialists which resulted in somewhat different modes of service deliveries. If inclusion were a high priority as opposed to lab pullout with an emphasis on collaborative instruction, specialists spent the majority of their time in classrooms. This was the case for the site administrators at Osceola and Quanah Parker Elementary schools and Weatherford Middle School.

Some specialists at Wilma Victor Middle School and Jim Thorpe High School served students in classrooms, but they did not spend most of their time in those settings. They served students with disabilities for greater periods of time in labs. There was not a consistent expectation for how specialists would serve identified students.

#### Cross Site Comparison of Administrative Strategies

The following is a cross site comparison of the strategies used by each of the site administrators when compared to Fullan's (1991) six components for change.

Vision-building. In the area of vision-building, the administrators at Osceola and Quannah Parker Elementary schools supported the district inclusion policy to bring students with disabilities back to their home sites and included them in regular classrooms to serve their needs. Previously, students at the elementary levels were served at particular sites where programs were housed to serve students with severe disabilities. They remained in the program until reaching middle school age. Osceola Elementary's administrator used shared decision making strategies through her instructional council with regularly scheduled collaboration sessions. She also made time available for special education and general education teachers to collaborate. The administrator at Quannah Parker Elementary had a vision to integrate all students equally and planned with her staff prior to inclusion to accomplish this vision. Formal meetings open to all patrons allowed her to express her vision, with additional meetings for support, special, and

general education personnel.

Weatherford Middle School's administrator, Adrian Warner, had a vision to foster inclusion by reorganizing the staff into grade level teams which also included a special education teacher. Yet, Allen Vail, Wilma Victor's Middle School administrator, clarified his vision to carry forth the district policy for inclusion, but chose to limit the process until success was evident. He did not formally communicate the change to inclusion with parents, but did speak to his faculty and reinforced teachers in succeeding meetings. A small group of classroom teachers and specialists volunteered to engage in inclusion practices, while the remainder of students with disabilities continued to be served by specialists in lab settings or self-contained classrooms.

Jim Thorpe High School's administrator, Andrew Turner, was open and supportive. He sought to establish a positive climate to encourage change, communicating his policies to his staff in grade level and departmental meetings.

Table 5 summarizes the similarities and differences of vision-building strategies.

Table 5

A Site Comparison of the Similarities and Differences in Vision-Building Strategies

	<u>Communication</u>		<u>Teams</u>	<u>Integrate Students</u>	<u>Shared</u>
	<u>Formal</u>	<u>Informal</u>			<u>Decision-making</u>
Osceola Elementary	X	X	---	X	X
Quanah Parker Elementary	X	---	---	X	---
Wilma Victor Middle School	---	X	X	---	---
Weatherford-Middle School	---	X	X	X	---
Jim Thorpe High School	---	X	---	X	---

Evolutionary Planning. In the area of evolutionary planning, Osceola Elementary's Ann Olmstead provided time for the staff to write goals for inclusion they hoped to accomplish. Quanah Parker Elementary's administrator, Alaina Pearson, conducted several planning meetings for staff and later formed committees to involve parents of students with disabilities to help with placement and determine how to serve students legally and appropriately. Weekly TAG (teacher assisted group) meetings were set aside for each grade level to collaborate and brainstorm solutions for students with special needs. She also communicated formally with parent groups and other school personnel,

such as secretaries, teacher assistants, cafeteria workers, and bus drivers.

At Weatherford Middle School, Adrian Warner worked with teachers in small groups to give them opportunities to express their beliefs openly rather than in a more formal situation such as at a building faculty meeting. Wilma Victor Middle School's administrator, Allen Vail, did not exercise preliminary planning and provided limited opportunities for collaboration between teachers. Andrew Turner at Jim Thorpe High School also did not engage in evolutionary planning, but he believed in using the committee process to create policy and establish procedures and supported their decisions.

Table 6 offers a site comparison of evolutionary planning strategies used by each of the site administrators.

Table 6  
Differences and Similarities of Evolutionary Planning Strategies

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EVOLUTIONARY PLANNING

	<u>Brainstorming in Small Groups</u>	<u>Committees</u>
Osceola Elementary	X	X
Quannah Parker Elementary	X	X
Weatherford Middle School	X	---
Wilma Victor Middle School	---	---
Jim Thorpe High School	X	X

---

Monitoring/ Problem-Coping. Monitoring/ problem-coping at Osceola Elementary was accomplished at collaboration sessions to allow for teacher input to better serve student needs. IEP meetings and monthly teacher support group meetings provided an avenue for two way communication. At Quanah Parker Elementary, weekly collaboration meetings and IEP meetings monitored the services provided to identified students.

Weatherford Middle School's teams of teachers at each grade level met daily to plan and discuss problems that arose with individual students. They also met with parents in IEP meetings to discuss how goals were to be met successfully. Parents were also encouraged to communicate directly with a child's teacher or meet with the entire team if there were concerns to be addressed. Wilma Victor Middle School teachers made themselves available to parents to discuss concerns in addition to information shared at IEP meetings and sent home grade and behavior checklists. Parents were encouraged to contact a child's teacher at any time. Jim Thorpe High School teachers discussed concerns and monitored student progress at IEP meetings. Andrew Turner made himself available to discuss parent concerns and address issues as they occurred, thereby making an effort to resolve them.

Table 7 presents a site comparison of monitor/problem-coping strategies.

Table 7

Differences and Similarities of Monitor/Problem-Coping StrategiesMONITOR/PROBLEM-COPING

	Team Meetings	Weekly Monitoring Opportunities	Daily team Collaborative Meetings	IEP Monitoring Opportunities
Osceola Elementary School	---	X	---	X
Quanah Parker Elementary School	---	X	---	X
Weatherford Middle School	X	---	X	X
Wilma Victor Middle School	X	---	---	X
Jim Thorpe High School	X	---	---	X

Initiative-taking and Empowerment. Initiative-taking and empowerment at Osceola Elementary was accomplished by encouraging and providing staff development and offering them opportunities to make shared decisions. In addition, meetings with teachers one-on-one allowed them to express concerns and offer their opinions to Ann Olmstead. The collaboration time provided also gave teachers opportunities to give input and take ownership of services provided for students with monthly teacher support group meetings. QuanahParker

Elementary's administrator also empowered her teachers by setting aside time to collaborate.

Weatherford Middle School's administrator also empowered her staff with opportunities to collaborate, and this was similarly provided at Osceola Elementary and Quannah Parker Elementary schools.

Weatherford's administrator brought teachers from outside the district who were involved in inclusion. They explained how to provide services at their school. Weatherford's teachers were allowed to make outside visits to other schools to further empower the staff by viewing successful inclusion. Wilma Victor Middle School's administrator did not set aside specific time for collaboration, but relied on special education teachers and assistant principals to be encouraging with their support and positive attitudes. However, inservice opportunities were limited which also limited teacher empowerment and their ability to demonstrate initiative. In contrast, Jim Thorpe High School's administrator encouraged the collaborative efforts between special and general education teachers. He encouraged counselors and assistant principals to work closely with parents to place students. His receptive manner gave teachers opportunities to express themselves and offer ideas for new programs which served to empower them and encouraged risk-taking.

Table 8 indicates initiative-taking and empowerment strategies.



Table 8

Initiative-Taking/Empowerment StrategiesINITIATIVE-TAKING  
AND  
EMPOWERMENT

	Collaborative Work Cultures	Planning Meetings	Create New Programs
Osceola Elementary School	X	X	---
Quanah Parker Elementary School	X	X	---
Weatherford Middle School	X	X	---
Wilma Victor Middle School	---	---	---
Jim Thorpe High School	X	---	X

Staff Development and Resource Assistance. Staff development and resource assistance at Osceola Elementary was encouraged by Ann Olmstead. Teachers attended workshops on site and made visits out of the district. Quanah Parker Elementary's administrator, Alaina Pearson, arranged for workshops on site and also encouraged her special and general education staff to attend district workshops and other out of district conferences.

Similarly, Adrian Warner at Weatherford Middle School encouraged

her staff to attend workshops on and off site. Allen Vail at Victor Middle School sent some of his staff to workshops if they were to engage in inclusion practices, but attendance was limited to a select few when it initially began. Jim Thorpe High School's Andrew Turner supported and encouraged teachers to receive training if they expressed a need.

Table 9 summarizes staff development and resource assistance.

Table 9

Staff Development and Resource Assistance

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STAFF DEVELOPMENT and RESOURCE ASSISTANCE

	<u>Off Site Visits</u>	<u>On Site Visits</u>	<u>Workshops &amp; Conventions</u>
Osceola Elementary	X	---	X
QuannahParker Elementary	X	X	X
Weatherford Middle School	---	---	X
Wilma Victor Middle School	---	---	X (Limited)
Jim Thorpe High School	---	---	X

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Restructuring. Restructuring at Osceola Elementary involved all special education and general education teachers. Students with disabilities were no longer isolated in self contained classrooms. "You see

children of all types of disabilities everywhere...There is no isolation," according to Ann Olmstead (OE 6-28-95). Special education teachers were reassigned to certain grade levels to maximize classroom support and were engaged in team teaching with classroom teachers. Students with disabilities were involved in all academic instruction in classrooms and in special area subjects, such as art, music, and physical education as well as extracurricular activities. Some small group lab support was also made available if it was needed.

Restructuring at Quanah Parker Elementary was similar to Osceola Elementary with all students with disabilities included in general classrooms. They were no longer isolated in self contained classrooms or in labs for large blocks of time. A difference at Quanah Parker Elementary was allowing parents to play a significant part in the inclusion process by giving input toward their child's placement.

"Letting them come in and visit classrooms ahead of time to see that teacher before that child gets put in the classroom by visiting classrooms...I think they need to be part of the decision making process...They're usually happier and feel somewhat in control," stated a general education teacher (OE 7-13-95, 161-163 & 166-170). Specialists and paraprofessionals supported students in general education classrooms and helped teachers modify assignments and help with assessment. In addition to inclusive placement in classrooms, many students also received small group help in lab settings for a portion of their day or for a few days a week, depending on the IEP goals.

Weatherford Middle School also included all students with disabilities in general education classrooms. The core team of teachers included a special education teacher who met daily to plan lessons, discuss concerns, and modify assignments. Special education teachers co-taught for a portion of the day and also worked with identified students in less distracting lab settings on weak academic areas. The teachers described how they learned techniques from one another that could be applied to all learners, not just students with disabilities. Classroom teachers took greater ownership of students with disabilities and communicated more easily with parents. A general education teacher described, "Everybody benefits, inclusion is everybody" (WMS, 10-18-95, 136-137).

In contrast, inclusion at Wilma Victor Middle School was limited to some students with disabilities and certain specialists who would support them in general education classrooms. Content oriented teachers were assigned to work in teams of four with a designated group of students. The special education teacher who collaborated with them stated, "It enables the teachers to get together and work out any type of problems that they may have or concerns with students because a lot of times they juggle academics" (VMS 6-23-96, 5-7). Other specialists and students with disabilities remained in lab or self contained settings. Students were mainstreamed into general education classrooms if their skills were at a level which allowed them to be successful in a particular content area. This was counter to the definition of inclusion in which

students do not have to earn their presence in age appropriate classrooms.

Restructuring at Jim Thorpe High School was also limited. Some special education teachers did a combination of collaborative teaching with classroom teachers by directly supporting students with disabilities in their classrooms and also conducting lab pull out as needed. Several self contained classrooms remained in place to serve students with severe behavioral and/or academic disabilities. Paraprofessionals either remained in self-contained classrooms to offer further assistance to special education teachers or accompanied severely disabled students to their general education classes. Prior to the implementation of inclusion, special education teachers offered to modify and adapt lessons without direct classroom involvement. Students voluntarily sought the help of a special education teacher to study for a test or receive additional help on assignments in a lab setting. Peer tutoring was encouraged and allowed students with disabilities to communicate freely with classmates. This provided help on a level that was easily understood, increased social and emotional skills, and mutually boosted self esteem.

An on site observation revealed how students appeared to benefit from the collaborative teaching relationship of a classroom special education teacher. Students had two adults who could answer their questions and guide their progress.

Table 10 summarizes restructuring strategies at each site.

Table 10

Summary of Restructuring Strategies

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RESTRUCTURING

	<u>Team Teaching</u>	<u>No Self-Contained Classrooms</u>	<u>Grade Level Teams</u>	<u>Some Self-contained Classrooms</u>	<u>Lab</u>
Osceola Elementary	X	X	---	---	X
Quanah Parker Elementary	X	X	---	---	X
Weatherford Middle School	X	X	X	---	X
Wilma Victor Middle School	X	---	X	X	X
Jim Thorpe High School	X	---	---	X	X

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Table 11 summarizes the background of the informants.

Table 11

## Summary of Background Data of Informants

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**INFORMANTS' BACKGROUND**

	<u>Osecola Elementary School</u>	<u>Quanah Parker Elementary School</u>	<u>Weatherford Middle School</u>	<u>Wilma Victor Middle School</u>	<u>Jim Thorpe High School</u>
Administrator	B.S. Elem. Ed.	B.S. Elem. Ed.	M.S. Admin. M. A. Coun.	B.S. Ed. Music Cert.	B.S. Math M.A.. Coun.
Special Education	B.S. M. S. + 30	B.S. EMH M.S. LD	B.S. Ed M.s. + 30	B.S./M.S. Sp. Ed.	B.S M.S, MR
General Education	B.S. M.S.	B.S. Elem. Ed.	B.S. Ed A.. S. Bus.	B. S. + 21	B.S.
Parent	H.S.	H.S.	H.S.	H.S. B.S. Pre-school Teacher	B.S. M.S.
Student with Disabilities	3 rd Gr	4th Gr.	9th Gr.	8th Gr.	12th Gr.

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Summary. Vision-building, evolutionary planning, monitoring/problem-coping, initiative-taking and empowerment, staff development and resource assistance, and restructuring strategies were used by the administrators at Osceola Elementary, Quanah Parker Elementary, and Weatherford Middle School. While monitoring/problem-coping strategies were used, vision-building, evolutionary planning, initiative-taking and empowerment, staff development and resource assistance, and restructuring fell short at

Wilma Victor Middle School. Monitoring/problem-coping, initiative-taking and empowerment, staff development and resource assistance were components used by Jim Thorpe High School's administrator. Yet Andrew Turner did not use vision-building, evolutionary planning, or restructuring strategies to accomplish a change to inclusion.

### Summary

This chapter analyzed how administrators used Fullan's (1991) strategies individually and collectively to develop shared meaning to accomplish inclusion. A cross site comparison also examined the physical plants, student populations, staffing patterns, and administrative strategies.

In Chapter V, the summary, conclusions, recommendations, implications and a commentary of this multiple case study will be presented.



CHAPTER V  
SUMMARY, CONCLUSIONS, RECOMMENDATIONS  
AND COMMENTARY

This chapter includes a summary of the study, conclusions, recommendations for further research, and commentary.

Summary

The purpose of this multiple case study was to examine the development of shared meaning through vision, evolutionary planning, initiative-taking and empowering, staff development and assistance, monitoring and problem-coping, and restructuring (Fullan, 1991) by building level administrators as they implement the unitary system of inclusion of students with disabilities in age appropriate regular classrooms. This purpose was accomplished by:

- \* Data collection from five public schools in a suburban school district using direct observation, systematic interviewing, and document reviews.
- \* Data presentation into 1) Focusing, 2) Communicating, and 3) Restructuring individually and then collectively.
- \* Data analysis individually by each site and then collectively and cross site comparisons using Fullan's (1991) Change Model.

### Data Needs and Sources

Data from schools and personnel who were involved in inclusion programs was needed to achieve the purpose of this multiple case study. Two elementary, two middle, and one high school in the same suburban school district were used as data sites. Principals, general and special education teachers, students with and without disabilities, and parents/guardians of students with disabilities were interviewed to gather data regarding inclusive programs and who and/or what made them successful. All of the participants were willing to participate and share their feelings regarding inclusion at their respective sites.

### Data Collection

This multiple case study concentrated on three sources of information: direct observation, systematic interviewing, and document review. Students with disabilities were observed in general education classrooms. Interview questions were used to elicit information from participants regarding their views of successful inclusion programs and the individuals who were responsible for the change. Faculty inservice agendas regarding inclusion, articles on inclusion given to teachers, and district inclusion surveys were reviewed.

### Data Presentation

Prior to the data collection, a literature review was undertaken. Emerging themes resulted in presenting the data in the following categories: focusing, communicating, and restructuring. The data collected was consistent with existing literature.

Focusing. Focusing strategies involved visioning, planning, collaborating, and empowering. Some administrators carried forth the district mandate for inclusion by establishing school climates that were open and receptive to new ideas and allowed for shared decision making. Others believed students with disabilities belonged at their home site. Some administrators relied on assistant principals and special education teachers to direct the inclusion process. The change to inclusion was formally introduced to parents and other support personnel in the spring prior to implementing inclusion in the fall at one elementary site. At the other elementary site, the administrator told the special education staff of her vision to accomplish the change to inclusion in the fall and planned with special education teachers in the previous summer. Other administrators did not directly communicate a vision for inclusion.

One middle school administrator reorganized her grade levels into teams of four with a special education teacher, creating opportunities for collaborative planning and promoting greater student ownership by sharing common goals. This same set of strategies was recognized in the research by Giangereco, Dennis, Cloniger, Edelman, and Schattman (1993).

Administrators at some of the sites modified schedules to allow for collaborative planning time for teachers defined in the literature as necessary by Rude and Anderson (1992), while this was not a priority at other sites. Collaborative teaching was handled in ways that were comfortable for general and special education teachers consistent with

the research by Wong (1994). Models varied from team teaching using the General Education Model recognized by researchers Simpson and Miles (1990) with each teacher offering direct instruction to the entire classroom, having specialists teach specific groups of identified students with disabilities and low achievers, or having specialists only assist students in classrooms while the classroom teacher offered direct instruction acknowledged in the research by Thousand and Villa (1990).

Empowering teachers was a result of allowing them to give input to determine how students should be served in meeting IEP goals, to serving on policy setting committees, and to feeling they have a significant voice in the inclusion process. With regard to staff development, the feeling of having adequate training for the introduction to inclusion practices and ongoing training was mixed. Not all of the general education teachers interviewed believed they had adequate training prior to inclusion or ongoing training as it was limited to just a few selected teachers. This was a more common belief at the middle school and high school rather than at the elementary sites. Research by Stainback and Stainback (1982) and Davern and Schnoor (1991) confirmed how important this training component was to making the change to inclusion.

While teachers at some sites believed the district and site administrators provided support for a district-wide philosophy for inclusion, arranged for planning time for staff to collaborate, encouraged and arranged for training on site and off site, and provided information about disabilities as discussed in the research by Van Dyke, Stallings,

and Colley (1994), others did not feel they received this same support. They believed students with severe disabilities, particularly behavioral in nature, should not be served in general education classrooms. They did not have the training to deal with disruptive behaviors which affected their classroom learning environment consistent with concerns raised by Shanker (1994). Other teachers who were receptive to inclusion welcomed the support of specialists and believed all students benefited from the experience.

Communicating. Communicating strategies varied among administrators from conducting formal meetings with staff and patrons to meeting informally in small groups. Others wrote memos, letters, or shared articles pertaining to inclusion as discussed by McCloskey and Clay (1987). IEP meetings at all sites served as a formal means of monitoring student goals with opportunities for parents and teachers to offer input and modify curriculum. Participants in each of the case studies stated that varying amounts of communicating actually took place at their respective sites. Other communicating involved consultation with special education personnel to determine how much modification would be necessary. Specialists were writing study guides, designing alternative or parallel activities, or administering tests with changes in format and location. Support was offered in a variety of ways to teachers and students.

Restructuring. Restructuring strategies resulted in changes in pedagogy, curriculum, teacher and student attitudes, and support

services. Students were no longer isolated in self contained classrooms, spending the majority of their time in general education classrooms. Lab pull out was offered to students who needed a small quiet environment. The amount of time students spent in lab settings was determined by their individual needs indicated by the research of Staub and Peck (1994). Special education personnel spent more time in classrooms supporting students and team teaching than they did in lab settings, although this varied at the respective sites. Throughout the district, teachers were feeling more comfortable with having students with disabilities in their classrooms.

Specialists were modifying class assignments, helping students with and without disabilities in a classroom, and sharing teaching strategies with classroom teachers as reported by Mastropieri and Scruggs (1994). General education teachers used more active, student centered approaches that included problem solving, cooperative learning, and a holistic approach to reading and language arts according to Eichinger and Wortman (1993).

Technology tools to support learning were being used by all students and included computers with/without adaptors, word processors, and VCR's and camcorders, confirming the research of Friend and Cook (1993) and Jones, Beukelman, and Hiatt (1992).

Peer tutoring by students without disabilities was encouraged to develop social interaction skills, heightened self-esteem, and consistent academic gains. The student participants at the middle and high schools

talked positively about peer support. Research by Thousand and Villa (1990), Murray-Seegert (1989), and Voeltz and Brennan (1983), confirmed the benefits derived from peer tutoring to both students with and without disabilities. Students also liked having the support of another adult in the classroom to answer questions and get help quickly.

### Summary

Focusing, communicating, and restructuring strategies used by the administrators in this multiple case study were found to be consistent with the literature. Classroom and lab pull out practices at the various sites, which contributed positively to the inclusion process, were confirmed by research; modifying assignments, sharing teaching strategies, active student centered activities, cooperative grouping, peer tutoring, problem solving, and hands on instruction.

### Analysis

The data was compared to the six components Fullan (1991) believed were necessary for change: vision-building, evolutionary planning, initiative-taking and empowerment, staff development and assistance, monitoring/problem-coping, and restructuring.

Table 12 summarizes the similarities and differences in focusing, communicating, and restructuring strategies at the various sites.

Table 12

Summary of Similarities and Differences in Focusing, Communicating  
and Restructuring Strategies

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STRATEGIES

	Osceola Elementary School	Quanah Parker Elementary	Weatherford Middle School	Wilma Victor Middle School	Jim Thorpe High School
<hr/>					
<u>Focusing</u>					
Visioning	X	X	X		
Collaborating	X	X	X	X	
Planning	X	X	X		
Empowering	X	X	X		X
*****					
<u>Communicating</u>					
Informal	X	X	X	X	X
Formal		X			
*****					
<u>Restructuring</u>					
Student Placement	X	X	X		
Support	X	X	X		X
Pedagogy	X	X	X		X
Curriculum	X	X	X		X

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Findings

Three of the five administrators articulated a vision. The



elementary administrators supported the district inclusion policy to return students with disabilities to their home sites. Quanah Parker's administrator had a vision to integrate all students in regular classrooms and collaborated with her staff to accomplish this goal. Osceola's administrator used shared decision making to fulfill her vision and provided time for planning and collaboration. Weatherford's administrator had a vision for inclusion which led to reorganizing her staff into teams to include a special education teacher. Formal communication was only practiced by Quanah Parker's administrator. However, all three administrators engaged in informal communication practices in small and large groups.

Wilma Victor's administrator had a limited vision of inclusion and relied on specialists to make it happen. Jim Thorpe's administrator was open and supportive of inclusion, but he gave this challenge to his special educators to accomplish.

Evolutionary planning was a strategy practiced by Quanah Parker, Osceola, and Weatherford's administrators. They allowed teachers to take the initiative and became empowered, provided staff development opportunities, and arranged time for monitoring and problem-coping. These strategies led to significant, but not total restructuring at their sites.

However, while Wilma Victor Middle School and Jim Thorpe High School administrators did not engage in evolutionary planning, their teachers monitored and dealt with problems in teacher staffings and IEP

meetings involving parents. Jim Thorpe's administrator supported staff development, while Wilma Victor's administrator only sent a selected few to workshops. Teachers at Jim Thorpe High School were encouraged to show initiative and became empowered. This did not occur at Wilma Victor Middle School.

Upon examining the data and how it was applied to Fullan's (1991) six components for change, it appeared that all five administrators gave their teachers time to plan and collaborate. Teachers believed ongoing planning and collaborating were the primary components for successful inclusion according to interviews and surveys across the district. Planning on some sites was daily, while at other sites it was weekly or bimonthly. Collaborating to determine how a child's IEP goals could be met successfully in the classroom was critical. Teachers used the general curriculum which required modification and adaptation to be sensitive to various learning styles, academic strengths and weaknesses, and emotional and behavioral aspects. General or special education teachers needed to decide who would be responsible for making modifications. Working as a team on a daily basis in general education classrooms was questionable for some teachers, as it did not suit their teaching philosophies. Without collaborating, teachers would not have felt comfortable and students would not have been able to achieve their goals. Teachers' expectations and student capabilities would not have matched and could have resulted in frustration on everyone's part.

Developing shared meaning toward inclusion was achieved between

administrators and teachers when Fullan's (1991) six components were in place at particular schools in the district. Teachers identified with the administrator's vision and took the information gained from staff development workshops and conferences and off site observations and applied it to working with students with and without disabilities.

Evolutionary planning, monitoring/problem-coping, initiative-taking and empowerment occurred and paved the way for restructuring. Teachers demonstrated their newly acquired knowledge and professional growth which contributed to developing shared meaning by the following:

ongoing planning to achieve IEP goals, offering a variety of instructional strategies where students could actively engage in their learning, pairing a student with disabilities with a peer buddy, having students demonstrate knowledge by using a variety of assessment activities, and learning new techniques by teaching collaboratively with specialists. Practices, attitudes, and beliefs changed. Teachers realized students with disabilities could be served in general education classrooms with either a little or a lot of support from specialists, adapted or modified material, special equipment, and peer support. Student self-esteem, appropriate behavior, and academic growth were achieved.

Wilma Victor Middle School and Jim Thorpe High School administrators did not practice many of the components Fullan (1991) believed were necessary for change. They did not achieve shared meaning for inclusion with the staff and restructuring did not occur or was limited to some changes in student placement and teaching practices.

Upper level schools used a different set of teaching practices and maintained a different philosophy to serve these student populations. They were subject matter oriented and less nurturing. Teaching methods traditionally followed a lecture, pencil/paper format with less opportunities for hands on instruction. Yet, Weatherford Middle School's administrator did not follow the approaches used at Wilma Victor Middle School or Jim Thorpe High School. As a result, teachers taught in teams reducing the teacher/student ratios and offering assistance with adaptations when it was necessary to meet student needs. Weatherford's administrative practices mirrored those used at the elementary levels causing changes in the service delivery to students with disabilities

### Conclusions

Fullan's (1991) six strategies foster change. The six components were evident at Quanah Parker, Osceola, and Weatherford schools. Change had occurred with students with disabilities who were included in general education classrooms. Wilma Victor and Jim Thorpe administrators only used some or very few of the six components. As a result, not all students with disabilities were included. Many identified students remained in self-contained classrooms with few opportunities for inclusion. As these administrators incorporated some, but not all of Fullan's (1991) components to develop shared meaning for successful change, inclusionary practices were occurring on a limited basis.

According to Fullan (1991), if building level administrators articulated a vision, provided for evolutionary planning, allowed teachers to take the initiative and become empowered, provided staff development and assistance, provided monitoring and problem-coping, restructuring would likely occur. The data revealed two elementary principals and one middle school principal, directed the process from the beginning. The other middle school principal attempted to carry out the district's vision, but was narrow in his approach and limited chances for restructuring. He believed in achieving some small successes before others would be encouraged to become involved in the inclusion process. The high school principal tended to rely on his assistant principal, counselors, and special education teachers to direct the process. While he was receptive and supportive of inclusion and believed it was good for students with and without disabilities, he remained in the background of the process at his site. Consequently, inclusion was also limited.

While it was no surprise that the high school administrator who was responsible for 2200 students would delegate authority to others to accomplish a goal, it was interesting to find two middle school administrators whose leadership styles were so different. Fullan's (1991) six components were used by Weatherford's administrator in her leadership practices, while Wilma Victor's administrator used only one of Fullan's (1991) suggested components and accomplished little change.

Fullan's (1991) six strategies were not enough to cause major restructuring. Other key factors were embedded in Fullan (1991) six

components for change. Vision had to be communicated. Parker's administrator formally communicated a vision for inclusion to teachers, support staff, and parents, while the remaining four administrators only communicated informally with teachers and parents. Written communication to the community followed after the initial efforts had begun. Only Quannah Parker, Osceola, and Weatherford's administrators engaged in evolutionary planning to carry forth the district mandate for inclusion prior to the beginning of school. Wilma Victor and Jim Thorpe's administrators dealt with inclusion as the school year began with no previous planning. While staff development and initiative-taking were encouraged for all teachers by the four of the five administrators, it was the exception at Wilma Victor Middle School. Only a limited number of teachers were given staff development opportunities or became empowered through initiative-taking. Yet, there appeared to be a collaborative working environment at all of the sites with teachers working in pairs or on teams. Teachers were comfortable seeking information and sharing it with colleagues. Informant responses displayed a sense of confidence in themselves to meet student needs.

Administrators and teachers facilitated change if teachers had the opportunity to interact with each other and had technical help according to Fullan (1991). The administrators who provided teachers with time for collaboration, brought in outside experts, met with teachers who had experienced success with inclusion, and encouraged staff development through workshops, conferences, and outside visits to other districts

would have teachers who were more likely to be positive and internalize the change through these interactions. By working with colleagues, teachers were more likely to trust and value what they did according to Fullan (1991). He believed teachers who worked with others and shared common experiences contributed to improved practices, positively affecting students with and without disabilities. There appeared to be greater opportunities at Quanah Parker, Osceola, and Weatherford schools for trust building as administrators promoted these engaging, interactive practices. These opportunities were somewhat limited at both Wilma Victor Middle School and Jim Thorpe High School.

Special educators played a significant role in assisting administrators who were actively engaged in initiating a change to inclusion. They understood how to create a classroom atmosphere that was child-oriented and conducive to meeting individual needs, used strategies to remediate weaknesses, fostered peer tutoring, collaborated with others in team settings, and monitored individual progress. The two sites that did not make significant strides toward the inclusion process did not use these resources to their maximum potential.

There were variables which could have affected the administrators' role in implementing the inclusion process. While the district mandate was given to each of the administrators to implement inclusion based upon a belief that inclusion was right for students with disabilities, each of the site administrators were dealing with many variables: administrator's professional priorities, teachers' comfort level regarding

students with disabilities, organizational structure, physical plant, staffing patterns, and student population. When Quanah Parker, Osceola, and Weatherford's administrators internalized the district mandate for inclusion to serve students with disabilities in general education classrooms, inclusion became a priority. They got directly involved to make change happen. Their positive practices contributed to positive change. Wilma Victor Middle School and Jim Thorpe High School administrators did not internalize inclusion or make that change a priority. Their teachers reacted accordingly. As site-based management allowed all of these administrators to direct the budget process, administrative priority directed how they would react to the increased need for materials/equipment, seeking additional special educators and paraprofessionals, or providing for staff development which would impact instruction.

The mandate, (IDEA) Individuals with Education Act, 1991, to serve students in the least restrictive environment, led districts to move to inclusion, placing difficult burdens on all school districts. A change to inclusion was tied to values and a desire to improve practices. However, a change emanating from outside a school district was more difficult. It was affected by budgetary constraints, reassignment of personnel, modification of facilities, philosophical changes, inservice needs, and negative attitudes. As the school district received its funding from the state and federal levels for its special education department, it was difficult to accomplish a change to inclusion at a district level when



it had little control over monies received and had to comply with regulations.

### Summary

School districts should determine how they would implement the (IDEA, 1991) mandate which stemmed from a group in society who perceived a discrepancy between educational values and outcomes affecting themselves or others in whom they had an interest (Levin, 1976). The following conclusions were drawn:

1) If a school district accepted a federal mandate to adopt inclusion and chose to interpret it as providing services that were "responsible," building level administrators would internalize its meaning according to their best judgment and act accordingly to initiate responsible inclusion as they believed it should be implemented.

2) Not all principals would implement the same district's vision or direct their staff to implement or accomplish this task in the same manner. A lack of training and knowledge of inclusion practices would affect their beliefs and values impacting how they directed the change process.

3) Specialists would provide the needed support for students with disabilities suggested by Scruggs and Mastropieri (1994), regardless of an administrator's vision or judgment to make this happen as it was inherent in their training and teaching philosophies.

4) Special educators would engage in some or all of the strategies Fullan (1991) believed were necessary for change: vision-building,

evolutionary planning, monitoring/problem-coping, initiative-taking and empowerment, and staff development and resource assistance to facilitate change.

5) Good administrative practices contributed positively toward change.

6) The federal government had not been successful in creating a unitary system of education for all students at the local levels with the (IDEA, 1991) mandate. While some school systems had moved closer to a unitary system, a dual system still existed; one for students with disabilities and another for students without disabilities.

#### Implications and Recommendations

The significance of research would be judged by the following criteria: 1) It will add to an existing theory, 2) It will add to the existing body of research, and 3) It will impact current practices. The following will explain how this multiple case study met the criteria.

#### Theory

Fullan's (1991) posited change within schools was more likely to happen if principals led the way to changing the structure and culture of a school. If the process was left to others, it could not happen. Two elements were critical: 1) Principals should have the knowledge and conception of the change process, and 2) Principals should be familiar with the content of the change. Change was more likely to occur if principals had a vision, engaged in planning, and were effective communicators.

As change emanated from the federal government level, the state level, or local level, broad-based change from federal or state levels was more difficult to implement successfully than from local levels. According to Fullan (1991), change should occur within the organization which consisted of teachers who were individuals and members of a social system. A shared sense of meaning needed to be created by the principal who was the leader of the organization. Principals who better understood the content of the change, believed in its integrity, and internalized what was necessary for its accomplishment were more successful. Those principals who got directly involved took steps to help their staff move forward in the change process. They exercised sound administrative practices.

### Research

The findings of this multiple case study added to the base of knowledge with regard to change. Focusing, communicating, and restructuring activities were documented. Visioning, planning, collaborating, and empowering strategies tied to focusing caused teachers and other staff members to move forward in the inclusion process. Preliminary and ongoing training were essential for teachers to adopt positive attitudes in working with students with disabilities placed in new situations. An organization seeking change would be more likely to be successful if these focusing strategies were implemented. Communicating, whether formal or informal, appeared to be critical in keeping those involved in knowing what was expected. Directives flowed

to and between those individuals in the organization who were essential to the change process. Monitoring/ problem-coping were enhanced by exchanging ideas. A breakdown in communication would have prevented certain practices from occurring and could have affected the persons involved from reaching their expectations for students.

Restructuring strategies were a direct result of focusing and communicating. Changes in support, placement of students, pedagogy, and curriculum occurred as teachers worked closely with colleagues and administrators. Change in any organization would be tied to the interrelationships of its members, support for the change with materials and support, opportunities to take the initiative, respect for individual differences, and shifts in attitudes and practices. Those administrators who internalized the change and made it a priority had greater success in accomplishing the change to inclusion.

While change in this multiple case study was mandatory from federal levels and adopted by the district, differences between focusing, communicating, and restructuring could be examined by future research to determine how they related to dealing with voluntary versus mandatory change at the building level.

Also, both elementary principals and one middle school principal were female and used more of Fullan strategies than their male counterparts. The other middle school and high school principals were both male. It would be interesting for future researchers to examine how gender plays a part in creating a shared vision within a school

organization in following a mandated versus a voluntary change.

Future research might examine how principals could use strategies that would implement change which was voluntary and created by those who must deal with it rather than change which was mandated. Or, how instructional strategies used by special education teachers could be applied to all students and not just students with disabilities. Future research could determine which of the variables previously mentioned would impact administrative practice to effect change such as: priorities, teachers' comfort level regarding students with major v. minor disabilities, organizational structure, physical plant, staffing patterns, student population, or budget constraints.

### Practice

Three of the five administrators in this case study were including students in their classrooms throughout their schools internalizing the six components for successful change proposed by Fullan (1991). The other two administrators had not used all six components, but had established some inclusion practices. Fullan (1991) believed principals within the same system would work with change or avoid it. Understanding the meaning of the change process affected how it was implemented. Some principals looked for blockages, while others seek solutions. However, those principals who encouraged and supported teachers to engage in training and created the conditions to help teachers bypass obstacles, accomplished change at those sites. Teachers needed principal and collegial support which they received in planning

sessions and in collaborative teaching. Such support from principals or teachers was limited at Wilma Victor Middle School or Jim Thorpe High School.

As this research was targeted for elementary, middle school, and high school, future research could target each of these three school structures independently to determine if change was more easily accomplished at one level more than at each of the others. Middle and high school administrators appeared to have a different focus than the elementary and the other middle school principal because of the age of their student population. There was less nurturing for students as they were expected to be more mature and act responsibly. Yet, the two middle school principals operated differently. One principal took a hands on approach and became involved in planning. She also encouraged her staff to be involved and supportive of students and each other. The other principal made assumptions that his teachers would be reluctant to make the change to inclusion. He was less involved and stepped back without directing the process. He offered little encouragement and let others take the responsibility.

Jim Thorpe High School's administrator took a different posture at his school. He chose to create a climate for change by being receptive to others. As high school teachers were content focused, they did not integrate curriculum into other areas with colleagues who taught other subjects. They did not emphasize hands on learning, but relied heavily on a lecture and textbook format. Restructuring at this level to include

students with disabilities might be tied to pedagogical theories of how to educate older students. As a leader of high school teachers, he might have also keyed into these practices and was not willing to risk making major shifts in attitudes as well as in practices.

Inclusive education for all students posed a need for administrators and teachers to become more knowledgeable about instructional practices that benefited all students. Creating opportunities for ongoing training and collaboration through staff development was critical to the process. The more comfortable teachers became with instructional practices that met all students' needs, attitudes toward this mandated change to inclusion became more positive. Just as teachers need continuous staff development, it is just as important for administrators. They would be better equipped to encourage teachers to internalize change.

#### Commentary

Prior to this project, I was not entirely convinced that principals were the key to achieving a successful change to inclusion and restructuring the educational system from a dual to one which is unitary based on Fullan's (1991) change theory. As the data began to focus on how Fullan's (1991) six components for change led to more successful inclusion at individual sites, it also became clear that principals could not achieve this change alone. They would need the support and cooperation of all school personnel. Yet, significant roadblocks had been created. As court decisions impacted school districts to educate students

with disabilities, funding had not flowed adequately from the state or federal levels to local levels where the responsibility for their education rested.

Another issue related to funding was serving identified students who had difficult behaviors or were medically fragile. Students with major medical disabilities may be so severe that they could not function adequately in a general education classroom even with special equipment and require the additional support of paraprofessionals or nursing assistance. This requires hiring more personnel. While inclusion was appropriate for the majority of students with disabilities, there were students who could not benefit and needed to be served in special classrooms. That was an issue that needed to be addressed with guidelines stemming from the federal and/or state levels.

Consistent with the literature, I found there were staff members who were in favor of inclusion and reached out to maximize what could be accomplished. There were also those who questioned its effectiveness with regard to cost, a drain on staff energy, limited time to plan and collaborate, a lack of needed professional and paraprofessional support, and limited material resources as reported by Fuchs and Fuchs (1995).

According to Fullan (1991), change is multidimensional. New curricular strategies and materials, new teaching approaches, and an alteration of beliefs must occur for true change in practice. Teachers who adopted new strategies and used new teaching approaches that were implemented as a district goal for all students helped to effect change.



However, an alteration of beliefs or change in attitudes was not apparent throughout the sites. Survey results which were made available to all staff members revealed inconsistencies in training, collaboration time, modification of materials, and a negative feeling with having to deal with overwhelming behavioral problems related to students with disabilities. See Appendix C.

Monitoring/ problem-coping strategies were developed to achieve a feeling of ownership by creating a district-wide task force to represent all constituencies as reported by Sailor, Anderson, Halvoren, Filler, Doering, and Getz (1989). Such a task force was created by the district special education coordinator prior to the district policy of implementing inclusion. The task force consisted of general and special education teachers, parents, and an administrator. The committee's goal was to assess the inclusion process throughout the district. Each site administrator was encouraged to serve on their site inclusion committee and lend support to its members which included special and general education teachers, paraprofessionals, and parents. This committee was responsible for creating site action plans. See Appendix C.

Yet, in spite of some negative attitudes, inclusion in this district continued to make strides since its inception four years ago. Overall, teachers, parents, and students were positive about the inclusion process and hopeful it would continue to gain momentum. They felt much progress had been made in the last few years, but there was a need for continued effort to make everyone comfortable with the process

Responsible inclusion with a continuum of services could lead to a sound educational system for all students to thrive and respect individual differences. To accomplish these goals, a supportive environment and strong leadership should prevail for those are responsible for initiating and implementing change. Lawmakers who set policy need to be constantly reminded of the problems that could exist when broad based mandates would be subjected to many different interpretations by individual school leaders.

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## APPENDICES

APPENDIX A

INTERVIEW QUESTIONS

## Interview Questions

Each of the informants in the multiple case study were asked to respond to the following questions.

1. How does this school meet the needs of all of its students?
2. How do you know individual needs are being met?
3. How do things get done in your building?
4. How do you know inclusion is taking place in your building?

APPENDIX B

CONSENT FORMS FOR STUDY INFORMANTS

## CONSENT FORM

I, \_\_\_\_\_, hereby authorize or direct Sandra K. Tilkin, to perform the following procedures:

The subject will be interviewed by the researcher using specific questions as they relate to his/her position or category of informant; administrator, special education teacher, regular education teachers, parent, student, and other school personnel.

This subject was selected as he/she represents a student from either an elementary, middle school, or high school site in the district selected for the case study.

The interview will last approximately one hour in length and will be recorded. Questions were developed by the researcher and will be typed and transcribed for analysis. The tapes and transcripts are treated as confidential materials. They will be kept in a locked file cabinet in my office following the completion of the dissertation research for a period of three years and disposed of at that time.

No specific names of the subjects or the name of the school district will be used in the study. The results will be used in a dissertation written by a doctoral candidate at Oklahoma State University and placed in the university library for use by other students and university personnel in their study of administrative leadership and its correlation to change theory (Fullan, 1991).

This is done as part of an investigation entitled: Administrative Leadership Leads to Change: Five Case Studies in a Single School District.

The purpose of the procedure is to qualitatively examine the development of shared meaning through vision, evolutionary planning, initiative-taking and empowering, staff development and assistance, monitoring and problem coping, and restructuring by building level administrators as they implement the unitary system of inclusion of students with disabilities in age appropriate regular classrooms.

I understand that the interview will be conducted according to commonly accepted research procedures. I also understand participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.



I understand the interview will not cover topics that could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

I may contact Dr. Adrienne Hyle, EAHER, Oklahoma State University at telephone number (405) 593-0300, ext. 7244. Should I wish further information about the research. I may also contact Jennifer Moore, University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, OK. 74078; Telephone: (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date \_\_\_\_\_ Time \_\_\_\_\_ a.m./p.m.

Signed \_\_\_\_\_

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

Signed \_\_\_\_\_

CONSENT FORM FOR  
STUDENTS WITH DISABILITIES WHO ARE  
UNDER THE AGE OF 18

I, \_\_\_\_\_, hereby authorize or direct Sandra K. Tilkin, to perform the following procedures:

The subject will interviewed by the researcher using specific questions as they relate to his/her position or category of informants; administrator, special education teacher, regular education teachers, parent, student, and other school personnel.

This subject was selected as he/she represents a student from either an elementary, middle school, or high school site in the district selected for the case study.

The interview will last approximately one hour in length and will be recorded. Questions were developed by the researcher and will be typed and transcribed for analysis. The tapes and transcripts are treated as confidential materials.

They will be kept in a locked file cabinet in my office following the completion of the dissertation research for a period of three years and disposed of at that time.

No specific names of the subjects or the name of the school district will be used in the study. The results will be used in a dissertation written by a doctoral candidate at Oklahoma State University and placed in the university library for use by other students and university personnel in their study of administrative leadership and its correlation to change theory (Fullan, 1991).

This is done as part of an investigation entitled: Administrative Leadership Leads to Change: Five Case Studies in a Single School District.

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I understand that the interview will be conducted according to commonly accepted research procedures. I also understand participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.

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I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date \_\_\_\_\_ Time \_\_\_\_\_ a.m./p.m.

Signed \_\_\_\_\_ (Student)

Signed \_\_\_\_\_ (Parent/Guardian)

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

Signed \_\_\_\_\_

APPENDIX C  
DOCUMENT REVIEW

# Osceola Elementary Inclusion Survey Results May 1996

Number of surveys sent = 22  
 Number of surveys returned = 22

1. *"How well do you understand the concept of inclusion?"*  
 All staff members felt they understood the concept of inclusion.

1	2	3	4	5
0	0	0	5	17

2. *"How comfortable do you feel having the following types of special needs students included in your classrooms?"*

Staff members felt most comfortable having students with giftedness in their classrooms and felt less comfortable having ESL students and students with behavior difficulties in their classrooms.

Learning difficulties

1	2	3	4	5
		2	10	10

Physical limitations

1	2	3	4	5
	3	4	7	8

Behavior problems

1	2	3	4	5
1	2	11	6	2

Gifted

1	2	3	4	5
	2		2	18

ESL

1	2	3	4	5
4	5	6	3	4

ADD/ADHD

1	2	3	4	5
1	1	6	8	6

3. *"Do you feel you have adequate support from ....?"*  
 Staff members felt they had the best support from the general education staff and paraprofessionals.

Special Education staff	1	2	3	4	5
			2	6	14

General education staff	1	2	3	4	5
			2	5	15

Administrators	1	2	3	4	5
		2	2	7	11

Counselors	1	2	3	4	5
		2	2	7	11

Paraprofessionals	1	2	3	4	5
			3	3	16

Assistive technology	1	2	3	4	5
		1	5	4	12

4. *"To what degree do you have access to, or refer to students' IEP/504 plans?"*  
 Most staff members felt they had adequate access to or referred to student's IEP/504 plans.

	1	2	3	4	5
	3		5	3	11

5. *"To what extent do you assist or have input into the writing of IEP/504 plans?"*  
 Not all staff members felt they assisted in the writing of IEP/504 plans.

	1	2	3	4	5
	5	2	1	6	8

6. *"Have you had adequate Special Ed. /General Ed. collaboration time?"*  
 Most staff members felt that they did not have enough collaboration time.

1	2	3	4	5
5	3	8		6

- 7a. *"Have you participated in professional development to support inclusion?"*  
 Almost every staff member had participated in professional development to support inclusion.

1	2	3	4	5
2		6	6	8

- 7b. *"Do you want more training?"*  
 Most staff members wanted more training.

1	2	3	4	5
2	1	5	7	7

- 7c. *"In what areas? ... Technology, Collaborative Instruction, Adaptations/Modifications (select all that apply)"*  
 Staff members wanted more training in all areas mentioned.

<u>Technology</u>	<u>Collaborative instruction</u>	<u>Adaptations/Modifications</u>
6	9	7

8. *"How comfortable do you feel making adaptations/modifications for students?"*  
 Most staff members felt relatively comfortable making adaptations/modifications for students.

1	2	3	4	5
1	2	4	6	9

9. *"Do you have adequate information on special needs students in your classroom?"*  
 Most staff members felt they had adequate information about students with special needs in their classrooms.

1	2	3	4	5
1	1	5	7	8

10. *"To what extent has inclusion benefited other students in your class?"*  
 Most staff members felt that inclusion benefited other students in their classrooms.

1	2	3	4	5
1	2	4	7	8

11. *"To what extent has inclusion enhanced your professional skills?"*  
 Most staff members felt that inclusion had enhanced their professional skills to some degree.

1	2	3	4	5
1	3	3	8	7

12. *"To what extent has inclusion positively affected the social climate of your classroom?"*  
 Most staff members felt that inclusion has positively enhanced the social climate of their classrooms.

1	2	3	4	5
2	2	3	10	5

General Education = 15  
 Special Education = 4  
 Other = 1  
 Mystery staff = 2



*Osceola Elementary  
Inclusion Action Plan  
for the 1996-1997  
School Year*

**I. Staff concerns that will be addressed next year:**

According to the results of the Inclusion Surveys, the Staff at Osceola expressed that they wanted more information about the following topics and types of special needs. Staff development opportunities will be offered monthly and will address the following...

1. adaptations/modifications for students with special needs
2. support in the form of technology (computer programs, AAC, media, ect.)
3. Collaborative instruction
4. characteristics of and teaching strategies for students with ADD/ADHD
5. how to handle behavior/discipline challenges
6. information about persons with physical limitations
7. information about persons with learning disabilities
8. Staff development activities will be followed up with discussions and/or with surveys asking "Have you applied what you have learned? How so? What more would you like to know?"

***The "Not Enough Time" Dilemma***

The staff at Osceola is most concerned about the limited amount of planning time. There is ...

1. Not enough time for regular ed. teachers and special ed. teachers to plan for individuals and whole classroom activities.
2. Not enough consistent plan time.
3. Not enough time for teachers in the same grade to plan.
4. Not enough people/support in the form of personnel (paraprofessionals, special ed. teachers) in the classrooms to help teachers and students.
5. Not enough daily inclusive support in the regular classroom.

***The following solutions to the "Not Enough Time" Dilemma will be tried next year:***

1. Use professional days at the beginning of the year for staff development.
2. Hire substitutes to cover classes so that teachers can plan.
3. Have teachers and support staff (paraprofessionals, media, special ed. staff, secretaries) cover classes so that teachers can plan.
4. Add 5 minutes to each school day which will result in an additional 1 hour and 50 minutes to be used for collaboration time. (Osceola's Vision 21 team is working on this idea)

**II. Successful inclusive activities that will be continued next year:**

1. Responsible inclusion where the amount of inclusion that is appropriate for each individual student will be determined by that student's multidisciplinary team.
2. Staff Development opportunities that promote inclusion (i.e. inclusive strategies, how to collaborate, ect.)
3. Continue to provide appropriate special education teacher and paraprofessional support in the regular classrooms and lab settings.
4. Red Cross Club
5. Kids to Kids tutoring after school for all students.
6. Continue parenting classes offer by our counselors

**III. Parent concerns that will be addressed next year:**

\*Parents would like to know those teachers who are more receptive to inclusion so their children will be in a class with a teacher who is more open, more receptive to and has a good attitude toward inclusion.

\*Parents of students with special needs would be interested in developing a support group and/or phone tree so that parents could call each other for support and to share experiences.

\*Parents have expressed concern about students who are behavior problems in the classrooms and how those students behaviors are affecting other students in the class.

\*Parents and teachers would like to see increased consistency among teachers and the way they deal with behavior problems (i.e. having consistent rules, behavioral standards and consistent consequences).

\*Desire for "Active Parenting" classes where parents are given the "How To's" of how to improve discipline.

*OE's Inclusion Action Plan '96-'97*

*How parent concerns will be addressed next year:*

1. Discuss the concept of inclusion with each teacher at the end of this year and/or at the beginning of next year so as to determine how comfortable they would be with having students with special needs in their classrooms and their willingness to collaborate and work closely with special education staff. The teachers' attitude toward inclusion would be taken closely with special education staff. The teachers' attitude toward inclusion would be taken into account when placing students in classrooms for the year if parents express such a concern.
2. Create a parent survey in order to determine how much they know about our inclusive efforts at Osceola.
3. Create a survey for parents who have students with special needs to see if they would be interested in participating in a support group and/or be willing to have their name on a phone tree.
4. Work with Osceola PTA to set up guest speakers in a non-threatening situation, (i.e. chili supper and ice cream socials) with guest speakers every 2 to 3 months, and/or "Active Parenting" classes with Key Club providing child care and helping with activities.
5. Bring back affective education by offering small group assemblies that are size, age and duration appropriate that would focus on appropriate behaviors, values, respect peer pressure, ect.
6. Develop a library of videos on parenting skills for parents to check out.
7. Offer "Parent Universities" workshops (i.e. parenting skills, information about inclusion at Osceola) for parents with and without children with special needs.
8. Print articles about parenting skills in the school bulletin/newsletter.

**1996-1997 Osceola Elementary Inclusion Action Plan Timeline**

August	September	October	November	December
<p>Students with special needs are placed in the LRE with the amount of service provided within the classroom determined according to each student's individual needs.</p> <p>"Great Expectations" philosophy and new practices are in place.</p> <p>Red Cross Club has begun meetings.</p> <p>"Kids to Kids" after school tutoring is being organized.</p> <p>"Rebate" room is open at lunch time. Here, students reflect upon and problem solve why they got into trouble, get extra help with homework and relax in a safe, non-threatening place.</p>	<p>Parent's on Osceola's Site Inclusion Team are reviewing our Parent/ Student Handbook looking for "old" language (i.e. "handicapped"). So as to identify wording to be changed for next year. Articles about Osceola's "Great Expectations" philosophy are printed in the school newsletter.</p>	<p>A survey is sent home to all Osceola's parents who have children with special needs. The survey asks if there are any parents interested in participating in a phone tree to be used for sharing experiences and giving support for other families of students with special needs.</p> <p>Collaboration time for grade level teachers and individual teachers is in place with substitute teachers being hired while Osceola's teachers collaborate.</p>	<p>Survey of interest in a phone tree for families who have students with special needs is assessed and plans to either follow through with it or try again next year are made.</p> <p>A library of literature (books, videos, articles, ect.) about students with special needs is organized with the help of Osceola's counselors.</p> <p>The library is announced and described in an article in the school newsletter.</p>	

**1996-97 Osceola Elementary Inclusion Action Plan Timeline**

January	February	March	April	May
		<p>March is Disabilities awareness Month</p> <p>Articles about persons with disabilities are printed in the school newsletter, The Journal, and distributed to staff.</p> <p>Osceola's PTA is sponsoring Family Night with a Chile Supper. After supper there will be a quest speaker to talk about our Inclusion philosophy at Riverview and at Osceola. Then, our Inclusion Video will be shown.</p> <p>After the video, there will be a wheelchair basketball exhibition and game in the gym.</p>	<p>Osceola's SLP attends Kindergarten Roundup to talk to incoming kindergartner's parents about the special ed. services that are available and our inclusion philosophy at Osceola.</p>	

## Quanah Parker Elementary Inclusion Survey

Please respond to the following questions by circling a number, with one being the least (or a little) and 5 being the greatest (or the most).

1. How well do you understand the concept of inclusion?

1	2	3	4	5
		5%	28%	67%

2. How comfortable do you feel having the following types of special needs students included in your classroom?

Learning difficulties

1	2	3	4	5
5%	3%	11%	32%	49%

Physical limitations

1	2	3	4	5
11%	17%	14%	35%	23%

Behavior Problems

1	2	3	4	5
29%	14%	23%	14%	20%

Gifted

1	2	3	4	5
9%	3%	11%	20%	57%

ESL

1	2	3	4	5
28%	15%	18%	18%	21%

ADD/ADHD

1	2	3	4	5
5%	8%	25%	25%	37%

3. Do you feel you have had adequate support from:

Special Education Staff

1	2	3	4	5
10%	10%	10%	29%	41%

General Education Staff

1	2	3	4	5
5%	3%	25%	34%	33%

Administrators

1	2	3	4	5
6%	9%	12%	38%	35%

Counselors

1	2	3	4	5
18%	27%	18%	12%	25%

Paraprofessionals

1	2	3	4	5
13%	13%	4%	43%	27%

Assistive technology

1	2	3	4	5
18%	6%	18%	21%	37%

4. To what degree do you have access to, or refer to students' IEP/504 plans?

1	2	3	4	5
	6%	12%	15%	67%

5. To what extent do you assist or have input into the writing of IEP/504 plans?

1	2	3	4	5
12%		29%	18%	41%

6. Have you had adequate Special Ed./General Ed. collaboration time?

1	2	3	4	5
14%	25%	19%	23%	19%

7. Have you participated in professional development to support inclusion?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
12%	3%	21%	18%	46%

Do you want/need more training?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
22%	19%	19%	18%	22%

In what areas? (circle)    Technology                      Collaborative Instruction  
    Adaptations/Modifications                      Other \_\_\_\_\_

8. How comfortable do you feel making adaptations/modifications for students?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3%	6%	22%	43%	40%

9. Do you have adequate information on special needs students in your classroom?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3%	6%	15%	26%	50%

10. To what extent has inclusion benefited other students in your class?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
21%	15%	24%	18%	24%

In what way? \_\_\_\_\_

11. To what extent has inclusion enhanced your professional skills?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6%	21%	26%	21%	26%



12. To what extent has inclusion positively affected the social climate of your classroom?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6%	18%	34%	24%	18%

Comments:

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Your position: (check one)

General Education \_\_\_\_\_

Special Education \_\_\_\_\_

Name (optional) \_\_\_\_\_

**Quannah Parker Elementary Site Inclusion Action Plan**  
**for the 1996-97 School Year**

Presently at Parker, the upper grade level LD teachers are doing inclusion 70-95% of their work day. The lower elementary teacher is spending about 60% of her time in the classroom. That is a significant increase over last year.

We do maintain a room for our EMH students and more severe LD students, but none of those students are in more than half the day. That speaks for our SED students as well. Our speech/language teachers are monitoring in the classroom and utilizing integrated language groups as much as possible, limiting most pull-outs to articulation errors.

We initiated two Student/Teacher Assistance Rooms (STAR Rooms) to assist all students who need extra help. The upper elementary has theirs open all day Friday. The lower elementary had theirs open about six hours weekly at various times. While IEP students can utilize the STAR room, the intention is to address students who just need a little support and may not yet have qualified for special services. These two rooms are manned by special education staff, counselors, administrators, and parents.

Our site principal also received a grant for an after school reading program that meets twice weekly for students who did not qualify for title one or special services.

Our vision is responsible inclusion with a continuum of services designed for each child. Rather than individual responsibility, we hope to develop team ownership of disabled students with speech therapists, counselors, specialists, administrators, general education teachers, and parents uniting their efforts to provide for the growth and success of these students. We will be sensitive to meeting each child's needs by offering inclusion with an appropriate balance of small group instruction in accordance to his/her needs.

We distributed fifty-seven surveys and received forty-six in reply. Our results were encouraging, considering that we have doubled our inclusion efforts this year. We realize that we have areas that need attention, and further revisions need to be made. Survey results are attached to our plan of action. Our main area of concerns for immediate action are focused in the following areas:

**1. Increasing collaboration Time** - Our site principal is working with our teacher assistants' scheduled to provide a 10-15 minute extension of either lunch or afternoon recess to provide time for general education teachers to collaborate with inclusion teachers. Our goal is to provide a consistent time every two weeks for each teacher to discuss inclusion students.

The special education staff will also schedule a monthly meeting to evaluate and coordinate their efforts in providing services.

**2. Parent Inservice** - A grant will be completed early next fall by our site principal to establish a parent resource library.

The special education staff will sponsor a parent inservice night to present ideas and techniques to better equip parents in working with their children at home.

Our counselors will again be presenting an active parenting class, which we will strongly promote to parents whose children are exhibiting emotional or behavioral problems.

**3. Behavior Guidelines** - The most addressed concern from the survey was lack of support in dealing with difficult behavior problems. A beeper will be purchased for our SED teacher, so she can be notified more efficiently; however, many of our problems arise from students who don't qualify for SED or would fall under behavior disorders. Our site principal and SED teacher are already working together to arrange the SED teacher's schedule, so she can provide some service and time for these students. Guidelines for the program are in development.

**4. Teacher Inservice** - We are assembling collaboration teams for the Marilyn Sprick summer conference. Those attending the conference will then offer an inservice program on adaptations and modifications to peers during one of our first semester staff development days. We also are going to make a video of teachers

utilizing various techniques and units in their classrooms throughout the year. On our February staff development day, we're going to present the video and then discuss the positive aspects of the various units and teaching styles utilized. We hope to demonstrate skills and ideas into their teaching. This is our introduction to peer coaching without really labeling it.

**5. Creating a Social Environment Receptive to Inclusion -**

We are planning an assembly to bring in some of our disabled high school students to speak. We want to do some simulated disability activities for students to experience and better understand what it means to be disabled. We plan to order some stories or biographies of disabled students to share during reading time for discussion. We also want to have a time set aside to present our inclusion video to classes and teachers to demonstrate the positive aspects of inclusion. We also want to present our plan of action to the faculty to show that we respect their input and have acted upon their concerns to improve inclusion at Quanah Parker Elementary.

**6. Transitioning -** We have already been informing parents and teachers of placement for our disabled students for next year. Those attending the Marilyn Sprick conference will have these placements in mind before the conference begins. We are going to hold a meeting with general education teachers, and inclusion teachers to discuss the needs of any of our physically disabled regarding room arrangement, special equipment they may require, paras, medication, and answer any questions they might have concerning these children. Early placement also allows time for parents to observe the classroom and teacher to whom their child will be promoted. They too will have the opportunity to speak with those teachers to inform them and offer helpful suggestions concerning the needs of their child.

**7. Social Opportunities for Inclusion Students -** We felt that an adequate number of opportunities already existed for our students through our Ecology Club, ET Singers, Tech Club, Youth for Christ, and Student council organizations. A number of our students are already active in these different groups. The Tech Club assists to set up and prepare for programs and assemblies, something like a stage crew.

### Weatherford Middle Schools Inclusion Survey Results

59 Surveys distributed to teachers, counselors, administrators, and paras.  
32 surveys returned

Results	1	2	3	4	5	NA
1. Concepts			5	9	18	
2. Comfort						
LD.		1	6	1	24	
Phy limits	3	1	11	4	13	
Beh.	7	4	13	5	3	
Gifted		2	2	8	19	
ESL	1	6	12	6	5	2
ADD	1	3	8	11	9	
3. Support						
Sped	1		3	10	18	
Gen Ed	1	2	7	12	10	
Admin	2	5	9	5	11	
Coun.	6	7	4	7	8	
Paras			3	3	26	
Asst. Tech	4	2	8	7	10	1
4. Access IEPs	2	2	5	4	19	
5. Input IEPs	5	2	6	5	14	
6. Collab Time	4	5	4	5	13	1
7. Prof Dev.	4	2	2	5	19	
Participation						
7. More Training	2	2	7	6	3	3
8. Making Adaptions		4	4	6	16	2
9. Student Info	2	3	4	7	14	3
10. Student Bene.	4	2	10	5	9	2
11. Prof. Skills	3	1	9	8	9	2
12. Social Climate	5	3	9	5	8	2

## Comments from Survey:

- \*I have learned there are many interpretations of inclusion with some teachers taking ownership of students and others totally turning them over to the special education teachers.
- \*Some areas we are including too much and infringing on the rights of "normal" students. Caseloads need balanced. We don't need support personnel sitting in a special classroom when regular classes are overloaded.
- \*When a child needs one-on-one whether it be for behavior or academics, the opportunity should be available immediately.
- \*There should be more lab time as opposed to being in the hall or in a noisy classroom.
- \* I think inclusion students have a strong sense of self worth and can identify areas of strength rather than viewing their weakness all the time. Some of my best logical thinkers were L.D. if not given the opportunity to try logic problems, we would never have known. I feel inclusion gives students opportunities.
- \*We've all learned more about being flexible and more tolerant.
- \*Inclusion for some children is wonderful; however, for some children the lab setting is much more comfortable for them. I feel we need to re-evaluate our system instead of a blanket statement, let's individualize like the IEP says and decide on a case by case situation.
- \*In reference to needing more training: the videos and seminars always look great, but the actual classroom setting with 2 or 3 children can leave a big gap in training.
- \*It teaches the children about others and their needs-how to help one another. They also discover their weaknesses and work on them instead of being embarrassed about them. There needs to be a lab in the AM and PM in building A. The special education teachers are overloaded because of all the traveling. Special education kids need to be in the classroom as much as possible. They really benefit from the positive role models. It helped me dig deeper in myself for modifications, strategies, etc.
- \*I feel the classroom teacher keeps getting more and more piled on them (special students, paperwork, large class size, etc. )
- \*Special education teachers are trained to teach special education students. I don't have time to go after school or before school to learn how to teach them. Let's let them do their job, since they get paid 5% more to do it.
- \*My kids were more compassionate and helpful with special needs kids,

but the behavior problems get to wear the kids down.

\*I feel like an aide, I'd like to do more team teaching. I sometimes feel it's hard to get to everyone. It's sometimes hard to stop when I'm working with a small group to leave, but I have to keep on a schedule.

\*Emotionally disturbed students are a strain on the other students. They take an abundance of teacher time.

\*I feel that we really need to work on behavior support not E.D. kids -we get support for them.

\*So much energy is expended into handling behavior problems that it is frustrating when you realize it has been at the expense of the other children.

\* There have been times when inclusion children have truly benefited from being in my rooms. I have enjoyed working closely with the special education teachers. However, it is very difficult when specific children are so behaviorally disruptive that it spoils it for everyone.

\*I often feel more comfortable with students with multihandicaps or noticeable needs. I find that I sometimes forget modifications for students with mild L.D. needs.

\*PACE-We have both ends of the continuum and are able to very effectively individualize for all. No one knows who is gifted or special ed.

\*Special teachers need to be involved in some IEP placements, especially, if their all physical limitations, special behavior plans utilized or equipment needed for certain students- keep them better informed.

**WEATHERFORD MIDDLE SCHOOL**  
**INCLUSION ACTION PLAN**  
**1996-1997**

1. Special education teachers will schedule a time prior to the beginning of school to go over IEP'S with elective as well as core subject teachers. At this time elective teachers will be given their copies of the IEP's and can ask questions. A similar time should also be scheduled prior to the beginning of second semester to make sure teachers have IEP's for students changing to a new semester elective.

**Time Line:** Special needs students will be placed on a team tentatively for the following year by April 15th. This list will be given to the special education teachers on each team by January 15th. Any changes will be made by April 15th.

**Person(s) Responsible:** Counselors

2. All special education collaborative staff will meet with their team members before the beginning of school to discuss the needs of the students on the team. At this time IEP's should be handed out to teachers and reviewed individually.

**Time Line** - Special education teachers will schedule and meet with the teachers their students will have the following year by May 15th. During this meeting individual needs will be discussed and current IEP's will be explained in order to make the transition smother for all involved.

**Person(s) Responsible:** Special education teachers and core teachers.

3. Special education teachers who are not using the "Program at a Glance" will review this for possible use.

**Time Line** - Special education teachers will bring enough forms for each core teacher to fill out during the May meeting.

**Person(s) Responsible:** Special education teacher.



4. Circle of Friends will be formed again this year. This will provide an opportunity for students with disabilities to develop friendships with peers with out disabilities.

**Time Line-** On going all year, twice a month during lunch.

**Person(s) Responsible:** Special Education Teachers

5. Utilization of cross age tutors will be addressed by this team.

**Time Line** - We will invite the special education coordinator to one of the monthly meetings to address this issue. We will look at this issue teacher by teacher by May of 1997.

**Person(s) Responsible:** Special Education Coordinator and Inclusion Team

6. Hand versus computerized scheduling of students will be utilized when appropriate.

**Time Line** - All special needs students will be hand scheduled by the IEP teacher by April 15, 1997 for the 1997-1998 school year.

**Person(s) Responsible:** Counselors and all special education teachers.

7. Site Inclusion Team will review all student documents (i.e. school handbook and student course book) for any additions or corrections that should be made regarding inclusion or updating terminology and new procedures.

**Time Line** - The student course book will be reviewed by January of 1997. The faculty handbook and the student handbook will be reviewed by May 1997.

**Person(s) Responsible:** The Inclusion Committee

8. During the school year, parents will be surveyed regarding their experiences with inclusion at Riverview Public Schools.

**Time Line** - Parents will be surveyed during the third week of January, 1997. This will be a written form and will be mailed home to parents of children with special needs. In conjunction with this mailing, a parent meeting will be held in order to obtain feedback regarding inclusion.

**Person(s) Responsible** - The team will develop the survey. A special education teacher and parents.

## VICTOR MIDDLE SCHOOL ACTION PLAN

Currently at Victor Middle School, one teacher is doing collaboration with two teachers which involves three class periods. The other Special Education teachers are providing support to kids who choose to come to their rooms on a voluntary basis.

The MR teacher also has the Multi students in her classes. She is teaching five hours a day. The SED teacher is teaching four hour of SED and one hour of LD kids. The two other LD teachers are teaching four and five hours of LD kids. The sixth grade group was basically self-contained for four hours with one of these teachers. The collaboration teacher was also picking up three hours of LD students. Due to the high numbers of LD students who need support, we are unable to release any more teachers to help in the collaboration process. The Speech Pathologist is teaching two classes of Language Lab a day and pulling in kids for the other three hours.

The strengths of one of our collaborative efforts was being able to have the LD teacher in the Science classroom everyday. Our administrators have been positive towards our collaborative efforts. We found that there are certain teachers who will go that extra mile if necessary to help our kids be successful in their classrooms.

The biggest drawback to the collaborative process is the shortage of needed manpower that would allow more kids to take part in regular homebases and electives, many more could be in regular curriculum classes if they had some support from special services. One other drawback is the lack of team planning time. Team teachers will have two plans next year, whereas special ed teachers will have only one and it doesn't usually coincide with the teams plan.

Plans for the 96-97 school year are to use a special ed teacher to collaborate everyday in an eighth grade Science class which will include one VI student and four LD kids. A special ed teacher will collaborate with two teams for sixth grade Language Arts during one hour. And, a special ed teacher will collaborate each day with an eighth grade Social Studies class. At the present time we have three sections of integrated classes that can not be implemented without additional classified and/or certified staff.

# VICTOR MIDDLE SCHOOL ACTION PLAN

STRATEGIES/ACTIVITIES	WHO'S RESPONSIBLE	TIME FRAME
1. INCREASING COLLABORATION TIME BY MEETING WITH TEACHERS ON THEIR PLAN TIME USING PARAS FOR COVERAGE AS NEEDED	ASSISTANT PRINCIPAL, SPECIAL ED. STAFF, PARAS	START OF 1995 SCHOOL YEAR
2. TEACHER IN-SERVICE ON COLLABORATIVE TECHNIQUES & ADAPTATIONS & MODIFICATIONS	PEOPLE WHO ATTENDED SPRICK WORKSHOP	DEC.1996 JAN.1997
3. HAND SCHEDULING OF SPECIAL SERVICES STUDENTS	ASSISTANT PRINCIPAL, SPECIAL ED. COORDINATOR, INCLUSION COORDINATOR	JULY & AUG. *
4. PLACE STUDENTS ON TEAMS AND/OR SCAN SHEETS	ASSISTANT PRINCIPAL INCLUSION COORDINATOR	1996 - 1997 *
5. UPDATE MODIFICATIONS CHECKLIST (SUBJECT BY SUBJECT)	INCLUSION COORDINATOR SPECIAL ED. TEACHERS REGULAR ED. TEACHERS	JAN.1997
6. DEVELOP A MODIFICATIONS & ADAPTATIONS BOOKLET TO BE GIVEN TO ALL REGULAR TEACHERS	INCLUSION COORDINATOR	MARCH 1997
7. DEVELOP & SEND OUT A SURVEY ON COLLABORATIVE INSTRUCTION	SITE INCLUSION TEAM, ADMINISTRATORS, STAFF, PARENTS, INCLUSION COORDINATOR, COLLABORATIVE TEACHERS	JAN.1997 TO MARCH 1997
8. DEVELOP A NEW ACTION PLAN FOR THE 1997-1998 SCHOOL YEAR	ADMINISTRATORS, INCLUSION COORDINATOR, SITE INCLUSION TASK FORCE	MAY 1997

\* CONTINUE THROUGHOUT THE YEAR

## **Jim Thorpe High School Inclusion Action Plan 1996-97**

1. The JTHS Site Inclusion Team felt that General Ed. Staff should be more directly involved in writing the IEP draft of students in their classes. It was decided a notice would be developed to be sent via Q-mail (or hard copy if needed) by the IEP teacher to General Ed. teacher requesting specific information to facilitate writing the IEP draft.
2. The Parent/Teacher information form developed last year will be revised to enable parents of high functioning students to also use this form. The Inclusion Team strongly feels that input from the parent can be a valuable asset to both Special Ed. & General Ed. staff who teach students with disabilities.
3. Special Ed. staff will hand schedule students with disabilities when the schedule for the 1997-98 school year is completed.
4. Special Ed. staff & students interested in the Peers Educating Peers Program will implement a series of presentations to seminar classes to encourage a social & academic climate that facilitates inclusion practices at JTHS & increases an understanding of disabilities in general. The inclusion team feels this program will be of great benefit to students not only at the high school but in the community at large.
5. Suggestions for Curriculum Guide revisions will be submitted by November 15, 1996.
6. The inclusion team at JTHS will discuss service obligations for clubs & organizations & determine how best to facilitate making sure students with disabilities feel eligible to participate.
7. The current grade check form will be revised. The goal is to make it easier to complete via Q-mail (or hard copy as needed) to encourage responses to monitor inquiries.

8. The JTHS Inclusion team discussed establishing a resource library about inclusion practices, disabilities, and Special Services. It was decided that a better practice would be to develop & disseminate inclusion strategies & modification procedures to be kept in teachers' Instructional Strategies Binders.
9. The team feels that the deregulation pilot program for BSK English would add to our continuum of services & provide useful information on how to modify English Classes for students with disabilities. The team would like to see this implemented for the second semester if state approval is granted.
10. The team feels that professional development on inclusion practices, collaborative teaching, use of modifications & assistive technology should be offered during Professional Development days.
11. Staff members have expressed strong concern that monitor students are not receiving as much support in regular classrooms as needed. Special Ed. staff will work with the Assistant Principal to develop more opportunities to contact these students.
12. The JTHS Inclusion Team feels that significant growth has been made in our collaborative teaching classes. The team feels this is an essential component of the continuum of services being provided & desires to continue this program.
13. The Inclusion Team would like to increase opportunities for planning times among collaborative teams.
14. Staff members have expressed a concern about allocating sparse resources to meet growing needs of increasing special ed. students. The team will explore ways to determine best collaborative teaching scenarios.
15. Cover letters that are sent with IEP modifications will be revised to include the following: return to IEP teacher if this student is not or is no longer in your class.

## ***JTHS Inclusion Time Line***

<b>Goals/ Activities</b>	<b>Person(s) Responsible</b>	<b>Target Date for Completion</b>	<b>Evaluation</b>
1 Revise Site's IEP Notice for General Ed. Teachers	JTHS Inclusion Coordinator	1/6/97	
2 Revise Parent/Teacher Information Form to enable Parents of High Functioning Students to also communicate pertinent information to Faculty	Parent Volunteers, Special Ed. Staff Rep., & General Ed. Staff Rep.	February, 1997	
3 Hand Scheduling of Students with disabilities	Special Ed. Staff & Counselors	July, 1997	
4 Implement Peers Educating Peers Program at JTHS & middle schools	JTHS Inclusion Coordinator & Peer Teams	JTHS by May, 1997 & Middle schools during 97-98 school year	
5 Curriculum Guide Revisions	Special Ed Staff & Assist. Principal	11/15/96	
6 Review service obligations for Students with disabilities who wish to participate in clubs	JTHS Inclusion Coordinator	November, 1996	

APPENDIX D  
PILOT STUDY



## Pilot Case Study

The pilot case study was conducted to determine if the study questions and interview protocol yielded the information needed to examine administrative strategies used to accomplish a change from a dual to a unitary system of inclusion. This data was not used in the overall analysis of the five single case studies designed to test Michael Fullan's (1991) theory of developing shared meaning to accomplish such a change. The pilot is presented for your information.

### Site

This elementary site had a student population of approximately 1,950 children in grades K-5. The student body had a 20% minority population. School families' socioeconomic statuses ranged from those on welfare to those who live in middle income and affluent neighborhoods. There was also a wide range of students with disabilities including those with mild articulation and language deficiencies to those who had been identified as educably mentally retarded, nonambulatory, and severely emotionally disturbed.

The physical plant consisted of seven buildings which included five classroom buildings, a cafeteria and a gymnasium. These buildings were located on several acres of gentle, rolling inclines interconnected with canopy-covered walkways which provide access to playgrounds and equipment to serve specific grade levels and children with and without disabilities. A site administrator was responsible for overseeing all grade levels and worked closely with three building assistant principals who directly supervised K-1, 2-3, and 4-5 grade levels.

### Informants

The informants included Alice Perry, site administrator with ten years' experience in the district; Linda Post, learning disabilities specialist with eight years experience in the district; Gerry Pine, general education teacher for six years in the district; Paula Paris, parent of two sons, six and eleven years of age; and Sandy Pane, fourth grade student with learning disabilities in reading and mathematics.

### On Site Observation

Several observations were made in general education classrooms and in lab settings over a period of four months. I observed specialists and paraprofessionals in classrooms assisting students with disabilities and also offering help to other students if it was needed. Special education teachers taught collaboratively with general education teachers for a portion of their day. They took a small group of students who needed reading or math instruction off to a corner of the room or found a space in the hall to work with them. Depending on the relationship of the teachers, specialists directly taught a lesson or simply followed up and offered individual assistance after direct instruction was given by the classroom teacher. Collaborative time was offered weekly while individual classes with clustered students on IEP's had an extended lunch recess. Both teachers met and discussed individual students and planned how instruction was to be delivered according to individual IEP's. There were also occasions when a roving substitute teacher covered classrooms for 45 to 60 minutes allowing specialists and

classroom teachers to collaborate as well. Depending on the severity of the disabilities, paraprofessionals accompanied students and remained with them in classrooms if their behavior tended to be disruptive or academic weaknesses called for ongoing support during the inclusive classroom time. As several students had multiple disabilities which included mental retardation, confinement to wheelchairs, autism, and emotional disturbance, they required the assistance of a paraprofessional in general education classrooms and special areas such as art, physical education, and music as well as in lab settings.

### Survey Results

Approximately 69% of the staff returned the surveys. Numerous comments indicated that there was not enough support made available in classrooms for the general education teacher to meet all student needs. This caused frustration. Many teachers also believed that students with disabilities would derive greater benefits from small group lab instruction rather than from inclusion.

Yet, positive comments about inclusion indicated there were benefits in social growth and empathy towards others. Other comments indicated teachers would like to have greater input for writing IEP goals with time set aside for collaboration. Also, teachers appeared to be more willing to have students with physical and academic disabilities, but found students with disruptive behaviors were taxing for the teacher and diminished the instructional time for other students. The majority of teacher comments focused on the lack of special education personnel to

assist in classrooms, large class sizes, and great numbers of students with disabilities placed in classrooms caused great difficulty in meeting individual student needs.

### Data Clusters

Three clusters of administrative strategies emerged: focusing, communicating, and restructuring. Focusing by this administrator clarified her vision encouraging others to act and take the necessary steps to reach the desired goals and objectives. Communicating included formal and informal strategies in day to day encounters with staff, students, and parents. Restructuring involved changes in student placement, support services, curriculum, and pedagogy.

Focusing. Specific focusing strategies discussed by the informants included visioning, collaborating, planning, and empowering teachers. Focusing began with this administrator's vision of implementing district policy by relying on her teachers to make that vision a reality. Alice Perry believed,

District-wide, we have established the philosophy of providing inclusive environments...So, the foundation is there, the expectation level is there...But, we really have to rely on the individual teachers to devise the appropriate plan and implement it for that individual child. (P.S. 5-22-95,15)

Alice explained,

You have to know where your district stands...You have to have your team players on the the same philosophical

wavelength...Otherwise, you can't do it by yourself (P.S.5-22-95, 10-11)

She further described how inclusion would be guided by a system she supported to meet the needs of all students with disabilities by providing a continuum of services. A child might remain in the regular education classroom with modifications and receive support from that environment with a minimum amount of time in a special education lab setting. Another child might need a self-contained environment with a minimum amount of time in the regular classroom environment.

Linda Post agreed with the administrator's vision for inclusion through the staff and stated,

Vision has to really start with the faculty to include them in that vision and get some inside support...It's hard to stand up and sell a program...Weak pockets have to work....Then people have to talk about it to see people happy--both special and regular teachers and kids being successful...I think you have to start small and build success along the way. (P.S. 6-23-95,14-15)

While there may be gaps in communicating a vision for inclusion to parents, Paula Paris felt the site administrator had demonstrated a feeling of openness, support, and a positive approach.

One of the strategies used by Alice to focus on the change to inclusion was to encourage collaboration between special and regular education teachers. Through modifications and through a lot of close

collaboration with special needs teacher and the regular ed teacher...Both parties have to know what's on the IEP, participate in writing the goals, and work closely together to determine what is appropriate to be worked on in the regular classroom. (P.S. 5-22-95, 42-43)

Collaborating by the staff to focus on student needs was reinforced by Paula Paris as well,

Let's all sit down (with) the aide who knows a lot, the teacher, if necessary, (and) the principal...Let's share our information.

(P.S.10-30-95,189)

Paula Paris also made a point about having staff members who were involved with a particular student with disabilities talk informally and more frequently with parents to solve little problems occurring in the classroom.

Linda Post explained,

Collaborating for inclusion begins with a sensitivity to meeting IEP goals...As long as the IEP goals are written to meet that student's needs, those needs are thought of as in the context of the curriculum...We are using a lot more story summarization and contextual clues...There has to be more active, more direct class interaction with really good sound teaching and modeling, guided practice kind of things to produce active learners. (P.S. 6-23-95,72)

The benefits of collaborating between special and regular education teachers were described by Linda Post as the best of both worlds. Two

individuals with skills came together with two heads instead of one. One teacher can be teaching a lesson or modeling a particular activity, while the other is making sure that students are on task. She said,

You're blending teaching styles and teaching skills with the children...They learn from each other...The system just naturally evolves and the children have an incredible opportunity to not be left behind. (P.S. 6-23-95,78)

Sandy Pane, the student with disabilities, described how her special education teacher "was helping certain people and most people at other times" (P.S. 6-29-95, 23).

Focusing through planning became a natural outgrowth for implementing inclusion. "Planning was critical to inclusion. It was considered to be a pilot program" explained Gerry Pine. She agreed with the learning disabilities specialist that parents were brought into the process.

I was asked if I would do it, number one....The government was going to push it on us at some point in time anyway...It was better for us to do it in our own way and our own time....I like a challenge...I think it is obviously something we're going to be dealing with for many years to come, so I wanted to be a part of it. (P.S. 6-13-95,39)

Gerry further stated,

Prior to the second year, we decided to meet in the summertime and do some more planning....The special ed teacher was going to

be in two classrooms across the hall from one another...We could work as a team and help each other...Next year there would be a team captain...It will be a lot more cohesive. (P.S. 6-13-95, 33-36)

And, according to Linda Post,

Planning has to be from all sides...(It has to come) from teachers, from special teachers, even parents having a say in what the program's going to do or what it will be like...Planning also involved indentifying students with disabilities who required minimal support and those who required the extensive support of a paraprofessional.

(P.S. 6-23-95, 24)

Linda further stated,

We've had the opportunity to do curriculum writing (with) special ed and regular teachers through the use of substitutes...(We were also) grouping kids together (and) sitting in the hall where one teacher watches...(We had) a common planning period. (P.S. 6-23-95, 25-26)

A new plan to be used in the third year of the inclusion process for those students who need assistance from many specialists was described by Alice Perry. She felt that you had to rely on the classroom teacher, the special education teacher, and the parent to provide that feedback. It was considered to be an equal responsibility of all three parties to communicate whether or not the needs of the child were being met.

Focusing also included empowerment. Alice Perry felt teachers were



told it was their responsibility to meet the needs of these children.

Placement was critical to its success.

You have to put people in the right positions that will make it happen...You give people permission to try new things.

(P.S. 5-22-96, 6)

Alice Perry also stated,

There has been a multitude of workshops, district wide--ranging from "what is inclusion" to help people define the definition and philosophy, to more specific things on how to collaborate and then providing time to collaborate (and) hands on inservice. (P.S. 5-22-95, 15-17)

Linda Post described empowerment similarly,

No one had all the answers...Through necessity, we had to figure out a way...We believe in you...We trust you to help us...We were empowered out of necessity...(We were) trusting the faculty and trusting the programs...We were empowered. (P.S. 6-23-95, 28-30)

Her experiences with empowerment were positive. She summed it up as "I think the best for me was getting to go to another school and having the belief in my heart that it was going to work" (P.S. 6-23-95-36).

Communicating. Communicating, a second data cluster, reflected both formal and informal strategies used by both the administrator and teachers. Formal communicating strategies used by the administrator included weekly bulletins, parent newsletters, and surveys. She also held a faculty meeting describing how inclusion was to be implemented by

placing many of the students with disabilities in regular classrooms who would also be pulled out for lab instruction in small groups. Other students who had multiple disabilities would be assigned to general education classrooms, but spend the majority of their time in lab settings. Informal strategies included conversations among staff members, discussions between administrators, parents and teachers, and listening to others at workshops and inclusion task force meetings, and exchanging information among students. Formal strategies used by teachers involved the presentation of student assessment and goals at IEP meetings, while informal strategies included class newsletters, daily written notes, and phonecalls.

Clear articulation was necessary to know what goals were to be achieved and issues to be resolved to the best of everyone's ability so that individuals would not be working at cross purposes. Communicating was a key element in meeting individual student needs which were viewed by the informants as the equal responsibility of parents and teachers. It took people working together and constantly communicating. Alice Perry explained,

You talk a lot...Not only do you talk, but you try to model through meetings with staff and with parents that not only do you believe these things, but you work hard to try to implement them...(You use) things like our inclusion task force, surveying parents, surveying teachers, having meetings where people can share their views and concerns... It's an ongoing process. (P.S. 5-22-95, 5-8)

Gerry Pine explained that the concept of inclusion was not communicated formally by the administrator, but rather informally by the special education staff.

Actually, the way I learned about it and what I know most about it was through the special education teacher that I was working with...The site principal wasn't in place long enough... It didn't come from that direction. (P.S. 6-13-95,31)

With regard to using formal communication strategies, Paula Paris agreed that a vision for inclusion was not successfully communicated by the site administrator. Paula believed a newsletter which described how the school had children with different needs would have been helpful to assist all parents with their understanding of the inclusion process. This was not made available. However, a formal strategy for communicating was accomplished by a district forum arranged by the district special education director. It featured a university consultant who had been successfully involved with inclusion out- of-state and a panel of general and special education teachers who had been practicing inclusion in their classrooms. The information was well received by parents who attended. Paula Paris described the district forum,

One of the things I loved best was having teachers talk...I think it's encouraging to them to clear the air...These are the things I'm struggling with... How can we work together? (P.S. 10-30-95,148-150)

Other formal communicating strategies involved the use of

bulletins or administrative memos. Gerry Pine noted "We have a weekly bulletin...(This is) what needs to be done...This is where it can happen...You need to be aware of this" (P.S. 6-13-95, 13-14).

Overall, whether communication from the administrator was formal or informal, honesty and a positive attitude were critical according to Paula Paris.

Communication from the administration has to be definite, and positive...Emphasize that we are not doing this for the poor children, but we are doing this for our school as a community because everyone is going to benefit. (P.S.10-30-95,73)

Mrs. Paris further stated,

I think there needs to be a fluid, dynamic approach of honesty...I always appreciate an administrator who says what the issues are here...These are the constraints...These are the concerns...Let's figure them out. (P.S. 10-30-95,81-84)

Alice Perry believed it was necessary to rely on the regular classroom teacher, the special education teacher, and the parent to provide feedback. She saw it as an equal responsibility of all three parties to communicate how the needs of the child were being met.

Informal communicating strategies became a part of collaborative classroom practice involving teachers, parents, and students. Teacher attitudes could be perceived as positive or negative through verbal communication and body language which would affect student performance.

Gerry Pine described, "If you pat them on the back, I've had special ed students that come up with thoughts that are better than any of my regular students...(It depends) how you handle that. (It's) how you look at them. (It's) like you treat any other child in the room" (P.S. 6-13-95, 81-83). She also described other informal strategies which involved sharing the task of calling a parent regularly. "The special ed teacher and I both took the responsibility of calling the parent" (P.S. 6-13-95, 49). Paula Paris felt it was beneficial when students communicated with each other which contributed to inclusion.

Communication between students builds self esteem when they are given the opportunity to see things from a different perspective...Students are able to explain things to each other better than an adult is able to do.

(P.S. 10-7-95, 314-315)

Alice Perry agreed,

Children can communicate to other children in ways that are more simple and effective than an adult...Children emerge as leaders and social skills are strengthened. (P.S. 5-22-95-53)

Paula Paris further stated "the potential is limitless and needs to develop naturally...Teachers will spot it developing naturally" (P.S.10-30,95, 311).

Restructuring. Restructuring, a third data cluster, revealed strategies used with regard to student placement and support services. Other strategies such as pedagogy, a teacher's view of her role in working with students, and curriculum, a set of prescribed courses and subject

matter to be taught have contributed to making a difference in how students with disabilities were served.

Prior to inclusion, many students with mild to moderate disabilities had a homeroom teacher. They were pulled out to attend a lab for instruction in certain subjects as dictated by their IEPs. Other students with more severe disabilities were assigned to self contained special education classrooms and were mainstreamed for certain academic subjects, usually science or social studies, as well as art, physical education, and music.

Student placement, a restructuring strategy, contributed to meeting student needs differently. Linda Post stated,

Every child in the system had a regular classroom teacher...That was the beginning change... (You saw) those children kind of breaking those roles...Students could learn in that environment better than they could in a lab situation...I think having those children with disabilities out and around is a change in itself, even if just for a short period. (P.S. 6-23-95. 44-46)

While the shift was made to close labs and have specialists working with students directly in classrooms, there were problems. Gerry Pine described how specialists were too strung out between the classrooms the first year of inclusion and they weren't sure what to do initially.

I think we're beginning to see if we can keep them more at a close proximity it will be a lot easier...The other children have a tendency to take care of them. (P.S. 6-13-95, 64)

Gerry Pine also commented how specialists were assigned to work with teachers who had students with disabilities in a section of the building consisting of four classrooms in close proximity commonly referred to as a pod. This allowed for more efficient use of a special education's time and maximized the support.

I was an inclusion teacher for two years...I had a special education teacher who came into my room...In my pod (a group of 4 classrooms) this past year, every teacher had an inclusion teacher. (P.S. 6-13-95, 20-21)

Sandy Pane commented how she liked staying in the regular classroom and receiving the special help rather being pulled out for a lab because of the unwanted attention that was drawn to her.

We missed out on fun things (such as) extra recesses...When it was time to go, everybody would look at you til you walked out of the room. (P.S. 6-29-30, 31)

She hoped it would be the same the following year because she felt she was more a part of the class. While there may have been times the special education teacher pulled a small group of students out into the hall, she didn't seem to mind.

Support services, another restructuring strategy, was described by Gerry Pine.

Very careful monitoring of these IEP forms...I depended on the special ed teacher...Sometimes I'd have an idea and then she'd validate whether it was right or wrong...(and) depended on her to

guide me in the right direction. (P.S. 6-13-95, 88-90)

Linda Post also described,

Speech teachers are going in and supporting the entire classroom through the curriculum and not through their own program.

Psychometrists are so helpful at our school in giving actual tips to teachers. (P.S. 6-23-95, 55-57)

Gerry further commented,

One of the positives of working with the special ed teachers I saw during the pilot program...I gained in the way she did things...(I looked at) how she handled certain students--average students...We taught together...She'd pop right in...(She would) pull from a different direction I might not see...I think the kids enjoyed that too. (P.S. 6-13-95, 100-101)

Pedagogically, students with disabilities needed to be viewed in the same way as typical students. Teachers provided a sense of belonging and conveyed trust to all students. Alice Perry stated,

Teacher support of students with disabilities is apparent when the teacher models respect for the student and has the same expectations of them as for other kids, and provides the support the child needs to be successful. (P.S. 5-22-96,39-40)

Gerry Pine commented,

They know whether they're made to feel comfortable in the environment...You pat them on the back...I've had special ed students that come up with thoughts that are better than my



regular students...(It's) how you look at them...Basically (they're) no different than the other children in my room. (P.S. 613-95, 81-84)

Students can sense positive or negative teacher attitudes and support by their body language. Sandy Pane said, "the general education teacher would walk up and smile...She taught us and she worked with us" (P.S. 6-29-95, 12).

In terms of restructuring curricular strategies, Gerry stated "we do a lot of discussion--a lot of acting out (which was) good for special ed students...They can take part" (P.S. 6-13-95, 94-97).

Linda Post added,

IEP goals are written to meet that student's needs in the context of the curriculum...We're using more story summarization (and) contextual clues...(There) has to be more direct, active class interaction...(There needs to be) good sound teacher modeling (and) guided practice to produce active learners...(You need to) set the stage for learning (so) they know what's expected. (P.S. 6-23-95,66, 71-72 & 73-74)

The principal and teacher agreed student success was further enhanced with the use of computers and special adaptive equipment such as LCD panels and augmentative communication devices. They described how laser discs and special software enabled students with disabilities to participate meaningfully and gain knowledge they could not access due to motor and cognitive weaknesses. Assistive technology

had provided such opportunities which did not exist prior to the inclusion process.

Restructuring strategies have caused students with disabilities to be relocated from self contained to regular classrooms, have encouraged teachers to adopt a collaborative teaching model, have caused staff to internalize the same expectation for all students to learn, and found teachers engaged in modifying and adapting instruction.

While special education staff and programs were restructured to allow more students with disabilities to spend more time in regular classrooms, spreading the support had grown more difficult as the needs got greater and the number of special education staff members was limited. In spite of the difficulty involved, successful restructuring efforts to make the change from the dual system to a unitary system of education had been gradual and was moving in a positive direction.

Summary. According to the administrator, her vision for inclusion was to fully support the district's philosophy of providing a continuum of services for students with disabilities. She relied on the staff for implementation and supported their efforts with opportunities to plan appropriately before inclusion began, reexamined their practices to make further changes, empowered them to use their instincts, and gave them permission try new things.

Communicating strategies used by the administrator consisted of formal meetings and surveys for feedback with faculty and parents and informal written documents such as bulletins, memos, and newsletters

as well as day-to-day encounters with staff members. Teachers also formally communicated in IEP meetings and informally in teacher/parent conferences. Teacher feedback was encouraged to let the administrator know when technology such as augmentative communication devices, computer software, LCD panels, and other kinds of equipment were necessary for student success. The administrator secured the needed resources and enlisted the help of other district personnel.

Restructuring strategies involved student placement, support services, pedagogy, and curriculum. Students were no longer placed in self contained classrooms or only pulled out to labs. They were assigned to general education classrooms with lab pullout if it were warranted. Support services consisted of having special education teachers working collaboratively with general education teachers in classrooms to modify and adapt instructional material that meshed with the district curriculum and closely monitor a student's IEP goals. A pedagogical shift was having teachers recognize how their attitudes could be conveyed to students in a positive or negative manner verbally or through body language. And, curricular strategies involved using varied instructional techniques such as, hands on activities, active participation, guided practice, teacher modeling, summarizing material, contextual approaches, and assistive technology.

The study questions and protocol which focused on Fullan's theory to accomplish change in the pilot study did yield data which could be used to develop a shared meaning and accomplish a change from a

single to a unitary of education system. Developing a shared meaning was linked to this administrator's focusing, communicating, and restructuring strategies. Alice Perry motivated others to initiate and implement change in spite of resulting obstacles. Teachers acting as informants were positive about inclusion and felt they had appropriate support to make it successful for the students with disabilities assigned to their classrooms. Alice Perry played a supporting role in fostering inclusion.

APPENDIX E  
INSTITUTIONAL REVIEW BOARD APPROVAL FORM

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

Date: 05-16-95

IRB#: ED-95-088

Proposal Title: LINKING FULLAN'S CONCEPT OF SHARED MEANING TO  
ADMINISTRATIVE LEADERSHIP AND INCLUSION: FIVE CASE STUDIES IN A  
SINGLE SCHOOL DISTRICT

Principal Investigator(s): Adrienne Hyle, Sandra K. Tilkin

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT  
NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A  
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD  
APPROVAL.

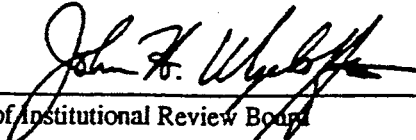
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR  
APPROVAL.

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Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval  
are as follows:

Provisions received and approved.

Signature:

  
Chair of Institutional Review Board

Date: June 7, 1995

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VITA

Sandra K. Tilkin

Candidate for the Degree of

Doctor of Education

Thesis: ADMINISTRATIVE LEADERSHIP LEADS TO CHANGE: FIVE CASE STUDIES IN A SINGLE DISTRICT

Major Field: Educational Administration

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Experience: Taught Elementary Education at Caldwell Elementary in Hammond, Indiana; practiced as a Reading Specialist, as a Psychometrist, and currently as a Principal in the Jenks Public Schools, Jenks, Oklahoma.

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