

THE SECONDARY PRINCIPAL'S ROLE IN
THE CHANGE TO INCLUSION: A
MULTIPLE CASE STUDY

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Submitted to the Faculty of the
Graduate College of the
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in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1996

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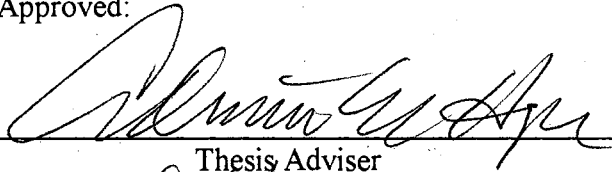
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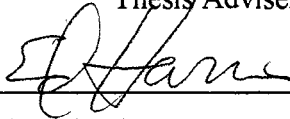
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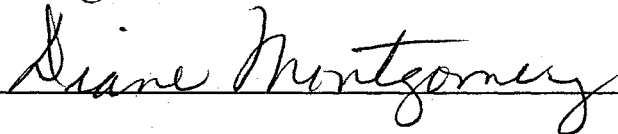
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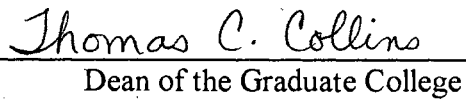


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ACKNOWLEDGMENTS

I would like to express my sincere appreciation to Dr. Adrienne Hyle, committee chairperson and advisor of my dissertation, for her unrelenting support, tireless effort, guidance, enthusiasm and friendly interest in me and my study. I would also like to express my gratitude to the other members of my committee: Dr. Martin Burlingame, Dr. Edward Harris and Dr. Diane Montgomery for their suggestions, encouragement and willingness to serve on my committee. In addition, I would like to thank the other faculty and staff members of the Department of Educational Administration and Higher Education of Oklahoma State University for their guidance, assistance and support.

I want to express my gratitude to the superintendent of Guthrie Public Schools, Donald Bowman, and to my secretary and friend, Linda Clay, for their support, encouragement and cooperation during the years I have been in the doctoral process.

To my many friends, old and new, who have supported, prayed for, and encouraged me to persevere, I want to say a special thank you. I am forever indebted to the faculty and staff of the three school sites which were my data sources and to the three friends who organized my studies at those sites.

I appreciate the \$5,000 Berneta Minkwitz Scholarship bestowed upon me by The Delta Kappa Gamma Society International and to Oklahoma State University and the Educational Administration and Higher Education Department for granting me the \$500

Richard and Edna Jungers Scholarship and tuition waivers. These scholarships and waivers enabled me to concentrate on my studies and research without being concerned about the financial expenses incurred.

Most of all, I want to express my undying gratitude and love to my family; my husband Robert, my son, Bob, and my daughter, Cheryl, who have supported and encouraged me throughout this program, as well as all the other educational programs they have gone through with me. To my grandchildren Lauren, Brittan, Julianne and Robby, I promise I will now have more time for you!

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CHAPTER I

DESIGN OF THE STUDY

Consider the following presentation of two fictitious high school students with disabilities. Both students scored between 65 and 70 on the intelligence quotient of a standardized test of cognitive abilities. Additionally, each of the students was tested in seven academic areas: basic reading, reading comprehension, math calculation, math reasoning, written expression, oral expression, and listening comprehension. Terry earned standard scores between 60 and 70 in each, while Jolene scored somewhat higher between 65 and 75.

Terry and Jolene's adaptive behavior was measured on an adaptive behavior scale. Terry earned a standard score of 68, while Jolene earned a score of 80. The results of the adaptive behavior scale, along with a socio-cultural questionnaire completed by the parents of each of the students, indicated Jolene functioned somewhat higher socially than she did in the ability and achievement areas, while Terry scored about the same socially as he did in the other areas. Considering the data gathered in these evaluations, an eligibility/placement team determined Terry and Jolene qualified for special education services for students with mental retardation.

Terry's eligibility/placement team determined his least restrictive environment (L.R.E.) was a structured individualized program after considering all the evaluation data and his past educational experience. The team decided the appropriate placement was in a

special education class for students with mental retardation for all core academic subjects and general education class placement for his electives of music and physical education (P.E.). Considering the evaluation results along with her past educational performance, Jolene's eligibility/placement team determined that general education classes with adaptations and modifications of those classes as needed would meet her educational needs and provide her L.R.E.

Both students attended a high school in a suburban community where the enrollment at the ninth through 12th grade facility was approximately 1,000. About 10 percent of the students at that high school had disabilities. Approximately 20 percent of the total school population were African/American with Hispanic and American Indian comprising another 10 percent; 70 percent of the school population were Caucasian.

Terry was an 11th grade Caucasian male, who received his core academic instruction (i.e. English, math, social studies and science) full time in special education classes by a special education teacher certified to teach students with mental retardation. He attended music and physical education (P.E.) with general education students. Terry had lunch during the time the general education students were in the cafeteria, and socialized with them, as well as students with special needs. During football season, Terry participated in football practice during his 6th hour P.E. class and after school. One of the assistant coaches took a special interest in Terry and worked diligently to teach Terry the fundamentals of a defensive line position. The coach made sure Terry played some during most football games.

Terry had an outgoing personality and was said by his counselor to have a positive self concept. Terry's parents were actively involved in everything Terry participated in, plus they helped out during fund raisers especially when the fund raisers involved athletics. Terry's parents were active participants in the development of his Individual Education Program (I.E.P.) and made themselves available for all meetings that involved Terry.

Jolene, a 12th grade African/American female, attended all six hours of her school day in general education classes. Jolene had an I.E.P., as all students with disabilities do, but her I.E.P. addressed only modifications in the general education classroom; since she did not attend any special education classes on a regular basis. Jolene's I.E.P. stated she could be expected to complete general 12th grade assignments with the following modifications; she was permitted to have up to twice the amount of time to complete assignments that students without disabilities were granted, she could have a reduced amount of workload up to one half of what was expected of students without disabilities, and she could go to the special education resource room where a teacher with special education certification would give her individual assistance with her assignments, as needed.

Jolene's daily schedule began with English IV and home economics. She then traveled to an elementary school on the school's shuttle bus to work in the cafeteria. Jolene received high school credit, as well as pay, for her work in the cafeteria through the school's workstudy program offered in cooperation with the State Department of Education's Vocational Rehabilitation Program. Jolene helped cook lunch, serve it and

clean up after lunch at the elementary school. She returned to the high school each day on the shuttle bus for the last hour to attend her music class.

Jolene had numerous friends, even though she seemed rather shy. According to her counselor she appeared to have a positive self image. She belonged to the Vocational Industrial Clubs of America (VICA), a club for students in vocational classes. This club met at the high school one evening every month during the school year. Jolene took part in the activities of VICA, such as fund raisers and state conferences.

Jolene's parents were actively involved with the school; attending necessary meetings held for special education programming and paperwork. They were cooperative, but offered very little input into the planning sessions as they also appeared rather shy. Jolene's parents always seemed eager to help with any activities which involved their daughter, however.

Both Terry and Jolene received educational services mandated by federal legislation, Public Law (P.L.) 94-142 passed by Congress in 1975 entitled the Education of the Handicapped Act (E.H.A.). Under this legislation a continuum of services must be provided for students with disabilities to ensure them the Least Restrictive Environment (L.R.E.) in their educational placement. The State Department of Education in Oklahoma interpreted the continuum of services clause of the E.H.A. to mean that the more a student is educated in a general education classroom with peers who are not disabled under the tutelage of a general education classroom teacher, the less restrictive is the environment. Conversely, the more a student is educated in a segregated class or school with peers who are disabled and taught by a special education teacher, the more restrictive his/her

environment (Policies and Procedures for Special Education in Oklahoma, 1993). Using this interpretation, Terry was being educated in a more restrictive environment than Jolene.

From the beginning of federally regulated special education, students with disabilities were removed from the general education classroom and educated in segregated settings with teachers specially trained to meet their needs (The National Association of State Boards of Education, NASBE, Study Group, 1992). Virtually all students with mental retardation, serious emotional disturbance, blindness, deafness or multi-disabilities have been served in full time segregated classrooms. Nearly all students with learning and speech disabilities have been educated part time in segregated classes, from one period up to one half of their school day. Little thought had been given to the continuum of services spoken of in the E.H.A. (NASBE, 1992).

The idea behind the segregated program was for students with disabilities to be in smaller classes with individualized instruction. The educational goal was to return students with disabilities to general education classes when their achievement level was raised to the extent that they could experience success (NASBE, 1992). But, “very few students actually leave special education once they enter that system” (NASBE, 1992, p. 9). Not only did students’ achievement levels not improve, but many students became dependent on the individual instruction, less able to function on their own, and inappropriate social behaviors developed because of a lack of appropriate peer role models (NASBE, 1992).

Over time, special educators and parents began to believe that many of the students with disabilities should not have been initially segregated from their peers without disabilities. Through legal pressure by parents, private citizens, schools and other organizations, emphasis began to be placed on the L.R.E. requirements for students with disabilities. The E.H.A. was updated in 1990 by the Individuals with Disabilities Education Act (I.D.E.A.). At the same time, civil rights legislation resulting in the Americans with Disabilities Act (A.D.A.) brought more emphasis on students with disabilities in the public schools. Thus, in schools around our nation, inclusion of students with disabilities was a phrase borne out of this new interpretation of L.R.E. legislation. Inclusion means providing students with disabilities the L.R.E. by educating them in the general learning environment with their peers without disabilities to the maximum extent appropriate (O'Brien & Forest, 1989). However, this "new" ideation has again called for a change in the structure of public schools.

Statement of the Problem

Inclusion, through L.R.E., a legislative and mandate-driven change, requires an esoteric knowledge base which includes awareness and understanding of the P. L. 94-142, I.D.E.A. and A.D.A. This awareness and understanding includes the eligibility requirements for placement, the continuum of placement options, L.R.E. and the processes of how and when decisions for placement of students with disabilities are made.

Clearly, the change literature indicates the singular importance of the site level administrator in the success or failure of building level change. "The main agents (or

blockers) of change are the principals The principal is the person most likely to be in a position to shape the organizational conditions necessary for change” (Fullan, 1991, p. 76). Specifically, principals are reported to engage in six activities that directly impact change: (1) have and articulate a vision, (2) provide evolutionary planning, (3) allow initiative-taking and empowerment, (4) provide staff development and assistance, (5) provide monitoring and problem coping and (6) bring about restructuring (Fullan, 1991).

For a change to inclusion for students with disabilities then, the building level administrator must be well versed in its requirements and knowledge base and support it in specific ways and through specific activities. But is this what actually occurs? Do principals have the specialized knowledge base required for inclusion? Fullan’s (1991) perspective places the building level administrator as the pivotal character in the process of successful change. Given the specialized nature of special education in public education, is it possible that others play more pivotal roles in the change to inclusion?

Purpose

The purpose of this study, therefore, is to examine who and what facilitate the change to inclusion for students with disabilities.

Research Questions

The following questions will guide the study:

1. What do principals do to facilitate the change to inclusive schools?
2. Who and what else facilitate this change process?

Theoretical Framework

Change can be voluntary or imposed. When voluntary, Fullan's (1982, 1991) change process supports three developmental stages: adoption, implementation and continuation. Adoption, the decision to change, is the stage in which school personnel come to terms with the actual need for the innovation. At this stage, teachers must see the practicality of the change, and how it fits with their overall goals and objectives. The third stage, continuation, is the stage during which the change becomes a part of the structure of the institution. This occurs when the change becomes a component of the overall educational policy. A process for securing future personnel and finances for the innovation must be in place.

Since the federal government mandated that all students with disabilities be educated in the Least Restrictive Environment (L.R.E.), public schools have no choice but to provide inclusion into general education classes for students with disabilities when appropriate. Therefore, neither adoption nor continuation is at issue, rather the second stage, implementation, the stage in which the innovation is begun, is the focus stage in this study.

Implementation is a process of learning something new. Fullan presents six clearly identified and interrelated administrative components that facilitate the implementation process. First, he emphasizes the importance of vision, the administrator must be able to visualize how a particular change can improve a situation in such a way that those involved will be able to benefit to a greater extent than under present conditions. To

initiate the change from the segregated method of educating students with and without disabilities to one of inclusion for all students, the principal must understand and accept the need for inclusion of students with disabilities into general education classes. The principal also must be able to articulate this vision in such a way that teachers and staff will take ownership of the proposed change. The vision should lead to a mission statement arrived at by a consensus of those involved in initiating the change (Fullan, 1991).

Second, the successful principal must possess evolutionary planning skills. The planning process must be flexible; when a strategy works continue it, when it does not, take another look and revise the process. Third, the principal must take the initiative when needed, but also allow faculty to initiate when appropriate. In this way the principal provides or offers faculty the power needed to take ownership of the innovation. Fourth, the administrator must provide the staff development needed to familiarize the staff with the change, and to support them until they feel comfortable with the innovation. There should also be individual periodic checks with each staff member to determine the levels of additional individual assistance needed. Fifth, continuous assistance is imperative to the success of the change. The administrator must make certain assistance is there when faculty need it. Monitoring is an essential part of each step of the change process so that problems can be coped with as they arise.

The sixth step in Fullan's change process is restructuring. This step involves a Renaissance, not just a Revitalization (McWhiney, 1992). A Renaissance is when the structure of a procedure is changed, while a Revitalization only gives the old structure a

new facade. The Renaissance of inclusion would result in the restructuring of educating students from segregated to integrated settings. Another way of looking at Fullan's (1991) restructuring component is to think of it as first and second-order change (Cuban, 1990). Cuban (1990) states that first-order change can be thought of as "quality control"; changing methods of performing functions so they can be accomplished more effectively and efficiently. First-order change would be similar to McWhinney's (1992) Revitalization. Second-order change would change the design of the method; the way the method is organized or put together. This would be similar to McWhinney's (1992) Renaissance.

Procedures

Information about my background and why I chose the topic of inclusion to research is included in this section. Because of my experience as a special educator, I have formed biases about student placement and administrative leadership roles in special education of which I believed the readers of this study should be aware. Therefore, I have discussed those biases and how I guarded against allowing them to prejudice this research project. Data needs are discussed with an explanation of why a multiple case study method of inquiry was used to research this topic. The three forms of data collection used in case studies; interviews, observations and document reviews, are discussed followed by an overview of the analyses procedures used in this study.

Researcher

My interest in this topic came from my experience in special education during the past 20 years. I have seen students placed in special education with the intention of

helping them overcome their areas of educational need and then encouraged them to return to the general classroom. During the time these students were educated in special classes, however, many acquired poor study habits and became dependent upon assistance. They also began to exhibit poor behavior control due to lack of proper peer models. All of this made it quite unlikely they would return to general education classes during their school career (NASBE, 1992). Thus, inclusion of students with disabilities in general education classes with their peers without disabilities to the maximum extent appropriate was of utmost interest to me.

I began teaching students with learning disabilities in 1975. Since that time, I have been involved in special education as a psychometrist, counselor/coordinator, director of special education, director of federal programs/special services and assistant superintendent in charge of federal programs/special services. After three years of teaching students with learning disabilities, I was employed by the Regional Education Service Center of the Oklahoma State Department of Education as a psychometrist. I evaluated students in eight different school districts for the primary purpose of determining whether or not their needs qualified them for special education services. After a year, I became a counselor responsible for a junior high school's special education program. I then moved to the high school in the same district, in the same capacity, and was then promoted to the central office as director of special education. I remained in that position for ten years, then was promoted to director of federal programs/special services. Then, beginning with the 1995-96 school year, I was promoted to assistant superintendent in charge of those same programs.

I have lived through many changes in philosophy and service delivery surrounding special education. Because of the many years of experience I have had in special education, I have acquired some biases. Among those biases are practices in student placement and administration of special education:

Student placement:

- I believe many students are placed in segregated special education classes because they take more individual attention than “average” students by the general education teacher either because of the students’ learning pace or challenging behavior.
- I believe the major reason these students are placed in special education is that many general education teachers, especially at the secondary level, do not want or do not think they have the time to meet these students’ needs.
- I believe if every aspect of each student’s evaluation results (health, social, environmental, past educational experiences and adaptive behavior factors and not just ability, achievement and functioning levels) are taken into consideration, as they should be, there would be considerably less students found eligible for special education and placed in segregated classes.

Administrative practices:

- I believe that many principals, especially at the secondary level, do not have the esoteric knowledge base they need to lead in change from the practice of excluding students with disabilities to one of inclusion.

- I believe that many principals, especially at the secondary level, do not want to lead in the change to inclusion because they feel pressure to keep their schools operating smoothly.
- I believe many principals think if they isolate students with disabilities in special education classes, they will not have to deal with disgruntled general educators, unhappy parents and disruptive students to the extent they do when the students are in general education classes.

Methodological Implications

Because of my experience, training and involvement in many aspects of special education, I had the background needed to undertake this study. However, because of the extent of my involvement in special education, it was also necessary to guard against allowing my perceptions and biases to influence the data as it were gathered. During interviews I encouraged the respondent to assume the role of the teacher and I assumed the role of the learner. I developed interview questions that were not leading and the data were transcribed verbatim of what was recorded during the interview sessions (McCracken, 1988). I hired someone to transcribe the interview data to guard against making assumptions during that process. It was also necessary for me to be just as careful during my observations and document reviewing, therefore I recorded exactly what happened during the observations and what was stated on the documents, rather than my interpretation of that data.

Data Needs

Given the problem and purpose of this study, to document those who were responsible for the success of the change from a segregated method of educating students with disabilities to one of including those students in general education classes, I needed data from inclusive schools and people who were involved in inclusive programs. I needed to interview and observe principals, general and special education teachers, students with and without disabilities, and where possible, parents of students with and without disabilities to gather data on their perceptions of the ways in which their inclusive programs were successful, and who and/or what made them successful.

Because of the data needs, it became apparent a multiple case study method of collecting and reporting the data was the best method to use for this research project.

“The distinctive need for case studies arises out of the desire to understand complex social phenomena - - - the case study allows an investigation to retain the holistic and meaningful characteristics of real-life events - - - such as organizational processes” (Yin, 1989, p.14).

The change to inclusion is a “real-life event” in an organizational process that I had a desire to understand how and why this phenomena was successful, if indeed it was successful.

Data Sources

The sample used in this study was three secondary schools; one school was located in a large urban school district, one was located in a small rural district and one was located in a small suburban district. These particular schools were chosen because I was

personally acquainted with the principal, special education coordinator and/or assistant superintendent at each of the sites. The acquaintances had all voiced interest in my study being done in their school or district, thus ensuring access to the sites. These schools also appeared to meet the legal criteria for inclusion programs:

- general and special educators, administrators, parents, and when appropriate, the students collaborate in the planning and implementation of the students' with disabilities Individual Education Program (I.E.P.);
- the students with disabilities will have success in meeting their I.E.P. goals and objectives in the general classroom; and
- the culture and climate of the school is one that allows the students with disabilities to be part of the general education environment in every aspect (O'Brien & Forest, 1989).

Data collected from these sites were compared to seven criterion that Scruggs and Mastropieri (1994) consider essential to ensure successful inclusion programs:

1. Administrative support - - Administrators from the building, as well as the district level must make inclusion of students with disabilities into the general education classrooms a priority.
2. Support from special education personnel - - These teachers and staff must assume responsibility in several critical areas, including assisting students with disabilities to and from class, monitoring and adjusting class procedure and assignments, preparing regular education students for students with disabilities prior to mainstreaming, conferring with classroom teachers, recommending teaching strategies, and providing social

support for their mainstreaming efforts. (Scruggs & Mastropieri, 1994, p. 794)

3. Accepting, positive classroom atmosphere - - It is important for all teachers to accept the idea of diversity of learning needs in their classroom.

4. Appropriate curriculum - - Curriculum that de-emphasizes textbook and vocabulary learning and emphasizes exploration should be used.

5. Effective general teaching skills - - The SCREAM teaching skills described by Brophy and Good (1986), and Rosenshine and Stevens (1986): structure, clarity, redundancy, enthusiasm, appropriate pace, and maximized student engagement are excellent to use when teaching all students.

6. Peer assistance - - Sometimes peers may be able to get a point across to another student when the teacher can not.

7. Disability-Specific teaching skills - - General education teachers should adapt their instruction to the special needs of students with specific disability areas. These skills by the general education teachers are acquired through previous experience with students with similar disabilities, interaction with special education teachers, and consultation with the guidelines for mainstreaming.

Data Collection

This multiple case study relied upon three sources of evidence; direct observation, systematic interviewing and document review. The use of these several forms of data collection ensured triangulation of data sources and trustworthiness of the study, safeguards essential for any qualitative research. This data collection provided information for a rich, thick description from each site in the study which will allow

anyone who wishes to trace the study's dependability and confirmability to its sources (Erlandson, Harris, Skipper & Allen, 1993).

At the sites I interviewed the principal or assistant principal, a student with and without disabilities, a general and special education teacher, a parent or guardian of the students with and without disabilities, and at one site, a paraprofessional (a specially trained teacher's assistant that works with students with disabilities). The questions posed to the respondents were ones that provided responses of their perceptions of a successful inclusion program, and each person's responsibility in the change process that led to the success of their inclusion program. Questions were asked to gain information detailing who and what led to successful change. The interview questions are listed in Appendix A.

Students with disabilities were observed in general education classes, and when appropriate, in the special education resource rooms as they worked on their assignments and interacted with teachers and/or students.

The students' with disabilities I.E.P. and the faculty's inservice agendas of programs having to do with inclusion, and other relevant documents when available were reviewed.

Data collection on site began in March, 1995 and continued as long as was necessary to gather the information. The length of time spent on site was determined by the number of people who were involved in the inclusive program at each site, and how quickly the data began to repeat itself.

Data Analyses

In this study the analysis started as soon as data collection began. A literature review was conducted before the data collection was initiated. Then, the categories and relationships that emerged in the data were compared to the emerging themes of the literature reviewed. This allowed the same course to be continued with the protocol previously developed for the interviews, or perhaps revised depending on whether or not the respondents gave the same or different information that had been found in the literature reviewed. Since some of the information received from the respondents differed from the literature reviewed, more research was conducted before continuing with the data collection at each site (McCracken, 1988).

In qualitative research, inductive analysis is used rather than deductive. Deductive analysis begins with theories or hypotheses, while inductive analysis begins with the data themselves from which theoretical categories and relational propositions may be arrived (Lincoln & Guba, 1985). The qualitative researcher uses a “continuously developing process in which each stage (of the data collection and analysis) provides guidance for the next throughout the inquiry” (Lincoln & Guba, 1985, p. 340).

The constant comparison method of analysis that Glaser and Strauss (1967) describes is a thought process through which the analyst proceeds that will help him/her generate theoretical properties that will eventually develop into categories. The analyst then searches for general statements about relationships among categories of data to build the grounded theory. Grounded theories are those “that follow from data rather than proceeding them” (Erlandson, et al., 1993, p. 112). The principle of constant comparison

casts recent responses against previous responses in search of consistencies, discrepancies, anomalies, and negative cases (Erlandson, et al., 1993).

Throughout this data collection process emergent themes and categories were noticed. Research questions were kept in mind during that period. Close attention was also paid to what each respondent said in relation to these questions. As actors were observed, what had been said from whom previously was kept in mind. As the I.E.P. and faculty inservice documents were reviewed, the research questions were kept in mind to determine if what the respondents said they did, they actually did do. When the data began to repeat itself at each site, or information had been collected from all available sources, the study was brought to a close at that particular site.

After the data had been collected from all three sites, the analyses of all the information was organized in much the same way as it was from the beginning of the study. Emergent themes and categories were detected and reported to clarify the perception of who and what made the change to inclusive schools successful. The questions of why and how the programs in these schools were successful were also considered.

A linear-analytic structure was used in composing this multiple case study report. This structure was chosen after considering the main audience of this study; research colleagues and my dissertation committee. "In a linear-analytic structure, sequence of subtopics involves the problem being studied, the methods used, the findings from the data collected and analyzed, and the conclusions and implications from the findings" (Yin, 1989, p.138). This procedure is probably the most likely method for colleagues to see the

relationships among the case study, its findings and previous theory or research. Aiding readers to make these relationships is important in having a case study that is widely accepted.

Significance of the Study

For research to be significant it must meet three criteria; (a) add to the knowledge base, (b) impact practice and (c) add to or clarify existing theory (Hoy & Miskel, 1991). A Dissertation Abstract International (D.A.I.) and an Educational Resources Information Center (E.R.I.C.) search showed little research on the principal's role in the change to including students with disabilities into the general education classroom. I have also found little indication of research having been done on who and/or what makes schools which have changed to inclusive programs successful. Considering these factors, my study should add to the knowledge base of inclusion, its administration and school district administration in general.

This study has potential for impacting practice by allowing principals to understand who and what makes the change to the inclusion process successful. Because of this understanding, the principals should then be able to provide the support needed for the educators who are responsible for the change to inclusive practices so they can perform their duties with greater ease.

Fullan (1991) claims the principal as the singular important person of the success or failure of a change implementation. The findings from this study should clarify Fullan's theoretical propositions, particularly in terms of inclusion.

Summary

The scenario at the beginning of the chapter was presented to acquaint the readers of this study with the least restrictive environment continuum of special education services mandated in the Individuals with Disabilities Education Act, 1990. This federal legislation requires that students with disabilities be educated in general education classes with peers who are not disabled to the maximum extent appropriate. The change from segregating students with disabilities to one of integrating them with their peers without disabilities, inclusion, has required a change in the structure of education.

Many school districts believe they have successful inclusion programs in their schools. Fullan (1991) would have us believe it is the principal that is the singular important figure in the success or failure of any change in a school. It was the intent of this study to examine three schools that have inclusion programs and determine who and what made them successful if they were, in fact, successful. This data has been cast against Fullan's six strategies for principals as leaders of change.

Reporting

The literature reviewed has been reported in Chapter II. The data gained from interviews, observations and document reviews have been presented in Chapter III. Chapter IV presents an analysis of the data collected. The final chapter, Chapter V, presents a summary, conclusions, implications and recommendations for future research and a commentary about the findings of the study.

CHAPTER II

REVIEW OF THE LITERATURE

The five areas of related literature which assisted in guiding this study focused on; (1) concerns about the facilitation of change, (2) the role of the principal as a facilitator of change, (3) others as facilitators of change, (4) attitudes and/or perceptions of those involved in the change to inclusion and (5) where and/or how to begin the change.

Concerns about the Facilitation of Change

Change is threatening to those involved; especially a change that purports to realign procedures that are so ingrained in our educational culture and the ways our schools are organized that these procedures are believed to be the only possible way to impart knowledge to our students. Since special education became a part of the public schools there have been several assumptions by school personnel, parents and students about educating students; students are responsible for their own learning, when students do not learn, there is something wrong with them and it is the job of the school to determine what is wrong and try to “fix” it. These assumptions have made it quite difficult for the change to inclusion to gain momentum in our public schools. Before inclusion can be a viable procedure in the education of students with disabilities, these assumptions must be changed, contends Dianne L. Ferguson (1995).

The following analogy describes how difficult changing schools are and why.

Public education is like a web: each strand touches many others, depending upon as well as providing support for the entire structure.

Any change, even a small one, ripples through the web, sometimes strengthening, sometimes weakening the whole. When many things change at once, it is a time of both great risk and great energy.

(Ferguson, 1995, p. 286)

Studies have shown there are numerous reasons reforms fail. Fullan (1991)

believes among these reasons are:

1. Faulty maps of change - When mandates are given to make specific changes without instructions about how to go about the change, faulty maps occur.
2. Complex problems with no easy solutions - What usually occurs here is when belief systems must be altered which is the most difficult type of change, therefore complex problems arise with no easy solutions.
3. Symbols over substance - An example of this is Nancy Reagan's war against drugs slogan, *Just Say No!* It sounds easy, but as an old cliché states; its easier said than done!
4. Impatient and superficial solutions - This takes place when those involved in the change process merely add something on to an existing program which makes a band-aid effect, rather than changing the structure of the program. These solutions are usually arrived at hastily with little forethought and/or planning which leads to no real change.

5. Misunderstanding of resistance - This happens when those leading the change assume that those who are resisting are doing so because they are against making the proposed change. The resistance, however, may instead be related to the anxiety one feels about the change. As Marris (1975) states, all change includes loss, anxiety and struggle.

6. Attribution of pockets of success - Fullan (1991) speaks of the "implementation dip." When a change is first implemented, it may appear to have huge success, then almost total failure before it begins to have some success again. This bounce back and forth from success to failure and back again is a normal course for any change until at last there is a steady climb of success. Major changes usually take from 5 to 10 years before a steady growth of success is noted.

7. Misuse of knowledge about the change process - One must not only know the content of a change, but he/she must also be familiar with the change process as well. Anyone who is the major facilitator of a change should create a context for the change, develop and articulate a vision for the change, plan and provide resources necessary for the change, invest in training and professional development, assess and monitor the progress of the change and provide continuous assistance for those affected by the change.

The major inservice training omitted during the change process is that which helps staff members understand and cope with the stress and anxiety connected with the dramatic changes associated with restructuring and working in the new settings (Roach, 1995).

In Hyle's (1992) article, "Barriers to Change: Reflections on an Experience", she

gave some advice for practice in bringing about change. These are:

- Identify blinders by trying to understand perspectives held by the people one is working with before the project begins. Do this through communication and interaction.
- Provide a safe environment where participants can be honest and open about their feelings of the proposed change. A safe environment is one that is not judgmental; where the participants do not have to worry about sanctions imposed upon them because of their opinions.
- Raise the stakes so participants will gain something from the change. The larger investment people have in what they are doing, the more likely they will take it seriously. Also, the more people stand to gain from a venture, the more effort they will put into it.
- Use selective grouping of participants in the project to maximize efforts by allowing participants to work in areas they choose.
- Set ground rules and keep them. Once a certain direction is established, continue in that direction. Changing directions can be confusing and may send a message to followers that their leader is unorganized, or worse, that he/she is incompetent. This strategy also may help support openness and a feeling of safety.
- Let change happen, don't try to push it. Always keep in mind any change takes from 3 to 5 years to occur, and large scale change may take from 5 to 10 years (Fullan, 1991).

The Role of the Principal as Facilitator of Change

“As reform and change efforts are implemented in schools nationwide, principals may find that their roles will also need to change” (Dana & Pitts, 1993, p. 334). The literature on change indicates that when principals face a change many feel confusion and have difficulty adjusting to the new leadership roles, especially if their style has been one of management in the past. Promoters of change need to be committed and skilled in the change process as well as in the change itself. “Leadership relates to mission, direction, inspiration. Management involves designing and carrying out plans, getting things done, working effectively with people. Successful principals - - - do both functions simultaneously and interactively” (Fullan, 1991, p. 157-158).

Considering the tasks high school principals face daily, it is little wonder that they feel confused and have difficulty adjusting to any new roles. “Secondary school principals perform an average of 149 tasks a day, with constant interruptions - - - over 59 percent of their observed activities were interrupted” (Fullan, 1991, p. 146). Most of the principal’s time is spent on administrative housekeeping matters and maintaining order (Sarason, 1982).

The overwhelming emphasis in their daily work was oriented toward maintenance, especially (1) student disciplinary control, (2) keeping outside influences (central office, parents, etc.) under control and satisfied, (3) keeping staff conflicts at bay, and (4) keeping the school supplied with adequate materials, staffing, and so forth. It is noteworthy that this natural

description of what principals do rarely mentions attention to program changes (Fullan, 1991, p. 148).

Principals must be capable of using both skills; leadership and management to lead in any change. The leadership components involve articulating a vision, getting shared ownership, and evolutionary planning. The management functions concern negotiating demands and resource issues with the environment, and coordinated and persistent problem-coping (Louis & Miles, 1990). There must be a balance between the two; the principal must have a “knowledge and ability as managers or facilitators of organizational change. - - - The starting point for improvement is not system change, not change in others around us, but change in ourselves” (Fullan, 1991, pp. 166-167).

When principals particularly effective at transforming the culture of the school toward a stronger improvement orientation were compared with principals less effective at school improvement, it was found that the effective school improvement principals had stronger skills in fostering staff development, articulating cultural norms, values and beliefs, and sharing power and responsibility with others (Leithwood & Jantzi, 1990).

For the principal who has not led in change in his/her building, Fullan (1988) offers the following strategies to help him/her get started:

1. Avoid *if only* statements, externalizing the blame, and other forms of wishful thinking.
2. Start small, think big. Do not over plan or over manage.
3. Focus on something concrete and important like curriculum and instruction.

4. Focus on something fundamental like the professional culture of the school.
5. Practice fearlessness and other forms of risk-taking.
6. Empower others below you.
7. Build a vision in relation to both goals and change processes.
8. Decide what you are not going to do.
9. Build allies.
10. Know when to be cautious. (p. 25)

Effective principals are actively involved in bringing about change, and more overt actions by principals affect implementation of those changes (Hall & Hord, 1987). To accomplish this, effective principals figure out how to reduce the amount of time they spend on routine matters so time can be allotted to changes that need to take place. Other persons can provide the expertise to bring about change in our schools, but principals are in the strongest position to provide his/her faculty with the moral support, legitimacy and enthusiasm needed to make the change a reality (McDonnell & Hardman, 1989).

Others as Facilitators of Change

If change is to take place at any school, others, along with the principal, must facilitate the change. All involved in the change must be active in the process; district administration, parents, teachers and students. The following research indicates how each of these entities play a major role in the facilitation of change.

District Administration

“The paramount task of the district administrator is not to get this or that innovation put into practice, but to build the capacity of the district and the schools to handle any and all innovations” (Fullan, 1991, p. 214). The principal at the school site is the one responsible for getting innovations put into practice at his/her building. However, the district administrator must lead the way by developing a climate of encouragement and support for innovations district-wide. Purkey and Smith say change must be brought about by “top-down policy and bottom-up planning and implementation” (1985, p. 364). Schools can take the initiative to put into place a change and can be successful for a short period of time without district-wide support, but the site cannot have long term improvement without district action. “The role of the district is to help schools sort out and implement the right choices” (Fullan, 1991, p. 197). Then, district administrators should step back and let those involved in the innovation take responsibility and control of it.

Parents

Research indicates that students are more successful in school when their parents are actively involved in their child’s education. In a study done on students who attended Head Start, a federally funded preschool program for children of families with low socioeconomic status, there was no lasting effect “except for children whose mothers became directly involved in the classroom process” (Fantini, 1980, p. 14). “ - - - direct involvement in instruction in relation to one’s own child’s education is one of the surest routes for parents to develop a sense of specific meaning vis-à-vis new programs designed

to improve learning” (Fullan, 1991, p. 237). Fullan (1991) also suggests that jobs as paid aides or voluntary tutors at their child’s school provides the opportunity for many parents to become actively involved in their child’s education.

In many instances parental involvement only occurs when parents are selected to serve on committees. Even though this type of service is needed, the most effective method for parents to become involved in their child’s education is to be in the classroom where the parents can learn and understand the change taking place. Then, the parents are much better equipped to help their children become successful in learning the new method. “The most powerful combination for learning is the family and school complementing each other. - - - Parent involvement represents an organizational change, not just an individual classroom change” (Fullan, 1991, pp. 248-249).

Teachers

For teachers to support an innovation a number of criteria must be present according to Fullan (1991). The change must address an important need and has worked elsewhere by achieving results. Teachers are much too busy to put a great deal of time and effort into something that will not make their jobs more effective. Teachers also need to see that the administration is supporting the innovation and why. If their principal is not supportive, teachers realize that change will be difficult, if not impossible, to implement in their building.

Teachers will usually discuss the innovation with their colleagues to determine if they support it. If other teachers show an interest, the teacher will be much more likely to endorse the change. If the persons advocating the change can convince one or more

teachers to try out the innovation, the remainder of the faculty is likely to follow. Also, those teachers that are the first to try the innovation will be in the position to coach or mentor their peers as the inexperienced teachers become accustomed to the change.

Teacher endorsement is second only to the principal of a building as to whether or not an innovation will be successful (Fullan, 1991).

Students

“Educational change, above all, is a people-related phenomenon for each and every individual. Students, even little ones, are people too. Unless they have some meaningful role in the enterprise, most educational change, indeed most education, will fail” (Fullan, 1991, p. 170). If students are not prepared for a change, they may become resentful of the innovation before they even try it. Students have great power to exercise rejection of what is being imposed. However, if teachers discuss the meaning of the activities they are involved in, and help students to acquire the skills needed for them to be successful, students will ordinarily support and even become excited about learning something new (Fullan, 1991).

Attitudes and Concerns of those Involved in the Change to Inclusion

In this section the literature indicates that attitudes of those involved in the change to inclusion can effect whether or not the change will be successful. This section also cites studies that support the general and special education teacher’s fears about many aspects of the inclusion change process to be unfounded.

Administrators

When considering educators the following studies indicated administrators had more positive attitudes than either general or special education teachers toward the inclusion of students with disabilities into general education classes. Garvar-Pinhas and Schelkin (1989) found,

classroom teachers exhibited the least positive attitudes toward mainstreaming, followed by special education teachers. Principals and special education administrators had more positive attitudes toward mainstreaming, reflecting an attitude that mainstreaming will not have negative effects on academic achievement. (p. 41)

However, previous studies found administrators who were not assigned to the schools where mainstreaming was taking place had a more positive attitude about mainstreaming than did the principals assigned to the schools in which the mainstreaming program was being implemented (Barngrover, 1971; Guerin & Szatlocky, 1974).

General Education Teachers

The major complaint from general education teachers according to Baines, Baines and Masterson (1994) was that few general education teachers had received any training in dealing with the education of students with disabilities. These teachers contended that it took so much of their time in making modifications, dealing with inappropriate behavior and completing massive amounts of paperwork for the students with disabilities that they had little time to devote to the general education students. The majority of the general education teachers said the school administration gave little support in helping them deal

with special education students. These teachers, along with the general educators in the Fuchs and Fuchs (1995) research, believed mainstreaming of special education students into general education classes was detrimental to the education of most general education students. The general education teachers did not see mainstreaming as a viable solution to the problems of students' with disabilities education, either. However, the following research indicates many of the general education teachers' fears were unwarranted.

Classroom performance. Rodden-Nord, Shinn and Good (1992) researched a problem dealing with general education teachers' attitudes about classroom performance of integrated students with disabilities into the general education classroom. They found that once the students with disabilities achievement began to increase, the general education teachers' attitudes about integration of these students in the general education classroom improved significantly. Therefore, the general education teachers' attitudes were positively affected for future integration of students with disabilities into their general education classes. However, when achievement levels of students with disabilities stayed the same or decreased the negative attitudes of general education teachers about integration of these students remained negative.

Literature reviewed supported the notion that students taught with a Cooperative Integrated Reading and Composition approach as compared to approaches using traditional ability grouping resulted in all students improving their reading level; students with disabilities, as well as students without disabilities. Jenkins, Jewell, Leicester, O'Connor, Jenkins and Troutne (1994) found there was a significant difference in reading

achievement between students who were taught using the integrated method than those taught by using ability grouping.

Students' behavior. Research done to determine whether or not students with disabilities could control their behavior to a greater extent with a self management procedure, rather than being controlled by a teacher management procedure was completed by Smith, Nelson, Young and West (1992). This study found that there was a significant decrease in off-task and inappropriate behaviors of students with disabilities when they were allowed to use a self management procedure as opposed to the teacher management procedure. These findings were confirmed when these students were in both general and special education classrooms. The findings also suggest that self management procedure can reduce the disruptive behavior of high school students with disabilities to a greater extent than teacher behavior management procedures can.

Classroom interaction. McIntosh, Vaughn, Schumm, Shay, Haager and Lee (1993) completed a study to determine whether students with disabilities were treated differently by general education teachers as compared to their peers without disabilities. These researchers also looked at the interaction the students with disabilities had with their peers without disabilities, and whether or not the behaviors of the students with disabilities differed significantly in the general education classroom from their peers' without disabilities behaviors. Results of this study indicated that the students with disabilities were treated much like students without disabilities by the general education teachers, i.e. accepted, treated fairly and impartially evidenced by the general education teacher involving them in the same seating arrangements, and having them work on the same

activities and use the same materials as their peers without disabilities. However, it was noted that little was asked of the students with disabilities by the general education teacher; i.e. called on to answer questions or read out loud for the class.

The researchers found that the students with disabilities as compared to students without disabilities were extremely low in volunteering to answer questions or request assistance. Although the students with disabilities showed somewhat higher interaction levels at the elementary grades, middle school and high school students demonstrated little task-related interaction with the teacher or peers. However, considering social interaction with peers, the students without disabilities interacted with the students with disabilities in much the same way they interacted with other peers.

Special Education Teachers

Considering the special education teachers' attitudes of preparing students with disabilities for integration into general education classes, Odom, McConnell and Chandler (1993) did a study on use of classroom-based social interaction interventions. This study found that the effectiveness of this intervention was affected by the special education teachers' acceptance of the intervention. Those teachers who rated the intervention strategies as acceptable also indicated their students' social interaction improved. However, some barriers were noted in the strategy's implementation, i.e. lack of resources and limited access to students without disabilities for interaction with the students with disabilities since the strategy was used in segregated special education classes.

Inclusion was threatening for special educators when it was first initiated in some school systems because many of these educators believed their students would be

unsuccessful in the general education classroom because the students with disabilities were accustomed to a more sheltered environment. However, according to the Cousins and Allen (1993) study the integrated program resulted in a significant increase of students with disabilities self-esteem, feelings of belonging, fitting in and gaining new friends which the researchers attributed to positive role models by the students without disabilities when the students with disabilities were included in general education classes.

Another reason inclusion was threatening to special education teachers was they were fearful of the possibility of losing their jobs because of the initiation of inclusion. The myth existed that special educators would no longer be needed since the children once taught in separate classrooms would be in general education classrooms. This is very far from the truth. Indeed, the role of the special educator is crucial. (Van Dyke, Stallings & Colley, 1995)

Parents

Other literature includes the findings that parents of general education students are concerned that their students' need to receive a quality education may be negatively affected because of the additional demands that students with disabilities make on the general education teachers' time. Other than that concern, parents, as a whole, of students without disabilities and students with disabilities appeared to perceive the change to inclusion of the students with disabilities into the general education classroom as being positive for students without disabilities, as well as, for students with disabilities (Giangreco, 1992). Most parents thought all students should have an opportunity to be

involved in any educational opportunity that would meet the students' needs, as long as students with disabilities did not prevent other students from having their needs met.

Where and How to Begin the Change to Inclusion

The literature indicates the place to begin the restructuring of public schools to one of integration, rather than segregation is at the highest educational governing body in a state; the State Board of Education, according to the National Association of State Boards of Education (NASBE).

In order to create a new, inclusive system of education for all students,

NASBE Study Groups recommend the following: Recommendation #1.

State boards of education create a new belief system and vision for education in their states that includes ALL students. Once the vision is created, boards must provide leadership by clearly articulating goals for all students and then identifying the changes needed to meet those goals - - - Recommendation #

2: State boards should encourage and foster collaborative partnerships and joint training programs between general educators and special educators to encourage a greater capacity of both types of teachers to work with the diverse student population found in fully inclusive schools - - -

Recommendation #3: State boards, with state departments of education, should sever the link between funding, placement, and handicapping label.

Funding requirements should not drive programming and placement decisions for students. (1992, p. 4 & 5)

If real change is to take place then, the international special education community must “work hard toward extending the right not to be disabled to all students by shifting its focus from reforming traditional school organizations to replacing them with this alternative organizational form” according to Shrtic (1991, p. 22). This alternative educational form Skrtic (1991) refers to is adhocracy as opposed to bureaucracy.

The key difference between the two configurations is that, faced with a problem, the adhocracy engages in creative effort to find a novel solution; the professional bureaucracy pigeonholes it into a known contingency to which it can apply a standard program. One, adhocracy, engages in divergent thinking aimed at innovation; the other, bureaucracy, in convergent thinking aimed at perfection.

(Mintzberg, 1979, p. 436)

This means that the bureaucratic system which spawned special education just added on another form of education to the existing structure, rather than restructuring education to include students with disabilities. The adhocracy system is one that calls for a complete restructuring of education to accommodate all students; general, at risk and students with disabilities.

Summary

The literature review completed and reported in this chapter depicts research on inclusion of students with disabilities into general education classes and the change involved in that process. Principal leadership is undeniably quite important in any change. Fullan (1991) cites research which describes the magnitude of the building level

administrator's responsibilities. The major demand on the principal appears to be one of trying to maintain stability, therefore it is little wonder that he/she does not meet the prospect of having to make a major change with positive anticipation. Fullan (1991) contends that the principal is the major player in the success or failure of any change, therefore this study should verify or refute that contention.

Others that play important roles in the success or failure of any school change are those involved in the change. In the change to inclusion of students with disabilities into general education classrooms along with the principal, those involved are district administrators, special and general education teachers, general and special education students and parents of these students. Research studies were cited which involved each of these categories of participants describing the importance of their roles in the success or failure of the change to inclusion. Studies were also included indicating how attitudes of those involved could block the change and cause its failure.

The research indicates that a complete restructuring of education is needed to accomplish the monumental task of the change to inclusion, but where and/or how shall this task begin? This restructuring according to the NASBE Study Groups (1992) must begin with the top educational entity; the State Boards of Education leading in the change. This study should help verify or refute NASBE's contention.

CHAPTER III

PRESENTATION OF THE DATA

The purpose of this study was to examine who and what facilitate the change to inclusion for students with disabilities within public secondary schools. A multiple case study method of inquiry was used to research the problem (Yin, 1989). Three secondary school sites are presented as three case studies in this chapter.

These three sites were chosen because I was able to gain entry into each through an associate. Each of the main gatekeepers of the school sites studied was a fellow Oklahoma State University doctoral student. I have attended several classes with each gatekeeper and have worked with each on at least one group project of which the topic was inclusion. Through this common bond, I became aware that each gatekeeper was interested in inclusion, and they believed they had a successful inclusion program at their school site.

Case Study Procedures

Each case study included interviewing seven or eight people who were involved in the inclusion program at each school site. In addition, observations were made of the students with disabilities in general education classes and special education resource classes if they chose to receive individual attention from a special education teacher there. Also, reviews of students' with disabilities Individual Education Programs (I.E.P.)

and inservice agendas documenting staff development meetings on the inclusion process were included in each case study.

Case Study Sites

Sites chosen for this study were in urban, suburban and rural communities. The first study was conducted at Eastside High School which is located in a large urban school district. This 9th-12th grade facility is located in a middle class neighborhood in Metropolis, one of the state's largest cities. Loneacres High School was the site of the second study. This 9th-12th grade high school is located in the small rural town of Loneacres. The third study was conducted in a small suburban city of Northview. Northview Junior High School is a 7th-9th grade school site in which the 9th grade was the focus. The names of the three cities, school districts and school sites in this multiple case study are fictitious.

I was on each site two full school days, and was available for interviews throughout the evenings of both days, plus the evening preceding the first on-site school day visit. Some interviews were conducted during school hours, others were conducted during the evenings. Scheduled observations were conducted in the general and special education resource classrooms in which the students with disabilities were present along with the general and special education teachers who participated in this study. In addition to the scheduled observations, I requested and was granted permission at each site to enter other general education classrooms to make informal observations. Some of the classes had students with disabilities in attendance and some did not.

After I arrived on site, I was asked to visit some classrooms at each school that were not previously planned. At Eastside High School and Loneacres High School, I was asked to observe the full time special classes for the students with severe disabilities. At Northview Junior High School, I was asked to observe a general education class in which several gifted students were included. At Northview students who were classified as gifted had individual education programs (I.E.P.), just as the students with disabilities had. I complied with the schools' requests and observed each of the requested classrooms.

I was allowed to attend a planning meeting between the principal and the teacher responsible for the sixth grade inclusion program at Northview Public Schools. The purpose of this meeting was to begin the planning process for the students with disabilities who would be moving from the sixth to the seventh grade at Northview Junior High School the following school year.

During at least one lunch period at each site, I ate with the faculty and visited informally. Data collected from the unscheduled observations and informal visits are intermixed throughout this chapter along with the data collected from the scheduled collection activities.

Site Coordinators and Respondents

At Metropolis Public Schools a coordinator of special education was the gatekeeper for Eastside High School's case study; she gained permission from the administration at Eastside High School, and asked the chairperson of the special education department, who was responsible for the inclusion program, to be my contact

person and organize the on-site visit at that school. At Loneacres Public Schools the assistant superintendent was the gatekeeper for Loneacres High School; he asked the special education director of Loneacres Public School District to be my contact person and organize the on-site visit at Loneacres High School. She gained access through the administration at Loneacres High School. At Northview Public Schools, the principal of Northview Junior High School was the gatekeeper and contact person; he gained permission from the central office administration and organized the on-site visit for my study.

Site Coordinators

In each of the school districts a contact person organized my on-site visit. I discussed the selection of the interviewees over the telephone with each school site contact person prior to my on-site visits, detailing what type of participants I needed for my study. A packet was mailed to each contact person, before the on-site visit, with consent or permission forms for all participants, and/or their parent/guardian, to sign allowing them to be included in the study. The forms were signed and ready when I arrived for my on-site visit at each location. Appendix B has copies of the three consent/permission forms used in this study.

Participants

Participants in each of the case studies were a principal or administrative designee, a special education teacher, a general education teacher, a student with disabilities, a student without disabilities, and a parent or guardian of each. At one site a paraprofessional was also included in the case study.

Given that the focus of my study was, who and/or what facilitated the inclusion process at each school site, my first request of the contact person was to arrange for the participation of the principal. The next major players were the students with disabilities. The first stipulation was that the student with disabilities had previously been educated in a segregated special education program, but was now being educated in a general education program for his/her entire school day. I also wanted students with disabilities who were able to communicate their thoughts and feelings to me during an interview. Of course, the students had to be willing to participate and have permission from their parents, before they could be considered for the study.

The only stipulations I requested of the students without disabilities were that they must be in a general education class with the student with disabilities who was participating in the study. They and their parent(s) must also agree for them to be interviewed and observed as participants in this study.

The next group of players needed in this study were the parents of the students both with and without disabilities. If they were not available, I asked the contact person at each school site to try to recruit parents who were aware of the inclusion program and preferably had some experience with the program either through their own children being involved in it or by the parents having worked in the program as a volunteer or paid employee of the district.

My only request of the general education teachers was that they be educators who were teaching the students with disabilities that were participating in the study. Again, of course, I wanted teachers who were willing to be observed and interviewed.

Respondents

Telephone contacts were made prior to the study to each site to gather general background information from the participants about the school sites, and to inform the contact person at the school site what type of information was needed for the case study. Follow-up telephone calls were made after the on-site visits at each school to gather specific information that either could not be interpreted from the interview tapes, or that was not obtained during the on-site visit. Each participant was sent a copy of the transcription of his/her interview to confirm with the interviewee that what they said was what they had intended to say. I also asked the participants to inform me of any statements made that they did not feel comfortable having included in this case study. None of the participants requested altering, omitting or adding information. Appendix C has copies of all letters used to correspond with participants in this study, including the follow-up letter.

Pseudonyms were assigned to all; the names selected begin with letters that identify their position, such as Mr. Painter is the assistant principal in the first case study.

Observations

Observations of students with disabilities in general education classes and special education resource classes were conducted to examine peer and staff interaction. I also wanted a way to corroborate participants' perceptions of what was happening in the classrooms.

Document Review

Two sets of documents were reviewed. The students' with disabilities I.E.P.s were examined to confirm to what extent the students were included in general education classes and that the participants' perceptions of modifications being made for the students with disabilities were what was stated on the students' I.E.P.s. Prior written permission from the students' with disabilities parents was gained to access each student's I.E.P. Review of inclusion inservice agendas were made to document that inservice events did take place as the participants reported.

Reporting

The three case studies have been presented separately. A summary across the three case studies documents data breadth and diversity and completes the chapter.

Each case study has been organized by first discussing the location, size, economic and ethnic distribution of the city, district and school site. The number of general and special education staff and student population distribution are then stated. A summary of the classroom observation follows. Finally, the categories which emerged from the data defined and the data is presented as it falls under each category:

(1) Perceptions, (2) Processes and (3) Products.

Perceptions were ways in which the participants defined inclusion at their site: what procedures were followed in their programs, what changes in the students' with disabilities educational programs were made, what changes were noticed in the students with disabilities since the inclusion program began at their school and what was negative or positive about those changes.

Processes included how the participants thought inclusion was implemented at their school and by whom. The respondents discussed why they thought inclusion was implemented, what planning was done and what support was given for the program's implementation and follow-through.

Products involved what the participants in this study thought happened at their school and what they thought should have happened during their first year of inclusion. The participants gave their opinion of what was successful or unsuccessful about their program, what role they thought support played in the success or failure, and what was needed to make their programs successful.

After each quote a reference citation indicates the site location, the date of data collection and the page where the quote may be found in the transcription notes of that interview. Also, reference is made to data collected from documents reviewed by similar citations.

Appendix D contains a detailed description of each case studies' participants. The background of participants in each case study is described along with the reasons the participants were chosen to be in the study. Appendix E contains the reviews of the students' with disabilities I.E.P.s and the inservice agendas documenting inclusion inservice for the faculty and staff at each site studied. This data, along with the interview and observation data, is incorporated in each report.

Eastside High School

The Metropolis School District was located in a large urban city of 400,000 residents. Fifty-six elementary schools fed 14 middle schools. The middle schools fed

nine high schools. Eastside High School was one of these nine secondary facilities. The middle schools housed grades 6th-8th, and all high schools in this district included grades 9th-12th. A total of 2,199 certified staff were employed in the Metropolis Public Schools, with Eastside High School having 77 of that total serving the school's 1,089 students.

At Eastside High School (E.H.S.), 12 of the 77 certified staff members were special education faculty: four taught students with learning disabilities, four taught students with mental retardation, one was a teacher for students who were visually impaired and three taught students who had multiple disabilities. E.H.S. had one principal, one assistant principal and one person identified as filling a special assignment position. The special assignment staff member was acting as an assistant principal, and was the person the principal chose to be interviewed in this study instead of himself.

E.H.S. was located in a middle class neighborhood, and according to the assistant principal, had higher than average academic and achievement test scores when compared with the other eight high schools in the district. The assistant principal also said E.H.S. was one of the top high schools in the district as far as its graduates attending colleges and universities.

Twenty-nine percent of Eastside High School's students were minority, representative of the city at large. Twenty percent of the minorities were African American while six per cent were American Indian and two per cent were of Asian decent. Eastside High School had 300 students participating in the free and reduced

lunch program, therefore the school was considered to have a 27 percent poverty level, which is also representative of the city as a whole.

Of the total student population at E.H.S., 12 percent had disabilities: 90 were students with learning disabilities, 30 were students with mental retardation, eight were students with serious emotional disturbances, 12 were students with multiple disabilities, two were students with visual impairments and six were classified as other health impaired. Of these 140 students, approximately 111 received their educational services in an inclusion program.

Seven people involved in inclusion at Eastside were interviewed. The assistant principal, Mr. Painter; the contact person, the special education department chairperson and the individual in charge of the inclusion program at E.H.S., Ms. Cory; a student with disabilities identified as moderately mentally retarded, Donald; a general education teacher who taught math, Ms. Gregory; a student without disabilities, Wanda; a parent of a student with disabilities, Ms. Dilley, who was also a paraprofessional, (a teacher's assistant specially trained to assist special education teachers and students with disabilities) and a parent of a student without disabilities, Ms. Wright.

Donald was observed in a pre algebra class with 20 students; 13 of the students were black (five were female and eight were male students), one student was an Hispanic male and six students were Caucasian (one was female and five were male).

The classroom at Eastside was small and had rows of desks so the students sat one in front of the other like the traditional classroom arrangement. The students' desks were old, wooden ones as was the teacher's. There was no carpet on the wooden,

varnished floor and the paint was an ivory color on the walls with no posters or visual aides on them. The drab room with little light coming through the small windows needed renovating.

The general education teacher, Ms. Gregory began class before the special education teacher, Ms. Cory, entered the room; the class was quite noisy, but began to quiet down after Ms. Cory entered the room and began moving around among the students. Ms. Gregory included all students, calling them by name when she asked them a question. When they appeared unsure of their responses, she did not wait long before giving them as many cues as needed to illicit the correct responses. She presented the lesson through lecture while using the chalkboard as a visual aid. No special adaptations of the lesson were made for individual students even though Donald's I.E.P. specified he could have shortened assignments and more time to complete them; he was expected to perform the same tasks in the same time as the other students.

After about 15 minutes of working with the students on problems Ms. Gregory had written on the chalkboard, she gave the class an assignment to complete during the class period. Ms. Cory moved around the room stopping to assist students with disabilities as needed. (Although not requested, Ms. Cory indicated that she would stop at each of the students' with disabilities desks, so I would be aware of which students were on I.E.P.s.) Ms. Gregory moved around the room also, offering individual help to any student who needed it.

The students formed groups from two to four each and worked on the assignment together. The noise in the classroom increased, however the teachers made

no effort to quiet the students; they were very intent on assisting the students in completing their assignment. The interaction among the students and between the students and teachers was relaxed and pleasant. There was no effort by the teachers to have the students work independently. They assisted and monitored each student throughout the entire assignment and there was no homework assigned.

All students were treated similarly by the general education teacher, as well as by their peers. The majority of the students in the class were male (14 out of 20) and students with disabilities (12 out of a total of 20). According to Ms. Gregory, the other eight students were lower than average in their functioning level. Ms. Gregory said this distribution of ability levels was common for “included” classes. The make-up of this class was also obviously the same as another of the general education classes I observed informally. The climate in the classroom was warm and accepting by both teachers evidenced by the calm, pleasant tone of voice the teachers used and the patience they displayed as they assisted the students.

Toward the end of the class period Ms. Cory took Donald and left the room. I followed them to the special education resource room. Ms. Cory gave Donald individual assistance on an English assignment Donald had not completed.

The data derived from the on-site visit emerged into three major categories: (1) Perceptions, (2) Processes and (3) Products.

Perceptions

When asked to talk about Eastside High School’s inclusion program several participants responded by telling me what they thought the inclusion program was at

E.H.S. They described the procedures followed in the program, changes that had been made in the students' with disabilities educational programs since the inclusion program began, and what they thought was positive or negative about the program.

Ms. Wright defined inclusion as a program where students with disabilities increased their self concept and socialization skills. She said,

- -if these kids are in regular classes and the regular education kids don't know they are special education, and my daughter didn't, then it (the inclusion program) must be pretty successful - - -. The teacher and regular education kids must treat them the same way they treat others, which must make them feel good about themselves.

That's good - - - the social aspect, I think, would be very good.

(EHS, 4-21-95, 74)

Donald, the student with disabilities, saw inclusion as a place where the work was harder, where the teachers helped students get ready for college, where students get to go on more field trips, and where "normal" students learn better than students with disabilities. He said,

I like being in regular classes better - - - it helps you get ready for college by (the teachers) not helping you as much - - -. Regular education students' study skills are better than ours, they do it all their lives - - - they learn better. You get to go on more field trips.

(EHS, 4-20-95, 25)

But, on the other hand, he said,

Regular classes are hard for me - - - I dislike regular classes because the work is harder. They (teachers and principal) said we couldn't go to special education classes anymore - - - they said we had to go through life as a "normal" person - - -. I'd like to be back in special education classes where the work is easier, and I'm not behind. I don't like to be behind. I'd rather not take field trips, cause I get behind. (EHS, 4-20-95, 27)

Obviously Donald was confused about what he thought inclusion was, but it was quite apparent he believed the general education classes were classes for "normal" people, and he had been told he needed to be in them so he could be "normal."

Judging from comments by Mr. Painter, the math class I observed was organized and the lesson presented in the same way any general education class would have been organized and the lesson presented at Eastside High School. He said the school did not intentionally change anything in the general classrooms to accommodate students with disabilities.

Also, the procedures used by the general education teacher in instructing the class verified that she practiced what she thought the inclusion program was. The class began with a lecture presentation with the chalkboard as a visual aid to show examples of procedures in completing the problems. Then, an assignment was given to the students with enough time allowed at the end of the period so the teachers could assist the students as they began their assignment. The same curriculum and grading scale

were used for students with and without disabilities according to Ms. Gregory, the general education math teacher.

“We don’t use the term special education anymore - - -, we use special services, and we’ve done away with the learning disabilities label” (EHS, 4-21-95, 66). This statement by Mr. Painter seems to indicate he believed the change to inclusion was one of semantics; if a school changes the program’s name, and does away with the labels that are used to categorize students, then the program is changed. Mr. Painter also verified what Ms. Gregory said when he commented that inclusion was educating students with disabilities in general education classes, using the same curriculum and grading scale as that used for students without disabilities. He stated,

We’ve done an injustice by lumping all handicaps together in the past and segregating them (students with disabilities) in special classes, thinking they can’t learn in regular classes - - -. We haven’t offered them the same education we offer everyone else - - - with inclusion we do. (EHS, 4-21-95, 55)

Ms. Wright appeared to agree with Mr. Painter. She apparently believed by doing away with labeling, the students with disabilities would be thought of and treated the same as general education students. She said,

Kids with disabilities should be treated fairly and given equal opportunities - - -. Kids shouldn’t be labeled. Other kids are not kind to them sometimes, because of their label - - -. I think parents of special education kids would appreciate their kids being given an

equal chance, just like I do. I think it would be good for special education kids to have to stretch to keep up, so they could learn more. I guess that's a goal of a program like this - - - . (EHS, 4-21-95, 75)

“For students who have mild disabilities, inclusion is good, because being included in general education classes gives them incentives to do better,” (EHS, 4-21-95, 97) commented Wanda. This general education student apparently believed that inclusion was putting students with mild disabilities into general education classes to give them incentives to perform academically at a higher level. She thought inclusion would accomplish this task for students with mild disabilities, but not for the students with more severe disabilities. Wanda said,

But for students with severe disabilities it (inclusion) is not good for the regular education kids or teachers, because - - - it holds us back, and its hard for teachers to teach different levels without making the special education kids seem stupid or slow. - - - We don't have gifted classes now, only regular classes and everyone has to wait until everyone gets it before the entire class goes on. (EHS, 4-21-95, 97 & 98)

Processes

Views of why inclusion was implemented, what planning was done and what support was offered at Eastside High School comprise processes.

Most were uncertain as to why their school had changed to the organizational model of inclusion for students with disabilities. The respondents made guesses as to who was responsible for the change. Ms. Cory said, "State Superintendent Sally Snyder could have been in on the decision - - - I don't know - - - the district mandated it" (EHS, 4-20-95, 33). Ms. Dilley, the parent of the student with disabilities and a paraprofessional at E.H.S., commented, "I think it was federal mandates that brought about the change at E.H.S." (EHS, 4-20-95, 6). While Ms. Gregory noted that, "Inclusion was dictated from on high" (EHS, 4-21-95, 86).

However, Ms. Cory also offered the following explanation as to why she believed there was a need for inclusion at Eastside High School. She said,

In special education classes we limited what we taught special education kids. In regular classes they (students with disabilities) are exposed to everything. They're sheltered in special education classes so they don't grow socially or intellectually - - -. The teaching in special education classes has a narrow focus. We teach the same things over and over in special education - - - they're not even exposed to Shakespeare - - - we've done them a great disservice. (EHS, 4-20-95, 40-41)

Planning for inclusion involved a committee composed of the special educators at E.H.S., the general education teachers of E.H.S. that wanted to attend, the administrators who were assigned to E.H.S. during the 1993-94 school year and some administrative staff from the district's central office.

Mr. Painter said this committee was directed to develop a plan. However, Ms. Cory stated, "There was really no plan. - - - I was just asked to get the program going, since I had experience with inclusion where I had previously taught" (EHS, 4-20-95, 38).

The planning committee was said to have attended inservices and observed other inclusion programs within the district and in other districts. However, no records were available to document those activities. Since attendance at the planning meetings was not mandated, the general education teachers' attendance dwindled until no one was attending the committee meetings except the Eastside High School's special education staff. Mr. Painter concluded, "The general education teachers were just not interested" (EHS, 4-21-95, 60).

While discussing support offered to his staff, Mr. Painter commented, "during this first year when I have regular education teachers come in (to my office) griping about special education, it gives me an opportunity to talk about inclusion with them" (EHS, 4-21-95, 63). He indicated the discussions he had with the teachers in his office were the groundwork for the general education teachers' understanding of what inclusion is all about. He said,

It's a slow process, but I think the only way you can get there (inclusion) is to do it, and that's what we're doing - - -. This allows the teachers to either get on board, or stand and watch the train go by. Whatever they choose, we're going to go ahead, with or without them. - - - We're training people at our school ourselves, not bringing in outsiders. We give them (the staff) a pat

on the back, which teachers don't get much. We don't force regular education teachers to work with inclusion kids. We use those who are willing to do so, then the others will probably come around.

(EHS, 4-21-95, 61-63)

At the end of a full year of the inclusion program at E.H.S., Mr. Painter's comments on support for the faculty through inservice were,

We're beginning in August (1995) to inservice our own people, and it will continue throughout the entire year (1995-96) - - -. A portion of every staff development meeting will be used to explain how we use the learning specialist (special education teacher responsible for the inclusion program) here and so forth. (EHS, 4-21-95, 61)

Products

The products as the participants of Eastside High School saw them at the end of their first year's experience with inclusion included what happened and what should have happened, when considering the success or failure of the inclusion program and what role support played in that success or failure. Also, what was needed to make the program at E.H.S. successful was discussed.

What happened at E.H.S. to implement inclusion? In sum, a structural change occurred and little support for inclusion was provided.

Comments such as the following from the special education teacher, Ms. Cory, were common among those interviewed.

They just took the kids (with disabilities) and stuck them in regular

education classes without training us or helping us understand the concept - - - . No one has been trained here; kids, parents, regular or special education teachers or principals on inclusion - - - . (EHS, 4-20-95,48)

The new administration separated all special education classes and moved them all over the building. They reassigned the special education coordinator to another building and now we don't have anyone or anyway to pull us together. - - - Things seem to be non-directed now - - - a free for all. (EHS, 4-20-95, 15)

retorted Ms. Dilley, the paraprofessional, who was also a parent of a student with disabilities.

None of the participants stated the administration was supportive and Ms. Dilley emphatically stated just the opposite. She said, "the assistant principal doesn't do anything to aid in the change to inclusion, he's the one assigned to it, but he really does nothing" (E.H.S., 4-20-95, 15).

Ms. Cory stated she had difficulty getting the special educators at E.H.S. to support the inclusion program. The following comments made it apparent what she thought of the inclusion program at E.H.S. after the first year of its implementation,

Special education teachers are possessive of their kids - - - they don't want them in regular classes - - - . Special education teachers resented me, resented inclusion, resented the administration - - - .
It was a whole different ball game where I came from, where we all

had the same philosophy and worked together. (EHS, 4-26 -95, 39)

Ms. Cory said she believed the special education teachers at E.H.S. had caused much of the animosity that the general education teachers felt toward the inclusion program. She said,

Regular education teachers accept special education kids for the most part, however they complain about special education teachers, because they feel like they are not doing their job. That's our fault (special education staff), we need to show up (in the general education classrooms), and do our job and let the regular education teachers know what we're going to do. (EHS, 4-20-95, 38)

The participants talked about what was needed at E.H.S. to make the inclusion program successful. A more appropriate curriculum for the students with disabilities who were included in general education classes, communication, inservice and support by the administration and support from the special education teachers were needs expressed by those involved in the inclusion program at E.H.S.

Ms. Dilley believed students with disabilities needed classes that would prepare them for life skills rather than college. She stated,

When Eastside High School went to the "Block" schedule this school year, 1994-95, the change removed all exploratory type classes from the general curriculum, such as home economics and woodshop. These were classes our special education kids could succeed in. - - - Now we have no regular education classes that are

really beneficial for them - - - . We have no adaptive physical education for them, either. Everything is academically oriented now, there's not much our special education kids can be included in and be successful. (EHS, 4-20-95, 15)

Parents expressed the need for information about Eastside High School's inclusion program. Ms. Wright commented, "I think principals should have communication with parents and students, and let them know what they (principals) expect about how the students with disabilities should be treated" (EHS, 4-21-95, 77).

This same parent also stated,
I think principals should stay on top of things - - - keep in touch with special education parents and teachers to see if there are any problems. That way he (sic) can be supportive and helpful. I think he (sic) should be in touch with regular education parents too, to see if there is resentment about the special education kids being in their children's classes, or if those parents have fears that their children might not get as good an education (with the students with disabilities in the general classes). I don't know if any of this is happening at E.H.S. I know I haven't been contacted. (EHS, 4-21-95, 74)

Ms. Gregory added,

We're not trained to work with students with disabilities - - - we need more inservice - - -. Regular education teachers need inservice

on different learning styles - - - innovative teaching techniques and we didn't get it - - -. The principals aren't aware that we need more inservice. The Service Center, (central office administration) like special education directors and so forth, should give us inservice - - - give first year inclusion schools more one-on-one help - - -. I just feel so unprepared - - -. I need more inservice - - -. I'm afraid of being sued later. I think its unethical to teach special education when I'm not trained in it. (EHS, 4-21-95, 84)

Ms. Dilley stated, "there were no inservices even though people were begging for them, it was like they (the planning committee) were hung up on collecting data rather than developing inservice programs" (EHS, 4-20-95, 7).

Ms. Cory said she needed some support from the administration to get the general education teachers to cooperate with the implementation of the inclusion program. She said, "the administration gave me the job to do, but no power to do it, and no one was behind me that would take the power" (EHS, 4-20-95, 47).

Ms. Cory stated emphatically, "The principal is the key to inclusion! If he's (sic) knowledgeable about it and can inform others, it will work; if not, it won't. He (sic) has to believe in it to convince his (sic) staff and parents" (EHS, 4-20-95, 50).

Ms. Gregory discussed how the special education teacher assigned to her supported her as the general education teacher in the change to inclusion.

Special education teachers are supposed to come in the regular classes and help - - - mine have helped me - - - others have not

helped some of the other regular education teachers. My special education teacher modifies the students' with disabilities lessons, works with them one-on-one, takes them to the lab for tests and to give them extra time on an assignment. She gives suggestions on how to control their behaviors - - -. (EHS, 4-21-95, 83)

Overall, the participants viewed success at E.H.S. by whether or not the students with disabilities could make passing grades in the general education classes in which they were assigned with no modifications in the general education program. Other indicators of success, believed by some in this study, were for students with disabilities to have improved behavior through socialization with general education students and improved self esteem by having special education labels removed.

Mr. Painter said he expected a success rate similar to that of his previous school, between 60-65% passing grades in all subjects of students with disabilities that were included in the general education classes. "I believe if the student with disabilities passes the course he/she is included in with a D (with no modifications in the general education program), he/she is as successful as he/she was in the special education class making an A or B" (EHS, 4-21-95,58). However, Mr. Painter stated he could not give any statistics as to the percentage of inclusion students passing, because the 1994-95 school year had not ended at the time of this study at Eastside High School.

Wanda believed the socialization aspect of inclusion helped not only the students with disabilities, but also the students without disabilities. She said the interaction in school helped in activities outside the school, also. Her perspective of the inclusion program was apparent in this statement, "A pro (of inclusion) is we (general education students) get to know them (students with disabilities) and know how to interact with them - - - like at church and stuff - - - and they get to know us and we can encourage them" (EHS, 4-21-95, 99).

It was apparent from the comments of Ms. Cory that she believed the organizational changes for many had been unsuccessful, and that just doing away with the students' labels did not bring success. She said,

At the beginning of this year we put everyone (with disabilities) in regular education classes except the very severely disabled (sic) students. We were trying for no labeling, - - - then we saw there still needed to be some self-contained (full time special education) classes. So some of the students were rescheduled again to special education classes for their core curriculum subjects, and were mainstreamed only for their electives as had been the practice in the past. (EHS, 4-20-95, 34)

Summary

The inclusion program at E.H.S. appeared to be one that would allow students with disabilities the "privilege" of attending general education classes with their peers without disabilities for the purpose of making the students with disabilities feel and act

“normal”. To accomplish this task, the students with disabilities had to be able to function as general education students in the general education classes. Observation of the general education classroom verified the general education classroom teacher practiced that belief. Ms. Gregory taught the class as any other general education class was taught at Eastside High School. She used the same curriculum and grading scale for students with disabilities as she used for students without disabilities. The only modification made was to allow Donald to go to the resource room to have special assistance from the special education teacher.

Very little planning was done prior to Eastside High School’s implementation of its inclusion program. Undocumented visits to other inclusive schools by some of the Eastside High School’s staff, which formed a committee with a few central office administrators were made and a directive was given to the committee to develop a plan for the implementation of inclusion. Support during the first year of E.H.S.’s implementation of its inclusion program came mostly from the special education department chairperson; little other support for those involved in the change to inclusion was noted and faculty had no documented inservice prior to the inclusion program being implemented at E.H.S.

Different products indicated success of their first year of implementation. Some thought if the students with disabilities were able to make passing grades in general education classes with no modifications in curriculum or grading scales, that showed success of the inclusion program at E.H.S. Others thought if the students’ with disabilities self esteem improved because they were no longer labeled disabled, that

showed the program was successful. And still others believed that if socialization with students without disabilities was able to improve behavior of the students with disabilities, that was an indicator of success. However, no one indicated how success would be measured other than by passing grades of the students with disabilities as they functioned in the general education classes.

Loneacres High School

Loneacres School District was located in a small rural town of 7,500 population; a district with approximately 1,700 students. Loneacres High School (L.H.S.) was the only high school in Loneacres Public Schools (9th-12th grades) into which one middle school and three elementary schools fed. The three elementary schools were grade centers with one housing kindergarten and first grades, one housing second and third grades and the third housing fourth and fifth grades. The middle school housed sixth through eighth grades.

Loneacres Public Schools (L.P.S.) had 121 certified staff members with L.H.S. accounting for 39 of that total. Three of those faculty members were special education staff. Loneacres High School had one principal and one assistant principal. The average daily membership of L.H.S. was 501 students. Of those 501 students, 48 were students with learning disabilities, seven were students with mental retardation, two were students with multiple disabilities and one was a student with autism. Of the 58 students with disabilities, 24 were receiving their educational services in an inclusion program.

Of the 501 high school students in Loneacres, approximately 22 percent were minorities; 21 percent were American Indian and one percent was Hispanic and African

American. This racial distribution was representative of the community as a whole. Loneacres High School had a free and reduced lunch total of 135, which indicated approximately 28 per cent of the community fell below the poverty level.

To gather the data necessary for the study, seven people were interviewed, the principal at L.H.S., Mr. Potter; a special education teacher, Ms. Spaulding; a student with learning disabilities, Daniel; a general education teacher, Ms. Goode; a student without disabilities, Willa; a parent of a student with disabilities, Ms. Drake; and a parent of a student without disabilities, Ms. Walker. Descriptions of the participants and their backgrounds may be found in Appendix D.

As a general rule, neither the special education teacher, nor a teacher's assistant aided the students with disabilities in the general education classes at Loneacres High School. The students with severe disabilities had teacher's assistants accompany them to the general education classes they attended, but those students attended only electives, such as music and physical education. Ms. Goode said there was one student with physical disabilities who was wheelchair bound that was fully included in all of his general education classes, however, and he had a teacher's assistant accompany him to his classes. She also said occasionally a teacher's assistant accompanied a student with disabilities to a general education class to take notes if the student needed that modification.

Observations were conducted during the general English IV class and during one period in the resource room. The classroom at L.H.S. was large with colorful plastic desks arranged in rows, however, most of the students were not seated in them. They

were lying on the carpeted floor during the observation period watching a video of *The Lion King*. The classroom had many posters and visual aids on the ivory colored walls. Daniel was in attendance in the general education English class. Two other students with disabilities were also present in the class, but the teacher did not say which ones they were nor what disabilities they had. There did not appear to be any minorities in this general education class. It was impossible to tell the general education students from the students with disabilities by observing the class.

The lesson for the day included a film presentation of the movie, *Lion King*. The students' instructions were to listen and watch for the comparisons and contrasts between this movie and *Hamlet*. The teacher reminded the students of the main characters in *Hamlet* and asked the students to compare those characters to the main characters in the *Lion King*.

Daniel lay on the floor in front of the desks to watch the movie with several other students. He appeared very confident, he raised his hand and was able to answer questions when called upon by Ms. Goode. He was quite interested in the movie, as were the other students evidenced by their attention to it. Daniel had little difficulty in determining the similarities and difference between the two movies and characters in them. Throughout the movie, Ms. Goode stopped the video tape recorder/player to ask questions and/or make comments. The students participated enthusiastically and appeared to enjoy the interaction.

During the observation of the special education resource classroom, the special education teacher in charge of it, Ms. Spaulding, said that Daniel did not take advantage

of its service, even though it was one of the modifications listed on his Individual Education Program (I.E.P.). Ms. Spaulding explained that she taught a geography lesson, during the period I observed, to four regularly scheduled students with disabilities assigned to the resource room that period. During the period, the special education teacher conducted a lecture lesson, then gave an assignment for the students to complete as she moved around the room assisting them.

The teacher explained that other students with disabilities could come to the resource room for individual instruction any time during the day, whether or not she was conducting a regularly scheduled class. However, no students with disabilities that were not regularly scheduled to be in the resource room came in for special assistance during the observation period. Ms. Spaulding had good control of the classroom even though she had a mix of students with disabilities to contend with (a student with autism, two students with mental retardation and a student with learning disabilities). She was firm, but warm and accepting of the students, evidenced by her positive interaction with them. She had a very energetic and animated teaching style, in which the students responded with enthusiasm.

Documents reviewed were Daniel's I.E.P. and the staff and faculty inservice agendas. Daniel's I.E.P. was reviewed to determine to what extent he was included into general education classes, whether or not the goals and objectives were followed and whether the modifications stated on the I.E.P. were available to him. I reviewed the I.E.P. during the period I observed the resource class since Ms. Spaulding had the responsibility of Daniel's educational program and his I.E.P. was maintained by her. The

inservice agendas were reviewed to determine what kind of inclusion training the faculty of L.H.S. had presented to them. Descriptions of the documents reviewed may be found in Appendix E.

Perceptions

The perceptions of the participants involved in the Loneacres study of their inclusion program included their definitions of that program. It also included the procedures that were followed in their program, changes in the students' with disabilities educational programs, changes in the students with disabilities since the inclusion program at L.H.S. began and what was positive or negative about the inclusion program.

The principal was not an advocate of full inclusion for all students with disabilities. He believed in a continuum of services being offered for students with disabilities with the students who had mild disabilities being fully included. Then, as the disabilities were more severe, the students were included in general education classes less. He said,

It is my opinion that to just put all students in a regular classroom, just so a school can say they have inclusion is a poor way of operating a school. I think a lot of people jump on inclusion - - - they like it, it's a nice little catchy phrase - - - to say we are doing it. - - - The way we do it, at Loneacres High School, seems to be more effective and kids seem to have more success, and they seem to be able to adjust and adapt their schedules to meet their needs. - - - And I know schools that just say we're going to send

every special education student, regardless of their learning disability, or their physical handicap or whatever it may be, and they're going to be in a regular classroom. And maybe the laws will force us to do this (include all students with disabilities), they may already be there, I don't know, but if the special education students can make passing grades in regular classes, without too much modification, they should be in regular classes, if not, they should be in special education classes. Our parents seem to be happy with this system, our teachers seem to be happy with this system and our kids seem to be progressing well. (LHS, 5-5-95, 57 & 59)

Mr. Potter gave the credit for the organization and success of the inclusion program to the Director of Special Education of L.P.S. He said the inclusion program at Loneacres High School was organized in such a way that the special education director acted as liaison between the special education staff and the administration. He noted:

She's (special education director) under me, but she really has direct supervision over those people (L.H.S. special education staff). If they need resources or have problems, she works those out. And if there is something that she can't get done, or doesn't feel like she has (the authority) - - - she does not evaluate them (L.H.S. special education staff), I do that - - -, she'll come to me and we'll try to work it out, but there just haven't been any problems. She's a very, very capable person. Extremely capable. (LHS, 5-5-95, 62)

At Loneacres the participants talked much about the changes that had been made in the students' with disabilities educational programs since beginning the inclusion program there. Most of the changes they discussed involved modifications and adaptations being allowed for the students. The general education English teacher discussed modifications she made for these students. She said she allowed students with disabilities to give their book reports, required in English IV classes, orally, if their disability made it difficult for them to write. Also, she said she allowed them to use the computer to type the book reports if their disability was in the physical area and prevented them from writing it in cursive. Another modification this teacher used was to allow the students with disabilities to have a floating "A". She said,

Sometimes these students will make a really bad grade on a test because maybe they didn't understand the literature this time, so they have the option to choose one grade that they feel is their lowest grade and change that for an A. They may do that each 9 weeks, providing they haven't been tardy to class or been a discipline problem. (LHS, 5-4-95, 70, 77)

A teacher's assistant was sent into the general education classroom to take notes when necessary for the students with disabilities. Then, the students could study the notes for an upcoming test when they needed to do so. Also, Ms. Spaulding said to help the students with disabilities who were trying to get into a college, she gave them the American College Test (A.C.T., college entry test) one-on-one to give them a better chance of making an acceptable score.

Ms. Spaulding remarked that L.H.S. had no adaptive text books for the students with disabilities to use in the general education classes. She said, “however, high-lighted textbooks are available in the resource room for students with disabilities to access if they choose to do so” (LHS, 5-4-95, 52). Ms. Spaulding said the general education teachers used the same curriculum and grading scale for students with disabilities that were used for students without disabilities.

The participants discussed changes in the students with disabilities since L.H.S. began their inclusion program. Ms. Spaulding said she thought inclusion helped students with disabilities have the “courage” to participate in extra curricular activities. She said the students that attended special education classes were less likely to participate in extra curricular activities than those students that were in the inclusion program at L.H.S.

Processes

The participants talked about how the inclusion program began at Loneacres, who was instrumental in its implementation, who did the planning for the program’s implementation, and who provided the support for the staff and faculty on inclusion. There was little known about how the inclusion program was implemented at Loneacres High School according to the respondents. Apparently it had either been implemented over a period of time so smoothly that few had noticed the change, or there had been so little done to the point of this study that there was little change.

Mr. Potter thought their program had always been one that included students with disabilities in general education classes to the maximum extent appropriate. In this

regard he said,

Well, as long as I've been here we've used this plan - - - and most students, I think most of them are totally - - - there is total inclusion - - -. They go to whatever classes - - - regular classrooms - - - , however their schedule falls. Only those students that need more one-on-one, - - - closer instruction, are kept in the special education room. Some kids come back for one hour, some kids come back for two or three, it just seems to work pretty well. (LHS, 5-5-95, 57)

Ms. Drake commented, "apparently inclusion must be a process they have always had" (LHS, 5-3-95, 10). She said that her son, Daniel, had always been in general education classes since they moved to Loneacres. She assumed they had always had the inclusion program.

Ms. Drake said it was hard for her to judge how it would have been for her son to be in segregated special education classes, since he had always been in general education classes all through high school. She said that she did not believe her son's performance in school would have been better if he had been separated from the general education students and taught less, or at a slower rate. She said she felt he would have learned less, not more. She gave an example of how he had to struggle to write research papers in the general education English class. She said, "the whole process, the research, the composition and the writing of the research paper were all very difficult for my son, but when he finished with it, he was very proud and had learned a great deal" (LHS, 5-3-95, 11).

Ms. Spaulding, indicated that the director of special education did the planning for inclusion, along with other administrators in the central office. None of the other interviewees had any idea how or when the planning for the change took place.

According to Ms. Spaulding the leadership for the change to inclusion came from the central office administration in Loneacres, mostly from the director of special education. She said, "we've always had mainstreamed kids. Because of our director, I think we've just tried to put kids where they needed to be" (LHS, 5-4-95, 41).

There was evidence of inservice opportunities for the staff of L.H.S. during the current school year, however none were noted prior to the beginning of the 1994-95 school year on inclusion. Ms. Spaulding, the special education teacher said,

Loneacres High School has had two staff development inservices during this school year. The assistant superintendent scheduled a mandatory inservice for the entire certified personnel presented by Dr. Davis - - - for the first inservice. The second inservice was presented by the same person, but it was not a mandatory one; there were other meetings the faculty could attend during the second inservice session if they chose. The assistant superintendent confers with the director of special education, and polls the teaching staff at L.H.S. to determine what staff development programs are needed. (LHS, 5-4-95, 50)

The general education teacher, Ms. Goode, did not think the inservices were

beneficial. She said,

We've had some inservice programs on inclusion. I really wasn't very fond of the man - - - he told a lot of stories about his life, but really didn't give any tips on what to do, or tips - - - I mean he was very detailed about what his first classroom looked like, and how he would hang out with the janitors in the basement and smoke, but he didn't - - - I mean he was humorous in the beginning, but it got really old. (LHS, 5-4-95, 71)

Ms. Goode said when Mr. Davis came back a second time, she chose to attend a different session; the faculty had other choices and were not mandated to attend the presentation he was giving. "Being an English teacher - - - that's a class they (special education staff) want to include (students with disabilities), and I wanted some tips, especially being a new teacher, so I didn't waste my time the second time" (LHS, 5-4-95, 72).

Products

When considering what happened in their inclusion program during its first year of implementation the major theme the participants discussed was how the support from those involved played a major role in the success of their inclusion program. The discussion of what should have happened at L.H.S. centered around the need for communication, inservice and other support from the Loneacres High School administration.

In general, there was a great deal of support for the inclusion program at

Loneacres High School, and for the students with disabilities in that program. That support came from a variety of different sources: from the special education teachers, the counselor and peers without disabilities. However, by far the person most often mentioned as supportive of the total program was the director of special education.

Mrs. Walker said the special education director was the one who monitored and coped with any problems that arose within the inclusion program at the school in which she was assigned. Talking about the high school's inclusion program she said, "they have a lot of people that help the kids (students with disabilities) and work with them - - - special tutors, etc. to make the program successful" (LHS, 5-5-95, 24). This parent of the general education students who was also a teacher's assistant at one of the elementary schools in L.P.S., said " - - -she (special education director) has meetings with people constantly, - - - she has weekly meetings with some of them, and she's pretty much the one that keeps it all going" (LHS, 5-5-95, 25).

Ms. Drake said, "I would say, probably more than the principal, probably the special education director may have more influence than the principals" (on the inclusion program) (LHS, 5-3-95, 12).

The special education teachers were the next most mentioned staff members that supported and facilitated the inclusion program at L.H.S. Ms. Goode said, "the special education teachers go a long way to facilitate it - - -. They definitely facilitate the program and so does the counselor" (LHS, 5-4-95, 75).

Ms. Goode commented that the special education teachers at L.H.S. were very

good about letting the general education teachers know the first day of school who they had in their classes that were students with disabilities, what those students' strengths and weaknesses were, and how the general education teachers could use the students' strengths to help teach them. According to Ms. Goode, the general and special education teachers consulted frequently to make certain the students with disabilities were putting out reasonable effort, and therefore were making passing grades. The general education teacher said, "this communication helps tremendously" (LHS, 5-4-95, 70).

Ms. Drake believed the high school counselor had been the most important person involved in her son, Daniel, being able to succeed in the general education classroom.

The real vital part of Loneacres High School is their counselor.

You know, the counselor having sat in on the I.E.P. meetings for my son has been a real advocate, and he knew that he could go in and bounce off of her this year - - -. At the end of the first semester, he went in and said, "I need out, it's just getting too hard" and she said, "You need to stick it out because you can make it." - - - I know she had conversations with the instructor and said, "Is he doing all right?" The instructor said, "yeah, he's doing fine, it would be sad if he dropped out." You know those kind of things, so I feel she's (the counselor) has been a real vital part. (LHS, 5-3-95, 13)

Daniel commented about his peers helping him so he could succeed in the general education classroom. He said, "I have people help me in class a lot - - - my friends - - - smart ones" (LHS, 5-3-95, 9). Ms. Goode stated, "even though L.H.S. does not have an organized peer tutor program, I allow the students with disabilities to sit next to a friend so the friend can assist the students with disabilities if those students wish to have help" (LHS, 5-4-95, 77). Ms. Spaulding agreed that the peer tutor program was not an organized program, but she said, "most general education teachers allow students with disabilities to have peer assistance if they want it" (LHS, 5-4-95, 53).

However, the respondents saw a need for more support from the administration and from the teachers. The need for more communication and inservice were also noted.

Ms. Spaulding believed there was some resistance from the principal, the special education and general education teachers in regard to the inclusion program. She said about the principal,

I'm not sure what to expect from him. - - - On the whole he doesn't have what I would call a special education point of view about kids - - -. He could care less about special education. He doesn't care as long as we present no problems - - - he will be fine - - - will support us 100 percent, but if there are any problems - - - I have no idea what he'll do. (LHS, 5-4-95, 47)

Referring to the principal and his assistant, Ms. Goode said, "I would like to see them work harder - - - on making sure those students (with disabilities) are in (general

education) classes that are smaller just to help the (general education) teachers out” (LHS, 5-4-95, 74).

Commenting on the special education teachers, Ms. Spaulding said that inclusion was a hard concept to accept because it was a change. She said special education teachers had always thought of students with disabilities as theirs. Now they had to give their students to the general education teachers. Ms. Spaulding said it was difficult for the special educators, but they were coming around.

Ms. Spaulding said the general education teachers’ attitudes were improving. They were modifying more for the students with disabilities, but just to a point. She said most of the general education teachers believed if they had to change their curriculum very much, the students with disabilities should not be in their classes.

The special education teacher, Ms. Spaulding, said she needed more communication with the administration, but did not take the initiative to discuss situations with the principal, but rather let the director of special education do that. She said, “I never talk to these guys (L.H.S. principals) - - - these guys are not people you can communicate with well” (LHS, 5-4-95, 47).

Mrs. Walker saw a need for information about the inclusion program for the community. She said she did not remember being informed of any inservices directed toward parents or the community as a whole explaining the school’s inclusion program and its process. This parent said, “I feel the school district should provide inservice for teachers’ assistants and parents about inclusion so they would understand the terms, jargon and process” (LHS, 5-5-95, 22 & 23).

Summary

The perception the principal had of inclusion made it apparent he was not an advocate of inclusion for all students with disabilities, but rather thought students with disabilities who could make passing grades with little modification in general classes were the students who should be in the inclusion program.

Others viewed inclusion as modifications in the general education classroom. They discussed how they believed these modifications made the inclusion program a success for students with disabilities at L.H.S. However, the same curriculum and grading scale were used for students with disabilities as were used for students without disabilities.

The only adaptation Daniel was willing to access was allowing his peers without disabilities to assist him, even though he could have had other modifications. During the observation, the lesson Ms. Goode presented did not require any peer assistance for Daniel, however.

Participants in this case study talked about the wide array of support that was given to students with disabilities at L.H.S. to help them succeed in the inclusion program; support that was available among the faculty for the students with disabilities and for the faculty involved in the program from the administration, especially the director of special education. The principal had little to do with the operation of the inclusion program at L.H.S., letting the director of special education of Loneacres Public Schools be in charge.

The inservices that were presented at L.H.S. got mixed reviews; some thought they were helpful, others thought they were a waste of time. Participants agreed there was a need for additional inservice.

Overall the participants in the L.H.S. case study thought their inclusion program was a success. However the only measure of success that was mentioned was passing grades made by the students with disabilities in general education classes.

Northview Junior High School

Northview Junior High School was the third and last site chosen to research in this multiple case study. This junior high school was located in Northview, a small city of approximately 8,000 with many of its citizens commuting to a nearby large metropolitan city for their employment.

Northview Junior High School (N.J.H.S.) was the only junior high school in Northview Public Schools; there were four elementary schools, one sixth grade center and one high school. Of the 2,100 students enrolled in Northview Public Schools, 29 percent qualified for free or reduced lunches.

Northview Junior High School had 506 students enrolled in its 7th, 8th and 9th grade facility. Approximately 14 percent of Northview Public Schools' students were minority; 10 percent Hispanic, two percent were African American and two percent were other races, mostly American Indian. That racial and socio-economic distribution was representative of the community of Northview as a whole.

There were 318 students in Northview Public Schools who had been identified as students with special needs, and therefore were on Individual Education Programs

(I.E.P.s). Of those 318 students, 66 were classified as gifted; 252 were students with disabilities.

There were 150 certified staff within Northview Public Schools, with 41 of those housed at Northview Junior High School. Of the 41 certified educators at N.J.H.S. three were special education personnel; one taught students with learning disabilities, one taught students with mental retardation and one taught a split class of students with learning disabilities and students with serious emotional disturbances. There was one principal at N.J.H.S. and one assistant principal. The 1994-95 school year was the first year at N.J.H.S. for both of these administrators.

Northview Junior High School had 50 students with disabilities with approximately half of them being fully included in general education classes for their entire school day.

Participants in this study included the principal of N.J.H.S., Mr. Pride; a special education teacher, Mr. Speight; a student with disabilities, David; a general education teacher, Ms. Gentry; a student without disabilities, Walter; a parent of a student without disabilities, Ms. Wagner; a paraprofessional, a specially trained teacher's assistance who assists special education faculty and students with disabilities, Ms. Allen; and a social worker assigned to the student with disabilities by the State Department of Human Services, who acted as guardian for David, Mr. Gunter. David's father was incarcerated in a penal institution, and his mother was found incompetent by a district court to parent David.

Observations were conducted in a general education classroom and a special education resource room where David was in attendance. The general education classroom at Northview was rather large with large windows opening to the outside. The wooden flat topped desks were arranged in quads so that the four students could face one another. There was a sofa at one side of the room that appeared to be in an area in which students could lounge while studying, although no students were there during the observation period. The floor was carpeted and the walls were ivory colored with many posters and visual aides on them. The room was well lit and aesthetically pleasing. The general education class that was observed was the 9th grade English class in which the special education paraprofessional aided David and two other students with disabilities as the general education teacher taught the class.

David was not present when class first began. The principal, Mr. Pride, had dropped into the classroom to see how things were going, and was told David was in the office because he got into trouble during his last class. Mr. Pride left immediately, and in about ten minutes David entered the classroom. He was obviously embarrassed; his face was flushed and he kept his eyes looking toward the floor as he handed the general education teacher, Ms. Gentry a note. He was withdrawn for a short period of time, then began to participate in the general education class activities.

Ms. Gentry reviewed the novel the class had been studying. Then, she read out loud completing the chapter with the class. Ms. Gentry interacted with the general education students. However, she did not draw the students with disabilities into the class discussion. She kept the instruction at a swift pace, moving from one part of the

lesson to the other without a break. She appeared some what tense, but smiled and had a pleasing tone of voice. Most students appeared to be listening, but David and another student with disabilities were laughing and talking quietly. Ms. Gentry gave the class an assignment to read about four paragraphs silently to themselves. David began reading, but the other student with disabilities continued to laugh and talk and tried to draw David into his inappropriate behavior mode. However, he did not succeed; David continued reading the assignment that was given by Ms. Gentry. Ms. Allen stood by the quad in which David and the other two students with disabilities were seated. Ms. Allen had complete responsibility of assisting the students with disabilities, while Ms. Gentry attended to the general education students.

After a short time, Ms. Gentry passed a quiz out to the class with instructions to complete Part C, then the students were told to begin work on their previously assigned projects. The paraprofessional, Ms. Allen moved from one student with disabilities to the other assisting them. David tried to concentrate and attend to his assignment, but one of the other students with disabilities continued to bother him. Ms. Allen and David left the classroom and went to the resource room where Ms. Allen gave David individual help on his assignment. David appeared to be much more at ease and able to work alone; away from the student that was bothering him in the general education classroom. David was the only student in the resource room during that time. The special education teacher, Mr. Speight, came into the room once, but only stayed a few minutes. While he was there, he gave David's I.E.P and the faculty's inservice agendas on inclusion to me to review during my observation of the resource class.

David's I.E.P. was reviewed to determine to what extent he attended general education classes at N.J.H.S., whether or not the goals and objectives stated on it were being followed and what modifications were indicated. Since David was a student who had been identified with serious emotional disturbance, I was interested in whether or not a behavior plan was included on his I.E.P and being followed. A behavior plan was listed on David's I.E.P. with increasingly severe discipline procedures for increasingly serious inappropriate behaviors. Being sent to the office to see the assistant principal was one of the discipline procedure steps that was being followed during the beginning of the period when David was late coming to the general education class observed previously.

The N.J.H.S. had three inservice meetings throughout the 1994-95 school year. These inservices were mandated and attended by the entire staff and faculty at N.J.H.S. Agendas of these inservices were reviewed and are reported in Appendix E along with other documents reviewed for this site study.

Perceptions

The participants at N.J.H.S. discussed what their perceptions of inclusion were, what procedures N.J.H.S. followed in the inclusion program and the changes in the students' with disabilities programs since inclusion began.

In general, the participants saw inclusion at Northview as putting students with disabilities into general education classes and treating them the same as students without disabilities. This included using the same curriculum and both groups being graded on the same scale.

Mr. Pride saw inclusion as a part of the overall change he was in the process of making at N.J.H.S. According to him, the change was doing what was best for students in all areas of their educational program. Inclusion was a part of the change which involved putting students with disabilities into general education classes and treating them like their peers without disabilities. Mr. Pride said, "students with disabilities are going to be around other students in the real world, therefore they need to be together now. - - - They need to know that's just part of real, everyday life - - - accept each other - - - and get to know one another" (NJHS, 5-11-95, 19).

David obviously agreed with Mr. Pride.

I want to be treated the same as all of the other students. I went to the alternative school last year and there was always someone there to help you - - - that made it too easy for me. - - - I like what I'm doing now, and I think I can handle it pretty well. - - - Out there I was never around my friends, I had to make new friends, - - - but now I'm back with my old friends. They just think of me as equal." (NJHS, 5-11-95, 39, 41)

Walter said he thought students with disabilities should be included in everything at N.J.H.S. He said, "I know in my P.E. (physical education) class, we don't leave them out of anything and we just treat them like everyone else" (NJHS, 5-12-95, 68). Walter also said he thought the general education teachers did a good job of including the students with disabilities in all activities.

Judging from comments by the special education teacher and the principal, the inclusion program at N.J.H.S. was one that had the same expectations for the students with disabilities as it had for the general education students. It appears these educators believed the students with disabilities should have the same assignments and be graded on the same scale as their peers without disabilities.

Mr. Speight, said there had been some resistance to the inclusion program from the parents of students with disabilities when their child received failing grades from the general classroom teachers. He said he just gave those parents a call and told them their child must turn in his/her assignments and put out the effort to succeed, because the general education teachers were not going to just give their student a passing grade if he/she did not earn it. Mr. Speight said after discussing those expectations with the parents, they had been cooperative in helping the educators motivate their children to try harder.

Mr. Pride said there would always be some parents who resisted the inclusion program because their students with disabilities were failing. He said,

Just because they fail a class does not mean they are not learning more than they would in the resource room, especially at the 9th grade level. I'm a firm believer that the students need to be interactive with other students that age. By that time, from what the research shows, they (students with disabilities) have gained as much information as they are going to, they are about peaked on knowledge level. We need to start working on some social skills by

being able to make sure that they are able to go out into society and do a job and be functioning. If you keep them in a room by themselves with two or three other kids and a teacher, you are doing them an injustice. (NJHS, 5-11-95, 18 & 19)

The inclusion program was organized in such a way that the special education teachers and/or paraprofessionals went into the general education classes and assisted the students with disabilities in some cases.

The paraprofessional (para), Ms. Allen, discussed how sometimes she took the lead from the students with disabilities and from the general education teachers when assisting the students. She said,

The students with disabilities, especially the students with learning disabilities, usually prefer assistance from the paraprofessional in the resource room, rather than in the regular education classroom.

These students do not want to be singled out in the regular classroom where their regular education peers can observe them getting special treatment. Some regular education teachers find it more difficult than others to have another adult in their classroom. I just try very hard to blend into the class as it is set up and not take a teacher's role, only a helping role. (NJHS, 5-5-12, 31-32)

In the general education English class, Ms. Allen singled David out by giving him individual attention and then removing him from the potentially explosive situation by taking him to the resource room.

David said when Northview Public Schools (N.P.S.) first began to include him in general education classes, they included him in only one class. Then, when they thought he could succeed, they put him in another general education class, and so on until he reached full inclusion for all of his classes. He said he did not like that procedure at the time; he wanted to go directly from full time alternative classes to full time general education classes. However, he said that as he looked back, he could see where the gradual inclusion procedure helped him be able to handle more and more inclusion classes without failing. He said he now believes that was a good plan.

Ms. Allen thought that inclusion was a program vastly different from anything she had been involved in before. She said she was a little scared of such a huge change at the beginning of the 1994-95 school year.

I was a little bit nervous about it at first, because it's so much different from last year. I was in their (students with disabilities) resource room all day, now I'm in the general education class assisting the students with disabilities most of the day and in the resource room very little. This is the special education teacher's and my first year to work together, so it was a lot of changes this year.

(NJHS, 5-12-95, 29)

Processes

Why inclusion was implemented at N.J.H.S., how it was implemented, what planning was done and what support through inservice and leadership was given to the participants in the program were topics discussed by the respondents in this theme area.

Mr. Pride said the reason the inclusion program was implemented was that it was just a part of the changes in progress at Northview Junior High School. He said, “ - - - there is a big philosophy change here at N.J.H.S., you know, we are here for kids, and we’re here to do what’s best for kids. Inclusion is what’s best for them” (NJHS, 5-11-95, 16).

However, other participants of this study believed the organizational structure of the inclusion program came about at Northview Junior High School because of state department mandates. The parent of the student without disabilities was also the receptionist for the district office. Ms. Wagner said, “I just kind of took it for granted it was a state mandated thing that some how the state - - - I mean that it wasn’t a particular in-district thing” (NJHS, 5-12-95, 47).

Ms. Gentry, said, “I think initially we were told about it last year, as a state requirement at a faculty meeting. - - - It was introduced to us from the head of the special education department, he came in and kind of introduced it, and told us why it would be required” (NJHS, 5-11-95, 5). She said she thought the reason why the present principal, Mr. Pride, was brought into N.J.H.S. was to organize the program and bring about compliance with the State Department of Education. Ms. Gentry said she believed the principal’s knowledge and insight into the inclusion process, along with his cutting edge experience in other areas were probably the reasons he was hired as the principal of N.J.H.S.

His foresight in a lot of areas, not only inclusion and technology and outcomes based Q.P.A. (Quality Performance

Accreditation) process our state is going through, you know, the school improvement and accreditation through Q.P.A. - - -I think all of it, you know, I think his front runnings, you know, his knowledge in all those areas - - - I know that impressed our staff - - - were the reasons he was hired. (NJHS, 5-11-95, 9)

When talking about how the inclusion program was implemented at Northview, Mr. Pride said his philosophy was to empower others to complete whatever task he assigned, and he believed the educators at N.J.H.S. had done just that.

I'm real big on giving teachers directives and having them take care of them. I visited with the special education teacher and told him I wanted to see the kids of his that could be successful in the classrooms (general education), and not sitting in his resource room. He agreed - - - so he went to the teachers (general education) and talked to them. I visited with them a little bit and set up what classrooms they (students with disabilities) would go into and he did the rest. I gave him and the guidance counselor just, more or less, free rein - - -. My job is to get the ideas in front of people and motivate them to want to do it. Theirs is really to carry it out - - -. I just kind of sit back and let people work. - - - if you hire good people, you know, they can handle it, - - - I'm most of the time, pretty much, hands off. It's kind of amazing - - - stir the water and sit back and let them go. (NJHS, 5-11-95, 17, 18, 20 & 21)

Mr. Pride summarized the process of the selection of general education teachers to begin the inclusion program as follows:

You know, we are in the midst of some big changes. - - - we talked about our philosophy of really being centered around kids, you know, the inclusion is there and people know that there are going to be special needs students in their classes next year, not just in the ones that have them (students with disabilities) this year. The faculty has to learn, however - - - in this program this year we've had to go with teachers' strengths so we've put the inclusion kids (students with disabilities) into teachers classes that were willing to work with them. (NJHS, 5-11-95, 16, 22)

During my interview with Mr. Pride, he talked about how N.J.H.S. had been training teachers in the different student learning styles. He said he had scheduled three staff development activities throughout the year, and asked the special education staff to present them, because he felt the special education teachers at N.J.H.S. knew more about what the faculty needed than an outsider would. He said he felt these inservices had been quite successful.

Ms. Allen said the entire staff had some inclusion inservice the week prior to school beginning for the 1994-95 school year. This paraprofessional said Mr. Pride, plus the Northview Public School's curriculum director, both were involved and had input into what staff development was presented to the N.J.H.S.'s faculty on inclusion. This

inservice as well as the three presented by the special education staff during the 1994-95 school year was mandatory for all staff and faculty at N.J.H.S.

Ms. Gentry gave all of the credit to the current principal, Mr. Pride, as far as staff development for the inclusion program. She said N.J.H.S. had an on-going staff development program, "this is the first year for that, and the first year for our present principal" (NJHS, 5-11-95, 8). Then, Ms. Gentry talked about a "gold file" which had information on all sorts of subjects, in addition to inclusion, that the staff could borrow. This file was housed at the district's central office. Also, this teacher talked about a coop the district belonged to that had materials they would loan on many different subjects, one of them being inclusion.

Another inservice tool the principal used, according to this teacher, was Channel 1, an in-house television station that ran videos of staff development on many different educational subjects. The staff was furnished with a guide that informed them of which topic would be presented and when. The use of the gold file and Channel 1 were both voluntary; however, according to Mr. Pride most faculty used Channel 1 during their planning periods to view programs that were of interest to them.

When considering who led in the planning for the change to inclusion at Northview, Ms. Allen said the principal had taken the leadership in the planning at Northview Junior High School. The general education teacher, Ms. Gentry, agreed that the principal led the planning. She said the principal started out with the planning, and then let the teachers take over when they became knowledgeable about the process. She commented, "there definitely needs to be a link there at the administrative level"

(NJHS, 5-11-95, 10). She said she believed they had that link now with the present principal.

According to Mr. Pride, one of his jobs was to “read the faculty” and provide planning for any program as was needed for successful implementation of that program. Mr. Pride said, “I try to decide when they (N.J.H.S. faculty) are ready to do certain things - - -. I’ve sat down and had to do a lot of planning and problem solving with them (teaching staff)” (NJHS, 5-11-95, 21).

Mr. Speight said he believed the director of special education of Northview Public Schools and the principal at N.J.H.S. were the ones who provided the leadership for the change. He said, “I think we’ve got the support there, more so than there was last year. I believe I was allowed quite a bit of empowerment in setting up the inclusion program this school year” (NJHS, 5-12-95, 61).

Ms. Gentry agreed that she and the special education teacher had the power to do what ever needed to be done. Her comment was, “I think we have the power to do what we need to do” (NJHS, 5-11-95, 10). She said she thought that the principal had provided assistance and leadership by taking care of small things that made a big difference. She commented, “ - - - support wise, anything from allowing me to have new desks or desks that are all one level, so that I can group if I need to. You know, little funny structural things like that, or even having the inservices has helped so much - - -” (NJHS, 5-11-95, 7).

Products

Participants discussed the products of inclusion at Northview Junior High School as they saw it after the first year, what happened and what they believed should be changed to make the program more successful during the 1995-96 school year. The participants also discussed the success of their program after the first year of its implementation.

The participants talked about the complete range of support for the inclusion program from the district administration to the peer assistants. According to the faculty this support was the major entity that made the inclusion program a success at N.J.H.S. The support began at the top level of administration at Northview Public Schools. Mr. Speight said the district administration had approved the hiring of 47 additional paraprofessionals for the 1995-96 school year to assist in the inclusion program throughout the district.

Facilitators of the inclusion program at Northview Junior High School, according to Ms. Wagner, included individuals throughout the whole school system. She said, "I don't know if it's been a program that they have had a choice in. I think that they've - - - the school system has made it work, and I think that they have worked together to do it - - - like the special education director, the paras and such - - -" (NJHS, 5-12-95, 46). This parent said she believed the inclusion program had support from the top administrators down.

Ms. Wagner said she thought the principal supported his staff in what they needed to do to make the inclusion program successful. She also said that the

paraprofessionals had done everything they could to make inclusion work for everyone involved. She said she had seen the measures that had been taken by the complete special education staff to make the inclusion program a success. "They (special education staff) are out there, hands on, doing everything they can. If they have problems they go straight to the special education director to get something done" (NJHS, 5-12-95, 48). She said she thought the special education director was the one who really monitored the inclusion program, and made certain it was progressing.

Mr. Pride said,

- - - the special needs teachers, you know, they are probably more the change aide than I am. - - - We have a good para staff here, also. Our paras are very knowledgeable, very intelligent, very caring toward kids, and teachers welcome them into their classroom. These are the people who really make the inclusion program work at Northview Junior High School. (NJHS, 5-11-95, 20, 24)

Ms. Gentry mentioned that the school psychologist gave the general education teachers assistance by interpreting testing results of the students with disabilities. She said the school psychologist also gave suggestions on how to work with the students. However, Ms. Gentry gave most of the credit for providing monitoring and assistance to the paraprofessionals and the special education teachers. She said the entire group of special educators were very sensitive and perceptive about when a student with disabilities needed help, and they provided whatever was needed. Ms. Gentry said the

special educators were very helpful in aiding the general education teachers in finding the right materials and instructional methods for individual students.

Ms. Gentry said, "I can not say enough about the paraprofessionals. It just couldn't be done without them. They are just a vital link between Mr. Speight and the regular education teacher with the activities they are providing" (NJHS, 5-11-95, 8). This teacher also mentioned the peer assistants, even though she said those students were not an organized team, they were valuable facilitators in making the inclusion program a success.

Mr. Speight said he believed the general education teachers working with him and the paras so well had facilitated the program greatly. He said their attitude of acceptance toward him, the paraprofessionals, as well as, the students with disabilities had helped the inclusion program be successful at Northview Junior High School. He added the special education director and the school psychologist had a huge part in making the change to inclusion work, also.

Walter said he thought the inclusion program at N.J.H.S. was very successful. He said he believed everyone at the school had worked very hard at making it a success. Walter said he thought the special education teachers and paraprofessionals that helped the students with disabilities in the classes that he was in with them, were the ones that facilitated the inclusion program more than anyone else. He said the assistant principal was supportive as well as the peer assistants. He said he was one of the peer assistants and they "just try to make them (students with disabilities) understand things that they're doing (assignments) - - - . We just try to help them as much as possible" (NJHS, 5-12-

95, 72). Walter said the general education teachers did not call them down when they were helping the students with disabilities, but rather allowed them and even encouraged them to help the students with special needs.

Ms. Allen named the school psychologist, the counselor, the assistant principal and the teachers at N.J.H.S. as the ones she thought had facilitated the change to inclusion the most. She said, “ - - - you definitely have the administrative support that you need at N.J.H.S. in order to be able to do what you need to do” (NJHS, 5-12-95, 33).

Thinking about what needed to be changed at N.J.H.S. to make the inclusion program more successful, the participants talked about the need for more planning, teaming between special and general educators and additional inservice.

Mr. Speight said he thought some planning had been done, but there needed to be much more. He commented that Northview Public Schools had a three year plan that began at the elementary level through the high school for implementing inclusion. He said he believed N.P.S. was in the second year of that plan, but nothing was written down. He said, “we need to get a plan developed on how we are going to approach the whole school (district) - - - how we are going to implement it from beginning to end. I think we’re in a pretty formative stage of development, yet we’ve got quite a bit done” (NJHS, 5-12-95, 58, 62 & 63).

Mr. Speight also commented.

We need these building teams. There are some teachers who - - -
have a kind of like - - - it’s your kid - - - your problem attitude. Of

course, that is typical of years past, and it takes time to get that out of the general education teacher's brain. (NJHS, 5-12-95, 63)

Mr. Speight thought teaming with special and general educators working on the same teams being responsible for the same group of students, with and without disabilities, would help do away with the attitude some teachers had about the "yours" and "mine" concept about students, and rather change the feeling to "our" students.

Ms. Gentry said that the idea of inclusion really frustrated some of the faculty at N.J.H.S. and some practices needed to be changed for the upcoming year. She believed these teachers would change their attitudes with additional inservice and support. She said,

I think their (general education teachers) outlook is just really crucial to it (the inclusion program), if they don't want to help, if they don't want to be receptive to it, it's probably not going to be successful.

But if they are willing to work with a para, you know, so many times teachers are threatened by someone coming into their classroom. If they could think of inclusion as a blend, then adapt, rather than an additional duty, I think it helps. (NJHS, 5-11-95, 10 & 11)

The participants in this study obviously believed they had a great amount of success with their first year of inclusion at N.J.H.S. Ms. Gentry said she believed the success of any program is largely up to those who were implementing it. She said she did not really know how to measure success, except by the students' with disabilities grades. Ms. Gentry said all three of the students with disabilities she had in her class

were passing, plus they all had fit into and adapted to her class. Judging from these factors, plus the fact that students with disabilities do not want to go back to special education classes, she believed the inclusion program had been a success at N.J.H.S.

Mr. Gunter, David's guardian, thought the program had been quite successful. He said David went from being in separated classes last year at the alternative school, to complete inclusion this school year, and was doing very well. Mr. Gunter said he believed the faculty, as well as David, had tried very hard to make the inclusion program work, and he believed they had succeeded.

Ms. Allen said, " - - - the kids are much happier being out among their friends. - - - I don't know if any of the kids (students with disabilities) we've got in here are unhappy with being out in the larger classroom (general) at all - - - they just seem very happy" (NJHS, 5-12-95, 31).

Summary

The definition of inclusion at N.J.H.S. was placing the students with disabilities into general education classes and treating all students the same. The principal said he thought it was important that all students were educated together because in daily life activities they were together; it was important for them to get to know each other and know how to interact. The participants believed the students with disabilities should be treated the same as the general education students socially, by the level of expected academic performance and by the grading scale used at N.J.H.S.

It was apparent the philosophy at N.J.H.S. was that social interaction progress was much more important for students with disabilities than academic progress. The

principal commented that students' with disabilities academic learning ability had reached its maximum by the 9th grade level, therefore the important educational component was socialization. It appeared some of the parents of students with disabilities disagreed with the change in philosophy for their children, but according to the special education teacher and principal at Northview, they were able to convince the parents that the type of education their children were getting was more appropriate for their needs than the program was in the past.

The process that N.J.H.S. used to make the change to inclusion began by the principal giving the special education teacher a directive to begin moving the students with disabilities from the special education resource room into general education classes. General education teachers, who were willing to work with the students with disabilities, were chosen to begin the process. The scheduling of the students was taken care of by the principal, but the special education teacher had the responsibility of all the other details; selecting the students with disabilities who were likely to be successful in the general education classes, conferring with the general education teachers about the inclusion program, changing his and the paraprofessionals' schedules so they could assist the students with disabilities in the general education classes and setting up I.E.P. meetings to change the students' with disabilities educational programs and schedules. However, inservice on inclusion was planned and scheduled and leadership for the new program was provided by the principal.

The products of the inclusion program at N.J.H.S. after the first year included much support for the program by those involved. The respondents said the program had

the support from the top down, the district administration, including the director of special education, the principal, the school psychologist, the special and general education teachers, the peer assistants, and most importantly, the paraprofessionals.

The participants believed there were some areas that needed to be changed; a universal plan for the Northview Public School District on the change to inclusion from kindergarten through 12th grades needed to be developed and more time needed to be allowed for cooperative teaming among the general and special education teachers. It was also noted there were still some general education teachers who were not convinced the program was beneficial, so work needed to be done with those teachers to help them accept the change and cooperate with its implementation.

Overall the participants in this study believed the inclusion program at N.J.H.S., from David, the student with disabilities, to the principal, Mr. Pride believed the first year of implementation had been quite successful for everyone involved.

Cross-Site Summary

When comparing the three data collection sites of this multiple case study, there were some interesting similarities and differences. Eastside High School was nearly twice as large as the other two data collection sites. The minority distribution was quite different among the three sites with Loneacres High School having 22 percent minorities with American Indians accounting for 21 percent of the total and Northview Junior High School having only 14 percent minorities with other, which in this case was Hispanic, accounting for 10 percent of that population. Eastside High School had a minority rate of 28 percent with African American accounting for 20 percent of that total. Nearly 80

percent of the students with disabilities at Eastside were in the inclusion program, while Loneacres and Northview each had only about 50 percent of their students with disabilities in their inclusion programs. The poverty rates were quite similar at each of the three sites indicating all were middle class.

The rural and suburban school sites were quite similar. The number of both general education and special education staff at Loneacres and Northview were nearly the same as were the percentage of students to the cities' populations. The site enrollments at L.H.S. and N.J.H.S. and the number of students with disabilities in the inclusion programs were also quite similar.

Table 1 is a summary of the statistical information about each school district. Comparisons of the participants of the three data collection sites revealed all but two certified educators had master's degrees; the general education teacher at L.H.S. and the special educator at N.J.H.S. who was in a master's degree program at a nearby university. One of the principals was in a doctoral program at a large Midwestern university. Two out of three staff members at E.H.S. and three out of four of N.J.H.S.'s staff members were at those sites for their first year. Of the five parents interviewed, all but one had at least one year of college. The educational experience of the certified staff ranged from one to 30 years across the three sites. The majority of the participants involved in this multiple case study were quite similar in educational level and mobility, but differed in experience.

Table 1

Statistical Data of Research Sites

	Eastside High School	Loneacres High School	Northview Jr. High School
<u>City Population</u>	400,000	7,500	8,000
<u>City Type</u>	Urban	Rural	Suburban
<u>District Enrollment</u>	38,500	1,700	2,100
<u>Percent Minority Enrollment</u>			
Black	20	1	2
White	72	78	86
Indian	6	21	2
Other (Oriental)	2	0	10
<u>Percent Poverty Rate</u>	27	28	29
<u>Number of Schools</u>			
High School	9	1	1
Middle School	14	1	2
Elementary School	56	3	5
<u>Site Enrollment</u>	1,089	501	506

Table I (continued)

	Eastside High School	Loneacres High School	Northview Jr. High School
<u>District Staff</u>	2,199	121	150
<u>Site Staff</u>	77	39	41
<u>Site Special Ed Staff</u>	12	3	3
<u>Students in Special Ed</u>	140	58	50
<u>Students in Inclusion</u>	111	24	25

Table 2 is a summary of the background of participants in this multiple case study.

Data

The data collected in this multiple case study fell into the categories of, (1) perceptions, (2) processes, and (3) products.

Perceptions. In the perceptions category the participants talked about what inclusion meant to them. Within this definition the respondents described inclusion by discussing the procedures used in the organization of the program, the changes made in the students' with disabilities educational program to implement the inclusion program and the changes that were evident in the students with disabilities since being educated in the inclusion program at their school.

Table 2

Background Data of Participants

<u>Background Category</u>	<u>Eastside High School</u>	<u>Loneacres High School</u>	<u>Northview Jr. High School</u>
<u>Education Level</u>			
Principal	M.Ed.	M.Ed.	M.Ed.
Special Education Teachers	M.Ed.	M.Ed.	B.A.
Students w/Disabilities	9th Grade	12th Grade	9th Grade
General Ed Teachers	M.Ed.	B.A.	M.Ed.
Students w/o Disabilities	10th Grade	12th Grade	9th Grade
Parents of Students w/Disabilities	B.A.	M.Ed.	-
Parents of Students w/o Disabilities	1 Yr. College	2 Yrs. College	G.E.D.
Paraprofessional	-	-	12th Grade
Guardian	-	-	B.A.
<u>Yrs. Experience</u>			
Principal	1 Yr.	13 Yrs.	8 Yrs.
(as teacher)	16 Yrs.	8 Yrs.	4 Yrs..
Special Education Teachers	8 Yrs.	16 Yrs.	1 Yr.
Students w/Disabilities	-	-	-
General Ed Teachers	20 Yrs.	5 Yrs.	11 Yrs.
Students w/o Disabilities	-	-	-
Parents of Students w/Disabilities	10 Yrs.	17 Yrs.	-
Parents of Students w/o Disabilities	-	10 Yrs.	4 Yrs.
Paraprofessional	-	-	5 Yrs.
Guardian	-	-	20 Yrs.

Table 2 (continued)

Background Category	Eastside High School	Loneacres High School	Northview Jr. High School
<u>Yrs. Experience at Site</u>			
Principal	1 Yr. (Asst.)	12 Yrs.	1 Yr.
Special Education Teachers	1 Yr.	2 Yrs.	1 Yr.
Students w/Disabilities	1 Yr.	4 Yrs.	1 Yr.
General Ed Teachers	10 Yrs.	2 Yrs.	8 Yrs.
Students w/o Disabilities	2 Yrs.	4 Yrs.	3 Yrs.
Parents of Students w/Disabilities	5 Yrs.	1 Yr.	-
Parents of Students w/o Disabilities	-	5 Yrs.	4 Yrs.
Paraprofessional	-	-	1 Yr.
Guardian	-	-	-

The participants at Eastside and Northview had similar definitions of what they thought inclusion was. At both schools the respondents said they thought inclusion was placing students with disabilities in general education classes rather than special education classes for socialization purposes. Participants at all schools believed the students with disabilities should be treated the same in all aspects as their peers who were without disabilities. The respondents specifically mentioned that the same curriculum and grading scales should be used for all students. The belief at all schools

was that it was better for the students with disabilities to make failing grades in general education classes than to make passing grades in special education classes where the curriculum was “watered down.”

The observations conducted at both schools of the general education classes verified the teachers practiced what they believed. One modification was noted at both Eastside and Northview; the students with disabilities were allowed to go to the special education resource rooms for individual assistance with their assignments. Several modifications were discussed during the general education teacher’s interview at Northview, but no other modifications were noted during the observation period.

The teachers at Eastside were relaxed and accepting of the students evidenced by their tone of voice as they interacted with them. The teachers sounded calm and pleasant while they worked with the students. The general education teacher worked individually with all students, while the special education teacher assisted only the students with disabilities.

At Northview, the general education teacher worked only with the general education students, while the special education paraprofessional worked with the three students with disabilities. The special education para appeared quite relaxed; smiling and talking in a calm voice with the students with disabilities, while the general education teacher seemed tense. Ms. Gentry did not allow any breaks in the action, but was intent upon keeping the pace of the lesson moving, giving a feeling of being “rushed.” She was pleasant to the general education students, answering their questions and interacting with

them in a pleasant tone of voice. She had no interaction with the students with disabilities.

The students at Eastside were relaxed, visiting with one another and lounging in their seats. They interacted with the teachers at appropriate times; when asked questions and when inquiring about a problem. It was apparent there was no expectations of the students to work independently. The students asked questions and depended on the teachers to guide them through every step of their lesson. The students smiled and interacted warmly with the teachers. All students interacted with each other; the students with disabilities and without.

The general education students at Northview appeared confident; they eagerly answered the questions asked by the general education teacher. There was some interaction among the general education students; a small amount of visiting was noted, but none of the general education students interacted with the three students with disabilities. However, the students with disabilities interacted among themselves; they were all three sitting at the same quad.

The participants at Loneacres saw inclusion as something they had always done. They had always included students with disabilities in general education classes if they could succeed there. But, if the students could not be successful in general education classes with no modifications to the curriculum or grading scales, they were educated in special education classes. As was the practice at the other two school sites, it appeared no adaptations were made to what was being taught or to the grading scale for L.H.S. students with disabilities who were in the inclusion program.

There was no special education teacher or para in the classroom at Loneacres, only the general education teacher. It was not apparent who the other two students with disabilities were in the class; Ms. Goode did not point them out. All students and the teacher interacted with friendly mannerisms and pleasing tones of voices.

Table 3 summarizes the three sites' inclusion programs as the participants at the sites perceived them.

Table 3

Participants' Perceptions of the Inclusion Program by Site

Perceptions	Eastside High School	Loneacres High School	Northview Jr. High School
Improve Self Concept	X	X	-
Improve Socialization Skills	X	-	X
Treated Same as General Ed Students	X	X	X
Use Same Grade Scale & Curriculum	X	X	X
Change Name of Special Ed	X	-	-
Remove Labels	X	-	-
Use of Modifications	-	X	-

Processes. The participants in the three studies discussed how and/or what processes they thought their school had gone through to implement the inclusion program for their school. The first theme the respondents talked about was why they thought inclusion was implemented at their school. Then, they discussed what planning was done before this implementation was made and what inservice and other support was given for its implementation.

The processes the three schools in this multiple case study followed to make the change to inclusion were somewhat different at each site. At Eastside all the students with disabilities, except those with the most severe disabilities, were scheduled into general education classes with little to no planning or inservice for the faculty involved in the inclusion program. The belief by the administration was that it was better to make the change and let those involved experience it for a period of time, then offer the support needed after the program had been implemented.

It was unclear what processes were followed at Loneacres in making the change to inclusion. Almost half the students with disabilities were fully included in general education classes, but no one seemed to know when the change was made. Much support was given to the included students by the staff and general education students at Loneacres. This support included academic and personal counseling, peer assistance, aptitude evaluations and counseling and job coaching. No inservice on inclusion was presented to the staff at Loneacres prior to the inclusion program's implementation. Two inservice programs were, however, presented during the year this study was done, 1994-95.

At Northview planning and inservice were begun at the beginning of the 1994-95 school year, then at the beginning of second semester, the inclusion program was gradually implemented starting with students with disabilities who were most likely to succeed. There was an ongoing support system, according to the respondents, from the top administration down and from all who were involved in the inclusion program throughout the remainder of the school year. This support system was mostly directed toward the faculty with different types of staff development, encouragement and leadership from the principal. Paras were provided to aid the general education teachers by taking the responsibility of the students with disabilities while these students were included in the general education classrooms.

Table 4 summarizes the similarities and differences of the processes at each site as the inclusion program was implemented.

Table 4

Processes Involved in Inclusion Programs' Implementation by Site

Process	Eastside High School	Loneacres High School	Northview Jr. High School
Inclusion—State Mandated	X	-	X
Directive from Site Administration	-	-	X
Planning	-	-	X
Inservice	-	X	X

Products. What happened during the first year of the inclusion program at each of the schools in which this study was done and what the participants believed should have happened were the major themes of the product category. Organizational changes, support by teachers, paraprofessionals, students, parents, administration and other facilitators were major topics discussed by the participants under the theme of what happened during the first year of inclusion at each of these schools. Under what should have happened, topics that were discussed were the need for communication, inservice and support from the administration and teachers. The participants from each school also talked about how successful they believed their inclusion programs were.

It appeared the main indicator of success at all school sites was passing grades for the students with disabilities who were included in general education classes with no adaptations to the general education curriculum or grading scales. At Loneacres and Northview, the support given to the inclusion program by the faculty, administration, students and parents was an indicator of success, according to the respondents. Since everyone involved in the inclusion programs at these schools worked diligently to assist each other and the students with disabilities, the participants believed that cooperation indicated the program was successful. Also, the changes of improvement noted in the students' with disabilities self esteem, attitude and behavior after being in the inclusion program was a sign of success of the program at each site, however none of the participants at any of the sites said how they measured those improvements.

Table 5 summarizes the products at each site after the first year of implementation of the inclusion program as the participants viewed them.

Table 5

Products at the End of the First Year by Site

Product	Eastside High School	Loneacres High School	Northview Jr. High School
Structural Change	X	-	X
Site Administration Support	-	-	X
Support from Others	-	X	X
Passing Grades	X	X	-

Improvements. At all three of the school sites the participants in this study discussed where improvements should be made in the inclusion programs. There were more perceived areas of needed improvement at Eastside High School than the other two school sites according to the respondents; the need for communication, inservice, support from all levels of administration, support from the special education teachers, planning, support from general educators and support from others. At Loneacres High School the respondents saw improvement was needed in communication, inservice, support from building level administration, support from special education teachers and planning. At Northview Junior High School the areas of need the respondents noted were planning and support from the general education teachers.

Table 6 indicates areas of needed improvement for the inclusion program at each school site as the participants viewed them.

Table 6

Areas of Improvement Needed

Area	Eastside High School	Loneacres High School	Northview Jr. High School
Communication	X	X	-
Inservice	X	X	-
Support from Site Administration	X	X	-
Support from Special Educators	X	X	-
Planning	X	X	X
Support from Other Administrators	X	-	-
Support from Others	X	-	X

An analysis of the case studies, individually and collectively is presented in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

To analyze the data presented in Chapter III, it is important to view the data from two perspectives. First, the degree to which successful inclusion programs existed at each of the three data collection sites must be determined. Second, the degree to which the principals responsible for the change to inclusion followed or did not follow the six components Fullan (1991) contends are essential for successful change. Therefore, this analysis will center around Scruggs and Mastropieri's (1994) seven criteria essential to ensure successful inclusion programs and Fullan's (1991) six components essential for change.

Successful Inclusion

Scruggs and Mastropieri (1994) consider seven criteria essential to success of inclusion programs: (1) administrative support, (2) support from special education personnel, (3) accepting positive classroom atmosphere, (4) appropriate curriculum, (5) effective general teaching skills, (6) peer assistance, and (7) disability-specific teaching skills. The data will be viewed from what Scruggs and Mastropieri (1994) believe are essential for successful inclusion programs, rather than what the participants in this study believe are necessary for success to occur.

Operationalizations

Operationalizations of the Scruggs and Mastropieri's (1994) criteria for successful inclusion programs were derived from their research and the literature.

Administrative support. To assist administrators in supporting inclusion, they must understand the necessity of inclusion and be aware of the background information about the provisions in the Individuals with Disabilities Education Act, 1990 (I.D.E.A.), and the Least Restrictive Environment (L.R.E.) requirement. Specifically, they must know that, "Each public agency shall ensure - - - (1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are nondisabled; and (2) That special classes, separate schooling or other removal of children with disabilities is such that education in regular classes with the use of supplementary aids and service cannot be achieved satisfactorily." (34CFR 300.550, b).

Scruggs and Mastropieri (1994) found that inclusion must be a high priority of the district and building level administration displayed by an active problem-solving approach to facilitate inclusion efforts. They contend it is both the district and site administrators' roles to provide the resources necessary for the inclusion program including building adaptations, additional personnel, staff development, materials and/or supplies. In addition the building level administrator must be aware of the inclusion efforts that are being undertaken in his/her building and support those efforts, offering praise to the educators who have successes in their efforts.

Support from special education personnel. Support from special education personnel may come in many forms: Preparing general education students for students with disabilities placement into general education classes prior to the implementation of inclusion is important. This can be done by the special education teacher visiting with the general education students about what some of the disabilities are that students may have and what modifications the students with disabilities may need to assist them as they learn. Adjusting general education class procedures by allowing some students to work on one part of an assignment, while other students devote their time to another portion of the assignment is another way special education personnel can support the general classroom teacher and students. All students can receive a group grade for the project, rather than each student completing a total assignment and being graded individually. The special educator can also provide collaboration, consultation, staff development, materials, information about the students with disabilities, recommend teaching strategies, and provide social support for the general education teachers (Scruggs & Mastropieri, 1994).

Accepting positive classroom atmosphere. For an accepting positive classroom atmosphere, the general education personnel must first understand the inclusion process and have the resources necessary to assist them as they work with students with disabilities. According to Scruggs and Mastropieri (1994), a positive accepting attitude follows. Support from the administration and others aid in the general education teacher's change of attitude. Once the general educator has a positive accepting attitude, that attitude can be modeled for students without disabilities and the general education

students' acquisition of positive accepting attitudes toward students with disabilities. All of this leads to a positive accepting classroom atmosphere.

Appropriate curriculum. Appropriate curriculum is anything students with disabilities need to use to help them in acquiring knowledge. Scruggs and Mastropieri (1994) contend that curriculum that de-emphasizes textbook and vocabulary learning and emphasizes active exploration would be likely to be associated with successful inclusion. Curriculum with high interest, low vocabulary and/or projects with "hands on" materials being used as supplemental materials to the general education curriculum would be considered as appropriate. Sometimes the curriculum is the same as the general education students', sometimes it is not. Curriculum appropriate for the individual student must be determined by the members of the Individual Education Program (I.E.P.) team using background information about the student. Curriculum is an aid teachers use to help students learn a skill. The delivery the teacher uses of the curriculum is as important as the curriculum; they go hand-in-hand.

Concepts may be taught by using many different methods. Some students may be able to learn by using one method, while other students may need different methods to learn the same skill. For example, one student may be able to solve a mathematical problem dealing with change received from a purchase of goods by reading the problem from a textbook and solving it by using paper and pencil, while another student may need manipulatives to understand the relationships of taking a certain number away from the total; still another student may need to use money and a product stamped with a price on

it to understand how the transaction may be made. The curriculum must be appropriate for the students' needs (Brophy & Good, 1986).

Effective general teaching skills. Effective general teaching skills are described by Brophy and Good (1986) in the SCREAM program. This program emphasizes structure, clarity, repetition, enthusiasm, appropriate pace, and maximized student engagement. There must be a structure involved in the lesson so the students can understand where they are, where the teacher wants them to be and what steps are necessary to get there. The directions involved in that process must be clear. To accomplish clarity, teachers may have to be repetitive in their instructions by using different wording and illustrations to make a point. Teachers must be interested in helping students learn a concept and portray that interest with energy which displays enthusiasm.

Appropriate pace may be maintained by teachers moving on to another part of the lesson when they observe that most of the students are ready to proceed. In situations where some students are still unsure of the concept being taught, individual attention must be provided. Teachers can maximize student engagement by calling them by name and allowing students to enter into the learning process by using what strengths they have to be successful. Teachers should be able to learn what the students' strengths are by attending the I.E.P. team meetings and/or consulting with the special education teacher. Monitoring is a must to make certain students are completing their assignments correctly, therefore success is experienced and if not, assistance is given. A balance must

be made in providing assistance without being “overly helpful” (Scruggs & Mastropieri, 1994).

Peer assistance. Peer assistance can be beneficial for both students with and without disabilities. Peer tutoring can help students become acquainted and understand one another. Also, many times a peer can explain a concept in the terms the same age student can understand, when an adult’s terms cannot be understood. It is important, however, that peer tutors be trained so they will know when to provide assistance (Scruggs & Mastropieri, 1994).

Disability-specific teaching skills. Students with different disabilities learn in different ways. Disability-specific teaching skills for the general education teacher may be acquired through staff development, and through collaboration with special education personnel and others in attendance at students’ I.E.P. team meetings. For example, students who have central auditory processing disabilities have difficulty understanding instructions presented to them orally, therefore the information should be provided so the students can read the instructions or through someone showing the students what to do (Scruggs & Mastropieri, 1994).

Eastside High School

Administrative support. Administrative support was not apparent at Eastside High School (E.H.S.) even though Mr. Painter, the administrative designee, believed he was supportive of the inclusion program. According to Mr. Painter, he was moved to E.H.S. from another school in the Metropolis School District to implement the inclusion program. From his point of view, he had done just that; at the beginning of the 1994-95

school year all students, except those with the most severe disabilities, were placed into general education classes and were expected to function with the same curriculum and grading scale as the students without disabilities. Thus, Mr. Painter believed since he had “implemented” the program, he was supportive of it.

After nearly a full year of the inclusion program at E.H.S., Mr. Painter’s comment on providing staff development was, “We’re beginning in August to inservice our own people - - -” (EHS, 4-21-95, 61). Since providing staff development is part of the administrative support Scruggs and Mastropieri (1994) believe is necessary, and the faculty and staff at E.H.S. had not been provided with any staff development before or during the first year of implementation of their inclusion program, E.H.S. did not have administrative support.

In addition, none of the participants, other than Mr. Painter, believed he was supportive of inclusion. Ms. Dilley, the parent of a student with disabilities and a paraprofessional at E.H.S. retorted, “The assistant principal doesn’t do anything to aid in the change to inclusion, he’s the one assigned to it, but he really does nothing” (EHS, 4-20-95, 15). Donald, the student with disabilities, summed up the status of the administrative support at E.H.S., “- - - the principal does nothing for me - - -” (EHS, 4-20-95, 26).

Support from special education personnel. As a whole, support from the special education personnel for the E.H.S. inclusion program was not evident from the study data. Ms. Cory, the chairperson of the special education department, was moved from another school to implement the inclusion program at E.H.S. and given the responsibility

of providing assistance for the program. However, she stated the other special education personnel at E.H.S. resented her and the inclusion program. Additionally, the general education teacher, Ms. Gregory, said “special education teachers are supposed to come in the regular classes and help - - - mine have helped me - - - others have not helped some of the other regular education teachers” (EHS, 4-21-95, 83). The general education teachers believed the special education teachers worked with only a handful of students with disabilities in their resource rooms, while the general education teachers taught the majority of students with disabilities in their general education classrooms.

Accepting positive classroom atmosphere. The general education math class, taught by Ms. Gregory, appeared accepting and positive. However, reflecting back I wonder if the adjective that might describe the classroom better than accepting and positive would be “tolerating.” Judging from the number of students with disabilities in the classroom (12 out of a total of 20) and Ms. Gregory’s statement, “the other students function on about the same level as the students with disabilities,” (EHS Gen. Class Observation, 2-21-95, 1) the class was really a special education class being taught by a general education teacher and assisted by a special education teacher. Ms. Gregory and Ms. Cory said other general education classes with students with disabilities in them were organized in the same way; it appears that the distribution of special education students in this class was purposive. It would be difficult to assess accepting positive general education classes at E.H.S. because in reality, the classes the students with disabilities were included in were not organized as general education classes.

Appropriate curriculum. The curriculum used at E.H.S. was the same curriculum used in the general education classrooms for students without disabilities. All students in the classroom were using the same 9th grade math textbooks. From Mr. Painter's perspective, the appropriate curriculum for students with disabilities is the same curriculum: "We've done an injustice by - - - segregating them in special classes, thinking they can't learn in regular classes - - -. We haven't offered them the same education we offer everyone else - - - with inclusion we do" (EHS, 4-21-95, 55).

Effective general teaching skills. When observing Ms. Gregory's math class, effective general teaching skills were used. Ms. Gregory had structure in her classroom and lesson presentation; she had a plan and followed it. She was clear in her presentation of the lesson, she repeated the steps involved in solving the math problems as many times as was necessary for the students to understand before moving on; appropriate pace was noted. She was enthusiastic in her manner of presentation, involving all the students in the classroom interaction by calling them by name and asking them questions. Then, after assigning the students several problems to solve, she and Ms. Cory, the special education teacher, monitored students' progress by moving among and assisting the students.

In addition, Ms. Gregory used prompting. Though not one of the SCREAM techniques, it is an effective general teaching skill (Brophy & Good, 1986). However, Ms. Gregory gave the students little time after asking a question before she began prompting, leading them toward the correct response. She may have inadvertently caused students to quit trying to solve any problem on their own.

Peer assistance. There was no evidence of a formal or informal peer assistance program at E.H.S. None of the participants mentioned it, nor were there students helping others in the general education class observed.

Disability-specific teaching skills. Ms. Gregory did not use disability-specific teaching skills during the observation of her classroom. She taught the students as a group with no modifications made for individual students.

Summary

Eastside High School did not have a successful inclusion program according to the Scruggs and Mastropieri (1994) seven criteria. The only criterion that E.H.S. met was effective general teaching skills. There was no administrative support, there was little support from special education personnel, the accepting positive classroom atmosphere was questionable, the curriculum was not appropriate, there was no peer assistance program and disability-specific teaching skills were not observed.

Loneacres High School

Administrative support. L.H.S. did not have administrative support at the site level for their inclusion program. According to the principal, Mr. Potter, L.H.S. had always had inclusion, however when he described what took place in their inclusion program, he described the “old mainstreaming model” where students with disabilities were “allowed” to attend classes in which they could succeed without modifications. He believed he promoted the program by allowing the director of special education of Loneacres Public Schools to do what needed to be done to make the program successful. Mr. Potter’s support consisted of him helping the director work out any problems that

arose that she could not handle. He said, "if there is something that she can't get done - - she'll come to me and we'll try to work it out, but there just haven't been any problems" (LHS, 5-5-95, 62).

Ms. Spaulding, the special education teacher, said she believed administrative support came from district administration, especially from the special education director, rather than the principal of L.H.S. She said the director monitored the program and provided resources and problem solving as needed.

Support from special education personnel. The special education teachers supported the inclusion program at L.H.S. by conferring with the general education teachers, making them aware of the students with disabilities strengths and how the general education teachers could use the students' strengths to enhance instruction and learning. Ms. Goode, the general education teacher commented,

The special education teachers at L.H.S. are very good about letting us know the first day of school who the students with disabilities are that we have in our general education classes. They let us know what those students' strengths and weaknesses are so we can use the students' strengths to help teach them. (LHS, 5-4-95, 70)

Ms. Goode said Ms. Spaulding, the special education teacher responsible for inclusion at L.H.S., provided resources for the general education teachers and the students with disabilities by allowing the students to attend the special education resource classroom any time during the day that they needed individual assistance, by sending a teacher's assistant to the general education classes to take notes for the

students with disabilities when needed and by providing “high-lighted” textbooks for the students.

Ms. Goode, the general education English IV teacher, said the special education teachers were the ones who supported her as she worked with the students with disabilities in her classes. Ms. Goode said she and the special education staff consulted frequently, and “this communication helps tremendously” (LHS, 5-4-95, 70).

Accepting positive classroom atmosphere. An accepting positive atmosphere was noted in Ms. Goode’s general education English classroom. All the students seemed comfortable and confident. The students were eager to answer questions posed by Ms. Goode and were not afraid of being criticized if their answers were wrong. When wrong answers were given, Ms. Goode handled them by saying something such as, “that is a possibility, are there any other possibilities?” Students were not embarrassed when they tried. Ms. Goode modeled a positive accepting attitude toward the students with disabilities, therefore the general education students also had a positive accepting attitude toward the students with disabilities. This was evidenced by the students’ with disabilities peers assisting the students with disabilities when needed.

Appropriate curriculum. There was no evidence of appropriate curriculum being used for students with disabilities at L.H.S. Although Ms. Goode used other than textbooks for teaching. Ms. Spaulding said, “although the high school has no adaptive text books, highlighted text books (of main points) are available in the resource room for students to use if they choose to do so” (LHS, 5-4-95, 52). The general education student, Willa, also reported that the students with disabilities had lower grade level

textbooks for vocabulary and grammar. Despite these differential materials, the curriculum was not appropriate for students with disabilities. Scruggs and Mastropieri (1994) believe appropriate curriculum is that which de-emphasizes textbook and vocabulary learning and emphasizes active exploration. There was no evidence of that practice at L.H.S.

Effective general teaching skills. Ms. Good used effective general teaching skills in her presentation during the class period observed (Brophy & Good, 1986). She had structure in her classroom as well as the lesson presentation. The students knew what was going to happen and when; Ms. Goode was organized during the presentation. The students were well prepared so that when Ms. Goode stopped the video and raised questions to elicit class discussion, the students were ready for the interaction with responses that were usually correct. Ms. Goode was clear with her questioning and classroom discussion prompts. She repeated her questions and comments, and rephrased them until the class was able to understand. There was enthusiasm from the students as well, as indicated by their spontaneous interaction during the question/answer sessions. Ms. Goode waited during the video pauses long enough to engage all of the students in the class discussion sometime during the presentation. Those students who did not volunteer, and there were very few, Ms. Goode called by name, therefore involving the entire class.

Peer assistance. Even though L.H.S. did not have an organized peer tutor program, in which the tutors were trained prior to assisting students with disabilities, Ms. Goode allowed the students with disabilities to sit next to a friend, who could assist them

when needed. Donald, the student with disabilities said, "I have people help me in class a lot - - - my friends - - - smart ones" (LHS, 5-3-95, 9). In fact, Ms. Spaulding said peer assistance was the only modification Donald would accept, even though others were listed on his I.E.P. and were available to him.

Disability-specific teaching skills. There was no evidence of Ms. Goode using disability-specific teaching skills during the observation of her general education English class. All students were presented the lesson in the same manner during the classroom observation; by showing the video and then questioning the students orally. However, during the interview she said,

I adapt to the needs of students with disabilities by allowing those who have difficulty writing book reports to present their reports orally. I also allow those who have physical disabilities to use the computer, rather than having them write their reports in cursive. Teacher's assistants are also used to take notes for students with disabilities when needed. (LHS, 5-4-95, 70)

It seemed Ms. Goode knew how to use disability-specific teaching skills even though they were not apparent in the class observed.

Summary

Given the data and according to Scruggs and Mastropieri's criteria (1994), the inclusion program at L.H.S. was not successful. Since there was not both site and district level administrative support, that criterion was not achieved. The curriculum was not appropriate even though some modifications were being used; in general the students

with disabilities used the same curriculum as the general education students. Even though peer assistance was used at L.H.S., there was no training for them prior to assisting the students with disabilities.

Northview Junior High School

Administrative support. Throughout every interview, the participants in this study talked about the strong administrative support that Northview Junior High School had for its inclusion program, especially from the principal. Other administrators were also mentioned; the assistant principal at N.J.H.S. and the director of special education of the Northview Public Schools (N.P.S.). Ms. Wagner, the parent of the student without disabilities summed it up: “The inclusion program has had support from the top administrators down” (NJHS, 5-12-95, 46). However, judging from Mr. Pride’s statement concerning students with disabilities, “Just because they fail a class does not mean they are not learning more than they would in the resource room” (NJHS, 5-11-95, 18), it appears that Mr. Pride did not understand inclusion. Scruggs and Mastropieri (1994) contend understanding must come before promotion or support of any program. Therefore, administrative support was not evident at N.J.H.S.

Support from special education personnel. The special education teachers and paraprofessionals monitored and assisted the students with disabilities in the general education classes at N.J.H.S. The special education staff aided the general education teachers in finding the right materials and instructional methods for individual students. Ms. Gentry said, “the special educators are very sensitive and perceptive about when a student needs help, and they provide whatever is needed” (NJHS, 5-11-95, 8). Ms.

Wagner, the parent of the student without disabilities said the special education staff was out there, hands on, doing everything they could to assist the students and general education teachers in the change to inclusion. Therefore, it was obvious Northview's special education personnel were supportive of the inclusion program.

Accepting positive classroom atmosphere. Ms. Gentry did not promote an accepting positive atmosphere in the general education English classroom that was observed at N.J.H.S. She did not try to draw David, or the other two students with disabilities, into the discussion with the class nor draw attention to them in any way. Since Ms. Gentry did not include the students with disabilities in the class interaction and the students with disabilities were segregated within the classroom by seating them all at one quad in one corner of the seating arrangement, there was no modeling of an accepting positive classroom atmosphere for the students without disabilities. Consequently the general education students and the students with disabilities did not interact.

Paraprofessionals were provided by the district to accompany students with disabilities into the general education classrooms. Ms. Allen, the paraprofessional assigned to David, the student tracked in this study, attended to him and the other students with disabilities present in the general education English classroom. Ms. Gentry used Ms. Allen's assistance as complete responsibility of the students with disabilities, rather than to assist her in providing the students with disabilities their educational program.

Appropriate curriculum. Appropriate curriculum was available at N.J.H.S. and judging from the interview with Ms. Gentry, the general education teacher, it was used. Ms. Gentry said the staff at N.J.H.S. had inservice on how to adapt the curriculum for the students with disabilities. "A *gold file* which has information of all sorts on how to adapt curriculum is provided and the district belongs to a *coop* that provides materials for teachers throughout the district to borrow are available at the district office" (NJHS, 5-11-95, 8).

During the observation in Ms. Gentry's general education English class there was nothing different about the curriculum used for the students with disabilities; all students were using the same literature textbooks. However, David's I.E.P. indicated he was on grade level academically and did not need modifications to the general education curriculum. The I.E.P.s of the other students with disabilities were not available, therefore it was not known whether they needed modifications.

Scruggs and Mastropieri (1994) believe appropriate curriculum uses other resources than textbooks. In Ms. Gentry's English class, all students were using a literature textbook, but Ms. Gentry used a tape recorder and had the students listen to part of the play they were studying. She also referred to the students acting out the plays during the time she was discussing with the students what they had done previous to that lesson. Judging from her comments, she used appropriate curriculum.

Effective general teaching skills. During the period the observation of the general education English class, Ms. Gentry did not use effective general teaching skills. She used some of the SCREAM teaching skills described by Brophy and Good (1986),

but not all of them. Ms. Gentry had structure in her classroom, as well as her lesson presentation. She began with an overview of what the class had studied to that point on the subject and she clearly defined her expectations during her review to help the students prepare for the upcoming test on the novel. She replayed part of the novel on the cassette tape recorder and asked questions about what the students had heard. She also read some of the passages from the book portraying great feeling and enthusiasm as she read. Ms. Gentry moved rather quickly not allowing any breaks in the action; it was not possible to tell whether the students understood before she proceeded since there was little interaction among the students. She included most of the students in the discussion, except for David and the other students with disabilities, therefore she did not maximize student participation.

Peer assistance. There was no organized peer assistance program for students with disabilities at N.J.H.S., however they had informal peer assistance available to any student who needed it. Walter, the general education student, said he was one of the peer assistants. "We just try to make them (students who need assistance) understand things that they're doing - - -. We just try to help them as much as possible" (NJHS, 5-12-95, 72). Ms. Gentry said even though these students are not an organized team, they are valuable facilitators in making the inclusion program a success.

Disability-specific teaching skills. Judging from the observation of the general education class, Ms. Gentry may have used disability-specific teaching skills. She used different approaches while teaching the lesson, but there was no way of knowing if these approaches were modifications on the students' with disabilities I.E.P.s, since David's

I.E.P. did not specify modifications and the other students with disabilities I.E.P.s were not available. During the interview with Mr. Pride he talked about how N.J.H.S. had been training general education teachers in different learning styles. He said, "I scheduled three staff development activities throughout the year presented by the N.J.H.S. special education staff because I felt they knew more about what the faculty needed than an outsider would" (NJHS, 5-11-95, 22). He said he believed these inservices had been quite successful.

Summary

Of the seven criteria, Scruggs and Mastropieri (1994) believe are essential for a successful inclusion program, three may have been used in the N.J.H.S.'s program: support from special education personnel, appropriate curriculum, and disability-specific teaching skills.

Summary of the Seven Criteria for

Successful Inclusion Programs

Considering the data collectively, none of the three school sites met all seven of the criteria for successful inclusive schools. The Eastside High School inclusion program fell short in six of the seven areas, while Loneacres High School achieved four of the seven criteria. Three areas of success were noted in the data collection from Northview Junior High School. Table 7 allows a graphic visual comparison of the criteria across the three data collection sites.

It is interesting to note that not one of the seven criteria were met in all the sites. The L.H.S. and N.J.H.S. had two criteria in common among their data: support from

special education personnel and disability-specific teaching skills. E.H.S. and N.J.H.S. had one criterion in common among their data: effective general teaching skills. N.J.H.S.'s data was the only one that indicated there was appropriate curriculum, while L.H.S. was the only site that had an accepting positive classroom atmosphere in the inclusion programs.

Table 7

Comparison of Seven Criteria Essential for Successful Inclusion Programs

Criteria	Eastside High School	Loneacres High School	Northview Junior High School
Administrative Support	-	-	-
Special Education Personnel Support	-	X	X
Accepting Positive Classroom Atmosphere	-	X	-
Appropriate Curriculum	-	-	X
Effective General Teaching Skills	X	X	-
Peer Assistance	-	-	-
Disability-Specific Teaching Skills	-	X	X

Successful Administration

“ - - - The principal is the person most likely to be in a position to shape the organizational conditions necessary for change” (Fullan, 1991, p. 76). Fullan (1991) believes principals engage in six activities that directly impact change: (1) have and articulate a vision, (2) provide evolutionary planning, (3) take and allow initiative and empowerment, (4) provide staff development and assistance, (5) provide monitoring and problem coping and (6) bring about restructuring.

Activity Operationalization

Successful administration of any change requires the site principal to not only be knowledgeable about the program, but also to understand the change process (Fullan, 1991). Operationalizations of Fullan's (1991) activities follow.

Have and articulate a vision. The first step in the change process is vision. Principals must be able to visualize how the new program will improve upon the old one in such a way that it will be beneficial for those involved. They must be capable of articulating this vision to those involved so that others will take ownership of the new program. This step also involves what the general game plan or strategy will be for making the change (Fullan, 1991). Fullan emphasizes vision involves both the content and process of change.

Provide evolutionary planning. The site administrator must have a plan about how to initiate the change and be willing and able to allow the plan to evolve, changing direction as needed as the program progresses. “Once implementation was underway toward a desirable direction, the most successful schools adapted their plans as they

went along to improve the fit between the change and conditions in the school to take advantage of unexpected developments and opportunities” (Louis & Miles, 1990, p. 83).

Initiative-taking and empowerment. Initiative-taking and power must be taken by the site administration initially in the change process, but he/she must also allow faculty to initiate when appropriate, thus providing them the power to take ownership of the new program. “Initiative can come from different sources, but when it comes to implementation, power sharing is crucial” (Louis & Miles, 1990, p.83). “Constant communication and joint work provide the continuous pressure and support necessary for getting things done” (Fullan, 1991, p. 84).

Staff development and assistance. Staff development is the key that will unlock the door to the new innovation. Faculty must feel comfortable with the new program before they will be willing to try it. Fear comes from the unknown and staff development provides the familiarization needed to become comfortable with a change enough to try it. The administrator must make periodic checks to determine when and/or whether additional assistance is needed as faculty implements the change. Continuous assistance must be provided for a change to lead to restructuring (Fullan, 1991).

Monitoring and problem-coping. “Monitoring services two functions. First, by making information on innovative practices available it provides access to good ideas. - -Second, it exposes new ideas to scrutiny, helping to weed out mistakes and further develop promising practices” (Fullan, 1991, p. 86). The principal must know who and when those involved need assistance and be willing to provide that assistance.

Restructuring. The first five steps will lead to the sixth, which is restructuring. Restructuring results in the new program taking the place of the old program and becoming a part of the overall institution. Restructuring also involves changing the existing structure of an institution so that it will accommodate practices that will lead to the overall change in the institution. Fullan describes these changes as those that are “conducive to improvement” (1991, p. 88). These changes are those that may allow additional planning time for teams, providing mentors or coaches for those involved in implementing the change and new staff development policies that may allow more professional days for faculty and staff inservice programs.

Each study will be viewed individually, then collectively from Fullan’s change framework to determine the extent to which the above six components were present during the change to inclusion at those sites. The data will be viewed from what Fullan (1991) believes must be present for a successful change to occur, rather than what the participants of this study believed are necessary for change to take place.

Eastside High School

Have and articulate a vision. The vision for Eastside High School’s change to an inclusion program for its students with disabilities came from administrators from the district office, not from the E.H.S.’s principal. The district office administration took the lead in getting the inclusion program started.

A committee was organized last year of educators from E.H.S and some central office personnel. On-site visits at schools in the

district and in other districts that had successful inclusion programs were made. (EHS, Painter, 4-21-95, 60)

The E.H.S. principal would not be interviewed for the study, but instead asked the person who was on special assignment at E.H.S., acting as assistant principal, Mr. Painter, to be interviewed in his place. Mr. Painter's vision of inclusion was changing the special education program's name and doing away with labels of students with disabilities. He also visualized inclusion as educating students with disabilities in general education classes, using the same curriculum and grading scales as that used for students without disabilities.

Evolutionary planning. Planning for the implementation of the inclusion program at E.H.S. was done by the committee comprised of some district office administrators, the principal, and special education and general education personnel on staff at E.H.S. during the 1993-94 school year. Mr. Painter said a plan had been developed by the committee, but Ms. Cory, the special education coordinator disagreed. "There was really no plan - - -. I was just asked to get the program going - - -" (EHS, 4-20-95, 38). It appears no inclusionary planning occurred at E.H.S.

Take and allow initiative and empowerment. Mr. Painter did take the initiative to implement the inclusion program at E.H.S. He also allowed initiative-taking from the faculty. He gave the general education teachers a choice of whether or not they wanted to have a student with disabilities assigned to their class this year. Next year, 1995-96, Mr. Painter said there would be no choice.

Mr. Painter believed he had empowered the special education personnel to proceed with the inclusion program at E.H.S. However, Ms. Cory said, “the administration gave me the job to do, but no power to do it, and no one was behind me that would take the power” (EHS, 4-20-95, 47). At E.H.S. there were disagreements about initiative-taking and empowerment, therefore, there was little evidence of either.

Provide staff development and assistance. There had been no staff development before or during the implementation of inclusion for the staff at E.H.S. Mr. Painter felt the inclusion program should be in operation one full school year before any inservice on the subject should be offered. The staff, however, saw the need for staff development before and during implementation of the change to inclusion. Ms. Gregory, the general education teacher, lamented, “We’re not trained to work with students with disabilities - - - we need more inservice. - - - The principals aren’t aware that we need more inservice. I just feel so unprepared - - - I’m afraid of being sued later - - -” (EHS, 4-21-95, 84).

Provide monitoring and problem coping. It was the consensus of the participants in this study that there was no monitoring or problem coping of the inclusion program by anyone at E.H.S. Ms. Cory tried to fill that role. At the beginning of the implementation of the program she consulted with the general and special education teachers to let them know if they had problems, she would be glad to try to help them solve them. Most of the faculty and staff at E.H.S. would not take advantage of her expertise. “ - - - Teachers resented me, resented inclusion, resented the administration - - -” (EHS, 4-21-95, 9).

Mr. Painter coped when the general education teachers came to his office complaining about the inclusion program. He gave them a “pep” talk about the positive points of the program and sent them on their way. He said, “during this first year when I have regular education teachers come in griping about special education, it gives me an opportunity to talk about inclusion with them” (EHS, 4-21-95, 63).

Restructuring. Even though special education students were “included” in general education classes, there was no restructuring at E.H.S. In actuality, the general education classes became special education classes; in the general math class observed, there were 12 students with disabilities out of a total of 20 in attendance.

The assistant principal believed that restructuring had occurred because, “We don’t use the term special education anymore - - -, we use special services, and we’ve done away with the learning disabilities label” (EHS, 4-21-95, 66). Mr. Painter also believed the way restructuring should be done was to implement the inclusion program the first year, then begin the following year to plan, inservice and train those involved. He saw restructuring as a change in semantics, while Fullan’s (1991) definition is much broader, the innovation replaces the complete structure of the previous practice. Restructuring happens as a result and in concert with the other five steps of successful change; it should not precede the other steps.

Summary

E.H.S. did not meet one of Fullan’s (1991) six components of the “Successful Change Model.”

Loneacres High School

Have and articulate a vision. The principal at L.H.S., Mr. Potter, did not have and articulate a vision for the change to inclusion. Since a vision for successful change involves being able to visualize the innovation as something better than current practice, it was not surprising that most of the participants in this study did not see the inclusion program at Loneacres High School (L.H.S.) as a change. They believed it was a program they had always had. The principal, Mr. Potter, stated he thought they had always included those students who were capable of being successful in general education classrooms. The special education teacher, responsible for inclusion said L.H.S. had always “mainstreamed” kids. They had always tried to place students where they needed to be, in the least restrictive environment. In sum, “apparently inclusion must be a process they have always had,” (LHS, 5-3-95, 10) reported the parent of the student with disabilities, Ms. Drake.

When any of the participants mentioned leadership for the inclusion program at E.H.S., they consistently said it came from the district’s central office, mostly from the director of special education. No one thought the principal of L.H.S. had the vision for the change to inclusion.

Evolutionary planning. L.H.S. was in a formative stage of planning for the change to inclusion; no planning had taken place. Planning initiatives came from the administrators at the district’s central office. The assistant superintendent polled the L.H.S. staff to determine what kinds of inservices they thought they needed. With that information, he met with a planning committee and plans were formulated for staff

development on inclusion. The planning committee included the special education director and general and special education staff from Loneacres Public Schools. The principal of L.H.S. was not involved.

Take and allow initiative and empowerment. Mr. Potter, the principal of L.H.S., took no initiative in the change to inclusion. He said, “ - - - because we have a special education director, I don’t pay much attention to that” (LHS, 5-5-95, 62). Mr. Potter was willing, and apparently quite anxious, to allow the special education director any initiative-taking and empowerment she needed to take care of anything that involved special education.

Provide staff development and assistance. Mr. Potter provided no staff development or assistance for the inclusion program at L.H.S. There had been two inservices throughout the school year on inclusion, but none prior to that school year’s beginning. The district administration arranged for a well known specialist on inclusion programs to present two inclusion inservices to the staff and faculty. The first inservice was mandatory and the second offered other choices for the staff. Mr. Potter had no input into the decision or scheduling of the programs, other than some physical logistic, since the inservices were being presented at his building.

In addition, Mr. Potter provided no assistance for the inclusion program, but rather left those responsibilities to the director of special education and other district administrators. By his own admission, special education was not a priority. The special education teacher said, “ - - - He could care less about special education. He doesn’t care as long as we present no problems - - - he will be fine - - - will support us 100

percent, but if there are any problems - - - I have no idea what he'll do" (LHS, 5-4-95, 74).

Provide monitoring and problem coping. Mr. Potter provided no monitoring or problem coping at L.H.S. However, there was monitoring and problem coping for those involved in the inclusion program at L.H.S. Ms. Walker, the parent of the student without disabilities said, "The special education director does the monitoring of the inclusion program and offers solutions to any problems there might be throughout the school system" (LHS, 5-5-95, 24). The L.H.S. counselor, the special education teachers and the director of special education stayed in close contact with the general education teachers who had the students with disabilities in their classes, to determine whether or not there were any problems, and if there were, they problem solved to work it out.

Ms. Drake, the parent of the student with disabilities, said she thought Mr. Potter would take an active role in problem coping if problems arose. However, according to Mr. Potter there were no problems with which to cope.

Restructuring. Mr. Potter saw no reason for a change at L.H.S. He indicated things were running smoothly and he did not want any change to upset the operation at his school. He commented that the teachers were happy, the parents were happy and the students were able to be successful. At L.H.S. there had been no restructuring.

Summary

The principal, Mr. Potter, was not involved in any of the steps that Fullan (1991) believes must be made by the principal of a school to lead to change. However, at Mr. Potter's request and with his support, there were others who provided some of the steps

essential for a change to take place. The district administration, specifically the assistant superintendent and the director of special education, had and articulated a vision for the change to inclusion at L.H.S., they took initiative and empowerment to get the change started by providing staff development and assistance. In addition, the director of special education provided monitoring and problem coping, but there was no evolutionary planning or restructuring at L.H.S.

Northview Junior High School

Have and articulate a vision. The principal at N.J.H.S. had and articulated a vision for the change to inclusion. Mr. Pride believed, “- - - My job as the leader is vision. You know, where do we need to go? Where do we want to be in five years, ten years?” (NJHS, 5-11-95, 21). The district administration, including the director of special education at Northview Public Schools also supported the vision for the change to inclusion.

Evolutionary planning. There was evidence of evolutionary planning in the inclusion program at N.J.H.S. The special education teacher, who had the responsibility of implementing the inclusion program at N.J.H.S., Mr. Speight, said he believed some planning had been done, but more needed to be done. He said there originally had been a three year plan to implement the inclusion program throughout the district, but nothing was written down. He said he thought Northview Public Schools (N.P.S.) was in the second year of that plan. “I think we’re in a pretty formative stage of development, yet we’ve got quite a bit done” (NJHS, 5-12-95, 63).

Ms. Gentry said the principal started out with the planning, then let the teachers take over when they became knowledgeable about the process. Mr. Pride said one of his jobs was to “read the faculty,” and provide planning of any program as was needed for successful implementation of that program.

Takes and allows initiative and empowerment. The faculty at N.J.H.S. believed they were allowed to take initiative: “I believe the principal allows the teachers initiative-taking and empowerment to do what they need to do” (Ms. Allen, the teacher’s assistance, NJHS, 5-12-95, 32). Ms. Gentry, the general education teacher said she thought they had the power to do what needed to be done to make the change to inclusion.

It appears that Mr. Pride took initiative to implement the program at N.J.H.S., but he did not allow his staff to practice initiative-taking and empowerment. When talking about how the inclusion program was implemented at N.J.H.S., Mr. Pride said,

I’m real big on giving teachers directives and having them take care of them. I visited with the special education teacher and told him I wanted to see the kids of his that could be successful in the classrooms, and not sitting in his resource room. (N.J.H.S., 5-11, 95, 17)

Provide staff development and assistance. This principal provided staff development and assistance. Ms. Gentry, said N.J.H.S. had an ongoing staff development program for the first time this school year. She attributed that change to Mr. Pride. She said, “this is the first year for that, and the first year for our present

principal” (NJHS, 5-11-95, 8). Besides the three inservice programs presented throughout the first semester of the 1994-95 school year, along with the “gold file” and “coop”, Ms. Gentry also talked about another inservice tool the principal, Mr. Pride, used; “Channel 1”, an in-house television channel through which he played videos on many different subjects throughout the day, one of them being inclusion. She said Mr. Pride distributed a schedule of what was being shown during which period so the staff could turn the television on whenever they had an opportunity.

The general education teachers were also assisted through the ordering of flat topped desks so the students could be grouped together, by checking with the teachers on a regular basis to ask if there was anything they needed, and by taking care of discipline problems of students with disabilities when needed. The special education teacher and paraprofessional provided assistance by going into the general education classrooms where the students with disabilities were being included to work with those students, too.

Provide monitoring and problem coping. The principal of N.J.H.S. led in the monitoring and problem coping, but everyone involved in the program had a part as well. Mr. Pride was in and out of the classrooms in which the students with disabilities were included. He observed to determine how the program was progressing. Mr. Pride visited with the teachers often, asking them if they had any problems and/or needed assistance. The general education student, Walter, said he felt the principal and assistant principal monitored and assisted the program, because he always saw them around talking to the teachers and teacher’s assistants.

Probably the biggest involvement in the monitoring and assisting aspect of the inclusion program came from the special education teachers and paraprofessionals. Ms. Gentry said the entire group of special educators were very sensitive and perceptive about when a student with disabilities needed help, and they provided whatever was needed. She said they were also quite helpful in providing assistance to the general education teachers in finding the right materials and instructional methods for individual students.

Restructuring. Restructuring had not occurred at N.J.H.S., but the staff and faculty were making progress toward it. Since the inclusion program had only been implemented at the beginning of second semester, there was a possibility that it was too early for restructuring to have taken place. The special education teacher, Mr. Speight said they had learned some things this year that they would do differently the following year, but all in all he thought it had been a pretty successful year.

Summary

Looking at the six steps Fullan (1991) contends must be present for successful change, N.J.H.S. met all but restructuring. Also, evidence in support of allowing initiative-taking by faculty is questionable. However, there is clear evidence of: having and articulating a vision, providing evolutionary planning, providing staff development and assistance, and providing monitoring and problem coping.

Summary of the Six Steps Necessary

for Change to take Place

In this multiple case study none of the data collection sites' principals followed all of the six steps Fullan (1991) believes are necessary in leading to a change in any school. In fact, the data collected from the Eastside High School and Loneacres High School show that none of the six steps were followed by the principals in those schools. The principal at Northview Junior High School followed four of the six steps: (1) have and articulate a vision, (2) provide staff development and assistance, (3) provide evolutionary planning, and (4) provide monitoring and problem coping.

Table 8 presents a visual summary of the findings from the data collected on Fullan's "Successful Change Model" at the three sites in this multiple case study.

Table 8

Comparison of Components Necessary for Successful Change

Components	Eastside High School	Loneacres High School	Northview Junior High School
Have & Articulate a Vision	-	-	X
Provide Evolutionary Planning	-	-	X
Take and Allow Initiative & Empowerment	-	-	-
Provide Staff Development & Assistance	-	-	X
Provide Monitoring & Problem Coping	-	-	X
Bring About Restructuring	-	-	-

Summary

None of the three sites in this multiple case study met all of the criteria Scruggs and Mastopieri (1994) believe are essential for successful inclusion programs, nor did any of the site administrators follow all of the components Fullan (1991) contends are necessary for successful change.

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

CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND IMPLICATIONS, AND COMMENTARY

This chapter includes a summary of the study, conclusions, recommendations and implications, and a commentary derived from the data collected at the three sites in this multiple case study.

Summary

The purpose of this multiple case study was to examine what secondary principals do to facilitate the change to inclusive schools, and who and what else facilitate this change process. This purpose was accomplished by:

- Data collection from three secondary public school sites using the sources of direct observation, systematic interviewing and document review.
- Data presentation into (1) perceptions, (2) processes, and (3) products from each site studied and then collectively.
- Data analysis individually by site, then collectively, from two perspectives: (1) Scruggs and Mastropieri's (1994) Successful Inclusion Model, and (2) Fullan's (1991) Change Model.

Data Needs

Data from inclusive schools and people who were involved in inclusion programs were needed to achieve the purpose of this study. I needed to observe and interview principals, general and special education teachers, students with and without disabilities and parents/guardians of students with and without disabilities to gather data on their perceptions of the ways in which inclusive programs were successful, and who and/or what made them successful.

Data Sources

Three secondary school sites were used as data sources. One school was located in a large urban school district, one in a small rural district, and one in a small suburban district. All lauded their successful inclusion programs and were willing, even eager, to participate in the study.

Data Collection

This multiple case study relied on three sources of evidence: direct observation, systematic interviewing and document review. Students with disabilities were observed in general education classes and when appropriate in special education resource rooms. Interview questions sought to elicit participants' perceptions of successful inclusion programs and the individual's responsibilities for the change that led to their success. The students' with disabilities Individual Education Programs, faculty's inservice agendas of programs having to do with inclusion, and other relevant documents were reviewed.

Data Presentation

A literature review was conducted before the data collection began. The emerging themes in the data were then compared to the literature. The constant comparison method of analysis (Glaser & Strauss, 1967) was used throughout this study and resulted into the development of the following data categories: perceptions, processes and products.

Perceptions. Perceptions were ways in which the participants defined inclusion at their site: what procedures were followed in their programs, what changes in the students' with disabilities educational programs were made, what changes were noticed in the students with disabilities since the inclusion program began at their school and what was negative or positive about those changes.

The principals' perceptions of the inclusion program resulted in students with disabilities being placed in general education classes with the expectation that they function as general education students. The site administrators believed the students with disabilities should be treated the same as general education students in every way including using the same curriculum with little to no modifications and evaluation with the same grading scale.

Some special educators in this study were concerned that the students with disabilities might not be successful in the general education classroom since they were accustomed to the more sheltered environment of special education classes. This concern was also noted in the research of Cousins and Allen (1993).

In this study, the site administrators had the least positive attitudes regarding the implementation of inclusion, while special educators had the most positive attitudes about the change to inclusion. This finding is contradictory to the literature reviewed (Garvar-Pinhas & Schelkin, 1989).

Processes. Processes included how the participants thought inclusion was implemented at their school and by whom. The respondents discussed why they thought inclusion was implemented, what planning was done and what support was given for the program's implementation and follow-through. The processes used for implementation of the change to inclusion at each site were similar.

At each site, little planning or staff development for those involved in the change were noted before implementation of the programs. What planning and staff development were provided were generally initiated by district administrators or consultants who were knowledgeable about inclusion. These strategies support findings by Baines, Baines and Masterson (1994).

The major complaint from general education teachers about the change to inclusion was that few had received any training in teaching students with disabilities before being expected to do so in their inclusion programs. Many believed they were not trained adequately, and some even feared being sued later by parents of students with disabilities because they were not qualified to teach special education. These findings were also supported in the literature (Baines, Baines & Masterson, 1994).

The district administrators in this study set the policy for inclusion, scheduled inservices on inclusion, and at two sites provided support through hiring additional

personnel (paraprofessionals, job coaches, career counselors, and school psychologists). The district administration also set the policy at the sites, but left the planning and final implementation to the site administration. The research of Purkey and Smith (1985) and McDonnell and Hardman (1989) confirm these strategies.

Principals in this study were willing to leave procedures for educating students with disabilities as they were because change does not bring order, rather it brings confusion, disorder and sometimes chaos. Secondary principals deal with a plethora of decisive issues and concerns throughout the majority of their day, therefore change was not an activity to which they looked forward. Louis and Miles (1990) found similar findings.

Products. Products involved what the participants in this study thought happened at their school and what they thought should have happened during their first year of inclusion. The participants gave their opinion of what was successful or unsuccessful about their program, what role they thought support played in the success or failure, and what was needed to make their programs successful.

Generally, participants saw their inclusion programs as successful and positive for students with and without disabilities. People talked about students' with disabilities behaviors, self esteem and socialization skills improving. These results were noted in the literature reviewed (Cousins & Allen, 1993). However, the only successes they mentioned that were measurable were grades. Others believed their inclusion programs were in need of many changes. Participants mentioned staff development as one of the

major needs. Another need discussed was the involvement of parents in the planning and implementation process.

As a whole, parents of students with and without disabilities in this study perceived the change to inclusion as positive for all students. The parents of the students without disabilities said they wanted to understand more about inclusion through communication with the principal, through workshops or scheduled parental meetings. These concerns were also noted in the research (Giangreco, 1992).

Analysis

Data were compared to the seven criteria Scruggs and Mastropieri (1994) consider essential to ensure successful inclusion programs: administrative support, support from special education teachers, accepting positive classroom atmosphere, appropriate curriculum, effective general teaching skills, peer assistance, and disability-specific teaching skills. Then, the data were compared to the six components Fullan (1991) believes are necessary for any successful change: have and articulate a vision, provide evolutionary planning, take and allow initiative and empowerment, provide staff development and assistance, provide monitoring and problem-coping, and bring about restructuring.

Findings

Given the data, none of the three sites in this multiple case study met all of the criteria Scruggs and Mastropieri (1994) believe are essential for successful inclusion programs, nor did any of the site administrators follow all of the components Fullan (1991) contends are necessary for successful change.

Conclusions

The conclusions drawn from the findings center around answers to the research questions developed to guide the study.

What do principals do to facilitate the change to inclusive schools?

Given the findings of this multiple case study, it could be concluded that principals do little to facilitate the change to inclusion at the secondary school level. Principals did not have and articulate a vision, provide evolutionary planning, take and allow initiative and empowerment, provide staff development and assistance, provide monitoring and problem coping or bring about restructuring (Fullan, 1991). In general, principals delegated special education to others; specifically, the change to inclusion was delegated to special educators.

This conclusion is remarkably negative and discouraging and suggests that secondary principals do not understand inclusion. It seems they did not know or realize the minimal legal expectations or requirements for inclusive education for students with disabilities. In fact, their definitions of "inclusion" are not within the limits of the law. The Individuals with Disabilities Education Act (1990) states the minimum requirements of the L.R.E. (inclusion) for students with disabilities, and the principals' definitions fell short of this minimum.

It also appears that secondary principals do not act in ways that support inclusive instructional programs. They do not appear to know or understand that administrative support, an accepting positive classroom atmosphere, appropriate curriculum, effective

general teaching skills, peer assistance, and (dis)ability-specific teaching skills are needed to successfully educate students with disabilities (Scruggs & Mastropieri, 1994). And, if they do not know or cannot foster these things, then they may not be able to foster student learning generally and good instructional strategies for students with and without disabilities, specifically. In what ways, then, do these administrators serve as instructional leaders in their buildings? How do they foster student learning and success? This view of secondary principals is similar to the glass of inclusion being half empty or entirely empty.

But, a view of secondary principals similar to the glass half full of inclusion could also be concluded. Given the data in terms of perspectives, processes and products, these administrators are vital actors in the successful change to inclusion. At Eastside High School, Mr. Painter has defined as a structural movement away from students with disabilities being labeled and educated in special education classes and Mr. Painter has clearly accomplished this goal. He changed the name special education to special services, removed special education labels from students with disabilities, and reassigned the majority of the students with disabilities from special education classes into general education classes for their educational program. At Loneacres High School, existing “mainstreaming” strategies constitute successful inclusion. Mr. Potter, through delegation to the district’s special education director, has clearly maintained the status quo and thereby succeeded in accomplishing this goal. And finally, at Northview Junior High School, Mr. Pride has moved from educating students with disabilities in segregated special education classes to a more inclusive program for these students. He

had and articulated the vision for the change to inclusion for his staff, he provided evolutionary planning, continuous inservice and assistance throughout the school year, and he provided monitoring and problem coping.

In fact, when viewing the administrators in this study from this perspective it appears the least successful of the administrators is Mr. Pride, who was the most successful under the rigorous scrutiny of Scruggs and Mastropieri (1994) and Fullan (1991). Mr. Pride is least successful because he has chosen to engage in a “system” wide change. He has chosen to do more than just change labels and collapse special education classes into general education classes. He has also chosen to do more than maintain the status quo. Mr. Pride has chosen to attempt a “restructuring.” Given that he was only one year into the process when this study was completed, not achieving this culminating activity seems more reasonable than having already achieved it.

A third conclusion is also possible. This conclusion chooses to not view the problem of inclusion as being in a “glass” at all. It assumes that the frameworks of Scruggs and Mastropieri (1994) and Fullan (1991) provide only a partial picture of inclusion and the processes needed for successful change. Collaboration or the interaction of individuals in the processes necessary for success must be considered. Time is also a factor in any change process. The schools in this study had completed only one year in their change implementation. They were learning what was needed and where they needed to go. Change was happening, but the principals and these schools do not meet the “ideal” standards of Scruggs and Mastropieri (1994) and Fullan (1991).

It is possible that these “ideals” do not reflect the phenomenon of change as usual as other “ideals” may.

Who and/or what else facilitate the
change process?

In this study, it appears that others facilitated the change to inclusion. Facilitators of the inclusion programs included special education directors, special education teachers, paraprofessionals and teachers’ assistants. These educators initiated the change to inclusion by having and articulating the vision, taking initiative and allowing others initiative and empowerment, providing staff development and assistance, and providing monitoring and problem coping. They engaged in these activities with or without the support of administration; some special educators were delegated these responsibilities, some took the responsibilities upon themselves.

Additionally, the data indicate that secondary principals do not act in ways that support the processes of change detailed by Fullan (1991). They do not appear to know or understand that having a vision (of a change) and being able to articulate that vision so that teachers take ownership, fosters success. They also do not appear to understand the importance of taking initiative and allowing others initiative and empowerment, providing staff development and assistance, and providing monitoring and problem coping and restructuring when needed. If they do not know and foster these things, then they may not be able to foster general administrative strategies. If this is true, what strategies do these administrators use to lead their schools?

Only one of the principals in this study engaged in activities Fullan (1991) contends must happen for change to take place. It is possible secondary principals, as a whole, do not understand the change process, and therefore, it might follow that principals, as a whole, do not understand what is needed for successful administration.

The data also suggested that the facilitation for the change to inclusion was accomplished by those who possessed the most knowledge about the content of the inclusion program, special educators. These people understood what was necessary for successful inclusion and were trained in strategies that fostered a positive classroom atmosphere, the design of appropriate curriculum, effective teaching skills, peer assistance, and (dis)ability-specific teaching skills (Scruggs & Mastropieri, 1994). However, even with the special educators following the steps for successful change and the criteria for successful inclusion, there was still no change at these schools. Why?

The mandate of inclusion by the I.D.E.A. (1990) is an attempt to redefine education to make special education all educators' job, but it does not explain why this is necessary, nor how it can be accomplished. Even though special educators understand inclusion and why it is necessary, they cannot bring about the change to successful inclusive schools alone. The problem of how to accomplish this monumental task is much too complex to be solved at the site and local levels because of the history of separate funding for separate services. At the state level, current separate and individual training programs also work against this. It is possible that the changes must begin at the federal level with legislation that will redefine and restructure education for all students in American schools.

However, it is also possible that administrators are demurring to the expertise of their faculties in special education. They are “delegating”, “empowering” and/or “allowing” others who possess esoteric knowledge to lead in the change to inclusion. It is possible that as long as Fullan’s (1991) list of strategies is engaged in by someone, that engagement will lead to successful change.

It is also possible that Fullan’s (1991) view of change is inappropriate for the notion of systemic and system-wide change to inclusion. The complexities of inclusion and L.R.E. requirements are such that a different set of strategies may need to be employed that combine traditional management, leadership and administration with alternative views of their activities.

Summary

The data and findings of this study result in the following conclusions:

Secondary principals, in this study, did not facilitate the change to inclusive schools, and did not appear to understand inclusion and activities that support inclusive educational practices. These principals choose to delegate or allow special educators to take that responsibility. The principals may choose to delegate this responsibility to special educators because they do not possess the esoteric knowledge needed to facilitate the change to inclusion realizing special educators do possess that knowledge because it is their job to know.

Special educators facilitate the change to inclusion by having and articulating the vision, taking initiative and empowerment, providing staff development and assistance, and providing monitoring and problem coping. However, dual and separate school

systems still exist in public schools in America: one for students with disabilities and one for students without disabilities. The I.D.E.A. (1990) does not appear to have brought these two systems together through efforts at the local and state levels. The I.D.E.A. is in the process of reauthorization at the present time. Perhaps through this reauthorization changes will be made through legislation that will allow the local and state levels of education to foster an integrated system for educating all students.

Implications and Recommendations

For research to be significant it must: (1) add to or clarify existing theory, (2) add to the knowledge base, and (3) impact practice (Hoy & Miskel, 1991). The following will examine how this multiple case study met each of these criteria.

Theory

Fullan's Change Theory (1991) is based upon two related concepts; principals must understand the change process and they must also possess knowledge/content of the change. From his perspective, change is usually based upon a known and understood option or strategy (content/knowledge) which leads to support of the change; it is a two-step process. Scruggs and Mastropieri (1994) believe that in a mandated change, prior knowledge of the innovation (content) may not be present, therefore mandated change requires the acquisition of knowledge before knowledge and understanding takes place which then leads to support of its implementation (a three-step process). Theory (Fullan, 1991) assumes knowledge of the change when it is possible it should not if the change is mandated. Mandated change requires three steps; knowledge acquisition, understanding,

and support (Scruggs & Mastropieri, 1994) which augments Fullan's (1991) two-step model.

Therefore, future research should examine the different strategies needed to foster the success of mandated change versus voluntary change. Are Fullan's (1991) change strategies for principals as effective when implementing mandated changes as they are for the implementation of voluntary change?

Research

The findings of this multiple case study added to the knowledge base of change research and student learning by documenting perceptions, processes and products associated with the change to inclusion, a mandated change. Future research might examine the differences between the implementation of mandated change and voluntary change, specifically in terms of perceptions, processes and products.

We also now know that secondary principals do not always follow strategies designed to support inclusive instruction of students with disabilities (Scruggs & Mastropieri, 1994). And, they do not always engage in Fullan's (1991) strategies for successful change. Future research might examine the following: The relationship between inclusive instructional strategies (specifically Scruggs & Mastropieri, 1994) as successful teaching strategies; the relationship between change strategies (specifically Fullan's, 1991) as successful administrative strategies; the impact of administrative modeling of perceptions of inclusion upon faculty perceptions; and the source of administrative perceptions of inclusions.

Since this study focused on secondary principals only, another study should examine how elementary and/or middle school principals view inclusion. Are these principals aware of the origination of inclusion, do they understand what inclusion is, and do they have successful inclusion programs in their schools?

We do not know why general education teachers do not engage in strategies designed to meet all students' needs. Other studies could also look for evidence to support or refute the use of inclusive instructional strategies by general and special education faculty as successful pedagogy.

Practice

Given the schools in this study, inclusion is not taking place in schools. Neither administrators nor general education teachers seem to understand what inclusion is or how to accomplish it. In addition, neither administrators nor general education teachers seem to understand what comprises good teaching and how it relates to the criteria for successful inclusion (Scruggs & Mastropieri, 1994). Administrators do not seem to understand that the strategies for inclusion are remarkably similar to the strategies for good instruction. Additionally, administrators do not seem to understand that the strategies that support change (Fullan, 1991) are remarkably similar to strategies that support good administration.

In most public schools in the United States there remains a segregated school system (NASBE, 1992), one for students with disabilities and one for students without disabilities. Colleges and universities prepare educators to teach in one system, but not the other. A true integrated program of education for all students in our public schools

will not take place until educators are trained to teach students within all ranges of abilities (Skrtic, 1991).

Recommendations for practice must include issues of the need to learn, individually and collectively, how to implement change when it is required (through mandate) and when it is initiated voluntarily by those involved in its implementation. Teacher and administration preparation programs at colleges and universities must ensure a knowledge base for prospective teachers and administrators about how to educate students with special needs. In-district staff development and professional organizations must respond to the need for continued learning through programs that will address inclusive education for all students.

Future studies on practice should examine issues associated with the possibility of the criteria for successful inclusion as good teaching for all students. What do teachers do? Why? When? For whose benefit? In addition, issues associated with the components of successful change and good administration being one in the same should be addressed. What do administrators do? Why? When? For whose benefit?

Commentary

When I began this study my real interest was in who and what facilitated the change to inclusion. I believed special educators facilitated that change and were the vital link between the implementation and success of inclusion at secondary schools. Fullan (1991) states principals are the vital link. I now see different issues and concerns. I now believe that the change to inclusion will involve a complete restructuring of our entire school system in America. A restructuring that, if accomplished, will create a

unitary rather than a dual public education system, as it now is. For this total restructuring to occur, the change cannot begin at the individual site level, the district level, or even the state level. It must begin at the federal level!

This change has already begun with the reauthorization of the Elementary and Secondary Education Act (1965). This reauthorization allows for a school-wide program so that nearly all federal funds earmarked for education may be combined into one plan and budgeted to provide services to meet the needs of all students.

The largest program for students at risk, Title I, is the major funding source for the school-wide program and is in the midst of massive changes. Title I is becoming more inclusive with students being served in programs in which both general and Title I teachers work collaboratively to meet all students' needs. Add-on programs which include after school tutoring, Saturday school, summer school, preschool, and full day kindergarten are becoming more common, while pull-out programs in which the students leave the general education classroom to be segregated in the Title I classroom for a period or more a day are becoming less prevalent. The replacement programs in which students received their entire education in reading, math and/or language arts in Title I classes that used curriculum one or more grades below the students' grade levels are no longer allowed. All Title I programs must supplement instead of supplant a student's math, reading and/or language arts general education programs.

This reauthorization includes all federal programs except special education. Because of the I.D.E.A. (1990), special education funds cannot be used in school-wide programs. Therefore, students with disabilities cannot be served in school-wide

programs except in limited situations (e.g., students with disabilities that do not qualify for special education services for math, reading and/or language arts may be served in school-wide programs for those subject areas). If funds now used strictly for special education were included with the other federal funds and used for all students, there could be a total restructuring of America's public school system. Until and unless this restructuring begins at the federal level, with abolishment of laws that support legislation that encourage segregation (e.g., the I.D.E.A., 1990) for students with disabilities, the states will have limited power and funding to bring about a true restructuring to an integrated public school system for all students.

I have also confirmed a previous assumption. I believe there will always be a need for special classes for students with very severe disabilities. But, for the vast majority of students with disabilities, they can and should be educated in an inclusive program.

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APPENDIXES

APPENDIX A

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Each participant in this multiple case study was asked to respond to the following questions and statements. Seven participants were interviewed at Eastside and Loneacres High Schools, while eight participants responded at Northview Junior High School.

1. Tell me about your inclusion program.
2. How did your school decide to go about making the change to inclusion?
3. What procedures did your school take in making the change to inclusion?
4. How successful or unsuccessful do you think your inclusion program is after its first year of implementation?
5. What did the principal do to make the change to inclusion at your school?
6. Who and what else aided the change process at your school?

APPENDIX B

CONSENT FORMS FOR STUDY PARTICIPANTS

PARENTAL INFORMED
CONSENT FORM FOR A STUDY OF INCLUSION OF
STUDENTS WITH DISABILITIES INTO GENERAL EDUCATION
(For Students Under Age 18 who Participate in the Study)

General Information

You have been asked by a graduate student of Oklahoma State University working on a research project (dissertation) to be interviewed and/or observed about your role as a member of a **GROUP TO BE INTERVIEWED AND/OR OBSERVED** (those educators, students and/or parents involved in the inclusion process at your school building).

The interview and/or observation serves two purposes.

(1) Information collected in the interview and/or observation will be used by the student interviewer to prepare a scholarly paper (dissertation) about those people involved in the inclusion program at your school building.

(2) Information collected by the doctoral student may be used in scholarly publications of the student and/or the project director (dissertation advisor).

The interview should last from thirty minutes to one hour and will be recorded. The questions asked will be developed by the doctoral student. All subjects will be asked the same general questions and their interviews will be tape recorded. The doctoral student will type transcripts of the interview for analysis. The project director (dissertation advisor) may review these transcripts. All tapes and transcripts are treated as confidential materials. These tapes and transcripts will be kept under lock and key for a period of 5 years and then destroyed. Only the project director (dissertation advisor) and doctoral student will have access to these tape recordings and transcripts during this 5 year period.

The observations will last approximately one class period. Notes will be taken by the doctoral student. The project director may also review these notes. All notes are treated as confidential materials. These notes will be kept under lock and key for a period of 5 years and then destroyed. Only the project director (dissertation advisor) and doctoral student will have access to these notes during this 5 year period.

Doctoral students will assign pseudonyms for each person that they interview and/or observe. These pseudonyms will be used in all discussions and in all written materials dealing with interviews and observations.

Lastly, no interview or observation will be accepted or used by the doctoral student unless this consent form has been signed by all parties. The form will be filed and retained for at least two years by the project director (dissertation advisor).

Parent Understanding

I understand that participation in this interview and/or observation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent for my child's participation in this project at any time without penalty after notifying the project director/dissertation advisor.

I understand that the interview and/or observation will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

I understand the interview and/or observation 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 the project director (dissertation advisor), Professor Adrienne Hyle, Ph.D., Department of EAHED, College of Education, Oklahoma State University, Stillwater, OK; Telephone: (405) 744-7244 should I wish further information about the research. I also may 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 this consent form. I sign it freely and voluntarily giving permission for my child to participate in this study. A copy has been given to me.

DATE: _____ TIME: _____ (A.M./P.M.)

SIGNED: _____
(Signature of Parent)

Subject (Participating Minor Student) Understanding

Purpose of the Research

I understand the purpose of this research is to study inclusion programs for students with disabilities who are educated in general education classrooms.

Procedures of the Study

I understand that the Oklahoma State University doctoral student will ask me questions about what I think of being educated in the general education classes instead of special education classes. My answers and her question will be tape recorded.

I understand that the Oklahoma State University doctoral student will observe the general education classes and the resource rooms which I attend to see what we do in those classes.

I understand the Oklahoma State University doctoral student may look at some of the assignments I have completed and my individual education program, and take notes about them.

Confidentiality Procedures

I understand the Oklahoma State University doctoral student will not tell anyone my name, the name of the school I attend, or the name of the town in which I live. The doctoral student will not show any of the class assignments I have completed or any of my records to anyone other than her Oklahoma State University advisor.

I understand the Oklahoma State University doctoral student will keep the notes she has taken about me and the tape recordings she has made during our visits locked in a secure place for a period of 5 years after the study, and then she will destroy them.

Participation in Study

I understand my participation in this study is because I want to do it, and I can decide I do not want to continue at any time. If I decide I do not want to continue, I will tell my parents who will notify my school. My school will then notify the project director.

I have read (or it has been read to me) and I fully understand this consent form. I sign it freely and because I want to participate in the study. A copy of this consent form has been given to me.

DATE: _____ TIME _____ (A.M./P.M.)

SIGNED: _____
(Signature of Participating Minor Student)

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it, and provided the subject with a copy of this form.

DATE: _____ TIME: _____ (A.M./P.M.)

SIGNED: _____
(Signature of Student)

I agree to abide by the language and the intent of this consent form.

DATE: _____

SIGNED: _____
(Signature of Project Director/Dissertation Advisor)

CONSENT FORM FOR A STUDY OF INCLUSION OF
STUDENTS WITH DISABILITIES INTO GENERAL EDUCATION
(For School Officials and Parents Who Participate in the Study))

General Information

You have been asked by a graduate student of Oklahoma State University working on a research project (dissertation) to be interviewed and/or observed about your role as a member of a **GROUP TO BE INTERVIEWED AND/OR OBSERVED** (those educators, students and/or parents involved in the inclusion process at your school building).

The interview and/or observation serves two purposes.

- (1) Information collected in the interview and/or observation will be used by the student interviewer to prepare a scholarly paper (dissertation) about those people involved in the inclusion program at your school building.
- (2) Information collected by the doctoral student may be used in scholarly publications of the student and/or the project director (dissertation advisor).

The interview should last from one to one and one-half hours and will be recorded. The questions asked will be developed by the doctoral student. All subjects will be asked the same general questions and their interviews will be tape recorded. The doctoral student will type transcripts of the interview for analysis. The project director (dissertation advisor) may review these transcripts. All tapes and transcripts are treated as confidential materials. These tapes and transcripts will be kept under lock and key for a period of 5 years and then destroyed. Only the project director (dissertation advisor) and doctoral student will have access to these tape recordings and transcripts during this 5 year period.

The observations will last approximately one class period. Notes will be taken by the doctoral student. The project director may also review these notes. All notes are treated as confidential materials. These notes will be kept under lock and key for a period of 5 years and then destroyed. Only the project director (dissertation advisor) and doctoral student will have access to these notes during this 5 year period.

Doctoral students will assign pseudonyms for each person that they interview and/or observe. These pseudonyms will be used in all discussions and in all written materials dealing with interviews and observations.

Lastly, no interview or observation will be accepted or used by the doctoral student unless this consent form has been signed by all parties. The form will be filed and retained for at least two years by the project director (dissertation advisor).

Subject Understanding

I understand the participation in this interview and/or observation 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/dissertation advisor.

I understand that the interview and/or observation will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

I understand the interview and/or observation 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 the project director (dissertation advisor), Professor Adrienne Hyle, Ph.D., Department of EAHED, College of Education, Oklahoma State University, Stillwater, OK; Telephone: (405) 744-7244 should I wish further information about the research. I also may 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 this consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE: _____ TIME: _____ (A.M./P.M.)

SIGNED: _____
(Signature of Subject)

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it, and provided the subject with a copy of this form.

DATE: _____ TIME: _____ (A.M./P.M.)

SIGNED: _____
(Signature of Student)

I agree to abide by the language and the intent of this consent form.

DATE: _____

SIGNED: _____
(Signature of Project Director/Dissertation Advisor)

**STATE OF OKLAHOMA STANDARD FORM
CONSENT FOR RELEASE OF CONFIDENTIAL INFORMATION**

SDE Form 11

I understand that these records are protected under Federal and State confidentiality regulations and cannot be released without written consent unless otherwise provided for in the regulations. Federal regulations prohibit further disclosure of the records without specific written consent, or as otherwise permitted by such regulation. I also understand that I may revoke this consent in writing at any time unless action has already been taken based upon this consent and that in any event this consent expires one year from the date of signature.

(authorizing person--circle one: child, parent, guardian, legal custodian, other _____)

request that information concerning:

_____ (name of child) _____ (date of birth) _____ (SSN)

be released and authorize _____ (name of person or agency releasing information)

_____ (address of person or agency releasing information: include street address/P.O. Box, city, state, and zip)

to release to:

_____ (name/agency)	_____ (name/agency)	_____ (name/agency)
_____ (address)	_____ (address)	_____ (address)
_____ (city, state, zip)	_____ (city, state, zip)	_____ (city, state, zip)

the following information: _____ (kind and/or extent of information to be released)

for the following purpose(s): _____

If the records to be disclosed are education records, they are maintained and released in accordance with the Family Educational Rights and Privacy Act (FERPA). Parents or eligible students shall be provided a copy of the records to be disclosed if requested.

THE INFORMATION I AUTHORIZE FOR RELEASE MAY INCLUDE INFORMATION THAT COULD BE CONSIDERED INFORMATION ABOUT COMMUNICABLE DISEASE WHICH MAY INCLUDE, BUT ARE NOT LIMITED TO, DISEASES SUCH AS HEPATITIS, SYPHILIS, GONORRHEA AND THE HUMAN IMMUNO-DEFICIENCY VIRUS, ALSO KNOWN AS ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS).

<input type="checkbox"/> NOTARY: _____ (Notary) Subscribed and sworn to me _____ 19_____ My commission expires _____ 19_____ <p align="right">Notary Public (or Clerk or Judge)</p>	_____
	_____ (signature of person(s) authorizing release)
<input type="checkbox"/> AGENCY VERIFICATION IN LIEU OF NOTARY: _____ (staff signature and title) _____ (date)	_____ (date)

APPENDIX C

LETTERS TO STUDY PARTICIPANTS

March , 1995

Dear Student,

Thank you for agreeing to be one of the participants in this study. I will be at your school Thursday and Friday, and , 1995. During that time I would like to interview you and observe you in one of the general education classes in which you receive your education. The interviews will last approximately one half hour, and I will only observe one or two of your classes.

The purpose of my study is to examine schools which have made the change to inclusion for students with disabilities with the focus on who facilitates that change. To accomplish this task I need to study perspectives from all individuals involved in the inclusion program. You were selected to participate by the principal or one of your teachers.

I have sent consent forms to your school for you to sign giving me permission to interview you and observe you. Please sign two copies, then keep one and give the other one to me when I arrive to begin my study. Since you are under 18 years old, I will need one of your parents to also sign the consent form.

If you have any questions, please contact your principal or one your teachers, or you may call me at my office, (405) 282-5905-Work or (405) 282-1666-Home. I am looking forward to doing my research for my study at your school and to meeting you. Again thank you for your participation.

Sincerely,

Donna Powell

March ,1995

Dear Parent,

Thank you for agreeing to be one of the participants in this study. I will be at your child's school Thursday and Friday, and , 1995. During that time I would like to interview you. I would also like to observe your child in one of the general education classes in which he/she receives his/her education. And if your child receives any special assistance in a resource room in which a special education teacher gives students with disabilities who are fully included in general education classes individual assistance when the students have difficulties with certain assignments, I would like to observe your child there, also. I will observe his/her general education classroom and/or resource classroom for only one period each. I would also like to review your child's Individual Education Program (IEP) as I observe him/her in his/her classroom. In addition I would like to interview your child on the subject of inclusion. The interviews will last approximately one hour with you and one half hour with your child.

The purpose of my study is to examine schools which have made the change to inclusion for students with disabilities with the focus on who facilitates that change. To accomplish this task I need to study perspectives from all individuals involved in the inclusion program. You were selected to participate by the principal or special education director/supervisor of your school or district.

I have sent consent forms to your school for you to sign giving me permission to interview you. Please sign two copies, then keep one and give the other one to me when I arrive to begin my study. I have also sent consent forms for you to sign giving me permission to interview and observe your child. In addition to those consent forms I have sent two copies of the State Department of Education (SDE) form # 11 for you to sign giving me permission to review your child's IEP. Please sign both copies of the consent forms and the SDE form # 11. Then, keep one copy of each form and give me copies of each when I arrive.

If you have any questions, please contact your principal or special education director/supervisor, or you may call me, (405) 282-5905-Work or (405) 282-1666-Home. I am looking forward to conducting my research for my study at your child's school and to meeting you and your child. Again thank you for your participation.

Sincerely,

Donna Powell
450 Cole Drive
Guthrie, OK 73044

March , 1995

Dear Parent,

Thank you for agreeing to be one of the participants in this study. I will be at your child's school Thursday and Friday, and , 1995. During that time I would like to interview you. I would also like to observe your child in one of the general education classes in which a student with disabilities receives his/her education. In addition I would like to interview your child on the subject of inclusion. The interviews will last approximately one hour with you and one half hour with your child.

The purpose of my study is to examine schools which have made the change to inclusion for students with disabilities with the focus on who facilitates that change. To accomplish this task I need to study perspectives from all individuals involved in the inclusion program. You were selected to participate by the principal or one of your child's teachers.

I have sent consent forms to your school for you to sign giving me permission to interview you. Please sign two copies, then keep one and give the other one to me when I arrive to begin my study. I have also sent consent forms for you to sign giving me permission to interview and observe your child. Please sign both copies of the consent forms, then keep one copy and give me the other copy when I arrive.

If you have any questions, please contact your principal or one of your child's teachers, or you may call me at my office, (405) 282-5905- Work or (405) 282-1666-Home. I am looking forward to doing my research for my study at your child's school and to meeting you and your child. Again thank you for your participation.

Sincerely,

Donna Powell
450 Cole Drive
Guthrie. OK 73044

March , 1995

Dear General Education Teacher,

Thank you for agreeing to be one of the participants in this study. I will be at your school Thursday and Friday, and , 1995. During that time I would like to interview you and observe your classroom during the time you have students with disabilities included in your general education class. The interview will take approximately 1 hour and will be on the topic of your perception of who facilitated the change to the inclusion program in your school for students with disabilities. I will observe your classroom for only one period.

The purpose of my study is to examine schools which have made the change to inclusion for students with disabilities with the focus on who facilitates that change. To accomplish this task I need to study perspectives from all individuals involved in the inclusion program. You were selected to participate by the principal or special education director/supervisor of your school or district.

I have sent consent forms to your school for you to sign giving me permission to interview and observe you. Please sign two copies, then keep one and give the other one to me when I arrive to begin my study. I have also sent consent forms for the parent and the general education student to sign giving me permission to interview and observe the student and interview the parent. Please have them sign two copies also, then keep one and give me the others.

If you have any questions, please contact your principal or special education director/supervisor, or you may call me at my office, (405) 282-5905-W or (405) 282-1666-H. Again thank you for your participation.

Sincerely,

Donna Powell
450 Cole Drive
Guthrie, OK 73044

March , 1995

Dear Principal,

Thank you for agreeing to be one of the participants in this study. I will be at your school Thursday and Friday, and , 1995. During that time I would like to interview you. I would also like to observe one of your general education classrooms during the time students with disabilities are included in that class. In addition I would like to interview that general education teacher, the special education teacher that has the responsibility of the fully included students in your school, a student with disabilities, a general education student who has a class with a student with disabilities, a parent of one of your general education students and a parent of one of your students with disabilities. The interviews with each person will last approximately 1 hour except with the students which will probably last only about 30 minutes. I will observe the classroom of each teacher for only one period.

The purpose of my study is to examine schools which have made the change to inclusion for students with disabilities with the focus on who facilitates that change. To accomplish this task I need to study perspectives from all individuals involved in the inclusion program. Your school was selected to participate by the special education supervisor of your school district.

I have sent consent forms to your school for you to sign giving me permission to interview you. Please sign both copies, then keep one and give the other one to me when I arrive to begin my study. I have sent consent and release forms to your school for all of the other participants to sign, I have requested they keep one and give the other to me when I arrive, also.

If you have any questions, please contact your special education supervisor, or you may call me at, (405) 282-5905-W or (405) 282-1666-H. I am looking forward to conducting my research at your school and to meeting you. Again thank you for your participation.

Sincerely,

Donna Powell
450 Cole Drive
Guthrie, OK 73044

January 4, 1996

Dear Doctoral Program Participant,

When I interviewed you last spring, I told you I would send you a copy of the transcribed interview. I have all of the interviews transcribed now and am working on reporting the data in Chapter 3 of my dissertation. However, before I complete the chapter I want to follow through with my promise to you to send you a copy of our transcribed interview.

The purpose of you reviewing our interview transcription is for you to make certain what you said is what you intended to say. Also, please review the interview to see if there is anything in it that you would feel uncomfortable about me quoting in my dissertation. However, do keep in mind that I am using a pseudonym for all interviewees and fictitious names for the city, school district and site where all data were collected. Therefore, it is quite unlikely anyone reading this dissertation would have any idea of your identity.

Please contact me before Friday, January 19, 1996 if there are any changes, additions or deletions you would like for me to make in our interview transcription. My home phone number is (405) 282-1666 where you can reach me on weekends and after 4:30 p.m. weekdays. My office phone number is (405) 282-5905 where I can be reached weekdays from 8:00 a.m. through 4:30 p.m. My home address is 450 Cole Drive, Guthrie, Oklahoma 73044.

Your participation in my data collection process is a vital part of my dissertation. Again, I want to thank you for the time and effort you have spent with me on my study.

Thank you,

Donna Powell

March , 1995

Dear ,

Thank you so much for being my contact person, and for gaining permission from your supervisors for me to do my doctoral research in your district. If there is anything I need to do along that line, please let me know. I will be in your school , Thursday and Friday, and , 1995.

I am enclosing in this packet a letter to each of the seven participants that I would like to be included in my research to explain the purpose and procedure of my study. Since I will be in your school for two days, I would like to interview most of the participants the first day. I will interview them in any order you choose. I can interview the teachers during their planning periods if they prefer or after school. I plan to stay overnight in your city the first night, so I will be available to interview the parents in the evening if they work and cannot meet with me during the school day. My intentions are to upset the regular routine of your school as little as possible. I would like to observe in the class or classes the second day and review the student's with disabilities Individual Education Program (IEP) during that observation time. I would also like to review any inservice agendas you might have from programs you have had on inclusion.

To participate in the interviews I will be conducting, I would like to have; 1. the principal of the school where the inclusion program is located, 2. the special education teacher who has the responsibility of the included students with disabilities at that school, 3. a general education teacher who has the students with disabilities included in his/her general education class, 4. a student with disabilities who is fully included in all general education classes, 5. a student without disabilities who attends the general education class that students with disabilities attend, 6. a parent of a fully included student with disabilities and 7. a parent of a student without disabilities who is being educated in classes with fully included students with disabilities.

Enclosed in this packet are also the consent forms for each participant to read and sign giving me permission to interview and/or observe them. There are two different consent forms. One consent form is for all adults which can be identified by the words "For school officials and parents who participate in the study" at the top. The other form is for the students and their parents to sign giving their consent for the students to participate in the study. This form can be identified by the words "For students under age 18 who participate in the study" at the top of the form. Please have each of the seven participants sign the proper forms. I will send enough so each participant can sign two forms. One will be for them to keep, and one will need to be given to me for each participant when I arrive to begin my study. I am also sending two copies of the Release

of Information, State Department of Education Form # 11 for the parents of the student with disabilities to sign giving me permission to review that student's IEP. Again, please complete both forms and give the parent one copy and me the other.

I plan to arrive at your school at about 8:30 a.m. both mornings, if earlier or later is preferred by you, please let me know and I will be glad to accommodate you. Each interview should last about 1 hour. If you can schedule them 1 hour apart, I believe I can stay on schedule. Since I plan to interview 7 people, you may want to schedule one or two the second day if I will be conducting them all during school hours. I will only be observing the student with disabilities during one or two classes, therefore I should have plenty of time to review his/her IEP during the time I am observing him/her. The only other documents I would like to review are inservice agendas your school may have on programs for your faculty you have had on the inclusion process. Therefore, I think I will have plenty of time to interview one or two people the second day if that is how you schedule them.

I realize organizing this study for me will take much of your valuable time, especially at such a busy time of the school year. I appreciate your assistance so very much, and will forever be indebted to you. If there is ever anything I can do for you as you work on your dissertation, or anything else, please do not hesitate to call me. I will be more than happy to assist you in any way I can. If you have any questions, please give me a call at (405) 282-5905-Work, or 282-1666-Home. I will be in contact with you before I come to your school to take care of any last minute details.

I am looking forward to conducting the research for my study in your district and seeing you.

Sincerely,

Donna Powell
450 Cole Drive
Guthrie, OK 73044

APPENDIX D

PARTICIPANTS' BACKGROUND DESCRIPTION

PARTICIPANTS BACKGROUND DESCRIPTIONS

Eastside High School Study

Mr. Painter, the person who had a special assignment to act as an assistant principal at Eastside High School (E.H.S.), was born in the Mid-West. He moved to Metropolis and attended kindergarten through 12th grades at Metropolis Public Schools, graduating in 1972. He graduated from a local private university with a bachelor's degree in special education in 1977, and from a regional university with a master's degree in 1980, also in special education. Mr. Painter was married to a legal secretary and had two teenage children from a previous marriage. He taught special education for 16 years in Metropolis Public Schools before receiving the special assignment to come to E.H.S. at the beginning of the 1994-95 school year to help get the inclusion program implemented.

Ms. Cory, the contact person who was chairperson of the E.H.S.'s special education department and in charge of the inclusion program, was born in the eastern United States, and attended elementary through high school there, graduating in 1980. She received her bachelor's degree in 1984 in social work, and her master's in 1986 in special education from an east coast university. Ms. Cory was single and had no children. She taught special education at the middle school in Metropolis four years after moving there from the eastern United States where she taught special education for two years. According to Ms. Cory, at the beginning of the 1994-95 school year, she was moved from one of the middle schools in Metropolis, which had a successful inclusion program, to E.H.S. to help get the inclusion program implemented. Ms. Cory was

asked to participate in this study because of her leadership role in Eastside High School's change to the inclusion program.

The student with disabilities, Donald, was born in Metropolis and had attended school in that district since kindergarten. He was a 9th grader and had attended self-contained classes for students with disabilities most of his education. He said the junior high school he attended previously began mainstreaming him for some subjects, and E.H.S. began including him in all general education classes during the 1994-95 school year.

The general education math teacher, Ms. Gregory, was born in the Mid-West and attended school in Metropolis throughout her 12 years of elementary and secondary school, graduating in 1967. She graduated from a large Midwestern university in 1971 with a bachelor's degree in arts and science. She received her master's degree from the same university in 1974 in math education. Ms. Gregory was married to an attorney and had two children who attended school in a suburban district near Metropolis. She had taught high school math throughout her 20 years of teaching experience in the Metropolis School District. Ms. Gregory was selected to participate in this study because she had worked closely with Ms. Cory throughout the school year, 1994-95, implementing the inclusion program for a number of students with disabilities in her general education math classes. The special education student, Donald, who participated in this study, attended one of Ms. Gregory's math classes.

The student without disabilities, Wanda, was born in Metropolis, and was a 10th grader at E.H.S. She had always attended schools in Metropolis. Although Wanda had

been in programs for the gifted and talented students during most of her school life, because Eastside High School did not have classes for the gifted and talented, she had attended all general education classes during the two years she had attended that school. Wanda was chosen to participate in this study because she had been in general education classes with students with disabilities and was currently in a class with Donald, the special education student tracked in this study.

Donald's parent was asked to participate in the study, but was reluctant, indicating she would rather not be involved.

Ms. Dilley, the parent of a student who was blind, agreed to participate. She was born in the southern United States and attended kindergarten through 12th grade in a large urban city there, graduating from high school in 1964. She graduated from a large southern university with a bachelor's degree in 1969 in home economics. Ms. Dilley was married to a clinical psychologist and had one son. She and her family moved to Metropolis when her son was in preschool. He attended Metropolis Public Schools since kindergarten and graduated from E.H.S. Ms. Dilley was asked to participate in this study because she had experience as a parent of a student with disabilities who had been fully included in general education classes during his elementary and high school education. She was also a member of the staff at Eastside High School as a paraprofessional working with students who were visually impaired. She was involved in helping to get the inclusion program implemented at E.H.S.

The parent of the student without disabilities, Ms. Wright, was born in the southern United States where she attended kindergarten through 12th grade, graduating

in 1973. She attended a year and a half at a private southern college, but did not receive a degree. Ms. Wright was married to a certified financial planner and had three teenage daughters. Ms. Wright was asked to participate because her daughter was the student without disabilities included in this study.

Loneacres High School Study

The principal, Mr. Potter, was born in a small city in the Mid-West and attended kindergarten through 12th grades in two small towns nearby, graduating in 1971. He attended a regional university and earned his bachelor's degree in history in 1975. Mr. Potter received his master's degree in educational administration from a large Midwestern university in 1980, and had been assistant principal and then principal of Loneacres High School (L.H.S.) since 1983. He was married to a registered nurse and had four children, all who attended school in Loneacres Public Schools (L.P.S.), except the youngest who was in a private preschool. Mr. Potter was asked to participate in this study because he was the principal at Loneacres High School.

Ms. Spaulding, the special education teacher, was born in the Mid-West, and attended kindergarten through 12th grades in a small town near Loneacres, graduating from there in 1962. She graduated from a regional university in 1965 with a bachelor's degree in social studies. Ms. Spaulding received her master's degree from another regional university in 1967 in special education. She was married to the Soil Resources Administrator of a nearby county and had two children. Ms. Spaulding was asked to participate in this study because she had the I.E.P. responsibilities for most of the fully included students with disabilities at L.H.S.

The student with disabilities, Daniel, was a 12th grader who was going to attend a regional university the following school year on an athletic scholarship. Daniel was born in the Mid-West and went to elementary school in a small town near Loneacres and to high school in Loneacres. He had been fully included in general education classes since beginning 9th grade in Loneacres. He attended some classes in the learning disabilities lab in elementary school before moving to Loneacres. Daniel had been identified as having learning disabilities in reading and written expression. He was asked to participate in this study because he had experiences attending both special education classes and being fully included in general education classes. He was also willing to participate in this study and could sign his own permission form since he was already 18 years old.

The general education teacher, Ms. Goode, taught English IV at Loneacres High School. She was born in the Mid-West, and went through school; kindergarten through 12th grades, in L.P.S., graduating in 1986. She received her bachelor's degree from a regional university in English education in 1990 and was finishing her second year of teaching at L.H.S. She was married to a druggist, had one child and was expecting another soon. Ms. Goode was chosen to be in this study because many of the students with disabilities who were in the inclusion program, as well as Daniel, were assigned to her English IV classes.

The student without disabilities, Willa, was born in the southern United States, but moved to Loneacres when she was small. She attended kindergarten through 12th grades in Loneacres Public Schools. Willa was a senior and was scheduled to graduate

in May, 1995. She planned to attend a large Midwestern university and work toward a degree in special education. She was mostly in upper level classes, but attended general education English the year this study was done with students with disabilities, including Daniel, because of the way her class schedule fell. Also, Willa had helped with Special Olympics for the past three years. Because of these experiences, she had some perspectives that most general education students do not have. She appeared eager to be included and was able to sign the permission form for herself since she was also already 18 years old.

The parent of the student with disabilities, Ms. Drake, was born in Loneacres, but attended kindergarten through 12th grades in a small town north of Loneacres, graduating from there in 1972. She graduated from a regional college in a northern state in 1978 with a bachelor's degree in music education. Ms. Drake received her master's degree in 1994 from the same regional university in Guidance and Counseling. She was a counselor in a small city near Loneacres, and had never taught in Loneacres Public Schools. She said she would rather not teach in the same district in which she lived. Ms. Drake was married to a postal employee and had two children. She was chosen to be in this study, because she had experience with the inclusion program from both a parent's and educator's perspective; her son, Daniel, was the student with disabilities tracked in this study.

Ms. Walker was the parent of the student without disabilities. She was a teacher's assistant at the kindergarten/first grade center in L.P.S.. She was born in Loneacres and received all of her schooling, kindergarten through 12th grades, in L.P.S.,

graduating in 1977. Ms. Walker attended a large Midwestern university for two years, but did not receive a degree. She was married to an oil well service salesman and had three sons who attended school in Loneacres Public Schools. She was chosen to be in this study because she had experience in the inclusion program from an educator's, as well as a parent's perspective. Willa's parent(s) were not available to participate in this study. Both of them worked out of town and did not believe they had the time to be interviewed during what little time they had in Loneacres during the evening hours.

Northview Junior High School Study

The principal, Mr. Pride, was born in the Mid-West and attended kindergarten through 12th grades in a small city northeast of Northview, graduating in 1976. He graduated in 1980 from a regional college with a bachelor's degree in English and physical education. He received his master's degree from a regional university in educational administration in 1984. Before becoming principal at Northview, Mr. Pride was principal at a middle school in a small school district east of Northview for seven years. Mr. Pride was married to a traveling salesperson and had one preschool age daughter. He participated in this study because he was principal at Northview Junior High School (N.J.H.S.), and was quite interested in this research project being done at his school. Mr. Pride was not only the principal, but also the gatekeeper and contact person for this study. He disseminated the permission forms and organized the scheduling of the interviews, observations and reviews of documents prior to my arrival to begin the study.

Mr. Speight, the special education teacher in charge of the inclusion program at N.J.H.S., was born in a small city east of Northview. He attended school in several states, graduating from high school in a southern state in 1986. Mr. Speight graduated from a Midwestern university with a bachelor's degree in social studies in 1990. He was currently working on a master's degree in special education at the same university. He was married to a preschool paraprofessional who worked in a small town near Northview and had no children. He was asked to participate in this study, because he was responsible for the inclusion program at N.J.H.S.

David, a student with disabilities, was in special education classes on a full time basis at the alternative school in Northview during the previous school year, 1993-94. However, during the present school year, 1994-95, he had been gradually included in more and more general education classes at N.J.H.S., and at the time this study was done attended only one class in the special education resource room. During that class period, David received individual attention on assignments for his general education classes, and/or counseling, depending on which he needed more assistance on that particular day. He was a ninth grade student who had been identified as having serious emotional disturbances. David was asked to participate in this study because he had experience in both the full time special education placement and the inclusion program in Northview Public Schools.

The general education English I teacher, Ms. Gentry, was born in Northview and attended kindergarten through 12th grades at Northveiw Public Schools (N.P.S.), graduating in 1981. She graduated with a bachelor's degree in elementary education,

with a minor in English, from a large Midwestern university. She received her master's degree from a regional college in 1985 in education. She was married to a locksmith and had two preschool aged sons. Ms. Gentry was asked to participate in this study because she taught many of the students with disabilities, including David, who were in the inclusion program at N.J.H.S..

Walter, a general education ninth grader at N.J.H.S., was born in Northview, and attended N.P.S. through all of his education. He planned to graduate in 1998 and attend a large Midwestern university. Walter was asked to participate in this study because he attended general education classes with many of the students with disabilities, including David. Walter was involved in many extra curricular activities at N.J.H.S. including the peer tutoring program.

The paraprofessional was a teacher's assistant specially trained by the State Department of Education to assist special education faculty and students with disabilities. Ms. Allen was born in Northview and received her education, kindergarten through 12th grades in N.P.S.; graduating in 1976. She did not attend college. Ms. Allen was married to a grain elevator manager and had three children, one in high school, one in junior high school and one in elementary school in Northview Public Schools. She was asked to participate in this study because she assisted the special education teacher who was responsible for the inclusion program at N.J.H.S. She also worked individually with the included students with disabilities, one of which was David, in the general education classes and in the special education resource classroom.

Ms. Wagner, the parent of a student without disabilities at N.J.H.S. was the receptionist for the Northview Public School's District office. She was born in a large urban city east of Northview and attended kindergarten through the middle of her 11th grade school year there. She dropped out during the 11th grade and later pursued her Graduate Education Diploma, receiving it in 1987. She was married to an engineer for the Santa Fe Railroad and had three teenage sons who attended Northview Public Schools. She had taken a few college courses at a nearby college, but did not have a degree. She was asked to participate in this study because she had sons that attended general education classes at N.P.S. with students with disabilities. Her son, Walter, was the general education student who participated in this study and attended some classes with David.

Mr. Gunter, the social worker who acted as a guardian for David, was asked to participate in this study because he had much insight into David's background and current situation. He knew David's family, and was aware of the struggle David had in foster homes of which David had been in and out of several times since he was taken from his mother's custody. David was between foster homes, therefore there was no foster parent to interview. David's dad was currently serving a sentence in a penitentiary.

Mr. Gunter knew very little about the inclusion program at N.J.H.S., however he had worked with the school in helping David move from the restricted environment of the alternative school to the inclusive program at N.J.H.S. during the 1994-95 school year. Mr. Gunter gave David much guidance and support in his personal life, as well as,

his school life, according to Mr. Pride. He worked closely with the staff at N.J.H.S. on David's educational program.

APPENDIX E

DOCUMENTS REVIEWED

Individual Education Programs (I.E.P.)

The Individual Education Programs (I.E.P.) were reviewed to determine how much the students with disabilities were included in general education classes, whether the teachers followed the goals and objectives, and whether or not they made the modifications listed on the students' with disabilities educational programs. The reviews of the inservice agendas were to determine what training the staff and faculties had on the inclusion program at each school site in this multiple case study.

Eastside High School Study

Individual Education Program Review. Ms. Cory gave Donald's I.E.P. to me to review in the special education resource room. Donald received all of his education in general education classes except when he went to the special education resource room for individual assistance. The adaptations and modifications listed on the I.E.P. were that Donald could have additional time to complete assignments, shortened assignments and individual assistance by the special education resource teacher as he needed them. I observed that these adaptations were followed in the special education resource room by the special education teacher. However, in the general education classroom, individual assistance by the special education teacher was the only modification noted.

Faculty Inservice Agenda Review. There were no agendas to review at Eastside High School on inservice for the faculty on inclusion. There had been no inservice prior to, or during the school year, 1994-95, of which the inclusion program had been implemented.

Loneacres High School Study

Individual Education Program Review. Daniel's Individual Education Program (I.E.P.) was reviewed during the period the resource classroom was observed. Daniel received all of his education in general education classes at Loneacres High School. The adaptations that were listed on his I.E.P. stated what he could take advantage of in the general education classes: shortened assignments, tests and/or any other written material read orally to him and more time to complete assignments. These modifications were to ensure he would make at least a grade of 60 per cent in the general classroom. The I.E.P. stated that Daniel's disabilities were in the language arts area; specifically reading. Ms. Goode, the general education teacher, said that Daniel rarely took advantage of the adaptations. He did, however, receive assistance from his peers.

Faculty Inservice Agenda Review. The assistant superintendent of Loneacres Public Schools was in charge of scheduling inservice for the district. He said he polled the faculty to determine what members thought their greatest needs were, then conferred with the staff development committee about what topics appeared to be the highest priorities for Loneacres Public School's inservice. With that information, the staff development committee decided that inservice on inclusion of students with disabilities into the general education classes was a major priority.

Two one half day inservice meetings on the inclusion topic were scheduled for Loneacres High School; one in November, 1994 and the other in February, 1995, both with Dr. Floyd Davis, an inclusion specialist as the presenter. The November inservice

was mandated for all certified personnel, while the February inclusion inservice was offered in conjunction with five other inservice topics.

During the two hour November inservice, Dr. Davis spoke about his practical experiences in the field of special education, and presented information regarding the ramifications for school districts as the process of inclusion moves toward full implementation (Memo LPS, 11-1-94, 2). The second inclusion inservice presented by Dr. Davis provided a more individualized and in-depth view of the "Class Within a Class" mode which promotes collaboration between teachers of general and special education. The session encompassed teaching strategies and practical accommodations for students of varying abilities and needs (Memo LPS, 2-1-95, 1).

Northview Junior High School Study

Individual Education Program Review. David's I.E.P. indicated he received all of his educational program in general education classes. The modifications that were stated on David's I.E.P. included allowing him to go to the resource room for individual attention when he needed help academically and/or assistance in controlling his behavior. The special education teacher in the resource room said David had gradually reduced his need for the resource room assistance to approximately one time per day. The I.E.P. also had a behavior plan that specified steps to be taken when David did not demonstrate appropriate behavior. These steps included David being sent to: (1) time out, (2) the office to meet with the assistant principal in charge of discipline, (3) the resource room, and (4) home, depending on the severity of the behavior problem.

Faculty Inservice Agenda Review. The first was held February 22, 1995 with the topic, *What is it? Inclusion*. A modification checklist for students with disabilities was distributed and discussed to begin the meeting. Then, a 30 minute video was presented on the modifications. The special education director led a question/answer period after the video.

The second inservice was held, March 9, 1995 with the topic, *How they (students with disabilities) learn, strategies for implementation*. Worksheets were distributed and completed by faculty as the presentation was made by the special education teacher.

The third meeting was held, April 11, 1995, on modifications and the Least Restrictive Environment (L.R.E.) for students with disabilities. Handouts were distributed to faculty members of Northview Junior High School (N.J.H.S.) for later resource assistance. The presentation was again made by the special education staff of N.J.H.S. All faculty and staff were required to attend.

APPENDIX F

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-15-95

IRB#: ED-95-056

Proposal Title: A STUDY OF THE ROLE OF THE SCHOOL PRINCIPAL IN THE CHANGE PROCESS OF INCLUDING STUDENTS WITH DISABILITIES INTO GENERAL EDUCATION

Principal Investigator(s): Adrienne Hyle, Donna Powell

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.

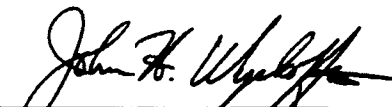
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Revisions received and approved.

Signature:



Chair of Institutional Review Board

Date: March 27, 1995

VITA 2

Donna Powell

Candidate for the Degree of

Doctor of Education

Thesis: THE SECONDARY PRINCIPAL'S ROLE IN THE CHANGE TO
INCLUSION: A MULTIPLE CASE STUDY

Major Field: Educational Administration

Biographical:

Personal Data: Born in Topeka, Kansas.

Education: Graduated from Scott Community High School, Scott City, Kansas; received Bachelor of Science degree in Education with a major in Elementary Education from Central State University Edmond, Oklahoma in May, 1970; completed the requirements for the Master of Education degree with a major in Special Education at Central State University in July, 1976; completed requirements for certification in School Psychometry in 1978, in School Psychology in 1979 and as School Guidance Counselor from Central State University in 1980; completed the requirements for Elementary School Principal from the University of Oklahoma in 1991; completed requirements for School Superintendent from Oklahoma State University in 1995; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1996.

Experience: Taught Elementary Education and Special Education, Learning Disabilities at Fogarty Elementary School in Guthrie, Oklahoma; practiced as a Psychometrist for the Regional Education Service Center of the State Department of Education in Kingfisher, Oklahoma; practiced as a Guidance Counselor at Guthrie Junior High School and Guthrie High School; practiced as a School Psychologist, the Director of Special Education and the Director of Federal Programs at Guthrie Public Schools; currently

Assistant Superintendent, Guthrie Public Schools responsible for Federal Programs and Special Services, Guthrie, Oklahoma.

Professional Memberships: Member of Oklahoma Directors of Special Services; The Council for Exception Children; Oklahoma School Psychology Association; National Association of School Psychologists; National Certified School Psychologists; Licensed Professional Counselors; Oklahoma Association for the Gifted-Creative-Talented Inc.; Phi Delta Kappa; Delta Kappa Gamma Society International, Beta Rho Chapter; American Association of University Women, Phi Kappa Phi.

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