PERCEPTIONS OF THE NEED FOR TRAINING IN INCLUSION COMPETENCIES AMONG PRESERVICE AND INSERVICE TEACHERS

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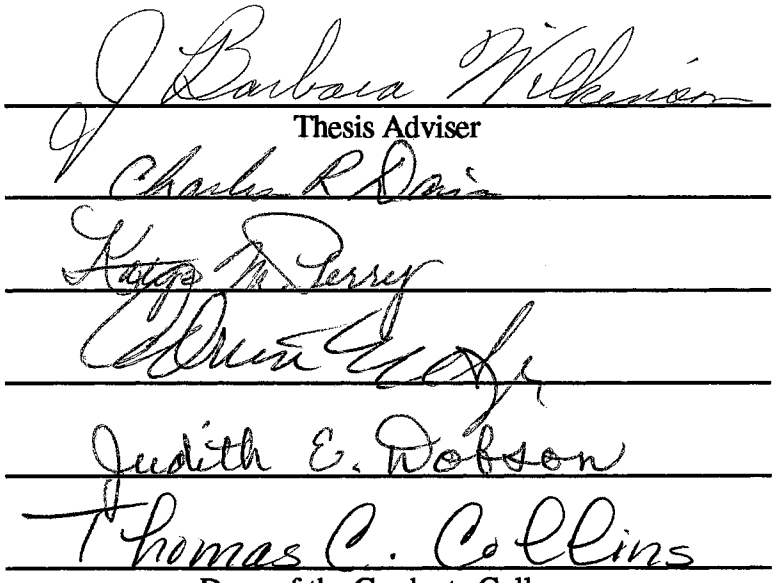

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CHAPTER I

INTRODUCTION

Prior to the enactment of the Education for All Handicapped Children's Act (EAHCA) in 1975, instruction of students with disabilities was the responsibility of the special education teacher. Public Law 94-142 , the regulations resulting from the EAHCA (1975), clearly stated that the education of the handicapped was to be a shared responsibility of both regular education and special education teachers. This law guaranteed students with disabilities the right to a free appropriate public education in the least restrictive environment as specified in an individual education plan (IEP).

In 1990, the EAHCA (1975) was reauthorized by congress as the Individuals with Disabilities Education Act (IDEA). Again, the regulations of this new act, Public Law 101-476, reiterated the right of students with disabilities to be educated in the least restrictive environment.

Now, almost twenty years since the enactment of the EAHCA (1975) and with the emphasis of IDEA (1990), regular educators typically do not feel a sense of responsibility in the education of children with disabilities. Yet, increasing attention is being given to the inclusion of students with disabilities into regular classroom settings. This attention is being spurred by practitioners in the field of special education, by researchers, and by the courts as they strive to define least restrictive environment

within specific cases.

Although research in the area of inclusion abounds, there is a need to focus on the actual competencies of regular education teachers who work with students with disabilities in a regular classroom setting. Statistics from the U.S. Department of Education (1991) indicate that at least 68.6% of the students requiring special education services are served in regular education classrooms for part or all of the school day. Thus, it becomes imperative that regular education teachers acquire appropriate skills and attitudes to work with these students.

As early as 1979, researchers concluded that teacher preparation programs for regular educators should include training in mainstreaming related competencies (Middleton, Morsink, & Cohen, 1979). Schultz (1982) noted in his study that regular educators did not perceive themselves prepared to effectively teach students with disabilities.

The National Council for Accreditation of Teacher Education (NCATE) (1987) established the standard that teacher preparation programs desiring NCATE accreditation would include "study and experiences that help education students understand and apply appropriate strategies for individual learning needs, especially for culturally diverse and exceptional populations" (p. 40). Even with the addition of this standard, researchers continued to discuss the need for coursework specific to mainstreaming competencies.

Reed (1983) recognized coursework relevant to mainstreaming competencies as being crucial in preparing regular educators to facilitate successful mainstreaming of students with disabilities. Moreover, Hoover (1986) reemphasized the need for regular

teacher preparation programs to include coursework addressing both knowledge and skill levels in regard to students with disabilities in the mainstream. In addition, he suggested that attitudes toward the education of students with disabilities be included as an additional area of training.

Furthermore, in the late 1980's, the controversial Regular Education Initiative (REI) gave further emphasis to the need to develop mainstreaming competencies in regular education teachers. The REI advocates the dissolvement of the present dual system of special education and regular education, to be replaced by a general education system designed to educate all students (Davis, 1989).

The findings of Middleton et al. (1979) suggested the need for mainstreaming competencies to be addressed in preservice training. Davis (1989) noted that regular education must be restructured if it is to meet the needs of students with disabilities and other special needs. This would suggest a restructuring of teacher preparation programs.

Schumm and Vaughn (1992) seem to believe that regular education teachers have the desire to provide appropriate classroom adaptations for students with disabilities, but lack the training that would enable them to address individual differences. Consequently, they propose that regular education teachers do not perceive that they possess the knowledge and skills necessary for planning individual programs.

Several variables have been identified as being related to the attitudes of regular education teachers toward students with disabilities. The number of courses taken pertaining to special education, the number of years of teaching experience, and successful classroom experiences have been identified as some of the factors affecting

their attitudes (Larrivee & Cook, 1979; Mandell & Strain, 1978).

Findings of Landers and Weaver (1991) suggested that regular education teachers value the same competencies for teaching students with disabilities as do special education teachers. However, the confidence of the regular education teacher, when asked to specify their level of knowledge and skills specific to students with disabilities, was rated as lower than the special education teachers'. Instructional behaviors of beginning regular education teachers were measured by Nowacek, McKinney, and Hallahan (1990). While their study targeted the difference between more and less effective teachers, they also noted differences in behavior as related to different educational levels and different types of classrooms. The findings of their study led them to recommend future studies of teachers at varying levels of experience.

Wilczenski (1991) measured attitudes of preservice regular education teachers and found that, in general, they supported the idea of mainstreaming. Differences in their level of support was found to be dependent upon type of disability.

While research does exist that discusses both inservice teachers' and preservice teachers' perceptions regarding students with disabilities, no studies were found that compared the two groups. Such a study would be one indicator of whether knowledge, skills, and/or attitudes changed over time. Additionally, there is an absence of special education directors' perceptions of the knowledge level, skill level, and attitudes of regular education inservice teachers.

Statement of the Problem

This study focused on the need for regular education teacher preparation

programs to include inclusion competencies through coursework that addresses knowledge base, skill levels, and attitudes toward students with disabilities. The purpose of the study was to lend support to the need for teacher preparation institutions to prepare regular education teachers to work effectively with students with disabilities in the regular classroom. Inclusion, as an option within the least restrictive environment provisions of IDEA (1990), is not effective unless regular education teachers possess the knowledge, skills, and attitudes necessary for facilitating the learning of students with disabilities.

This study was designed to identify the relationship of specific variables on the perceptions of regular education teachers regarding students with disabilities. Specific variables included age, number of students taught, teaching field or subject taught, and preservice experiences in the field of special education including coursework and/or observations.

Justification

With the current emphasis on inclusion of students with disabilities in regular classrooms, there is a need to determine the preparedness of both preservice and inservice regular education teachers. Neither mainstreaming nor inclusion can be successful unless regular education teachers are prepared, willing, and able to work with students with disabilities.

The State of Oklahoma is currently in the midst of designing regulations that further emphasize the need to prepare teachers to deal with diversity in the classrooms. This would suggest that institutions of higher education in Oklahoma are not preparing

teachers to teach all students.

Statement of Research Questions

1. Is there a difference between preservice and inservice teachers in the knowledge area as it relates to policies and procedures, teaching strategies, or professional education?

2. Is there a difference between preservice and inservice teachers in the skills area as it relates to teaching strategies, policies and procedures, or experience with diverse populations?

3.a. For preservice or inservice teachers, is there a relationship between their skills related to **teaching strategies** and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

3.b. For preservice or inservice teachers, is there a relationship between their skills related to **policies and procedures** and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

3.c. For preservice or inservice teachers, is there a relationship between their skills related to **experience with diverse populations** and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

4. Is there a difference between preservice and inservice teachers in their attitude toward students with disabilities as it relates to motor, cognitive,

or emotional ability of the student?

5.a. For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to **motor ability** and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classroom?

5.b. For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to **cognitive ability** and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classroom?

5.c. For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to **emotional ability** and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classroom?

6. Do special education directors perceive that regular educators have the knowledge necessary for working with students with disabilities?

7. Do special education directors perceive that regular educators have the skills necessary for working with students with disabilities?

8. Do special education directors perceive that regular educators have the attitudes necessary for working with students with disabilities?

9. According to special education directors, is there a relationship between a regular education teacher's level of knowledge and skills and the number of children counted on child count, the size of the district, or their (the director's) years in the field of special education?

Limitations

The conclusions rendered by this study are affected by the following limitations:

1. Because a voluntary self-report survey method was used, the sample may not accurately represent the population of Oklahoma's preservice and inservice teachers, and special education directors.
2. The data from this study may not generalize to other states whose preservice requirements, in the area of special education courses required of regular education teachers, are greater or lesser than those in Oklahoma.
3. The survey instrument was designed specifically for this doctoral study and is thus limited to this study.
4. Because participants were asked to complete a survey, a change in their behavior may have occurred as a result of being asked to quantify their behaviors.
5. District size was not defined in survey instrument nor in explanation letter to participants.

Assumptions

1. Survey respondents are assumed to have answered the survey items

accurately and honestly.

2. The survey instrument is assumed to measure knowledge level, skill level, and attitudes in working with students with disabilities.
3. Information used in designing the survey is assumed to be current and accurate.
4. Inservice and preservice teachers are assumed to have the background necessary to complete the survey.

Definition of Terms

Inclusion: Inclusion is an option within the least restrictive environment provision of Public Law 101-476 indicating the integration of students with disabilities with their regular age peers in the school or classroom they would attend if they were not disabled (Janney, Snell, Beers, & Raynes, 1995).

Inservice Teacher: An inservice teacher, in this study, describes a certified teacher currently employed in a public school.

Integration: Integration addresses both the social and curricular components of students with disabilities receiving services in the regular classroom (Janney et al., 1995).

Least Restrictive Environment: Least restrictive environment ensures that, to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled; and that special classes, separate schooling, or other removal from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily (Oklahoma State Department of Education, 1993).

Mainstreaming: Mainstreaming is an option within the least restrictive environment provisions of IDEA (1990) indicating the placement of students with disabilities with their regular age peers for as much of the day as possible (Oklahoma State Department of Education, 1987).

Preservice Teacher: A preservice teacher is, in this study, an undergraduate student who is completing college requirements for certification in a particular teaching field(s) and who is completing the student teaching phase of their teacher education program.

Regular Education Teacher: A regular education teacher, in this study, describes a teacher who currently teaches in a non-special education classroom.

Special Education: (1) The term special education means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. (2) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, and is considered special education rather than a related service under state standards. (3) The term also includes vocational education it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability (Oklahoma State Department of Education, 1993).

Special Education Director: A special education director is a person in a public school district who is responsible for ensuring compliance with the mandates of the

IDEA (1990) and for ensuring the provision of the most appropriate educational program for students with disabilities.

Organization of the Study

Schultz (1982) expressed that regular education teachers do not perceive themselves prepared to facilitate the education of students with disabilities. Yet, the least restrictive environment provision of IDEA (1990) denotes regular classroom placement as an option for students with disabilities. Additionally, it has been suggested that teacher preparation programs need to assist in developing the knowledge, skills, and attitudes needed by regular education teachers for teaching students with disabilities (Hoover, 1986; Reed, 1983). This need may be further reenforced by the perceptions of special education directors as to the competency levels of regular education teachers in their district.

Chapter II presents a review of the literature relating to the preparation of regular education teachers in the training area of inclusion competencies. Chapter III describes the participants, procedures utilized, and the methods used in the analysis of data. Chapter IV contains an analysis of the data with tables provided for further clarification. Chapter V consists of a discussion of the study and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The attitude of delivering services to the student rather than delivering the student to the services seems to be the prevailing philosophy of advocates of the regular education initiative (REI), supporters of inclusive practices, and proponents of mainstreaming traditions (Davis, 1989). Yet, the reluctance of regular education teachers to implement inclusive practices would seem to indicate they lack the training necessary to render appropriate services to students with disabilities (Jenkins, Pious, & Jewell, 1990). With an increasing number of students with disabilities being placed in the regular education classroom, either full- or part-time, it becomes pertinent for regular education teachers to develop the necessary skills and attitudes to teach these children.

Legislation and numerous court cases throughout history have advocated or supported the idea of the integration of students with disabilities with their regular age peers. Brown v. the Topeka Board of Education (1954) is considered to be one of the earliest court cases to support inclusion, better known as integration at that time. The Rehabilitation Act of 1973 was one of the first major pieces of legislation that mandated individualized educational services to students with disabilities which were to occur in the regular classroom whenever possible.

Statistics from the U.S. Department of Education (1991) indicated that nearly 70 percent of students with disabilities receive all or part of their instructional program in the regular classroom. In addition, 93 percent of students with disabilities were educated in public school buildings (Salend, 1994).

The current push for inclusion may have negative consequences if institutions of higher education do not adequately prepare regular education teachers. Teachers who do not feel a sense of ownership toward students with disabilities are less likely to pursue solutions to the difficulties that pupils experience (Semmel, Abernathy, Butera, & Lesar, 1991).

Schultz (1982) concluded that regular elementary teachers were unsure of their responsibilities toward the education of students with disabilities. Through random selection of school sites and voluntary teacher participation, Schultz's study included 102 elementary teachers in North Carolina. Participants were given an open-ended questionnaire with additional space provided for other questions/concerns relating to the education of students with disabilities. Schultz's results indicated that while teachers are aware of students with disabilities in their classroom, they are not comfortable with their skill level, knowledge base, or attitudes toward these students. This finding would lend support to the need for preservice programs for regular education teachers to address the education of students with disabilities in greater detail. Studies conducted by Reed (1983) and Middleton et al. (1979) concluded that there is a need for training in inclusive competencies within the regular curriculum at the preservice training level.

Whether regular educators choose to support effective mainstreaming practices,

the REI, or inclusion, the conclusion will be a need for further training for regular education teachers addressing students with disabilities. The remainder of this chapter reviews research and practice in each of these areas.

Mainstreaming

Mainstreaming was one of the first terms coined, around the time of the passage of the EAHCA (1975), to indicate the placement of students with disabilities in the regular classroom. Although many educators consider mainstreaming to be synonymous with least restrictive environment, the term does not appear in the EAHCA (1975) or in the subsequent IDEA (1990). Because mainstreaming has been such a widely used term, it does warrant some discussion.

Prior to the passage of the EAHCA (1975), regular education and special education operated under a two-box system. Special educators received their funding and took care of their pupils and developed their curricula while regular educators received their funding and took care of their pupils and their curricula. There was little conflict and little cooperation between the two programs (Reynolds & Birch, 1977). Such a two-box system seemed to legitimize the exclusion of students with disabilities from regular education. Students placed in a separate category or classroom were more likely to be treated in ways that would not be permitted were they an accepted member of the regular classroom (Stainback, Stainback, & Bunch, 1989).

According to Wood (1988), the intent of the EAHCA (1975) was to place students with disabilities in the least restrictive environment, or the most normal setting possible for them as individual students. Thus, simply putting a student with a disability

into a regular classroom does not necessarily fulfill the intent of the regulations. Wood (1988) further states that educators must also "provide an instructional climate which is least restrictive" (p.4). With this mandate comes the challenge for educators to adapt and/or modify their curriculum. However, research seems to indicate that regular educators do not have the knowledge and skills to adapt and/or modify their curriculum for students with disabilities.

Schumm and Vaughn (1992) conducted a study to determine the perceptions and the planning practices of regular education teachers for teaching students with disabilities in their classrooms. Only 39%, of those surveyed, feel that they were able to plan effectively for students with disabilities. Teacher surveys did indicate a positive attitude toward including students with disabilities in their classroom. The researchers concluded that regular education teachers do have a desire to work with students with disabilities in their classroom, but feel they lack the knowledge and skills to do so.

Studies by Hoover (1984) and Reed (1983) had already addressed this lack of adaptation and/or modification skills by focusing on the preservice preparation of elementary and secondary regular education teachers, respectively. Both researchers concluded that a restructuring of teacher preparation programs for regular education personnel would lessen this lack of skills. With regard to regular secondary education personnel, Reed (1983) further states that the lack of "delineation of any agreed upon set of concepts, beliefs, and preferred behaviors considered fundamental to preparing secondary personnel for their roles in educating handicapped students...." (p.17) further perpetuates the lack of training.

In a report submitted by Foster and Beeman (1986), regular education teachers often complained about children who were mainstreamed. They felt that their limited knowledge of special education caused the environment to be inappropriate and restrictive for students with disabilities in the mainstreamed setting. A subsequent survey indicated their desire to receive training in how to design and implement appropriate instruction for students with disabilities (Foster & Beeman, 1986).

Mainstreaming quickly became a complex issue with implications of immediate changes in the education of students with disabilities. These changes would need to occur in the public schools as well as teacher preparation programs (Gerlach, 1977).

Regular Education Initiative

Amid the term change of mainstreaming to inclusion, Madeline Will (1986) of the U.S. Department of Education proposed the regular education initiative (REI). Her foundation for supporting such an initiative was based upon her perception that special and regular education were still operating as two separate systems. Will alluded to the fact that special education would not be consolidated into regular education, but that they had to be allowed to form a partnership.

Although some researchers believe that the REI is at best vague and without definition, they do agree that it is now a part of our jargon regardless of its meaning (Pugach & Johnson, 1988). Jenkins et al. (1990) believe "that the intent of the REI is to empower classroom teachers and hold them responsible for the education of all students in their program, to give them the authority and assistance needed to educate a diverse population in the ordinary curriculum of the common school. Under this framework, the

classroom teacher is in charge...." (p. 484).

Special educators might tend to believe that regular educators refer students for special education to maintain a classroom of students they believe can learn. However, fear of failure may be the real reason. Regular educators may be referring students to special education because they fear limited or no success with these students (Sachs, 1988).

Sachs (1988) further pointed out that this fear is to be expected as regular educators simply have not taken the coursework that addresses the methods and techniques used in special programs. "If we accept this notion that prospective teachers realize that they have not received the appropriate training, do we really expect these same individuals to believe that they can actually be successful teaching exceptional students" (p. 328). The REI expects such a belief. Whatever the argument concerning REI might be, it is clear that regular educators, perhaps with some input from special educators, will determine the success or failure of the REI (Semmel et al., 1991).

Inclusion

> "We are in the midst of a most remarkable period in the history of providing educational services for handicapped persons. The courts...have mandated schools to seek out and assume the responsibility for providing appropriate educational services for all children, including those with the most profound handicaps, to maintain in the mainstream of education as many children as possible...a major renegotiation of the relationship between special education and regular education is under way, and the renegotiation carries implications that may change all of education for children" (Reynolds, 1978, p.xi).

Although written in 1978, the previous quotation could easily have been stated in more recent writings in regard to inclusion. The concept of inclusion was thought of long

before it became the term in vogue. Reynolds and Birch (1977), used the term progressive inclusion in referencing the interface between regular and special education. They saw a need to facilitate major change in the preparation of both regular and special education personnel.

Danielson and Bellamy (1989) contend that while increasing numbers of students with mild and moderate disabilities have been included in regular classrooms, those with severe disabilities remain segregated. Baumgart et al. (1982) introduced the idea of partial participation which holds that students with disabilities, regardless of severity, should participate in the same activities as their regular age peers even if they are unable to perform at the same level.

While some groups would contend that inclusion simply means that students with disabilities will attend their home school with their age peers ("NASBE Sounds Call for Inclusion," 1992); others would argue that inclusion goes beyond access to refer to a commitment to educate each child in his or her home school (Rogers, 1994). A relevant analogy to these two schools of thought might be that mainstreaming places students with disabilities in the regular classroom, but inclusion assumes that teachers are equipped with the knowledge and skills necessary to teach all students. Again, the issue of preservice preparation emerges.

Research and opinion are abound supporting preservice and inservice training targeted at preparing teachers for the challenges of inclusion (Algozzine, Maheady, Sacca, O'Shea, & O'Shea, 1990; Ayres & Meyer, 1992; Kober, 1992; National Association of School Boards of Education [NASBE], 1992). Much of this research stems from the

perception that children of the future will be more difficult to teach. Thus, educators need to be prepared for greater diversity among their students. Educators must understand that all students do not learn the same way or even at the same time (Ayres & Meyer, 1992; Soffer, 1992).

A study conducted by the NASBE (1992) specifically urges state boards to work with teacher training institutions to facilitate collaboration between the regular education and special education department. Accomplishment of this recommendation would result in the creation of a new system of instruction that would benefit all students.

Kober's (1992) interview with David Hornbeck and the NASBE (1992) study both affirm and give recommendations to the need for training. Through Kober's questioning, Hornbeck speaks of staff development or inservice training for teachers already in the field. He points out that if educators want to establish inclusive practices then they must realize that skill acquisition is "not going to happen by osmosis. It's only going to happen because you [supporters of inclusion] create the conditions in which they [teachers] understand the possibilities" (p. 17).

Teacher Preparation

Preparation of regular education teachers to meet the needs of students with disabilities would seem to be an obvious result of the passage of the EAHCA (1975). However, numerous authors, including Ayres and Meyer (1992) and Kearney and Durand (1992), have found this premise to be in error. "Despite the need for such practices, however, few attempts have been made to provide interdisciplinary training at the preservice or higher educational levels" (Kearney & Durand, 1992, p. 6). Pedrini and

Pedrini (1987) assert that preservice teachers are taught to work with the average students at the expense of the exceptional (subaverage and supra-average). They believe that methods deemed appropriate for the exceptional are also appropriate for the average student. The reverse, as has been demonstrated in practice, does not hold true. As a result of the mainstreaming movement, many teacher education programs developed one or two courses for preservice regular education teachers addressing students with disabilities. By 1991, forty states (80.0%) established a special education course requirement for elementary and/or secondary preservice teachers. Credit for the courses ranged from 1 to 5 hours with less than half of the states requiring field experience with their course requirements (Fender & Fiedler, 1990; Reiff, Evans, & Cass, 1991).

While there is some evidence that an introductory course addressing students with disabilities provides some favorable results, a single course cannot provide the information needed by today's regular education teacher. Many introduction courses focus on the characteristics and manifestations of various disabilities leaving little time to address pedagogical practices, intervention, and collaboration among education personnel; thereby perpetuating an expectation of failure in teaching students with disabilities (Reiff et al., 1991; Sachs, 1988).

Knowledge of and experience with students with disabilities is critical to teachers entering the field of education today. With little or no coursework, the regular education teacher cannot demonstrate competence or effectiveness in teaching students with disabilities (Fender & Fiedler, 1990). Although training opportunities for regular educators addressing needs of students with disabilities in the regular classroom are

increasing, it is unlikely that the teacher will feel a sense of empowerment as meets the intent of the REI (Reiff et al., 1991; Jenkins et al., 1990).

Researchers suggest that preservice training needs to include both knowledge base development and preparation in current pedagogical practices. This is fostered by the belief that a teacher who has the skills necessary to work with students with disabilities will also have a positive attitude towards inclusion (Kearney & Durand, 1992; Pugach, 1987; Reiff et al., 1991). Although directed toward special educators, the Council for Exceptional Children (CEC) Common Core Knowledge and Skills Essential for All Beginning Special Education Teachers contains many competencies necessary for regular education teachers. The CEC competencies address the pedagogical, developmental, linguistic, and cultural needs of today's diverse student population (Swan & Sirvis, 1992).

In 1986, Hoover investigated these same areas: knowledge level, skill level. and attitude, as being germane to regular education teacher preparation. Hoover used a self-report survey instrument to determine the amount of emphasis placed on the three areas by training institutions. His findings indicated that teacher preparation programs placed more emphasis on the development of knowledge and attitudes than on skill level. He concluded by suggesting that preservice regular education teachers need greater emphasis in each area that was being provided at that time.

Schumm and Vaughn (1992) investigated the areas of knowledge level as perceived by inservice regular education teachers. Teachers surveyed reported that while they have a positive feeling toward students with disabilities in inclusive settings, they do not feel prepared to work with such students. This particular study also indicated that

secondary teachers were less positive about the effectiveness of serving students with disabilities in the regular classroom. Additionally, secondary teachers made fewer adaptations.

Malouf and Schiller (1995) assert that developing the necessary skills is somewhat contingent upon the teacher's use of knowledge. In other words, does the teaching environment allow time to research new and innovative practices which in turn lead to skill development? Although difficult to define, research indicates that the area of attitudes has been studied somewhat more than knowledge and skill level. The belief that attitudes effect and influence practice perhaps results in such scrutinization of the topic. Attitudes are formed early, making them difficult, but not impossible, to change.

Wilczenski (1991) asserted that the success of mainstreaming was contingent upon the attitudes of inservice teachers and the preparation they received to enable them to work with students with disabilities in the regular classroom. Additionally, Wisniewski and Alper (1994) found that "...negative attitudes have been reported to be functions of the lack of preservice training..." (p. 6), and that attitudes can be changed by obtaining more knowledge and participating with students with disabilities. A similar motion was suggested by Reid, Reid, Whorton, and Reichard (1972). They suggested that a course, designed to both impart knowledge and offer experience with students with disabilities, would effect a change in attitude. However, Francis (1988) concluded that while teachers report that a combination of direct experience with and information about children with disabilities is desirable, such a combination does not find support in the literature.

Summary

Proponents of mainstreaming traditions, advocates of REI, and supporters of inclusive practices, while having differing philosophies, would be in agreement that regular education teachers need to receive training in inclusion competencies in order to deliver appropriate services to students with disabilities (Jenkins et al., 1990; Davis, 1989).

With 93 percent (Salend, 1994) of students with disabilities educated in public schools, it becomes critical for regular education teachers to possess the competencies necessary to provide an appropriate education to students with disabilities (Foster & Beeman, 1986). Knowledge level, skill level, and attitude seem to permeate the literature as key requirements necessary to deliver an appropriate education to students with disabilities. Several studies point to the notion that knowledge level effects both skill level and attitude. Increased knowledge enhances skill level and changes attitudes from negative to positive (Reid et al., 1972; Schultz, 1982; Schumm & Vaughn, 1992; Wisniewski & Alper, 1994). Regardless of whether mainstreaming, REI, or inclusion is used, researchers are in agreement that teacher preparation programs must assist in creating a new system of instruction (Gerlach, 1977; Kober, 1992; & Sachs, 1988). As Fender and Fiedler (1990) state, "The task ahead for teacher educators is enormous, and for the sake of effective and appropriate education of handicapped students we must work swiftly" (p. 208).

CHAPTER III

METHOD

This chapter presents the procedures and techniques used to determine how prepared regular education teachers perceive themselves to be when working with children with disabilities. Included is a description of the subjects, an overview of the instrument and the procedures utilized to collect and analyze the data.

Subjects

Subjects for this study consisted of 184 regular education preservice teachers, 140 regular education inservice teachers, and 73 special education directors. The preservice teachers were undergraduates who were in the student teaching phase of their teacher preparation program. The inservice teachers were teachers currently in the field who were serving as cooperating teachers to the student teachers. The special education directors were personnel who supervised the implementation of the IDEA (1990) regulations in their respective school district. All subjects worked in public school districts.

A portion of the sampling process involved contacting four state institutions of higher education (IHE) in the State of Oklahoma. Selection of participating IHEs was based upon the following factors.

1. Geographic location was considered so that participants might better represent the state's population. IHEs were selected to represent four

geographic regions of Oklahoma which included the northwest region, the southwest region, the east central region and the southeast region. An institution representing the northeast region was contacted, but was unable to participate. Table 1 provides a description of preservice and inservice regular education teachers by region.

TABLE 1

DESCRIPTION OF REGULAR EDUCATION TEACHER SUBJECTS

	Preservice		Inservice	
Subjects	Number Represented	Percent of Total Number Represented	Number Represented	Percent of Total Number Represented
Northwest Region	34	18	31	22
Southwest Region	16*	9	37	27
East Central Region	73	40	27	19
Southeast Region	60	33	44	32
Total	183	100	139	100

*Surveys were returned to the researcher by mail as opposed to on-site collection.

2. Participating IHEs had to have a teacher education program in place offering training for certification in early childhood, elementary, and secondary education. Although not a requirement for this study, each IHE also had a special education certification program.

3. Because the study required the cooperation of teacher education faculty at

each IHE, selection included the willingness to participant as stated by a Dean of Education or Teacher Education Department chair.

The purpose of the contact was twofold. First, permission was obtained from the appropriate Dean or Department chair at each institution to survey preservice regular education teachers during their student teaching phase. Second, a list of the student teachers' cooperating teachers was obtained from each IHE which comprised the inservice regular education teacher population.

The remainder of the population sampled included special education directors who were members of the Oklahoma Directors of Special Services (ODSS) organization. Excluding the 18 pilot study participants, all 115 members were contacted for the survey.

All preservice and inservice regular education teachers were teaching in a public school. Completion of the survey was voluntary by all groups.

Characteristics of Respondents

A survey instrument was distributed to 227 preservice regular education teachers, 307 inservice regular education teachers, and 126 special education directors. Of the 649 surveys sent to all three populations, a total of 397 (59%) usable surveys were returned and included in the final analysis of data. Of the 397 surveys returned, eleven did not respond to all items in Part Two. Preservice teacher return rate was 81%; inservice teacher return rate was 45%; and special education director return rate was 56%.

Background information for the three groups is presented in Table 2. Of those participants with earned degrees, more than half (66%) held a masters degree or higher. The majority (72%) of the inservice teachers had more than ten years teaching experience.

In both preservice and inservice teacher groups, those teaching students in grades kindergarten through sixth grade comprised slightly over half (58%) of the group. For comparative purposes and to indicate consistency between survey respondents and Oklahoma teachers, Table 2 includes a view of state percentages of specific variables. As with the respondents, more than half of the inservice teachers in Oklahoma, teaching in grades K-12, have taught ten years or more. However, unlike survey respondents, less than half held a masters degree.

Appendix J lists demographic data specific to the regular education teacher respondents. Only 19% of the inservice teachers indicated experience working with students with disabilities during their initial teacher training. Related to experience during teacher training was the finding that 89% of preservice and 74% of inservice teachers reported that they had taken at least one course addressing students with disabilities. However, the validity of these low percentages is questionable as completion of at least one course addressing students with disabilities is a requirement for certification in Oklahoma. The majority of inservice teachers reported having from 0-3 students with disabilities in their classroom. Nearly 20% reported having 6 or more students with disabilities in their classroom.

District Size

Participants were asked to indicate whether their district was rural, suburban, or urban as defined in Appendix L. As might be expected in the state of Oklahoma, the majority of participants were from rural areas. Additionally, special education directors were asked to indicate the number of students with disabilities in their district. The

majority of the districts reported having 0 - 500 students with disabilities in their districts. More detailed information regarding district size can be found in Appendix L.

Instrument

A two-part survey instrument was developed specifically for this study to determine the preparedness of regular education teachers to work with students with disabilities. Part one solicited demographic data as well as experiential information. Information such as gender, age, number of years as a teacher, highest degree earned, teaching field, and experiences dealing with children with disabilities was requested (see Appendix A). Part one of the survey given to special education directors requested similar information and included child count data and years as a special education director (see Appendix B).

Part two was divided into three separate sections designed to measure knowledge level, skill level, and attitudes toward students with disabilities. The attitude section was further divided into specific subareas of cognitive, motor/sensory, and emotional disabilities giving part two a total of 85 items (see Appendix C). The section headings were derived from interviews with faculty from a non-participating IHE. Part two was the same for both regular educators and special education directors. The development of the items in the three sections was based on the CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers (Swan & Sirvis, 1992), an extensive review of the literature, and the researcher's expertise in the field of special education. Using a five-point Likert-type scale (1.00=strongly disagree, 5.00=strongly agree), participants were asked to indicate their perceived level of knowledge and skills,

and their attitudes regarding student with disabilities. According to Babbie (1995), such a format is "one of the most commonly used in contemporary questionnaire design" (p. 178). Individual items within the knowledge and skills sections addressed subareas of policies and procedures in special education, teaching strategies, professional education, and experiences with diverse populations. Appendix D lists specific survey items within each subarea. Subarea headings were derived from interviews with faculty from a non-participating IHE and from the researcher's expertise in the field of education. Content validity was ascertained by asking 25 special education faculty at eleven Oklahoma institutions of higher education to determine the appropriateness and accuracy of each item using a list of the 85 statements, based upon their expertise in the field of special education. Additionally, they were asked to clarify and reword any items that might cause confusion as participants completed the survey. Modifications to the survey were based upon faculty responses.

Design

The research design of this study is somewhat dictated by the use of a Likert-type scale. Descriptive and correlational procedures were the primary methods used.

Descriptive statistics were the sole method used with part one of the survey for the purpose of reporting totals and percentages and for comparing the groups of participants. To begin drawing conclusions from Part Two, Spearman correlational coefficients were obtained using data from preservice and inservice regular education teachers. This method determines the significance of the relationship between two specified variables in ordinal scale data (Gravetter & Wallnau, 1996). The Mann-Whitney U Test was used to

determine differences between preservice and inservice regular education teachers. Gravetter and Wallnau (1996) suggest the use of Mann-Whitney U Test to ascertain the difference between two populations using ordinal data. Although many researchers opt to report mean scores of Likert-type scale responses, Hinkle, Wiersma, and Jurs (1994) maintain that median scores provide a more accurate description of the data. Gravetter and Wallnau (1996) lend further support to this notion by stating that the median "serves as a valuable alternative...when data are measured on an ordinal scale" (p. 91).

Pilot Study

As a final step in instrument development, a pilot study was conducted with 25 preservice teachers, 30 inservice teachers, and 18 special education directors. The preservice and inservice teachers completing the pilot study were from a university not used in the study, but located in Oklahoma. Likewise, the special education directors who completed the pilot study instrument were not asked to participate in the actual study.

Reliability coefficients for internal consistency were obtained by using the Spearman Correlation. Each section of the survey was analyzed using the split-half method of determining reliability. The knowledge section for preservice teachers yielded a correlation coefficient of .7949, and the skills section yielded a correlation coefficient of .9639. The motor/sensory disability portion of the attitude section yielded a correlation coefficient of -.2650; the cognitive disability portion yielded a correlation coefficient of .1568; and, the emotional disability portion yielded a correlation coefficient of .1568.

The knowledge section for inservice teachers yielded a correlation coefficient of .8729, and the skills section yielded a correlation coefficient of .5192. Within the attitudes

section, the motor/sensory disability portion yielded a correlation coefficient of .7379; the cognitive disability portion yielded a coefficient of .6455; and, the emotional disability portion yielded a coefficient of .2844.

Finally, the knowledge section for special education directors yielded a correlation coefficient of .8903 and the skills section yielded a coefficient of .9190. The motor/sensory disability portion of the attitudes section yielded a coefficient of .3006; the cognitive disability portion yielded a coefficient of -.0347; and , the emotional disability yielded a coefficient of .1367. Results of the pilot study are found in Appendix I.

All subareas of the attitude section were not statistically significant within the preservice teacher group nor within the special education director group. Within the inservice teacher group only the subarea of emotional disabilities was not statistically significant. Therefore, any interpretation, particularly of the attitude section, must be done with caution. These coefficients are further delineated in Table 3.

Procedure

The proposal for this study was submitted to the Institutional Review Board (IRB) at Oklahoma State University for review. Data collection began immediately following IRB approval of the study.

During the fall semester, surveys and one-page cover letters (see Appendixes A, C, & E) were hand delivered to preservice regular education teachers at the four participating state IHEs in Oklahoma. All preservice teachers were completing the student teaching phase of their teacher education program at their respective university. At three of the institutions used in the study, surveys were given to the entire group, completed

TABLE 3

RELIABILITY COEFFICIENTS FOR PILOT STUDY TO DETERMINE INTERNAL CONSISTENCY

Section/Subarea	Preservice Teachers n = 25	Inservice Teachers n = 30	Special Education Directors n = 18
Knowledge	.7949*	.8729**	.8903***
Skills	.9639*	.5192**	.9190***
Attitudes			
Motor/Sensory	-.2650	.7379**	.3006
Cognitive	.1568	.6455**	-.0347
Emotional	.1568	.2844	.1367

* For preservice teachers df = 23, p < .05 = .4227 for statistical significance
** For inservice teachers df = 28, p < .05 = .3809 for statistical significance
*** For special education directors df = 16, p < .05 = .4683 for statistical significance

upon receipt, and subsequently returned as a group. The fourth institution disseminated the surveys and cover letters along with self-addressed stamped envelopes to be returned to the researcher by mail.

Each participating institution submitted names and school addresses of inservice teachers serving as cooperating teachers to the preservice teachers completing their student teaching block. Surveys, one page cover letters (see Appendixes A, C, & F) and self-addressed stamped envelopes were mailed to a total of 307 regular inservice teachers. Demographic data as to certification area can be found in Appendix K. Using the membership roster of the Oklahoma Directors of Special Services organization, similar items were mailed to the school address of 115 special education directors (see

Appendixes B, C, & G).

Inservice teachers and directors were asked to return the completed survey within 4 weeks from the date of mailing. At the end of the fourth week, postcards were used as a follow up for participants who did not respond to the first mailing (see Appendix I). After four additional weeks, data collection ceased for all groups.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to determine the perceived level of knowledge and skills that regular education teachers possess for working with students with disabilities. The study also looked at their attitudes toward students with disabilities as related to motor, cognitive, and emotional disabilities. Additionally, special education directors were surveyed to determine whether or not inservice regular education teachers possess the knowledge, skills, and attitudes necessary for working with students with disabilities.

This chapter focuses on the analysis of the data. Results of the data are discussed and analyzed according to each research question.

Analysis of Data According to Research Questions

Correlational and descriptive data were obtained using the Statistical Package for the Social Sciences (SPSS) for Windows package for data analysis. Questions analyzed by correlational analysis were tested at the 0.05 level of significance.

Research Question 1:

Is there a significant difference between preservice and inservice teachers in the knowledge area as it relates to policies and procedures, teaching strategies, or professional education?

In examining the policies and procedures subarea of the knowledge section, the z score of -3.60, obtained by using the Mann-Whitney U test, is greater than the critical value of ±1.96; therefore the medians of preservice and inservice teachers are unequal. Examination of the teaching strategies area yielded a z score of -5.54 which is also greater than the critical value of ±1.96; therefore the medians of preservice and inservice teachers are unequal in this area. Finally, in examining the professional education area, a z score of -1.22 was obtained which is less than the critical value of ±1.96; thus, the medians of preservice and inservice teachers are not statistically significantly different. Results of the analysis indicate that inservice regular education teachers perceive themselves to be more knowledgeable and better able to work with students with disabilities than the preservice regular education teachers. However, when examining the professional education subarea, the two groups perceive themselves to be equally competent. These results are displayed in Table 3.

The median response for both preservice and inservice regular education teachers in the knowledge section ranges from agree (4.00) to strongly agree (5.00). Inservice teachers perceive themselves very knowledgeable in curriculum and teaching strategies, and in their ability to function within a team. Medians for each subarea within the knowledge section are presented in Appendix M.

A closer examination of survey items 9, 10, and 12 reveals that inservice teachers are more secure in their knowledge of eligibility and placement procedures for students with disabilities. In analyzing survey items 13-15, preservice teachers do not perceive themselves to be as adept in planning instructional activities related to district curriculum

and individual student needs. Appendix N lists median scores for individual survey items.

Research Question 2:

Is there a significant difference between preservice and inservice teachers in the skill area as it relates to teaching strategies, policies and procedures, or diverse populations?

In examining the policies and procedures area, the z score of -5.01, obtained by using the Mann-Whitney U test, is greater than the critical value of ±1.96; therefore the medians of preservice and inservice teachers are unequal. Examination of the teaching strategies area yielded a z score of -1.05 which is less than the critical value of ±1.96; therefore the medians of preservice and inservice teachers are not statistically significantly different in this subarea. Finally, in examining the diverse populations area, a z score of -5.02 was obtained which is greater than the critical value of ±1.96; thus, the medians of preservice and inservice teachers are unequal. Therefore, there is a difference between preservice

and inservice teachers in the policies and procedures portion and the diverse populations portion of the skills area as depicted in Table 4. Teaching strategies yielded no statistically significant difference between the two groups. Inservice regular education teachers believe that they are better able to apply their knowledge of special education policies and procedures than do preservice regular education teachers.

The median response for preservice and inservice teachers in each subarea of the skills sections ranged from undecided (3.00) to strongly agree (5.00). Preservice and inservice teachers' responses differed on items 11, 12, and 14 in the policies and

procedures subarea of the skills section. A closer study of these items indicated that preservice teachers do not or are unable to fulfill their role in the IEP process for individual students; whereas, inservice teachers do assist in the development of individual IEPs and are able to monitor the progress of individual students. The median scores for those items in the subarea of experience with diverse populations do not indicate where the difference lies between the two groups.

TABLE 4

RESULTS OF MANN-WHITNEY U TEST OF THE KNOWLEDGE AND SKILLS SUBAREAS BETWEEN PRESERVICE AND INSERVICE TEACHERS

Subareas	Preservice Teachers vs. Inservice Teachers
KNOWLEDGE	
Policies and Procedures	-03.60[a] (-36.77)[b]
Teaching Strategies	-05.54 (-56.77)
Professional Education	-01.22 (-12.45)
SKILLS	
Policies and Procedures	-05.01 (-50.13)
Teaching Strategies	-01.05 (-10.71)
Experience with Diverse populations	-05.02 (-50.86)

a The z value
b The difference between mean ranks
* $p < .05$

Research Question 3a:

For preservice or inservice teachers is there a relationship between their skills related to teaching strategies and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

Correlation coefficients and test statistics among the variables listed as calculated by using Spearman Correlation test of significance are shown in Table 5. Although not significant at $p<.05$, the test statistics for years of teaching experience in the preservice teacher population was the most notable at .054. A notable test statistic for inservice teachers was in previous experience with students with disabilities at .039.

Examination of the data indicates that previous experience with students with disabilities in the inservice teacher group is the only significant variable at $p<.05$. Therefore, according to this survey, previous experience with students with disabilities was the only factor related to teaching strategies. Teachers who have worked previously with students with disabilities have developed a larger repertoire of teaching strategies from which to design individualized instructional programs for students with disabilities.

Research Question 3b:

For preservice or inservice teachers, is there a relationship between their skills related to policies and procedures and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

Correlation coefficients and test statistics for policies and procedures among the variables listed as calculated by using Spearman Correlation test of significance are

depicted in Table 5. Spearman Correlation calculations for each variable for preservice teachers yielded three test statistics which were significant at the $p<.05$ level: years of teaching experience = .048; teaching field = .034; and, previous experience = .049. Significant test statistics for inservice teachers were: age = .002 and grade = .037.

Examination of the data indicates that in the preservice group, years of teaching experience, teaching field (i.e. early childhood, elementary, or secondary), and previous experience with students with disabilities are significant at $p<.05$. In examining the inservice group, age and grade level taught were the only significant variables at $p<.05$. Thus, within the policies and procedures portion of the skills area, there is a relationship between years of teaching experience, teaching field, previous experience with students with disabilities, age, and grade level taught and policies and procedures within skill levels.

Previous experience with students with disabilities enhances a regular education teacher's ability to maintain compliance with special education policies and procedures. Additionally, older teachers are more adept at applying their knowledge of policies and procedures than younger teachers. Early childhood and elementary regular education teachers possess a better understanding of the IEP process than do regular education teachers at the secondary level.

Research Question 3c:

For preservice or inservice teachers, is there a relationship between their skills related to experience with diverse populations and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

Correlation coefficients among the variables listed as calculated by using Spearman Correlation test of significance are displayed in Table 5. Significant test statistics for each variable for preservice teachers were: years of teaching experience = .049; teaching field = .017; grade = .014; and, previous experience = .029. The only significant test statistic for inservice teachers was age = .044.

TABLE 5

SPEARMAN CORRELATION COEFFICIENTS BETWEEN INSERVICE AND PRESERVICE TEACHERS IN THE SKILLS AREA

	Years of Teaching	Age	Field	Grade	Experience with Students
Teaching Strategies					
Preservice	.1224[a] .0540[b]	.0513 .2520	-.0541 .2410	-.0501 .2570	-.0939 .1100
Inservice	.0182 .4180	.1046 .1160	.0118 .4460	-.1185 .0870	-.1531 .0390*
Policies and Procedures					
Preservice	.1299 .0480*	.0618 .2140	.1416 .0340*	-.1176 .0660	-.1291 .0490*
Inservice	.0789 .1850	.2454 .0020*	-.1109 .1040	-.1563 .0370*	-.1376 .0580
Diverse Populations					
Preservice	.1249 .0490*	.0804 .1440	-.1608 .0170*	-.1660 .0140*	-.1433 .0290*
Inservice	.1130 .0980	.1496 .0440*	-.0319 .3580	-.1314 .0670	-.1373 .0580

a coefficient
b test statistic
* $p<.05$

Examination of the data indicates that in the preservice group, years of teaching experience, field, grade level taught, and previous experience with students with disabilities are significant variables at $p<.05$. Age was the only significant variable in the inservice group. According to this data, within the preservice group, years of teaching experience, teaching field, grade level taught, and previous experience with students with disabilities are related to skills in working with diverse populations.

Closer examination of the data reveals that regular teachers teaching at the secondary level perceive themselves better able to work with diverse populations than do teachers at the lower grade levels. Data again indicate that regular teachers with previous experience with students with disabilities and more years in the field of teaching believe that they are more skilled in working with diverse populations than those with less experience.

Research Question 4:

Is there a significant difference between preservice and inservice teachers in their attitude toward students with disabilities as it relates to motor, cognitive, or emotional ability of the student?

The z scores and mean rank differences as calculated by the Mann-Whitney U test are listed in Table 6. In examining the attitude subareas, each individual z score was greater than the critical value of ± 1.96; therefore, the medians of preservice and inservice teachers are unequal. Thus, there is a difference between preservice and inservice teachers in their attitudes toward students with disabilities whether they have motor/sensory, cognitive or emotional deficits.

TABLE 6

MANN-WHITNEY U TEST FOR PRESERVICE AND INSERVICE TEACHERS REGARDING ATTITUDES

Subjects	Motor/Sensory Disability	Cognitive Disability	Emotional Disability
Preservice Teachers vs. Inservice Teachers	-02.41[a]	-03.64	-03.36
	(+23.60)[b]	(+35.45)	(+32.55)

a The z value
b The difference between mean ranks
* $p<.05$

The medians for preservice teachers and inservice teachers in the attitude areas relating to motor/sensory, cognitive, and emotional disabilities are presented in Appendix M. Seven statements in the attitudes section received a median response of 2.00 (disagree), while two statements received a median response of 5.00 (strongly agree). Inservice teachers agreed or strongly agreed with 79% of the statements. Responses to specific attitude statements indicated that inservice teachers believe that although students with disabilities can benefit from placement in the regular classroom, they would still be stigmatized by their disability.

Although both preservice and inservice teachers were in agreement that their attitudes and efforts determine the success rate of students with disabilities in their classrooms, preservice teachers indicated stronger agreement (5.00) on item 7. Preservice teachers also felt more strongly that it is their responsibility to communicate with the parents of students with disabilities who are in their classroom as per survey item 17. According to item 12 in the cognitive and emotional disabilities subareas of the attitude

section, inservice teachers are not comfortable discussing instructional strategies with other educational staff; whereas, preservice teachers are unsure. Survey item 13 indicates that inservice teachers believe their instructional time is not limited when students with cognitive or emotional disabilities are placed in their classrooms, but is limited when students with motor/sensory disabilities are served in their classrooms.

Research Question 5a:

For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to motor/sensory ability and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classroom?

Levels of significance using $p<.05$ are delineated in Table 7. Preservice teachers are shown in the top number, and inservice teachers are shown in the bottom number of each pair. Age ($p = .045$) was the only variable to meet the determined level of significance. Contact with special education teachers at .008 was the only variable within the inservice teacher group to be significant.

Examination of the data indicates that, in the preservice group, age was the only significant variable. Contact with the special education teacher was the only significant variable in the inservice group. Thus, age and amount of contact with the special education teacher is related to attitudes toward students with motor/sensory disabilities. Older regular education teachers have a more positive attitude toward students with motor/sensory disabilities than do younger teachers. Additionally, more contact with special education teachers facilitates the development of more positive attitudes toward

students with disabilities.

Research Question 5b:

For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to cognitive ability and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classroom?

The number of students with disabilities ($\rho = .006$) was the only variable to meet the determined level of significance within the preservice group. Coefficients of these variables are presented in Table 7.

Examination of the data indicates that, in the preservice group, number of students with disabilities was the only significant variable. With the exception of number of students with disabilities, there is no relationship between attitudes toward students with cognitive disabilities among preservice or inservice regular education teachers and the variables listed in statement 5b.

Research Question 5c:

For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to emotional ability and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classroom?

The number of students with disabilities ($p = .005$) was the only variable to meet the determined level of significance within the preservice group. Within the inservice teacher group, age yielded a significance level of .048. Coefficients for these variables are

listed in Table 7.

An examination of the data indicates that in the preservice group, number of students with disabilities was the only significant variable and in the inservice group, age was the only significant variable. Thus, with the exception of number of students with disabilities and age, there is no relationship between attitudes toward students with emotional disabilities and the variables listed in statement 5c.

TABLE 7

SPEARMAN CORRELATION COEFFICIENTS BETWEEN INSERVICE AND PRESERVICE TEACHERS REGARDING ATTITUDES

	Years of Teaching	Age	Contact with Special Education Teachers	Number of Students with Disabilities
Motor/Sensory Disabilities	.349[a]	.045*	.257	.336
	.464[b]	.473	.008*	.061
Cognitive Disabilities	.210	.464	.366	.006*
	.065	.060	.192	.066
Emotional Disabilities	.197	.469	.443	.005*
	.160	.048*	.060	.062

a Preservice Teachers
b Inservice Teachers
* $p<.05$

Research Question 6:

Do special education directors perceive that regular educators have the knowledge necessary for working with students with disabilities?

Examination of the descriptive data indicates that special education directors are

undecided (3.00) or agree (4.00) that regular education teachers possess the knowledge necessary for working with students with disabilities. Closer examination of individual items in the knowledge section indicates that there were no statements with which the special education directors strongly agreed (5.00). Medians for individual items are listed in Appendix N.

Regular education teachers, as perceived by special education directors, are the least knowledgeable in policies and procedures pertaining to special education as delineated in Table 8. The teachers do not possess an understanding of least restrictive environment nor do they understand the referral/placement process. Additionally, they are not confident in their knowledge of the various disabling conditions. Special education directors also perceived that regular education teachers are unsure of their ability to apply behavior management techniques to students with disabilities.

TABLE 8

MEDIANS AND STANDARD DEVIATIONS OF SPECIAL EDUCATION DIRECTORS IN THE KNOWLEDGE AREA

	Policies and Procedures	Teaching Strategies	Professional Education
Median	3.44	3.75	3.63
SD	0.87	0.70	0.68

Research Question 7:

Do special education directors perceive that regular educators have the skills

necessary for working with students with disabilities?

The median scores of the special education directors within the subareas of the skills section indicate their perception that regular education teachers do not possess the skills necessary for working with students with disabilities as depicted in Table 9. The median score of 3.00 (undecided) in the subarea of teaching strategies is particularly remarkable. According to special education directors, regular education teachers experience difficulty in providing individual instruction for students with disabilities (See Appendix N). They are unable to select appropriate materials or vary their teaching methods to address individual needs. Additionally, they cannot adapt their district's curriculum to meet individual student needs.

The median of 3.40 (undecided-agree) indicates that regular education teachers are unable to apply their knowledge of IDEA (1990) regulations. Individual survey items most notable within the policies and procedures subarea focus on the ability to formulate IEP objectives and relate them to classroom instruction. These two items, according to special education directors, were areas in which regular education teachers lacked the necessary skills.

A study of the experience with diverse populations subarea reveals that special education directors believe that regular education teachers are able to identify students needing special assistance; however, they are unable to address those needs. Special education directors also indicated a belief that regular education teachers were unable to address weaknesses as well as strengths according to individual student need. Thus, according to the data, special education directors perceived that regular education

teachers are somewhat lacking in the skills necessary to work with students with disabilities.

TABLE 9

MEDIANS AND STANDARD DEVIATIONS OF SPECIAL EDUCATION DIRECTORS IN THE SKILLS AREA

	Policies and Procedures	Teaching Strategies	Diverse Populations
Median	3.40	3.00	3.50
SD	0.87	0.90	0.80

Research Question 8:

Do special education directors perceive that regular educators have the attitudes necessary for working with students with disabilities?

Examination of each of the subareas within the attitudes section revealed that, according to special education directors, regular education teachers do not have the attitudes necessary for working with students with disabilities. As delineated in Table 10, all of the median scores were below 4.00 (agree) which indicates that the special education directors were somewhat undecided (3.00). Attitudes towards students with motor/sensory disabilities were viewed as the most positive of the three subareas with attitudes toward students with emotional disabilities being the least positive.

When individual survey items were scrutinized within the motor/sensory disabilities subarea (See Appendix N), it was found that regular education teachers, according to special education directors, believe that their instructional time is limited and that

managing behavior problems is time consuming when students with disabilities are placed in their classroom. Additionally, regular education teachers were perceived to believe that students with disabilities would be stigmatized if educated solely in the regular classroom.

TABLE 10

MEDIANS AND STANDARD DEVIATIONS OF SPECIAL EDUCATION DIRECTORS IN THE ATTITUDES AREA

	Motor/Sensory Disabilities	Cognitive Disabilities	Emotional Disabilities
Median	3.41	3.35	3.24
SD	0.51	0.31	0.35

Examination of individual survey items within the cognitive disabilities subarea, as in the motor/sensory subarea, revealed that students with disabilities would be stigmatized if educated solely in the regular classroom. Also, special education directors perceived that regular education teachers are uncomfortable discussing appropriate instructional strategies with other educational staff.

A closer study of the emotional disabilities subarea indicated that, according to special education directors, regular education teachers do not desire to serve students with emotional disabilities in their classroom and that such students would be stigmatized if educated in the regular classroom. Furthermore, regular education teachers are not comfortable discussing instructional strategies, as would pertain to students with emotional disabilities, with other educational personnel. Thus, the data indicate that special education directors perceived that regular education teachers do not possess the

attitudes necessary for working with students with disabilities.

Research Question 9:

According to special education directors, is there a relationship between a regular education teacher's level of knowledge and skills and the number of children counted on child count, the size of the district, or their (the director's) years in the field of special education?

Examination of the knowledge area yields no significant correlations; however, the coefficient of .053 for the number of children counted on child count is notable. Likewise in the skills area, there were no significant values as depicted in Table 11.

TABLE 11

SPEARMAN CORRELATION COEFFICIENTS BETWEEN THE KNOWLEDGE AND SKILLS AREAS FOR SPECIAL EDUCATION DIRECTORS

	Child Count	District Size	Years
Knowledge			
Policies and Procedures	.053	.108	.294
Teaching Strategies	.139	.310	.340
Professional Education	.473	.447	.449
Skill			
Policies and Procedures	.094	.099	.487
Teaching Strategies	.202	.485	.466
Diverse Populations	.178	.294	.468

* $p<.05$

This data yielded no significant results. Thus, according to the perceptions of

special education directors, neither the number of students with disabilities in the district, nor the size of the district was related to regular education teachers' knowledge or skill level

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the perceptions of regular education teachers of their ability to work with students with disabilities. An attempt was made to determine if regular education teachers possess the competencies necessary to work with students with disabilities by analyzing their teacher training and self-perceptions of their current knowledge level, skill level, and attitudes toward students with disabilities. The study also sought to determine if special education directors maintained the same perceptions as the regular education teachers. Using a five-point Likert-type scale (1.00 = strongly disagree, 5.00 = strongly agree), preservice and inservice regular education teachers were asked to indicate self-perceptions of their knowledge level, skill level, and attitudes when working with students with disabilities. Special education directors were given the same survey on which to indicate their perceptions of the competencies of regular education teachers as related to knowledge level, skill level, and attitudes toward students with disabilities.

Knowledge level was divided into three subareas. These subareas along with a brief explanation were:

1. An awareness of policies and procedures in special education;

2. Knowledge of effective teaching strategies and methods for working with students with disabilities; and
3. An understanding and knowledge of typical children as gleaned from professional education coursework or experiences.

Similar subareas emerged as a part of the skills level. These subareas, followed by a brief explanation, were:

1. An ability to apply special education policies and procedures in the regular classroom setting;
2. An ability to implement various teaching strategies for students at all learning levels; and
3. An ability to work with diverse populations in the regular education classroom.

Subareas related to attitudes were of a different nature than knowledge and skills. Attitudes of regular education teachers toward students with disabilities were divided by three disability areas which were: (1) motor/sensory disabilities; (2) cognitive disabilities; and (3) emotional disabilities. Previous research does exist that addresses competencies and characteristics needed by regular education teachers who work with students with disabilities. However, the existing research has typically focused on either the competencies or the teacher training issues. This study attempted to combine the two issues in order to determine the effect of teacher training and previous experience with students with disabilities on perceived competency levels.

The addition of special education directors as a group was intended to support or

refute the teacher perceptions. It is the responsibility of the special education director in individual school districts to ensure program effectiveness in rendering services to students with disabilities. As such, they are able to observe and interview regular education teachers on a regular basis to determine if appropriate services are being delivered. It is hoped that the information generated by this study will be utilized by teacher training institutions as they determine priorities in teacher training. School administrators might also find the information useful as they plan staff development activities for their district.

The research process for this study included a survey which was mailed or personally delivered to 649 participants. Completed surveys were received from 380 respondents. The respondents included 184 preservice regular education teachers, 133 inservice regular education teachers, and 63 special education directors. The survey instrument included demographic information (i.e., gender and years in the teaching field) and 85 Likert-type questions. The following nine research questions were tested using descriptive statistics, the Mann-Whitney U test, and Spearman Correlation. A brief discussion of the results follows each question.

Research Question 1:

Is there a significant difference between preservice and inservice teachers in the knowledge area as it relates to policies and procedures, teaching strategies, or professional education?

Results relating to this question indicated that preservice regular education teachers are less secure in their knowledge of effective teaching strategies and in their knowledge of policies and procedures in special education. This finding could be

attributed to the limited experiences of the preservice teachers and would lend support to Fender and Fiedler's (1990) notion that field experiences are necessary to increase the effectiveness of teachers.

Similar results were found in the subarea of professional education for preservice and inservice teachers. Since the professional education subarea included such information as child development and child psychology, these results may indicate that such knowledge can be gained through study and may require little experience.

Research Question 2:

Is there a significant difference between preservice and inservice teachers in the skill area as it relates to teaching strategies, policies and procedures, or diverse populations?

According to the results, preservice regular education teachers do not fulfill their responsibilities as a regular education teacher in the IEP process. Whereas, inservice regular education teachers not only participate in the process, but are also able to formulate appropriate goals and objectives for students with disabilities as well as monitor individual student's progress. Considering the brevity of the student teaching experience, these results are not surprising. Preservice teachers are not always required to attend IEP meetings and rarely are they required to formulate objectives. Thus, their perceived inability to fulfill their role in the IEP process may be due to lack of opportunity.

Research Question 3a:

For preservice or inservice teachers, is there a relationship between their skills related to teaching strategies and the following variables: years of teaching experience,

age, teaching field, grade, or previous experience with students with disabilities?

Within the subarea of teaching strategies, years of teaching experience, age, teaching field or grade was related to the ability of a regular teacher to design and implement instructional programs for students with disabilities. However, previous experience with students with disabilities was perceived to enhance a regular teacher's ability to implement appropriate and effective teaching strategies. Such experience may have been gained through observation experiences or by having students with disabilities placed in their classroom.

Research Question 3b:

For preservice or inservice teachers, is there a relationship between their skills related to policies and procedures and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with disabilities?

Results indicated that a regular education teacher's ability to implement special education policies and procedures is improved by more years of teaching and more experiences with students with disabilities. Results also showed that regular education teachers at the secondary level are not as confident in their understanding of the IEP process as are early childhood and elementary regular education teachers.

Research Question 3c:

For preservice or inservice teachers, is there a relationship between their skills related to experience with diverse populations and the following variables: years of teaching experience, age, teaching field, grade, or previous experience with students with

disabilities?

According to the results, secondary regular education teachers perceive themselves better able to work with diverse populations than do teachers at the elementary level. Additionally, previous experience with students with disabilities was again perceived to enhance skill level.

Research Question 4:

Is there a significant difference between preservice and inservice teachers in their attitude toward students with disabilities as it relates to motor/sensory, cognitive, or emotional ability of the student?

Results indicated that there is a difference in the attitudes of the two groups in several areas. Although preservice teachers are undecided (3.00), inservice teachers agree (4.00) that students with motor/sensory disabilities, and students with emotional disabilities would be stigmatized if placed solely in the regular classroom.

Inservice teachers agreed (4.00) that they were responsible for communicating with the parents of students with disabilities who were in their classroom; however, preservice teachers strongly agreed (5.00) with this same notion. Preservice teachers also gave stronger agreement to the notion their attitudes and efforts effect the successes and failures of students with disabilities in their classrooms. These findings are consistent with Reiff's et al. (1991) suggestion that teachers who possess the necessary skills maintain more positive attitudes toward students with disabilities.

Research Question 5a:

For preservice or inservice teachers, is there a relationship between their attitude

toward students with disabilities related to motor/sensory ability and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classrooms?

According to the results, regular education teachers who have more contact with special education teachers are more likely to develop positive attitudes toward students with disabilities. Contact with special education personnel may serve to alleviate some of the fears that regular education teachers develop and thus, cause them to be more comfortable in working with students with disabilities. This finding is consistent with Sachs (1988) who purported that teachers would develop positive attitudes if their fears of working with students with disabilities were alleviated.

Also within these results was the finding that older teachers have more positive attitudes toward students with motor/sensory disabilities. This notion could be related to the premise that before the EAHCA (1975), people with physical disabilities were more accepted by society than those with cognitive or emotional disabilities.

Research Question 5b:

For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to cognitive ability and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classrooms?

According to the results, the number of students with disabilities was the only variable related to attitudes of preservice teachers. Those teachers who had more students with disabilities in their classroom perceived themselves to have more positive attitudes.

Results also indicated that these same variables did not effect the attitudes of inservice teachers.

Research Question 5c:

For preservice or inservice teachers, is there a relationship between their attitude toward students with disabilities related to emotional ability and the following variables: years of teaching, age, amount of contact with special education teachers, or number of students with disabilities in their classrooms?

As with the previous statement, significant results were few within these variables. Again, preservice teachers who had a greater number of students with disabilities in their classroom developed more positive attitudes toward these students. This notion among the preservice group may be related to Reiff's et al. (1991) idea of empowerment. If teachers are given knowledge and experience, they perceive themselves better prepared to work with students with disabilities.

Research Question 6:

Do special education directors perceive that regular educators have the knowledge necessary for working with students with disabilities?

Results showed that special education directors, in general, perceived that regular education teachers do not possess the knowledge necessary for working with students with disabilties. They do not possess the knowledge of IDEA (1990) regulations that would enable them to deliver appropriate services to students with disabilities, according to special education directors. This finding is consistent with Schumm and Vaughn's (1992) conclusions that regular education teachers lacked the knowledge to work with

students with disabilities.

Research Question 7:

Do special education directors perceive that regular educators have the skills necessary for working with students with disabilities?

According to the results, regular education teachers are unable to apply their knowledge of IDEA (1990) regulations. They lack the skills necessary to formulate IEP objectives and relate the IEP to classroom instruction. While able to identify students with special needs, regular education teachers are unable to address those needs with appropriate instructional techniques. These findings may reflect a lack of experience of the regular teachers. The ability to design an IEP and relate the objectives to classroom instruction is contingent upon training and experience (Fender & Fiedler, 1990).

Research Question 8:

Do special education directors perceive that regular educators have the attitudes necessary for working with students with disabilities?

Results indicated that special education directors perceive that regular educators do not have the attitudes necessary for working with students with disabilities. Regular teachers believe that their instructional time is limited when students with disabilities are placed in their classroom. They are also perceived to believe that students with disabilities would be stigmatized if they were educated solely in the regular classroom. This belief may reflect a fear of the inclusion movement which, according to Wisniewski and Alper (1994), might be alleviated with more knowledge and experience with students with disabilities.

Research Question 9:

According to special education directors, is there a relationship between a regular education teacher's level of knowledge and skills and the number of children counted on child count, the size of the district, or their (the director's) years in the field of special education?

The results indicated that child count and district size did not affect a regular education teachers level of knowledge and skills. Although a large child count might increase the number of students with disabilities in any given grade, school districts are typically careful in the number of students with disabilities placed with each regular teacher. Thus, while larger districts have larger child count numbers, they also have multiple grades at each level in which to place students with disabilities.

Conclusions

Unlike Schultz's study in 1982, this study indicated that regular education teachers, in general, perceive that they possess the knowledge, skills, and attitudes necessary for working with students with disabilities. Perhaps IHEs have instituted more coursework addressing these areas in their preservice training programs since Schultz's study.

Schumm and Vaughn (1992) concluded that regular education teachers had a desire to work with students with disabilities, but lacked the knowledge and skills to do so. However, this study yielded opposite results in that regular education teachers perceived that they possess the knowledge and skills necessary, but have an attitude that is only somewhat positive. Interestingly, Kearney and Durand (1992) and Reiff et al. (1991) maintain that teachers who possess the necessary skills also will have a positive attitude

toward students with disabilities in their classroom.

The results of this study were delineated in detail in Chapter IV and support the following conclusions.

1. Both preservice and inservice teachers possess the knowledge to work with students with disabilities. Inservice teachers have a slightly broader knowledge of policies and procedures affecting special education students. This conclusion indicates that perhaps policies and procedures regarding students with disabilities are not studied in depth during preservice teacher training, and that actual experience in the schools broadens a teacher's knowledge of special education regulations.
2. Although preservice and inservice teachers possess a knowledge of teaching strategies, they both are unsure of their ability to apply their knowledge in the classroom. This finding lends support to Fender and Fiedler's (1990) contention that experience with students with disabilities is critical to teacher training programs.
3. Previous experience (including experience with the IEP process), regardless of how little, increases a teacher's skill level and better enables him/her to work with students with disabilities. Field experiences, seen as a crucial component of teacher training by Fender and Fiedler's (1990), not only increase the effectiveness of teachers, but also serve to give them a sense of empowerment as they work with students with disabilities (Reiff et al., 1991).

4. Elementary and secondary inservice teachers are better able to address the needs of students with disabilities in their classroom than are early childhood teachers. This was a surprising result as the coursework for elementary and early childhood teachers typically addresses a greater variety of teaching strategies than does the coursework for secondary teachers. Additionally, Schumm and Vaughn (1992) found that secondary teachers made fewer adaptations for students with disabilities.

5. Preservice teachers possess a more positive attitude toward students with disabilities than do inservice teachers. This could be caused by positive attitudes conveyed in the teachers' coursework, or it could be caused by idealistic expectations. According to Wisniewski and Alper (1994), more knowledge and more experiences with students with disabilities serve to create more positive attitudes. By requiring a course specifically addressing students with disabilities, regular education teachers entering the field today may have more positive attitudes.

6. Inservice teachers who are older possess a more negative attitude toward students with cognitive and emotional disabilities. This conclusion is portrayed by both the inservice teachers' self-reports and the special education directors' perceptions. Sachs (1988) suggested that a lack of knowledge leads to fear of the unknown. Prior to EAHCA (1975), many believed that students with cognitive or emotional disabilities were unfit to function in society. Thus, teachers who were trained in that era may lack a

knowledge of current research and information. Their attitude may be born more out of fear than negativism.

7. Preservice teachers feel a greater sense of ownership toward the students with disabilities who are placed in their classroom. Preservice teachers believe that they are responsible for the education of the students with disabilities placed in their classroom as opposed to relying on the special education teachers to provide specific lesson plans. They also believe that it is their responsibility to communicate with the students' parents.

8. Special education directors believe that regular education teachers lack the necessary knowledge, skills, and attitudes to work effectively with students with disabilities.

Recommendations

Although many findings were noted within this study, there are still many areas within these parameters that would allow for further study. The following suggestions for future research related to this specific study or to this area of study are proposed:

1. There is a need to determine when attitudes toward working with students with disabilities are formed and if such attitudes are changeable. Such a study could easily lend itself to naturalistic inquiry.

2. Further research is needed to determine if these same results would be obtained across other states. Such study would not only indicate if these results were of national concern, but might also indicate the level of training required by various states.

3. A study across other states also would yield information to ascertain if the results were skewed because each of the institutions participating in the survey maintain training programs in the area of special education. This would entail a need to identify institutions with teacher education programs that did not offer programs for the training of special education teachers.
4. A follow-up interview with inservice regular education teacher respondents could serve to validate the results obtained by this study. Additionally, actual interviews could enlighten researchers on the needs of teachers who work with students with disabilities.
5. Demographic data need to be added to the special education directors' survey. Information such as number of years taught, grade level taught, and number of special education courses taken would allow a better comparison to the regular education teachers.
6. Parameters for determining district size need to be added to survey or to introductory letter to survey participants.
7. Although institutions of higher education in Oklahoma currently provide many opportunities for experience with students with disabilities, a specific requirement to participate in IEP meeting may need to be added in order to increase a teacher's ability to fulfill their role in the IEP process.
8. A longitudinal study is needed to determine if attitudes change as teacher gains experience and/or gains more knowledge through coursework or seminars. Such a study could have further implications for school

administrators as they prioritize training needs in their district.

9. In order to increase the response rate of inservice regular education teachers, data collection might be completed later in the fall semester, as opposed to the beginning. Early in the fall semester, teachers are often more occupied with preparations for the ensuing school year.

10. Because of the subareas of the instrument whose items were less than significantly correlated, parts of the instrument need to be piloted again on a larger population.

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APPENDIXES

APPENDIX A

PART ONE OF

SURVEY INSTRUMENT FOR

INSERVICE AND PRESERVICE TEACHERS

REGULAR EDUCATION TEACHER PERCEPTIONS REGARDING STUDENTS WITH DISABILITIES

The purpose of this survey is to examine the extent to which regular education teachers perceive themselves prepared to teach students with disabilities in their classrooms. All information you supply is completely confidential. This survey should take no longer than 20 minutes to complete. Part I asks for individual information. Part II is designed to assess your knowledge, skills, and attitudes regarding students with disabilities as defined by Public Law 101-476.

PART I: Individual Demographics

1. Position? _____student teacher _____ cooperating teacher

2. Gender? _____male _____female

3. Your age? _____20-29yrs _____30-39yrs _____40-49yrs _____50+yrs

4. Total number of years as a teacher? _____less than one _____two-five _____six-ten _____more than ten

5. Grade level of students? _____K - 6 _____6 - 8 _____7 - 8 _____9 - 12 _____K-12

6. Highest degree earned? _____BA/BS _____Masters _____Ph.D./Ed.D _____Ed.S. _____student teacher

7. Teaching field/subject? _____

8. In what areas are you/will you be certified? _____

9. Did you observe in a special education classroom during your teacher training? _____yes _____no

10. If you answered yes to question 9, how many clock hours of observation were required? _____hours

Continued Next Page

11. How many students with disabilities do you have in your classroom? _____

12. How many regular education students do you have in your classroom? _____

13. How many courses have you taken that specifically address students with disabilities? _____

14. Approximately how many times per week do you make contact with the special education teacher regarding students with learning difficulties in your classroom?
_____

15. Is there another adult working with students in your classroom besides the student teacher or cooperating teacher? _____yes _____no

16. If yes, for how long each day? _____hours _____all day

17. My district is? _____rural _____suburban _____urban

APPENDIX B

PART ONE OF

SURVEY INSTRUMENT FOR

SPECIAL EDUCATION DIRECTORS

SPECIAL EDUCATION ADMINISTRATOR PERCEPTIONS OF REGULAR EDUCATION TEACHERS PREPAREDNESS FOR INCLUSION

The purpose of this survey is to examine the extent to which special education administrators perceive regular education teachers to be prepared to teach students with disabilities in their classrooms. All information you supply is completely confidential. This survey should take no longer than 20 minutes to complete. Part I asks for individual information. Part II is designed to assess levels of competence of regular education teachers in your district as they work with students with disabilities as perceived by you.

PART I: Individual Demographics

Please check the appropriate answer to the following questions:

1. Gender? _____male _____female

2. Your age? _____29-29yrs _____30-39yrs _____40-49yrs _____50+yrs

3. Years in special education? _____one-five _____six-ten _____more than ten

4. Years as a special education administrator? _____one-five _____six-ten _____more than ten

5. Highest degree earned? _____bachelors _____masters _____doctorate

6. In what areas do you hold Oklahoma certification?_____

7. My district is? _____rural _____suburban _____urban

8. How many students with disabilities did you count on the 1993 child count?
   _____less than 100 _____100 - 300 _____300 - 500 _____500 - 1000
   _____1000 - 3000 _____3000 - 5000 _____more than 5000

If you would like to receive the results of this survey, please complete the following information:

Name _____

Street/P.O. Box _____

City, State, Zip _____

APPENDIX C

PART TWO OF

SURVEY INSTRUMENT

PART II

Please circle the following statements according to the parameters above each scale. The last section, "Attitudes" divides your responses into three areas of disabilities. Please respond in all three areas for each question.

KNOWLEDGE		strongly agree	agree	undecided	disagree	strongly disagree
1.	I am aware of how P.L. 101-476 applies to me as a regular classroom teacher.	5	4	3	2	1
2.	I understand least restrictive environment as related to appropriate placement.	5	4	3	2	1
3.	I know the process required for developing an IEP.	5	4	3	2	1
4.	I have knowledge of parent's rights in special education.	5	4	3	2	1
5.	I understand typical child development.	5	4	3	2	1
6.	I understand and am aware of the needs of culturally diverse populations.	5	4	3	2	1
7.	I have knowledge regarding various disabling conditions.	5	4	3	2	1
8.	I know the procedures for referring a child with suspected disabilities to be evaluated.	5	4	3	2	1
9.	I am knowledgeable of placement procedures in my district.	5	4	3	2	1
10.	I am aware of my role on the eligibility and placement team.	5	4	3	2	1
11.	I understand the variety of program alternatives available to students with disabilities.	5	4	3	2	1
12.	I understand and practice the relationship among the multidisciplanary evaluation, selecting instructional activities and evaluating progress.	5	4	3	2	1
13.	I am knowledgeable about the scope and sequence of the curriculum of my subject in my district.	5	4	3	2	1
14.	I have knowledge of varied teaching strategies and methods.	5	4	3	2	1
15.	I know how to plan cooperatively with professionals from other disciplines.	5	4	3	2	1
16.	I understand the relationship of self-concept and learning.	5	4	3	2	1
17.	I have knowledge of alternative reinforcement systems.	5	4	3	2	1

SKILLS		strongly agree	agree	undecided	disagree	strongly disagree
1.	I am able to organize my classroom for effective instruction of all students.	5	4	3	2	1
2.	I am able to work with groups as well as individuals within the same classroom.	5	4	3	2	1
3.	I am able to facilitate learning in the underachieving students.	5	4	3	2	1
4.	I am able to identify students who need special assistance.	5	4	3	2	1
5.	I am able to assess a student's learning style and adjust my teaching style accordingly.	5	4	3	2	1
6.	I am able to select appropriate materials for the students with disabilities in my classroom.	5	4	3	2	1
7.	I provide opportunities for the students with disabilities in my classroom to build upon their strengths as well as addressing their area of difficulty.	5	4	3	2	1
8.	I make effective use of special education resource room materials.	5	4	3	2	1
9.	I make effort to coordinate the instructional programs of students with disabilities with the special education teacher.	5	4	3	2	1
10.	I am able to vary my instructional methods to accommodate students with disabilities.	5	4	3	2	1
11.	I participate as a team member in IEP meetings.	5	4	3	2	1
12.	I assist in designing the IEP.	5	4	3	2	1
13.	I am able to formulate instructional objectives that are measurable.	5	4	3	2	1
14.	I am able to monitor progress of students with disabilities in relation to their IEP.	5	4	3	2	1
15.	I plan for opportunities for students with disabilities to interact with students without disabilities.	5	4	3	2	1
16.	I can adapt my district's curriculum to meet the needs of students with disabilities in my classroom.	5	4	3	2	1
17.	I am able to apply alternative reinforcement systems.	5	4	3	2	1

ATTITUDES		Motor/sensory disabilities					Cognitive disabilities					Emotional Disabilities				
		strongly agree	agree	undecided	disagree	strongly disagree	strongly agree	agree	undecided	disagree	strongly disagree	strongly agree	agree	undecided	disagree	strongly disagree
1.	I believe all children can learn.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
2.	Students from diverse cultural backgrounds experience more academic difficulties and thus are more likely to need placement in special education.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
5.	Students with disabilities are capable of becoming contributing members of society.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
6.	I am responsible for the education of students with disabilities placed in my classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
8.	I am uncomfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

Continued Next Page

ATTITUDES Continued

9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
12.	I am uncomfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
13.	My instructional time is limited when students with disabilities are placed in my classroom.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
14.	I expect all of my students to achieve the instructional tasks designed for them.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
15.	I am uncomfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
16.	Managing behavior problems of students with disabilities will take too much time.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

APPENDIX D

ITEMS WITHIN

EACH SUBAREA

ITEMS ADDRESSING SPECIFIC SUBAREAS OF KNOWLEDGE AND SKILLS

	CATEGORIES	
	KNOWLEDGE	SKILLS
Subarea	Item Numbers	Item Numbers
Policies and Procedures	1-4 8-12	9 11-14
Teaching Strategies	13-15 17	1-2 5-6 8-10-16-17
Professional Education	5-7 16	n/a
Diverse Populations	n/a	3-4 7 15

Note: Items marked with n/a mean that particular subarea did not exist in that section

APPENDIX E

COVER LETTER FOR

PRESERVICE TEACHERS

PAM ROBINSON

OBU Box 61771
500 West University
Shawnee, OK 74801

Dear Student Teacher,

I am interested in determining to what extent regular education teachers perceive themselves prepared to teach students with disabilities who are placed in their classroom. Please find enclosed a survey that asks several questions concerning the degree to which you feel competent to work with students with disabilities in your classroom as a student teacher. Students with disabilities are defined as those who are receiving special education services under Public Law 101-476 (formerly Public Law 94-142).

If you would be so kind, could I ask you to take approximately 20 minutes of your time to complete the survey. Upon completion of the survey, you need only to return it to the professor who is facilitating this session of your student teaching.

Any information you supply is completely confidential; therefore, please do not put your name on this instrument. I am only interested in group data. Completion of the survey will in no way affect your grade. The survey is being sent to four universities in Oklahoma representing the four geographic quadrants of the state. Your consent to be involved with the study is evidenced by my receipt of your returned completed survey. The name of the university, along with the responses to the survey, will be coded and kept confidential. Upon completion of the study, all codes and surveys will be destroyed.

If you have questions concerning this study, please feel free to contact me at 405/878-2228. You may also contact the Oklahoma State University Research Services at 405/744-5700. Thank you for your help.

Sincerely,

Pam Robinson
Doctoral Candidate
Oklahoma State University

APPENDIX F

COVER LETTER FOR

INSERVICE TEACHERS

PAM ROBINSON

OBU Box 61771
500 West University
Shawnee, OK 74801

Dear Cooperating Teacher,

I am interested in determining to what extent regular education teachers perceive themselves prepared to teach students with disabilities who are placed in their classroom. Please find enclosed a survey that asks several questions concerning the degree to which you feel competent to work with students with disabilities in your classroom. Students with disabilities are defined as those who are receiving special education services under Public Law 101-476 (formerly Public Law 94-142).

If you would be so kind, could I ask you to take approximately 20 minutes of your time to complete the survey. To ease the process for you, enclosed is a stamped, self addressed envelope for you to mail the survey back to me.

Any information you supply is completely confidential. I am only interested in group data. The survey is being sent to cooperating teachers representing four universities in Oklahoma located in the four geographic quadrants of the state. Your consent to be involved with the study is evidenced by my receipt of your returned completed survey. The name of the university, along with the responses to the survey, will be coded and kept confidential. Upon completion of the study, all codes and surveys will be destroyed.

If you are willing to participate in this study, please return your completed survey by October 14, 1994. If you have questions concerning this study, please feel free to contact me at (405) 878-2228. You may also contact the Oklahoma State University Research Services at (405) 744-5700. Thank you for your help.

Sincerely,

Pam Robinson
Doctoral Candidate
Oklahoma State University

APPENDIX G

COVER LETTER FOR

SPECIAL EDUCATION DIRECTORS

PAM ROBINSON

OBU Box 61771
500 West University
Shawnee, OK 74801

Dear Director of Special Services,

I am interested in determining to what extent special education administrators perceive regular education teachers prepared to teach students with disabilities who are placed in their classroom. Please find enclosed a survey that asks several questions concerning students with disabilities served in the regular classroom. Students with disabilities are defined as those who are receiving special education services under the Individuals with Disabilities Education Act (Public Law 101-476).

If you would be so kind, could I ask you to take approximately 15 minutes of your time to complete the survey. To ease the process for you, I have enclosed a stamped self-addressed envelope in which to return the survey.

Any information you supply is completely confidential. I am only interested in group data. The survey is being sent to 125 Directors of Special Services in Oklahoma. Your consent to be involved in this study is evidenced by my receipt of your returned completed survey. Responses to the survey will be coded and kept confidential. Upon completion of the study, all codes and surveys will be destroyed.

If you are willing to participate in this study, please return your completed survey by September 15, 1994. If you have any questions concerning this study, please feel free to contact me at 405/878-2228. You may also contact the Oklahoma State University Research Services at 405/744-5700. Thank you for your help.

Sincerely,

Pam Robinson
Doctoral Candidate
Oklahoma State University

APPENDIX H

FOLLOW-UP POSTCARD REMINDERS

Dear Fellow Educator,

About five weeks ago I sent you a survey concerning the perceptions of regular education teachers toward students with disabilities. If you haven't completed it and put it in the mail its not too late! I'd like very much to have your input as I am enthusiastic about how the results of this study can be of benefit to teacher preparation.

If you have questions, give me a call. Don't forget, please return the survey today!!

Pam Robinson
Doctoral Candidate
Oklahoma State University
(405) 878-2228

APPENDIX I

RESULTS OF

PILOT STUDY

PART II

Please circle the following statements according to the parameters above each scale. The last section, "Attitudes" divides your responses into three areas of disabilities. Please respond in all three areas for each question.

5 = Strongly Agree 3 = Undecided 1 = Strongly Disagree
4 = Agree 2 = Disagree

*Number in parenthesis indicates number of responses

KNOWLEDGE

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I am aware of how P.L. 101-476 applies to me as a regular classroom teacher.	4(9)	3(7)	4(10)
2.	I understand least restrictive environment as related to appropriate placement.	4(9)	4(7)	3(10)
3.	I know the process required for developing an IEP.	4(9)	4(7)	4(10)
4.	I have knowledge of parent's rights in special education.	3(9)	3(7)	2.5(10)
5.	I understand typical child development.	4(9)	5(7)	4(10)
6.	I understand and am aware of the needs of culturally diverse populations.	4(9)	5(7)	4(10)
7.	I have knowledge regarding various disabling conditions.	4(9)	4(7)	3(10)
8.	I know the procedures for referring a child with suspected disabilities to be evaluated.	4(9)	4(7)	4(10)
9.	I am knowledgeable of placement procedures in my district.	3(9)	4(7)	4(10)
10.	I am aware of my role on the eligibility and placement team.	3(9)	4(7)	4(10)
11.	I understand the variety of program alternatives available to students with disabilities.	3(9)	3(7)	4(10)
12.	I understand and practice the relationship among the multidisciplanary evaluation, selecting instructional activities and evaluating progress.	3(9)	3(7)	3.5(10)
13.	I am knowledgeable about the scope and sequence of the curriculum/of my subject in my district.	4(9)	5(7)	4(10)
14.	I have knowledge of varied teaching strategies and methods.	5(9)	5(7)	4.5(10)
15.	I know how to plan cooperatively with professionals from other disciplines.	4(9)	4(7)	4(10)
16.	I understand the relationship of self-concept and learning.	5(9)	5(7)	4(10)
17.	I have knowledge of alternative reinforcement systems.	4(9)	4(7)	4(10)

SKILLS

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I am able to organize my classroom for effective instruction of all students.	4(9)	5(7)	4(10)
2.	I am able to work with groups as well as individuals within the same classroom.	5(8)	4(7)	4(10)
3.	I am able to facilitate learning in the underachieving students.	4(9)	5(7)	3.5(10)
4.	I am able to identify students who need special assistance.	4(9)	4(7)	4(10)
5.	I am able to assess a student's learning style and adjust my teaching style accordingly.	4(9)	4(7)	3.5(10)
6.	I am able to select appropriate materials for the students with disabilities in my classroom.	4(9)	4(7)	3.5(10)
7.	I provide opportunities for the students with disabilities in my classroom to build upon their strengths as well as addressing their area of difficulty.	4(9)	5(7)	4(10)
8.	I make effective use of special education resource room materials.	3(9)	4(7)	3(10)
9.	I make effort to coordinate the instructional programs of students with disabilities with the special education teacher.	3(9)	3(7)	4(10)
10.	I am able to vary my instructional methods to accommodate students with disabilities.	4(9)	5(7)	5(10)
11.	I participate as a team member in IEP meetings.	3(9)	5(7)	4(10)
12.	I assist in designing the IEP.	3(9)	2(7)	3.5(10)
13.	I am able to formulate instructional objectives that are measurable.	4(9)	4(7)	3(10)
14.	I am able to monitor progress of students with disabilities in relation to their IEP.	3(9)	4(7)	4(10)
15.	I plan for opportunities for students with disabilities to interact with students without disabilities.	4(9)	5(7)	4(10)
16.	I can adapt my district's curriculum to meet the needs of students with disabilities in my classroom.	4(9)	4(7)	4(10)
17.	I am able to apply alternative reinforcement systems.	4(9)	4(7)	4(10)

Note: Statements numbred 2, 8, 12, 13, 15, and 16 were changed in the attitudes section so that all statements would be positive. Responses were changed accordingly.

ATTITUDES - MOTOR/SENSORY DISABILITIES

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I believe all children can learn.	5(9)	5(7)	5(10)
2.	Students from diverse cultural backgrounds experience less academic difficulties and thus are less likely to need placement in special education.	3(9)	3(7)	4(10)
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	5(9)	4(7)	3.5(10)
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	2(9)	2(7)	2.5(10)
5.	Students with disabilities are capable of becoming contributing members of society.	5(9)	5(7)	4(10)
6.	I am responsible for the education of students with disabilities placed in my classroom.	5(9)	5(7)	4(10)
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	4(9)	4(7)	4(10)
8.	I am comfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	4(9)	4(7)	4(10)
9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	4(9)	3(7)	4(10)
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	2(9)	3(7)	2(10)
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	3(9)	2(7)	3(10)
12.	I am comfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	3(9)	2(7)	3(10)
13.	My instructional time is not limited when students with disabilities are placed in my classroom.	2(9)	1(7)	2(10)
14.	I expect all of my students to achieve the instructional tasks designed for them.	4(9)	4(7)	4(10)
15.	I am comfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	4(9)	4(7)	2(10)
16.	Managing behavior problems of students with disabilities does not take much time.	4(9)	3(7)	2(10)
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5(9)	4(7)	4(10)

ATTITUDES - COGNITIVE DISABILITIES

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I believe all children can learn.	5(9)	5(7)	4.5(10)
2.	Students from diverse cultural backgrounds experience less academic difficulties and thus are less likely to need placement in special education.	4(9)	4(7)	3(10)
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	5(9)	4(7)	4(10)
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	2(9)	2(7)	3(10)
5.	Students with disabilities are capable of becoming contributing members of society.	5(9)	5(7)	4(10)
6.	I am responsible for the education of students with disabilities placed in my classroom.	5(9)	5(7)	3.5(10)
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	4(9)	4(7)	3.5(10)
8.	I am comfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	2(9)	3(7)	3.5(10)
9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	4(9)	3(7)	4(10)
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	2(9)	2(7)	2(10)
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	3(9)	2(7)	3(10)
12.	I am comfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	2(9)	2(7)	2(10)
13.	My instructional time is not limited when students with disabilities are placed in my classroom.	4(9)	4(7)	4(10)
14.	I expect all of my students to achieve the instructional tasks designed for them.	4(9)	4(7)	4(10)
15.	I am comfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	2(9)	2(7)	4(10)
16.	Managing behavior problems of students with disabilities does not take much time.	2(9)	3(7)	3.5(10)
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5(9)	4(7)	4(10)

ATTITUDES - EMOTIONAL DISABILITIES

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I believe all children can learn.	5(9)	5(7)	4.5(10)
2.	Students from diverse cultural backgrounds experience less academic difficulties and thus are less likely to need placement in special education.	3(9)	4(7)	3.5(10)
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	4(9)	4(7)	3(10)
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	2(9)	2(7)	2.5(10)
5.	Students with disabilities are capable of becoming contributing members of society.	5(9)	4(7)	4(10)
6.	I am responsible for the education of students with disabilities placed in my classroom.	5(9)	5(7)	3(10)
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	4(9)	4(7)	3.5(10)
8.	I am comfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	2(9)	4(7)	3.5(10)
9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	4(9)	3(7)	2(10)
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	2(9)	3(7)	2(10)
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	3(9)	2(7)	3(10)
12.	I am comfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	2(9)	2(7)	2(10)
13.	My instructional time is not limited when students with disabilities are placed in my classroom.	4(9)	5(7)	4(10)
14.	I expect all of my students to achieve the instructional tasks designed for them.	4(9)	4(7)	4(10)
15.	I am comfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	2(9)	2(7)	4(10)
16.	Managing behavior problems of students with disabilities does not take much time.	2(9)	4(7)	4(10)
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5(9)	4(7)	4(10)

APPENDIX J

DEMOGRAPHIC DATA

DEMOGRAPHIC DATA FOR REGULAR EDUCATION TEACHERS

	Preservice		Inservice	
	Response	Percentage	Response	Percentage
Observation in special education classroom during teacher training	yes	30	yes	19
	no	68	no	81
		98*		100
Number of courses taken addressing students with disabilities	0	8	0	25
	1	49	1	30
	2	22	2	17
	3	8	3	9
	4+	9	4+	19
		96*		100
Number of students with disabilities in regular classroom	0-1	34	0-1	38
	2-3	11	2-3	27
	4-5	4	4-5	15
	6+	7	6+	19
		56*		99*
Contact with special education teacher per week	0-1	32	0-1	51
	2	2	2	18
	3	3	3	9
	4	0	4	4
	5	2	5	9
	6+	0	6+	5
		39*		96*

* Some respondents did not respond to question

APPENDIX K

CERTIFICATION AREA

OF INSERVICE TEACHERS

CERTIFICATION AREAS OF INSERVICE REGULAR EDUCATION TEACHERS

Area	Number
Early Childhood	12
Elementary	78
Secondary	52

APPENDIX L

DEMOGRAPHIC DATA FOR DISTRICTS

DISTRICT INFORMATION

	Rural	Suburban	Urban
Preservice Teachers	139	20	24
Inservice Teachers	77	25	31
Special Education Directors	34	20	9

Note: Rural = less than 10,000 population; suburban = 10,00 - 50,000 population; Urban = more than 50,000 population

APPENDIX M

FREQUENCIES FOR SURVEY

SECTIONS BY GROUP

MEDIANS, MODES, AND STANDARD DEVIATION FOR TEACHER RATING OF KNOWLEDGE, SKILLS, AND ATTITUDES SUBAREAS

	Preservice Teachers			Inservice Teachers			Special Education Directors		
	Median	Mode	SD	Median	Mode	SD	Median	Mode	SD
KNOWLEDGE	4	4	.47	4.3	4	.48	3.6	3.5	.68
Professional Education	3.7	4	.63	4	4	.76	3.4	2.7	.87
Policies and Procedures	4	4	.57	4.5	5	.52	3.8	3.8	.70
SKILLS									
Diverse Population	4	4	.56	4.3	4	.57	3.5	3	.80
Policies and Procedures	3.4	3.4	.71	4	4	.77	3.4	3.2	.87
Teaching Strategies	3.9	4	.51	3.9	3.8	.65	3	2	.90
ATTITUDES									
Motor/Sensory Disabilities	3.8	3.4	.38	3.7	3.4	.44	3.4	3.4	.51
Cognitive Disabilities	3.6	3.5	.31	3.5	3.4	.29	3.4	3.6	.31
Emotional Disabilities	3.6	3.5	.31	3.5	3.5	.29	3.2	3.2	.35

APPENDIX N

MEDIAN SCORES FOR

EACH SURVEY ITEM

PART II

Please circle the following statements according to the parameters above each scale. The last section, "Attitudes" divides your responses into three areas of disabilities. Please respond in all three areas for each question.

5 = Strongly Agree 3 = Undecided 1 = Strongly Disagree
4 = Agree 2 = Disagree

*Number in parenthesis indicates number of responses

KNOWLEDGE

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I am aware of how P.L. 101-476 applies to me as a regular classroom teacher.	4(180)	4(133)	3(63)
2.	I understand least restrictive environment as related to appropriate placement.	4(184)	4(133)	3(63)
3.	I know the process required for developing an IEP.	4(183)	4(133)	4(63)
4.	I have knowledge of parent's rights in special education.	4(182)	4(132)	4(63)
5.	I understand typical child development.	4(183)	4(132)	4(62)
6.	I understand and am aware of the needs of culturally diverse populations.	4(184)	4(133)	4(63)
7.	I have knowledge regarding various disabling conditions.	4(184)	4(133)	3(63)
8.	I know the procedures for referring a child with suspected disabilities to be evaluated.	4(184)	4(133)	4(63)
9.	I am knowledgeable of placement procedures in my district.	3(183)	4(133)	4(63)
10.	I am aware of my role on the eligibility and placement team.	3(182)	4(133)	4(63)
11.	I understand the variety of program alternatives available to students with disabilities.	4(184)	4(132)	3(63)
12.	I understand and practice the relationship among the multidisciplanary evaluation, selecting instructional activities and evaluating progress.	3(183)	4(133)	3(63)
13.	I am knowledgeable about the scope and sequence of the curriculum/of my subject in my district.	4(183)	5(133)	4(63)
14.	I have knowledge of varied teaching strategies and methods.	4(184)	5(133)	4(63)
15.	I know how to plan cooperatively with professionals from other disciplines.	4(184)	5(133)	4(63)
16.	I understand the relationship of self-concept and learning.	4(184)	5(133)	4(63)
17.	I have knowledge of alternative reinforcement systems.	4(184)	4(133)	3(63)

SKILLS

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I am able to organize my classroom for effective instruction of all students.	4(182)	4(133)	3(62)
2.	I am able to work with groups as well as individuals within the same classroom.	4(181)	4(133)	4(62)
3.	I am able to facilitate learning in the underachieving students.	4(182)	4(132)	3(63)
4.	I am able to identify students who need special assistance.	4(182)	4(133)	4(62)
5.	I am able to assess a student's learning style and adjust my teaching style accordingly.	4(182)	4(133)	3(61)
6.	I am able to select appropriate materials for the students with disabilities in my classroom.	4(181)	4(133)	2(61)
7.	I provide opportunities for the students with disabilities in my classroom to build upon their strengths as well as addressing their area of difficulty.	4(179)	4(133)	3(60)
8.	I make effective use of special education resource room materials.	3(176)	3(133)	3(62)
9.	I make effort to coordinate the instructional programs of students with disabilities with the special education teacher.	4(175)	4(132)	4(63)
10.	I am able to vary my instructional methods to accommodate students with disabilities.	4(178)	4(133)	3(63)
11.	I participate as a team member in IEP meetings.	3(169)	4(132)	4(63)
12.	I assist in designing the IEP.	3(169)	4(132)	4(63)
13.	I am able to formulate instructional objectives that are measurable.	4(177)	4(133)	3(63)
14.	I am able to monitor progress of students with disabilities in relation to their IEP.	3(176)	4(133)	3(63)
15.	I plan for opportunities for students with disabilities to interact with students without disabilities.	4(177)	4(133)	4(63)
16.	I can adapt my district's curriculum to meet the needs of students with disabilities in my classroom.	4(177)	4(133)	3(62)
17.	I am able to apply alternative reinforcement systems.	4(178)	4(133)	3(62)

Note: Statements numbred 2, 8, 12, 13, 15, and 16 were changed in the attitudes section so that all statements would be positive. Responses were changed accordingly.

ATTITUDES - MOTOR/SENSORY DISABILITIES

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I believe all children can learn.	5(180)	5(132)	4(62)
2.	Students from diverse cultural backgrounds experience less academic difficulties and thus are less likely to need placement in special education.	4(171)	4(131)	4(61)
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	4(177)	4(133)	4(63)
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	3(174)	2(132)	2(63)
5.	Students with disabilities are capable of becoming contributing members of society.	5(178)	5(133)	4(63)
6.	I am responsible for the education of students with disabilities placed in my classroom.	4(175)	4(133)	4(61)
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	5(176)	4(133)	4(60)
8.	I am comfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	4(175)	4(133)	4(61)
9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	4(175)	4(132)	4(61)
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	4(174)	4(133)	4(63)
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	3(174)	3(130)	3(61)
12.	I am comfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	3(174)	3(133)	4(63)
13.	My instructional time is not limited when students with disabilities are placed in my classroom.	3(173)	2(133)	2(61)
14.	I expect all of my students to achieve the instructional tasks designed for them.	4(174)	4(133)	4(61)
15.	I am comfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	3(175)	3(130)	4F(62)
16.	Managing behavior problems of students with disabilities does not take much time.	4(175)	4(133)	2(62)
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5(175)	4(133)	3(62)

ATTITUDES - COGNITIVE DISABILITIES

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I believe all children can learn.	5(175)	5(130)	4(62)
2.	Students from diverse cultural backgrounds experience less academic difficulties and thus are less likely to need placement in special education.	3(170)	4(133)	3(63)
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	4(175)	4(133)	3(63)
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	3(170)	4(132)	2(63)
5.	Students with disabilities are capable of becoming contributing members of society.	4.5(174)	4(133)	4(63)
6.	I am responsible for the education of students with disabilities placed in my classroom.	4(171)	4(133)	4(61)
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	5(172)	4(133)	3(60)
8.	I am comfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	3(171)	3(133)	3(61)
9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	4(171)	4(132)	4(61)
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	4(171)	4(133)	4(63)
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	3(171)	3(130)	3(61)
12.	I am comfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	3(171)	2(133)	2(63)
13.	My instructional time is not limited when students with disabilities are placed in my classroom.	3(171)	4(133)	4(61)
14.	I expect all of my students to achieve the instructional tasks designed for them.	4(171)	4(133)	4(61)
15.	I am comfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	3(172)	3(131)	4(62)
16.	Managing behavior problems of students with disabilities does not take much time.	3(172)	3(133)	4(62)
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5(172)	4(133)	3(62)

ATTITUDES - EMOTIONAL DISABILITIES

		Preservice Teachers	Inservice Teachers	Special Education Directors
1.	I believe all children can learn.	5(175)	4(131)	4(62)
2.	Students from diverse cultural backgrounds experience less academic difficulties and thus are less likely to need placement in special education.	3(167)	3(131)	3(61)
3.	Students with disabilities can benefit from placement in the regular classroom with appropriate support services.	4(174)	4(132)	3(63)
4.	Students with disabilities would not be stigmatized if they were educated solely in the regular classroom.	3(169)	2(132)	2(63)
5.	Students with disabilities are capable of becoming contributing members of society.	4(173)	4(133)	3(63)
6.	I am responsible for the education of students with disabilities placed in my classroom.	4(171)	4(133)	3(61)
7.	My attitude and efforts will determine whether students with disabilities succeed or fail in my classroom.	5(172)	4(133)	3(60)
8.	I am comfortable with the thought of implementing individualized instructional programs for students with disabilities in my classroom.	3(170)	3(133)	4(61)
9.	With training and support, I would be able to meet the instructional needs of students with disabilities.	4(170)	4(132)	4(61)
10.	The needs of students with mild disabilities can be effectively met in the regular classroom.	4(170)	4(133)	4(63)
11.	I prefer to manage the instructional program of students with disabilities in my classroom.	3(170)	3(130)	2(61)
12.	I am comfortable discussing instructional strategies for students with disabilities in general with other educational staff members.	3(170)	2(133)	2(63)
13.	My instructional time is not limited when students with disabilities are placed in my classroom.	3(170)	4(133)	4(61)
14.	I expect all of my students to achieve the instructional tasks designed for them.	4(170)	4(133)	4(61)
15.	I am comfortable giving a student with disabilities an "A" or "B" when the quality of work rarely matches the "A" or "B" of the regular students.	3(171)	3(131)	4(62)
16.	Managing behavior problems of students with disabilities does not take much time.	3(171)	3(133)	5(62)
17.	It is my responsibility to communicate with the parents of students with disabilities who are in my class.	5(171)	4(133)	3(62)

APPENDIX O

INSTITUTIONAL REVIEW BOARD

APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 07-27-94 **IRB#:** ED-95-005

Proposal Title: PERCEPTIONS OF THE NEED FRO TRAINING IN INCLUSION COMPETENCIES AMONG PRESERVICE AND INSERVICE TEACHERS

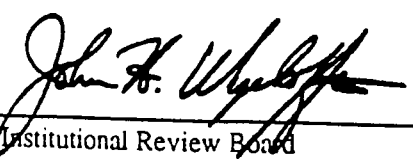
Principal Investigator(s): Barbara Wilkinson, Pam Robinson

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 MODIFICATION TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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

Signature:  Date: July 27, 1994

Chair of Institutional Review Board

VITA

Pamela Sparks Robinson

Candidate for the Degree of

Doctor of Philosophy

Thesis: PERCEPTIONS OF THE NEED FOR TRAINING IN INCLUSION COMPETENCIES AMONG PRESERVICE AND INSERVICE TEACHERS

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in El Reno, Oklahoma, the daughter of Mr. and Mrs. Bill Sparks. Married to Charles R. Robinson, June 20, 1987.

Education: Graduated from Hinton High School, Hinton, Oklahoma; received a Bachelor of Science in Special Education, Oklahoma State University, Stillwater, Oklahoma in December 1978; received a Master of Education in Guidance and Counseling, Oklahoma State University, Stillwater, Oklahoma in July 1981; completed requirements for the Doctor of Philosophy degree at Oklahoma State University, Stillwater, Oklahoma, in December 1996.

Professional Experience: Special education teacher at Hitchcock Public School, Hitchcock, Oklahoma, 1979-1984; coordinator of special education at the Oklahoma State Department of Education, Oklahoma City, Oklahoma, 1984-1987; assistant director of special education at the Oklahoma State Department of Education, Oklahoma City, Oklahoma, 1987-1990; director of federal programs at McLoud Public School, McLoud, Oklahoma, 1990-1993; and, Assistant Professor of Special Education, Oklahoma Baptist University, Shawnee, Oklahoma, 1993-present.

Professional Membership: The Council for Exceptional Children