INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.

2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

University Microfilms International
300 N. Zeeb Road
Ann Arbor, MI 48106

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/5350

8524072

Ferrieri-Siano, Barbara

A COMPARISON OF THE NORMS AND EXPECTATIONS OF SECONDARY LEARNING DISABILITY TEACHERS AND SECONDARY PRINCIPALS IN THE STATE OF OKLAHOMA TOWARD SPECIFIC AREAS OF PUBLIC LAW 94-142 AS IT RELATES TO LEARNING DISABILITIES

The University of Oklahoma Ed.D. 1985

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1985

by

Ferrieri-Siano, Barbara

All Rights Reserved

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARISON OF THE NORMS AND EXPECTATIONS OF SECONDARY LEARNING DISABILITY TEACHERS AND SECONDARY PRINCIPALS IN THE STATE OF OKLAHOMA TOWARD SPECIFIC AREAS OF PUBLIC LAW 94-142 AS IT RELATES TO LEARNING DISABILITIES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

by

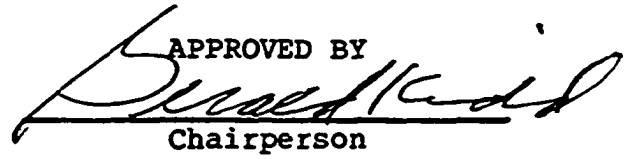
BARBARA FERRIERI-SIANO

Norman, Oklahoma

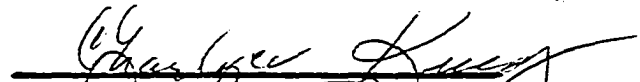
1985

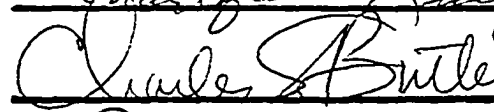
A COMPARISON OF THE NORMS AND EXPECTATIONS OF SECONDARY LEARNING DISABILITY TEACHERS AND SECONDARY PRINCIPALS IN THE STATE OF OKLAHOMA TOWARD SPECIFIC AREAS OF PUBLIC LAW 94-142 AS IT RELATES TO LEARNING DISABILITIES

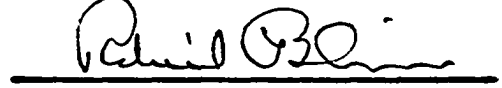
APPROVED BY



Chairperson









© Barbara Ferrieri-Siano
1985
ALL RIGHTS RESERVED

This dissertation is dedicated to my parents

Alfred and Elizabeth Ferrieri

ACKNOWLEDGEMENTS

This writer was fully aware that a doctorate degree could not reach final stages without the continued support, assistance, and encouragement from many individuals. This writer feels that these individuals are a part of this degree.

The writer wishes to express gratitude to her chairperson, Dr. Gerald Kidd, for his patience and support. The writer is also grateful to her other four committee members: Dr. Robert Bibens, Dr. Charles Butler, Dr. Charlyce King, and Dr. Dorothy Higginbotham for providing the necessary guidance.

Dr. Steve P. Davis and Mr. Bud Clark are greatly appreciated for their expertise in statistical design and analysis. Their many hours assisted the writer in finalizing the research. Also appreciated are all school districts, principals, and teachers who assisted in this study. Without their cooperation, this study could not be possible.

Many doctoral candidates work a full time job while completing stages of a degree. For many candidates, this can be a burden. This writer was fortunate to be employed by an institution that provided continued support, understanding, flexibility,

and encouragement at every stage. The writer wishes to express deep gratitude to the New World School Board of Trustees and to co-workers Jo Ragsdale and Becky Tucker. Their patience was an asset to this writer.

This writer is particularly indebted to her parents, Al and Betty Ferrieri, for their continued confidence and to her inlaws, Lou and Marie Siano, for understanding the desire to receive such a degree.

Most importantly, this writer wishes to express her love and appreciation to her husband, Joe, and daughter, Andrea Nicole. Their many sacrifices and understanding were the forces that enabled this writer to complete this task.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS..... iii

LIST OF TABLES.....viii

Chapter

I. INTRODUCTION..... 1

Introductory Statement..... 1

Statement of Problem..... 7

Hypotheses..... 8

Related Questions..... 8

Definition of Terms..... 9

Limitations of the Study..... 10

Organization of the Study..... 11

II. REVIEW OF THE LITERATURE..... 12

Introduction..... 12

History of Public Law 94-142..... 13

Provisions and Controversies Surrounding the Education of Handicapped Students with Specific Regard to Learning Disabilities..... 14

Findings in the Educational Curriculum for Secondary Learning Disabilities..... 20

Methods for Improving Programs and Enhancing Public Law 94-142..... 25

Page

III. METHODOLOGY..... 29

Introduction..... 29

Population and Sample..... 29

Procedure..... 31

Instrumentation..... 31

Data Collection..... 35

Data Treatment..... 37

IV. DATA ANALYSIS AND INTERPRETATION..... 40

Introduction..... 40

Hypotheses Tested..... 41

Item Analysis..... 45

Data Collection--Related Questions... 76

Summary of Data Analysis..... 86

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..... 89

Problem..... 89

Procedure..... 89

Conclusions..... 91

Recommendations..... 94

SELECTED BIBLIOGRAPHY..... 98

APPENDIX A Letter to Superintendent..... 105

APPENDIX B District Form..... 106

APPENDIX C Letter to Principal..... 107

Page

APPENDIX D Letter to Learning Disability Teacher..... 108

APPENDIX E Questionnaire..... 109

LIST OF TABLES

TABLE		Page
1	Procedure to Insure Proper L.D. Placement....	17
2	H0: Wilcoxon Test Results for LD Teachers...	41
3	$H0_1$: Wilcoxon Test Results for Principals....	42
4	$H0_2$: Mann Whitney U Test Results Between Norms.....	43
5	$H0_3$: Mann Whitney U Test Results Between Expectations.....	44
6	Teachers' and Principals' Opinions for Item #1.....	48
7	Teachers' and Principals' Opinions for Item #2.....	51
8	Teachers' and Principals' Opinions for Item #3.....	54
9	Teachers' and Principals' Opinions for Item #4.....	56
10	Teachers' and Principals' Opinions for Item #5.....	59
11	Teachers' and Principals' Opinions for Item #6.....	61
12	Teachers' and Principals' Opinions for Item #7.....	63
13	Teachers' and Principals' Opinions for Item #8.....	65
14	Teachers' and Principals' Opinions for Item #9.....	67
15	Teachers' and Principals' Opinions for Item #10.....	69

Page

16 Teachers' and Principals' Opinions for Item #11..... 72

17 Teachers' and Principals' Opinions for Item #12..... 74

18 Teachers' and Principals' Opinions for Related Question #1..... 77

19 Teachers' and Principals' Opinions for Related Question #2..... 79

20 Teachers' and Principals' Opinions for Related Question #3..... 82

21 Teachers' and Principals' Opinions for Related Question #4..... 85

A COMPARISON OF THE NORMS AND EXPECTATIONS OF SECONDARY LEARNING DISABILITY TEACHERS AND SECONDARY PRINCIPALS IN THE STATE OF OKLAHOMA TOWARD SPECIFIC AREAS OF PUBLIC LAW 94-142 AS IT RELATES TO LEARNING DISABILITIES

CHAPTER I

INTRODUCTION

Introductory Statement

During the last several decades, we have watched the functions of our schools change drastically. Federal mandates have caused school systems to make changes and add special programs quite rapidly. Most of these alterations and additions appear to have been made in an effort to accommodate "all" children.

The Education of All Handicapped Act of 1975 (Public Law 94-142) "was enacted in reaction to the realization by the U.S. Congress that many handicapped children were being denied adequate educational opportunities."[1] In 1975, Congress found that 1,750,000 physically, mentally, or emotionally handicapped children received no education at all and

---

[1]Naomi Feldman, "P.L. 94-142: A Response to Vernon." Peabody Journal of Education (January 1982), p. 112.

another 2,200,000 received instruction inadequate to meet their educational needs."[2] "Importantly, P.L. 94-142 was not passed in a legal or legislative vacuum. In the early seventies, a series of court cases established the right of handicapped children to an appropriate publicly-funded education and also established the right of parents of handicapped children. In essence, P.L. 94-142 was based on civil rights precedents."[3]

With the enactment of Public Law 94-142, a broadened definition of handicapped children came into existence which accounts for a major reason in the increase of special education programs. "The greatest increases in special education enrollment have been among the learning disabled and the emotionally/ behaviorally handicapped. These children, along with the speech impaired, account for approximately 70 percent of all special students served. Federal and state ambivalence about whether to define the new

---

[2]E. Veltman and D. Bersoff, "P.L. 94-142: Legal Implications for the Education of Handicapped Children." Journal of Research and Development in Education (1979), p. 10.

[3]Naomi Feldman, "P.L. 94-142: A Response to Vernon." Peabody Journal of Education (January 1982), p. 117.

special education entitlement broadly has been reflected in periodic attempts to put a ceiling on the overall percentage of children with learning disabilities who can be counted for purposes of reimbursement. No such ceiling exists under the federal law, but many school districts have begun to ration funds devoted to these children."[4] The specific area of learning disabilities is still fairly new to our educational systems. Therefore, the handicap is not clearly understood and often misrepresented. In citing reasons for economic considerations in funding special education programs, a question was posed that suggests a lack of understanding related to learning disabilities. In an article concerning P.L. 94-142, Vernon asked, "Can we continue to make our biggest per capita educational investment in those least able to return a dividend to society?"[5] Learning disabled students by definition must have average intelligence or above. There is reason to believe that with the proper education, learning disabled students can

---

[4]Julius B. Richmond, "An Evaluation of the Effectiveness of P.L. 94-142." Exceptional Parent (August 1983), p. 16.

[5]M. Vernon, "Education's Three Mile Island." Peabody Journal of Education (October 1981), p. 27.

compete for the same college placement and occupational training and/or careers as students leaving the regular classroom environment. The fight to keep learning disability programs will not be easy. "Budget reductions are likely to have a disproportionate impact on precisely those programs which deal with learning disabilities and psychosocial problems. From a political standpoint, it is easier to do away with a program for the learning disabled than one for the orthopedically handicapped. It is easier to suspend a troubled child or fail to provide him with adequate support services than to ignore the needs of a child with serious mental retardation. This is in part because effective interest groups have formed over time around the needs of some groups more than others. But it is also because we need to generate a more convincing data base about the efficacy of various forms of teaching and psychosocial intervention. Creating a knowledge base is the best long-range strategy for affecting the process of policy formation."[6]

---

[6]Julius B. Richmond, "An Evaluation of the Effectiveness of P.L. 94-142." Exceptional Parent (August 1983), p. 18-19.

As P.L. 94-142 mandates, much of the policies and procedures must come from the local level State Departments of Education. They must designate plans while the school districts attempt to implement federal and local mandates. It is at the school district level that problems can arise. "In a court decision of New York in 1978, the court held that in many instances the regular classroom setting represented the least restrictive environment for students with handicaps."[7] While this decision might serve useful to students, it can present difficulties within any given school. Regular classroom teachers may not be properly trained to deal with the handicapped child. The special education teacher might have a full class load and cannot offer assistance. The administrator must follow the court decision while working out problems within the staff. Another prime source of conflict at the local level lies within the implementation of the individual education plan (I.E.P.). "The very nature of the I.E.P. dictates the use of a specific teaching methodology, namely highly individualized instruction. Although the concept of individualization is widely

---

[7]Howard Karlitz, "Minimizing Staff Resistance to Federally Mandated Policies." Urban Education (October 1982), p. 305.

accepted in the educational community, there are still major portions of many teachers' time devoted to basal or group instruction. Is this situation acceptable within the context of P.L. 94-142, and if not, how are problems to be dealt with? Can administrators or local officials work with teachers in order to formulate instructional policy, or will the union and grievance procedure become the primary outlet for remedying what the rank and file in special education perceive to be unmanageable classroom tasks?"[8]

Each state across the nation is faced with the charge of implementing a federal mandate. Budget cuts, staff resistance, unions, and parent groups are but a few of the potential conflicts that can and do arise in an attempt to implement P.L. 94-142. The state of Oklahoma, like many states, must place funding of handicap programs in order of need. Learning disabilities and speech programs receive less priority than other handicaps under Public Law 94-142, yet because of the law, the state must provide programs. Strengths and weaknesses within such programs should be

---

[8]Howard Karlitz, "Minimizing Staff Resistance to Federally Mandated Policies." Urban Education (October 1982), p. 306.

explored in an effort to make all special education program stronger.

Although Public Law 94-142 has enabled more handicapped students to receive an education, problems and controversies continue to escalate. Problems within the district due to cutbacks, resistance, misunderstanding of the law, and cohesiveness within the staff are but a few of the difficulties that need attention. As the school administrator and special education teacher are the two main components in implementing the law at the local level, it would seem beneficial to determine their opinions and suggestions in an effort to improve the educational system for all our children.

Statement of the Problem

The problem of this study was to compare the norms and expectations of secondary school learning disability teachers and secondary school principals in the state of Oklahoma toward specific areas of Public Law 94-142 as it relates to learning disabilities.

Hypotheses

H0 There is no significant difference between the norms and expectations of secondary learning disability teachers toward specific areas of Public Law 94-142.

$H0_1$ There is no significant difference between the norms and expectations of secondary school principals toward specific areas of Public Law 94-142.

$H0_2$ There is no significant difference between the norms of secondary learning disability teachers and the norms of secondary school principals toward specific areas of Public Law 94-142.

$H0_3$ There is no significant difference between the expectations of secondary learning disability teachers and the expectations of secondary school principals toward specific areas of Public Law 94-142.

Related Questions

1. Do secondary learning disability teachers and secondary principals feel learning disability programs have been enhanced since the passing of Public Law 94-142?

2. According to secondary learning disability teachers and secondary principals, what are the most difficult regulations from 94-142 to fulfill at the present time?
3. What are the important strengths of Public Law 94-142 as it relates to learning disabilities?
4. What are the weaknesses of Public Law 94-142 as it relates to learning disabilities?

Definition of Terms

Secondary School - Any school that accommodates students in grades 9-12 or any school that accommodates grades 9-10 and 11-12.

Norm - A standard or pattern that is considered to be typical of the members of a particular group. For this research, the term more specifically implied what is happening now within the schools.

Expectation - A standard or pattern that should be considered necessary and/or required by members of a particular group. For this research, the term more specifically implied what is expected to happen.

Specific Learning Disability (LD) - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken

or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The terms include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.

Individual Educational Program (I.E.P.) - A specific program developed by a team to include parents, teaching personnel, administrators, and any other necessary members (e.g. counselor) to determine the educational plan and objectives for a specific student. The I.E.P. has two main parts: a) the meeting and b) the written document.

Limitations of the Study

The population of this study was limited to secondary learning disability teachers and secondary principals employed by state accredited secondary schools in the state of Oklahoma.

Organization of the Study

This study contained five chapters. Chapter I was an introduction to the study. Within this chapter, the writer presented an introductory statement; statement of the problem, hypotheses, related questions, definition of terms, and limitations of the study. Chapter II contained a review of related literature including: (1) brief history of Public Law 94-142, (2) provisions and controversies surrounding Public Law 94-142, (3) findings in the educational curriculum for secondary learning disabilities, and (4) methods for improving programs and implementation of Public Law 94-142. Chapter III presented the methodology of the study including: population, sampling procedure, instrumentation, and the collection and treatment of data. Chapter IV presented the collection of data, analysis, and an interpretation of the statistical findings. Chapter V consisted of a final review of the study, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In this chapter, an effort was made to present the reader with basic foundations surrounding the education of learning disabled students. The intent was to provide a framework of information that would enable the reader to understand problem areas concerning secondary special education, specifically learning disabilities, and the problems surrounding the implementation of Public Law 94-142 in regard to learning disabilities.

The organization of this chapter was as follows:

(1) Brief history of Public Law 94-142

(2) Provisions and current controversies surrounding the education of secondary learning disabled students with regard to Public Law 94-142. This included an overview of the Individual Education Program (I.E.P.).

(3) Specific findings in the educational curriculum for secondary learning disabilities.

(4) Methods for improving ongoing programs and implementation of Public Law 94-142.

History of Public Law 94-142

The past quarter of a century has seen some drastic changes in education. One particular area that stands out is special education. "Possibly no other single piece of legislation effected as many changes as quickly across the whole of the Unites States as Public Law 94-142."[9] In 1975, Congress enacted Public Law 94-142, The Rights of All Handicapped Children's Act. This law was enacted as a partial result of studies indicating the large amount of handicapped children receiving little or no education of adequate instruction to meet their individual and educational needs.

The groundwork for Public Law 94-142 was set forth with Brown vs. Board of Education in 1954. The Supreme Court invoked the Fourteenth Amendment stating that all children had an equal right to an education. This particular case set the precedent for early special education cases as well as Public Law 94-142.

---

[9]Deborah Deutsch Smith, Teaching the Learning Disabled Child. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980), p. 31.

Public Law 94-142 stipulates how handicapped children's rights and parents' rights are to be protected. The regulations set forth provide the federal government more regulatory power over special education programming than previously held.[10] The actual implementation of the law takes place through the local levels.

Public Law 94-142 has caused drastic changes in the placement and education of the nation's handicapped students. It has also caused parents to become actively involved in the educational process and has made many aware of the bill of rights for parents.

Provisions and Controversies Surrounding the Education of Handicapped Students with Specific Regard to Learning Disabilities

Basically, Public Law 94-142 requires that efforts be made to locate all handicapped students. This law includes the area of learning disabilities. Prior to formal educational placement, each student must receive a full individual evaluation. In the case of learning disabilities, a student must have a formal

---

[10]Naomi Feldman, "P.L. 94-142: A Response to Vernon." Peabody Journal of Education (January, 1982), p. 112.

diagnosis before placement is made. The detailed definition of learning disabilities is extremely important in this diagnosis. For each student identified as eligible for a learning disability program, an Individual Education Program (I.E.P.) must be developed.

The I.E.P. is a formal report that includes the following information:

(1) a statement of a student's present level of education performance

(2) a statement of annual goals including short-term instructional objectives

(3) a statement of specific services to be provided and the extent to which such students will be able to participate in regular educational programs

(4) the projected date for initiation and anticipated duration of such services

(5) the appropriate objective criteria and evaluation procedures and schedules for determining whether instructional goals are being achieved.[11]

---

[11]Howard Karlitz, "Minimizing Staff Resistance to Federally Mandated Policies," Urban Education (October 1982), p. 305.

The I.E.P. should come together with the aid of parents, teachers, administrators, and clinicians. Unfortunately, the expectations of involvement from these people requires a great amount of time and understanding. Also, the full process itself brings with it much change in the way a system operates (see Table 1). Institutions historically respond slowly to change yet "a comprehensive, multidisciplinary assessment is crucial in order to have the necessary information to prescribe for the full range of each child's needs. Assessments are not to be conducted just to qualify a student for special education but are to be conducted to help develop a more complete understanding of a student's needs. The I.E.P. is expected to be an outgrowth of comprehensive assessment procedures. The requirements for an I.E.P. is but an impetus for sound evaluations, judgments, and decisions."[12]

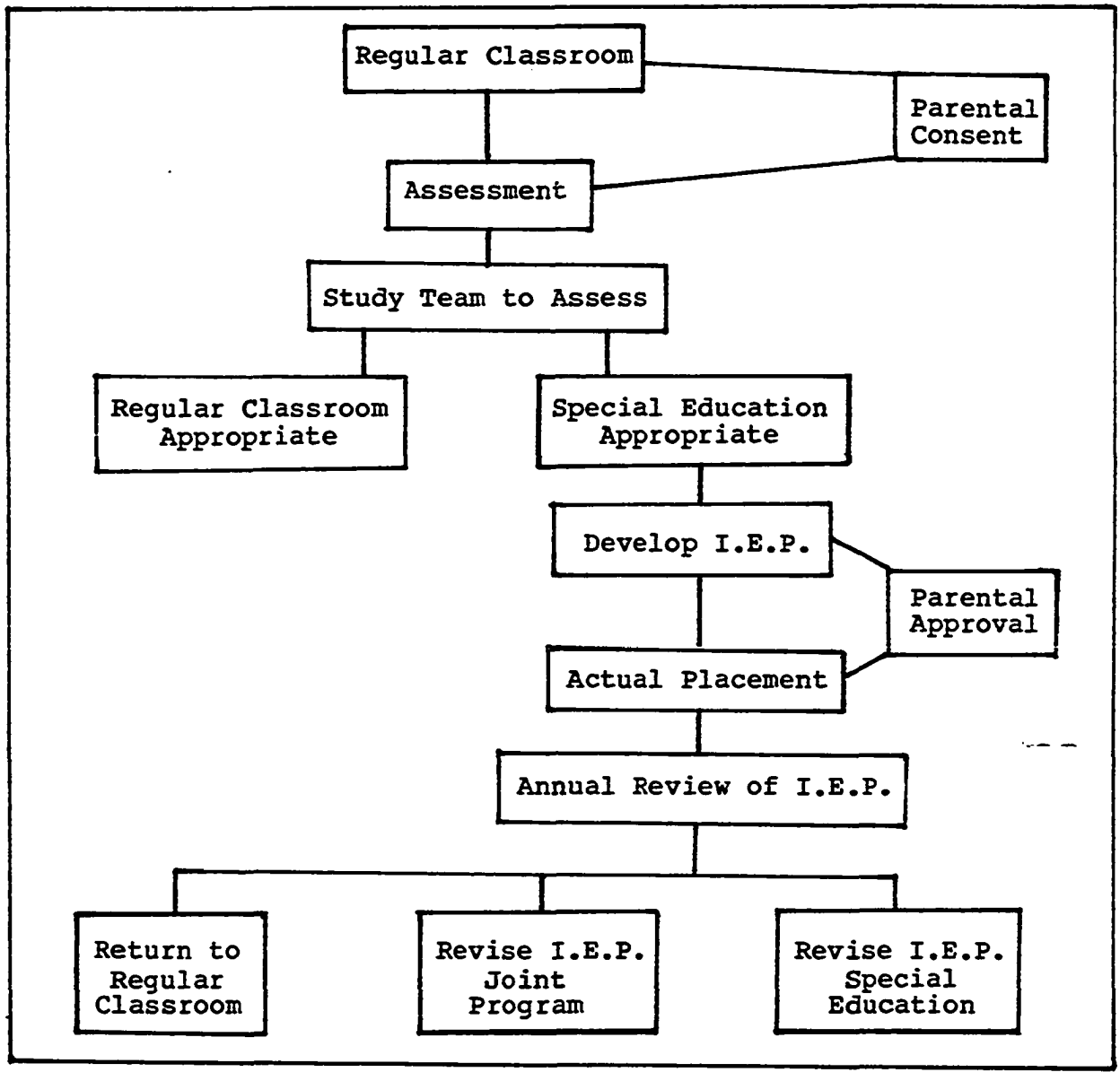
Since the implementation of Public Law 94-142 in 1975, we know that more students are being served in the area of special education. Because there has been a drastic increase in the population of students being

---

[12]Rose Marie Raccioppi, "The Promise of Public Law 94-142: Issues in the Diagnostic Process," Journal of Learning Disabilities (April 1982), p. 218.

TABLE 1

Procedure to Insure Proper Impelementation[13]



[13]Deborah Deutsch Smith, Teaching the Learning Disabled Child, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1980), p. 24.

served, schools have had to work quickly in an effort to accommodate this special group of students. "One area of concern is the wide variation presently found among school districts in interpreting the least restrictive environment provision of the law. This provision has commonly been seen as a mandate to mainstream special needs children into regular classrooms whenever possible. In fact, however, the intent of the law is not necessarily to mainstream, but rather to offer the student an environment which least constrains learning."[14] In the area of secondary learning disability, the use of lab situations are the most common form of an instructional setting found. Students attend lab at varying intervals. Some two hours per week, some two hours per day. The amount of time a student spends in lab depends on many factors. Some of the most important are: programs available through the district, the number of students to facilitate, and the degree of the disability of the student. Unfortunately, when these factors are considered, and they should be, students will often find themselves in a regular class setting or in an extra study hall or independent programs. The question

---

[14]Julius B.Richmond, "An Evaluation of the Effectiveness of P.L. 94-142," The Exceptional Parent (August 1983), p. 15.

of concern is: Are L.D. students being placed in the "least restrictive environment," and if not, why not?

The answers to this question present some of the most recent controversies surrounding P.L. 94-142. In studies done with special educators there appeared to be a preference for less mainstreaming, not more. Yet there has been an increase in mainstreaming often driven by economic necessity.[15] In a period of funding cutbacks, it appears to be an unfair expectation that school districts can provide the "least restrictive environment" at all times for any special needs student. "It is especially frustrating to witness the decline of taxpayer commitment to school programs, including special education, just at a time when we have reason to believe that certain school policies, including the special education laws, do work."[16] The controversy of the "least restrictive environment" may at some point be resolved, but only when that portion of the law is clarified and adequate funding is available to carry out the plan.

---

[15]Julius B. Richmond, "An Evaluation of the Effectiveness of P.L. 94-142," The Exceptional Parent (August 1983), p. 16.

Implementation of any mandate is a very difficult task when the expectations are unclear and funding is often unavailable. As Public Law 94-142 is still fairly new to the educational field, it is hoped that time and dedication of those involved will aid in the solving of various controversies, thus allowing for a successful implementation of the law and an "appropriate" education for learning disabled students as well as other special needs students.

Findings in the Educational Curriculum for Secondary Learning Disabilities

Throughout the United States schools are in the process of attempting to implement Public Law 94-142. The struggle appears to be greatest at the secondary level. One reason for this struggle is that most learning disability research has been oriented toward the elementary level. If Public Law 94-142 is to be successful in providing an 'appropriate' education for secondary learning disabilities students, it would appear that the curriculum itself needs evaluating and continued research in the area must be done. During the last five years, many authors and specialists have taken time to investigate the secondary learning disability programs available, alternatives to those

programs, and guidelines for secondary L.D. programs. These ideas and findings should be considered when attempting to implement P.L. 94-142 at the secondary level and when evaluating the success of the implementation.

Many learning disabled students come to the high school level not fully remediated and unable to handle being mainstreamed. Often they find themselves without the cozy self-contained classroom or small lab environment they may have grown accustomed to in elementary and middle school levels. "Most secondary schools rarely provide a program which will insure a safe journey between early adolescence and independence of the first job for those students with learning disabilities."[17]

Suggestions of what should be and what should not be a part of a secondary learning disability program is often an area of controversy. Several authors feel it is important for secondary learning disability programs to operate on the premises that:

---

[16]Ibid., p. 18.

[17]William M. Cruickshank, William Morse, and Jeannie S. Johns, Learning Disabilities: The Struggle From Adolescence Toward Adulthood, (Syracuse: Syracuse University Press, 1980), p. 30.

(1) The learning disability program should be basic education.

(2) Secondary learning disability program embodies concept of mastery learning.

(3) Secondary learning disability programs should not include process-based training (remediation of perceptual functions or language skills).

(4) Secondary learning disability programs should emphasize curriculum management using instructional objectives.

(5) Secondary learning disability programs should achieve a balance between academic and career education through integrated programs.[18]

One area that appears to be consistent throughout the research of secondary learning disability is the incorporation of alternative programs with special attention given to career education. These specific tasks which should become part of the secondary program is to attempt:

---

[18]Lester Mann, Libby Goodman, and Lee J. Wiederholt, Teaching the Learning Disabled Adolescent, (Boston: Houghton Mifflin, 1978), p. 49.

(1) To develop an understanding of procedures for applying for jobs.

(2) To provide work-study experiences.

(3) To aid students in finding work in which they have adequate skills.[19]

Fortunately, many of the larger high school programs already incorporate career education as part of their basic program for all students. Smaller schools, particularly those in rural areas, might have more difficulty in implementing such tasks.

Because many of the career education programs being used in secondary institutions are geared for students without learning disabilities, another alternative approach is known as the functional model. This model of instruction teaches the so-called survival skills. "The functional teaching model assumes that many youths have a pressing need involving preparation for a specific vocational career. Survival teaching may include teaching a basic sight word

---

[19]Alex B. Johnson, "Program Alternatives at the High School Level for Education of the Learning Disabled," American Secondary Education, X (June 1980), p. 5.

vocabulary, a certain technical vocabulary, social skills, or other job related skills."[20]

Mainstreaming students has been an ongoing alternative for learning disabled students at all levels of education. Pros and cons have continuously been discussed. Various research indicates that mainstreaming at the secondary level varied among schools. Some districts equated mainstreaming with placing students with learning disabilities into the regular class areas during the entire school day. Other schools had more flexible scheduling abilities, mainstreaming students into regular classes occurred for special units of study. Placement depended upon the readiness of each individual student.

At the secondary level, mainstreaming learning disabled students at varying degrees should be an important part of the curriculum. In evaluating mainstreaming programs, research has found the most successful mainstreaming occurred in schools where there was strong administrative leadership and support and where the general morale was high. Staff spoke of

---

[20]David A. Sabatina, "Rx for Better Secondary Programming," Academic Therapy, 17:3 (January 1982), p. 291.

the support they received from administrators, each other, and the district as a whole.[21]

The curriculum for secondary students with learning disabilities needs to be strong. Specific areas such as career education, mastery learning and mainstreaming techniques are but a few of the necessary components needed to have a successful program. It becomes then very necessary to discuss methods for possible improvements in ongoing and new programs for learning disabilities. By evaluating ways of improving Public Law 94-142 has a better chance of successful implementation and our students have a better chance of receiving a solid education.

Methods for Improving Programs and Enhancing Public Law 94-142

Implementing an adequate secondary learning disability program must go beyond the curriculum itself. The learning disabled student is not the only group in need of a proper education. Educators and administrators are in need of help. Fortunately, many states are making attempts to help in this direction. In 1977,

---

[21]Jerry B. Davis, "Mainstreaming Programs in Secondary Schools: Variations on a Theme," The High School Journal, (Feb./March, 1983), p. 177.

the Massachusetts Department of Education attempted to deal with the situation by establishing the Comprehensive Secondary School Planning Project (CSSPP). In this unusual endeavor, the project's purpose was to provide technical and programmatic assistance to secondary schools seeking to implement special education mandates.[22] Members of the project became aware of the need to develop an effective inservice educational program for special education teachers, regular teachers and administrators. The purpose of the training program was to increase the ability of regular educators to accommodate the needs of a wider range of students. This was hoped to reduce the extent to which students were misclassified or dumped into special education programs. The project also hoped to move teachers and administrators towards viewing Public Law 94-142 as part of the comprehensive school concept.[23]

Administrators have to be prepared to take a closer look at potential teachers during an interview. Since Public Law 94-142 has been implemented, the fact

---

[22]M. Svi Shapiro, "Implementing P.L. 94-142 in the High School, A Successful In-Service Training Model," Education, CII (Fall 1982), p. 47.

[23]Ibid.

is that mainstreaming can and will occur. When interviewing individuals for positions as regular classroom teachers, questions should be asked to ascertain their attitudes toward teaching classes where handicapped students may be involved.[24] "Enthusiastic, gregarious, and socially competent individuals should be sought when hiring special education teachers. Such individuals are more likely to take the initiative to establish good social relations with regular classroom teachers, an important characteristic."[25]

With a strong staff and proper inservice training, a school district will find itself in a better position to implement Public Law 94-142 and to provide students with the least restrictive environment for learning.

Another group that has taken an active role in the implementation of P.L. 94-142 appears to be parents. With proper inservice for them, the parent group can enhance programs rather than hinder them. Evidence of a 'power' behind the parent group was evident in September 1982 when the Reagan

---

[24]Jerry B. Davis, "Mainstreaming Programs in Secondary Schools: Variations on a Theme," The High School Journal, (Feb./March, 1983), p. 179.

[25]Ibid.

administration proposed modifications of the P.L. 94-142 regulations. Overwhelming support given to the current P.L. 94-142 regulations and severe criticism of the modifications caused the proposal to be withdrawn from consideration by Secretary Bell.[26]

The continued support of parents, teachers and administrators can only enhance the success of Public Law 94-142, thus providing students with the quality programs they deserve. In a period where budget cuts are constantly interfering with program needs, it becomes a crucial time for all to pull together and insure a solid program for students. The mandating of regulations can only serve as the beginning vehicle in changing and enhancing our educational system. Continued research and evaluation become necessary to locate strengths and weaknesses in the education of all special students at all levels.

---

[26]Julius B. Richmond, "An Evaluation of the Effectiveness of P.L. 94-142," The Exceptional Parent (August 1983), p. 18.

CHAPTER III

METHODOLOGY

Introduction

The review of the literature in Chapter II presented a history and various background information related to learning disability programs and Public Law 94-142 enacted in 1975. The purpose of this study was to compare the norms and expectations of secondary school principals and secondary school learning disability teachers in the state of Oklahoma. The specific purpose of this chapter was to outline the technique the writer utilized in executing the study.

Population

The population of this study was identified as all counties in the state of Oklahoma containing school districts providing secondary schools. A total of seventy-seven counties represent the state of Oklahoma.

Sample

The writer of this research selected the procedure of random sampling to determine the counties to be utilized in this study. To many, the word "random" may suggest guesswork. "Randomization is not a haphazard method of assignment, however, but rather a

carefully controlled process. In an investigation, researchers refrain from exercising direct control over the selection of subjects, for they may consciously or unconsciously select the subjects who are most likely to produce data that will confirm their hypotheses. To avoid the introduction of such sampling bias, researchers may employ some randomization techniques to insure that each unit in the population has an equal or known chance to be included."[27]

Each of the seventy-seven county names were given a two-digit number sequence beginning with 01 and ending with 77. The writer utilized the Rand Corporation list, "A Million Random Digits with 100,000 Normal Deviates," to determine the actual sample. Since no specific rules have been formulated to obtain an adequate sample in descriptive research and only suggestions of 10-20 percent of a population often used[28], this writer selected 20 percent of the 77 counties for a sample study. Through the random sampling process, 15 counties were selected.

---

[27]Deborah B. Van Dalen, Understanding Educational Research, (New York: McGraw-Hill Book Company, 1979), p. 131.

[28]Ibid., p. 130.

Procedure

After selecting the counties to be utilized, the writer determined all the school districts within those counties that made available secondary learning disability programs. The total number of districts were 92 representing 118 schools. Each school district superintendent and/or research department was contacted to ascertain the necessary approval to conduct research within a school district. Seventy-nine districts equaling 97 schools approved the research. Questionnaires were then mailed to 97 secondary school principals and 97 secondary school learning disability teachers from the approved districts.

Instrumentation

The mail questionnaire is one of the most frequently used data collection techniques in research.[29] The advantages and disadvantages surrounding the use of the questionnaire has caused continued controversy in the research field. Yet it is apparent that the mail questionnaire will continue to be a formal research tool used in data collection.

---

[29]Gerald W. Lundeen, "Research Record," Journal of Education for Librarianship, (Fall 1980), p. 159.

"Questionnaires are not designed to instruct the respondents about issues, techniques or problems. They are designed to gather opinions or attitudes about already known issues, problems or events."[30] This fact becomes crucial when designing the questionnaire and selecting a population. The criterion of having an adequate data base from which to respond is critical in school related surveys. It is extremely important to avoid asking questions of individuals who do not have adequate information to make a rational response.[31]

Much of the research done on the questionnaire reveals that return rates tend to be higher when the questionnaire is concise and simple to answer. The question of how long or short is an ongoing controversy. One to three pages is suggested through some research although this varies with many authors. One fact that does stand out with the majority of research is the follow-up procedure used to secure a higher response rate. A two week period for a first follow-up and a one month period for a possible second follow-up is suggested.

---

[30]Donald C. Orlick, Designing Sensible Surveys, (New York: Redgray, 1978), p. 25.

[31]Ibid. p. 24.

Authors have devised various lists of advantages and disadvantages in using the mail question. Some of the most common disadvantages are:

(1) The return rate may be low.

(2) Possibility of misinterpretation of question.

(3) Bias of sample.

Some of the most common advantages appear to be:

(1) Permits wide coverage at minimum cost.

(2) Permits more considered answers.

(3) Gives respondent a sense of privacy.

When designing a questionnaire, a researcher must safeguard against disadvantages as much as possible. Pretesting the instrument should be done to determine if appearance, terminology and organization of the tool are suitable.[32] Directions should be easy to follow. Questions should be presented in good psychological order, proceeding if possible from general to more specific responses.[33]

---

[32]Gerald W. Lundeen, "Research Record," Journal of Education for Librarianship, (Fall 1980), p. 160.

[33]John W. Best, Research in Education, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 170.

In an effort to address the particular related questions stated in Chapter I and to ascertain necessary data to test the hypotheses, the writer developed a mail questionnaire. The questionnaire was divided into three main categories and the format emerged as follows: General Information

Scaling Norms and Expectations

Open-ended questions

The instrument of questionnaire was used as the writer was able to ask specific questions of principals and teachers and at the same time guaranteed the privacy and anonymity of the respondent and their institution as required by most districts.

The writer took into consideration the disadvantages of the mail questionnaire. In an effort to minimize difficulties, the following steps were followed:

(1) Pretested the questionnaire. A jury of seven individuals were secured to review and critique the questionnaire. More specifically, their task was to check terminology, evaluate clarity of questions, estimate time for questionnaire, and add or delete necessary information. The seven

individuals were not part of the actual study.

(2) Gained district approval. When the sample was determined, a letter was mailed to each superintendent's office for approval to conduct research within the given district.

(3) Wrote cover letter to each possible respondent. This letter indicated the general purpose of the study, indicated that the investigation was sponsored by a reputable institution, and promised to protect the confidentiality of the respondent and data.

(4) Mailed questionnaire with a stamped, self-addressed envelope.

(5) Sent a follow-up letter after a lapse of two weeks.

(6) Sent a follow-up letter and another packet after a lapse of four weeks.

Data Collection

The study was conducted in two phases. Phase one was the initial contact with each school district. A cover letter and a copy of the questionnaire were sent to each district superintendent's office.

Enclosed was a form asking the respondent to check whether the participation was approved or not. A signature validated the approval or disapproval. A stamped, self-addressed envelope was enclosed for convenience. In several large school districts, a copy of the proposal, a questionnaire, and an application form were sent to the research departments. District committees were selected to review the proposal and accept or reject the use of the district for research by this writer.

The second phase of this study consisted of sending a cover letter, a questionnaire, and a stamped, self-addressed envelope to each secondary school principal from an approved district. The name of each principal was secured by the State Department of Education's Oklahoma Educational Directory. The same packet of information was also mailed to the school's secondary learning disability teacher. In larger schools with more than one learning disability teacher, the chairperson or department head received the information. Follow-up letters and questionnaires were sent as needed.

Data Treatment

The questionnaire was divided into three categories. Each category was coded and the responses from each survey were tabulated on a data card. The first section was to determine if the respondent was a principal or a teacher. The code utilized in Section I was as follows:

0 = teacher

1 = principal

Section II of the questionnaire consisted of statements concerning the placement, education, evaluation, and funding of learning disability students and programs. Each participant was asked to respond to the statement in terms of what they felt the standard or pattern was at the time of their response (norm) and what they felt the standard or pattern should be (expectation). The code for this section was as follows:

1 - Strongly Agree

2 - Agree

3 - Undecided

4 - Disagree

5 - Strongly Disagree

It is from Section II that the writer tested the hypotheses. The writer selected nonparametric testing as discussed and supported by Sidney Siegel.[34] More specifically, the writer selected the use of the Wilcoxon matched-pairs signed-ranks test to test H0 and $H0_1$. This sign test was applicable as related samples were used and the writer wished to establish that two conditions were different.

The Mann Whitney U Test was selected to test $H0_2$ and $H0_3$. The purpose of this test was to determine if two independent samples were drawn from the same population. This test assumes ordinal measurement which each item number met and independent samples such as teachers and principals.

To more closely analyze the findings of each hypothesis, the writer selected a process of item analysis. Each of the 12 items on the questionnaire was reviewed independently of each other. The Wilcoxon Test was again selected to determine if significant differences occurred within an item. When appropriate, the Chi-Square Test was also utilized to determine significant differences within each item. Frequencies

---

[34]Sidney Siegel, Nonparametric Statistics, (New York: McGraw-Hill Book Company, 1956), p. 68.

and percentages of the responses were tabulated to further analyze the findings.

Section III requested the respondent to give opinions to open-ended questions. The writer categorized the responses from each question and assigned a code to those responses in an effort to establish frequency distributions. The code for the open-ended questions were as follows:

Question	Code	Meaning
Item #13 (Related Q #1)	1 =	Yes
	2 =	No
Item #14 (Related Q #2)	0 =	IEP Meeting
	1 =	Paperwork
	3 =	Proper placement
	4 =	Mainstreaming
Item #15 (Related Q #3)	0 =	More students helped
	1 =	Limit class size
	2 =	Awareness
	3 =	Mainstreaming
Item #16 (Related Q #4)	0 =	Not adequate funding
	1 =	Too much paperwork
	2 =	Friction between staff
	3 =	Parent involvement
	4 =	Misinterpret law

Finally, the writer reviewed the findings and the data. Tables were formulated and analysis made. Conclusions and recommendations were drawn from the findings.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Introduction

This study was designed to compare the norms and expectations of secondary school learning disability teachers and secondary school principals toward specific areas of Public Law 94-142 as it relates to learning disabilties. This study was also designed to evaluate related questions concerning this law.

Contained in this chapter were the presentations and analysis of the data collected. Ninety-seven teachers and 97 principals were asked to respond to the survey. Sixty-nine teachers (71%) and 59 principals (60%) responded to the questionnaire.

For the purpose of this chapter, the organization was as follows:

1. Presentation and analysis of data collected to test H0 and $H0_1$
2. Presentation and analysis of data collected to test $H0_2$ and $H0_3$
3. Presentation and analysis of data collected for item analysis
4. Presentation and interpretation of data collected from related questions

Hypotheses Tested

Four null hypotheses statements were developed. Each null hypothesis was tested for significant differences using non-parametric statistical procedures. The hypotheses and the results follow:

H0 There is no significant difference between the norms and expectations of secondary learning disability teachers toward specific areas of Public Law 94-142.

In an effort for the writer to accept or reject H0, the Wilcoxon Matched-Pairs Signed-Ranks Test was utilized. The H0 was rejected at the $p<.05$ level of significance. Table 2 reflects the findings of this test.

TABLE 2

Wilcoxon Test Results for LD Teachers

N	Mean	S.D.	T	Z
69-168	1173	163.66	124	6.41

The norm and expectation scores were significantly different for learning disability teachers. The norm scores were generally higher than the expectation scores.

HO_1 There is no significant difference between the norms and expectations of secondary school principals toward specific areas of Public Law 94-142.

In an effort to accept or reject HO_1, the writer again selected the Wilcoxon Matched-Pairs Signed-Ranks Test. The HO_1 was rejected at the $p<.05$ level of significance. Table 3 reflects the findings of this test.

TABLE 3

Wilcoxon Test Results for Principals

N	Mean	S.D.	T	Z
59-3 56	798	122.59	148.5	5.3

The norm and expectation scores for principals were significantly different. The norm scores for principals were generally higher than the expectation.

HO_2 There is no significant difference between the norms of secondary learning disability teachers and the norms of secondary school principals toward specific areas of Public Law 94-142.

In an effort to accept or reject HO_2, the writer selected the Mann Whitney U Test. It was necessary to calculate a Z value as the sampled groups were larger than 20. The HO_2 was rejected at the $p<.05$ level of significance. Table 4 reflects the findings of the computation.

TABLE 4

Mann Whitney U Test for Norms

N	Mean	S.D.	U	Z
n_1 59 n_2 69	2035.5	209.2	971	-5.09

Principals and learning disability teachers have total norm scores which are statistically significant in their differences. Learning disability teachers' norm scores are generally higher than principals' scores.

HO_3 There is no significant difference between the expectations of secondary learning disability teachers and the expectations of secondary school principals toward specific areas of Public Law 94-142.

In an effort to accept or reject the last hypothesis, the write selected again the Mann Whitney U Test. It was necessary to calculate a Z value as the sample groups were larger than 20. The HO_3 was accepted at the $p<.05$ level of significance. Table 5 reflects the findings of the test.

TABLE 5

Mann Whitney U Test for Expectations

N	Mean	S.D.	U	Z
n_1 59 n_2 69	2035.5	209.2	2310	1.31

Learning disability teachers' and principals' expectations were generally about the same and therefore not significantly different.

Item Analysis

In an attempt to more closely examine the data collected, the writer tabulated and tested the results for each item on the questionnaire. A frequency distribution was determined and a percent of responses established. The writer selected the Wilcoxon Matched-Pairs Signed-Ranks Test to test each item for a significant difference in the norm and expectation responses of teachers and in the norm and expectation responses of principals. The writer then selected the Chi-Square Test to again test each item. This test was chosen to determine if a significant difference between norm responses of teachers and principals existed and if a significant difference between expectation responses of teachers and principals existed. The writer found that the Chi-Square Test was not applicable on all expectation responses due to a lack of dispersion. This in itself suggested no significant difference existed within certain items.

This section, Item Analysis, was divided into four areas per item. The format was as follows:

1) Item number and general statement as it appeared on the respondents' questionnaires.
2) Tables of frequencies and percentages.
3) Results of the Wilcoxon Matched-Pairs Signed-Ranks Test and the Chi-Square Test.
4) Summary.

A dictionary of terms was devised to provide clarity for each table presented in this section.

Terms

JOB - Indicates if respondent was principal or teacher

RESPONSE - The number the respondent selected for his/her opinion. Choices were:

0 - No opinion selected
1 - Strongly agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly disagree

FREQUENCY - The number of times the opinion was selected. (Abbreviated in tables as Freq.)

PERCENT - The percentage established by each frequency.

NORM - A standard or pattern that is considered to be typical of the members of a particular group. For this research, the term more specifically implied what is happening now within the schools.

EXPECTATION - A standard or pattern that should be considered necessary and/or required by members of a particular group. For this research, the term more specifically implied what is expected to happen. (Abbreviated in tables as Expect.)

Items

Item #1 Proper Placement of LD Students

TABLE 6

Teachers'and Principals' Opinions for Item #1

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	1	-	1.4	-
	1	6	37	8.7	53.6
	2	32	25	46.4	36.2
	3	11	4	16.2	5.8
	4	16	3	23.	4.4
	5	3	0	4.3	0
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	18	29	30.5	49.2
	2	32	27	54.2	45.7
	3	5	1	8.5	1.7
	4	3	2	5.1	3.4
	5	1	0	1.7	-
		N=59	N=59	100%	100%

The data were used to test for a significant difference between teachers' norm and expectation responses and between principals' norm and expectation responses for Item #1. The Wilcoxon Matched-Pairs Signed-Ranks Test was utilized for this calculation. A significant difference at $p<.05$ was found between teachers' norm and expectation responses and between principals' norm and expectation responses.

The data were also used to determine if a significant difference existed between teacher and principal norm scores and between teacher and principal expectation scores. The Chi-Square Test was selected. A significant difference was found at $p<.05$ between the norm scores of teachers and principals. A lack of dispersion in scores for the expectation responses prevented a Chi-Square Test from being utilized. A general conclusion was drawn that no significant difference existed between expectation scores.

The majority of all respondents strongly agreed or agreed that proper placement of learning disability students should be expected. Only 8.7% of the teachers strongly agreed that proper placement was already being

followed, while 30.5% of the principals surveyed strongly agreed that proper placement was ongoing. Approximately 46% of the teachers and 54% of the principals agreed that proper placement was being achieved at the present time.

A total of 55% of the teachers surveyed felt that proper placement was being followed. Almost 85% of the principals believed proper placement was already being achieved within the schools. A 30% discrepancy existed.

Item #2 I.E.P. generally provides ample information to ensure a proper educational program for students.

TABLE 7

Teachers' and Principals' Opinions for Item #2

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	4	22	5.8	31.9
	2	30	33	43.4	47.8
	3	15	10	21.7	14.5
	4	15	4	21.7	5.8
	5	5	0	7.4	0
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	11	16	18.7	27.1
	2	34	37	57.6	62.7
	3	11	5	18.6	8.5
	4	3	1	5.1	1.7
	5	0	0	0	0
		N=59	N=59	100%	100%

Data for Item #2 were calculated, tabulated, and analyzed. The Wilcoxon Matched-Pairs Signed-Ranks Test was the statistical instrument used to test for significant difference between norm and expectation scores. The findings proved a significant difference at $p<.05$ existed between teachers' norm and expectation responses. A significant difference did not exist between principals' norm and expectation responses.

The Chi-Square Test was utilized to test for a significant difference between norm responses and between expectation responses. The findings concluded a significant difference at $p<.05$ existed between the norm responses of teachers and the norm responses of principals. A lack of dispersion in expectation responses prevented a Chi-Square from being calculated. It was concluded that no significant difference existed between teacher expectation scores and principal expectation scores.

Approximately 50% of the teachers strongly agreed or agreed that presently I.E.P. reports were providing ample information. A high 76% of the principals surveyed strongly agreed or agreed that

I.E.P. reports were presently adequate. Seventy-nine percent (79%) of teachers and 89% of principals felt I.E.P. reports should provide ample information to ensure a proper educational program.

Approximately 29% of the teachers felt that currently I.E.P. reports were not adequate. Only 5% of the principals surveyed found present I.E.P. reports inadequate.

Item #3 Parents participate in the development of planning of an I.E.P.

TABLE 8

Teachers' and Principals' Opinions for Item #3

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-		
	1	1	21	1.3	30.4
	2	31	37	45.	53.6
	3	17	8	25.	11.6
	4	16	3	23.	4.4
	5	4	0	5.7	0
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	7	15	11.9	25.4
	2	34	35	57.6	59.3
	3	7	5	11.8	8.5
	4	8	3	13.6	5.1
	5	3	1	5.1	1.7
		N=59	N=59	100%	100%

Item #3 data were manipulated and tested. The Wilcoxon Matched-Pairs Signed-Ranks Test was utilized to test and conclude findings of significance between norm and expectation scores of principals and of teachers. A significant difference occurred at $p<.05$ between the norm and expectation responses of principals.

The usage of the Chi-Square statistical test noted results between norm scores and between expectation scores. A significant difference at $p<.05$ was found between teacher norms and principal norms. A lack of dispersion in expectation scores for teachers and principals allowed for a general conclusion that no significant difference occurred between expectation scores.

Approximately 46% of the teachers strongly agreed or agreed that parents do participate in the development of an I.E.P. Almost 70% of the principals strongly agreed or agreed that parents presently participate. Approximately 84% of the teachers and 84% of the principals expected parents to participate.

Item #4 Administrators participate in the development planning of an I.E.P.

TABLE 9

Teachers' and Principals' Opinions for Item #4

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	1	9	1.4	13.
	2	13	41	18.9	59.4
	3	21	8	30.4	11.6
	4	27	10	39.1	14.5
	5	7	1	10.1	1.5
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	6	11	10.2	18.6
	2	28	26	47.5	44.1
	3	9	8	15.3	13.6
	4	14	12	23.7	20.3
	5	2	2	3.3	3.4
		N=59	N=59	100%	100%

Data from Item #4 were utilized to test and evaluate. The Wilcoxon Matched-Pairs Signed-Ranks Test was selected to compare norm with expectation responses. Testing of the norm and expectation scores of the teachers determined a significant difference at $p<.05$ existed. There was no significant difference between the norm and expectation responses of the principals.

The Chi-Square test was selected to test for significance between the teacher and the principal norm scores and the teacher and the principal expectation scores. A significant difference at $p<.05$ was concluded between the teacher norm responses and the principal norm responses. The expectation responses of the teachers and the principals had adequate dispersion to allow for formal calculation. The general conclusion was that a significant difference existed at $p<.05$ between the teacher expectations and the principal expectations.

While 57% of the principals surveyed strongly agreed or agreed that administrators currently

participate in I.E.P. development, only 20% of the teachers surveyed concurred with that opinion.

Twenty-six percent (26%) of the principals felt that administrators did not participate in I.E.P. planning. Forty-nine percent (49%) of the teachers felt that administrators were not active participants in I.E.P. development.

Sixty-two percent (62%) of the principals and 72% of the teachers strongly agreed or agreed that administrators should participate in I.E.P. planning. Twenty-three percent (23%) of the principals and 16% of the teachers did not expect administrators to be involved with I.E.P. development.

Item #5 I.E.P. done on every eligible LD student

TABLE 10

Teachers' and Principals' Opinions for Item #5

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	17	39	24.6	56.5
	2	32	21	46.4	30.5
	3	9	5	13.	7.2
	4	10	3	14.5	4.3
	5	1	1	1.5	1.5
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	24	28	40.7	47.5
	2	27	26	45.7	44.
	3	2	1	3.4	1.7
	4	6	4	10.2	6.8
	5	0	0	0	
		N=59	N=59	100%	100%

Item #5 data were statistically treated in an effort to prove a significant difference. To test between the norm and expectation scores of teachers and the norm and expectations of principals, the Wilcoxon Matched-Pairs Signed-Ranks Test was selected. The finding indicated that a significant difference at $p<.05$ did exist between teacher norm and teacher expectation scores. There was no significant difference between principal norms and principal expectations.

Using the Chi-Square Test, results indicated a significant difference at $p<.05$ between teacher norms and principal norms. A conclusion of no significant difference occurred between teacher expectations and principal expectations.

Ninety-three percent (93%) of the principals surveyed and 87% of the teachers surveyed felt an I.E.P. should be expected on every eligible student. Eighty-six percent (86%) of the principals and 71% of the teachers felt that process was already taking place.

Item #6 Inservice training for all staff members in ensure the proper implementation of Public Law 94-142.

TABLE 11

Teachers' and Principals' Opinions for Item #6

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	4	39	5.8	56.5
	2	15	17	21.7	24.6
	3	18	6	26.1	8.7
	4	22	5	31.9	7.3
	5	10	2	14.5	2.9
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	9	18	15.3	30.5
	2	29	29	49.2	49.2
	3	9	7	15.3	11.9
	4	10	3	17.	5.1
	5	2	2	3.4	3.3
		N=59	N=59	100%	100%

Data relating to Item #6 were utilized to test for significant differences. The usage of the Wilcoxon Matched-Pairs Signed-Ranks Test resulted in conclusions between norm and expectation scores. The findings indicated a significant difference at $p<.05$ was present between teacher norm and teacher expectations. It was also determined that a significant difference at $p<.05$ existed between principal norm and principal expectation responses.

A significant difference at $p<.05$ was found using the Chi-Square Test between teacher norms and principal norms. The Chi-Square was also utilized to determine that no significance occurred at $p<.05$ between teacher expectations and principal expectations.

Approximately 64% of the principals surveyed strongly agreed or agreed that inservice training to help all staff properly implement P.L. 94-142 was an ongoing process. Only 27% of the teachers surveyed concurred with this opinion.

Item #7 Class sizes as required by Public Law 94-142 allows for proper education of LD students.

TABLE 12

Teachers' and Principals' Opinions for Item #7

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	12	29	17.4	42.
	2	34	31	49.3	45.
	3	8	6	11.6	8.7
	4	8	2	11.6	3.
	5	7	1	10.1	1.3
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	19	23	32.2	39.
	2	29	27	49.1	45.8
	3	5	1	8.5	1.7
	4	5	7	8.5	11.8
	5	1	1	1.7	1.7
		N=59	N=59	100%	100%

Item #7 data were treated statistically to determine if significant differences were evident. Conclusions drawn from the Wilcoxon Matched-Pairs Signed-Ranks Test proved a significant difference at $p<.05$ between teacher norm responses and teacher expectation responses. There was no significant difference between principal norm responses and principal expectation responses.

The Chi-Square Test results revealed a significant difference at $p<.05$ between teacher norm scores and principal norm scores. A lack of dispersion in expectation responses prevented the formal calculation of the Chi-Square. A general conclusion was made that no significant difference existed between teacher expectation responses and principal expectation responses.

Approximately 81% of the principals and 66% of the teachers felt that the class size as required by law allows for proper education of L.D. students and was now being followed.

Eighty-seven percent (87%) of the teachers and 85% of the principals felt class size should be followed to allow for proper education of L.D. students. Only 4% of the teachers and 13% of the principals disagreed with this area.

Item #8 Career education a part of a L.D. student's curriculum plan.

TABLE 13

Teachers' and Principals' Opinions for Item #8

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	8	29	11.6	42.
	2	27	25	39.2	36.2
	3	17	10	24.6	14.5
	4	13	4	18.8	5.8
	5	4	1	5.8	1.5
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	10	18	17.	30.5
	2	27	29	45.8	49.1
	3	14	9	23.7	15.3
	4	7	3	11.8	5.
	5	1	0	1.7	0
		N=59	N=59	100%	100%

Data collected for Item #8 were used to statistically test. The Wilcoxon Matched-Pairs Signed-Ranks Test was utilized to test differences between teacher norms and expectations and between principal norms and expectations. A significant difference at $p<.05$ was concluded for teachers' responses and for principals' responses.

The Chi-Square Test was applied to determine significant differences between teachers' and principals' norm scores and between teachers' and principals' expectation scores. Testing proved there was no significant difference in norm scores or in expectation scores.

Approximately 50% of the teachers surveyed and 63% of the principals surveyed strongly agreed or agreed that career education was already a part of the secondary L.D. student's curriculum. Approximately 78% of the teachers and 79% of the principals agreed it should be part of the curriculum.

Item #9 Mainstreaming of L.D. students done as often as possible.

TABLE 14

Teachers' and Principals' Opinions for Item #9

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	14	35	20.3	50.7
	2	28	25	45.6	36.2
	3	10	4	14.5	5.8
	4	14	3	20.3	4.3
	5	3	2	4.3	3.
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	22	26	37.3	44.1
	2	26	24	44.1	40.7
	3	6	6	10.2	10.2
	4	5	1	8.4	1.7
	5	0	2	0	3.3
		N=59	N=59	100%	100%

Item #9 responses were used to calculate and test. The Wilcoxon Matched-Pairs Signed-Ranks Test was selected to test the difference between norm and expectation responses of teachers and of principals. A significant difference at $p<.05$ was found between teachers' norms and teachers' expectations. No significant difference was found between principals' norms and principals' expectations.

A significant difference at $p<.05$ was determined by the Chi-Square Test between teachers' norms and principals' norms. The Chi-Square Test was also applied to the expectation responses of teachers and principals. No significant difference was noted.

Approximately 66% of the teachers and 81% of the principals strongly agreed or agreed that mainstreaming was being done as often as possible. Eighty-seven percent (87%) of the teachers and 84% of the principals felt mainstreaming should be done whenever possible. Only 7% of the teachers and 5% of the principals felt mainstreaming should not have to occur.

Item #10 The use of the school's standard report card allows for a fair evaluation of L.D. students.

TABLE 15

Teachers' and Principals' Opinions for Item #10

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	3	22	4.3	31.9
	2	20	33	29.	47.9
	3	15	6	21.7	8.7
	4	18	7	26.2	10.1
	5	13	1	18.8	1.5
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	7	12	11.9	20.3
	2	36	25	61.	42.4
	3	7	10	11.9	17.
	4	6	9	10.2	15.3
	5	3	3	5.	5.
		N=59	N=59	100%	100%

The data collected from Item #10 were tested to determine if significant differences occurred within the item. The Wilcoxon Matched-Pairs Signed-Ranks Test utilized the data to determine significant differences between norm and expectation response. Findings from the test indicated a significant difference at $p<.05$ existed between teachers' norm and expectation responses. A significant difference at $p<.05$ was also found between principals' norm and expectation responses.

The Chi-Square Test proved that a significant difference at $p<.05$ existed between teachers' and principals' norm scores. Also, significant differences existed between teachers' and principals' expectation scores.

Thirty-three percent (33%) of the teachers surveyed strongly agreed or agreed that the standard school report card allowed for a fair evaluation of L.D. students. Almost 73% of the principals found current report cards to be acceptable.

Approximately 45% of the teachers felt current report cards were not achieving fair evaluations of

L.D. students. Only 15% of the principals concurred with this opinion.

Eighty percent (80%) of the teachers expected that report cards would serve as a fair assessment of L.D. students. Approximately 62% of the principals supported this opinion.

Item #11 L.D. students and their parents receive additional and/or special evaluations to indicate students' strengths and weaknesses.

TABLE 16

Teachers' and Principals' Opinions for Item #11

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	3	20	4.5	29.
	2	33	35	47.8	50.7
	3	15	9	21.7	13.
	4	9	4	13.	5.8
	5	9	1	13.	1.5
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	8	13	13.5	22.
	2	37	36	62.7	61.
	3	10	7	17.	11.9
	4	4	3	6.8	5.1
	5	0	0	0	0
		N=59	N=59	100%	100%

Significant differences within Item #11 were determined by the statistical procedures followed by the Wilcoxon Matched-Pairs Signed-Ranks Test. Findings from the testing indicated significant difference at $p<.05$ between teacher norm and teacher expectation scores. There was no significant difference between principal norms and principal expectations.

A significant difference at $p<.05$ also existed between teacher norm scores and principal norm scores. The Chi-Square Test was utilized to draw this conclusion. Also noted from the Chi-Square Test was no significant difference between teacher expectation scores and principal expectation scores.

Approximately 52% of the teachers surveyed strongly agreed or agreed that additional and/or special reports are now being done to assist in evaluating the L.D. student. Almost 76% of the principals surveyed felt this process was presently in practice. Twenty-six percent (26%) of the teachers felt the practice was not in effect. Only 7% of the principals concurred with this opinion.

Item #12 Funding allocated for special L.D. programs allows for the proper implementation of a L.D. program as required by Public Law 94-142.

TABLE 17

Teachers' and Principals' Opinions for Item #12

Job	Response	Freq. Norm	Freq. Expect.	Percent Norm	Percent Expect.
Teacher	0	-	-	-	-
	1	0	29	0	42.
	2	12	27	17.4	39.1
	3	13	8	18.8	11.6
	4	29	4	42.	5.8
	5	15	1	21.8	1.5
		N=69	N=69	100%	100%
Principal	0	-	-	-	-
	1	0	21	0	35.6
	2	18	25	30.5	42.4
	3	5	7	8.5	11.8
	4	25	3	42.4	5.1
	5	11	3	18.6	5.1
		N=59	N=59	100%	100%

Item #12 was analyzed by the use of two statistical instruments. The first, Wilcoxon Matched-Pairs Signed-Ranks Test, was selected to test for significant differences between norm and expectation response. Conclusions drawn from the testing indicated a significant difference at $p<.05$ existed between teachers' norm and expectation responses and between principals' norm and expectation responses.

The second instrument selected was the Chi-Square Test. This test revealed that a significant difference at $p<.05$ was present between teacher norm responses and principal norm responses. No significant difference was found between expectation responses of teachers and principals.

Only 17% of the teachers surveyed felt that adequate funding for L.D. programs was available. Approximately 30% of the principals felt funding was sufficient. Eighty-one percent (81%) of the teachers felt that funding should be available and adequate to fulfill the mandates of the law. Approximately 78% of the principals concurred with this opinion.

Presently, 64% of the teachers and 60% of the principals felt enough monies are not being allocated for special L.D. programs. Only 7% of the teachers and

10% of the principals did not expect funding to be the main thrust in education L.D. students.

Data Collection: Related Questions

Introduction

To ascertain additional information from the respondents, four related questions were developed. These four questions were received by the respondent in Section III of the questionnaire. The respondents were asked to respond to open-ended questions as briefly as possible. One additional question was posed, the results utilized for general recommendation.

Each of the four questions were hand tallied. Categories of responses were noted and classified as codes. Frequency and percent calculations were tabulated for each code and reflected in Tables 18, 19, 20, and 21. Brief summaries followed each table. Conclusions and recommendations were noted in Chapter V.

Related Question #1 - Since the passing of Public Law 94-142 in 1975, do you feel learning disability programs have been enhanced? Yes____ No____

Code

1 = Yes

2 = No

- = No response

TABLE 18

Teachers' and Principals' Opinions for Related Question #1

Job	Code	Frequency	Percent
Teacher	1	63	91
	2	6	9
		N=69	100%
Principal	-	3	-
	1	47	84
	2	9	16
		N=59	100%

Table 18 established a majority of respondents felt Public Law 94-142 has enhanced learning disability programs. Ninety-one percent (91%) of the teachers surveyed and 84% of the principals responded YES to Related Question #1

Related Question #2 - Public Law 94-142 mandates many regulations. In your opinion, what are the most difficult regulations to fulfill at the present time?

Code

- = No response
0 = I.E.P. meeting
1 = Paperwork
2 = Parent participation
3 = Proper placement
4 = Mainstreaming

TABLE 19

Teachers' and Principals' Opinions for

Related Question #2

Job	Code	Frequency	Percent
Teacher	0	14	22
	1	13	21
	2	10	16
	3	22	35
	4	4	-
	-	6	0
		N=69	100%
Principal	0	11	27
	1	16	39
	2	2	5
	3	12	29
	4	0	0
	-	18	-
		N=59	100%

Reflected in Table 19 were varying opinions by teachers and principals. Each respondent stated the regulation(s) he/she felt was the most difficult to fulfill. Paperwork, I.E.P. meetings, and proper placement were three categories stressed by teachers and principals. The ranking of the three categories differed by job.

Thirty-nine percent (39%) of the principals and 21% of the teachers indicated paperwork was a problem. Twenty-nine percent (29%) of the principals felt proper placement was difficult to achieve. Thirty-five percent (35%) of the teachers felt proper placement was the most difficult mandate to fulfill. Twenty-seven percent (27%) of the principals and 22% of the teachers agreed the I.E.P. meeting and its components was difficult to follow as prescribed by law.

Sixteen percent (16%) of the teachers found it difficult to obtain parent participation. Only 5% of the principals saw this as a difficulty. A low 6% of the teachers addressed mainstreaming as a difficult regulation to fulfill. The principals surveyed did not indicate this area as a source of difficulty.

Related Question #3 - Please list the three most important strengths of Public Law 94-142 in the order of importance to you as a teacher or administrator.

Code

0 = More students helped

1 = Limits class size

2 = Awareness

3 = Mainstreaming

- = No response

TABLE 20

Teachers' and Principals' Opinions for

Related Question #3

Job	Code	Frequency	Percent
Teacher	0	25	40
	1	16	26
	2	19	31
	3	2	3
	-	7	-
		N=69	100%
Principal	0	8	21
	1	6	16
	2	24	63
	3	0	0
	-	21	-
		N=59	100%

Reported in Table 20 were opinions tabulated from teacher and principal responses listing important strengths noted within Public Law 94-142. Sixty-three percent (63%) of the principals surveyed felt that awareness by educators, community leaders, and citizens of learning disability was the strongest asset of P.L. 94-142. Thirty-one percent (31%) of the teachers agreed with that strength.

Forty percent (40%) of the teachers felt the strongest factor brought about by P.L. 94-142 was the servicing of more students. The teachers felt diagnosing and placing L.D. students greatly increased after 1975. Twenty-one percent (21%) of the principals saw this area as an important strength.

A third strength that was stressed by 26% of the teachers and 16% of the principals was the limiting of class size for L.D. students. This process enabled a more appropriate student teacher ratio.

Related Question #4 - Please list three weaknesses in Public Law 94-142 that you have encountered.

Code

0 = Not adequate funding

1 = Too much paperwork

2 = Friction between regular staff and special ed staff

3 = Parent involvement

4 = Misunderstanding purpose of P.L. 94-142

- = No response

TABLE 21

Teachers' and Principals' Opinions for

Related Question #4

Job	Code	Frequency	Percent
Teacher	0	28	44
	1	24	37
	2	4	6
	3	5	8
	4	3	5
	-	5	
		N=69	100%
Principal	0	24	56
	1	9	20
	2	1	2
	3	1	2
	4	9	20
	-	15	
		N=59	100%

Table 21 presented data reflecting weaknesses of Public Law 94-142 as viewed by teachers and principals. Fifty-six percent (56%) of the principals surveyed and 44% of the teachers ranked inadequate funding as the major weakness since the enactment of the law in 1975.

Along with any federal mandate goes paperwork. Thirty-seven percent (37%) of the teachers felt there was too much paperwork involved. Often, duplication of forms or minor form changes caused extra work for staff. The teachers indicated time would be better spent working with students. Twenty percent (20%) of the principals agreed that paperwork on all levels was a burden.

Another twenty percent (20%) of the principals felt a major weakness was the various interpretations of the law. Some felt the main thrust of the law was often misunderstood and caused difficulties in following through with mandates.

Summary of Data Analysis

This chapter included the presentation and analysis of the data collected from secondary principals and secondary learning disability teachers responding to a mail questionnaire. The questionnaire

solicited norm and expectation responses as well as responses to open-ended questions.

Four null hypotheses were formulated, tested, and evaluated. The Wilcoxon Matched-Pairs Signed-Ranks Test was used to test H0 and $H0_1$, each reflecting a comparison between norm and expectation scores. The null hypotheses in both cases was rejected at $p<.05$.

The Mann Whitney U Test was utilized to Test $H0_2$ and $H0_3$. The $H0_2$ compared norm scores of teachers to principals and was rejected at $p<.05$. $H0_3$ compared expectation scores of teachers to principals and was accepted as no significant difference was noted.

Twelve norm and expectation items were then analyzed individually and tested for significant difference. The Wilcoxon was again selected to make comparisons between norm and expectation scores. The Chi-Square Test was selected to compare teacher and principal norm scores and teacher and principal expectation scores. Due to a lack of dispersion of scores, some expectation items could not fully benefit from the Chi-Square.

Responses to four open-ended questions were tabulated and analyzed to assist the writer in

understanding various opinions of the respondents and to draw more specific conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Problem

The problem of this study was to compare the norms and expectations of secondary school learning disability teachers and secondary school principals in the state of Oklahoma toward specific areas of Public Law 94-142 as it relates to learning disabilities.

The writer developed four null hypotheses and four related questions that would enable a comparison of norms and expectations. They would also enable the writer to draw conclusions and make recommendations that could assist both principals and teachers in their endeavor in educating secondary learning disability students and implementing Public Law 94-142. The conclusions and recommendations could also bring to light the problems encountered by educators in implementing this law. The conclusions and recommendations could also pose possible alterations and improvements to be reviewed.

Procedure

The writer developed a review of the literature pertaining to Public Law 94-142 and the education of

secondary learning disability students. Problems, controversies, and curriculum strategies were investigated. Details of the law as it relates to learning disabilities were researched.

A questionnaire was developed with the assistance of several administrators, learning disability teachers, and a research advisor. The questionnaire was then mailed to a sampled group of secondary school principals and secondary school learning disability teachers throughout the state of Oklahoma.

Results from the questionnaire were coded and tabulated. Two non-parametric tests were selected to test the collected data and accept or reject the four null hypotheses. The Wilcoxon Matched-Pairs Signed-Ranks Test was selected to test H0 and $H0_1$. The Mann Whitney U Test was selected to test $H0_2$ and $H0_3$.

The 12 norm and expectation items were analyzed independently. Each item was tested and evaluated. The Wilcoxon Test was utilized to compare the norm and expectation responses of teachers and principals. The Chi-Square Test was used to compare norm scores between teachers and principals and expectation scores between teachers and principals. Due to a lack of dispersion

of scores, some expectation items could not be tested and assumptions were made that there was no significance in the differences between scores.

Frequency distributions and percent scores were calculated from responses to open-ended questions in an effort to draw specific conclusions pertaining to the related questions within the problem.

Conclusions

Since the implementation of Public Law 94-142 is an ongoing process in our school systems, it becomes evident that many strengths and weaknesses exist. This writer's hopes are that the results of this research will enable educators and law makers to capitalize on the strengths and develop strategies to effectively strengthen the weaknesses.

After carefully tabulating the collected data, the writer was able to test each hypothesis. H0 was rejected at the $p<.05$ level of significance. There was a significant difference between the norms and expectations of learning disability teachers. $H0_1$ was also rejected at the $p<.05$ level of significance. There was a statistical difference in the norms and expectations of secondary school principals. $H0_2$ was rejected at $p<.05$ as a significant difference was found

in comparing the norms of learning disability teachers and the norms of secondary principals. HO_3 was accepted as no statistical difference was noted in the comparison of expectations of learning disability teachers and the expectations of principals.

The data from the 12 items were calculated, tabulated and tested to determine significant differences within the item. All comparisons between teacher norm and teacher expectation response were significantly different at $p<.05$. Comparisons between principal norm and principal expectation responses were significantly different at $p<.05$ for items 1, 3, 6, 8, 10, and 12. Items 2, 4, 5, 7, 9, and 11 were not significantly different.

Comparisons between teachers' norm and principals' norm responses proved to be significantly different at $p<.05$ with the exception of Item #8. There was no significant difference for this item. Comparisons between teachers' expectation and principals' expectation responses reflected no significant differences for all items.

Other conclusions drawn resulted from data collected from specific responses to the related questions. An extremely significant percentage of

learning disability teachers (91%) and secondary principals (84%) agreed that learning disability programs have been enhanced since the passing of Public Law 94-142 in 1975.

The area that both teachers and principals found to be a difficult regulation to comply with (32% total) was the proper placement of the secondary learning disability student. Both groups also found two other regulations difficult to fulfill at the present time. Principals (39%) and teachers (20%) felt that the paperwork involved was overwhelming, often unnecessary, and extremely time consuming. Twenty-two percent (22%) of the teachers surveyed and 26% of the principals found difficulty in carrying out the I.E.P. meetings with all the appropriate team members.

Principals and learning disability teachers did feel strengths were evident with the Public Law 94-142. Sixty-three percent (63%) of the principals responding and 30% of the teachers felt that a definite awareness within the entire community has been made. Law makers, educators, parents, and community leaders have gained much insight into the needs of special children. As a result of this, more students can be helped and a better means can be found for an appropriate education.

Twenty-one percent (21%) of the principals and 40% of the teachers felt this was a definite strength since the passing of Public Law 94-142.

Although principals and teachers felt there were definitely strengths provided by Public Law 94-142, they also found weaknesses that need to be reported. Forty-eight percent (48%) of the total respondents felt that funding was not adequate. It becomes difficult to carry out the mandates of the law when funding is cut or not adequate. Thirty percent (30%) of the total respondents felt that too much paperwork was involved in appropriately implementing the law. Principals (20%) felt that often times the law itself was misunderstood. Parents, teachers, and administrators can disagree on what is really meant.

These conclusions can all be evaluated in an effort to make recommendations that are feasible.

Recommendations

In view of the data collected, the data analyzed, and the conclusions drawn, the writer made the following recommendations:

(1) Further investigative studies could be conducted at the elementary level with findings compared with the secondary level.

(2) Further investigative studies could be conducted at the elementary and secondary levels in different regions of the nation with a comparison of findings of the various regions.

(3) Further investigative studies could be conducted of local and/or federal legislators and compare findings to educators.

(4) Each district could meet annually with all appropriate administrative and teaching staff member in an effort to discuss the law and its implementation. This could insure that each district was operating on the same assumptions.

(5) Each district should be represented in an annual meeting to discuss the assumptions they are using for implementation. This could provide continuity in the implementation of Public Law 94-142.

(6) The national and state level agencies could review the amount of paperwork involved and the time factors necessary to complete such tasks. Duplication of work could be

avoided and the possibility of condensing some of the numerous necessary forms could be explored.

(7) In a time of funding cutbacks, the law could be reviewed and altered to allow more flexibility and less cost until monies are more readily available to implement the original law.

(8) Further investigative studies could be conducted to determine what difficulties interfere with the proper placement of students.

(9) Further investigative studies could be conducted to compare the norms and expectations of staff involved with other aspects of special education, i.e., mentally handicapped, physically handicapped, emotionally handicapped.

(10) As part of the Staff Development Program as required by law, more programs could be available to educate all staff members about learning disabilities. This might assist in the mainstreaming process.

(11) Inservice techniques could be utilized to assist special education teachers and principals in bridging the gap in what is really going on within the school. Too many discrepancies in views can affect the educational environment and process.

(12) Further investigative studies could be conducted to compare the opinions of regular classroom teachers and special education teachers and administrators.

SELECTED BIBLIOGRAPHY

Books

Ainscow, Mel. Presenting Classroom Failure: An Objective Approach. New York: Chicheste, 1979.

Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Bradburn, Norman M. Improving Interview Method and Questionnaire Design. San Francisco: Jossey-Bass Publishers, 1980.

Cruickshank, William; Morse, William and Johns, Jeannie S. Learning Disabilities: The Struggle from Adolescence Toward Adulthood. Syracuse, New York: Syracuse University Press, 1980.

Dillman, Don A. Mail and Telephone Surveys: The Total Design. New York: Wiley-Interscience Publication, 1978.

Gearheart, Bill R. Teaching the Learning Disabled: A Combined Task Process Approach. St. Louis: Mosby, 1976.

Goodman, Libby, and Mann, Lester. Learning Disabilities in the Secondary School: Issues and Practices. New York: Grune and Stratton, 1976.

Labaw, Patricia J. Advanced Questionnaire Design. Cambridge, Massachusetts: Abt Books, 1980.

Lehmann, Irvin J. and Mehrens, William A. Educational Research: Readings in Focus. Dallas: Holt, Rinehart and Winston, 1979.

Lynn, Roa. Learning Disabilities: An Overview of Theories, Approaches and Politics. New York: Free Press, 1979.

Mann, Lester; Goodman, Libby and Wiederholt, J. Lee. Teaching the Learning Disabled Adolescent. Boston: Houghton-Mifflin, 1978.

Griffin, C. L.; Del-Val, Patricia; and Anderson, Luleen. "Implementing Mandated Programs for Children with Special Needs." Delta Kappa Gamma Bulletin. Vol. 47, (Winter 1981), pp. 17-23.

Johnson, Alex B. "Program Alternatives at the High School Level for Education of the Learning Disabled." American Secondary Education, X (June 1980), pp. 4-8.

Smith, Deborah Deutsch. Teaching the Learning Disabled Child. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

Turnbull, Ann P. Developing and Implementing Individualized Programs. Columbus, Ohio: Merrill Publishing Company, 1978.

Van Dalen, Deobold B. Understanding Educational Research. New York: McGraw-Hill Book Company, 1979.

Periodicals and Other References

Abidin, Richard and Seltzer, Jeffrey, "Special Education Outcomes: Implications for Implementation of Public Law 94-142," Journal of Learning Disabilities. Vol. 14, No. 1, (January 1981), pp. 28-31.

Berk, Ronald A. "What's Wrong with Using Grade Equivalent Scores to Identify LD Children?" Academic Therapy. Vol. 17, No. 2, (November, 1981), pp. 133-140.

Davis, Jerry B. "Mainstreaming Programs in Secondary Schools: Variations on a Theme," The High School Journal. (Feb./March 1983), pp. 176-179.

Educational Programs That Work, "Northwest Special Education," United States Office of Education, Vol. IV, (Winter 1977), pp. 8-9.

Feldman, Naomi, "P.L. 94-142: A Response to Vernon." Peabody Journal of Education, (January 1982), pp. 112-117.

Rotatori, Anthony F. and Mauser, August J. "I.E.P. Assessment for LD Students." Academic Therapy. XVI (November 1980), pp. 141-153.

Sabatina, David A. "Rx for Better Secondary Programming." Academic Therapy, Vol. 17, No. 3, (January 1982), pp. 389-396.

Shapiro, Svi H. "Implementing P.L. 94-142 in the High School: A Successful In-Service Training Model." Education. Vol. 102, No. 1, (Fall 1981), pp. 47-52.

Vernon, M. "Education's 'Three Mile Island': P.L. 94-142." Peabody Journal of Education. (October 1981), pp. 24-29.

Wallace, David. "A Case For and Against Mail Questionnaires," Public Opinion Quarterly 18 (1954), pp. 40-52.

Kahn, Michael S. "Learning Problems of the Secondary and Junior College Learning Disabled Student." Journal of Learning Disabilities, XIII (October 1980), pp. 445-449.

Karlitz, Howard. "Minimizing Staff Resistance to Federal Mandated Policies," Urban Education, Vol. 17, No. 3, (October 1982), pp. 301-317.

Kokoszker, R., and Drye, J. "Toward the Least Restrictive Environment: High School Students." Journal of Learning Disabilities, Vol. 14, (January 1981), pp. 22-23.

Lane, Bruce A. "Relationships of Learning Disabilities to Juvenile Delinquency: Current Status." Journal of Learning Disabilities, Vol. 13, (October 1980), pp. 424-434.

Lieberman, Laurence and McNeil, Donald. "Evaluating Special Education Programs." Journal of Learning Disabilities, Vol. 15, No. 2, (February 1982), pp. 212-122.

Lundeen, Gerald W. "Research Record." Journal of Education for Librarianship, Vol. 21, (Fall 1980), pp. 159-165.

Oklahoma State Department of Education, Special Education Section, Policies and Procedures Manual for Special Education in Oklahoma.

Raccioppi, Rose Marie. "The Promise of Public Law 94-142: Issues in the Diagnostic Process." Journal of Learning Disabilities, Vol. 15, No. 4, (April 1982), pp. 218-220.

Raiser, L. and Van Nagel, C. "Loophole in Public Law 94-142." Exceptional Child. Vol. 46, (April 1981), pp. 516-620.

Richmond, Julius B. "An Evaluation of the Effectiveness of P.L. 94-142," The Exceptional Parent, (August 1983), pp. 13-18.

Marsh, George L. The Learning Disabled Adolescent: Program Alternatives in Secondary Schools. St. Louis: C.V. Mosby Co., 1980.

Moser, C. A. Survey Methods in Social Investigation, Toronto: William Heinemann LTC., 1958.

Orlick, Donald C. Designing Sensible Surveys. New York: Redgray, 1978.

Parten, Mildred. Surveys, Polls and Samples: Practical Procedures, New York: Cooper Square Publishers, Inc., 1966.

Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.

Veltman, E. and Bersoff, D. "P.L. 94-142: Legal Implications for the Education of Handicapped Children." Journal of Research and Development in Education. Vol. 12, No. 4, (1979), pp. 10-22.

APPENDIX A

5300 N.W. 110
Oklahoma City, OK 73132

July, 1984

Dear Superintendent:

I am preparing a doctoral dissertation for the University of Oklahoma as the final phase of the Ed.D. program. In an effort to ascertain proper information, a questionnaire has been compiled that will be mailed to secondary learning disability specialists and secondary principals. I ask first that you review the contents of the questionnaire and provide the necessary district approval for this research. Please fill out the enclosed form and mail in the stamped, self-addressed envelope.

Thank you for your time and consideration.

Very sincerely yours,

Barbara F. Siano

Enclosures

APPENDIX B

DISTRICT FORM

YOUR QUESTIONNAIRE _____ MAY BE USED IN THIS SCHOOL DISTRICT

_____ MAY NOT

NAME OF DISTRICT _____

NAME OF COUNTY _____

NAME(S) OF SECONDARY SCHOOL(S) IN DISTRICT PROVIDING LD PROGRAMS

_____

_____

_____

_____

SIGNATURE OF OFFICIAL _____

APPENDIX C

5300 N.W. 110
Oklahoma City, Oklahoma 73132

Dear Principal:

I am preparing a study to compare the norms and expectations of principals and L.D. teachers toward areas of Public Law 94-142 as it relates to learning disabilities. This information will be used for a doctoral dissertation for the College of Education at the University of Oklahoma.

The information needed in the study will be obtained from the enclosed questionnaire. I am also a principal and know time is precise, but I would greatly appreciate your help. A stamped, self-addressed envelope is enclosed for your convenience.

Please know any information you provide will be kept in the strictest of confidence. In no way will your name or school name be necessary.

I sincerely thank you for your time and assistance.

Sincerely yours,

Barbara F. Siano

Enclosures

APPENDIX D

5300 N.W. 110
Oklahoma City, Oklahoma 73132

Dear Secondary LD Teacher:

I am preparing a study to compare the norms and expectations of principals and L.D. teachers toward areas of Public Law 94-142 as it relates to learning disabilities. This information will be used for a doctoral dissertation for the College of Education at the University of Oklahoma.

The information needed in the study will be obtained from the enclosed questionnaire. I know this is a busy time of year for you, but I would greatly appreciate your help. A stamped, self-addressed envelope is enclosed for your convenience.

Please know any information you provide will be kept in the strictest of confidence. In no way will your name or school name be necessary.

I thank you for your time and assistance and the giving of your personal time.

Sincerely yours,

Barbara F. Siano

Enclosures

APPENDIX E

QUESTIONNAIRE

Section I

General Information

Are you a:

Learning Disability Teacher
Principal

What is the total school population of your institution? _____

Approximately how many students receive a special education due to a learning disability? _____

Section II

The following is a list of statements which relate to areas in Public Law 94-142 concerning learning disabilities. Please circle both the Norm and Expectation opinion that represents your particular conviction.

Terms: Norm - standard or pattern you feel is taking place at present time

Expectation - what you feel standard or pattern should be

1. I strongly agree
2. I agree
3. I am undecided
4. I disagree
5. I strongly disagree

NORM	GENERAL STATEMENT	EXPECTATION
1 2 3 4 5	Proper placement of secondary LD students	1 2 3 4 5
1 2 3 4 5	IEP generally provides ample information to insure a proper educational program for students	1 2 3 4 5
1 2 3 4 5	Parents participate in the development planning of an IEP	1 2 3 4 5
1 2 3 4 5	Administrators participate in the development planning of an IEP	1 2 3 4 5
1 2 3 4 5	IEP done on every eligible LD student	1 2 3 4 5
1 2 3 4 5	Inservice training for all staff members to insure the proper implementation of Public Law 94-142	1 2 3 4 5
1 2 3 4 5	Class sizes as required by Public Law 94-142 allows for proper education of LD students	1 2 3 4 5
1 2 3 4 5	Career Education a part of a LD student's curriculum plan	1 2 3 4 5
1 2 3 4 5	Mainstreaming of LD students done as often as possible	1 2 3 4 5
1 2 3 4 5	The use of the school's standard report card allows for a fair evaluation of LD students	1 2 3 4 5

NORM	GENERAL STATEMENT	EXPECTATION
1 2 3 4 5	LD students and their parents receive additional and/or special evaluations to indicate students' strengths and weaknesses	1 2 3 4 5
1 2 3 4 5	Funding allocated for special LD programs allows for the proper implementation of a LD program as required by Public Law 94-142	1 2 3 4 5

Section III

Instructions: Please respond briefly to the following questions:

Since the passing of Public Law 94-142 in 1975, do you feel Learning Disability programs have been enhanced? Yes_____ No_____ Why? Why Not?

_____

_____

_____

Public Law 94-142 mandates many regulations. In your opinion, what are the most difficult regulations to fulfill at the present time? Why?

_____

_____

_____

Please list the three most important strengths of Public Law 94-142 in the order of importance to you as a teacher or administrator.

1) _____

2) _____

3) _____

Please list three weaknesses in Public Law 94-142 that you have encountered.

1) _____

2) _____

3) _____

Please explain how you might strengthen one of the weaknesses if you had the opportunity.

_____

_____

_____