A Case Study of the Implementation of Inclusion as an

Instructional Practice in an Urban Inner City School Division

Impacting on Regular and Special Education
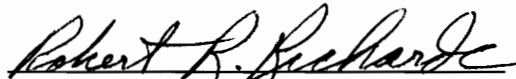
by

Carroll R. Bailey, Jr.

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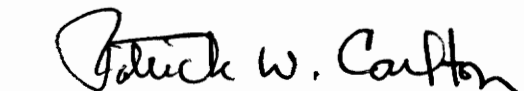
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APPROVED:

Robert R. Richards, Co-Chairman

Jimmie C. Fortune, Co-Chairman   Glen Earthman

Patrick W. Carlton   Robert A. Gable

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Blacksburg, Virginia

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A CASE STUDY OF THE IMPLEMENTATION OF INCLUSION AS AN INSTRUCTIONAL PRACTICE IN AN URBAN INNER CITY SCHOOL DIVISION IMPACTING ON REGULAR AND SPECIAL EDUCATION

by

Carroll R. Bailey, Jr.

Committee Co- Chairman: Robert R. Richards

Committee Co-Chairman: Jimmie C. Fortune

Educational Administration

(Abstract)

Many students who in years past would have been previously referred for special education "pull-out" services are now being served in the regular classroom for as much as an entire school day. While this shift in classroom placement is occurring, the school age population has become more diverse, escalating the problems faced by regular education teachers. This situation is further complicated by a population of regular students who are increasingly characterized as "at-risk," "slow learner," "poor achiever," or "reluctant learners." Historically, schools have operated within an instructional paradigm which allows for two separate systems of public education--general and special education. However, there is growing pressure on school divisions to serve students with disabilities full time in general education classrooms.

The purpose of this study was to identify specific factors that describe the strategies involved in changing the delivery of special

education services from traditional "pull-out" services to implementing inclusionary instructional practices among public school teachers and administrators in one urban school division. In addition, the perceptions of administrators and teachers concerning the efficacy of such a change was examined, with its expressed or perceived impact on disabled and non-disabled students who are educated in the regular classroom.

Individual case studies regarding three elementary schools that are implementing inclusion in the city of Portsmouth, Virginia have been presented. Grouped data have also been reported in the attempt to investigate the efficacy of the impact of inclusion practices.

None of the schools in the study were found to be "full inclusion" Schools. Pull-out special education classroom options continued to be available at each of the schools. Resource allocations for all of the schools remained at the same levels as prior allocations or increased slightly with the implementation of inclusion.

The social impact of inclusion on students with disabilities and students without disabilities was reported as positive. Teachers reported concerns when discussing the academic impact of inclusion on higher functioning non-disabled students. The academic impact of inclusion on at-risk students and students with disabilities was reported to be positive.

DEDICATION

This dissertation is dedicated to my wife, Jane, and my son, James. Thanks to them for understanding, supporting, and encouraging me to finish this task.

Also a special thanks to Sherrie Bridgeman for all of the hard work gathering data, without her help, this study would not have been completed.

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CHAPTER I

Introduction

<u>Purpose of the study</u>

The purpose of this study was to identify specific factors which describe the strategies involved in changing the delivery of special education services from traditional "pull-out" services to implementing inclusionary instructional practices among public school teachers and administrators in one urban school division. In addition, the perceptions of administrators and teachers concerning the efficacy of such a change was examined and its expressed or perceived impact on disabled and non-disabled students who are educated in the regular classroom.

<u>Background</u>

There is growing pressure on school divisions to serve disabled students in inclusive settings. This pressure is coming from parents of disabled students, the courts, and some advocate groups. Among some professionals there is the sentiment that an inclusionary philosophy represents the most effective service delivery option to meet the needs of disabled and "at-risk" students. In spite of this pressure and sentiment, implementation of an inclusionary approach to instruction of disabled students has been fraught with problems--none the least of which is a viable construct of the factors which influence and describe the practices associated with inclusion. Historically, schools have operated within an instructional paradigm which allows for two separate systems of public education--general and special education. Generally, students with disabilities were excluded from participation with non-disabled students, and

in some cases, were denied public schooling altogether. Those students with disabilities who received a public education were generally placed in separate facilities (Gable & Hendrickson, 1994). With the advent of Public Law 94-142, The Education for All Handicapped Children Act in 1975 (now known as The Individuals with Disabilities Act, PL 101-476), placement in the "least restrictive environment" (LRE) of students with disabilities became a major consideration for school divisions. Mainstreaming has been used as a means of meeting the "least restrictive environment" clause of the law. Mainstreaming has been referred to as a way to encourage socialization of general and special education students and to provide a "more normal" educational setting for students with disabilities (Truesdale, 1985). However, many early mainstreaming efforts centered on non-academic classes and situations (e.g., physical education, art activities, music, lunch time activities). Academic instruction for many disabled students is provided by a special education teacher working alone, or with a paraprofessional, in a pull-out environment. Today, the majority of students with disabilities receive a portion of their instruction on a daily basis alongside regular classmates (Fifteenth Annual Report to Congress, 1993). The trend toward expanding the practices of mainstreaming began in the mid-1980s with the "Regular Education Initiative" (REI) (Will, 1986). Many other students (mildly learning disabled, Chapter I, certain remedial students, mildly mentally retarded, and mildly emotionally disturbed) who in years past would have been previously referred for special education "pull-out" services are now being served in the regular classroom for as much as an entire school day. Such changes in classroom placement are touted as a primary step in the

elimination of barriers that have long separated general and special education (Stainback & Stainback, 1984; Will, 1986). While this shift in classroom placement is occurring, the school age population has become more diverse, escalating the problems faced by regular education teachers. This situation is further complicated by a population of regular students who are increasingly characterized as "at-risk," "slow learner," "poor achiever," or "reluctant learners." It is estimated that 20% to 30% of all students fall into this population (Will, 1986).

Under the "integration" model, students with disabilities, including those with moderate to severe and profound disabilities, are integrated into age-appropriate general education environments to receive needed services without regard for academic, behavioral, or social readiness for these placements (Lipsky & Gartner, 1987; Reynolds, Wang, & Walberg, 1987; Stainback & Stainback, 1985; Wang & Birch, 1984). The "inclusive education" model eliminates the separation of general and special education by having all students with disabilities attend their home school in age-appropriate general education classrooms (Stainback & Stainback, 1990).

Due to the combined impetus of the REI (Will, 1986) and the lack of questions regarding the efficacy of pull-out services (Madden & Slavin, 1983), mainstreaming was expanded to include "integration" and "inclusive education" models. Traditionally, mainstreaming had a strong academic focus; however, the integration and inclusive education models have strong social and instructional implications. These latter models reduce or eliminate the use of readiness criteria in making mainstreaming decisions.

Several recent studies of integrated and pull-out programs have demonstrated that non-disabled students are not academically penalized when students with disabilities are placed in an integrated classroom. For example, in one study residualized gain scores on the Comprehensive Test of Basic Skills confirmed that non-disabled students make greater gains in the full-time integrated elementary classrooms than both mildly disabled students in the same classroom and non-disabled students in regular classrooms. Mildly disabled students in the fully integrated classroom tended to experience greater gains than students in a resource pull-out program. These differences were only statistically significant for math. Overall, results indicated that the effectiveness of the full integration model, especially when achievement gains of non-disabled and mildly disabled students are compared with their peers in the traditional model are as effective as traditional special education instructional strategies (Bear & Proctor, 1990).

Statement of the Problem

Many urban inner-city school divisions are facing special education program efficacy and resource management problems revolving around the regulatory provisions of the Individuals with Disabilities Education Act (IDEA) and "best practices" for all children as defined by the Effective Schools movement. Superintendents, Directors of Finance, Directors of Instruction, Directors of Personnel, and Directors of Special Education must find instructional service delivery models which meet the requirements of the law, and the needs of children with disabilities, while at the same time allowing for effective resource management. In those instances where there is a commitment to change from traditional special education pull-out programs

to services based on the inclusion philosophy, little is known about the individual and corporate experiences, opinions, background, or knowledge base of those individuals involved in making the change. This study described the above factors, explored the common characteristics of the schools that implemented inclusion classrooms, described the impact of inclusion on the staff and resource needs of the schools, and reported the perceived impact of inclusion on disabled and non-disabled students served in inclusion classrooms.

Significance of the Study

The primary contribution of the present case study will be a more complete understanding of the factors present during the implementation of the inclusionary philosophy of instruction for disabled individuals. This knowledge is significant for three reasons: (1) it sets the stage for further investigation of instructional practices related to serving students with disabilities; (2) qualitative data are lacking on the diverse perceptions of the instructional practices known as inclusion; and, (3) limited knowledge exists on other school factors that augment or detract from implementing an inclusionary philosophy of special education service delivery.

This case study will extend current efforts to improve implementation of an inclusionary approach to dealing with students with disabilities in this school division. Further, findings that relate to opposition to inclusion can be utilized to address the sources of administrator and teacher resistance. Lastly, this case study can contribute to the available professional literature and offer insight to others on ways to program effectively for students with disabilities in regular academic settings.

Definition of Terms

Self-contained Special Education: self-contained Special Education service delivery means a disabled child receives at least 50% of instruction from a special education teacher in a special education classroom (Virginia Department of Education, 1993).

Resource Special Education: Resource service delivery means a disabled child receives less than 50% of instruction from a special education teacher in a special education classroom (Virginia Department of Education, 1993).

Disabled Student: A student who has been declared eligible for special education service as mandated by state and federal regulations under the provisions of IDEA is a disabled student (1993).

At-risk Student: A student who does not meet eligibility requirements as a disabled student but is at least two years behind in academic performance, has been held back at least one grade level, receives free or reduced price school lunches, and/or has exhibited significant behavior problems in the classroom is considered to be At-risk (Gable & Hendrickson, 1991).

Co-teaching: Co-teaching occurs when a special education teacher and a regular education teacher team teach a combined class of students labeled as disabled, at-risk, and non-disabled (Friend & Cook, 1993).

Non-Disabled Student: A student who does not meet the eligibility criteria as established by IDEA and has not been labeled as disabled or at-risk for the purposes of this study is considered non-disabled.

Instructional Adaptations: Instructional adaptations are described by Baker and Zigmond (1990) as the reorganization of daily routines and instructional practices to accommodate mainstreamed students. For the

purposes of this study, instructional adaptations are those changes made in instructional routines, classroom structures, lesson design, instructional activities, and instructional delivery by classroom teachers receiving mainstreamed students.

Inclusive Education: Sailor (1991) and Stainback and Stainback (1985) described inclusive education as permitting students with diverse disabilities, including those with severe and profound disabilities, to be educated in their home or neighborhood school in an age-appropriate general education classroom setting. Special education supports would be provided within the context of the general education class and other integrated environments (Sailor, 1991).

Integration: Sailor (1989) described integration as "locating students with disabilities on regular school campuses" (p. 62). Such integration would be age-appropriate and within proximity of general education classes, would allow for transportation with non-disabled students, would reflect the natural proportion of students with disabilities in the school district at large, and would promote the inclusion of each student with disabilities in all school activities in which non disabled students of comparable ages are included. However, integration of special education students would not necessarily occur in their home or neighborhood school.

Least Restrictive Environment (LRE): Public Law 101-476 requires that students be placed in that setting or program having the least restrictions and the most normative atmosphere in which a student with disabilities can be placed. Programs for students with disabilities are to be individualized, based on the student's needs at that time, and be provided

in "appropriate" placements" (Jones, 1981). A "continuum of services" (Reynolds, 1962), the "cascade system" (Deno, 1970), the "Adapted Learning Environments Model" (Wang, Gennari, & Waxman, 1985) and others that may serve in constructing an appropriate system of services or to determine an appropriate setting for the student with disabilities in the "least restrictive environment" (LRE).

Mainstreaming: The principle of mainstreaming refers to the provision of opportunities for students labeled as disabled who are in special education settings to spend a portion of their time in general education for instruction (Lipsky & Gartner, 1989). Mainstreaming practices vary in intensity and duration, along with appropriateness (Reynolds & Birch, 1977). Students may be mainstreamed in general education classrooms from very brief periods to a majority of the day, or placed in a part-time special education "resource" classroom in which they receive special help for reading and math (Stein, Leinhardt, & Bickel, 1989).

Collaboration: For the purposes of this study, collaboration is defined as the professional interaction of a regular education teacher and special education teacher meeting to discuss the implementation of effective instructional strategies to maintain disabled and at-risk students in the regular education setting (Chalfant et al., 1989).

Teacher Assistance Teams: Teacher Assistance Teams are groups of teachers who meet, discuss, problem solve, and plan the implementation of instructional strategies to improve an individual student's learning in the classroom (Friend & Cook, 1993).

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Proposed Methodology

A case study approach will be utilized in this investigation in order to optimize the descriptive benefits of the naturalistic inquiry method to establish those factors which are present in the inclusion paradigm. Naturalistic inquiry methods are important in studies where the attempt is to describe reality within a context, realizing that reality is multiple, constructed, and holistic. This method also recognizes that the knower and the known are interactive and inseparable; that only time-bound and context-bound working hypotheses are possible; that the factors governing the perceived reality are in a state of mutual simultaneous shaping, so that it is impossible to distinguish cause from effect; and that any inquiry is value-bound (Lincoln & Guba, 1985).

Chalmers and Wasson (1993) present three major factors which influence the implementation of inclusion. First, there are the internal factors which include the organization's approach to change; the knowledge base, skill level, and training needs of the participants. Second, temporal and procedural factors that must be addressed in any program implementation. The last category of factors are those external to the immediate organization undergoing change (i.e., administrative attitudes, parental attitudes, and teacher attitudes toward the change).

Techniques employed in this study will include document collection, direct observation, and informal and structured interviews. The population for this study will be selected from the key players in three elementary schools. The schools will be selected on their perceived and/or expressed commitment to the implementation of the inclusion philosophy. At the

building level, there will be incorporated direct observation, systematic interviewing, and the collection of student data from executive reports. At the Division level the collection of archival information such as annual December 1st federal child counts, special education annual plans, position papers, memos, minutes of Local Advisory Committee for Handicapped Children meetings, departmental research, inservice reports, and journal articles will be utilized.

The interview, which is considered an important source of evidence, will be focused and open-ended. According to Yin (1989), an open-ended interview allows the investigator to gather both facts and opinions from the informant concerning a program or event. The investigator may go further and ask the informant to offer insights into specific areas and then use the information for further inquiry.

Selected key informants from the three schools will be divided into several groups:

> Regular teacher/elementary/ without disabled students,
>
> Special education teacher/elementary/with no co-teaching responsibilities,
>
> Regular teacher/elementary/inclusion,
>
> Special education teacher/elementary/inclusion, and;
>
> Principal/elementary/inclusion.

The data collected from documents and structured interviews will be analyzed qualitatively, meaning that data in the study will not appear in a statistical format nor will the data be presented for numeric analysis. The data will appear in a verbal descriptive format.

Justification for the Study

From the beginning of the implementation of PL 94-142, self-contained settings with supplemental mainstreaming have been the dominant service delivery model for meeting the perceived needs of students with disabilities (Reynolds & Birch, 1988). In this urban school division, separate facilities and self-contained settings have been the dominant pattern for meeting the least restrictive mandate (Portsmouth Public Schools December 1st Count of Special Education Students, 1978-1992). While many districts throughout the nation have had a commitment to mainstreaming and have begun to demonstrate a shift toward inclusion, this urban school division has been slow to move toward mainstreaming at least in part because of its history of using separate facilities to serve all students with disabilities.

This division began to study other divisions like the Edmonds School District in Lynnwood, WA, which empowered its 31 schools to group and serve students according to their instructional needs---not their labels and funding sources. The Edmonds School District built consensus for change, overcame major obstacles (categorical program regulations), celebrated program outcomes, and evaluated its progress (Fink, 1992).

Several Portsmouth schools, following the lead of other school districts and with central office encouragement, began to move toward inclusion during the 1992-93 school year. There are many schools in the district which have been slow to embrace this change even though there is now a commitment from the superintendent and his cabinet to implement inclusion in the school division.

Elementary schools in this division have historically been the most resistant to mainstreaming children with disabilities in regular programs. However, it is an elementary school in the division which has been at the forefront in changing the existing paradigm to one of inclusion.

The purpose of the study is to identify any unique factors which are present in the elementary schools which have embraced the change process and to examine the impact on the regular education environment in those elementary schools which are moving toward implementing inclusive education. The identification of those factors which support those schools in the district which are beginning to implement inclusion is essential for the development of district strategies to support those schools which are making this change.

Organization of the Study

Chapter I contains the problem statement, the purpose of the study, the significance statement, a definition of terms utilized in this study, and a brief description of the methodology to be employed. Chapter II of the study will contain a review of the related literature. Chapter III will contain an extensive description of the methodology and procedures utilized in the study. A presentation of the data and analysis of the findings will be presented in Chapter IV and the study summary, discussion, conclusions and recommendations will be contained in Chapter V.

Chapter 2

Review of Related Literature

Inclusion - Legal framework for the Least Restrictive Environment

The purpose of the Individuals with Disabilities Education Act (IDEA) is to guarantee that all children with disabilities have a free, appropriate, public education, with related services designed to meet their unique needs. A free, appropriate, public education is defined under IDEA as special education and related services provided in conformity with the disabled student's individual education program (IEP). The IEP must be must be sufficient enough to confer some educational benefit on the disabled student.

IDEA does not define free appropriate education, and in practice, parents and school divisions do not always agree on what is appropriate to the education of a particular child with a disability. The *Rowley* case provides the standards to which the courts look in determining whether an education is appropriate for a disabled child. The U. S. Supreme Court in *Board of Education v. Rowley* established the following standard for evaluating the appropriateness of a disabled child's education: The disabled child's education program must be reasonably calculated to allow him or her to receive educational benefit. The court held that this standard was met when a school provides personalized instruction with sufficient support services to permit the child to benefit educationally from that instruction. The child's IEP must be reasonably calculated to enable a disabled child to achieve passing marks and to advance from grade to grade. The court stated that IDEA (formerly EHA) did not guarantee a disabled child a certain level of

education but merely opened the door of education to children with disabilities by means of special education. Under IDEA, the school division is not required to maximize the potential of each disabled child, nor is it required to provide equal educational opportunities commensurate with the opportunities provided to non disabled students. However, states can enact laws which surpass IDEA standards (Data Research, 1993).

An additional component of an "appropriate" education is the requirement that each disabled child be educated in the "least restrictive environment." IDEA requires that states provide procedures to ensure that students with disabilities are educated "to the maximum extent appropriate" with non disabled students in the regular classes. This provision of the law has become known as mainstreaming. Section 1412(5)B requires that:

> to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Virginia Department of Education, in its Revised Special Education Regulations (1993), deals with the placement of students with disabilities in two sections. The first section deals with the continuum of services which must be available under the provisions of a Free Appropriate Public Education. The regulation states the following:

> The continuum must include the alternative placements listed in the definition of special education (i.e., instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions) The continuum must make provisions for

supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. The continuum should include integrated service delivery, that is, where some or all goals and objectives of the student's Individualized Education Program are met in the general education setting with age-appropriate peers (p. 23-24).

This section of the regulations also states that all placement decisions must be based on the individual needs of the disabled child.

The second section of the regulations to deal with the placement of students with disabilities is the Least Restrictive Environment section. This section restates the federal regulations that to the maximum extent appropriate children with disabilities are educated with children who are not disabled.

Regardless of the type of placement decisions made for children with disabilities, these decisions have been contested with regularity in the courts. For example, the Eleventh Circuit Court of Appeals affirmed the decision of a federal district court to require a Georgia school division to serve the special needs of a moderately disabled, Down Syndrome child in the school's regular education classroom [*Greer v. Rome City School District,* 18 IDELR 412 (11th Cir. 1991)]. The Fifth Circuit Court of Appeals appeared to differ in a ruling on a case involving a child with Down Syndrome who was attending a half-day regular education pre-kindergarten program at his parents' request. When the child began experiencing some problems in this placement, the school division recommended that the child's placement be changed to a segregated special education program. The school division stated that the regular class curriculum would need drastic modifications to make that placement effective. An independent hearing officer agreed with the school division's conclusion. Subsequently a federal district court agreed and the

Fifth Circuit Court of Appeals affirmed the district court ruling [*Daniel R. R. v. El Paso Independent School District,* EHLR 441:433 (5th Cir. 1989)].

Describing the situation as a balancing of the school division's interests with the best interests of the disabled child, the Fifth Circuit fashioned the following four-pronged standard to apply when deciding the appropriateness of including a disabled student in a regular class. First, a determination must be made regarding any benefits of a regular class placement to the disabled student. Second, the benefits to non-disabled students of interacting in the class with students with disabilities must be established. Third, the degree to which the curriculum must be modified to accommodate the mainstreamed student must be considered. Finally, the possible overall disruption to the regular classroom environment must be analyzed.

A case for regular class placement of a child with mild to moderate developmental disabilities came out of California in 1990. In this case, the parents of an eight year old child with developmental disabilities sought to place their daughter in a general education class with support services at an interdisciplinary arts school. The school division proposed placement in a severely disabled special day class in an elementary school. The hearing officer held in part for the parents. It was determined that the student's educational needs included the development of language and social skills. Therefore, a regular education placement for this child was determined to be the least restrictive environment [*Sacramento Unified School District,* 16 EHLR 1236 (1990)].

A similar case was decided in New Jersey in 1992. This case also grew out of a dispute between parents of a child with Down Syndrome and a school division over a proposal to place the child in a segregated special education facility. The school division had no indistrict placements for Down Syndrome children. The parents preferred placement in a regular education kindergarten classroom. An administrative judge agreed with the school system and found that the least restrictive environment was a segregated class. The parents pursued their case in federal district court.

The district court found for the parent, stating that the segregated class was not the least restrictive environment. The court emphatically stated that the inclusion of a student with disabilities in the mainstream of school was a right and not a privilege. The court added, however, that this presumption can be rebutted if the following factors can be demonstrated by school officials: that the mainstreamed student would receive little or no benefit from inclusion, the student would be so disruptive that the education of other non disabled students would be impaired, and the cost of providing related services would impact negatively on other students. In effect, the district court established the legal principal that inclusion of a student with disabilities in a regular education classroom is required, unless the school division could demonstrate that the placement would put an undue burden on the operation of the school [*Oberti v. Board of Education of the Borough of Clementon School District,* 19 IDELR 423 (3rd Cir. 1993)].

The mechanism for providing a "free appropriate education" in the "least restrictive environment" is the individualized education program (IEP). The IEP is a statement of the disabled child's present level of education,

future educational goals, the educational services necessary to make reasonable progress toward the accomplishment of those goals, and the extent to which the child with disabilities will participate with children without disabilities in regular education programs. At the heart of the IEP provision is the notion that each child's particular needs are unique and thus require an educational program designed to meet the child's specific disability. Courts have viewed the failure of a school division to provide a program designed to meet the unique needs of the individual disabled child as a failure to provide a free appropriate public education (Data Research, 1993).

While IDEA requires that, to the maximum extent possible, children with disabilities be educated with non disabled children, IDEA recognizes that, for some children, a segregated setting may be the most appropriate, least restrictive environment [*Letter to Lott*, 16 EHLR 84 (OSEP, 1989)]. Thus, all placement decisions regarding a disabled child are based on the IEP contents. To program for children with disabilities in inclusive settings, segregated settings, or any other placement in the continuum of services, placement decisions must be made on a case by case basis [*Letter to Sutler*, 18 IDELR 307 (OSEP, 1991)].

Inclusion - Regular Education Initiative [REI]

In the mid-1980s, the U. S. Department of Education began to promote the "Regular Education Initiative" (REI) designed to facilitate the instruction of children with disabilities in the regular education environment (Will, 1986). Although the initiative sparked widespread debate and received

criticism, it stimulated efforts at the state and local level to encourage the inclusion of children with disabilities in regular class placements (Hallahan et al., 1988; Kauffman et al., 1988; Abrahamson, 1991).

According to Fuchs and Fuchs (1994), REI leaders first goal was to merge special and general education into one inclusive system. Some advocates preferred conceptualizing REI as a shared responsibility or an inclusive educational arrangement (Wang & Walberg, 1988). This reconfiguration would unite two separate forces in education - general and special education. Advocates argued that this unification would reduce the need for complicated eligibility processes and psychologically harmful labeling. Another goal of REI was to increase significantly the number of children with disabilities served in regular education environments using large-scale mainstreaming efforts which would circumvent the need for the traditional case-by-case approach (Fuchs & Fuchs, 1994; Fuchs, Fuchs, & Fernstrom, 1993). A third goal of REI, implicit in the first two, was not only to increase academic achievement of students with mild to moderate disabilities, but also to strengthen instruction for those underachieving students without disabilities. In all, proponents of REI envisioned that it would encourage school divisions to experiment and evaluate differing approaches to instruction in order to solve the problem of assuring productive learning for all students (Wang, 1987).

Another group of REI advocates seeks to integrate students with severe disabilities into neighborhood schools. Many in this group advocate the coordination and collaboration of general and special education; however, a radical core, represented by the leadership of The Association for Persons

with Severe Handicaps (TASH), argue against this moderate view and call for the elimination of special education (Fuchs & Fuchs, 1994). According to Fuchs and Fuchs (1994), proponents of radical inclusion are attempting to deconstruct special education and eliminate the cascade of placements represented by the continuum of special education services. To the TASH leadership, full inclusion would mean the elimination of labeling children with disabilities, the ending of special education, and the cessation of special classes. However, this would not end the necessity for instructional support and services in a fully integrated classroom. The ultimate goal of radical inclusionists is to focus on socialization skills of children with disabilities, to change the attitudes of teachers toward children with disabilities, and to promote positive peer relations between children with, and without, disabilities. Thus, by eliminating special education, the radical inclusionist believes that general educators will be forced to deal with children they have previously avoided and, in the process, general education will supposedly be transformed into a more responsive, resourceful, and humane system.

The advocates of REI can be split into two camps; those who advocate for children with learning disabilities, behavior disorders, and mild/moderate mental retardation, and a second group who advocate for students with severe intellectual and physical disabilities. The first group, representing the majority of students with mild disabilities, offers a no-holds-barred critique of special education, and argue that special education must become part of the larger regular education system, and not continue as a separate entity. The goals of this restructuring were to merge special and general education into one inclusive system, to dramatically increase the

number of children with disabilities in mainstream classrooms utilizing large-scale, full-time mainstreaming as opposed to the more traditional approach of placing children with disabilities on a case by case basis in the mainstream, and to strengthen the academic achievement of students with mild and moderate disabilities as well as non-disabled at-risk students. The second group believes that no meaningful transformation can occur in the ways children with disabilities are served until special education and its continuum of placements are eliminated (Fuchs & Fuchs, 1994).

There are signs of disaffection among educators with the REI concept as it has been implemented in some circumstances under a radical "full inclusion" mantle. For example, the American Federation of Teachers (A.F.T.) has called for a moratorium on the "full inclusion" movement. Citing reports from their members, the A.F.T. states that students with disabilities were monopolizing too much instructional time, resources, and, in some cases, create "violent classroom environments" (Sklaroff, 1994, p. 7). Those who disagree with the stance of the A.F.T. cite the need to support those inclusion efforts that are successful and reform those efforts that are not successful.

Inclusion - Professional Organization Reaction

Inclusion continues to be a timely and often contentious issue for debate within numerous professional education organizations. The bi-monthly Curriculum Report (May 1993) published by the National Association of Secondary School Principals dealt with the issue of including special education services for disabled students in the general education curriculum. The American Association of School Administrators presented programs in

1993 and 1994 titled "Transforming Special and Regular Education Services: Teaching Them All." These programs were designed to enhance the educational leaders' skills to proactively bring special and general education together. Ideas and strategies for creating regular classrooms where diversity is valued and all difficult to teach children, including those with severe disabilities, would benefit was the expected out-come.

Numerous professional organizations have issued policy statements and position papers regarding the implementation of inclusion. The Association for Supervision and Curriculum Development (ASCD) is one of the first general education professional associations to go on record endorsing the concept of inclusive schools. The ASCD Resolutions Committee in April of 1992 noted that "Federal and state funding for special programs (e.g., Chapter 1, special education) is predicated on the identification, assessment, and labeling of children with handicaps or deficits in basic skills. Increasing empirical evidence demonstrates that this labeling stigmatizes children and tends to result in segregated services and lower teacher expectations." The committee proposed "A non-labeling approach to special program regulations can result in elimination of tracking and segregated services for children with unique needs (Sage, Ed., 1993)."

At the March 1994 annual meeting of ASCD the issue of including students with disabilities with non-disabled students was brought forward in order to develop an official ASCD position. The resulting position is as follows:

Inclusive programs for students with disabilities should meet these criteria:

1. Placement decisions are carefully planned, deliberately monitored, and evaluated.
2. Inclusive programs do not limit or preclude more appropriate educational options for students with disabilities.
3. The educational needs of students with and without disabilities are successfully addressed in the inclusive classroom.
4. Pre-service and professional development experiences are provided to prepare educators to recognize and account for student characteristics and needs.
5. Educational and community policies and practices are re-evaluated to promote inclusion.
6. Partnerships among parents, teachers, guardians, adult advocates, and the community are forged for the development of inclusive programs for disabled students.

To bring this about, ASCD will collaborate with other organizations in providing leadership for inclusion of students with disabilities (ASCD Issues, 1994).

The ASCD position stresses that inclusive classrooms are most successful when found in inclusive schools within inclusive communities. The association believes the development of inclusive schools must begin with a rethinking of community and educational policies and practices. These policies and practices must be aligned to ensure that they are conducive to successful inclusion. ASCD also advocates the need for pre-service and continuing professional development activities to assure successful inclusion. They assert that experiences must address; student characteristics and needs; how to deal with and understand the intricacies of the specific disabilities found in the inclusive classroom; and, be designed to develop proficiencies in effective curriculum, instructional, and assessment modifications for inclusive classrooms. ASCD (1994) argues that it is essential that educators maintain a high level of expectations for all students, which requires adjustment of instruction so that all students can achieve. Finally, ASCD's position on the full inclusion of students with disabilities in

classrooms with non-disabled students within a restructured school context reflects the belief that diversity strengthens society and should be honored and protected.

Recently, the Council of Administrators of Special Education (CASE) presented a position paper on the delivery of services to students with disabilities. CASE focused on the appropriateness of the least restrictive environment provisions of the federal law. CASE (1993) did not support inclusion as a policy or practice where all students with disabilities, regardless of the severity of their disabilities and need for services, receive their total education in a regular classroom in their home school. CASE did support the evolving practice of inclusion as an appropriate goal for a unified system of education for all students.

According to CASE members, the implementation of inclusion requires that the governing board of the school division develop a policy supporting inclusion; approve a goal of participatory membership for all students; provide sufficient supports to students and staff; demand effective leadership and commitment and develop a shared responsibility for all students; develop active partnerships with parents; provide for appropriate pre-service and ongoing inservice training for all staff; develop instructional delivery systems which are adapted for individual needs; develop a strong sense of community in the classroom; study and celebrate diversity; demand a fundamental change in the role and responsibility of all educators; and, ultimately establish a unified education system responsible for serving all students (CASE, 1993). According to CASE, the mechanism for implementing the goal of inclusion is the IEP. The focus of the IEP must shift from the place a disabled student is

served to the intensity and scope of services the student needs to be appropriately educated.

In a further examination of inclusion, a special education study group appointed by the National Association of State Boards of Education (NASBE) published a report entitled <u>Winners All: A Call for Inclusive Schools</u> (1992). In this report, the shortcomings of the separate systems of special and general education are cited. The report argues for a reform in instructional delivery that would result in an inclusive system. This report focused on the role of State Boards of Education and made three major recommendations which would have implications for the entire education community. First, it was recommended that state boards create a new belief system and vision for education that included all students. The state boards were encouraged to provide the leadership for changing the vision to inclusive schools by clearly articulating goals for all students and identifying the changes in the instructional delivery system that would be needed to meet these goals. Second, state boards should encourage and advance collaborative partnerships and joint training between general educators and special educators. These partnerships would encourage a greater capacity of both special and general educators to work with the diverse student population found in inclusive schools. Finally, state boards and departments of education should sever the link between funding, placement, and the handicapping label. The report was resolute that funding requirements not drive instructional placement decisions.

NASBE (1992) also defined inclusion to mean that "students attend their home school with their age grade peers. It requires that the proportion

of students labeled for special services is relatively uniform for all schools within a particular school district, and that this ratio reflects the proportion of people with disabilities in society at large. Included students are not isolated into special classes or wings within the school. To the maximum extent possible, included students receive their in-school educational services in the general education classroom with appropriate in-class support. The definition also calls for community-based instruction to provide the student with the opportunity to learn a variety of life and employment skills. Finally, it places the onus of accountability for the inclusive school on the principal.

The Council for Exceptional Children (CEC) adopted a policy statement on the issue of full inclusion at its 1993 Annual Convention. CEC is the largest international professional special educator organization. Its membership includes a wide variety of interest and perspectives, which made the adoption of the policy position a long and difficult process (Sage, 1993). A major contention during the development of the policy statement was the degree to which inclusion might be seen as precluding access to more restrictive and segregated settings and services when they were indicated.

The adopted statement reads:

The Council for Exceptional Children (CEC) believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational need and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the

placement, curriculum option, and the exit document to be pursued (CEC, 1993)

CEC, in its policy statement, advocates that a continuum of services must be available for students with disabilities, that inclusion is a meaningful goal, and that students with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools. The council recognized that this policy statement has major implications for schools, communities, and professional development. First, the building administrator has the major responsibility for actualizing the inclusive school. To successfully exercise this responsibility, the administrator will need appropriate support and technical assistance. If the administrator is held accountable for achievement levels of all of the students in the school, he or she will also need greater autonomy at the building level. Second, implications for the community place an emphasis on interagency collaboration with funding that supports an inclusive schools. Third, implications for professional development call for school divisions and training institutions to provide extensive pre-service and inservice experiences for special and general educators to work with diverse learners in inclusive schools (Sage, 1993).

Taking a different perspective, the Association for Persons with Severe Handicaps (TASH), since its inception, has endorsed full inclusion. TASH has been highly critical of CEC policy statement for its belief that a "continuum of services must be available." Sage (1993) notes that the establishment and growth of TASH has been in response to the view that older and more established special education professional organizations have long lacked the boldness necessary for bringing about systemic change.

In contrast to the radical position embraced by TASH, the Learning Disabilities Association of America (LDA) expressed a more cautious perspective than TASH in its <u>Position Paper on Full Inclusion for All Students with Learning Disabilities in the Regular Education Classroom</u> (1993). In this paper LDA indicated that it does not support full inclusion or any policies that mandate across the board placement for all students with learning disabilities in the regular classroom. They argued, like the CEC position, for a continuum of placements made on an individual basis. They also argued that the placement of all children with disabilities in regular classrooms violates the tenets of IDEA as much as the placement of all students with disabilities in segregated classrooms.

The National Joint Committee on Learning Disabilities (NJCLD) developed a position paper concerning the appropriate placement of children with learning disabilities in regular education classrooms. The paper agrees that many students with learning disabilities can be educated in the regular classroom (NJCLD, 1991). However, the "regular classroom is one of many educational options but is not a substitute for the full continuum necessary to assure the provision of an appropriate education for all students with learning disabilities (p. iii).

The Council for Children with Behavior Disorders (CCBD) at their Spring 1993 Executive Committee meeting discussed the topic of full inclusion. Full inclusion was defined by the committee as a philosophy that promotes serving all special education students in general education classrooms. From this discussion the following position statement was drafted:

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Consistent with IDEA, CCBD supports a full continuum of mental health and special education services for children and youth with emotional and behavioral disorders. We believe that educational decisions depend on individual student needs. Consequently, in contrast to those individuals and groups who advocate for full inclusion, CCBD does not support the notion that all special education students, including those students with emotional and behavioral disorders, are always best served in general education classes.

CCBD believes that for some but not all students with emotional and behavioral disorders, successful inclusion in the general education program - classroom and school - is a reasonable expectation. CCBD supports the concept of inclusive schools whereby public schools serve all children, and whereby all personnel demonstrate ownership of all children in their school (CCBD, 1993).

CCBD, like other associations, advocates that decisions concerning the selection of an educational environment for students with disabilities be made on an individual basis with a range of options.

The Council for Exceptional Children's Division for Research (CEC-DR) noted in its May 1993 newsletter that inclusion is another volatile issue that is being dealt with in the educational community. The issue of inclusion, "like other civil rights issues, is driven by people's values, feelings, and beliefs; not by research." CEC-DR called on its members to understand the enactment of any policies be examined for their impact on people with disabilities and that through the mechanism of research policies could be evaluated for their impact.

The National Education Association (NEA) through its Professional Standards and Practice division advocates in a position paper that the placement of students with special needs in general education can be successful when it is appropriately implemented. Appropriate implementation of inclusion according to NEA (1993) occurs when there is a

shared belief that all students can succeed. There must also be a full continuum of service delivery options available for all students. Student placement must be based on individual needs as determined by a diagnostic team that includes regular educators, special educators, parents, and when appropriate the student. Any inclusive program must feature early identification and remediation, an individualized education program appropriate to the student's needs, appropriate classroom modifications to achieve the desired outcomes, and positive reinforcement for everyone in the process. According to the NEA, successful practices demand collaboration between all of the participants and requires that the individuals who deliver the program have also designed it.

Further, the NEA advocated that all professional staff be fully prepared and properly licensed to meet the needs of all students. This requires a comprehensive preservice and in-service strategy to work with children who have disabilities. There is also a demand by NEA that in-service training, to be effective, must take place during the school day and must "concentrate exclusively" on activities to meet student needs (p. 10).

NEA suggests that successful inclusion programs are those that have included strategic planning at both the building and district levels, timely access to pre-referral help, a broad view of student outcomes, and assessment by everyone involved with the program. Also, the program must have administrative support for the staff, parents, and programs; continuing support for strategies, materials, and discipline; and accessible facilities.

The final NEA concern is that the placement of students with special needs in general education occur through the use of instructional strategies

based on the full body of current educational research. According to the NEA, this research should be characterized by the following: collaborative learning and teamwork; student-centered learning with a substantial portion of instruction devoted to the active participation of the student; informed parents who are involved in their child's education; and, appropriate instructional strategies for the varied learning styles of students.

As evidenced by statements of various professional organizations, there are signs of disenchantment with the inclusion philosophy. As sited earlier in this chapter, the American Federation of Teachers has called for a moratorium on the implementation of full inclusion. The New York State United Teachers (NYSUT) has expressed caution to its membership concerning inclusionary practices (Sage, Ed., 1993). It was pointed out in their information bulletin that there was a distinction between the terms "inclusion," "integration," "mainstreaming," and "least restrictive environment." NYSUT noted that the terms were not synonymous and reminded its membership that the only term with any legal meaning was "least restrictive environment."

NYSUT (1993) argued that the purpose of special education was to meet the individual educational needs of students with disabilities. Placement decisions, in their opinion, were to be made on an individual basis. In their view, inclusion failed to take into account the individual needs of students with disabilities and places them in regular classrooms. This association urged its members to keep in mind that inclusion is not a governmental mandate. It pointed out that while the philosophy of inclusion is appealing, the structure of most educational systems may be incompatible

with inclusion. They also reminded their membership that they have the right and duty to refer special education students who they judge as not receiving an appropriate education, or who are interfering with other students ability to receive an education, for a more restrictive environment.

Inclusion - Mainstreaming Practices

The issue of placing children with disabilities in appropriate educational settings has been studied extensively. Much of the research work up to about 1970 hypothesized that separate classes were more effective than other instructional settings (Heller, Holtzman, & Messick, 1982). Studies from the late 1960s to the present indicate the mainstream to be the preferred placement for students with mild handicaps (Madden & Slavin, 1983; Polloway, 1984; Ysseldyke, Thurlow, Wotruba, & Nania, 1990). A prevalent assumption in special education has been that not all students prosper in identical educational environments or programs. Therefore, assessment procedures and classification systems have been devised to match students with appropriate interventions so that each student received optimal treatment (Epps & Tindal, 1987). Some writers found there were general and special education personnel who were generally pleased with the current placement practices and not interested in making significant changes to these practices (Semmel, Abernathy, Butera, & Lesar, 1991).

Semmel et al. (1991) found special and general education teachers held favorable opinions toward existing "pull-out" programs. They did not find that educators sought significant changes in existing instructional

practices. In fact, they found a desire on the part of the educators surveyed to protect current instructional techniques and models for the delivery of instruction to students with mild disabilities.

Caster (1975), in response to the goals of providing appropriate educational opportunities for special education students in the least restrictive settings, presented a definition of mainstreaming that included: Providing the most appropriate education, looking at the educational needs of the child rather than clinical or diagnostic labels, determining alternatives that help general educators serve children in the regular setting (using consulting teachers, methods and materials specialists, itinerant teachers, and resource room teachers), and uniting the skills of general education and special education so that all children may benefit.

Caster also offers some thoughts on what mainstreaming is not: Returning all exceptional children to general education classes, permitting students with special needs to remain in general education classrooms without the support services they need, or removing the detailed and specialized program that some students need but cannot be provided in most regular education settings.

In order to meet the Least Restrictive Environment (LRE) provisions for placing students with disabilities one common component of mainstreaming has evolved that provides for special education students to be placed, at least partially, in general education settings. Many special education students receive instruction in one of three settings: (a) self-contained classrooms from which they are mainstreamed to some degree, (b) resource rooms in which students are "pulled out" of the regular classroom

to receive special instruction, usually in reading, speech, and/or math), or (c) general education classroom placement in conjunction with a resource teacher helping the student at least daily in order to certify the mainstreamed student is maintaining competency (Stein et al. 1989).

In order for students with disabilities to have their educational needs met in general education classrooms their instructional materials, activities, and presentations are modified based on their individual needs (Cohen & Lynch, 1991). Many authors feel that regular classroom teachers with proper training and resources can modify or adapt instructional practices to meet the needs of students with disabilities in the general education classroom (Cohen & Lynch, 1991; Madden & Slavin, 1983; Slavin, Madden & Leavey, 1984; Wang & Walberg, 1983). Some, but not all, authors have found acceptable academic results for mainstreamed students when the use of "effective schools" teaching practices, the use of cooperative learning, peer instructional methods, variables affecting time-on-task, and grouping variables at the school site are in evidence (Bickel & Bickel, 1986; Raynes, Snell, & Sailor, 1991).

However Baker and Zigmond (1990), in an examination of elementary teacher's instructional practices for mainstreamed students with mild disabilities, found teachers using undifferentiated, large-group instruction, "taught by the book" (i.e., taught with unswerving adherence to the teacher's manuals). According to Baker and Zigmond, teachers did not make professional decisions about what they taught their students; instead they followed the sequence of lessons outlined in the teachers' manuals, deviating only if required by district mandates. They also found that a

majority of the teachers had a "mindset on conformity, not accommodation" (p. 525).

In a related study, Whinnery, Fuchs, and Fuchs (1991) found that special and remedial educators perceived greater competence and willingness to assist students with disabilities in the classroom than general educators did to teach them. They found one factor affecting a teachers' sense of competence and willingness to mainstream is knowledge about facilitating instructional and behavioral strategies. Their findings indicated teachers need more knowledge of effective interventions and more skill in implementing these interventions in mainstream settings.

In another study conducted by Dileo and Meloy (1990) a series of inservice sessions were given to teachers in a Pennsylvania school district to facilitate the placement of students with disabilities in general education classrooms. The school district's leadership supported the notion that general education teachers who received training would be more willing to have students with disabilities in their classrooms. The objectives of the inservice program were to instruct classroom teachers regarding the general characteristics of students with disabilities, to demonstrate instructional strategies for use with mainstreamed students, and to provide a means for special and regular classroom teachers to exchange and share ideas. At the conclusion of the program, Dileo and Meloy surveyed the participants and noted positive changes in attitudes shared between classroom teachers and special educators and in classroom teachers' attitudes toward special education students. Another finding was that fewer general education teachers felt more training was needed in specific instructional strategies to

be successful in teaching special needs students. However, caution has to be exercised when dealing with attitude research. The effectiveness of attitude measures as predictors of behavior are not very accurate. The primary disadvantage is there can never be certainty as to the degree to which the subject's responses reflect his true attitudes (Borg & Gall, 1983).

When students with mild disabilities were placed in general education classrooms in the mainstream for purposes of LRE, the most frequently cited instructional modifications utilized in those classrooms included direct instruction, cooperative learning groups, discovery methods, independent work, and multi-method approaches (Bickel et al., 1986). When teachers were given a list of fifteen statements describing various instructional adaptations that they were to rate on desirability of the modification and the extent of the teacher's ability to make the modification, the teachers listed the desirability to have the modification in place much higher than the feasibility of implementing the modification.

Ysseldyke, Thurlow, Wotruba, and Nania (1990) prepared a questionnaire for a national sample of general education teachers involved with mainstreaming programs. The questionnaire focused on the use of alternative instructional arrangements to meet the needs of individual students in classrooms. The questionnaire asked for information about teachers, practices, and opinions regarding structural arrangements and adaptive instruction for mainstreamed students.

Responses to items on structural arrangements demonstrated that almost fifty percent (50%) of the teachers used the services of another adult in the classroom (aides, other teachers, or volunteers), less than fifty percent

(50%) of the teachers used small groups in instruction; and almost sixty percent (60%) of the teachers stated they would not change their methodology, if students with disabilities were not assigned to their class.

Since so much of the success or failure of the placement of students with disabilities in general education classrooms is dependent on the teachers willingness and ability to accommodate mainstreamed students, Schumm and Vaughn (1991) developed an "Adaptation Evaluation Instrument" to determine teachers' viewpoints concerning the desirability and feasibility of instructional modifications for students with disabilities in general education classes. The instrument was given to a representative sample of classroom teachers at various grade levels (K-12). There were significant differences between responses to all items in terms of their desirability and feasibility, with teachers indicating that all adaptations are more desirable than feasible. Establishing routines appropriate for mainstreamed students, providing reinforcement and encouragement, establishing expectations, and involving the mainstreamed student in the whole class activities were seen as highly feasible adaptations. Those instructional modifications requiring little individualization in terms of planning, instruction, and altering the environment were viewed by classroom teachers as being most feasible. According to the authors, the least feasible modifications included communicating with mainstreamed students, modifying regular materials, us-ing alternative materials, using computers, and providing individualized instruction. Respondents identified adaptations in materials and instruction as neither desirable nor feasible when teaching special learners.

Salend (1984) discussed the development and implementation of successful mainstreaming programs. Salend's comprehensive review of mainstreaming studies revealed that successful mainstreaming occurs where there is a development of criteria for mainstreaming, preparing students with disabilities for the mainstream (i.e., teaching them social interaction skills), preparing non-disabled students, promoting communication between classroom teachers and special educators, providing inservice training, and evaluating student progress. Salend concluded, based on his review, that mainstreaming can have positive effects on the academic and social development of students with disabilities. However, he wrote that if these positive effects are to be realized, educators must devise and implement programs that incorporate factors that contribute to successful mainstreaming.

Successful mainstreaming of children with disabilities is supported by accumulated research to be a product of the necessity and the effectiveness of consultation and collaboration among special education teachers, specialists, and general education teachers in developing instructional modifications for students in the mainstream. For example, Jenkins, Pious, and Jewell (1990), in a review of basic assumptions about the Regular Education Initiative (REI), wrote that partnerships between special and regular educators is in general a worthwhile educational strategy. They read the spirit of the REI as an instructional partnership between the general education teacher and the special education teacher where the regular classroom teacher is ultimately in charge. Salend (1984) suggested that the success of mainstreaming is often dependent on the quality of communication and

support between general and special educators. His studies indicated that communication and cooperation among special and regular educators should be an ongoing process, and the process begins with the decision to mainstream a student into a specific classroom. In a related study, Ammer (1984), found that general educators identified that a lack of communication was a serious hindrance to successful mainstreaming of students with disabilities into general education classrooms. Indeed, Ammer's study revealed a significant correlation between lack of communication between educators and minimal classroom accommodations. Similar findings have been reported by Cantrell and Cantrell (1976), Jenkins and Mayhall (1976), and Miller and Sabatino (1978).

Since the possibility for conflict over the placement of students with disabilities in general education classes between classroom and special education teachers has been reported, the need to communicate with receiving classroom teachers for mainstreamed students has been determined to be a critical component of inclusion strategies to reduce that conflict. Glatthorn (1990) discussed the relationship between the classroom teacher and the special education teacher and characterized it as complex with the potential for several types of serious conflict. He listed the potential areas for conflicts as: (a) the conception of the role of the special educator, (b) the ways in which each group characteristically views teaching and learning, and (c) the area of methods and materials. He also reported that special education teachers and classroom teachers differ in their perceptions of each other's competence in working with students with mild disabilities. Salend and Hankee (1981) presented several

informational factors special educators should share with regular educators prior to mainstreaming a student. These factors included the disabled student's academic achievement, social development, supplementary support services, medical and prosthetic information, and general preparedness for entering the mainstream.

It would appear that the successful inclusion of children with disabilities into the mainstream is somewhat dependent on the special teacher's ability to communicate with the general teacher and that teacher's willingness to adapt instruction. Recently, a term has appeared that denotes a merging of consultation and collaborative practices called "collaborative consultation" (West & Idol, 1990). This practice includes the consultative aspects along with the teaming and problem solving characteristics of the collaborative model. West and Idol (1990) described collaborative consultation as a problem-solving process and a service delivery option for students with mild disabilities. They identified three major purposes of collaborative consultation: to prevent learning and behavioral problems, to remediate learning and behavioral problems, and to coordinate instructional programs. They listed and explained the stages in the consultative process and gave planning and problem-solving options for use as either a service delivery option or as a problem-solving process. Medway and Updyke (1985) found that the behavior and attitudes of the students with disabilities have significantly improved through the use of consultation between the classroom teachers and special educators involved.

There seems to be sufficient evidence that teacher collaboration is a promising technique for meeting the diverse needs of at-risk students and

students with disabilities in general education settings (Huefner, 1988), and that teacher collaboration should occupy a more dominant role among service delivery options (Curtis & Meyers, 1989). However, Margolis and McGettigan (1988) noted that resistance on the part of teachers and administrators has hindered efforts to achieve that goal. Specifically, Chalmers and Wasson (1993) noted three types of barriers to collaboration. First, there are internal barriers which include the teacher's reluctance to change, the lack of knowledge, the lack of skills, the lack of training, and the perceived differences in training between general and special educators. The second set of barriers are structural barriers which include the lack of time for consultation and collaboration and the lack of accepted collaboration procedures. The final set of barriers are external barriers which include the lack of administrative support, the lack of parental support, and the lack of collegial support among teachers.

In a recent study in which investigators sought to identify reasons for resisting teacher collaboration, it was found that teachers felt the need for additional training in collaboration skills and information on effective instructional and classroom modifications to use in inclusive settings (Gable, Arllen, & Bailey, 1994). Gable et al. also found that while some administrators agreed with the advantages of the collaboration process, they simultaneously recognized its limitations under present constraints (e.g., limitations of time and scheduling, insufficient training for some teachers).

<u>Chapter Summary</u>

This chapter reviewed research related to the legal foundation for inclusion as found in the placement requirements found in Public Law 101-

476 IDEA. Studies on the implications of the "Regular Education Initiative" (REI) also were discussed as they relate to defining inclusion and inclusive settings for students with disabilities. Studies on mainstreaming and consultation and collaboration practices were presented as they related to including children with disabilities in regular education environments.

Furthermore, positions of major professional education associations on the subject of inclusion were also presented, along with opinion regarding inclusion as it is perceived by influential organizations.

The present study attempts to describe and define inclusion as it is being implemented in the elementary school setting in an urban school district.

CHAPTER III

RESEARCH METHOD

<u>Overview</u>

The purpose of this case study is to provide descriptive data on the implementation of inclusion as a service delivery option for general and special education and to examine its effects on instructional resource management. Specifically, this study addresses the following questions:

1. Are there any individual and/or corporate experiences, opinions, background, and/or knowledge base shared by those individuals in schools implementing inclusion classrooms.

2. Do common characteristics exist among schools which claim to implement inclusion?

3. Do schools that implement inclusion require greater resource allocation?

4. What is the expressed or perceived impact on disabled and non disabled students served in inclusive classrooms?

Many early researchers believed that case study research was a prologue to further research (Ander et al, 1985, Simon, 1969; Simon & Burstein, 1985). According to Simon and Burstein, descriptive case studies usually represent the beginning point for further investigation in the social sciences. Simon proclaimed the case study the "method of choice" (p. 276) when you need to discover a wealth of detail about your subject and you do not know exactly what you are looking for. Thus, the case study is appropriate for developing clues and ideas for further research.

Furthermore, Stake (1983) claimed, that "case studies will often be the preferred method of research because they may be epistemologically in harmony with the reader's experience and thus to that person a natural generalization" (p. 279).

The case study will be utilized during this investigation to optimize the descriptive benefits of the naturalistic inquiry method to establish those factors which are present in inclusion. Naturalistic inquiry methods are important in studies where the attempt is to describe reality within a context, realizing that reality is multiple, constructed, and holistic. This method also recognizes that the knower and the known are interactive and inseparable; that only time-bound and context-bound working hypotheses are possible; that the factors governing the perceived reality are in a state of mutual simultaneous shaping, so that it is impossible to distinguish cause from effect; and that any inquiry is value-bound (Lincoln & Guba, 1985). In the context of this study, the descriptive case study method is intended to provide data which will address the research questions.

Participants

Following the guidelines offered by Spradley (1979), informants will be selected on the basis of the following criteria:

- Current and initial involvement with the change to the inclusion culture.

- Thorough enculturation with the program change. An encultured informant possesses expertise and tends to accomplish things automatically.

- Adequate time to participate. In the absence of this criterion, key informants will be asked to identify comparable informants. However, such informants will be carefully selected to accurately represent their involvement with the implementation process.

Selected key informants will be divided into five groups:

> Regular teacher/elementary/ without disabled students,
>
> Special education teacher/elementary/with no co-teaching responsibilities,
>
> Regular teacher/elementary/inclusion,
>
> Special education teacher/elementary/inclusion, and
>
> Principal/elementary/inclusion.

Selection of Cases

Three elementary schools were selected to participate in the case study. Each elementary school has made a commitment to make progress toward the implementation of inclusion as service delivery model for children with disabilities. Each school has been involved with the process for at least one school year and there are key informants in each setting with enough experience to provide descriptive information concerning the implementation of the inclusion paradigm.

Schools Selected

Olive Branch Elementary school was selected due to the involvement of the school in implementing the inclusion paradigm. Olive Branch leads the Portsmouth Public Schools' inclusion effort. The Principal and staff have committed themselves to becoming an inclusive school and started the change process in 1992.

Port Norfolk Elementary school and Lakeview Elementary school were chosen because the principals implemented inclusion classes during the 1993-1994 school year. Both principals demonstrated a willingness to implement the inclusion paradigm and their past efforts to involve disabled children in all facets of their schools has been previously noted by the central administration of the Portsmouth Public Schools.

Interview Protocol

Each informant was contacted in advance and asked to consent to an interview. The time, date, and place of the interview was established during the initial contact. The informants were given a copy of the research questions and a brief review of the research project in advance of the interview.

Due to a perceived threat to their responses during the development of the interview instrument, interviews were not tape recorded with the respondents. As an alternative, key words and phrases were recorded on the interview schedule. A code was developed to shield the quotes of the informant in the narrative text whenever necessary.

As Spradley (1979) suggests, the interview will be conducted in the form of a friendly dialogue between the informant and the researcher. Also guided by those suggestions, the following categories of ethnographic categories of questions will be asked during the interview:

Descriptive Questions - both grand tour and mini tour; i.e., "Let's begin with a simple question. I am interested in Knowing how the idea of using inclusion as a way to deal with students with disabilities originated here at _____ elementary school. Could you start at the

beginning of your involvement with (or knowledge of) implementing inclusion and describe to me how the idea to do this was originally conceived?"

Structured Questions - i.e., "What was your initial reaction to this proposal? Who supported it? What explains their support?"

Contrast Questions - i.e., "Are there negative reactions to the implementation of inclusionary practices? Who has concerns about such practices? What factors explain their resistance?"

Interview Questions

The interview, which is considered an important source of evidence, will be focused and open-ended. According to Yin (1989), an open-ended interview allows the investigator to gather both facts and opinions from the informant concerning a program or event. The investigator may go even further and ask the informant to offer insights into specific areas and then use the information for further inquiry. Descriptive questioning (Goetz & LeCompte, 1984) will be used at the onset of the preliminary interviews to establish setting and context for administrator and teacher decision-making and changing.

The main purpose of this study was to identify and describe those factors which were involved in the implementation of inclusionary practices in those selected elementary schools which encouraged the implementation of inclusion. The following interview questions were developed based on the work of Gable et al. (1992), Chalmers and Wasson (1993), Fink (1992), and Will (1986):

1.   What is your level of training? BA_____ BA + 15_____ BA + 30_____
        MS____ MS + 15_____ CAS_____ PhD/EdD____

2.	Sex: of respondent:	Male_____	Female_____

3.	Respondents Position:	Administrator_____	Principal_____	Assistant Principal_____	Teacher_____	Regular Education_____	Special Education_____	Other_____

4.	How many years have you been teaching?	0-2___	3-5_____	6-9_____ 10-12_____	13+_____

5.	How many years have you been an administrator?	0-2___	3-5_____ 6-9_____	10-12_____	13+_____

6.	What is your current grade level assignment?
	How many years have you been in this assignment?

7.	How many courses have you taken that specifically dealt with special education and/or special needs students?

8.	Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

9.	What teaching endorsements do you hold?

10.	How do you define "inclusion?"

11.	Is "inclusion" different from "mainstreaming?"

12.	[REGULAR EDUCATION] Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

13.	[SPECIAL EDUCATION] Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

14.	Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

15.	Are you directly involved with the implementation of "inclusionary practices" at your school?

16. What is your opinion concerning "inclusion" as it is being implemented at your school?

17. How has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction,   monitoring instruction, communication with other teachers, administrators, parents?

18. How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

19. How important was the decision to proceed with this philosophy to your supervisor?   a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

20. Were teachers part of the decision making process?   a. How involved were the teachers in the beginning?   b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

21. What was the role of central administration?   a. In the beginning stages of planning?   b. During implementation ? c. What is their role at the present time?

22. What was the role of building principal?   a. In the beginning stages of planning? b. During implementation ?   c. What is their role at the present time?

23. Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

24. Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

25. Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the

implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

26. What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

27. What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

28. What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

29. Have you had to reduce the amount of material you normally cover in the classroom?

30. Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

31. Does the special education teacher ever teach the entire regular education class?

32. Describe how students are grouped for instruction in the regular classroom?

33. Were any adjustments to methodology made to accommodate disabled students? Please explain.

34. Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

35. Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

Data Collection

Techniques employed in this study include document collection, direct observation, and informal and structured interviews. The population for this study was selected from the key players in three elementary schools. The schools were selected on their perceived commitment concerning the implementation of the inclusion philosophy. The study incorporated direct observation, systematic interviewing, and the collection of student data from executive reports.

Data Analysis

The data collected from documents and structured interviews were analyzed qualitatively, meaning that the data will appear in words and not in numbers. The following procedure will be used:

- Data collected from documents and interviews will be transformed during various stages into narrative type notes.

- Narrative notes will be reduced. According to Miles and Huberman (1984, p. 21), "Data reduction is a form of analysis that sharpens data in such a way that 'final' conclusions can be drawn and verified."

- Data from collected documents and other archives will be displayed in narrative form.

- Interview data will be organized into six cells as suggested by Patton (1990): (a) experience/behavior questions, (b) opinion/values questions, (c)feelings questions, (d) knowledge questions, (e) sensory questions, and (f) background/demographic questions. Patton suggests that

researchers vary these cells by framing questions according to dimensions of time (past, present, and future). Thus, a matrix will be developed to utilize these facets in the interview protocol.

Since critics maintain that ethnographic results lack reliability and validity (DeCompte & Goetz, 1982), it is hoped to avert this problem through triangulation and expert review (Miles & Huberman, 1984). By using multiple outcomes, each sharing a portion of the relevant components of the case study but each having different loadings of factors or processes, the uncertainty of interpretation is greatly reduced. Using more than one case study site reduces the risk of making inappropriate recommendations based on a single set of outcomes (Isaac & Michael, 1984).

The research design can be evaluated according to four tests. Yin (1989) gave a brief description of the tests and identified several strategies for dealing with the test during various stages of a study. Yin (1989) provided the following summary of the four tests:

1. Construct validity: establishing correct operational measures for the concepts being studied;

2. Internal validity (for explanatory or causal studies only, and not for descriptive or exploratory studies): establishing a causal relationship, whereby certain conditions are shown to lead to other conditions, as distinguished from spurious relationships;

3. External validity: establishing the domain to which a study's findings can be generalized; and

4. Reliability: demonstrating that the operations of a study - such as the data collection procedures - can be repeated, with the same results (pp. 40-41).

The researcher applied strategies throughout the various stages of the study to address several of these tests. Strategies utilized to address these concerns are discussed below.

Construct validity was enhanced by using multiple sources of evidence and developing a case study data base. Multiple sources of evidence included documentation (proposals, memoranda, school improvement plans, newsletters, and progress reports) and interviews of persons at the three sites. The case study data base contains notes from interviews, observations, or analysis of documents. Documents collected during the course of the study became part of the case study data base.

Internal validity is not a major factor in a descriptive study and was not addressed.

External validity was addressed through the use of a multiple case design. Yin (1989) noted that evidence from multiple-case is more compelling with the overall effect of a more "robust" study (p. 48). It should be noted that three schools were selected which enhanced any attempt to generalize the findings.

Reliability of the study was increased by developing the case study database which allows the reader to refer to the actual documents collected and used in the study. Also, the report contains sufficient citations to the data base to formulate a chain of evidence (Yin, 1989).

In addition to the items discussed, every effort was made to reduce biasing of data obtained from interviews. First, it was realized during protocol development that the respondents were uncomfortable with the prospect of having their interviews tape recorded. Thus, the researcher dispensed with tape recorded interviews. Second, it was noted that teachers were more likely to give candid responses to an interviewer who was perceived to hold the same position in the organization as they did. Thus, two resource teachers were trained to complete the interviews and record the respondents' answers. These strategies were employed to reduce biased responses and limit the response effect created by the interviewer (Borg & Gall, 1983).

CHAPTER IV

Findings

Of the three elementary schools available for study with the inclusion philosophy implemented, one school had a school-wide inclusion effort in place while the other two schools had implemented pilot classrooms. Olive Branch Elementary School implemented a school wide inclusion project, while Lakeview Elementary School and Port Norfolk Elementary School implemented pilot projects.

Interviews were conducted at each school. Administrative staff, regular education teachers, and special education teachers who were directly involved with the implementation of inclusion were interviewed at all three schools. Selected regular and special education teachers who had minimal to no participation in the implementation of inclusion were also interviewed at each site. For reasons of confidentiality and the desire for absolute candor, it was necessary to maintain the anonymity of the teachers and therefore they are identified by letters and numbers.

Also, the teaching staff at all of three schools were interviewed by third party interviewers who had no direct involvement with the schools. The two interviewers were special education teachers who are on special assignment with the school division as Mentor Teachers. Both were trained to conduct the interviews and neither interviewer was assigned to the schools involved in the study. This procedure assured candor on the part of the respondents and minimized the variable of the rank of the interviewer within the organization as a deterring factor with the respondents.

Individual case study narratives are set forth in this chapter. Each case study first describes the elementary school and gives a brief description of the history of the inclusion effort at the elementary school; second, describes the responses made by the administrative staff of the particular school; third, describes the responses of those special education teachers who were directly involved with the implementation of inclusion; fourth, describes the responses made by those special education teachers who had minimal or no direct involvement with the implementation of inclusion; fifth, describes the responses of those regular education teachers who were directly involved with the implementation of inclusion; sixth, describes the responses made by those regular education teachers who had minimal or no direct involvement with the implementation of inclusion; and seventh, describes the perceptions of the interviewer regarding each school.

School Division Information

The Portsmouth Public Schools is an inner city school division that serves approximately 17,500 students in grades pre-kindergarten to 12th grade. The school division is predominantly African-American. The minority population is 68% for the division and 32% for majority. Records of the number of disabled youth served by the Portsmouth Public schools demonstrate an almost continuous growth in the number of disabled children served in special education placements from 1985 to 1993. The Virginia Department of Education report of disabled children and youth receiving special education on December 1 of each school year shows a special education population of 1,676 eligible children in the Portsmouth Public Schools in 1985 and 2,507 eligible children on December 1, 1993. The only

year there was a decline in the number of eligible children was recorded on December 1, 1989. This decline was caused by a drop in the number of students eligible for services primarily as Speech and Language Impaired students.

During the 1992-93 school year 56.1% of the children enrolled in the Portsmouth Public Schools received a free or reduced lunch. Since the 1991-92 school year there has been an overall decline in the school population. From September 30, 1992 to September 30, 1993 the school population dropped from 18,386 to 17,939. During this decline in the overall school population, the number of special education eligible students has continued to increase.

Olive Branch Elementary School

Olive Branch Elementary School is located in the Olive Branch section of the city of Portsmouth, Virginia. The community is a predominantly white working class to middle class community. Because of court ordered bussing, Olive Branch serves elementary grades three through five and is paired with another community which is predominantly African-American. June 1994 school census data reports the school population at 435, with 48% African-American and 52% white. During the 1993-94 school year, Olive Branch Elementary School served 65 identified disabled students (47 served in inclusion classes and 18 in pull-out classes) and 197 students considered to be at-risk.

School census data from the 1992-93 school year indicated 45.5% of the student body at Olive Branch Elementary School was receiving a free or reduced lunch. During the 1992-93 school year 28.9% of the students

missed 11 or more days of school. Composite scores for the <u>Iowa Test of Basic Skills</u> for the third grade in 1992-93 were at the 68 percentile, for the fourth grade, were at the 61 percentile, and at the fifth grade were at the 63 percentile.

The staff of Olive Branch Elementary School made a commitment to the collaborative teaming of their special education and regular education personnel to maximize learning for all of their students. There was a further commitment by the school's personnel to minimize the use of pull-out programs for special education students. The instructional emphasis was placed on inclusion classrooms. The majority of special education students spent their instructional day in the regular education setting. Instruction was provided by a regular and special education teacher working together in the same classroom. The special education teacher worked in a collaborative model and rotated among several grade level teachers.

<u>Case Data for Olive Branch Elementary School: Principal</u>

The principal of Olive Branch has been in her current assignment for three years. She has over ten years of teaching experience and has been an administrator for more than six years. She holds a Certificate of Advanced Graduate Study. The principal is fully certified as an elementary principal and holds an elementary teaching endorsement for grades kindergarten through grade four.

How many courses have you taken that specifically dealt with special education and/or special needs students?

The principal reported she has taken four courses that specifically deal with instructional programming for special education students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

The principal estimated she had over 100 hours of quality inservice training that specifically dealt with special needs students. She stated she always makes a point of seeking out training experiences that would enhance her ability to deliver a quality instructional program to all students in a regular education setting.

How do you define "inclusion?"

When asked to define "inclusion," she responded, "It's a philosophy about how you feel about children and where they are educated. The disabled child, when possible, should be educated in the regular classroom with the right amount of instructional support."

Is "inclusion" different from "mainstreaming?"

She reported inclusion was different from mainstreaming. She viewed mainstreaming as being limited when compared to inclusion. Mainstreaming occurs, in her view, with limited time and support for the disabled child in the regular classroom. She viewed inclusion as maximizing not only the amount of time the disabled student spends in the regular classroom, but also the amount of instructional support both the child and regular education teacher receives in the regular education setting.

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

When asked if she worked with disabled children in the mainstream before the implementation of inclusion she stated, before she became an

elementary administrator, she taught in Title 1 and Chapter 1 classrooms. She said, "Most of my working life has been with at-risk children."

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there were experiences that led her to support the implementation of inclusion, she indicated, her work in pull-out classes led her to believe that isolating and pulling students out of the regular environment, over time ruins the disabled child's self-esteem. In her opinion, children with disabilities and at-risk children were pulled out of the regular classroom for the wrong reasons. She stated students were being pulled out because they were being labeled as special education, or at-risk, not because they needed to be pulled out of the regular environment. She indicated the decision to pull the children out of the regular class was automatic and was not based on the instructional needs of the child. Second, she attended a three day workshop which focused on collaborative instructional techniques to serve at-risk children and children with disabilities in the regular education setting. She reported this workshop was a "watershed" experience for her. She said that the workshop demonstrated effective strategies to maintain disabled students in regular education classrooms. She also indicated the workshop provided her with a network of other professionals who shared her concern that too many children with disabilities were being inappropriately removed from their regular classroom.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When the principal was asked about her involvement with the implementation of inclusionary practices in her school, she replied implementation of inclusion probably would not have been as extensive without her leadership. She stated teachers need positive leadership and need to be empowered to take action. She reported it was her responsibility to provide that leadership and assure the empowerment of her teachers to act on that leadership.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about her opinion concerning the implementation of inclusion at her school she replied they were in the "third year doldrums." She indicated the first year of implementation was a planning year for her staff. The second year was one of implementing services they had planned with two-thirds of the school's faculty. She indicated there was considerable excitement and pride among the staff during the implementation year. She reported the third year has been one of refinement and "fine tuning." She said, "the pride is still evident; but, the refinement process is hard." Regardless of the apparent hardship, she thought the implementation process her school had followed was valid and had been beneficial to all of the students at her school.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the Implementation of inclusionary practices at her school had changed the approach to instructional planning etc. First, she

stated instructional planning activities have changed. She reported that teachers now plan together on a regular basis. They evaluated their students daily and their planning reflects specific strategies to meet the individual needs of students. She indicated there is also evidence of an increased use of varied resources in the teachers lesson plans. Second, she replied the implementation of inclusion had a profound effect on classroom discipline. She related the collaborative special education teachers had a positive effect on the discipline strategies utilized by the regular education teachers. She indicated before inclusionary practices were implemented, regular education teachers would use the same discipline strategies without any plan for modifications based on student differences or needs. She stated the teachers would persist with these strategies even if they were ineffective. She reported that with the implementation of inclusion, the regular education teacher began to learn new discipline strategies from the special education teachers. She said the regular education teacher began to recognize that "equity and fairness" did not mean "equal." She also reported the regular education teachers started getting better long term results from their discipline efforts, when those efforts were designed to meet individual student needs. Third, she reported direct instruction had changed. She indicated that the implementation of inclusion led to an increase of shared responsibilities between the special education teacher and the regular education teacher. She reported the teachers were directly involved with the lesson being taught and the monitoring of student responses to the lesson. She stated instruction now employed strategies which cover all of the learning modalities. She also said, "individual learning styles are being

accounted for during instruction." Fourth, she indicated the monitoring of instruction by teachers had changed because of the implementation of collaborative teaching practices. She said, "teacher feedback to students is immediate and happens in 'real time' as opposed to the end of the week or unit test." Finally, the principal related that there had been positive changes in communication. She reported there had been an increase in collaborative planning activities between teachers. She reported teachers feel free to communicate instructional needs with the principal. She said, "When you add a teacher to the classroom, you increase the support network for the students and the teachers. The regular education teacher does not stand alone." She also noted parents were supportive of the changes and were now calling the school and asking for their children to be placed in an inclusion classroom.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to use an inclusionary philosophy to deliver services to disabled students in the regular classroom, she said her first step was to seek consultant help and advice from the school division's Department of Special Education consultant. At the consultant's suggestion, she established a research committee to study inclusion and instructional strategies to implement inclusion. She reported the committee was made up of special education teachers, regular education teachers, a remedial reading teacher, and herself. She indicated the consultant, a professor at a Old Dominion University, acted as facilitator for the committee. Through the consultant's efforts, four of the teachers on the

committee were selected to complete Master Degrees funded by a grant to promote "Consultation and Collaboration." She reported a fifth teacher who was not selected to receive grant support for her graduate studies, decided to use her own resources to participate in the graduate program. She also reported the research committee served as a clearinghouse for the planning effort to implement inclusion. She stated she made the decision to proceed with the implementation of inclusion.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with the implementation of inclusion was to her supervisor she said "it was very important." She indicated the Superintendent and his administrative cabinet expressed support in a memo to all principals. Her immediate supervisor was very supportive. She perceived her supervisor shared the same philosophy concerning the need for inclusion. She indicated the supervisor linked her to the consultant, sent her to a national conference on inclusion, and provided encouragement. She said she did not perceive any opposition to the implementation of inclusion.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process she related her teachers were very involved in the beginning with the decision making process. She reported teachers served on the research committee, five of her teachers took graduate courses related to the implementation of

inclusion, and there were numerous faculty meetings where the school's inclusion effort was presented and discussed. She stated during implementation, sixteen of twenty teachers were directly involved. She indicated the four teachers who were indirectly involved did not have disabled students in their classrooms. She stated the current level of teacher involvement has not changed and she anticipates that the four teachers will have a more direct involvement in the future.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked about the role of central administration in this process she stated, with the exception of her supervisor, everyone else seemed to be ambivalent. She said when central administration visit her school they are complimentary; however, she did not feel an active level of support, beyond her immediate supervisor, for her efforts to transform her school into an "inclusion school."

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When questioned about the need for additional staff to implement inclusionary practices, she said there was no increase or decrease in the needed staff. She explained that the same number of special education teachers and regular education teachers would have been required to serve all of the children in her school with or without the implementation of inclusion. She related that the way the teachers are deployed in the

classroom has changed but the number of teachers required has remained constant.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

The implementation of inclusion, according to the principal, did require an increase in the amount of instructional supplies needed in the school. She indicated because special children were spread throughout the building, more materials and equipment were needed. She stated that equipment and materials were more efficiently used when special education classes operated in a pull-out mode.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if she thought the implementation of inclusionary practices required a change in the amount of time needed for planning, instructing and/or disciplining, she said "Yes." She stated there was not enough time to get everything done. She reported more time had to be delegated to planning in order to have a successful collaborative effort between teachers. She reported there had been no significant change in the time allotted for the delivery of instruction and that discipline contacts had decreased.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked about the impact of serving students with disabilities in regular classrooms had on non-disabled children, she said she perceived non-disabled students as having accelerated opportunities to be leaders in the classroom. She reported non-disabled students served as peer tutors, that their contribution levels in cooperative learning groups increased, and that they helped children with disabilities to prepare for tests. She said using "an inclusion model has been a real eye opener." She had not expected the self-esteem of the non-disabled students to be as greatly effected as it had been. She had not expected any change. However, she said the self-esteem of non-disabled students has "significantly improved during the implementation of inclusion." She stated the at-risk child has "really profited the most from inclusion." She reported the only negative aspect for the non-disabled child had been found in the academic performance of the above average child. She reported their test scores have decreased.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about the impact of an inclusion classroom on the students with disabilities, she explained that many of her special education students have had the opportunity to help students without disabilities with some task where they had a real strength. She also noted there was an improvement in the self-esteem of the special education student. She claimed that this was not an unexpected result of inclusion.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked about the impact of an inclusion classroom on at-risk students, she was adamant that at-risk children had profited the most from this model of instruction. She stated the at-risk child got the instructional support they needed. She reported at-risk students were instructed in different modalities and they received the small group and individualized instruction that they needed.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked about the pace of instruction in the inclusion classroom, she indicated her teachers had concern that the at-risk children were holding the class back. She also related there were concerns expressed that the diversity of needs was so complex in the inclusion class that it was effecting the pacing of instruction. She further indicated that the pacing of instruction probably had a lot to do with the drop in test scores of the above average non-disabled students.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

The special education teacher, in the principal's opinion was able to provide sufficient support for students with disabilities in the regular education classroom. She said this support was also accomplished through the directed use of the special education paraprofessional.

Does the special education teacher ever teach the entire regular education class?

She reported she had observed special education teachers teaching the entire class.

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction she indicated all students were grouped heterogenously by age and grade appropriateness for home-room. She reported the teachers in each grade group then regrouped students according to their language arts instructional levels. She indicated this regrouping was a problem in that it proportionately overloaded some teachers with at-risk students and students with disabilities. She said those teachers who perceived they were "overloaded" started to "burn-out" as the 1993-94 school year ended. She stated this type of regrouping had been a change from the previous year when students were left in heterogeneous groups for instruction.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if there were methodological adjustments made to accommodate students with disabilities, she said there had been numerous methodological adjustments made to accommodate disabled students in the regular classroom. She reported the first accommodation was the use of the collaborative teaching model where there were two teachers in the classroom delivering instruction. She said the second adjustment was the consistent use of multiple modalities to instruct the students and that adjustments had been made in the ways student achievement was assessed.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non-disabled students, the principal responded that close

attention had been paid to the heterogeneous grouping of students for placement in the inclusion setting. She also alluded to the need to pay attention to the way cooperative learning groups were found. She said the cooperative learning groups needed to have a balance of disabled and non-disabled students assigned to each group.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion was implemented in your building/classroom with the services received in an inclusion classroom.

When the principal was asked to compare and contrast the quality of instructional services received by disabled and non-disabled before and after the implementation of inclusion at her school, she replied, "I believe our special students have always received quality instructional services at our school. The difference now is that at-risk students are not falling through the cracks and some students are being worked with in a much more intense manner." She also stated that students were now being worked with in their classes from a "prevention point of view." She expressed the opinion that dealing with students in inclusion settings would reduce the need for student referrals for special education placement.

Case Data for Olive Branch Elementary School: Special Education Teachers in Inclusion Classes

Three special education teachers [designated for reporting purposes as OBS1i, OBS2i, OBS3i,] were directly involved with delivering services to children with disabilities in regular education classrooms. All three of the teachers are female and hold a Masters Degree in education. Two of the teachers have completed fifteen graduate hours beyond their Master Degree. They are all assigned to the school as special education teachers. All three

teachers have taught for more than ten years as a special education teacher and all three are endorsed by the Virginia Department of Education to teach special education.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When the three teachers were asked to estimate the amount and quality of inservice training they had received that dealt specifically with special education and/or special needs students, teacher OBS1i responded that other than her pre-service education and Master Degree work, she had received no inservice training in this area. Teachers OBS2i and OBS3i indicated that they had both received training from inservice programs provided by the school division's consultant. They both rated the training as "good."

What teaching endorsements do you hold?

Special education endorsements held by the teachers were as follows: Teacher OBS1i was endorsed as a Specific Learning Disabilities teacher and held no other endorsements. Teacher OBS2i held endorsements in the areas of Specific Learning Disabilities and Mental Retardation. Teacher OBS3i held endorsements in the areas of Seriously Emotionally Disturbed, Mental Retardation, and regular education grades 4 through 7.

How do you define "inclusion?"

When asked to define inclusion, teacher OBS1i responded that inclusion was "meeting the needs of all students in a regular classroom." Teacher OBS3i's response was the same as teacher OBS1i. Teacher OBS2i said that inclusion was "global." When asked to elaborate further, she said

that "inclusion means special students are included in regular education, in their community, and everywhere they go." She indicated that inclusion for her meant full integration in social, recreational, and academic environments.

Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

All three teachers indicated they had worked with special education students in the mainstream before the implementation of inclusionary practices at their school. Teacher OBS1i said that in the past she had worked with "higher functioning" special education students in the mainstream. She related that those special education students needed minimal interventions and could basically "fend for themselves." With the implementation of inclusion she stated that she was working with lower functioning special education students in the regular classroom as well as higher functioning students. Teacher OBS2i responded she only dealt with higher functioning special education students in the mainstream who did not need ongoing services in the academic area in which they were mainstreamed. Teacher OBS3i's response was similar to the other two teachers. However, she added that when she provided services to a mainstreamed student she pulled the student out of the regular classroom and provided the services in her special education classroom. She also related that with the implementation of inclusion, she was able to provide ongoing services in the regular classroom without the disruption of pulling the student out of the class.

Is "inclusion" different from "mainstreaming?"

All three teachers perceived inclusion to be different from mainstreaming. All three teachers had similar responses when explaining the difference between the two concepts. To them, mainstreaming as it had been practiced in the school division, meant that the special education student was placed in the regular education class for a specific academic area in which the student needed little or no help from the special education teacher. As teacher OBS1i put it, "the special education student had to be able to make it on his own." For all three teachers inclusion meant that all special education students were served in the regular classroom and that special education help was provided in the regular classroom.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at their school that led them to support or oppose the implementation of "inclusionary practices" at their school, all three indicated that they had experiences which caused them to support the implementation of inclusion. Teacher OBS1i reported that she had been involved with an effort to implement inclusion at another school in the school division. She said that experience had been positive and she was eager to be part of the "inclusion" effort at this school. Teacher OBS2i indicated her past encounters with the regular education teachers, when she tried to deliver services to mainstream students, had always been positive. Thus, she reported she was willing to take the "next step." Teacher OBS3i reported she had been a Chapter 1 teacher. She stated that the Chapter 1 experience "made me realize that total pull-out wasn't the answer." She stated that she was ready to try a new approach.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about their opinion concerning how "inclusion" is being implemented at their school, all three teachers expressed some concern. First, teacher OBS1i stated she was worried that she was not meeting the reading and math goals and objectives on the children with disabilities Individualized Educational Plans [IEP]. She stated inclusion was not as effective for assuring the completion of IEP goals and objectives as the more traditional ways of serving children with disabilities. She reported that at-risk students were really benefiting from inclusion. However, she added that low students were "sort of" self-contained in the regular education classroom and "that was not real effective." Second, teacher OBS2i indicated that inclusion services were positive. However, she expressed the opinion that they had "started off too big." Teacher OBS3i indicated implementing inclusion had been hard in the beginning and that they were "just now at the point of fine tuning inclusion and working out the kinks."

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if they were directly involved with the implementation of inclusion, all three teachers stated they were directly involved with the implementation of inclusion at their school. None of the three teachers work in a pull-out model. They provided services all day long in regular classrooms.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way they planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, all three indicated there had been changes. Teacher OBS1i reported that their had been significant changes in planning. She said she was more involved with grade group planning. She was involved with two grade group planning sessions every week and she collaborated with individual teachers to draw up specific plans for individual students. She responded that discipline was a more "generic" undertaking with the implementation of inclusion. She said before the implementation of inclusion she was able to implement behavior modification plans for students that were not possible for her in the new environment. She did report "overall" discipline was "good." She indicated direct instruction had improved in the inclusion setting and that she "really liked" the co-teaching role. However, she stated she was concerned the pace of instruction was too fast for some of the special education students. She did not think instructional monitoring had improved. She was concerned that she could not pull students out of the regular class and assess them on a one-to-one basis. She indicated communication with other teachers and parents had definitely improved with the implementation of inclusion. She did not perceive a change in the level of communication from administration.

Teacher OBS2i reported a dramatic reduction in the amount of time available for individual planning. The amount of time she spent in grade group planning and collaborative planning with individual teachers had increased dramatically. She reported no change in her discipline strategies

with the implementation of inclusion. Changes were noted in direct
instruction. She reported she now teaches the entire regular education class.
She stated this never happened before the implementation of inclusion. She
also said that monitoring of instruction had improved for her. She noted that
she was "right there to do the monitoring" and that she no longer had to rely
on "word of mouth" reports from the regular education teacher. She
indicated an improvement in communication with other teachers and
administrators with the implementation of inclusion. However, she thought
there was no change in the level or quality of communication with parents.

Teacher OBS3i reported a significant change in the amount of grade
group planning in which she was involved. She indicated a need for more
"problem solving" planning. She viewed her involvement with discipline as
being increased with inclusion and stated she had implemented more
behavior modification plans for students in regular classrooms than she had
in years past. She thought she was more involved in direct instruction and
instructional monitoring activities than she had been in the past. She also
indicated communication was "open" with all parties.

*How was the decision made to begin to use an inclusionary philosophy to
deliver services to disabled students in the regular classroom? a. Who made
this decision? b. Did you participate in the making of this decision?*

When the three teachers were asked how the decision was made to
begin to use an inclusionary philosophy to deliver services to disabled
students in the regular classroom and asked to respond as to who made the
decision, Teacher OBS1i responded inservice meetings provided by the
school division consultant and the Director of Special Education were key
factors in the decision making process. She also indicated that it was the

principal of the school who made the final decision to proceed. She did say that she participated in the decision. Teacher OBS2i wasn't assigned to the school during the planning phase. However, she understood the faculty, who were influenced by the principal and the consultant, made the decision to proceed with the implementation of inclusion. Also, teacher OBS3i was not assigned to the school during the decision making phase of implementation. She did not know who made the decision to proceed.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with implementing inclusion was to their supervisor, all three teachers responded it was very important to their principal. They also responded that the principal provided inservices on the topic of inclusion, that various meetings were held with the consultant, that other schools outside of the school division that were implementing inclusion were visited, the opportunity for graduate work was provided by the consultant, and a research committee was established.

When they were asked if opposition was voiced to implementing inclusion, teacher OBS1i said, "Yes." She reported that there were some teachers who were concerned about the behaviors they might encounter from special education students. She also said there were some special education teachers who wanted "their own room." Teacher OBS2i would not let the interviewer use the word "opposition" when asking this question. She preferred to couch her answers in terms of expressed "concerns." She said there were teachers who were "concerned" about implementing

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inclusion and that their "concerns" were generated from a lack of knowledge and insecurity. Teacher OBS3i responded that she was unsure if opposition to implementing inclusion had been voiced.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

All three teachers responded that teachers were part of the decision making process. They all responded that teachers were very involved during the implementation process and that the current level of involvement was "ongoing."

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the process to implement inclusion, teacher OBS1i responded that central administration was "for it" in the beginning stages, during implementation, and continues to be "for it." Teacher OBS2i responded that in the beginning they received support from the Director of Special Education in the form of "monetary support and philosophical support." She stated that the process seemed to be ignored by other administrators in central administration. During the implementation phase, she said the Director of Special Education remained a strong supporter while the rest of the Cabinet seemed to offer nothing. She indicated that there were no changes in her perception of support at the present time. Teacher OBS3i responded that central administration was "supportive" in all phases of implementation.

What was the role of building principal?   a. In the beginning stages of planning? b. During implementation ?   c. What is their role at the present time?

When describing the influence of their principal during all phases of the implementation process, all three teachers said she was "very involved." They used the terms "proactive" and "supportive" any time they discussed her role. All three considered her leadership to be vital to the entire process.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve special education students in regular classrooms at their school, they all responded there was an increased need for staff. Two of the teachers [OBS1i and OBS2i] reported that there was an increase in the number of paraprofessionals needed to serve the students. Teacher OBS2i reported that there was an increase in the number of volunteers used to serve the children and that this increase was necessary addition to the classroom.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in their classroom, each teacher responded that there was an increased need for supplies. Teacher OBS1i added there was an increased need for furniture in her inclusion classes. She said there was an increased need for tables to work with small groups of students.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time the teacher needed for planning, instructing and/or disciplining students, teacher OBS1i responded she does not think she has enough time for planning and instructing to assure special education students master their IEP objectives. She expressed the feeling that she does not have the continuity or follow-through she had with students before the implementation of inclusion. Teacher OBS2i responded that she increased her time for planning and instructing children and that there was a decrease in the amount of time she spent disciplining children. Teacher OBS3i reported that she had to increase the time she spent in all three areas.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate what the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, all three teachers thought serving the students together had been a positive experience for non-disabled students. They stated the experience had made the students "more accepting" of each other.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, teacher OBS1i reported that her special education students experienced fewer behavior problems, that they had improved their study skills, and that their

self-esteem improved. Teacher OBS2i responded that the disabled student felt normal, was "not embarrassed," and was successful in the regular education setting. However, she did report those disabled students who were far below grade level "haven't received the intensive individual help as often as they needed it". Teacher OBS3i indicated the impact varies from child to child. She thought, in general, the disabled child's self -esteem had improved. However, she also thought some disabled children were not receiving the extra help they needed to achieve their IEP goals and objectives.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, all three teachers reported a positive impact. Teacher OBS1i reported at-risk students improved in all skills and demonstrated marked improvement in study skills. Teacher OBS2i responded the at-risk children were the "real winners." She said they have shown the greatest gains in academics and really profit from the increased use of instructional modifications in the inclusion classroom. Teacher OBS3i agreed the at-risk student "really benefited from their participation in the inclusion classroom."

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, teacher OBS1i said, "Yes." She stated the regular education teacher seems to cover less material. The other two teachers responded "no" to this question.

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students are grouped for instruction in the regular classroom, teacher OBS1i indicated students were grouped according to their achievement levels in language arts and math. She said students were grouped heterogenously for homeroom, social studies, and science classes. Teacher OBS2i responded the instructional grouping depended on the lesson. She said If things got "rocky," small groups would be formed to work with those students who were having difficulty. She also reported that reading instruction was grouped according to student ability levels. Teacher OBS3i reported the students were grouped according to student ability level and small groups were formed as needed.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, teacher OBS1i said "Yes." She reported that the teachers she teamed with restated and clarified their instruction, they required homework notebooks, they utilized preferential seating, they modified testing procedures, and employed behavior modification techniques. Teacher OBS2i responded that more modalities were utilized in the delivery of instruction, that they took smaller steps between instructional objectives, they utilized behavior contracting, and they extended response time when necessary. Teacher OBS3i reported that there were no significant changes in methodology made to accommodate disabled students in the classes she team taught.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, teacher OBS1i said she mixed her students, i.e., a strong student with a weak student for cooperative learning groups, and she used a "buddy system" for assignments. Teacher OBS2i used a similar system for pairing students and varied the abilities of students in small groups. Teacher OBS3i reported students in her classes "self-adjusted to the new environment." She stated that she only became involved when those self adjustments were ineffective.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion was implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion was implemented and after inclusion was implemented, teacher OBS1i responded that before inclusion was implemented disabled students received more individual attention. She also reported the instructional pacing was more appropriate for special education students before inclusion and they achieved mastery in the skill area before moving on in the curriculum. She noted that at-risk students suffered in the regular classroom before inclusion. She said, with the implementation of inclusion, special education students were paced too quickly through the curriculum. In her opinion, higher functioning regular education students were being held back by inclusion. However, she indicated that the at-risk students were "blooming." Teacher OBS2i had

some of the same comments concerning the delivery of instruction to students before the implementation of inclusion. After inclusion was implemented she remains concerned about the lower functioning special education students in her classes. She did not think they got enough individualized reading instruction. She did report that the special education students were getting a more in-depth curriculum that was more "cohesive." She feels the special education student was "making more progress as a complete child." The special education students felt better about themselves, there were fewer behavior problems, and "overall they are doing better." Teacher OBS3i echoed the other special education teachers comments about the quality of services before inclusion was implemented. After inclusion was implemented, she became worried about the "increasing number of "lower kids" being assigned to her team. She said that she was still an "advocate for the program," but she was becoming "increasingly frustrated" and "didn't know how to move ahead in a positive manner." She was worried about becoming "burned out."

Case Data for Olive Branch Elementary School: Special Education Teachers Not Involved in Inclusion Classes

One special education teacher [designated for reporting purposes as OBS1n] was not directly involved with delivering services to children with disabilities in regular education classrooms. This teacher taught in a self-contained setting. Her students were mainstreamed for minimal subject areas, i.e., art, music, and physical education. This teacher is female. Teacher OBS1n holds a Bachelors Degree in education. She is assigned to

the school as special education teacher and has taught for one year as a special education teacher. She is endorsed by the Virginia Department of Education to teach special education.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When she was asked to estimate the amount and quality of inservice training she had received that dealt specifically with special education and/or special needs students, teacher OBS1n responded that other than her pre-service education, she had received no training in this area.

What teaching endorsements do you hold?

She holds endorsements in Mental Retardation and held no other endorsements at the time of the interview.

How do you define "inclusion?"

When asked to define inclusion, she responded inclusion was "meeting the needs of all special education students in a regular classroom with a special education teacher there to help."

Is "inclusion" different from "mainstreaming?"

When asked if inclusion was different from "mainstreaming," she indicated that there was a difference. She responded "mainstreaming" was placing a special education student in a regular class with "little or no" support for the regular teacher and the special education student's support was found in the pull-out special education class.

Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

She reported she had worked with special education students in the mainstream before the implementation of inclusionary practices at the school. She said that she had worked with children with disabilities in regular classrooms during her pre-service experiences in special education. She related those special education students needed minimal interventions and could basically "take care of themselves."

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at their school that led her to support or oppose the implementation of "inclusionary practices" at her school, she reported there had not been any experiences which caused her to support or oppose the implementation of inclusion. She also reported that she had not given "inclusion" much thought before being assigned to Olive Branch Elementary School.

Are you directly involved with the implementation of "inclusionary practices" at your school?

She had no previous involvement with the implementation of inclusion at the school. She works in a pull-out model and provides services all day in the special education classroom.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about her opinion concerning how "inclusion" was being implemented at her school, she expressed some concern. She stated she did not think that inclusion worked with all students. She was concerned the school would force the entire Special Education department to implement

inclusion. She did say inclusion could be a positive experience for those students who were "ready" for the experience.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way she planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, she reported there had been some changes. She reported there had been significant changes in planning. She said planning was a problem "due to all of the scheduling conflicts caused by implementing inclusion." She reported that discipline, direct instruction, and the monitoring of instruction had not changed for her with the implementation of inclusion. She indicated communication with parents had "definitely changed" with the implementation of inclusion. She reported parents of student in the inclusion classes approached her with problems, rather than going to their child's teachers. She did not elaborate her opinions on this concern. She did not perceive a change in the level of communication with other teachers or from administrators.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, Teacher OBS1n responded that she didn't have any knowledge as to how or who

made the decision to implement inclusion. She had no role in the decision as this was her first year at the school. When asked if opposition was voiced to implementing inclusion, she responded, "No, not yet."

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, she responded teachers were part of the decision making process at each stage. When asked to comment on the role of central administration in the process to implement inclusion, she responded that central administration was "for it" in the beginning stages, during implementation, and continue to be "for it."

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When describing the influence of her principal during all phases of the implementation process, she said the principal was very involved. She also used the terms "proactive" and "supportive" any time she discussed the principal's role.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

She did not know what the role of central administration was in the implementation process.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at her school, She responded there was not an increased need for staff.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in the classroom, she responded there was an increased need.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time the teacher needed for planning, instructing and/or disciplining students, she responded she did not think teachers have ever had enough time for planning and instructing.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When teacher OBS1n was asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non-disabled students, she thought serving disabled students together with the non-disabled students would be a positive experience for non-disabled students. She also thought the experience would make the students "more

accepting" of each other. She added she did not have any direct experience with the students in the inclusion settings.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, teacher OBS1n was concerned their would be a negative impact on disabled students. She was concerned the expectations for disabled students might be "too high" in the inclusion setting.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom might have on at-risk students, she reported that she expected a positive impact. She thought the availability of resources in the regular classroom, which utilized inclusion, would provide more instructional resources for the at-risk student.

Teacher OBS1n had no base of experience to answer questions 29 through 34 of the interview. She did answer question 35, which asked her to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented. She responded that the "delivery of services would be the same." She indicated that she does whatever is necessary in the self contained class to make sure the children with disabilities were making progress and she would do the same in an inclusion setting.

Case Data for Olive Branch Elementary School: Regular Education Teachers
in Inclusion Classes

Ten regular education teachers [designated for reporting purposes as OBR1i - OBR10i,] were directly involved with delivering services to children with disabilities in regular education classrooms. Eight of the teachers are female two are male. Two of the eight hold Masters Degrees and have completed fifteen graduate hours beyond their Masters. Two females and one male teacher hold Master Degrees in education. They are all assigned to the school as regular education teachers. Seven of the female teachers have taught for more than ten years. One female teacher has taught for more than three years. Both male teachers have taught for more than six years. All of the teachers are endorsed by the Virginia Department of Education to teach regular education.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When the teachers were asked to estimate the amount and quality of inservice training they had received that dealt specifically with special education and/or special needs students, teachers OBR1i and OBR9i responded their training was adequate. Teacher OBR2i stated she had no training prior to accepting the co-teaching assignment, but since that time she has received training from the division that was "good." OBR3i stated the quality and amount of training was excellent. Teacher OBR4i stated her undergraduate training was adequate, but inservice training from the school division was less than adequate. Teachers OBR5i, OBR6i, OBR8i, and OBR10i, reported they were comfortable with the amount and quality of trainining they had received but were always "looking" for more training.

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Teacher OBR7i responded she had received a minimal amount of inservice training and did not rate the quality.

What teaching endorsements do you hold?

Endorsements held by the teachers were as follows: Teacher OBR1i was endorsed in grades four through seven, Teachers OBR2i, OBR4i, and OBR6i, were endorsed in grades one through seven. Teachers OBR3i and OBR10i were endorsed in grades four through eight. Teacher OBR5i was endorsed in grades one through seven with a Masters in Elementary Education. Teacher OBR7i was endorsed in grades one through seven with a Masters in Consultation and Collaboration. Teacher OBR8i was endorsed in grades Kindergarten through eighth. Teacher OBR9i is endorsed in grades Kindergarten through eighth with a Masters in Consultation and Collaboration.

How do you define "inclusion?"

When asked to define inclusion, teacher OBR1i responded inclusion was "where everyone is included in the same community and family." Teacher OBR2i responded inclusion was "an arrangement in which all students are in the mainstream." Teacher OBR3i responded inclusion was "including all students no matter what level of performance in the regular classroom." Teacher OBR4i said inclusion was " including all students together as much as possible." Teachers OBR5i, OBR6i, and OBR7i, stated inclusion was "placing special students in the regular classroom." Teacher OBR8i stated that inclusion was "helping all students in the same classroom." Teacher OBR9i stated inclusion was " teaching all students together in all situations." Teacher OBR10i said that inclusion was

"including special education students in the regular education class with modification."

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

Four of the ten teachers indicated they had never worked with special education students in the mainstream before the implementation of inclusionary practices at their school. Six of the ten teachers stated they had worked with special education students prior to inclusionary practices. All six stated the special education students were pulled out for support services and came to them for certain subjects. Teacher OBR2i indicated that many times when the students came to her class they were not prepared to be in the mainstream. She reported they did not have the necessary skills and many times they were unsuccessful. Teacher OBR5i indicated the mainstream students did not receive instructional support and that was why they were unsuccessful. She indicated that now the special education student had the instructional support they needed in the inclusion classroom.

Is "inclusion" different from "mainstreaming?"

All of the teachers perceived inclusion to be different from mainstreaming. All of the teachers had similar responses when explaining the difference between the two concepts. To them, mainstreaming as it had been practiced in the school division, meant that the special education student was placed in a regular education class with little or no instructional support from a special education teacher. All of the teachers reported inclusion meant ongoing instructional support from a special education teacher in the classroom where it was needed.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at their school that led them to support or oppose the implementation of "inclusionary practices" at their school, five of the teachers stated there was not an experience that swayed them either way. The other five teachers indicated they had experiences which caused them to support the implementation of inclusion. Teacher OBR1i reported she had been involved with mainstreaming and wanted to find another way to serve special education students without having them pulled out of the class. She wanted to learn strategies that would "help the child right in her room." Teacher OBR2i indicated she didn't agree with the removal of special education students "in the first place." She said they need to remain with their peers and be given a chance to succeed. Teacher OBR4i had also worked with many at-risk children and wanted to help them in her "own classroom."

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about their opinion concerning how "inclusion" was being implemented at their school, some of the teachers expressed concern. First, teachers OBR1i and OBR2i were concerned their class sizes would continue to grow. They both expressed a desire for the number of students in their classes to remain at manageable levels in order for their students to be appropriately serviced. Teacher OBR4i was concerned that "students with inappropriate behaviors may cause the success of inclusion to diminish." She stated behavior disorder students may still need to be pulled out of the regular class in order to receive appropriate support. Teacher OBR8i was

concerned about the large number of students who moved from class to class throughout the school day. She stated it was very difficult for the special education teacher to "keep a handle on all the children." She reported some of the special education teachers follow the students to various classes and deliver the co-teaching services in more than one classroom. She reported this caused some "logistics" problems.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way they planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, all teachers indicated there had been changes. All of the Teachers reported there had been significant changes in planning. All of the teachers said they were more involved with grade group planning.

Half of the teachers noted no change in discipline. Teacher OBR7i indicated she felt co-teaching classrooms were "open to more discipline problems." She reported students had to be taught to cope with the team teaching situation. Teacher OBR9i responded discipline techniques had become varied and flexible with the implementation of inclusion. She said she now made the distinction between "equity and equality" when applying discipline. Teacher OBR10i noted she utilizes behavior modification techniques "now more than ever." Teachers OBR2i and OBR3i stated that discipline problems were easier to resolve since co-teaching became a part of their instructional programming.

When delivering direct instruction in an inclusion setting, half of the teachers reported they were now utilizing more instructional modalities when delivering instruction, increasing their use direct student monitoring, were able to increase their use of small group instruction, and were now involved in team teaching. Teacher OBR6i felt there was no change in the way she delivered direct instruction. Teachers OBR2i and OBR3i noted that they are more aware of repetitive teaching techniques. Teacher OBR5i noted that more peer tutoring was being utilized.

When asked how inclusionary practices had affected monitoring of instruction, all of the teachers reported instructional monitoring was more immediate in the co-taught inclusion class because there were more professionals to attend to the children's needs as they arose. They said children in a co-taught inclusion class received prompts, cues and praise on a more consistent basis than students in non-inclusion classroom.

Communication with other teachers, administrators and parents had increased for six of the ten teachers as a result of inclusionary practices. They all noted an "openness" with other teachers as being a direct result of increased group planning. The teachers also reported, because they planned more frequently together, that communication between parents, administrators, and other teachers was more productive than before inclusion was implemented. They reported they now share and exchange ideas more frequently for the benefit of all of the children in their classroom. The other four teachers reported their lines of communication have always been open and that they did not see a change in the level or style of communication.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When the teachers were asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, all of the teachers responded that inservice meetings provided by the school division consultant and the Director of Special Education were key factors in the decision to implement inclusion. They also indicated that it was the school's principal who made the final decision to proceed. They responded they were part of the decision making process in that they participated in the inservices and had volunteered for the co-teaching classrooms.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with implementing inclusion was to their supervisor, all of the teachers responded it was very important to their principal. They also responded that they felt very supported because of the principal's enthusiasum. They reported she provided them with opportunities for more planning time, inservices on the topic of inclusion, various meetings with the consultant, visitation opportunities to schools outside of the school division that were implementing inclusion, the opportunity to apply for graduate work provided by the consultant, and for a research committee to study inclusion.

When they were asked if opposition was voiced to implementing inclusion, nine of the ten teachers said, "Yes." They reported there were some teachers who were not sure of the support they would receive and that

they had a "real fear of the unknown." Teacher OBR2i responded the

teachers who voiced opposition did not see a need for change. Teacher

OBR3i did not feel opposition had been voiced.

*Were teachers part of the decision making process?   a. How involved were
the teachers in the beginning?   b. How involved have the teachers been
during the implementation process? c. What is the current level of teacher
involvement in the process?*

Three of the ten teachers reported that in the beginning, teachers were

"not as much a part of the decision making process as they are now." They

reported the decision "was largely up to the administration." Teacher OBR3i

responded that teacher involvement had been "fifty/fifty" and that now it

was more "seventy/thirty." The remaining teachers responded that teachers

were involved in the decision making process from the beginning and remain

very involved. They all stated that teachers were involved in the

implementation process and are currently involved.

*What was the role of central administration?   a. In the beginning stages of
planning?   b. During implementation ? c. What is their role at the present
time?*

When asked to comment on the role of central administration in the

beginning stages of planning, half of the teachers were unsure of the role of

central administration. The other half of the teachers stated central

administration was supportive of the inclusion initiative from the beginning.

Teachers OBR4i and OBR10i reported that the Director of Special Education

had been involved and supportive throughout the entire implementation

process.

*What was the role of building principal?   a. In the beginning stages of .
planning? b. During implementation ?   c. What is their role at the present
time?*

When describing the influence of their principal during all phases of the implementation process, all of the teachers said she "was very involved." They used the terms "proactive, supportive, up-front, positive, involved, the driving force, and deliberate" any time they discussed her role.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at their school, they all responded there was an increased need for staff. Nine of the teachers reported there was an increase in the number of special education teachers and paraprofessionals needed to serve the students. Teacher OBR8i reported there was an increase in the number of paraprofessionals employed at the school.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in their classroom, seven teachers reported there was an increase in the amount of instructional supplies they needed. The remaining three teachers responded there was no increased need for supplies. They reported they had adequate supplies.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time the teacher needed for planning, instructing and/or disciplining students, six of the ten teachers stated there was an increase in all areas. Teachers OBR1i and OBR8i, reported that there was an increase in the amount of time needed for planning and instruction. Teacher OBR6i reported an increase in the time needed for planning. Teacher OBR5i reported an increase in the amount of time needed for planning and discipline, but she noted that the increased time needed for discipline was not related to the co-teaching situation. She stated that "children today have many more discipline problems than they did ten years ago."

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, seven of the teachers reported that serving the students together was positive for non-disabled students. They stated the experience had made the students "more accepting" of each other and increased the student's willingness to help each other. Teachers OBR3i and OBR5i did not report a change. They reported that the students were not treated differently. Teacher OBR4i responded the instructional pace had been slowed down and that "some of the children resent the repetition." She reported the students were more accepting of each others differences.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, all of the teachers reported they thought disabled students had benefited from the experience. They thought self esteem had improved, that the students' sense of belonging had improved and that their social skills continued to improve. The teachers reported that the students more readily participated in class and they were learning from each other. Teacher OBR1i noted the students "now set higher goals for themselves than they did before the implementation of inclusion. They are more comfortable with their peers." Teacher OBR3i noted that there was some "student frustration" in the beginning stages of implementation, but he has noticed a reduction. Teacher OBR4i reported that the nnon-disabled students who usually answered all of the questions now give the disabled student a chance to offer input. Teacher OBR5i noted "some students are blossoming" in the inclusion environment. Teacher OBR9i stated that now the students with disabilities will be better prepared for "real life." Teacher OBR8i reported her students have benefited in all the ways mentioned above, but she did express concern for those disabled students who were not functioning on grade level. She stated she was concerned that the lower functioning disabled student was being "short changed."

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, all of the teachers reported a positive impact. They all responded that the increase in the number of professionals providing direct instruction in the classroom

provided immediate feedback to the students and increased the chance for the at-risk student to succeed. Teacher OBR4i reported she thought at-risk students had benefited more than the non-disabled students or the students with disabilities in her classroom. Teachers OBR1i and OBR7i expressed that discipline issues had also decreased for this population.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, eight out of ten teachers said "Yes." The reduction in the amount of material reported ranged from minimal to severe. Teachers OBR2i and OBR10i stated they had reduced the amount instructional material covered in order to "extend time to explain a concept or to double up on reading." Teacher OBR5i indicated she had to reduce the amount of material she covers in her classroom, but that she has had to do this every year and does not relate this trend to the implementation of inclusion. Teacher OBR9i reported that she did not have to reduce the amount of material she covered in her classroom.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if the special education teacher provides sufficient support for the disabled students in the regular classroom, all of the teachers responded, "Yes."

Does the special education teacher ever teach the entire regular education class?

When asked if the special education teacher ever teaches the entire regular education class, eight out of the ten teachers responded, "Yes."

Teacher OBR4i indicated that this has not occurred yet because of her "need to control the delivery of instruction" in her classroom. She did say it is something that she would like to "work in for next year." Teacher OBR10i indicated that at this time the special education teacher does not teach the entire class but reinforces what he has taught and provided instructional accommodations as needed.

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular classroom, teacher OBR1i indicated that, sometimes, students were allowed to choose which groups they worked in and sometimes the teacher chose. Teacher OBR1i also reported during whole group instruction a subgroup may need to be pulled from the class to receive intensive instruction. Teachers OBR2i, OBR3i, and OBR8i said higher achieving students were paired with lower achieving students in cooperative learning groups. Teachers OBR4i, OBR5i, OBR7i, OBR8i, and OBR10i reported they used a variety of grouping strategies, i.e. cooperative learning groups, they paired students according to personality, or they paired high achieving students with low achieving students. Teacher OBR6i indicated she groups high, low, and average achieving students together. Teacher OBR9i indicated that for reading she groups the low achieving students with her special education students. She also reported she groups the low achieving student and the at-risk student together.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, seven of the teachers reported they utilized an increased number of modalities to present their instructional material. If they primarily utilized the auditory modality to deliver instruction before the implementation of inclusion, they reported that they utilized the visual and tactile modalities to present instruction after the implementation of inclusion. They also reported they made a conscious effort to pair modalities to accommodate the various learning styles of their students. They all indicated an increased awareness of teaching to multiple student learning styles with the implementation of inclusion. Teacher OBR4i indicated no change. She reported she had been reaching all of the modalities before the implementation of inclusionary practices. Teacher OBR5i indicated she had increased her awareness of differing student abilities and learning styles but that she had concerns about grading practices. She reported non-disabled students performing on grade level often received a grade of "C" for their best effort and a student with disabilities who was not performing on grade level received a grade "B", because of the effort they put forth on the task. Teacher OBR8i indicated she had not changed her instructional methodology, but noted that she has had to spend more time reinforcing reading instruction with the implementation of inclusion.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among

disabled and non-disabled students, teachers OBR1i, OBR6i, OBR7i, OBR8i and OBR9i, said that they did not pre-plan any strategies to insure appropriate interactions between and among disabled and non-disabled students, they stated that appropriate interactions "happened naturally." Teachers OBR2i and OBR10i indicated they pre-arranged student seating to optimize appropriate student interactions. They also assigned students to cooperative learning groups to increase the opportunities for appropriate student interactions. Teacher OBR3i indicated he arranged the seating in his classroom to optimize appropriate student interaction. He reported, the disabled students resented being interspersed with the regular students. However, over time he reported the disabled students came to accept the seating arrangement because their self-confidence increased. Teacher OBR4i indicated she placed high students in the back of the room and the more "needy children" in the front of the room so they could receive "quick feedback and redirection." Teacher OBR5i indicated she paired strong students with weak students and continually changed the groups.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented, teacher OBR1i responded that before inclusion was implemented disabled students were pulled from the regular classroom and received more individual attention. She stated that with the implementation of inclusion, disabled students were aware of obtaining success with the same materials and in the same setting that non-disabled

students found success. She also stated regular education students were benefiting from inclusion because there was ongoing and immediate help for any child experiencing difficulties. She indicated that the instructional pacing in her classroom had not changed because of the implementation of inclusion.

Teacher OBR2i responded that before the implementation of inclusion, students with disabilities were not placed in academic classrooms with their non-disabled peers, the student with disabilities did receive individual help in the pull-out classroom; but, the academic material was "watered down." She said, "there was no academic accountability." She reported that after the implementation of inclusion, disabled students had learned responsibility, they were valued members of the regular classroom, they were focused on the regular curriculum, and had improved peer relations. She also reported changes in non-disabled students with the implementation of inclusion. Before the implementation of inclusion non-disabled students were reported as passive learners. With the implementation of inclusion, she reported that non-disabled students listened for clarification, were more aware of learning resources, and had become proactive learners. She further reported that the non-disabled students "now realize everyone has talents and are more aware and accepting of individual differences." Teacher OBR3i responded that before the implementation of inclusion, he had not been as aware of individual differences and his teaching style had been "fast paced." Now he reported that he was more aware of individual differences and paces his delivery of instruction to meet his students' individual differences.

Teacher OBR4i responded prior to the implementation of inclusionary practices, she worked with gifted and talented students and had very few behavior problems. Now she has had to provide for more repetition and review of instruction. She reported she utilizes alternative assessment techniques, teaches to student modalities, and was eliciting more student responses. She responded she has witnessed an increase in student success and an increase in positive classroom climate. She expressed concern that some students may need more support in areas other than the curriculum with the implementation of inclusion. She reported some students with disabilities may still need to be pulled out of the regular classroom to work on IEP skills. She was also concerned about the total number of students aassigned to co-teaching classes. She reported the total number of special education students in her classroom was not overwhelming in, and of, itself, but the over total number of students assigned to the inclusion classroom caused her problems. She also noted the school received so many visitors who wanted to see how their school implemented inclusion, that the visits were beginning to impede student progress. She said she understood because the program was "new and successful that people need to see how it works." She was hopeful that visitors would become more sensitive to the learning environment in her classroom and try not to disrupt the students during observations.

Teacher OBR5i indicated inclusion had greatly improved the educational environment in her classroom. She thought the at-risk students in her class were benefiting the most from the implementation of inclusion. She reported that she had become a better teacher because of her experience

and that the students in her classroom who really needed instructional help were now receiving that help. Before the implementation of inclusion, she reported she "could not help all of the students who needed help." She stated, "There wasn't enough of me to go around."

Teacher OBR6i reported prior to the implementation of inclusion, non-disabled students were grouped differently. She said, high achieving students were grouped together, low achieving students were grouped together for instruction, the instructional pacing was much faster, and special education students were always pulled out of the classroom for academic instruction. She reported that with the implementation of inclusion, regular education classes were being organized according to multiple ability levels, high achieving and low achieving students were being grouped together for instruction, and the instructional pacing better fits student needs. She also reported teachers have increased the frequency of times they check for student understanding, teachers have consciously begun to teach to the students preferred modalities, teachers have demonstrated a genuine concern about decreasing the amount of time a child with disabilities should be pulled out of their classroom, and she reported teachers have become more aware of student skill attainment and mastery with the implementation of inclusion.

Teacher OBR7i stated that before the implementation of inclusion, disabled students were pulled out of her classroom for instruction; now, she reported they were involved full-time in her classroom. She reported non-disabled students, who were having instructional and behavioral problems

before the implementation of inclusion, were now getting help they needed. She added that instruction, in general, had improved.

Teacher OBR8i responded that before the implementation of inclusion, special education students were pulled out of the regular classroom for their academic instruction. She said, "Now these students are full members of the regular class." She reported she was unsure, if her pacing of instruction had changed with the implementation of inclusion. She was not sure as to whether, or not, special education students were being better served in pull-out special education classrooms before the implementation of inclusion.

Teacher OBR9i reported that before the implementation of inclusion, regular education moved at a faster pace, was more traditional (,i.e., lecture, silent reading, followed by a test) and had fewer visual reinforcers. There was less time spent on planning for individual student differences. Special education students were reported to be less involved in direct instruction. After the implementation of inclusion, regular education teachers were reported to utilize multiple modalities when presenting new concepts, they used a variety of teaching techniques, they were reported to be pacing their instruction to meet student needs, they would prioritize their instruction to meet essential skills and concept development, there was a greater concentration of time devoted to reading instruction and less instructional time devoted to social studies and science. It was also reported the teachers demonstrated more creativity in the delivery of their lessons when they taught social studies and science. The Special education teacher was reported to still be in charge of delivering "special education" instruction. The special education teacher was considered to be better equipped to prepare

other teachers to work with disabled children, to have more planning time with regular education teachers, and possessed the expertise to offer specific instructional help to a greater variety of student abilities.

Teacher OBR10i reported that before the implementation of inclusion, appropriate grouping of students was more difficult. The instructional pacing was faster. The teacher reported that with the implementation of inclusion, instructional grouping was more effective, instructional pacing "is tolerable, and more intensive work is done in the area of reading."

Case Data for Olive Branch Elementary School: Regular Education Teachers not involved in Inclusion Classes

Two regular education teachers [designated for reporting purposes as OBR1n and OBR2n,] were not directly involved with delivering services to children with disabilities in regular education classrooms. Both of the teachers are female and hold a Bachelor's Degree in education. Teacher OBR1n is now assigned as a Librarian. Teacher OBR2n is assigned to the school as a regular education teacher. Teacher OBR1n has taught for more than thirteen years and Teacher OBR2n has taught for more than ten years. Both of the teachers are endorsed by the Virginia Department of Education to teach regular education.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When the teachers were asked to estimate the amount and quality of inservice training they had received that dealt specifically with special education and/or special needs students, teacher OBR1n responded she had received approximately twenty hours of training. She reported the training she had received was good, but indicated there needed to be more. Teacher

OBR2n stated she had received some training out of state and that it was good.

What teaching endorsements do you hold?

Endorsements held by the teachers were as follows: Teacher OBR1n is now certified in Library Science as well as in elementary education. Teacher OBR2n is endorsed in grades Kindergarten through four.

How do you define "inclusion?"

When asked to define inclusion, teacher OBR1n responded that inclusion was "including special education students in the regular education program with modifications." Teacher OBR2n stated inclusion was "a combination of special education and regular education."

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

Both of the teachers indicated that they had worked with special education students in the mainstream before the implementation of inclusionary practices at their school.

Is "inclusion" different from "mainstreaming?"

Both of the teachers perceived inclusion to be different from mainstreaming. Teacher OBR1n stated "mainstreaming was without support and inclusion was with support." Teacher OBR2n responded that mainstreaming was not the consistent placement of children with disabilities in the regular classroom and inclusion was the consistent placement of children with disabilities in the regular classroom.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at their school that led them to support or oppose the implementation of "inclusionary practices", teacher OBR1n responded participating in a local conference affected her as a parent and a professional. She indicated she had a daughter with moderate to severe disabilities and stated if she would have been given this opportunity sooner in her own daughter's education, her daughter would have made more progress. Teacher OBR2n stated there was not an experience that affected her either way.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about their opinion concerning how "inclusion" was being implemented at their school, teacher OBR1n reported there were "a lot of kinks to work out." She noted it can be frustrating when making the transition from a pull-out model of instruction to an inclusionary model. She reported that test scores have improved and said "That should account for something." Teacher OBR2n thought inclusion was being implemented appropriately.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When the teachers were asked if the implementation of "inclusionary practices" had changed the way they planned, disciplined, provided direct instruction, or communicated with their various publics, both indicated there were changes for those teachers who were directly involved with inclusion. They reported they had not changed.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When the teachers were asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, teacher OBR1n reported the decision to proceed with inclusion was driven by the principal. She reported the teachers were involved in the preliminary discussions with the consultant in which implementing inclusion was considered. Teacher OBR2n was unsure as to how the decision to proceed with implementing inclusion was made.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with implementing inclusion was to their supervisor, both of the teachers reported it was very important to their principal that children with disabilities be educated in regular classrooms.

When they were asked if opposition was voiced to implementing inclusion, both teachers responded no opposition had been voiced.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

Teacher OBR2n reported teachers were not involved in the decision making process. She indicated they were told to implement inclusion. Teacher OBR1n responded teachers were very involved from the very

beginning stages. She reported teachers were currently committed to implementing inclusion at their school.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning for inclusion, during the implementation of inclusion, and their current role, teacher OBR1n responded the Director of Special Education was supportive and involved with their school's inclusion effort. Teacher OBR2n reported that in the beginning stages, the central office gave the criteria for implementing inclusion. She speculated that during the implementation of inclusion central office personnel may have monitored the process and now will probably evaluate the effectiveness of inclusion.

What was the role of building principal? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When describing the influence of their principal during all phases of the implementation process, teacher OBR1n described the principal as "inspirational, supportive, and a problem solver." Teacher OBR2n stated in the beginning the principal explained the process, served as mediator during the implementation process, and is currently an advocate for continued implementation.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if they thought the implementation of inclusion required a change in the number and type of staff needed to serve students at their

school, both teachers reported there was an increase in the number of
special education paraprofessionals needed to serve children in inclusion
classrooms.

*Did the implementation of inclusionary practices require an increase,
decrease, or no change in the amount of instructional supplies needed in your
building/class?*

When asked if they thought the implementation of inclusion caused a
change in the amount of instructional supplies needed in a classroom,
teacher OBR1n speculated that more manipulatives would be needed.
Teacher OBR2n reported there was no change.

*Did the implementation of inclusionary practices require an increase,
decrease, or no change in the amount of your time needed for planning,
instructing, and/or disciplining? [or] Would you expect the implementation of
inclusionary practices would require an increase, decrease, or no change in
the amount of your time needed for planning, instructing, and/or disciplining?*

When asked if they thought the implementation of inclusionary
practices would require a change in the amount of time a teacher needed for
planning, instructing and/or disciplining students, teacher OBR1n reported
there would be an increase in all areas. Teacher OBR2n thought there would
be an increase in planning time but no changes in the time needed for
instruction or discipline.

*What impact do you think serving disabled and non-disabled students
together in the same classroom has [or would have] on non-disabled
students? Explain.*

When asked to evaluate what they thought the impact of serving
disabled and non-disabled students together in the same classroom had on
non disabled students, teacher OBR1n reported that cooperative learning will
help with the transition for more inclusion where regular education students

are concerned. Teacher OBR2n speculated that grouping regular and special education students would be a more positive experience for the students involved.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked what impact they thought inclusion would have on disabled students, teacher OBR1n responded "the benefits would out weigh the hindrances." Teacher OBR2n responded disabled students would be able to see their achievement and would internalize higher expectations.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what they thought the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, both teachers responded that at-risk students would benefit just as much as the disabled students.

The two teachers said they did not have the knowledge base to answer questions 29 through 34.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services students with disabilities and without disabilities received before inclusion was implemented and after inclusion was implemented, teacher OBR1n responded special education students have benefited from the regular education involvement, but she was concerned about the students leaving

the elementary school going to the middle school. She asked, "Will they make it without inclusion, if there is no inclusion program where they are going?" Teacher OBR2n responded inclusion involves more work and probably yields the same results in achievement that traditional approaches to regular and special education yield.

Port Norfolk Elementary School

Port Norfolk Elementary School is located in the Port Norfolk section of the city of Portsmouth, Virginia. The community is a predominantly white working class to middle class community. With the advent of court ordered bussing, Port Norfolk continued to serve elementary grades Pre-kindergarten through five and is not paired with another community. June 1994 school census data reports the school population at 344, with 59% African-American and 41% white. During the 1993-94 school year, Port Norfolk Elementary School served 28 identified disabled students (13 in inclusion classes and 16 in pull-out classes) and 251 students considered to be at-risk.

School census data from the 1992-93 school year indicated 73% of the student body at Port Norfolk Elementary School was receiving a free or reduced lunch. During the 1992-93 school year 28.9% of the students missed 11 or more days of school. Composite scores for the Iowa Test of Basic Skills for the third grade in 1992-93 were at the 56 percentile, for the fourth grade were at the 61 percentile, and at the fifth grade were at the 39 percentile.

The staff at Port Norfolk Elementary School made a commitment to pilot the collaborative teaming of their personnel in two classes to study the feasibility of implementing inclusion on a school-wide basis for all of their

students. There was a further commitment to try to minimize the use of pull-out programs for the remaining special education students. The emphasis would be placed on inclusion classrooms. One half of the special education students would spend their instructional day in the regular education setting. Instruction was to be provided by a regular and special education teacher working together in the same classroom. The special education teacher worked in a collaborative model and rotated among several grade level teachers.

Case Data for Port Norfolk Elementary School: Principal

The principal of Port Norfolk has been in her current assignment for three years. She has over ten years of teaching experience and has been an administrator for more than thirteen years. She holds a Masters Degree plus fifteen hours of advanced graduate study. The principal is fully certified as an elementary principal and holds an elementary teaching endorsement for grades four through grade seven.

How many courses have you taken that specifically dealt with special education and/or special needs students?

She has not taken any courses that specifically deal with instructional programming for special education students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

The principal estimated that she has over 100 hours of quality inservice training that specifically dealt with special needs students. She said she has always made a point of seeking out training experiences that would enhance her ability to deliver a quality instructional program to all students in a regular education setting.

How do you define "inclusion?"

When asked to define "inclusion," she responded inclusion was a "process where all children are accepted and taught" in the regular education environment. Thus, "children benefit from everything the school has to offer."

Is "inclusion" different from "mainstreaming?"

Inclusion was different from mainstreaming for this principal. She viewed mainstreaming as limited when compared to inclusion. She stated mainstreaming provides limited time and support for the disabled child in the regular classroom. She stated that inclusion maximized the amount of time a disabled student spends in the regular classroom and the amount of instructional support both the disabled child and regular education teacher receive in the regular education setting.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When responding to the question concerning any experiences before inclusion was implemented at her school which led her to either support or oppose the implementation, she stated she had always thought "special children had a right to be included with all children." She stated her own background as an African American led her to believe "inclusion, not exclusion is what should be expected for children in our society."

She also attended the three day workshop which focused on collaborative instructional techniques to serve at-risk children and children with disabilities in the regular education setting. She reported the workshop supported her own feelings about including disabled children in all facets of

school life. She stated this workshop also provided her with a network of other professionals who shared her concerns that all children needed opportunities to be included in the total school program. She also stated the support of the school division consultant and the support of the Director of Special Education to implement inclusion was important to her implementation effort.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When the principal was asked about her involvement with the implementation of inclusionary practices in her school, she replied she was directly involved with the implementation of inclusion. She related the implementation process was a team effort. She planned the implementation with her teachers and made sure she was available to the teachers as they implemened inclusion.

What is your opinion concerning "inclusion" as it is being implemented at your school?

The principal's opinion concerning the implementation of inclusion in her school was positive. She said she would like to expand the implementation. However, she related because she had a small school with only two special education teachers she did not have enough support staff to fully implement inclusion in all of the grades at her school and assure adequate support for the teachers.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

According to the principal, Implementation of inclusionary practices had changed the approach of the two teachers involved in the pilot project in the following activities: First, she reported instructional planning activities had changed. She reported the two teachers now plan together on a regular basis and that their instructional support of the students was more "natural." Second, the implementation of inclusion had a positive effect on classroom discipline. She related the collaboration between special education teacher and the regular education teacher provided for "better classroom management." She stated the two teachers working together were better able to develop and implement new discipline strategies. She related the teachers ability to handle discipline situations had significantly improved. Third, she reported direct instruction had changed. She said the teaming of the two teachers had led to shared instructional responsibilities. Both teachers were reported to be directly involved with the lesson being taught and the monitoring of student responses to the lesson. Fourth, she reported the monitoring of instruction by the two teachers had changed because of the implementation of inclusion. She said students receive instructional feedback as the lesson occurs. Finally, she related there have been no changes in communication. She stated, "communication has always been at acceptable levels."

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision to begin to use the inclusionary philosophy was made, she responded the initial decision was made at the central administration level. She said she supported the decision and took

steps to implement the decision at her building by teaming up two teachers who expressed an interest in implementing inclusion in a pilot program.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

The principal stated the decision to proceed with the implementation of inclusion was very important to her supervisor. She said the Superintendent and his administrative cabinet expressed support in a memo to all principals. She said her immediate supervisor had been very supportive. However, she did not perceive any undue pressure from her supervisor to implement inclusion. She indicated the implementation process had been "gradual and not forced." She indicated the support for inclusion came from central administration because "they truly care about children." She stated there was no opposition to the pilot program voiced in her building. She reported she did not perceive any opposition to the implementation of inclusion.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

She related her teachers were involved in the decision making process. She related she involved the total school in the implementation of inclusion through her school's School Improvement Team. She said, "The School Improvement Team meetings gave me a way to discuss inclusion with my teachers and parents." Also, she told the interviewer that the two teachers

involved with the pilot program were the only teachers who were actively involved with the implementation process at the current time.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

The role of central administration in this process was very important to the principal. She related the support of central administration was a key factor to her willingness to proceed with implementing inclusion at her school.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When questioned about the need for additional staff to implement inclusionary practices, the principal said there was a need to increase the number of staff. She explained that the same number of special education teachers could not cover all of the grade levels in her school and provide the necessary levels of instructional support that the regular education teachers needed to serve all of the children in their classrooms.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

The implementation of inclusion, according to the principal, had not required an increase in the amount of instructional supplies needed in the school. In order to go beyond the pilot implementation, she stated more materials and equipment would be needed.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of

inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if she thought the implementation of inclusionary practices required a change in the amount of time needed for planning, instructing and/or disciplining, she responded with a "yes." She stated more time had to be delegated to planning in order to have a successful collaborative effort between teachers. She reported there had been no significant change in the time allotted for the delivery of instruction and discipline contacts had decreased in the pilot program.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

The principal related positive comments when describing the impact of serving students with disabilities in regular classrooms had on non-disabled children. First, she stated students without disabilities have been in contact with disabled students throughout her school in all of the non-academic areas. Now, non-disabled students were interacting with disabled students in academics in the pilot program. She related this interaction had been positive. She reported the students without disabilities have served as peer tutors and they have helped children with disabilities to prepare for test. The principal said that using "an inclusion model has been very positive for the non-disabled child."

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

Again, the principal related positive comments when describing the impact of serving students with disabilities in inclusion classrooms. She

explained the special education students have an improved self-esteem, that they feel wanted, that their "comfort levels with trying new academic task had increased," and that they no longer felt isolated.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked about the impact of an inclusion classroom on at-risk students, she indicated at-risk children had profited from this model of instruction. She stated the at-risk child got the instructional support they needed and they were benefiting from the inclusion setting.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked about the pacing of instruction in the inclusion classroom, she indicated her teachers had not expressed any concerns about instructional pacing.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

The special education teacher working in the pilot program was reported by the the principal to be able to provide sufficient support for disabled students in the regular education classroom. This support was reported to be inadequate in the classrooms which were not directly involved with the pilot program.

Does the special education teacher ever teach the entire regular education class?

She had also observed the special education teacher teaching the entire class. The principal reported she "has not seen as much total

classroom instruction delivered by the special education teacher as she would like to see."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular education classroom, she responded she had not noticed any significant differences in instructional grouping.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if there were methodological adjustments made to accommodate disabled students in the regular classroom, the principal responded "sure there are." She indicated the teachers were more flexible and that they adapted instruction on an individual basis.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non-disabled students, the principal responded "none were needed." She reported the students had interacted in other settings before the implementation of the school's pilot program and had already adjusted to one another.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

The principal was asked to compare and contrast the quality of instructional services received by students with and without disabilities before and after the implementation of inclusion at her school. She replied,

"The pilot classroom has more consistent instruction. More children have been helped to complete their work. I believe the special education students have not been held back in this setting. I believe inclusion is a natural setting that is better for special education children." However, she observed those teachers who were not participating in the pilot implementation of inclusion were "skeptical." She said, "They expressed concern that there would not be sufficient personnel available to their class and that they would not receive the support they needed, when they needed it, with disabled children."

Case Data for Port Norfolk Elementary School: Special Education Teacher in Inclusion Classes

One special education teacher [designated for reporting purposes as PNSP1i] was directly involved with delivering services to children with disabilities in regular education classrooms. The teacher is a female who holds a Bachelor of Science degree.   She has been assigned to the school as a special education teacher for the past five years. She has taught for more than ten years and is endorsed by the Virginia Department of Education to teach students with Mental Retardation and students with Specific Learning Disabilities.

How many courses have you taken that specifically dealt with special education and/or special needs students?

She has completed twenty hours of graduate level courses which specifically dealt with special needs students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training she had received that dealt specifically with special education and/or special needs students, she responded she had attended ten hours of inservice training. She stated the quality of the inservice training was excellent.

How do you define "inclusion?"

When asked to define inclusion, She responded inclusion is "the networking of regular education and special education teachers, planning and working together to meet the needs of all students."

Is "inclusion" different from "mainstreaming?"

She stated inclusion was different from mainstreaming in that the special education teacher "was not in the regular classroom providing direct support to the special education students."

Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

She stated she had worked with special education students prior to inclusionary practices in self-contained and resource classrooms. She said the students were pulled out for support services and that she never had "a good feel for what actually went on in the regular classroom."

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at her school that led her to support or oppose the implementation of "inclusionary practices" at her school, she said, "Yes." She reported she had the opportunity on several occasions to go into the regular classroom and help a mainstreamed student. She reported while she was in the classroom

she was asked for help by some regular students. She said this was a very positive experience for her and led her to support inclusion.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if she was directly involved with the implementation of inclusion, she responded, "Yes." She stated she was currently co-teaching in a fifth grade classroom.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about her opinion concerning the implementation of inclusion at her school, She said, "Inclusion benefits both the special education student and the regular education. It gives the special education child a chance to prove themselves and the regular student gets more help with their work."

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of had changed the way she planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, she indicated there had been changes. She reported that their had been significant changes in planning because she was now co-teaching her class with a regular education teacher. She also reported her instructional planning was more extensive with the implementation of co-teaching.

She noted changes in her discipline practices. She said she was using behavior modification techniques more extensively than she did before she

was involved with co-teaching. She noted changes when delivering direct instruction. She said when she presented a new concept in the co-teaching format she made sure that all the instructional steps were followed to ensure all of the students understood the material. When asked how inclusionary practices had affected monitoring of instruction, she expressed that having two teachers in the classroom made instructional monitoring more effective and immediate.

She reported communication with other teachers and administrators had not changed significantly. She noted, along with her co-teacher, that there had been a change in the communication with parents. She also reported the parents were positive about co-teaching and found it beneficial to have two teachers in the classroom.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to whom made the decision, she responded the principal had discussed, for over a year, her desire to adopt inclusion as a model for delivering services to special education students. The teacher reported she had approached the teacher who she co-teaches with this year during the spring of the previous year and asked her to co-teach with her. She reported they talked with the principal and the principal authorized them to proceed.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their

support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

She said the decision to proceed was very important to the principal. She indicated that it was important to the principal because the principal believes all children can be reached. There was no opposition voiced to implementing the pilot program in her classroom.

Were teachers part of the decision making process?   a. How involved were the teachers in the beginning?   b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, she indicated she had been involved. She stated she had remained involved with the process and that she had to make decisions on a daily basis on all aspects of the program.

What was the role of central administration?   a. In the beginning stages of planning?   b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning, she reported inservice opportunities were provided by central administrators which encouraged special education teachers to try to become involved with inclusion. During the implementation process, she reported central administration was supportive and involved. At the present time, she said, "Central administration is very involved."

What was the role of building principal?   a. In the beginning stages of planning? b. During implementation ?   c. What is their role at the present time?

When describing the influence of her principal during all phases of the implementation process, she reported her principal wanted to make sure that

the inclusion pilot program "got off to a good start." She indicated the principal was supportive during the implementation of co-teaching and that the principal continues to be involved with the process.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at her school, she responded there had not been an increase in the number of staff members but "there was a need for extra staff."

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in her classroom, she responded there was an increase in the amount of supplies she needed.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time she needed for planning, instructing and/or disciplining students, she felt there was an increase in all areas. She reported that there was an increase in the amount of time needed for planning and instruction. She noted that in the beginning, there was an increase in the time needed for discipline.

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What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, she reported that serving the students together is positive for non-disabled students. She stated the experience had made the students "learn to work together and accept each others differences."

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, she reported special education students had benefited in many ways. She indicated their self esteem had improved, that the disabled students had more confidence, and had become self-discipline.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, she reported a positive impact. She stated co-teaching provided immediate feedback and allowed the special education teacher to identify learning deficits. She reported she then helps the regular teacher meet the at-risk child's instructional needs without having the child labeled as special education. She stated the implementation of inclusion had greatly increased the at-risk students chance for success.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, she said "Somewhat." She reported she was unable to cover as much material because of the time she spent with discipline.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if she, the special education teacher, was able to provide sufficient support for the disabled students in the regular classroom, she responded "Yes and no." She responded she could not find enough instructional time to provide all of the support she thought was necessary to assure the disabled child's IEP was being met.

Does the special education teacher ever teach the entire regular education class?

When asked if the special education teacher ever teaches the entire regular education class, she responded "yes."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students are grouped for instruction in the regular classroom, she indicated the higher functioning students were paired with lower functioning students in a cooperative learning fashion. She reported she used a variety of grouping methods. Sometimes she used cooperative learning groups where there were many levels or she might pair students according to personality.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, She said, "Yes, because of

the various learning modalities, I make sure there are several different activities available to meet the students' needs."

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, she reported an increased usage of cooperative learning groups.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion was implemented and after inclusion was implemented, she reported that before inclusion was implemented, one or two, students with disabilities would be mainstreamed in the regular classroom with minimal communication between herself and the regular education teacher. Now, she indicated she worked closely the regular education teacher to assure students with disabilities are producing quality work, making quality decisions, and assuring they are not isolated from their non-disabled peers.

Case Data for Port Norfolk Elementary School: Special Education Teacher Not Involved in Inclusion Classes

One special education teacher [designated for reporting purposes as PNS1n] was not directly involved with delivering services to children with disabilities in regular education classrooms. The teacher is a female who holds a Bachelor of Science degree.   She has been assigned to the school as

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a special education teacher for the past nine years. She has taught for more than ten years and is endorsed by the Virginia Department of Education to teach students with Mental Retardation and students with Specific Learning Disabilities.   She has completed thirty hours of graduate level courses which specifically deal with special needs students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training she had received that dealt specifically with special education and/or special needs students, she responded that she had attended over fifty hours of inservice training. She stated the quality of the inservice training was "very good."

How do you define "inclusion?"

When asked to define inclusion, She responded inclusion was "a type of program that would serve special education and regular students in a regular classroom." She also said, "Inclusion would offer more teaching options for special education students."

Is "inclusion" different from "mainstreaming?"

She stated inclusion was different from mainstreaming. She said, "The inclusion model allows for added support for the special education student, and there is more instructional stimuli in the regular education classroom."

Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

When asked if she had worked with students in the mainstream before the implementation of inclusion, she responded she had. She reported she had previously worked with special education students in regular classrooms to a limited extent.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at her school that led her to support or oppose the implementation of "inclusionary practices" at her school, she said, "Yes." She reported she had the opportunity to go into the regular classroom and help a mainstreamed students. While she was in the classroom she noticed there was less of a stigma for the special education students and the regular education teacher "took ownership of the special education child." She said this was a very positive experience for her and led her to support inclusion.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if she was directly involved with the implementation of inclusion, she responded, "In the beginning, yes." She stated she started out the year co-teaching in a fifth grade classroom. She reported the number of children with disabilities who required a self-contained special education classroom increased to the point where she had to exclusively accommodate the disabled students in a pull-out model.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about her opinion concerning the implementation of inclusion at her school, She said, "Inclusion benefits both the special

education student and the regular education student, if the special education student can handle the regular environment."

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way she planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, she indicated there had been changes. She reported there had been significant changes in planning when she was co-teaching her class with a regular education teacher.

She noted changes in her discipline practices when she was co-teaching. She said she used behavior modification techniques more extensively than she did before she was involved with co-teaching. She noted changes when delivering direct instruction. She said when she taught in the co-teaching format she made sure that all the instructional modalities were used to present a lesson. When asked how inclusionary practices have affected monitoring of instruction, she expressed that having two teachers in the classroom made instructional monitoring more effective and immediate.

She reported communication with other teachers changed significantly when she was co-teaching. She indicated she was involved in a lot more instructional team meetings than she had been involved with as a self-contained teacher.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, she responded the teachers and the principal had discussed the desire to adopt inclusion as a model for delivering services to special education students. She reported she had approached a teacher who she started the year co-teaching with this year. She reported they talked with the principal and the principal authorized them to proceed.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

She said the decision to proceed was very important to the principal. She indicated it was important to the principal because the principal believes all children can be reached. She reported there was opposition voiced to implementing the program on a school-wide basis. She said, "Opposition was voiced by regular education teachers who didn't know the special education students and weren't sure they could handle the special education students."

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, she indicated teachers were very involved. She responded, "teachers led the way." She indicated teachers were instrumental in the implementation process and that the current level of teacher involvement with the process

remained at high levels. She stated she had remained involved with the process even though she is not co-teaching.

What was the role of central administration?   a. In the beginning stages of planning?   b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning, she reported central administrators were not aware of their schools effort and were not leading the process. She reported during implementation central administrators became "excited about their schools effort and were very supportive." She stated central administration continues to be supportive.

What was the role of building principal? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When describing the influence of her principal during all phases of the implementation process, She reported her principal wanted to make sure that the inclusion pilot program "got off to a good start." She indicated the principal was supportive during the implementation of inclusion and that the principal continues to be involved with the process.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at her school, she responded there was not an increase in the number of staff members but "there was a need for extra staff that we didn't get."

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed to implement inclusion, she responded that there would be an increase in the amount of supplies needed.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time needed for planning, instructing and/or disciplining students, she responded there would be an increase in all areas. She reported that when she was co-teaching there was an increase in the amount of time needed for planning and instruction. She noted there had also been an increase in the time needed for discipline from the beginning.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, she reported serving the students together was positive for non-disabled students. She stated the experience had made the students work together and accept each others strengths and weaknesses.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, she reported special education students had benefited socially. She indicated their self esteem had improved and that the disabled students had more confidence to try new things.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, she reported a positive impact. She stated that this approach to instruction had greatly increased the at-risk students chance for success because of the extra help that can be provided by having two teachers working together in the same classroom.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, she said "Yes." She reported she had to "water-down the language curriculum for the special education students because they were unable to cover as much material as the other students."

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if she, the special education teacher, was able to provide sufficient support for the students students with disabilities in the regular classroom, she responded "Yes." However, she reported it had been difficult because of the discipline problems in the classroom.

Does the special education teacher ever teach the entire regular education class?

She stated she did teach the entire class on occasion before she returned to a pull-out model.

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular classroom, she indicated higher functioning students were paired with lower functioning students in a cooperative learning fashion. She reported she used a variety of grouping methods because of the discipline problems when she was co-teaching.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, She said, "No, because of the expertise of the teacher I was teamed with, we did not have to change what we were doing meet the students' needs."

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among students with and without disabilities, she reported an increased usage of seating charts to assure appropriate interaction.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services students with and without disabilities received before inclusion was implemented and after inclusion was implemented, she reported that special

education students were now better behaved, teachers seem to take a more professional interest in what they were doing instructionally in the classroom, and teachers were sharing their knowledge and instructional technique to better serve all children.

Case Data for Port Norfolk Elementary School: Regular Education Teacher in Inclusion Classes

One regular education teacher [designated for reporting purposes as PNR1i] was directly involved with delivering services to children with disabilities in regular education classrooms. The teacher is a female who holds a Bachelor of Science degree. She is assigned to the school as a regular education teacher. She has taught for more than six years and is endorsed by the Virginia Department of Education to teach regular education grades four through eight. She has completed two graduate level courses which specifically deal special needs students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training she had received that dealt specifically with special education and/or special needs students, she responded she had attended three workshops. She stated the quality of the workshops had been excellent.

How do you define "inclusion?"

When asked to define inclusion, she responded that inclusion was serving special education students in the regular classroom with direct support from the special education teacher.

Is "inclusion" different from "mainstreaming?"

She stated inclusion was different from mainstreaming in that the special education teacher "was not in the regular classroom helping with the special education students."

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

She stated she had worked with special education students prior to inclusionary practices. She reported the students were pulled out for support services and came to her for certain subjects.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at her school that led her to support or oppose the implementation of "inclusionary practices" at her school, she said, "No."

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if she was directly involved with the implementation of inclusion at her school, she stated she was currently co-teaching with a special education teacher in her fifth grade classroom.

What is your opinion concerning "inclusion" as it is being implemented at your school?

She said, "Inclusion benefits the special education student. They seem to grow both socially and academically. Co-teaching has benefited all of my students."

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way she planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, she indicated there had been changes. She reported there had been significant changes in planning because she was now co-teaching her class with a special education teacher.

She noted no change in discipline. However, she noted changes when delivering direct instruction. She said when she presented a new concept in the co-teaching format the weaker students get immediate remediation. When asked how inclusionary practices have affected monitoring of instruction, she expressed that having two teachers in the classroom made instructional monitoring immediate. She stated "children are receiving prompts on a regular basis with two teachers in the room."

She reported communication with other teachers and administrators had not changed significantly. She noted there had been a change in the communication with parents. She said the parents were positive about co-teaching and found it beneficial to have two teachers in the classroom.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to students with disabilities in the regular classroom and asked to respond as to who made the decision, she responded she had been approached in the spring of the previous year by the special education teacher who she co-teaches with this year. She reported they talked with the principal and the principal authorized them to proceed.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

She said the decision to proceed was very important to the principal. She indicated that it was important to the principal because the principal believes all children can learn. She reported there was no opposition voiced to implementing the pilot program in her classroom.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, she indicated she was very involved. She stated she had remained involved with the process because she is co-teaching.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning, she was unsure of the role of central administration. During the implementation process, she responded that central administration was supportive to somewhat involved. At the present time, she said, "Central administration is very pleased. I feel our efforts this year have been appreciated."

What was the role of building principal? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When describing the influence of her principal during all phases of the implementation process, she reported her principal wanted to make sure that

the inclusion pilot program was successful. She indicated the principal was supportive during the implementation of co-teaching and that the principal continues to be involved with the process.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at her school, she responded there was not an increased need for staff.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in her classroom, she responded there was no increase in the amount of supplies she needed.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time she needed for planning, instructing and/or disciplining students, she felt there was an increase in all areas. She reported there was an increase in the amount of time needed for planning and instruction. She stated there was an increase in the time needed for discipline activities. She reported two special education students could not work in the co-teaching classroom and had to be removed from the pilot.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, she reported serving special education and regular education students together was positive for non-disabled students. She stated the experience had made the students "more accepting" of each other and increased their willingness to help each other.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, she reported special education students had benefited from inclusion. She indicated their self esteem had improved, that the disabled students had more confidence, and now had a sense of belonging.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, she reported a positive impact. She stated co-teaching provided immediate feedback and has greatly increased the at-risk students chance for success.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if she had to reduce the amount of material she normally covered in their classroom, she said "No". She reported that she is able to cover more material.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if the special education teacher provides sufficient support for the disabled students in the regular classroom, she responded "Yes."

Does the special education teacher ever teach the entire regular education class?

When asked if the special education teacher ever teaches the entire regular education class, she responded "Yes." She indicated that at this time the special education teacher reinforces what she has taught.

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular classroom, she indicated higher functioning students were paired with lower functioning students in a cooperative learning fashion. She reported that they used a variety of grouping methods. They may use cooperative learning groups where there are many levels, they may pair according to personality, or they may pair high with low functioning students.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, She said, "No, I have taught disabled children for nine years."

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, she reported an increased usage of cooperative learning groups for interactions.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented, she reported that before inclusion was implemented one, or two children with disabilities would be mainstreamed in her classroom with minimal communication between herself and the special education teacher. Now, she indicated that the special education students were producing quality work, they were making quality decisions, and they were not isolated from their non-disabled peers.

Case Data for Port Norfolk Elementary School: Regular Education Teacher Not Involved in Inclusion Classes

One regular education teacher [designated for reporting purposes as PNR1n] was not directly involved with delivering services to children with disabilities in a regular education classroom using a collaborative or co-teaching model. The teacher is a male who holds a Bachelor of Science degree plus thirty graduate course hours in education. He is assigned to the school as a regular education teacher. He has taught one year and is endorsed by the Virginia Department of Education to teach regular education classes, grades kindergarten through four. He has not taken any courses that deal specifically with special needs students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training he had received that dealt specifically with special education and/or special needs students, he responded that he had not had any inservice in this area.

How do you define "inclusion?"

When asked to define inclusion, he responded that inclusion established an environment in which all children have the opportunity to learn on an equal basis.

Is "inclusion" different from "mainstreaming?"

He stated that inclusion was not different from mainstreaming.

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

He stated that he had not worked with special education students prior to his employment at Port Norfolk Elementary School.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there were any experiences before "inclusion" was started at his school that led him to support or oppose the implementation of "inclusionary practices" at his school, he said, "No." He stated that this was his first year teaching and that he has not had any experiences at this time that would lead him to support or oppose inclusion.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if he was directly involved with the implementation of inclusionary practices at his school, he responded, "Yes." He indicated that he had a hearing impaired student in his class.

What is your opinion concerning "inclusion" as it is being implemented at your school?

He reported his opinion of inclusion at his school is positive.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way he planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, he indicated there had been changes. He reported that there had been significant changes in direct instruction and communication with other teachers and parents. He noted no other changes.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, he responded that he had not been employed with the Portsmouth Public Schools at that time and did not know.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

He stated that the implementation of inclusion is supported by the principal. He expressed his belief that the principal supported inclusion because inclusion would benefit all children. He was unaware of any opposition that may have been voiced to the implementation of inclusion.

Were teachers part of the decision making process?   a. How involved were the teachers in the beginning?   b. How involved have the teachers been during the implementation process? c.   What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, he indicated the teachers were involved. He reported that the principal had inserviced the faculty in the beginning and asked for their input. He indicated the current level of teacher involvement is through faculty meetings where the co-teachers who are directly involved share information.

What was the role of central administration?   a. In the beginning stages of planning?   b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning, during implementation, and the current role, he responded that he was unsure of the role of central administration.

What was the role of building principal?   a. In the beginning stages of planning? b. During implementation ?   c. What is their role at the present time?

When describing the influence of his principal during all phases of the implementation process, He reported his principal supported the inclusion pilot program and disseminated information about inclusion. He indicated the principal was supportive during the implementation of the program and that the principal was going to expand the program in the next school year.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at his school, he responded there was not an increased need for staff.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in his classroom, he responded there was no increase in the amount of supplies he needed.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time he needed for planning, instructing and/or disciplining students, he reported there would probably be an increase in these areas.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, he reported that serving disabled and non-disabled students together was positive for non-disabled students.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, he reported special education students had benefited. He indicated their self-esteem had improved and their academic performance had improved.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, he reported a positive impact. He stated inclusion increased the at-risk students chance for academic success.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if he had to reduce the amount of material he normally covered in his classroom, he said "No".

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if the special education teacher provides sufficient support for the disabled students in the regular classroom, he responded "Yes."

Does the special education teacher ever teach the entire regular education class?

When asked if the special education teacher ever teaches the entire regular education class, he responded "No."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular classroom, he indicated all students were grouped according to instructional need.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, He said, "Yes. I have to vary my presentation of material when I have a mainstreamed child in my class."

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled stude nts, he reported he assigned students their desk to assure appropriate interaction.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented, he responded he was unable to express an opinion because he was not at this school last year.

Lakeview Elementary School

Lakeview Elementary School is located in the Lakeview section of the city of Portsmouth, Virginia. The community is a predominantly African American working class to middle class community. With the advent of

court ordered bussing, Lakeview was zoned to serve elementary grades, kindergarten through three and is paired with another school for grades four and five. June 1994 school census data reports the school population at 673, with the racial mix of the students at 84% African-American and 15% white. During the 1993-94 school year, Lakeview Elementary School served 49 identified disabled students (29 in inclusion classes and 20 in pull-out classes) and 370 students considered to be at-risk.

School census data from the 1992-93 school year indicated 55.7% of the student body at Lakeview Elementary School was receiving a free or reduced lunch. During the 1992-93 school year 25.1% of the students missed 11 or more days of school. Composite scores for the Iowa Test of Basic Skills for the second grade in 1992-93 were at the 85 percentile and for the third grade were at the 66 percentile.

The staff at Lakeview Elementary School made a commitment to pilot the collaborative teaming of their personnel. Two classes were selected in order to study the feasibility of implementing inclusion on a school-wide basis for all of their students. There was a further commitment to try to minimize the use of pull-out programs for the remaining special education students. The emphasis would be placed on inclusion classrooms. One half of the special education students would spend their instructional day in the regular education setting. Instruction was to be provided by a regular and special education teacher working together in the same classroom. The special education teacher worked in a collaborative model and rotated among several grade level teachers.

Case Data for Lakeview Elementary School: Principal

The principal of Lakeview has been in his current assignment for three years. He has over three years of teaching experience and has been an administrator for more than thirteen years. He holds a Certificate of Advanced Graduate Study in Educational Administration. He has not taken any courses that specifically dealt with instructional programming for special education students. The principal is fully certified as an elementary principal and holds an elementary teaching endorsement for grades kindergarten through grade eight and an endorsement as a math teacher.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

The principal estimated he has participated in over 100 hours of good quality inservice training that specifically dealt with special needs students. He stated he has always made a point of seeking out training experiences that would enhance his ability to deliver a quality instructional program to all students.

How do you define "inclusion?"

When asked to define "inclusion," he responded inclusion was "exposing special education children to the greatest amount of instruction with age appropriate peers without pulling them out of the regular classroom."

Is "inclusion" different from "mainstreaming?"

Inclusion was different from mainstreaming for this principal. He viewed mainstreaming as limited when compared to inclusion. He stated mainstreaming provides limited time and support for the disabled child in the

regular classroom. He stated inclusion maximized the amount of time a disabled student spends in the regular classroom and the amount of instructional support both the disabled child and regular education teacher receive in the regular education setting.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When responding to the question concerning any experiences before inclusion was implemented at his school which led him to either support or oppose the implementation of "inclusionary practices," he stated he had always supported the notion that schools had "to try new things to see how they work and benefit children."

He said he also attended the three day workshop which focused on collaborative instructional techniques to serve at-risk children and children with disabilities in the regular education setting. He reported the workshop supported his own feelings about including disabled children in the regular classroom. He stated this workshop also provided him with a network of other professionals who shared his concerns about effective instruction for all children. He also stated that the support of the school division consultant and the support of the Director of Special Education to implement inclusion was important to his implementation effort.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When the principal was asked about his involvement with the implementation of inclusionary practices at his school, he replied he was directly involved with the implementation of inclusion. He related the implementation process was a team effort. He planned the implementation

with his teachers and made sure he was available to the teachers as they began to implement inclusion. He said he spent time "trying to convince the teachers of the value of inclusion and the possibilities for all children to receive the instructional support they need."

What is your opinion concerning "inclusion" as it is being implemented at your school?

The principal's opinion concerning the implementation of inclusion in his school was positive. He stated the program was "basically successful." He also reported he had periodic exchanges of information between his teachers concerning the implementation strategies they were using to implement inclusion.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

According to the principal, the implementation of inclusionary practices has changed the approach of the teachers involved in the pilot project in the following activities: First, instructional planning activities have changed. He reported the teachers now plan together on a regular basis and that teacher morale has improved in the inclusion settings. Second, the implementation of inclusion had a positive effect on classroom discipline. He related the collaboration between the special education teacher and the regular education teacher provided for improved discipline. Third, he reported that direct instruction has changed. The teaming of two teachers has led to shared instructional responsibilities and more effective instruction. Fourth, the monitoring of instruction has changed because of the implementation of inclusion. Students receive more instructional feedback as the lesson occurs.

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Finally, he related there have been no changes in communication. He stated, "communication has always been excellent at his school."

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision to begin to use the inclusionary philosophy was made, the principal responded the initial decision was made at the central administration level. He supported the decision and took steps to implement the decision at his building by teaming those teachers who expressed an interest in implementing inclusion in a pilot program. He indicated he made the final decision to proceed with implementing the program.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

The principal stated the decision to proceed with the implementation of inclusion was very important to his supervisor. He said the Superintendent and his administrative cabinet expressed support in a memo to all principals. He reported his immediate supervisor was very supportive. However, he did not perceive any undue pressure to implement inclusion. He indicated that the implementation process was "gradual and not forced." He indicated the support for inclusion came from central administration because "they could see the benefits for children." He felt there was no opposition to the pilot program voiced in his building. He had not perceived any opposition to the implementation of inclusion.

Were teachers part of the decision making process?   a. How involved were the teachers in the beginning?   b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

He related his teachers were involved in the decision making process. He said that he involved the total school in the implementation of inclusion through his grade level planning meetings. He told the interviewer that the teachers "were totally involved in the implementation process at the current time."

What was the role of central administration?   a. In the beginning stages of planning?   b. During implementation ? c. What is their role at the present time?

The role of central administration in this process was very important to the principal. He related the support of central administration was a key factor to his willingness to proceed with implementing inclusion at his school.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When questioned about the need for additional staff to implement inclusionary practices, he said there was not a need to increase the number of staff. He explained he utilized the existing staff and reorganized them to cover all of the grade levels in his school and provide the necessary levels of instructional support the regular education teachers needed to serve the children in their classrooms.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

The implementation of inclusion, according to the principal, did not require an increase in the amount of instructional supplies needed in the school. In order to go beyond the pilot implementation, he stated that more materials and equipment would be needed.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if he thought the implementation of inclusionary practices required a change in the amount of time needed for planning, instructing and/or disciplining, he responded with a "yes." He stated more time had to be devoted to planning in order to have a successful collaborative effort between teachers. He reported there had been no significant change in the amount of time allotted for the delivery of instruction and discipline contacts in the pilot program.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

The principal related positive comments when describing the impact of serving students with disabilities in regular classrooms had on non-disabled children. First, he stated non-disabled students in the inclusion classes experience a "real world setting." He indicated the implementation of inclusion had helped non-disabled students to adjust to issues of diversity and this had helped them to develop a sense of mutual respect.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

Again, the principal related positive comments when describing the impact of serving students with disabilities in regular classrooms had on children with disabilities. He explained the special education students had improved self-esteem, that they now felt wanted, and that their self confidence had improved.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked about the impact of an inclusion classroom on at-risk students, he indicated at-risk children had profited from this model of instruction. He said the at-risk child got the support they needed and they were benefiting from the extra instructional help they received in the inclusion setting.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked about the pacing of instruction in the inclusion classroom, the principal indicated his teachers had expressed slight concerns about instructional pacing. He reported they were not "carrying some students as far as they could go." He said teachers needed more inservice training which dealt with instructional time management.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

The principal indicated the special education teachers working in the pilot program were providing sufficient support for disabled students in the regular education classroom.

Does the special education teacher ever teach the entire regular education class?

He reported he had seen "some great science and math lessons delivered by the special education teachers."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular education classroom, he responded the students were flexibly grouped for instruction based on individual instructional needs.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if there were methodological adjustments made to accommodate disabled students in the regular classroom, the principal responded, "Yes." He indicated the teachers were more flexible and that they adapted instruction based on the individual learning styles of the students.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non-disabled students, the principal responded that "none were needed." He reported the students made adjustments that were "natural and logical."

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When the principal was asked to compare and contrast the quality of instructional services received by disabled and non-disabled before and after the implementation of inclusion at his school, he replied, "The

implementation of inclusion has allowed all of the students in the classroom to benefit from the expertise of the special education teacher and the regular teacher working together. Before inclusion, the only children who benefited from what the special education teacher had to offer was the special education child. Now, all children are benefiting."

Case Data for Lakeview Elementary School: Special Education Teachers in Inclusion Classes

Three special education teachers [designated for reporting purposes as LVSP1i, LVSP2i, and LVSP3i] were directly involved with delivering services to children with disabilities in regular education classrooms. All of the teachers are female and hold a Bachelors Degree in education. Teachers LVSP1i and LVSP2i have completed an additional thirty course hours of graduate study. Teacher LVSP3i is part of the State Department of Education's alternative special education endorsement program [Project SOAR]. She has completed one year of training in Project SOAR. All of the teachers are assigned to the school as special education teachers. Teachers LVSP1i and LVSP3i have taught for one year and teacher LVSP2i has taught for more than three years as a special education teacher. Teachers LVSP1i and LVSP2i are endorsed by the Virginia Department of Education to teach special education. Teacher LVSP3i holds a provisional endorsement to teach special education.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When the teachers were asked to estimate the amount and quality of inservice training they had received that dealt specifically with special education and/or special needs students, teacher LVSP1i responded she had

participated in forty hours of excellent staff development activities which helped her implement inclusion. Teachers LVSP2i and LVSP3i responded they had received five hours of inservice training. They both rated the training as "good."

What teaching endorsements do you hold?

Special education endorsements held by the teachers were as follows: Teacher LVSP1i was endorsed as a Specific Learning Disabilities teacher and held endorsements for grades kindergarten through grade four. Teacher LVSP2i held endorsements in the areas of Specific Learning Disabilities and Mental Retardation. Teacher LVSP3i held endorsements in grades four through seven and a provisional endorsement in Special Education.

How do you define "inclusion?"

When asked to define inclusion, all of the teachers responded inclusion was meeting the needs of special education students in a regular classroom environment.

Is "inclusion" different from "mainstreaming?"

All three teachers perceived inclusion to be different from mainstreaming. All three teachers had similar responses when explaining the difference between the two concepts. To them, mainstreaming as it had been practiced in the school division, meant that the special education student was placed in the regular education class for a specific academic area in which the student needed little or no help from the special education teacher and was pulled out of the regular classrooms for those subjects where help was needed.

Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

All three teachers indicated they had worked with special education students in the mainstream before the implementation of inclusionary practices at the school.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at their school that led them to support or oppose the implementation of "inclusionary practices" at their school, all three indicated they had experiences which caused them to support the implementation of inclusion. Teachers LVSP1i and LVSP3i reported they had been involved with some special education students who were mainstreamed for academics. They viewed this effort as positive. Teacher LVSP2i indicated she had no previous experiences which swayed her one way or the other concerning inclusion.

Are you directly involved with the implementation of "inclusionary practices" at your school?

All three teachers indicated they were directly involved with the implementation of inclusion at the school. They reported they provided services all day in the regular classroom.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about their opinion concerning how "inclusion" was being implemented at their school, two of the three teachers expressed some concern. First, teacher LVSP2i stated the overall program was working, but she was worried there was not enough administrative support. Second,

teacher LVSP3i indicated too much time was spent on behavior problems. She was concerned the inclusion classes were overloaded with children who had behavior problems. Finally, teacher LVSP1i indicated implementing inclusion had been positive for children with special needs and she expressed no concerns.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way they planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, all three indicated there had been changes. Teacher LVSP1i reported there had been significant changes in planning. She said she was now involved with co-planning activities with her regular education teaching partner. She reported discipline was easier with two teachers in the classroom. She indicated direct instruction had improved in the inclusion setting and that she "really liked" the co-teaching role. She reported a perceived change in the level of communication with parents and she stated the increased level of communication was positive.

Teacher LVSP2i reported her planning was now "geared" to the regular curriculum. She perceived no changes in her discipline strategies or her involvement in direct instruction. She reported that monitoring of instruction had improved for her and was "less intrusive" with the implementation of inclusion. She indicated an improvement in communication with other teachers and administrators with the

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implementation of inclusion. However, she thought there was no change in the level or quality of communication with parents.

Teacher LVSP3i reported she was more involved in co-planning with the implementation of inclusion. She viewed her involvement with discipline as being increased with the implementation of inclusion. She thought she was more involved in direct instruction and instructional monitoring activities than she had been in the past. She also indicated communication with parents was more specific and positive. She also reported the school's administrators had a "good handle" on discipline problems.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When the three teachers were asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, teacher LVSP1i responded inservice meetings provided by the school division consultant and the Director of Special Education were key factors in the decision making process. She also indicated it was the principal of the school who made the final decision to proceed. She did say that she participated in the decision. Teacher LVSP2i reported she didn't take part in the decision making process. However, she understood the principal consulted with the former special education department chairman and made the decision to proceed with the implementation of inclusion. Teacher LVSP3i reported the teachers and the principal made the decision together to implement inclusion.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with implementing inclusion was to their supervisor, all three teachers responded it was very important to their principal. They indicated the principal viewed the implementation of inclusion as an opportunity to provide needed services to at-risk students. When they were asked if opposition was voiced to implementing inclusion, teachers LVSP1i and LVSP3 said, "No." Teacher LVSP2i responded opposition to implementing inclusion had been voiced by at least one regular education teacher. She reported opposition was voiced by teachers who were concerned their class size would significantly increase with the implementation of inclusion.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

All three teachers responded they were part of the decision making process. They all reported teachers were very involved during the implementation process and continue to be involved with the process.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the process to implement inclusion, teacher LVSP1i responded that central administration was instrumental in the beginning stages, during implementation, and continues to be "supportive." Teacher LVSP2i responded from the beginning they received support from the Director of

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Special Education and his staff. She indicated there were no changes in her perception of support at the present time. Teacher LVSP3i responded that central administration was "supportive" in all phases of implementation.

What was the role of building principal?   a. In the beginning stages of planning? b. During implementation ?   c. What is their role at the present time?

When describing the influence of their principal during all phases of the implementation process, two of the three teachers [LVSP1i and LVSP3i] said he was very involved. They used the terms "proactive" and "supportive" any time they discussed his role in the implementation of the program. Both of the teachers considered his leadership to be vital to the entire process. Teacher LVSP2i reported the principal was instrumental in the beginning phase of implementation. However, she described his involvement as "marginal" and "minimal" during the implementation phase and his current involvement.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at their school, they all responded there was an increased need for staff. Two of the teachers, LVSP2i and LVSP3i reported there was no increase in the number of staff needed to serve the students. Teacher LVSP1i reported there was a paraprofessional added to the staff in order to meet the needs created by the implementation of inclusion.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in their classroom, each teacher responded there was no increased need for instructional supplies.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time the teacher needed for planning, instructing and/or disciplining students, all of the teachers indicated there was an increase in the amount of time needed for planning. Teacher LVSP3i reported an increase in the amount of time she spent responding to discipline problems.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, all three teachers thought serving the students together had been positive for non-disabled students. They stated the experience had made the students "more tolerant" of each other.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, all of the teachers responded the experience was positive for the disabled student. They all stated children with disabilities had more self-confidence and were no longer isolated from their friends.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, all three teachers reported a positive impact. All of the teachers reported at-risk students improved in all skills and demonstrated marked improvement in academic skills. Teacher LVSP3i said the at-risk students "really benefited from the inclusion classroom."

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, teacher LVSP3i responded, "Yes." She stated, at first, the special education students and the at-risk students held the class back. The other two teachers responded, "No."

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

All three teachers reported they were able to provide adequate help to disabled students in the regular classroom.

Does the special education teacher ever teach the entire regular education class?

When asked if they ever taught the entire regular education class, all three of the special education teachers responded "Yes."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students are grouped for instruction in the regular classroom, all of the teachers indicated the students were grouped according to achievement levels for the reading and language arts block of instruction. All of the teachers reported the students were fully integrated and that heterogeneous instructional grouping was utilized for all of the other subjects and activities.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, teacher LVSP1i said "No." She reported there were no major accommodations needed at the early childhood level. She further explained the early childhood classroom was already a "hands-on classroom which took into account individual children's learning styles." Teachers LVSP2i and LVSP3i reported they made accommodations for children with disabilities. They both indicated they provided hands-on activities for the special education students and made sure different learning modalities were utilized during instructional presentations.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, teacher LVSP1i said she mixed her students seating assignments so that a high functioning student was paired

with a low functioning student for cooperative learning groups. Teacher LVSP2i used a similar system for pairing students and varied the abilities of students in small groups. Teacher LVSP3i reported students in her class did not need any adjustments to assure appropriate interaction.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented, teacher LVSP1i responded before inclusion was implemented she used her own materials and her curriculum was not aligned with the regular curriculum. She reported the implementation of inclusion had caused her to work within the regular kindergarten curriculum. She stated her disabled students "are more prepared and are closer to grade level because of inclusion." Teacher LVSP2i responded the regular classroom with inclusion provides increased learning opportunities for all children. Teacher LVSP3i reported the program was good for at-risk students and special education students. However, in her opinion, higher functioning regular education students were being held back by inclusion.

Case Data for Lakeview Elementary School: Special Education Teacher Not Involved in Inclusion Classes

One special education teacher [designated for reporting purposes as LVS1n] was not directly involved with delivering services to children with disabilities in regular education classrooms. The teacher is a female who holds a Bachelor of Science degree. She has been assigned to the school as a special education teacher for the past three years. She has taught for more

than three years and is endorsed by the Virginia Department of Education to teach students with Mental Retardation and students with Specific Learning Disabilities. She has completed twenty four hours of graduate level courses which specifically dealt with special needs students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training she had received that dealt specifically with special education and/or special needs students, she responded she had attended over fifteen hours of inservice training. She stated the quality of the inservice training was "excellent."

How do you define "inclusion?"

When asked to define inclusion, she responded inclusion was "a program that serves special education and regular students in a regular classroom with the support of a special education teacher."

Is "inclusion" different from "mainstreaming?"

She stated that inclusion was different from mainstreaming. She said, "Mainstreaming is basically a pull-out program with no real added support for the special education student in the regular education classroom."

Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?

When asked if she had worked with students in the mainstream before the implementation of inclusion, she responded she had. She reported she had worked with special education students in regular classrooms to a limited extent in previous years.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at her school that led her to support or oppose the implementation of "inclusionary practices" at her school, she said, "No."

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if she was directly involved with the implementation of inclusion, she responded, "No."

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked about her opinion concerning the implementation of inclusion at Lakeview, she responded she could see the benefit of the program for both regular and special education students. She indicated the program should be expanded.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way she planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, she indicated there had been no changes for herself. She noted those teachers with a direct involvement seemed to have changed the way they planned and monitored instruction.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct

instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, she responded that she was unsure and did not know who made the decision.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with the implementation of inclusion was to her principal, she reported it was important to the principal. She indicated the principal wanted the program to succeed and he wanted the best outcomes for the students. She reported she did not know if opposition had been voiced to the implementation of inclusion.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, she indicated teachers were very involved. She responded she believed teachers were involved in the process, but she didn't know any of the details.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning, she reported she had no knowledge of the role of central administration in the process.

What was the role of building principal? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When describing the influence of her principal during all phases of the implementation process, she reported her principal wanted to make sure that the inclusion pilot program "got off to a good start." She indicated the principal was supportive during the implementation of inclusion and that the principal continues to be involved with the process.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at her school, she responded there was not an increase in the number of staff members.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion required an increase in the amount of instructional supplies needed at Lakeview, she responded she didn't know.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time needed for planning, instructing and/or disciplining students, she responded she didn't know. She guessed there would be an increase of time needed in all of the areas.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, she reported serving the students together seemed to be positive for non-disabled students. She stated the experience had made the students work together and accept each others strengths and weaknesses.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, she reported special education students should benefit socially. She indicated their self esteem should improve.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, she reported a positive impact. She stated that this approach should greatly increase the at-risk students chance for success.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, she reported she didn't know.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if she, the special education teacher, was able to provide sufficient support for the disabled students in the regular classroom, she responded "Yes."

Does the special education teacher ever teach the entire regular education class?

She reported she had been told by other teachers that the special education teachers had taught the entire class.

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students are grouped for instruction in the inclusion classroom, she indicated she didn't know.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, she reported she didn't know. However, she thought there would be adjustments needed to adequately serve disabled students in the regular classroom.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, she reported she didn't know.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion was

implemented and after inclusion was implemented, she reported special education students who were with her last year were now in an inclusion classroom. She indicated those students appeared to be better behaved and seemed to have improved academics.

Case Data for Lakeview Elementary School: Regular Education Teachers in Inclusion Classes

Three regular education teachers [designated for reporting purposes as LVR1i, LVR2i, and LVR3i] were directly involved with delivering services to children with disabilities in regular education classrooms. All of the teachers are female. Teacher LVR1i holds a Masters Degree in Education, has taught for over thirteen years, has been assigned to the third grade for the past four years, and has four graduate level courses which deal with special needs students. Teacher LVR2i holds a Masters Degree in Education plus an additional fifteen hours of graduate course hours, has taught for over thirteen years, has been assigned to the first grade for the past six years, and has not taken courses which dealt specifically with special needs students. Teacher LVR3i holds a Bachelor of Science degree, has taught for more than ten years, has been assigned as a kindergarten teacher for the past eleven years, and has taken three graduate course hours which dealt specifically with special needs children. All three teachers are endorsed by the Virginia Department of Education to teach regular education grades kindergarten through four.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training they had received that dealt specifically with special education and/or special

needs students, teacher LVR1i responded she had attended fifteen hours of workshops dealing with the needs of special education students. She stated the quality of the workshops was excellent. Teacher LVR2i reported she had no inservice training in this area. Teacher LVR3i stated she had attended a three hour workshop which provided her "with quality insight on what to expect in an inclusion classroom."

How do you define "inclusion?"

When asked to define inclusion, all three teachers responded inclusion was serving special education students in the regular classroom without pulling the special education students out of the regular classroom to receive direct support from the special education teacher.

Is "inclusion" different from "mainstreaming?"

All of the teachers stated inclusion was different from mainstreaming in that the special education teacher served the special education students in the regular classroom and did not pull them out of the regular classroom to provide help.

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

Each of the teachers stated they had worked with special education students prior to the implementation of inclusionary practices. Teacher LVR1i indicated the experience had been difficult. She stated it had been hard for the children with disabilities to acclimate to the regular classroom and she received minimal support from the special education teacher. Teacher LVR2i reported she had taught children with physical disabilities and those children were periodically pulled out of her classroom for special

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education instruction. Teacher LVR3i responded children with disabilities were integrated in her classroom three days a week for language arts instruction. She indicated this situation was disruptive to the instruction of all of the children.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there were any experiences before "inclusion" was started at their school that led them to support or oppose the implementation of "inclusionary practices" at the school, teachers LVR1i and LVR3i responded "No." Teacher LVR2i reported her previous experience with mainstreaming, when the special education teacher came with the children, had been a real growth experience for all of her children. Thus, she was ready to try implementing inclusion in her classroom.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if they were directly involved with the implementation of inclusion, all of the teachers stated they were currently co-teaching with a special education teacher in their classrooms.

What is your opinion concerning "inclusion" as it is being implemented at your school?

When asked their opinion concerning the implementation of inclusion at their school, teacher LVR1i reported inclusion was not a school wide project and it was being left up to the teachers to decide how to implement the program. Teacher LVR2i indicated up to November, the model was being successfully implemented. She stated, after November, two children with behavior problems were added to the class. She reported those students

negatively changed the climate of the classroom. From that point on, she responded the implementation process was much more difficult.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way they planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or parents, they indicated there had been changes. All three teachers reported there had been significant changes in planning because they were now planning with their co-teachers. Teachers LVR2i and LVR3i noted no changes in their discipline procedures. Teacher LVR1i stated she and her co-teacher had to put a plan together to handle discipline. All of the teachers noted changes when delivering direct instruction. They all indicated working with another teacher in the classroom had changed the way they approached direct instruction. When asked how inclusionary practices have affected monitoring of instruction, two of the three teachers indicated there were changes in their practices. Teacher LVR3i responded she had not made any changes. Teacher LVR1i stated instructional monitoring had increased. Teacher LVR2i reported the implementation of inclusion had moved her to use "authentic assessment" techniques in her classroom. Two of the teachers reported there had been no changes in the way they communicated with their various audiences. Teacher LVR2i reported an increase in positive communications from all of her parents. She stated the parents were pleased with the co-teaching arrangement for their children.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, Teacher LVR1i reported the decision was an administrative decision made by the principal. She indicated she did not participate in the decision making process. Teacher LVR2i indicated the idea of inclusion had been presented in a faculty meeting. She reported the teachers made the decision to proceed and she had participated in the decision making process. Teacher LVR3i reported she didn't know how the decisions were made to proceed with inclusion. She indicated the principal made the decision and that she did not participate in the initial decision making process.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to implement inclusion was to their principal, teacher LVR1i reported the principal supported the implementation of inclusion and thought inclusion was an important strategy. She indicate his support was derived from his attendance at a workshop which explained inclusion. She also reported there was no opposition voiced to the implementation of inclusion. Teacher LVR2i reported the principal felt implementing inclusion was important. She also indicated she didn't know why the principal supported implementation and there was no opposition voiced of which she was aware. Teacher LVR3i responded that she did not know the answer to this question.

Were teachers part of the decision making process? a. How involved were the teachers in the beginning? b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, all three teachers indicated they were very involved. They stated they had a high level of involvement with the decision making process because they are co-teaching.

What was the role of central administration? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the different stages of planning, teacher LVR1i reported central administration had a minimal role at all stages. Teachers LVR2i and LVR3i responded that central administration had provided inservice and visitation opportunities in the beginning stages of planning. They both indicated the central administration staff was supportive during implementation and were unsure of the current role played by central administration.

What was the role of building principal? a. In the beginning stages of planning? b. During implementation ? c. What is their role at the present time?

When describing the influence of the principal during all phases of the implementation process, all three teachers reported the principal was instrumental in the beginning. He made workshops available to his teachers, he selected the teachers who would be involved with the inclusion effort, and he set up the implementation timetable. They indicated during the implementation process the principal observed their classes, provided feedback, and made suggestions. They all agreed he currently provides

feedback and is planning to expand the implementation of inclusion in the
school.

*Did the implementation of inclusionary practices require an increase,
decrease, or no change in the number and type of staff required to serve
students in your building/class? [describe/explain]*

When asked if the implementation of inclusion required a change in the

number and type of staff needed to serve students at the school, the three

teachers responded there was not an increased need for staff.

*Did the implementation of inclusionary practices require an increase,
decrease, or no change in the amount of instructional supplies needed in your
building/class?*

When asked if the implementation of inclusion caused a change in the

amount of instructional supplies needed in their classrooms, they responded

there was no increase in the amount of instructional supplies needed in their

classrooms.

*Did the implementation of inclusionary practices require an increase,
decrease, or no change in the amount of your time needed for planning,
instructing, and/or disciplining? [or] Would you expect the implementation of
inclusionary practices would require an increase, decrease, or no change in
the amount of your time needed for planning, instructing, and/or disciplining?*

When asked if the implementation of inclusionary practices required a

change in the amount of time they needed for planning, instructing and/or

disciplining students, they felt there was an increase in all areas. They

reported that there was an increase in the amount of time needed for

planning, delivering instruction and noted that there was an increase in the

time spent for discipline.

*What impact do you think serving disabled and non-disabled students
together in the same classroom has [or would have] on non-disabled
students? Explain.*

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non-disabled students, Teachers LVR1i and LVR2i reported serving disabled and non-disabled students together was positive for non-disabled students. Teacher LVR3i responded there was no impact on the non-disabled child.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, Teachers LVR1i and LVR2i reported special education students had benefited in many ways. They indicated disabled students self-esteem had improved and that disabled students now had a sense of belonging. Teacher LVR3i responded there was no impact on disabled students.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, teacher LVR1i reported some of the at-risk students became behavior problems. Teacher LVR2i reported at-risk students had "lost out on the amount of time spent with them." Teacher LVR3i indicated inclusion had a positive impact on at-risk students.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if they had to reduce the amount of material they normally covered in their classroom, teachers LVR1i and LVR3i said "No".

Teacher LVR2i reported she had to reduce the amount of material she covered in the inclusion setting because of behavior problems.

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if the special education teacher provides sufficient support for the disabled students in the regular classroom, all of the teachers responded "Yes."

Does the special education teacher ever teach the entire regular education class?

When asked if the special education teacher ever teaches the entire regular education class, they responded "Yes."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students were grouped for instruction in the regular classroom, all three teachers indicated their students were grouped according to reading and language arts achievement levels. They also reported higher achieving students were paired with lower achieving students in a cooperative learning fashion.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, teacher LVR1i reported she modified presentations for some of her students. Teacher LVR2i indicated she had modified her instructional presentations in order to cover all of the students primary learning modalities. Teacher LVR3i indicated she did not have to modify her instructional strategies.

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, all three teachers reported disabled students were integrated into their classrooms and did not require any special organizational strategies to assure appropriate interactions.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented, teacher LVR1i reported before inclusion was implemented children with disabilities would be taught in pull-out classrooms where the "instruction was watered down." Now, she indicated the special education students are meeting more of the instructional grade level objectives. Teacher LVR2i reported the previous pull-out program in special education had some advantages. She cited behavior problem students who were better served in a pull-out program. She also indicated children with disabilities who were behaviorally ready for the inclusion class benefited from the placement. Teacher LVR3i stated inclusion helped the self-esteem of the child with disabilities. However, she reported the mainstream students did not get the full benefit of being placed in an inclusion class.

<u>Case Data for Lakeview Elementary School: Regular Education Teacher Not</u>
<u>Involved in Inclusion Classes</u>

One regular education teacher [designated for reporting purposes as LVR1n] was not directly involved with delivering services to children with disabilities in regular education classroom using a collaborative or co-teaching model. The teacher is a female who holds a Bachelor of Science degree plus fifteen graduate course hours in education. She is assigned to the school as regular education teacher. She has taught for more than ten years and is endorsed by the Virginia Department of Education to teach regular education grades kindergarten through eight. She has taken two courses that dealt specifically with special needs students.

Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?

When asked to estimate the amount and quality of inservice training she had received that dealt specifically with special education and/or special needs students, she responded she had very little inservice in this area.

How do you define "inclusion?"

When asked to define inclusion, she responded inclusion was an environment in which children with disabilities spend the entire day in a regular classroom.

Is "inclusion" different from "mainstreaming?"

She stated inclusion was very different from mainstreaming. She indicated the students with disabilities were served in a pull-out format and never become a full member of the class.

Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?

She stated she had worked with mainstreamed special education students at Lakeview Elementary School.

Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"

When asked if there was any experience before "inclusion" was started at her school that led her to support or oppose the implementation of "inclusionary practices" at her school, she said, "Yes." She stated she favored inclusion because of the struggle children with disabilities have in the regular classroom when they do not get the support they need. She stated she was dissatisfied with her experiences with mainstreaming and this lead her to support inclusion.

Are you directly involved with the implementation of "inclusionary practices" at your school?

When asked if she was directly involved with the implementation of inclusionary practices at her school, she responded, "No."

What is your opinion concerning "inclusion" as it is being implemented at your school?

She reported her opinion of the way inclusion was being implemented at her school was positive.

Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

When asked if the implementation of "inclusionary practices" had changed the way she planned, disciplined, provided direct instruction, monitored instruction, or communicated with teachers, administrators, or

parents, she indicated there probably had been changes. She reported she was not directly involved with the process and was not aware of the changes.

How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom? a. Who made this decision? b. Did you participate in the making of this decision?

When asked how the decision was made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom and asked to respond as to who made the decision, she responded that inservice training had been provided to the school. She did not know who made the decision to implement inclusion. She stated she did not participate in the making of the decision to implement inclusion.

How important was the decision to proceed with this philosophy to your supervisor? a. If they supported implementation, what explains their support? b. Was opposition voiced? c. Who voiced the opposition? d. What explains their lack of support?

When asked how important the decision to proceed with inclusion was to her supervisor, she stated the implementation of inclusion was very important to the principal. She expressed her belief the principal supported inclusion because inclusion would benefit all children. She was unaware of any opposition that may have been voiced to the implementation of inclusion.

Were teachers part of the decision making process?   a. How involved were the teachers in the beginning?   b. How involved have the teachers been during the implementation process? c. What is the current level of teacher involvement in the process?

When asked if teachers were part of the decision making process, she indicated the teachers were involved. She reported the principal had inserviced the faculty and asked for their input. She indicated the current

level of teacher involvement is with the co-teachers who are directly involved in inclusion classrooms.

What was the role of central administration?   a. In the beginning stages of planning?   b. During implementation ? c. What is their role at the present time?

When asked to comment on the role of central administration in the beginning stages of planning, during implementation, and the current role, she responded that she was unsure of the role of central administration.

What was the role of building principal?   a. In the beginning stages of planning? b. During implementation ?   c. What is their role at the present time?

When describing the influence of her principal during all phases of the implementation process, she reported her principal supported the inclusion pilot program and disseminated information about inclusion. She indicated the principal was supportive during the implementation of the program and that she did not know what the principal's level of involvement was at the current time.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]

When asked if the implementation of inclusion required a change in the number and type of staff needed to serve students at her school, she responded there was not an increased need for staff.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?

When asked if the implementation of inclusion caused a change in the amount of instructional supplies needed in her classroom, she responded that she did not know.

Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?

When asked if the implementation of inclusionary practices required a change in the amount of time she needed for planning, instructing and/or disciplining students, she reported that there "probably would be increases in all of the areas."

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.

When asked to evaluate the impact of serving disabled and non-disabled students together in the same classroom had on non disabled students, she reported that serving the students together is positive for non-disabled students. She stated the experience would give non-disabled students opportunities to develop leadership.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.

When asked about inclusion's impact on disabled students, she reported that special education students had benefited. She indicated their self-esteem had improved and their academic performance had improved.

What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.

When asked to describe what the impact of serving disabled and non-disabled students in the same classroom had on at-risk students, she reported a positive impact. She stated inclusion increased the at-risk students chance for academic success.

Have you had to reduce the amount of material you normally cover in the classroom?

When asked if she had to reduce the amount of material she normally covered in her classroom, she said "No".

Has the special education teacher provided sufficient support for disabled students in the regular education classroom?

When asked if the special education teacher provides sufficient support for the disabled students in the regular classroom, she responded "Yes."

Does the special education teacher ever teach the entire regular education class?

When asked if the special education teacher ever teaches the entire regular education class, she responded "Yes."

Describe how are students grouped for instruction in the regular classroom?

When asked to describe how students are grouped for instruction in the regular classroom, she indicated she did not know.

Were any adjustments to methodology made to accommodate disabled students? Please explain.

When asked if any adjustments were made to the instructional methodology to accommodate disabled students, she said, "I don't know."

Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.

When asked to describe any classroom organizational adjustments that were necessary to assure appropriate interaction between and among disabled and non-disabled students, she reported that she did not know what was being done in the inclusion classrooms.

Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.

When asked to compare and contrast the quality of instructional services disabled and non-disabled students received before and after inclusion was implemented, she responded inclusion was positive and had provided the special education student with a broader education.

Interviewer Perceptions

Both interviewers reported the respondents at each school were candid with their comments and eager to describe their role in the implementation of inclusionary practices at their school. The interviewers also reported those respondents who were directly involved with the implementation of inclusion were enthusiastic about the effort and were looking forward to refining the process. The Olive Branch Elementary School faculty reported they planned to review the process in detail in an effort to address the expressed concerns of instructional pacing for the following school year.

CHAPTER V
Discussion

The purpose of this study was to provide descriptive data on the implementation of inclusionary instructional practices among public school teachers and administrators in one urban school division. In addition, the perceptions of administrators and teachers concerning the efficacy of inclusion as it was being implemented at their school was examined and its impact on disabled and non-disabled students who are educated in inclusion classrooms.

The controversy among educators concerning the appropriate instructional placement of students with disabilities continues to surface. Roberts and Mather (1995) argue that the present-day movement toward a more extreme version of integration, or inclusion, known as full inclusion is not appropriate for all students with disabilities. It is important to note the three elementary schools involved in this case study were not full inclusion schools. A continuum of educational placements remained available at each school. Thus, as the research questions are addressed, it is relevant to the context of this study to know that none of the respondents embraced the tenets of radical inclusion.

Research question 1. Are there any individual and/or corporate experiences, opinions, background, and/or knowledge base shared by those individuals in schools implementing inclusion classrooms

Findings

None of the studied elementary schools would be considered "radical inclusion" schools. Each school had a continuum of special education

services available to students with disabilities. At Olive Branch Elementary School, where inclusionary practices were the most pervasive (ten of sixteen general education teachers and three of five special education teachers served students with disabilities directly in inclusion classrooms), self-contained and resource classroom options remained in force. The other two elementary schools piloted inclusion classrooms and maintained a continuum of services for students with disabilities. Those students with disabilities who were found in the inclusion classes were classified as learning disabled (LD), mildly mentally disabled (MMD), or other health impaired (OHI). Most of the students within those categories who presented moderate to severe manifestations of their disability were served in traditional pull-out special education classrooms.

Demographic data for those teachers who were directly involved with inclusion was of particular interest in several areas dealing with the respondents level of training and years of service. Fourteen of the twenty-one teachers had completed at least fifteen hours of graduate course work. Seventeen of the twenty-one teachers had taught for more than six years. A summary of teacher responses can be found in Table 1

All of the respondents defined inclusion as serving special education students all day in regular education classrooms. The respondents also reported inclusion was different from mainstreaming. When they explained the difference, they said students with disabilities who were assigned to inclusion classrooms received direct support from the special education teacher in the regular education classroom. They indicated mainstreamed students with disabilities received indirect special education services in the

Table 1
Education and Teaching Experience of Teachers in Inclusion Classes

INTERVIEW QUESTION	SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
What is your level of training? BA_____ BA+15_____ BA+30_____ MS_____ MS+15_____ CAS_____ PhD/EdD_____	OBS1i - MS OBS2i - MS+15 OBS3i - MS+15	PNSP1i - BS	LVSP1i - BS + 30 LVSP2i - BS + 30 LVSP3i - BS
How many years have you been teaching? 0-2_____ 3-5_____ 6-9_____ 10-12_____ 13+_____	OBS1i - 10-12 OBS2i - 10-12 OBS3i - 10-12	PNSP1i - 10-12	LVSP1i - 0-2 LVSP2i - 3-5 LVSP3i - 0-2
How many courses have you taken that specifically dealt with special education and/or special needs students?	OBS1i - 15 OBS2i - 15 OBS3i - 15	PNSP1i - 7	LVSP1i - 10 LVSP2i - 20 LVSP3i - SOAR
INTERVIEW QUESTION	REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
What is your level of training? BA_____ BA+15_____ BA+30_____ MS_____ MS+15_____ CAS_____ PhD/EdD_____	OBR1i - MS OBR2i - BA + 30 OBR3i - BA OBR4i - BA + 15 OBR5i - MS + 15 OBR6i - BA OBR7i - MS OBR8i - BA OBR9i - MS + 15 OBR10i - MS	PNR1i - BS	LVR1i - MS LVR2i - MS + 15 LVR3i - BS
How many years have you been teaching? 0-2_____ 3-5_____ 6-9_____ 10-12_____ 13+_____	OBR1i - 10-12 OBR2i - 13 + OBR3i - 6-9 OBR4i - 13 + OBR5i - 13 + OBR6i - 13 + OBR7i - 13 + OBR8i - 3-5 OBR9i - 10-12 OBR10i - 6-9	PNR1i - 6-9	LVR1i - 13 + LVR2i - 13 + LVR3i - 10-12
How many courses have you taken that specifically dealt with special education and/or special needs students?	OBR1i - 2 OBR2i - 2 OBR3i - 2 OBR4i - 9 OBR5i - 0 OBR6i - 2 OBR7i - 12 OBR8i - 1 OBR9i - 15 OBR10i - 2	PNR1i - 2	LVR1i - 4 LVR2i - 0 LVR3i - 1

regular classroom and in general had to be able to function on their own. A

summary of principal and teacher responses can be found in Table 2.

Table 2
Respondents Answer to the Question: How do you define inclusion?
&
Is "inclusion" different from "mainstreaming?"

PRINCIPAL OLIVE BRANCH ELEMENTARY	PRINCIPAL PORT NORFOLK ELEMENTARY	PRINCIPAL LAKEVIEW ELEMENTARY
SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
DIFFERENT LEVEL OF SUPPORT	DIFFERENT LEVEL OF SUPPORT	DIFFERENT LEVEL OF SUPPORT
SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	**SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]**	**SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]**
ALL 3 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNSP1i - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL 3 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
ALL 3 - DIFFERENT	PNSP1i - DIFFERENT	ALL 3 - DIFFERENT
REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	**REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]**	**REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]**
ALL 10 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNR1i - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL 3 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
ALL 10 - DIFFERENT	PNR1i - DIFFERENT	ALL 3 - DIFFERENT
SPECIAL EDUCATION TEACHER W/O INCLUSION [OLIVE BRANCH]	**SPECIAL EDUCATION TEACHER W/O INCLUSION [PORT NORFOLK]**	**SPECIAL EDUCATION TEACHER W/O INCLUSION [LAKEVIEW]**
OBSP1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNSP1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	LVSP1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
DIFFERENT	PNSP1n - DIFFERENT	LVSP1n - DIFFERENT
REGULAR EDUCATION TEACHERS W/O INCLUSION [OLIVE BRANCH]	**REGULAR EDUCATION TEACHERS W/O INCLUSION [PORT NORFOLK]**	**REGULAR EDUCATION TEACHERS W/O INCLUSION [LAKEVIEW]**
ALL - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNR1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	LVR1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
ALL - DIFFERENT	PNR1n - DIFFERENT	LVR1n - DIFFERENT

The majority of the respondents had some experience serving students

with disabilities in the mainstream. Those respondents who had such an

experience, both special education teachers and general education teachers,

indicated they were not satisfied with the levels of support they were able to

give to students with disabilities in the mainstream. They also indicated

most of students with disabilities were either not successful or marginally successful in their mainstream classroom when the traditional pull-out model of instruction was utilized.

There were varied reasons given for this lack of success. One was the lack of academic skill levels held by the students with disabilities who found themselves in traditional mainstream classes. Another, was the lack of direct classroom support given to the student with disabilities and the general education teacher by the special education teacher. A summary of principal and teacher responses can be found in Table 3.

Table 3
Respondents Answer to the Question: Did you teach/work with disabled children in the mainstream before the implementation of "inclusionary practices?"

PRINCIPAL OLIVE BRANCH ELEMENTARY	PRINCIPAL PORT NORFOLK ELEMENTARY	PRINCIPAL LAKEVIEW ELEMENTARY
YES	YES	YES
SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
ALL 3 - YES	PNSP1i - YES	ALL 3 - YES
REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
4 OF 10 - NO 6 OF 10 - YES	PNR1i - YES	ALL 3 - YES
SPECIAL EDUCATION TEACHER W/O INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHER W/O INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHER W/O INCLUSION [LAKEVIEW]
YES - PRACTICUM EXPERIENCE	PNSP1n - YES	LVSP1n - YES
REGULAR EDUCATION TEACHERS W/O INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS W/O INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS W/O INCLUSION [LAKEVIEW]
ALL -YES	PNR1n - NO	LVR1n - YES

Another shared factor was inservice training. This was especially true of the three principals involved in the study. Each of the principals estimated they had over one hundred hours of excellent inservice training that specifically targeted meeting the instructional needs of at-risk students and students with disabilities in regular education classrooms. All three principals attended a workshop given by the school district which focused on effective strategies to maintain students with disabilities in regular education classrooms. The principal at Olive Branch Elementary School reported the workshop was a "watershed" experience for her and was directly responsible for her willingness to implement inclusion at her school. The principals of Port Norfolk Elementary School and Lakeview Elementary School reported this same workshop was responsible for their willingness to pilot inclusion classes at their schools. They also reported the workshop provided them with a network of other professional staff members with whom they could consult.

Four of the twenty-one teachers directly involved with the implementation of inclusion reported they had no prior inservice training. Two of the remaining seventeen teachers indicated their training experiences ranged from inadequate to excellent. The remaining fifteen who were directly involved with inclusion classrooms reported their training ranged from adequate to excellent.

All of the principals reported the implementation of inclusion at their school was beneficial to the students and teachers who were directly involved. All of those teachers who were directly involved with the implementation of inclusion also stated inclusion had been beneficial.

However, seven of the thirteen teachers who were directly involved with inclusion at Olive Branch Elementary School (all three special education teachers and four of the ten general education teachers) reported they were concerned, even though they thought inclusion had been beneficial for the students, about the implementation. The special education teachers said the pacing of instruction tended to be too fast for children with disabilities and they worried about assuring all of the IEP goals and objectives were being adequately covered in the inclusion classrooms. The four general education teachers at Olive Branch Elementary School were concerned their class size would grow to be unmanageable and that they would be faced with an increase in inappropriate behaviors.

The two teachers directly involved with inclusion at Port Norfolk Elementary School reported the implementation of inclusion had been beneficial. Of the six teachers at Lakeview Elementary School who were directly involved with implementing inclusion (three special education teachers and three general education teachers) one general education teacher reported the implementation process as difficult. Two special education teachers reported the implementation process as beneficial but they were concerned. The other teachers rated the process as beneficial. Those teachers at Lakeview were also concerned about class size and the possibilities of increased behavior problems. One of the Lakeview teachers was concerned there was not enough administrative support.

The seven teachers who were not directly involved with inclusion at the three school sites shared similar responses to those teachers who were directly involved with inclusion classes. One teacher expressed concern, two

teachers reported they thought inclusion was beneficial but they had some concerns as to class size and student behaviors, and four teachers reported inclusion was beneficial.

All three principals noted changes brought about by the implementation of inclusion in the areas of planning, discipline, direct instruction, instructional monitoring, and communication with teachers, administrators, and parents. They described the changes in positive terms. One principal noted there was no change in the area of communication. Otherwise, all of the principals noted positive changes in all of the other areas. A summary of the principals' responses can be found in Table 4.

Table 4
Principals' Response to the Question: Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

INTERVIEW QUESTION	PRINCIPAL OLIVE BRANCH ELEMENTARY	PRINCIPAL PORT NORFOLK ELEMENTARY	PRINCIPAL LAKEVIEW ELEMENTARY
Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:	YES	YES	YES
planning,	YES [+]*	YES [+]	YES [+]
discipline,	YES [+]	YES [+]	YES [+]
direct instruction,	YES [+]	YES [+]	YES [+]
monitoring instruction,	YES [+]	YES [+]	YES [+]
communication with other teachers, administrators, parents?	YES [+]	YES [+]	NO [+]

* [+] = Positive comments and statements regarding the issue.

All of the special education teachers who were directly involved in inclusion classes also reported changes brought about by the implementation of inclusion in the areas of planning, discipline, direct instruction, instructional monitoring, and communication with teachers, administrators, and parents. Several of the teachers indicated there were no changes for themselves in one specific area. Two of the teachers reported the change in a specific area in negative terms. The overwhelming majority of comments concerning the changes were in positive terms. A summary of the special education teachers' responses who were directly involved with inclusion can be found in Table 5.

All of the regular education teachers who were directly involved in inclusion classes also reported changes brought about by the implementation of inclusion in the areas of planning, discipline, direct instruction, instructional monitoring, and communication with teachers, administrators, and parents. Several of the teachers indicated there were no changes for themselves in one specific area. None of the teachers reported the change in a specific area in negative terms. The comments concerning the changes were in either positive or neutral terms. A summary of the regular education teachers' responses who were directly involved with inclusion can be found in Table 6.

Those teachers who were not directly involved with inclusion classes, both special education and regular education teachers had varying responses to this query. Six of the eight teachers speculated there would be changes, one teacher did not know and one teacher said no. A summary of the

regular education teachers' responses who were not directly involved with inclusion can be found in Table 7.

Table 5
Special Education Teachers' Response to the Question: Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

INTERVIEW QUESTION	SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:	OBS1i - YES OBS2i - YES OBS3i - YES	PNSP1i - YES	ALL 3 - YES
planning,	OBS1i - YES [+]* OBS2i - YES [+] OBS3i - YES [+]	PNSP1i - YES [+]	LVSP1i - YES [+] LVSP2i - NO LVSP3i - YES [+]
discipline,	OBS1i - YES [+] OBS2i - NO OBS3I - YES [+]	PNSP1i - YES [+]	LVSP1i - YES [+] LVSP2i - NO LVSP3i - YES [-]
direct instruction,	OBS1i - YES [-]** OBS2i - YES [+] OBS3i - YES [+]	PNSP1i - YES [+]	LVSP1i - YES [+] LVSP2i - NO LVSP3i - YES [+]
monitoring instruction,	OBS1i - YES [+] OBS2i - YES [+] OBS3i - YES [+]	PNSP1i - YES [+]	LVSP1i - YES [+] LVSP2i - YES [+] LVSP3i - YES [+]
communication with other teachers, administrators, parents?	OBS1i - NO OBS2i - YES [+] OBS3i - YES [+]	PNSP1i - YES [+] W/PARENTS	LVSP1i - YES [+] W/PARENTS LVSP2i - YES [+] LVSP3i - YES [+]

*   [+] = Positive comments and statements regarding the issue.
** [-] = Negative comments and statements regarding the issue.

Conclusions

As indicated in the above tables, there appear to be experiences, opinions, and background factors which are shared by those elementary schools that claim to be implementing inclusion. The three principals attended the same workshop which focused on instructional strategies to

Table 6

Regular Education Teachers' Response to the Question: Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

INTERVIEW QUESTION	REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:	ALL 10 - YES	PNR1i - YES	ALL 3 - YES
planning,	ALL 10 - YES [+]*	PNR1i - YES [+]	ALL 3 - YES [+]
discipline,	5 OF 10 - NO 5 OF 10 - YES [+]	PNR1i - NO	LVR1i - YES LVR2i - NO LVR3i - NO
direct instruction,	1 OF 10 - NO 9 OF 10 - YES [+]	PNR1i - YES [+]	ALL 3 - YES [+]
monitoring instruction,	ALL 10 - YES [+]	PNR1i - YES [+]	LVR1i - YES [+] LVR2i - YES [+] LVR3i - NO
communication with other teachers, administrators, parents?	4 OF 10 - NO [+] 6 OF 10 - YES [+]	PNR1i - YES [+] W/PARENTS	LVR1i - NO LVR2i - YES W/PARENTS LVR3i - NO

* [+] = Positive comments and statements regarding the issue.

maintain students with disabilities and at-risk students in regular education classrooms. The overwhelming majority of teachers who were directly involved with inclusion classrooms had some inservice training they rated as "adequate" to "excellent" which dealt with students with disabilities and at-risk students in regular education classrooms. Most of the teachers who were directly involved with inclusion classes reported they had taken at least one college course that dealt with special education and/or at-risk students. Two-thirds of the teachers who were directly involved with the

Table 7
Regular Education Teachers' Response (not directly involved) to the Question: Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities: planning, discipline, direct instruction, monitoring instruction, communication with other teachers, administrators, parents?

INTERVIEW QUESTION	SPECIAL EDUCATION TEACHER W/O INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHER W/O INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHER W/O INCLUSION [LAKEVIEW]
Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:	OBS1n - YES	PNSP1n - YES	LVSP1n - NO
planning,	OBS1n - YES [+]*	PNSP1n - YES [+]	LVSP1n - NO
discipline,	OBS1n - NO	PNSP1n - YES [+]	LVSP1n - NO
direct instruction,	OBS1n - NO	PNSP1n - YES [+]	LVSP1n - NO
monitoring instruction,	OBS1n - NO	PNSP1n - YES [+]	LVSP1n - NO
communication with other teachers, administrators, parents?	OBS1n - YES W/PARENTS	PNSP1n - YES	LVSP1n - NO
INTERVIEW QUESTION	REGULAR EDUCATION TEACHERS W/O INCLUSION [OLIVEBRANCH]	REGULAR EDUCATION TEACHERS W/O INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS W/O INCLUSION [LAKEVIEW]
Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED	PNR1n - YES	LVR1n - UNKNOWN
planning,	ALL - YES	PNR1n - NO	LVR1n - UNKNOWN
discipline,	ALL - YES	PNR1n - NO	LVR1n - UNKNOWN
direct instruction,	ALL - YES	PNR1n - YES	LVR1n - UNKNOWN
monitoring instruction,	ALL - YES	PNR1n - NO	LVR1n - UNKNOWN
communication with other teachers, administrators, parents?	ALL - YES	PNR1n - YES	LVR1n - UNKNOWN

* [+] = Positive comments and statements regarding the issue.

implementation of inclusion had completed fifteen, or more, graduate hours in education. The overwhelming majority of teachers who were directly

involved with inclusion were experienced teachers. Seventeen of the twenty-one teachers had taught for six or more years.

All of the respondents had a shared definition of inclusion. They also reported mainstreaming was different from inclusion and that those differences were generally expressed as concerns. Also, all of the schools continued to provide a continuum of special education services to students with disabilities. The majority of staff members who became directly invovlved with inclusion had some prior experience with disabled children.

<u>Research question 2. Do common characteristics exist among schools which claim the inclusion paradigm?</u>

<u>Findings</u>

The elementary schools involved in this case study do not share the same grade configurations. Olive Branch Elementary School serves grades three, four, and five, Port Norfolk Elementary School serves grades pre-kindergarten through grade five, and Lakeview Elementary School serves grades kindergarten through three. School demographics are different across the board for each of the schools. A summary of the demographics can be found in Table 8.

There were some common characteristics related to the decision making process. All of the respondents who were directly involved with the implementation of inclusion reported the decision to begin inclusion classes at their school was made by the principal working with teachers. In one case, the principal formed a research committee to study the feasibility of

implementing inclusion. At the other two schools, the principal and the teachers who were going to implement inclusion made the decision to proceed with their pilot program. All of the principals reported they were

Table 8

Demographic Characteristics

CHARACTERISTIC	OLIVE BRANCH ELEMENTARY SCHOOL	PORT NORFOLK ELEMENTARY SCHOOL	LAKEVIEW ELEMENTARY SCHOOL
TOTAL STUDENT POPULATION	435	344	673
GRADES SERVED	3rd, 4th, & 5th	Pre-K, K, 1st, 2nd, 3rd, 4th, & 5th	K, 1st, 2nd, & 3rd
RACIAL BALANCE	48% AFRICAN-AMERICAN 52% WHITE	59% AFRICAN AMERICAN 41% WHITE	84% AFRICAN AMERICAN 15% WHITE 1% OTHER
PERCENT OF STUDENTS ON FREE & REDUCED LUNCH	45.5%	73%	55.7%
TOTAL STUDENT POPULATION WITH DISABILITIES	65 14.9% of the total student population	28 8.1% of the total student population	49 7.2% of the total student population
TOTAL STUDENT POPULATION WITH DISABILITIES IN INCLUSION CLASSES	47	13	29
TOTAL STUDENT POPULATION CONSIDERED TO BE AT RISK	197	251	370
ITBS COMPOSITE SCORES	3rd GRADE - 68%ile 4th GRADE - 61%ile 5th GRADE - 63%ile	2nd Grade - 85%ile 3rd GRADE - 56%ile 4th GRADE - 61%ile 5th GRADE - 39%ile	2nd GRADE - 85%ile 3rd GRADE - 66%ile

part of the decision making process and seventeen of the twenty-one teachers who were directly involved with inclusion classes reported they participated in the decision making process. A summary of the responses of those individuals directly involved with inclusion classes can be found in Table 9.

When the principals discussed the decision making process, all three agreed the decision to proceed with the establishment of inclusion classrooms was very important to their supervisor. Each principal reported

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Table 9
Summary of responses concerning the decision making process

INTERVIEW QUESTION	PRINCIPAL OLIVE BRANCH ELEMENTARY	PRINCIPAL PORT NORFOLK ELEMENTARY	PRINCIPAL LAKEVIEW ELEMENTARY
How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom?	PRINCIPAL AND A COMMITTEE OF TEACHERS WORKED TOGETHER WITH A CONSULTANT TO RESEARCH INCLUSION	DECISION WAS MADE AT THE CENTRAL ADMINISTRATION LEVEL TO BEGIN	DECISION WAS MADE AT THE CENTRAL ADMINISTRATION LEVEL TO BEGIN
a. Who made this decision?	PRINCIPAL AND COMMITTEE	PRINCIPAL AND TWO TEACHERS AT HER SCHOOL	PRINCIPAL TEACHERS WHO WERE INTERESTED IN PILOT
b. Did you participate in the making of this decision?	YES	YES	YES
INTERVIEW QUESTION	**SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]**	**SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]**	**SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]**
How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom?	ALL 3 - PRINCIPAL AND A COMMITTEE OF TEACHERS WORKED TOGETHER WITH A CONSULTANT TO RESEARCH INCLUSION	PNSP1i - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM	ALL 3 - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM
a. Who made this decision?	OBS1i - PRINCIPAL OBS2i - UNKNOWN OBS3i - UNKNOWN	PRINCIPAL AND TWO TEACHERS	ALL 3 - PRINCIPAL
b. Did you participate in the making of this decision?	OBS1i - YES OBS2i - N/A OBS3i - N/A	PNSP1i - YES	LVSP1i - YES LVSP2i - NO LVSP3i - YES
INTERVIEW QUESTION	**REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]**	**REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]**	**REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]**
How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom?	ALL 10 - PRINCIPAL AND A COMMITTEE OF TEACHERS WORKED WITH A CONSULTANT TO RESEARCH INCLUSION	PNR1i - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM	ALL 3 - ADMINISTRATIVE
a. Who made this decision? b. Did you participate in the making of this decision?	ALL 10 - PRINCIPAL ALL 10 - YES	PRINCIPAL PNR1i - YES	ALL 3 - PRINCIPAL LVR1i - YES LVR2i - YES LVR3i - NO

they supported the decision because their notion that some students with disabilities would be better served in inclusion classes was shared by their supervisor. None of the principals reported the voicing of opposition to the establishment of inclusion classes. They also reported teachers were an active part of the decision making and implementation process. The principals differed in their opinions concerning the role of central administration in the decision making and implementation process. the two principals who implemented inclusion classrooms on a pilot basis reported central administrators were important and supportive throughout the process. The principal of the most extensive inclusion program reported the Director of Special Education was the only central administrator who was actively involved throughout the process. She reported the rest of the members of the central administration seemed to be ambivalent. She reported if the Director of Special Education and the consultant had not been so supportive, she would not have perceived any real support from central administrators.

All of the teachers who were directly involved with the implementation of inclusion classes reported the implementation of inclusion classes was very important to their principals. They said the principals supported the implementation of inclusion because it was a better way to serve all of the students. Some teachers reported that opposition was voiced to the implementation of inclusion. Those teachers who noted opposition reported it was due to concerns about class size, behavior, and training. A summary of teacher responses can be found in Table 10.

The teacher responses to the issue of the role of central administration tended to mirror that of their principals. If the principal felt supported, the

Table 10
Response of Teachers Directly Involved with the Implementation of Inclusion Classes to the Importance of the Decision to Proceed with Inclusion and the Voicing of Opposition

INTERVIEW QUESTION	SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
How important was the decision to proceed with this philosophy to your supervisor?	ALL 3 - VERY IMPORTANT	PNSP1i - VERY IMPORTANT	ALL 3 - VERY IMPORTANT
a. If they supported implementation, what explains their support?	ALL3 - BETTER WAY TO SERVE ALL OF THE STUDENTS	PNSP1i - BETTER WAY TO SERVE ALL OF THE STUDENTS	ALL 3 - BETTER WAY TO SERVE AT-RISK STUDENTS
b. Was opposition voiced?	OBS1i - YES OBS2i - CONCERN OBS3i - UNKNOWN	PNSP1i - NO	LVSP1i - NO LVSP2i - YES LVSP3i - NO
c. Who voiced the opposition?	OBS1i - TEACHERS OBS2i - TEACHERS OBS3i - UNKNOWN	N/A	LVSP1i - N/A LVSP2i - TEACHERS LVSP3i - N/A
d. What explains their lack of support?	OBS1i - STUDENT BEHAVIOR OBS2i - LACK OF KNOWLEDGE ABOUT INCLUSION OBS3i - UNKNOWN	N/A	LVSP1i - N/A LVSP2i - CLASS SIZE LVSP3i - N/A

INTERVIEW QUESTION	REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
How important was the decision to proceed with this philosophy to your supervisor?	ALL 10 - VERY IMPORTANT	PNR1i - VERY IMPORTANT	ALL 3 - IMPORTANT
a. If they supported implementation, what explains their support?	ALL 10 - BETTER WAY TO SERVE ALL STUDENTS	PNR1i - BETTER WAY TO SERVE ALL STUDENTS	LVR1i - WORKSHOP LVR2i - UNKNOWN LVR3i - UNKNOWN
b. Was opposition voiced?	1 OF 10 - NO 9 OF 10 - YES	PNR1i - NO	ALL 3 - NO
c. Who voiced the opposition?	9 OF 10 - TEACHERS	N/A	N/A
d. What explains their lack of support?	9 OF 10 - LACK OF KNOWLEDGE AND FEAR OF THE UNKNOWN	N/A	N/A

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teachers at their school tended to report support. A summary of teacher
responses can be found in Table 11.

Table 11
Response of Teachers Directly Involved with the Implementation of Inclusion
Classes to the Role of Central Administration

INTERVIEW QUESTION	SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
What was the role of central administration?	ALL 3 - DIRECTOR OF SPECIAL EDUCATION HAS BEEN SUPPORTIVE THROUGHOUT THE PROCESS. THEY DID NOT KNOW WHAT THE REST OF CABINET'S ROLE WAS IN THE PROCESS	PNSP1i SUPPORTIVE	ALL 3 - SUPPORTIVE
a. In the beginning stages of planning?		PNSP1i SUPPORTIVE	ALL 3 - SUPPORTIVE
b. During implementation ?		PNSP1i SUPPORTIVE	ALL 3 - SUPPORTIVE
c. What is their role at the present time?		PNSP1i SUPPORTIVE	ALL 3 - SUPPORTIVE
INTERVIEW QUESTION	REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]
What was the role of central administration?	5 OF 10 - UNKNOWN 5 OF 10 - SUPPORTIVE THROUGHOUT THE PROCESS [2 OF 5 NOTED THE INFLUENCE OF THE DIRECTOR OF SPECIAL EDUCATION]	PNR1i - SUPPORTIVE	LVR1i - MINIMAL LVR2i - INSERVICE LVR3i - INSERVICE
a. In the beginning stages of planning?		PNR1i - SUPPORTIVE	LVR1i - MINIMAL LVR2i - SUPPORTIVE LVR3i - SUPPORTIVE
b. During implementation ?		PNR1i - SUPPORTIVE	LVR1i - MINIMAL LVR2i - SUPPORTIVE LVR3i - SUPPORTIVE
c. What is their role at the present time?		PNR1i - SUPPORTIVE	LVR1i - MINIMAL LVR2i - UNSURE LVR3i - UNSURE

Conclusions

In summary, those characteristics which are shared among the schools
which are implementing inclusion classes are as follows: First, each of the

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schools have a high percentage of students who are considered to be at-risk. Second, with the exception of the fifth grade at Port Norfolk Elementary School, all of the other grade levels served at the elementary schools scored above the fiftieth percentile on the <u>Iowa Test of Basic Skills</u>. Third, the principals at each school indicated their immediate supervisor supported the implementation of inclusion and that they shared their supervisor's philosophy about serving appropriate students with disabilities in regular classes. Fourth, none of the principals reported opposition to inclusion classes as they were being implemented at their school. Fifth, all of the teachers who were directly involved with the implementation of inclusion classes reported the implementation of inclusion was important to their principals. Finally, some teachers at each school did report the existence of opposition to the implementation of inclusion classes, especially in the early stages. The expressed opposition centered on concerns about class size, the potential for disruptive behavior of students with disabilities in the regular classroom, and the need for teacher training to handle an inclusion classroom with its diverse instructional requirements.

<u>Research question 3. Do Schools that implement inclusion require greater resource allocation</u> ?

<u>Findings</u>

All of the principals reported there was no increase in the allotted number of personnel assigned to their school because of the implementation of inclusion. All of the principals reported there were changes in the deployment of their staff in order to accommodate the implementation of

inclusion classrooms. The two principals involved with pilot programs reported there was no change in the allocation of instructional supplies and equipment in their schools. The principal of Olive Branch Elementary School, who had the most extensive implementation of inclusion classrooms, reported there was an increased need for instructional supplies and equipment. She reported this was because of inherent inefficiencies of serving students with disabilities in inclusion classrooms instead of pull-out classrooms where supplies and equipment could be concentrated. Each of the principals reported there was an increase in the allotment of time needed for planning, instruction, and discipline. Time was the one resource that each of the principals agreed there was not enough.

Thirteen of the twenty-one teachers who were directly involved with the implementation of inclusion classes disagreed with the principals when discussing staffing issues. The thirteen teachers indicated there was a need for more staff to implement inclusion classroom at their schools. One respondent reported there was a need but the staff was not allocated. Eleven of the twenty-one teachers reported the implementation of inclusion classes required an increase in the amount of instructional supplies needed in their schools. Lakeview Elementary School teachers were unanimous in their opinion that there was no change in the amount of instructional supplies needed to implement inclusion classes. Olive Branch Elementary School and Port Norfolk Elementary School teachers were divided on this resource issue. There was no division on the issue of inclusion classes requiring more time for planning for instruction, instructing students, and disciplining students. All of the teachers who were directly involved with the implementation of

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inclusion agreed increased time was needed in one, or more, of the areas

mentioned above. A summary of the teachers responses to this issue can be

found in Table 12.

Table 12

Teacher Responses to Questions of Resource Allocation

INTERVIEW QUESTION	TEACHERS DIRECTLY INVOLVED WITH INCLUSION [OLIVE BRANCH]	TEACHERS DIRECTLY INVOLVED WITH INCLUSION [PORT NORFOLK]	TEACHERS DIRECTLY INVOLVED WITH INCLUSION [LAKEVIEW]
Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]	ALL 3 OBSPi - YES ALL 10 OBRi - YES	PNSP1i - YES BUT NOT RECEIVED PNR1i - NO	LVSP1i - NO LVSP2i - YES LVSP3i - NO ALL 3 LVRi - NO
Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?	ALL 3 OBSPi - YES 3 OF 10 OBRi - NO 7 OF 10 OBRi - YES	PNSP1i - YES PNR1i - NO	ALL 3 LVSPi- NO ALL 3 LVRi - NO
Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?	ALL 3 OBSPi - YES ALL 10 OBRi - YES	PNSP1i - YES PNR1i - YES	ALL 3 LVSPi- YES ALL 3 LVRi - YES

Conclusions

It appears from the case data provided the implementation of inclusion

classes does warrant increased allocations of time, or at the very least

reallocation of time, and new time management strategies by all of those

personnel who are directly involved with inclusion classes. Although the

principals of the schools did not report a need for increased staff, a

significant number of the teachers who were directly involved with inclusion

classes reported a need for increased staff. The reported need for more instructional supplies to implement inclusion classes was about evenly split among the teachers who were directly involved with inclusion classes. Olive Branch Elementary School which had the highest number of teachers who were directly involved with inclusion classes reported the need for more instructional supplies. The need for increased instructional supplies is possibly dependent on the level of commitment to implement inclusion classes.

Research question 4. What is the expressed or perceived impact on disabled and non-disabled students served in inclusive classrooms?

Findings

When discussing the impact of serving disabled and non-disabled students in inclusion classrooms, all three principals reported positive outcomes. There was also a general opinion that all students benefited but those students who were considered at-risk gained the most from the inclusion classroom. The one caution expressed by the principals of Olive Branch Elementary School and Lakeview Elementary School concerned instructional pacing. Both principals indicated the instructional pacing in inclusion classrooms was slower. Therefore, the amount of instructional material covered in the inclusion classroom was reduced. A negative impact was noted by the principal of Olive Branch Elementary School on those higher achieving students who traditionally move at a faster pace through the elementary curriculum. With the exception of this issue, all three principals reported the quality of instruction significantly improved for students in

Table 13
Principal Response to Student Impact Questions

INTERVIEW QUESTION	PRINCIPAL OLIVE BRANCH ELEMENTARY	PRINCIPAL PORT NORFOLK ELEMENTARY	PRINCIPAL LAKEVIEW ELEMENTARY
What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.	POSITIVE	POSITIVE	POSITIVE
What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.	POSITIVE	POSITIVE	POSITIVE
What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.	POSITIVE	POSITIVE	POSITIVE
Have you had to reduce the amount of material you normally cover in the classroom?	YES	NO	YES
Has the special education teacher provided sufficient support for disabled students in the regular education classroom?	YES	YES	YES
Does the special education teacher ever teach the entire regular education class?	YES	YES	YES
Describe how students are grouped for instruction in the regular classroom?	MULTIPLE STRATEGIES	MULTIPLE STRATEGIES	FLEXIBLE GROUPING
Were any adjustments to methodology made to accommodate disabled students? Please explain.	YES	YES	YES
Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.	MULTIPLE ADJUSTMENTS	MULTIPLE ADJUSTMENTS	MULTIPLE ADJUSTMENTS
Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.	QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION

inclusion classrooms. A summary of the principals' responses can be found above in Table 13.

The overwhelming majority of teachers who were directly involved with the implementation of inclusion classrooms were positive when discussing the impact of inclusion classrooms on non-disabled students. Only one of the twenty-one teachers reported a negative impact and three teachers reported there was no change. When discussing the impact of inclusion classrooms on students with disabilities all but three of the teachers reported a positive impact. One of the three teachers indicated there was no change. The other two teachers who expressed concern were special education teachers at Olive Branch Elementary School. They were concerned that they could not assure they were meeting all of the goals and objectives of the Individualized Educational Plans (IEP) for their students. With the exception of two teachers at Lakeview Elementary School, all of the other teachers reported a positive impact for at-risk students served in inclusion classrooms. Thirteen of the twenty-one teachers reported they had reduced the amount of material they normally covered in a classroom with the implementation of inclusion classes. Three of the seven special education teachers who were directly involved with inclusion reported they had to reduce the amount of material they covered and eleven of the fourteen regular education teachers who were directly involved with inclusion reported they had to reduce the amount of material they covered. Concerns over the instructional pacing issue prevent the implementation of inclusion from being reported out by the respondents as a completely positive experience for all of the students. A summary of teacher responses can be found in Table 14.

INTERVIEW QUESTION	TEACHERS DIRECTLY INVOLVED WITH INCLUSION [OLIVE BRANCH]	TEACHERS DIRECTLY INVOLVED WITH INCLUSION [PORT NORFOLK]	TEACHERS DIRECTLY INVOLVED WITH INCLUSION [LAKEVIEW]
What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.	ALL 3 OBSi- POSITIVE 7 OF 10 OBRi - POSITIVE 2 OF 10 OBRi - NO CHANGE 1 OF 10 OBRi - NEGATIVE PACING	PNSP1i - POSITIVE PNR1i - POSITIVE	ALL 3 LVSPi - POSITIVE LVR1i - POSITIVE LVR2i - POSITIVE LVR3i - NO CHANGE
What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.	OBS1i - POSITIVE OBS2i - CONCERNED OBS3i - CONCERNED ALL 10 OBRi - POSITIVE	PNSP1i - POSITIVE PNR1i - POSITIVE	ALL 3 LVSPi - POSITIVE LVR1i - POSITIVE LVR2i - POSITIVE LVR3i - NO CHANGE
What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.	ALL 3 OBSi - POSITIVE ALL 10 OBRi - POSITIVE	PNSP1i - POSITIVE PNR1i POSITIVE	ALL 3 LVSPi - POSITIVE LVR1i - PROBLEMS LVR2i - PROBLEMS LVR3i - POSITIVE
Have you had to reduce the amount of material you normally cover in the classroom?	OBS1i - YES OBS2i - NO OBS3i - NO 9 OF 10 OBRi - YES 1 OF 10 OBRi - NO	PNSP1i - YES PNR1i - NO [COVERS MORE MATERIAL]	LVSP1i - NO LVSP2i - NO LVSP3i - YES LVR1i - NO LVR2i - YES LVR3i - NO
Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.	ALL 3 OBSi - CONCERNED THE PACING OF INSTRUCTION IN THE REGULAR CLASSROOM IS TOO FAST FOR DISABLED STUDENT AND IS TOO SLOW FOR THE HIGHER FUNCTIONING NON-DISABLED STUDENT. THE SELF-ESTEEM OF THE DISABLED STUDENT HAS IMPROVED AND THE AT-RISK STUDENT IS THE "REAL WINNER." ALL 10 OBRi EXPRESSED MINOR CONCERNS OVER INSTRUCTIONAL PACING. THE OVERALL RESPONSE WAS POSITIVE.	PNSP1i - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION PNR1i - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	LVSP1i - OVERALL QUALITY OF INSTRUCTION WAS GOOD LVSP2i - IMPROVED LVSP3i - IMPROVED BUT CONCERNED ABOUT HIGHER FUNCTIONING STUDENTS LVR1i - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION LVR2i - PULL-OUT CLASSES HAVE SOME ADVANTAGES LVR3i - SOME STUDENTS DO NOT GET THE FULL BENEFIT

Conclusions

In summary. the impact of inclusion classes on students is generally reported as positive. There are reported concerns about instructional pacing for high achieving students and students with disabilities who exhibit moderate, rather than mild, symptoms of their condition. All of the respondents reported positive social outcomes for all students when discussing the implementation of inclusion classes and the overwhelming majority of respondents reported major benefits of the inclusion classroom for those non-disabled students considered to be at-risk.

Recomendations for Further Study

Further studies should examine instructional pacing and student performance in the inclusion classroom. The effects of the inclusion classroom on the accomplishment of normal curriculum outcomes in such settings may assist in determining the effectiveness of inclusive special education.

Second, studies that examine the implementation of "radical" or full inclusion versus inclusion as one of many options in the LRE continuum should be undertaken. The comparison of the two contrasting styles of implementing inclusion in a school setting may lead to a functional rationale for implementing inclusion. Such an anlysis would be benefical to administrators who considering the implementation of inclusive special education programs.

Finally, there is the issue of effective resource management and the implementation of inclusion classrooms. Does the current allocation of staff and instructional supplies adequately provide services for students with disabilities in schools that provide those services in inclusion classrooms?

Summary Comments

This study looked at the implementation of inclusion at three elementary schools in an urban inner city school division. One elementary school had an extensive implementation of inclusion classrooms while the other two schools implemented inclusion on a pilot basis.

The recent studies of Fuchs and Fuchs (1994), Roberts and Mather (1995), as well as the positions taken on inclusion by various professional affiliates of the Council for Exceptional Children (CEC), the American Federation of Teachers (AFT), the Association for Supervision and Currirulum Development (ASCD), and others, call for a balanced and deliberate approach to the implementation of inclusion classes within the framework of existing law and research. The cases involved in this study approached the implementation with a sense of balance. First, they did not radicalize their approach to inclusion classes by eliminating all pull-out special education options. Each school maintained a continuum of least restrictive environment (LRE) options for their students with disabilities.

Second, the role of the principal was important in each of the cases to the implementation of inclusion. Each of the schools at the principals' direction invested time studying and preparing for the implementation of inclusion classrooms. At Olive Branch Elementary School, where the implementation of inclusion was the most extensive, the principal's

leadership and committment to the implementation of inclusion classes was the most profound. Her school formed a research committee, five teachers committed to work on graduate degrees to improve their skills and knowledge of collaboration and consultation, the staff worked with the school division's consultant, and implementation strategies were planned for a year prior to the establishment of inclusion classrooms. The principals of Port Norfolk Elementary School and Lakeview Elementary School sent teachers to visit Olive Branch Elementary School's inclusion classes and planned their pilot programs around the Olive Branch example. All of the principals made sure teachers were a part of the decision making process.

Third, there was a shared definition of inclusion throughout the cases. All of the respondents, principals, special education teachers, regular education teachers reported inclusion was serving students with disabilities for the entire instructional day in regular education classrooms with direct instructional support. All of the respondents reported the concept of mainstreaming was different from inclusion in that mainstreaming did not provide direct instructional support to the student with disabilities in the regular education classroom. None of the respondents presented arguements for a radicalized implementation of inclusion.

Fourth, the majority of teachers at each school who were directly involved with the implementation of inclusion classes were experienced teachers. Two-thirds of the teachers had completed at least fifteen hours of graduate study and four-fifths of the teachers had taught for more than six years.

Fifth, there was unanimous agreement among the principals at each school that their implementation of inclusion classes had brought about positive changes in the way teachers planned for instruction, disciplined students, monitored instruction, and communicated with the various publics. Almost all of the teachers who were directly involved with the implementation of inclusion classes reported at least four of the five areas above as having had a positive change with the implementation of inclusion classes.

Sixth, although the impact of inclusion classes on students was reported overall to be positive, there were significant concerns expressed about instructional pacing. Almost two-thirds of the teachers who were directly involved with the implementation of inclusion classrooms reported they had to reduce the amount of material they taught before the establishment of inclusion classes.

Finally, there was overall agreement that the quality of instruction as defined by the way teachers planned for instruction, disciplined students, monitored instruction, and communicated with the various publics had improved when compared to previous school years when inclusion classrooms were not a placement option for students with disabilities.

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Appendix A

Appendix A

Summary of Results Pertaining to Olive Branch Elementary School: Grouped Data

INTERVIEW QUESTION	PRINCIPAL OLIVE BRANCH ELEMENTARY	SPECIAL EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	SPECIAL EDUCATION TEACHER W/O INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS WITH INCLUSION [OLIVE BRANCH]	REGULAR EDUCATION TEACHERS W/O INCLUSION [OLIVEBRANCH]
1. What is your level of training? BA____ BA+15____ BA+30____ MS____ MS+15____ CAS____ PhD/EdD____	CAS	OBS1i - MS OBS2i - MS+15 OBS3i - MS+15	OBS1n - BS	OBR1i - MS OBR2i - BA + 30 OBR3i - BA OBR4i - BA + 15 OBR5i - MS + 15 OBR6i - BA OBR7i - MS OBR8i - BA OBR9i - MS + 15 OBR10i - MS	OBR1n - BA OBR2n - BA
2. Sex: of respondent: Male____ Female____	FEMALE	OBS1i - FEMALE OBS2i - FEMALE OBS3i - FEMALE	OBS1n - FEMALE	OBR1i - FEMALE OBR2i - FEMALE OBR3i - MALE OBR4i - FEMALE OBR5i - FEMALE OBR6i - FEMALE OBR7i - FEMALE OBR8i - FEMALE OBR9i - FEMALE OBR10i - MALE	OBR1n - FEMALE OBR2n - FEMALE
3. Respondents Position: Administrator____ Principal____ Assistant Principal____ Teacher____ Regular Education____ Special Education____ Other____	PRINCIPAL	OBS1i - SPECIAL ED TCHR OBS2i - SPECIAL ED TCHR OBS3i - SPECIAL ED TCHR	OBS1n - SPECIAL ED TCHR	OBR1i - 5TH GRADE OBR2i - 4TH GRADE OBR3i - 5TH GRADE OBR4i - 5TH GRADE OBR5i - 4TH GRADE OBR6i - 4TH GRADE OBR7i - 3RD GRADE OBR8i - 3RD GRADE OBR9i - 3RD GRADE OBR10i - 4TH GRADE	OBR1n - LIBRARIAN OBR2n - 4TH GRADE

4.	How many years have you been teaching? 0-2 ___ 3-5 ___ 6-9 ___ 10-12 ___ 13+ ___	N/A	OBS1i - 10-12 OBS2i - 10-12 OBS3i - 10-12	0-2	OBR1i - 10-12 OBR2i - 13 + OBR3i - 6-9 OBR4i - 13 + OBR5i - 13 + OBR6i - 13 + OBR7i - 13 + OBR8i - 3-5 OBR9i - 10-12 OBR10i - 6-9	OBR1n - 13 + OBR2n - 10-12
5.	How many years have you been an administrator? 0-2 ___ 3-5 ___ 6-9 ___ 10-12 ___ 13+ ___	6-9	N/A	N/A	N/A	N/A
6.	How many years have you been in this assignment?	3	OBS1i - 3 OBS2i - 3 OBS3i - 3	OBS1n - 1	OBR1i - 6 OBR2i - 6 OBR3i - 7 OBR4i - 6 OBR5i - 28 OBR6i - 11 OBR7i - 21 OBR8i - 4 OBR9i - 9 OBR10i - 4	OBR1n - 12 OBR2n - 7
7.	How many courses have you taken that specifically dealt with special education and/or special needs students?	4	OBS1i - 15 OBS2i - 15 OBS3i - 15	OBS1n - 12	OBR1i - 2 OBR2i - 2 OBR3i - 2 OBR4i - 9 OBR5i - 0 OBR6i - 2 OBR7i - 12 OBR8i - 1 OBR9i - 15 OBR10i - 2	OBR1n - 0 OBR2n - 0

#					
8.	Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?	100 HOURS EXCELLENT	OBS1i - 0 OBS2i - 24 HOURS GOOD OBS3i - 24 HOURS GOOD	OBS1n - 0	OBR1i - ADEQUATE - GOOD OBR2i - 0 HOURS OBR3i - ADEQUATE - EXCELLENT OBR4i - 27 HOURS - GOOD OBR5i - INADEQUATE - GOOD OBR6i - INADEQUATE EXCELLENT OBR7i - 0 HOURS OBR8i - ADEQUATE - GOOD OBR9i - ADEQUATE - EXCELLENT OBR10i - ADEQUATE GOOD	OBR1n - 20 HOURS - GOOD OBR2n - ADEQUATE - GOOD
9.	What teaching endorsements do you hold?	ELEMENTARY PRINCIPAL & K-4	OBS1i - SLD-MR OBS2i - SLD-MR OBS3i - SLD-SED-MR GRADES 4-7	OBS1n - MR	OBR1i - GRADES 4-7 OBR2i - GRADES 1-7 OBR3i - GRADES 4-8 OBR4i - GRADES 1-7 OBR5i - GRADES 1-7 OBR6i - GRADES 1-7 OBR7i - GRADES 1-7 OBR8i - GRADES K-8 OBR9i - GRADES K-8 OBR10i -GRADES 4-8	OBR1n - LIBRARY & K-8 OBR2n - K-4
10.	How do you define "inclusion?"	SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL 3 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL 10 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
11.	Is "inclusion" different from "mainstreaming?"	DIFFERENT LEVEL OF SUPPORT	ALL 3 - DIFFERENT	DIFFERENT	ALL 10 - DIFFERENT	ALL - DIFFERENT

#	Question				
12.	[REGULAR EDUCATION] Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?	YES	N/A	N/A	4 OF 10 - NO 6 OF 10 - YES	ALL -YES
13.	[SPECIAL EDUCATION] Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?	N/A	ALL 3 - YES	YES - PRACTICUM EXPERIENCE	N/A	N/A
14.	Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"	YES	YES	NO	5 OF 10 - YES 5 OF 10 - NO	OBR1n - YES OBR2n - NO
15.	Are you directly involved with the implementation of "inclusionary practices" at your school?	YES	YES	NO	10 OF 10 - YES	ALL - NO
16.	What is your opinion concerning "inclusion" as it is being implemented at your school?	BENEFICIAL	ALL 3 - BENEFICIAL BUT CONCERNED PACING IS TOO FAST FOR SPECIAL ED STUDENTS	CONCERNED	4 OF 10 - BENEFICIAL BUT CONCERNED 6 OF 10 - BENEFICIAL	OBR1n - BENEFICIAL BUT CONCERNED OBR2n - BENEFICIAL

17.	Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:	YES	OBS1i - YES OBS2i - YES OBS3i - YES	OBS1n - YES	ALL 10 - YES	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED
	planning,	YES [+]	OBS1i - YES [+] OBS2i - YES [+] OBS3i - YES [+]	OBS1n - YES [+]	ALL 10 - YES [+]	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED
	discipline,	YES [+]	OBS1i - YES [+] OBS2i - NO OBS3i - YES [+]	OBS1n - NO	5 OF 10 - NO 5 OF 10 - YES [+]	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED
	direct instruction,	YES [+]	OBS1i - YES [-] OBS2i - YES [+] OBS3i - YES [+]	OBS1n - NO	1 OF 10 - NO 9 OF 10 - YES [+]	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED
	monitoring instruction,	YES [+]	OBS1i - YES [+] OBS2i - YES [+] OBS3i - YES [+]	OBS1n - NO	ALL 10 - YES [+]	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED
	communication with other teachers, administrators, parents?	YES [+]	OBS1i - NO OBS2i - YES [+] OBS3i - YES [+]	OBS1n - YES W/PARENTS	4 OF 10 - NO [+] 6 OF 10 - YES [+]	ALL - YES - FOR THOSE TEACHERS DIRECTLY INVOLVED

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18.	How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom?	PRINCIPAL AND A COMMITTEE OF TEACHERS WORKED TOGETHER WITH A CONSULTANT TO RESEARCH INCLUSION	ALL 3 - PRINCIPAL AND A COMMITTEE OF TEACHERS WORKED TOGETHER WITH A CONSULTANT TO RESEARCH INCLUSION	OBS1n - UNKNOWN - TEACHER WAS NOT EMPLOYED AT THIS SCHOOL LAST YEAR	ALL 10 - PRINCIPAL AND A COMMITTEE OF TEACHERS WORKED WITH A CONSULTANT TO RESEARCH INCLUSION	OBR1n - PRINCIPAL OBR2n - UNKNOWN
	a. Who made this decision?	PRINCIPAL AND COMMITTEE	OBS1i - PRINCIPAL OBS2i - UNKNOWN OBS3i - UNKNOWN		ALL 10 - PRINCIPAL	OBR1n - PRINCIPAL OBR2n - UNKNOWN
	b. Did you participate in the making of this decision?	YES	OBS1i - YES OBS2i - N/A OBS3i - N/A		ALL 10 - YES	OBR1n - YES OBR2n - NO
19.	How important was the decision to proceed with this philosophy to your supervisor?	VERY IMPORTANT	ALL 3 - VERY IMPORTANT	OBS1n - VERY IMPORTANT	ALL 10 - VERY IMPORTANT	ALL - VERY IMPORTANT
	a. If they supported implementation, what explains their support?	SAME PHILOSOPHY ABOUT SERVING STUDENTS	ALL3 - BETTER WAY TO SERVE ALL OF THE STUDENTS	OBS1n - UNKNOWN	ALL 10 - BETTER WAY TO SERVE ALL STUDENTS	ALL - BETTER WAY TO SERVE ALL STUDENTS
	b. Was opposition voiced?	NO	OBS1i - YES OBS2i - CONCERN OBS3i - UNKNOWN		1 OF 10 - NO 9 OF 10 - YES	ALL - NO
	c. Who voiced the opposition?	N/A	OBS1i - TEACHERS OBS2i - TEACHERS OBS3i - UNKNOWN	OBS1n - UNKNOWN	9 OF 10 - TEACHERS	N/A
	d. What explains their lack of support?	N/A	OBS1i - STUDENT BEHAVIOR OBS2i - LACK OF KNOWLEDGE ABOUT INCLUSION OBS3i - UNKNOWN	OBS1n - UNKNOWN	9 OF 10 - LACK OF KNOWLEDGE AND FEAR OF THE UNKNOWN	N/A

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#	Question					
20.	Were teachers part of the decision making process?	YES	ALL 3 - YES	OBS1n - YES	3 OF 10 - PARTIAL INVOLVEMENT 7 OF 10 - YES	OBR1n - YES OBR2n - NO
	a. How involved were the teachers in the beginning?	ACTIVE	ALL 3 - ACTIVE	OBS1n - ACTIVE	7 OF 10 - ACTIVE	OBR1n - YES OBR2n - NO
	b. How involved have the teachers been during the implementation process?	ACTIVE	ALL 3 - ACTIVE	OBS1n - ACTIVE	10 OF 10 - ACTIVE	ALL - ACTIVE
	c. What is the current level of teacher involvement in the process?	ACTIVE	ALL 3 - ONGOING	OBS1n - ACTIVE	10 OF 10 - ACTIVE	ALL - ACTIVE
21.	What was the role of central administration?	DIRECTOR OF SPECIAL EDUCATION WAS ACTIVELY INVOLVED THROUGHOUT THE PROCESS	ALL 3 - DIRECTOR OF SPECIAL EDUCATION HAS BEEN SUPPORTIVE THROUGHOUT THE PROCESS. THEY DID NOT KNOW WHAT THE REST OF CABINET'S ROLE WAS IN THE PROCESS	OBS1n - THEY WERE "FOR IT"	5 OF 10 - UNKNOWN 5 OF 10 - SUPPORTIVE THROUGHOUT THE PROCESS [2 OF 5 NOTED THE INFLUENCE OF THE DIRECTOR OF SPECIAL EDUCATION]	ALL - SUPPORTIVE
	a. In the beginning stages of planning?	AMBIVALENT		OBS1n - UNKNOWN		ALL - SUPPORTIVE
	b. During implementation?	AMBIVALENT		OBS1n - UNKNOWN		ALL - SUPPORTIVE
	c. What is their role at the present time?	AMBIVALENT		OBS1n - SUPPORTIVE		ALL - SUPPORTIVE
22.	What was the role of building principal?	N/A	ALL 3 - PRINCIPAL WAS SUPPORTIVE AND PROACTIVE THROUGHOUT THE PROCESS	OBS1n - SUPPORTIVE DURING THE ENTIRE PROCESS	ALL 10 - PRINCIPAL WAS SUPPORTIVE AND PROACTIVE THROUGHOUT THE PROCESS	ALL - PRINCIPAL WAS SUPPORTIVE AND PROACTIVE THROUGHOUT THE PROCESS
	a. In the beginning stages of planning?					
	b. During implementation?					
	c. What is their role at the present time?					

#	Question					
23.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]	NO CHANGE	ALL 3 - YES	OBS1n - YES	ALL 10 - YES	ALL - YES
24.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?	INCREASE	ALL 3 - YES	OBS1n - YES	3 OF 10 - NO 7 OF 10 - YES	OBR1n - YES OBR2n - NO
25.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?	INCREASE	ALL 3 - YES	OBS1n - YES	ALL 10 - YES	OBR1n - YES - ALL AREAS OBR2n - YES - PLANNING - NO TO OTHER AREAS
26.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.	POSITIVE	ALL 3 - POSITIVE	OBS1n - POSITIVE	7 OF 10 - POSITIVE 2 OF 10 - NO CHANGE 1 OF 10 - NEGATIVE - INSTRUCTIONAL PACE	ALL - POSITIVE
27.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.	POSITIVE	OBS1i - POSITIVE OBS2i - CONCERNED OBS3i - CONCERNED	OBS1n - NEGATIVE	ALL 10 - POSITIVE	ALL - POSITIVE
28.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.	POSITIVE	ALL 3 - POSITIVE	OBS1n - POSITIVE	ALL 10 - POSITIVE	ALL - POSITIVE

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#	Question					
29.	Have you had to reduce the amount of material you normally cover in the classroom?	YES	OBS1i - YES OBS2i - NO OBS3i - NO	OBS1n - UNKNOWN	9 OF 10 - YES 1 OF 10 - NO	ALL - UNKNOWN
30.	Has the special education teacher provided sufficient support for disabled students in the regular education classroom?	YES	ALL 3 - YES	OBS1n - UNKNOWN	ALL 10 - YES	ALL - UNKNOWN
31.	Does the special education teacher ever teach the entire regular education class?	YES	ALL 3 - YES	OBS1n - UNKNOWN	ALL 10 - YES	ALL - UNKNOWN
32.	Describe how students are grouped for instruction in the regular classroom?	MULTIPLE STRATEGIES	ALL 3 - MULTIPLE STRATEGIES	OBS1n - UNKNOWN	ALL 10 - MULTIPLE STRATEGIES	ALL - UNKNOWN
33.	Were any adjustments to methodology made to accommodate disabled students? Please explain.	YES	OBS1i - YES [+] OBS2i - YES [+] OBS3i - NO [+]	OBS1n - UNKNOWN	8 OF 10 - YES 2 OF 10 - NO	ALL - UNKNOWN
34.	Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.	MULTIPLE ADJUSTMENTS	OBS1i - MULTIPLE OBS2i - MULTIPLE OBS3i - SELF ADJUST	OBS1n - UNKNOWN	5 OF 10 - MULTIPLE ADJUSTMENTS 5 OF 10 - NO ADJUSTMENTS	ALL - UNKNOWN

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| 35. | Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom. | QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION | ALL 3 - CONCERNED THE PACING OF INSTRUCTION IN THE REGULAR CLASSROOM IS TOO FAST FOR DISABLED STUDENT AND IS TOO SLOW FOR THE HIGHER FUNCTIONING NON-DISABLED STUDENT. THE SELF-ESTEEM OF THE DISABLED STUDENT HAS IMPROVED AND THE AT-RISK STUDENT IS THE "REAL WINNER." | OBS1n - SERVICES FOR DISABLED STUDENTS WOULD BE THE SAME. | ALL 10 - EXPRESSED MINOR CONCERNS [PACE OF INSTRUCTION]. THE OVERALL TONE OF THEIR RESPONSE WAS POSITIVE. | OBR1n - POSITIVE FOR SPECIAL EDUCATION STUDENTS. OBR2n - PROBABLY THE SAME AMOUNT OF WORK FOR THE SAME RESULTS. |

Appendix B

Appendix B

Summary of Results Pertaining to Port Norfolk Elementary School: Grouped Data

INTERVIEW QUESTION	PRINCIPAL PORT NORFOLK ELEMENTARY	SPECIAL EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	SPECIAL EDUCATION TEACHER W/O INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS WITH INCLUSION [PORT NORFOLK]	REGULAR EDUCATION TEACHERS W/O INCLUSION [PORT NORFOLK]
1. What is your level of training? BA___ BA+15___ BA+30___ MS___ MS+15___ CAS___ PhD/EdD___	MS + 15	PNSP1i - BS	PNSP1n - BS	PNR1i - BS	PNR1n - BS + 30
2. Sex: of respondent: Male___ Female___	FEMALE	PNSP1i - FEMALE	PNSP1n - FEMALE	PNR1i - FEMALE	PNR1n - MALE
3. Respondents Position: Administrator___ Principal___ Assistant Principal___ Teacher___ Regular Education___ Special Education___ Other___	PRINCIPAL	PNSP1i - SPECIAL ED TCHR	PNSP1n - SPECIAL ED TCHR	PNR1i - 5TH GRADE	PNR1n - 3RD GRADE
4. How many years have you been teaching? 0-2___ 3-5___ 6-9___ 10-12___ 13+___	N/A	PNSP1i - 10-12	PNSP1n - 10-12	PNR1i - 6-9	PNR1n - 0-2
5. How many years have you been an administrator? 0-2___ 3-5___ 6-9___ 10-12___ 13+___	13 +	N/A	N/A	N/A	N/A
6. How many years have you been in this assignment?	3	PNSP1i - 3	PNSP1n - 9	PNR1i - 2	PNR1n - 1
7. How many courses have you taken that specifically dealt with special education and/or special needs students?	0	PNSP1i - 7	PNSP1n - 10	PNR1i - 2	PNR1n - 0

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#	Question		PNSP1i	PNSP1n	PNR1i	PNR1n
8.	Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?	100 HOURS EXCELLENT	PNSP1i - 10 HOURS EXCELLENT	PNSP1n - 50 HOURS EXCELLENT	PNR1i - ADEQUATE - EXCELLENT	PNR1n - 0 HOURS
9.	What teaching endorsements do you hold?	ELEMENTARY PRINCIPAL & 4-7	PNSP1i - SLD-MR	PNSP1n - SLD-MR	PNR1i - GRADES 4-8	PNR1n - GRADES K-4
10.	How do you define "inclusion?"	SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNSP1i - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNSP1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNR1i - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	PNR1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
11.	Is "inclusion" different from "mainstreaming?"	DIFFERENT LEVEL OF SUPPORT	PNSP1i - DIFFERENT	PNSP1n - DIFFERENT	PNR1i - DIFFERENT	PNR1n - DIFFERENT
12.	[REGULAR EDUCATION] Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?	YES	N/A	N/A	PNR1i - YES	PNR1n - NO
13.	[SPECIAL EDUCATION] Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?	N/A	PNSP1i - YES	PNSP1n - YES	N/A	N/A
14.	Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"	YES	PNSP1i - YES	PNSP1n - YES	PNR1i - NO	PNR1n - NO
15.	Are you directly involved with the implementation of "inclusionary practices" at your school?	YES	PNSP1i - YES	PNSP1n - NO STARTED THE YEAR IN INCLUSION CLASS	PNR1i - YES	PNR1n - "YES" SERVED 1 HI STUDENT IN HIS CLASS

	BENEFICIAL	PNSP1i - BENEFICIAL	BENEFICIAL BUT CONCERNED	PNR1i - BENEFICIAL	PNR1n - POSITIVE
16. What is your opinion concerning "inclusion" as it is being implemented at your school?	YES	PNSP1i - YES	PNSP1n - YES	PNR1i - YES	PNR1n - YES
17. Has the implementation of "inclusionary practices" at your school changed how you do any of the following activities:					
planning,	YES [+]	PNSP1i - YES [+]	PNSP1n - YES [+]	PNR1i - YES [+]	PNR1n - NO
discipline,	YES [+]	PNSP1i - YES [+]	PNSP1n - YES [+]	PNR1i - NO	PNR1n - NO
direct instruction,	YES [+]	PNSP1i - YES [+]	PNSP1n - YES [+]	PNR1i - YES [+]	PNR1n - YES
monitoring instruction,	YES [+]	PNSP1i - YES [+]	PNSP1n - YES [+]	PNR1i - YES [+]	PNR1n - NO
communication with other teachers, administrators, parents?	YES [+]	PNSP1i - YES [+] W/PARENTS	PNSP1n - YES	PNR1i - YES [+] W/PARENTS	PNR1n - YES
18. How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom?	DECISION WAS MADE AT THE CENTRAL ADMINISTRATION LEVEL TO BEGIN	PNSP1i - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM	PNSP1n - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM	PNR1i - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM	PNR1n - UNKNOWN
a. Who made this decision?	PRINCIPAL AND TWO TEACHERS AT HER SCHOOL	PRINCIPAL AND TWO TEACHERS	PRINCIPAL	PRINCIPAL	PNR1n - UNKNOWN
b. Did you participate in the making of this decision?	YES	PNSP1i - YES	PNSP1n - YES	PNR1i - YES	PNR1n - NO

	VERY IMPORTANT	PNSP1i - VERY IMPORTANT	PNSP1n - VERY IMPORTANT	PNR1i - VERY IMPORTANT	PNR1n - IMPORTANT
19. How important was the decision to proceed with this philosophy to your supervisor?	"TRULY CARE ABOUT CHILDREN"	PNSP1i - BETTER WAY TO SERVE ALL OF THE STUDENTS	PNSP1n - BETTER WAY TO REACH ALL STUDENTS	PNR1i - BETTER WAY TO SERVE ALL STUDENTS	PNR1n - BETTER WAY TO SERVE ALL STUDENTS
a. If they supported implementation, what explains their support?	NO	PNSP1i - NO	PNSP1n - YES	PNR1i - NO	PNR1n - UNKNOWN
b. Was opposition voiced?	N/A	N/A	PNSP1n - REGULAR TEACHERS	N/A	PNR1n - UNKNOWN
c. Who voiced the opposition?					
d. What explains their lack of support?	N/A	N/A	PNSP1n - LACK OF KNOWLEDGE AND UNSURE	N/A	PNR1n - UNKNOWN
20. Were teachers part of the decision making process?	YES	PNSP1i - YES	PNSP1n - YES	PNR1i - YES	PNR1n - YES
a. How involved were the teachers in the beginning?	ACTIVE	PNSP1i - ACTIVE	PNSP1n - ACTIVE	PNR1i - ACTIVE	PNR1n - ACTIVE
b. How involved have the teachers been during the implementation process?	ACTIVE	PNSP1i - ACTIVE	PNSP1n - ACTIVE	PNR1i - ACTIVE	PNR1n - ACTIVE
c. What is the current level of teacher involvement in the process?	ACTIVE	PNSP1i - ONGOING	PNSP1n - ACTIVE	PNR1i - ACTIVE	PNR1n - ACTIVE

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		PNSP1i	PNSP1n	PNR1i	PNR1n
21.	What was the role of central administration? a. In the beginning stages of planning? b. During implementation? c. What is their role at the present time?	SUPPORTIVE SUPPORTIVE SUPPORTIVE SUPPORTIVE	PNSP1i SUPPORTIVE PNSP1i SUPPORTIVE PNSP1i SUPPORTIVE PNSP1i SUPPORTIVE	PNSP1n SUPPORTIVE PNSP1n UNKNOWN PNSP1n SUPPORTIVE PNSP1n SUPPORTIVE	PNR1i - SUPPORTIVE PNR1i - SUPPORTIVE PNR1i - SUPPORTIVE PNR1i - SUPPORTIVE	PNR1n - UNKNOWN PNR1n - UNKNOWN PNR1n - UNKNOWN PNR1n - UNKNOWN
22.	What was the role of building principal? a. In the beginning stages of planning? b. During implementation? c. What is their role at the present time?	N/A	PNSP1i - PRINCIPAL WAS SUPPORTIVE THROUGHOUT THE PROCESS	PNSP1n - PRINCIPAL SUPPORTIVE DURING THE ENTIRE PROCESS	PNR1i - PRINCIPAL WAS SUPPORTIVE THROUGHOUT THE PROCESS	PNR1n - PRINCIPAL WAS SUPPORTIVE THROUGHOUT THE PROCESS
23.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]	NO CHANGE	PNSP1i - YES BUT NOT RECEIVED	PNSP1n - YES BUT NOT RECEIVED	PNR1i - NO	PNR1n - NO
24.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?	NO CHANGE	PNSP1i - YES	PNSP1n - YES	PNR1i - NO	PNR1n - NO

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		INCREASE	PNSP1i - YES	PNSP1n - YES	PNR1i - YES	PNR1n - NO
25.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?					
26.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.	POSITIVE	PNSP1i - POSITIVE	PNSP1n - POSITIVE	PNR1i - POSITIVE	PNR1n - POSITIVE
27.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.	POSITIVE	PNSP1i - POSITIVE	PNSP1n - NEGATIVE	PNR1i - POSITIVE	PNR1n - POSITIVE
28.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.	POSITIVE	PNSP1i - POSITIVE	PNSP1n - POSITIVE	PNR1i - POSITIVE	PNR1n - POSITIVE
29.	Have you had to reduce the amount of material you normally cover in the classroom?	NO	PNSP1i - YES	PNSP1n - YES	PNR1i - NO - COVERS MORE MATERIAL	PNR1n - NO
30.	Has the special education teacher provided sufficient support for disabled students in the regular education classroom?	YES	PNSP1i - "YES & NO" COULD NOT ASSURE ALL IEP OBJECTIVES WERE COVERED	PNSP1n - YES BUT DIFFICULT	PNR1i - YES	PNR1n - YES

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#	Question		PNSP1i	PNSP1n	PNR1i	PNR1n
31.	Does the special education teacher ever teach the entire regular education class?	YES	PNSP1i - YES	PNSP1n - YES	PNR1i - YES	PNR1n - NO
32.	Describe how students are grouped for instruction in the regular classroom?	MULTIPLE STRATEGIES	PNSP1i - MULTIPLE STRATEGIES	PNSP1n - MULTIPLE STRATEGIES	PNR1i - MULTIPLE STRATEGIES	PNR1n - GROUPED ACCORDING TO INSTRUCTIONAL NEED
33.	Were any adjustments to methodology made to accommodate disabled students? Please explain.	YES	PNSP1i - YES [+]	PNSP1n - NO [+]	PNR1i - NO [+]	PNR1n - YES
34.	Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.	MULTIPLE ADJUSTMENTS	PNSP1i - MULTIPLE ADJUSTMENTS	PNSP1n - YES	PNR1i - MULTIPLE ADJUSTMENTS	PNR1n - YES
35.	Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.	QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	PNSP1i - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	PNSP1n - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	PNR1i - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	PNR1n - UNABLE TO REPLY [1ST YEAR]

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Appendix C

Summary of Results Pertaining to Lakeview Elementary School: Grouped Data

INTERVIEW QUESTION	PRINCIPAL LAKEVIEW ELEMENTARY	SPECIAL EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]	SPECIAL EDUCATION TEACHER W/O INCLUSION [LAKEVIEW]	REGULAR EDUCATION TEACHERS WITH INCLUSION [LAKEVIEW]	REGULAR EDUCATION TEACHERS W/O INCLUSION [LAKEVIEW]
1. What is your level of training? BA___ BA+15___ BA+30___ MS___ CAS___ PhD/EdD___ MS+15___	CAS	LVSP1i - BS + 30 LVSP2i - BS + 30 LVSP3i - BS	LVSP1n - BS	LVR1i - MS LVR2i - MS + 15 LVR3i - BS	LVR1n - BS + 15
2. Sex: of respondent: Male___ Female___	MALE	LVSP1i - FEMALE LVSP2i - FEMALE LVSP3i - FEMALE	LVSP1n - FEMALE	LVR1i - FEMALE LVR2i - FEMALE LVR3i - FEMALE	LVR1n - FEMALE
3. Respondents Position: Administrator___ Principal___ Assistant Principal___ Teacher___ Regular Education___ Special Education___ Other___	PRINCIPAL	LVSP1i - SPECIAL ED TCHR LVSP2i - SPECIAL ED TCHR LVSP3i - SPECIAL ED TCHR	LVSP1n - SPECIAL ED TCHR	LVR1i - 3RD GRADE LVR2i - 1ST GRADE LVR3i - K	LVR1n - 3RD GRADE
4. How many years have you been teaching? 0-2___ 3-5___ 6-9___ 10-12___ 13+___	N/A	LVSP1i - 0-2 LVSP2i - 3-5 LVSP3i - 0-2	LVSP1n - 3-5	LVR1i - 13 + LVR2i - 13 + LVR3i - 10-12	LVR1n - 10-12
5. How many years have you been an administrator? 0-2___ 3-5___ 6-9___ 9___ 10-12___ 13+___	13 +	N/A	N/A	N/A	N/A
6. How many years have you been in this assignment?	3	LVSP1i - 2 LVSP2i - 2 LVSP3i - 1	LVSP1n - 3	LVR1i - 4 LVR2i - 6 LVR3i - 11	LVR1n - 1
7. How many courses have you taken that specifically dealt with special education and/or special needs students?	0	LVSP1i - 10 LVSP2i - 20 LVSP3i - SOAR	LVSP1n - 8	LVR1i - 4 LVR2i - 0 LVR3i - 1	LVR1n - 2

#	Question	100 HOURS EXCELLENT	LVSP1i - 40 HOURS EXCELLENT	LVSP1n - 15 HOURS EXCELLENT	LVR1i - 15 HOURS EXCELLENT	LVR1n - 0 HOURS
8.	Estimate the amount and quality of the inservice training you have had that specifically dealt with special education and/or special needs students?	100 HOURS EXCELLENT	LVSP1i - 40 HOURS EXCELLENT LVSP2i - 5 HOURS GOOD LVSP3i - 5 HOURS GOOD	LVSP1n - 15 HOURS EXCELLENT	LVR1i - 15 HOURS EXCELLENT LVR2i - 0 LVR3i - ADEQUATE	LVR1n - 0 HOURS
9.	What teaching endorsements do you hold?	ELEMENTARY PRINCIPAL & K-8 & MATH	LVSP1i - SLD-K-4 LVSP2i - SLD-MR LVSP3i - 4-7 SP ED PENDING	LVSP1n - SLD-MR	LVR1i - GRADES K-4 LVR2i - GRADES K-4 LVR3i - GRADES K-4	LVR1n - GRADES K-8
10.	How do you define "inclusion?"	SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL 3 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	LVSP1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	ALL 3 - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES	LVR1n - SPECIAL EDUCATION STUDENTS SERVED ALL DAY IN REGULAR EDUCATION CLASSES
11.	Is "inclusion" different from "mainstreaming?"	DIFFERENT LEVEL OF SUPPORT	ALL 3 - DIFFERENT	LVSP1n - DIFFERENT	ALL 3 - DIFFERENT	LVR1n - DIFFERENT
12.	[REGULAR EDUCATION] Did you teach disabled children in your class before the implementation of "inclusionary practices?" Describe your experiences during this time?	YES	N/A	N/A	ALL 3 - YES	LVR1n - YES
13.	[SPECIAL EDUCATION] Did you work with disabled children in the mainstream before the implementation of "inclusionary practices?" Describe your experiences during this time?	N/A	ALL 3 - YES	LVSP1n - YES	N/A	N/A
14.	Is there any experience before "inclusion" was started at your school that led you to support or oppose the implementation of "inclusionary practices?"	YES - WORKSHOP	LVSP1i - YES LVSP2i - NO LVSP3i - YES	LVSP1n - YES	LVR1i - NO LVR2i - YES LVR3i - NO	LVR1n - YES [+]
15.	Are you directly involved with the implementation of "inclusionary practices" at your school?	YES	ALL 3 - YES	LVSP1n - NO	ALL 3 - YES	LVR1n - NO

	BENEFICIAL	LVSP1i - BENEFICIAL / LVSP2i - BENEFICIAL BUT CONCERNED / LVSP3i - BENEFICIAL BUT CONCERNED	BENEFICIAL	LVR1i - BENEFICIAL / LVR2i - DIFFICULT / LVR3i - BENEFICIAL	LVR1n - POSITIVE
16. What is your opinion concerning "inclusion" as it is being implemented at your school?					
17. Has the implementation of "inclusionary" practices" at your school changed how you do any of the following activities:	YES	ALL 3 - YES	LVSP1n - NO	ALL 3 - YES	LVR1n - UNKNOWN
planning,	YES [+]	LVSP1i - YES [+] / LVSP2i - NO / LVSP3i - YES [+]	LVSP1n - NO	ALL 3 - YES [+]	LVR1n - UNKNOWN
discipline,	YES [+]	LVSP1i - YES [+] / LVSP2i - NO / LVSP3i - YES [-]	LVSP1n - NO	LVR1i - YES / LVR2i - NO / LVR3i - NO	LVR1n - UNKNOWN
direct instruction,	YES [+]	LVSP1i - YES [+] / LVSP2i - NO / LVSP3i - YES [+]	LVSP1n - NO	ALL 3 - YES [+]	LVR1n - UNKNOWN
monitoring instruction,	YES [+]	LVSP1i - YES [+] / LVSP2i - YES [+] / LVSP3i - YES [+]	LVSP1n - NO	LVR1i - YES [+] / LVR2i - YES [+] / LVR3i - NO	LVR1n - UNKNOWN
communication with other teachers, administrators, parents?	NO [+]	LVSP1i - YES [+] W/PARENTS / LVSP2i - YES [+] / LVSP3i - YES [+]	LVSP1n - NO	LVR1i - NO / LVR2i - YES W/PARENTS / LVR3i - NO	LVR1n - UNKNOWN

Question					
18. How was the decision made to begin to use an inclusionary philosophy to deliver services to disabled students in the regular classroom?	DECISION WAS MADE AT THE CENTRAL ADMINISTRATION LEVEL TO BEGIN	ALL 3 - PRINCIPAL AND TEACHERS WHO WERE INTERESTED IN PILOT PROGRAM	LVSP1n - UNKNOWN	ALL 3 - ADMINISTRATIVE	LVR1n - INSERVICE PROVIDED INFORMATION
a. Who made this decision?	PRINCIPAL TEACHERS WHO WERE INTERESTED IN PILOT	ALL 3 - PRINCIPAL		ALL 3 - PRINCIPAL	LVR1n - UNKNOWN
b. Did you participate in the making of this decision?	YES	LVSP1i - YES LVSP2i - NO LVSP3i - YES		LVR1i - YES LVR2i - YES LVR3i - NO	LVR1n - NO
19. How important was the decision to proceed with this philosophy to your supervisor?	VERY IMPORTANT	ALL 3 - VERY IMPORTANT	LVSP1n - IMPORTANT	ALL 3 - IMPORTANT	LVR1n - IMPORTANT
a. If they supported implementation, what explains their support?	BENEFICIAL FOR CHILDREN	ALL 3 - BETTER WAY TO SERVE AT-RISK STUDENTS	LVSP1n - BETTER WAY TO REACH ALL STUDENTS	LVR1i - WORKSHOP LVR2i - UNKNOWN LVR3i - UNKNOWN	LVR1n - BETTER WAY TO SERVE ALL STUDENTS
b. Was opposition voiced?	NO	LVSP1i - NO LVSP2i - YES LVSP3i - NO	LVSP1n - UNKNOWN	ALL 3 - NO	LVR1n - NO
c. Who voiced the opposition?	N/A	LVSP1i - N/A LVSP2i - TEACHERS LVSP3i - N/A	LVSP1n - UNKNOWN	N/A	N/A
d. What explains their lack of support?	N/A	LVSP1i - N/A LVSP2i - CLASS SIZE LVSP3i - N/A	LVSP1n - UNKNOWN	N/A	N/A

		ALL 3 - YES	LVSP1n - YES	ALL 3 - YES	LVR1n - YES
20.	Were teachers part of the decision making process?	YES	ALL 3 - YES	LVSP1n - YES	ALL 3 - YES	LVR1n - YES
	a. How involved were the teachers in the beginning?	ACTIVE	ALL 3 - ACTIVE	LVSP1n - ACTIVE	ALL 3 - ACTIVE	LVR1n - ACTIVE
	b. How involved have the teachers been during the implementation process?	ACTIVE	ALL 3 - ACTIVE	LVSP1n - ACTIVE	ALL 3 - ACTIVE	LVR1n - ACTIVE
	c. What is the current level of teacher involvement in the process?	ACTIVE	ALL - ONGOING	LVSP1n - ACTIVE	ALL 3 - ACTIVE	LVR1n - ACTIVE
21.	What was the role of central administration?	IMPORTANT	ALL 3 - SUPPORTIVE	LVSP1n - UNKNOWN	LVR1i - MINIMAL LVR2i - INSERVICE LVR3i - INSERVICE	LVR1n - UNKNOWN
	a. In the beginning stages of planning?	SUPPORTIVE	ALL 3 - SUPPORTIVE	LVSP1n - UNKNOWN	LVR1i - MINIMAL LVR2i - SUPPORTIVE LVR3i - SUPPORTIVE	LVR1n - UNKNOWN
	b. During implementation ?	SUPPORTIVE	ALL 3 - SUPPORTIVE	LVSP1n - UNKNOWN	LVR1i - MINIMAL LVR2i - SUPPORTIVE LVR3i - SUPPORTIVE	LVR1n - UNKNOWN
	c. What is their role at the present time?	SUPPORTIVE	ALL 3 - SUPPORTIVE	LVSP1n - UNKNOWN	LVR1i - MINIMAL LVR2i - UNSURE LVR3i - UNSURE	
22.	What was the role of building principal?	N/A	LVSP1i & LVSP3i - PRINCIPAL WAS SUPPORTIVE THROUGHOUT THE PROCESS LVSP2i - PRINCIPAL INVOLVEMENT MARGINAL IN CURRENT STAGES OF IMPLEMENTATION	LVSP1n - PRINCIPAL SUPPORTIVE DURING THE ENTIRE PROCESS	ALL 3 - PRINCIPAL WAS SUPPORTIVE THROUGHOUT THE PROCESS	LVR1n - PRINCIPAL WAS SUPPORTIVE THROUGHOUT THE PROCESS
	a. In the beginning stages of planning?					
	b. During implementation ?					
	c. What is their role at the present time?					

#	Question					
23.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the number and type of staff required to serve students in your building/class? [describe/explain]	NO CHANGE	LVSP1i - NO LVSP2i - YES LVSP3i - NO	LVSP1n - NO	ALL 3 - NO	LVR1n - UNKNOWN
24.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of instructional supplies needed in your building/class?	NO CHANGE	ALL 3 - NO	LVSP1n - UNKNOWN	ALL 3 - NO	LVR1n - UNKNOWN
25.	Did the implementation of inclusionary practices require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining? [or] Would you expect the implementation of inclusionary practices would require an increase, decrease, or no change in the amount of your time needed for planning, instructing, and/or disciplining?	INCREASE	ALL 3 - YES	LVSP1n - UNKNOWN	ALL 3 - YES	LVR1n - PROBABLY
26.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on non-disabled students? Explain.	POSITIVE	ALL 3 - POSITIVE	LVSP1n - POSITIVE	LVR1i - POSITIVE LVR2i - POSITIVE LVR3i - NO IMPACT	LVR1n - POSITIVE
27.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on disabled students? Explain.	POSITIVE	ALL 3 - POSITIVE	LVSP1n - POSITIVE	LVR1i - POSITIVE LVR2i - POSITIVE LVR3i - NO IMPACT	LVR1n - POSITIVE
28.	What impact do you think serving disabled and non-disabled students together in the same classroom has [or would have] on at-risk students? Explain.	POSITIVE	ALL 3 - POSITIVE	LVSP1n - POSITIVE	LVR1i - PROBLEMS LVR2i - PROBLEMS LVR3i - POSITIVE	LVR1n - POSITIVE
29.	Have you had to reduce the amount of material you normally cover in the classroom?	YES	LVSP1i - NO LVSP2i - NO LVSP3i - YES	LVSP1n - UNKNOWN	LVR1i - NO LVR2i - YES LVR3i - NO	LVR1n - NO

#	Question					
30.	Has the special education teacher provided sufficient support for disabled students in the regular education classroom?	YES	ALL 3 - YES	LVSP1n - YES	ALL 3 - YES	LVR1n - YES
31.	Does the special education teacher ever teach the entire regular education class?	YES	ALL 3 - YES	LVSP1n - YES	ALL 3 - YES	LVR1n - YES
32.	Describe how students are grouped for instruction in the regular classroom.	FLEXIBLE GROUPING	ALL 3 - MULTIPLE STRATEGIES	LVSP1n - UNKNOWN	ALL 3 - MULTIPLE STRATEGIES	LVR1n - UNKNOWN
33.	Were any adjustments to methodology made to accommodate disabled students? Please explain.	YES	LVSP1i - NO [+] LVSP2i - YES [+] LVSP3i - YES [+]	LVSP1n - UNKNOWN	LVR1i - YES LVR2i - YES LVR3i - NO	LVR1n - UNKNOWN
34.	Describe any classroom organizational adjustments that were necessary to assure appropriate interactions between and among disabled and non disabled students.	MULTIPLE ADJUSTMENTS	LVSP1i & LVSP2i MULTIPLE ADJUSTMENTS LVSP3i - NONE	LVSP1n - UNKNOWN	ALL 3 - NO ADJUSTMENTS NEEDED	LVR1n - UNKNOWN
35.	Please compare and contrast the quality of instructional services disabled and non-disabled students received before inclusion implemented in your building/classroom with the services received in an inclusion classroom.	QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	LVSP1i - OVERALL QUALITY OF INSTRUCTION WAS GOOD LVSP2i - IMPROVED LVSP3i - IMPROVED BUT CONCERNED ABOUT HIGHER FUNCTIONING STUDENTS	LVSP1n - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION	LVR1i - OVERALL QUALITY OF INSTRUCTION IMPROVED AFTER IMPLEMENTATION LVR2i - PULL-OUT HAS SOME ADVANTAGES LVR3i - SOME STUDENTS DO NOT GET THE FULL BENEFIT	LVR1n - PROVIDES SP ED STUDENT WITH BROADER OPPORTUNITIES

VITA
CARROLL R. BAILEY, JR.
April, 1995

Home Address: Date of Birth:
931 Jamestown Cres.   June 7, 1946
Norfolk, Virgina 23508

DEGREES

B.A.,	- History, 1968 Old Dominion University, Norfolk, Virgina
M.S.,	- Secondary Education - History, 1972 Old Dominion University, Norfolk, Virgina
C.A.S.	- Educational Administration, 1979 Old Dominion University, Norfolk, Virgina
C.A.G.S.	- Educational Administration, 1985 Virginia Polytechnic Institute and State University Blacksburg, Virginia
Ed.D.	Educational Administration, 1995 Virginia Polytechnic Institute and State University Blacksburg, Virginia

EXPERIENCE

1991 - Present   Director of Instruction
                    Portsmouth City Public Schools, Portsmouth, Virginia

1987 - 91   Coordinator of Special Education & Pupil Personnel Services
                    Portsmouth City Public Schools, Portsmouth, Virginia

1978 - 87   Principal
                    Portsmouth City Public Schools, Portsmouth, Virginia

1977 - 78   Assistant Principal
                    Portsmouth City Public Schools, Portsmouth, Virginia

1975 - 77   Director
                    Virginia Learning Center, Norfolk, Virginia

1973 - 75   Director
                    Tidewater Community School, Norfolk, Virginia

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development (ASCD)
Council for Exceptional Children (CEC)
Council for Administrators of Special Education of CEC
Council for Children with Behavior Disorders of CEC
Division for Learning Disabilities of CEC
Division for Research of CEC

C. R. Bailey, Jr.