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ABSTRACT

The paper describes a case-by-case reintegrating strategy for transfer of special education students to less restrictive environments (RLE) stressing "transenvironmental programming" (TP), student-directed interventions, and collaborative consultation. Implementation involved 10 experimental subjects and 10 controls who were elementary grade children with behavior disorders originally enrolled in a special school. Transenvironmental programming focuses on acquisition of skills deemed critical for success, and the transfer of these skills from "training" to "target" environments. TP comprises four phases: environmental assessment, intervention and preparation, promoting transfer across settings, and evaluation in the target environment. Each experimental and control student's most disturbing behavior was identified and an intervention was implemented, involving a teacher-student contract and monitoring either through interval recording or product inspection. Implementation of the TP process required 10 weeks at the special school and 8 weeks in the LRE school. Meetings with LRE and special school teachers set goals for student behavior, and repeated data collection during intervention led to consideration of the student's transfer to the LRE. Postentry intervention involved two final data collections, an individualized education program meeting, classroom observations, teacher ratings, and student-teacher interviews. All 10 of the experimental students but only five of the control students exited the special school for a less restrictive environment (either mainstream or special class in a regular school). (DB)

Achieving Responsible Reintegration of Behaviorally Disordered Students

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Running head: REINTEGRATION

Abstract

Few special education teachers, administrators, teacher-trainers, or researchers are satisfied with the frequency with which students with disabilites are transitioned into less restrictive educational settings. For many special education professionals the question is not whether these children should be prepared for reintegration, but how to do it in a professionally responsible manner. Although some recently have suggested that large numbers of handicapped pupils, including those with behavior disorders, may be moved en masse into less restrictive environments, such an idea currently lacks empirical validation. In this article we describe an alternative strategy. Referred to as case-by-case reintegration, it was implemented as part of an investigation involving 20 children with behavior disorders enrolled in a special school. Findings suggest the strategy was effective. However, study limitations place constraints on interpretations. Implications for future research on reintegration are discussed.

Achieving Responsible Reintegration of Behaviorally Disordered Students

Since the U.S. Department of Education's first child count in 1976-1977, the number of students served under the Education for All Handicapped Children's Act and Chapter 1 has grown each year, with an increase of 712,688 children, or 16%, from 1976-1977 to 1986-1987 (see U.S. Department of Education, 1988, Table 1, p. 4). It is likely that this burgeonning number reflects, to some extent, more than a decade of effort to provide disabled children with appropriate education. However, there is increasing sentiment that too many pupils are being placed in special education (e.g., Gerber & Semmel, 1984; U.S. Department of Education, 1984). Two factors are often cited as further explanation for rising special education enrollments. One is that regular educators are referring more and more nonhandicapped pupils for evaluation and possible special education placement (e.g., Research for Better Schools, 1986; 1988). The other is that children in special education programs infrequently are transitioned into less restrictive environments, including regular classrooms where they may be decertified (e.g., Anderson-Inman, 1987; Weatherly & Lipsky, 1977).

Barriers to Reintegration

In an article entitled, "The Yoke of Special Education: How to Break It," Gartner and Lipsky (1989) placed all blame on special education for the infrequency with which reintegration is undertaken. According to these critics, special education militates against reintegration through its preoccupation with "turf" (p. 7) and apparent "bounty hunting" (p. 7) as well as by the incompetence of special education teachers (p. 22) who fail to set instructional goals for their students (p. 33). While these factors may

constitute barriers to reintegration in some places, we believe there are additional reasons, at least as important, which do not carry with them an explicit or covert denigration of special education as a profession. One such explanation is that the reintegration process has often been misconceived. That is, there has been a widespread and, we believe, incorrect belief that successful reintegration depends mostly, if not solely, on the positive attitude and goodwill of the regular classroom teacher.

Regular teachers' attitude. To be sure, there is evidence suggesting many regular educators harbor negative attitudes toward pupils with disabilities (e.g., Alexander & Strain, 1976; Efron & Efron, 1967; Fine, 1967; Gickling & Theobald, 1975; Shotel, Iano, & McGettigan, 1972). Typically, this finding has been interpreted to mean that reintegration efforts are doomed unless regular educators' negative attitudes are softened. For example, Donaldson (1980) has written, "Until disabled [students] are seen as individuals who, like all [students], have differing skills, interests, and personality traits, the ultimate outcome of legislation mandating integration... will be unpredictable" (p. 504). This popular conceptualization has been the rationale for many preservice and inservice activities as well as research efforts (see Donaldson, 1980), aiming to improve regular educators' perceptions of students with disabilities.

Failure of skills to transfer. While attitude is no doubt important, we believe its salience has been overplayed. As a consequence, two more basic factors have received less attention than they deserve. First, skills taught in more restrictive settings are often not crucial for adaptation in less restrictive environments. Thus, students are not always prepared for transfer to a less restrictive setting. Second, and maybe more important, regardless of the relevance of skills taught in more restrictive settings, they

frequently fail to transfer to classes closer to the mainstream (e.g., Anderson-Inman, Walker, & Purcell, 1984; Hundert, 1982; Thorpe, Chiang, & Darch, 1981; Wehman, Abramson, & Norman, 1977).

Why do skills fail to transfer? There are probably multiple reasons, most of which arise from important differences distinguishing the more and less restrictive educational settings. Instruction in resource, for example, is usually different in content and format from that found in regular classrooms. Similarly, instructional materials are often unique, student groupings are smaller, and reinforcement densities are higher in resource classrooms. These discontinuities are not accidental. Again in resource, most deviations from regular class curricula and methods have been implemented purposely to promote more efficient acquisition of skills. It is precisely this deviation that is supposed to make special education "special." Unfortunately, it is also this deviation that may interfere with the transfer of skills across settings.

Thus, while some special education students are not specifically prepared for reintegration, others, who <u>are</u> taught pertinent skills and who <u>do</u> move into less restrictive settings, often do not demonstrate competence and conduct appropriate for their new classrooms. Understandably, teachers of such classrooms tend to view these children as unprepared. We believe it is this perceived unpreparedness, rather than teachers' <u>a priori</u> bias against handicapped pupils, that contributes to a negative view of reintegration.

<u>Transenvironmental Programming</u>

In an effort to address these barriers, Anderson-Inman and her colleagues (e.g., Anderson-Inman, 1981; Anderson-Inman, Walker, & Purcell, 1984) have developed "transenvironmental programming" (TP). The crux of this approach focuses on acquisition of skills deemed critical for success in less

restrictive settings and the transfer of these skills from "training" to "target" environments. TP comprises four phases: environmental assessment, intervention and preparation, promoting transfer across settings, and evaluation in the "target" environment. These phases, described more fully below, seem to represent a logical and efficient process of reintegration. However, they vary considerably in terms of their detail and prescriptiveness. For example, whereas Anderson-Inman et al. (1984) have developed imaginative and methodolgically sound procedures to conduct the first phase of TP (i.e., environmental assessment), activities associated with subsequent phases are less detailed or rigorously tested. Additionally, TP has not yet addressed seriously the interactional process by which teachers in "training" and "target" settings coordinate their reintegration effort.

Purpose

The purpose of this study was to build on the work of Anderson-Inman and her colleagues by developing and refining a reintegration process that results in special education students' successful adaptation to less restrictive settings. Toward this end, we embedded TP into a larger collaborative process of consultation and constructed student-directed classroom interventions that might transfer across settings. In contrast to prior work on TP, which has involved resource classrooms, we implemented our reintegrative process with behaviorally disordered students in a separate school in hopes of facilitating their successful enrollment in educational programs in regular buildings.

Method

Setting

The school district in which this study was conducted relies on separate schools to educate many of its students with more severe disabilities. Thus, there is a school predominantly for students with physical disabilities, three

schools for children with mental handicaps, and one for those with behavior disorders. The school for behaviorally disordered students, hereafter signified by the fictitious title "School D," began in 1976. Over the years, many in the district have come to view School D's program as ineffective and its students as incorrigible, with the result that teachers in less restrictive settings have sometimes been reluctant to help reintegrate School D pupils.

During 1987-1988, the year in which this study was conducted, School D served 85 pupils. Their chronological age (CA) ranged from 5 to 13, 60% were black, and 98% received free lunch. They were assigned to one of 12 teachers who ran self-contained classes for 6 to 10 students. Student assignment was based on a combination of CA and academic skill level, since School D was an ungraded setting. Although School D teachers were encouraged to use a day-long structured token economy, informal observation indicated that this was not always the case.

Participants

School D teachers. Eight School D teachers, including seven females, taught pupils ranging in age from 9 to 13. The teachers were asked to identify children who were ready for reintegration, or would be ready given appropriate preparation for a less restrictive placement. Twenty students were nominated. The teachers then were informed that we were able to help reintegrate only half this number. They were asked to agree to a randomly selected subgroup of 10 students, with whom we would work and who, in effect, would constitute the experimental group. Whereas the proposed number of 10 was acceptable to School D staff, the random selection procedure was not. Seven teachers selected 10 pupils: five chose one each; one identified two students; and one selected three for transfer to a least restrictive

environment (LRE). Although only half of the 20 pupils selected for reintegration were designated "experimentals," we and School D staff agreed that the teachers should endeavor to reintegrate all originally nominated students. The 10 children with whom we would not work were "controls."

Experimental and control students. Despite that experimental and control students were not selected randomly, evidence suggests the two groups were comparable. Table 1 displays a series of similar group means for such diverse measures as reading comprehension, number of grade levels behind current placement in math and reading, teacher ratings and systematic observations of classroom behavior, student self-ratings, and proportions of male and black pupils. Moreover, experimentals and controls were not distinguishable in terms of average performance on individually-administered IQ tests (M = 78.78, SD = 16.40 for experimentals; M = 79.17, SD = 16.01 for controls), t (13) = -.05, ns.

Insert Table 1 about here

These data substantiate our impression that many teachers employed different, and sometimes contradictory, criteria when assigning students to experimental and control groups. Teachers' informal remarks suggested that, whereas some students were routed to the experimental group because they were perceived as relatively weak candidates for reintegration, and required project assistance to make a successful transition, others were selected for the group because of their comparative readiness to leave School D and because the project was seen as a "fast track" to an LRE.

Each experimental and control student's most disturbing behavior was identified by his or her teacher. Among the 20 students, four were described

primarily as verbally abusive; three as speaking without permission; two each as "always clowning," uncooperative, inattentive, and unmotivated; and one each as "profane," not in an assigned seat, having difficulty with task completion, sleeping, and making distracting noises when working.

Research assistants (RAs). There were three RAs, each of whom was an advanced doctoral students in special education and experienced special educator in public schools in the South. The RAs were assigned either three or four experimental students and were expected to work closely with these students' School D, and subsequently LRE, teachers to help ensure successful reintegration.

Interventions

Contracts and monitoring. A teacher-student contract was selected as an intervention strategy at School D and LRE primarily because recent surveys (e.g., Martens, Peterson, Witt, & Cirone, 1986) indicate it is viewed positively by a large proportion of special and regular education teachers. The contract stipulated six dimensions of treatment: (a) type and degree of desired change in behavior; (b) classroom activity to which the contract would apply; (c) the strategy by which the behavior would be monitored; (d) nature of the reward; (e) when and by whom the reward would be delivered; and (f) whether the contract could be renegotiated. To enhance the salience of rewards, teachers were encouraged to select them on the basis of student interests and to award reinforcers as soon as possible following demonstration of desired behavior. Each contract was good for only one day. Teachers were required to use them for a minimum of 3 to 4 weeks.

Depending on the nature of the problem behavior, monitoring procedures involved either interval recording or product inspection. Interval monitoring was defined as a "monitoring technique used to record whether a behavior does

or does not occur during a predetermined period or interval." Interval monitoring was recommended when student behavior was primarily disruptive to the teacher's or classmates' work or well-being (e.g., disturbing noise or inappropriate touching of others). Building on the work by Hallahan and associates (e.g., Hallahan, Lloyd, Kosiewicz, Kauffman, & Graves, 1979; Hallahan, Marshall, & Lloyd, 1981), we developed directions and monitoring forms to guide students' use of interval recording.

In essence, this procedure involved use of an audiotape, which played soft "beeps" both to signal the end of each recording interval and to prompt the student to place a plus (+) or minus (-) sign in a corresponding place on the monitoring sheet. To record a plus, the student either (a) displayed a desirable version of the target behavior (e.g., "remaining silent" rather than the targeted "talking out of turn") when the situation required it, or (b) refrained from exhibiting it when it would have been inappropriate to do so. Before recording a minus, the student either (a) did not display the desirable version of the behavior when it would have been appropriate to display it, or (b) demonstrated the behavior when it was inappropriate to do so.

Product inspection was defined as "evaluation of academic work at the end of a predetermined duration." This form of monitoring was used for behaviors primarily interfering with the student's own academic work (e.g., inattentiveness and frequent getting out of seat). As with interval recording the teacher and student were required to adhere to specific guidelines, and special monitoring sheets were created to facilitate record keeping. For more information about the teacher-student contracts and student-directed monitoring procedures, see Fuchs (in press), Fuchs, Fuchs, and Bahr (in press), Fuchs, Fuchs, Bahr et al. (in press), and Fuchs, Fuchs, Gilman et al. (in press).

Transenvironmental programming (TP). As described, TP comprises four phases, the first of which is environmental assessement. Since it is assumed that effective preparation for the LRE can be accomplished best by first identifying the behavioral and academic expectations of this environment, the purpose of the first phase is to ascertain the specific skills and behaviors required for success in the LRE classroom. This knowledge can then be used to plan the content of instruction in the present special education setting.

In the second phase, intervention and preparation, the special educator teaches the skills identified during the preceding phase as critical for success in the LRE. Next, in promoting transfer across settings, the special education teacher helps ensure that the reintegrating student actually uses his or her new y acquired skills in the LRE. Finally, in the fourth phase, evaluation in the LRE, multivarious data are collected in the LRE on the extent to which the reintegrating pupil has adjusted academically and socially. See Anderson-Inman (1981; 1986) and Anderson-Inman, Walker, and Purcell (1984) for details.

Reintegration Process

The reintegration process incorporated these interventions into a larger process of collaborative activ ty among the School D and LRE teachers and the RAs. Its general purpose was to ensure responsible reintegration. That is, it aimed to get students out of School D, but in a manner that both prepared them for the academic and nonacademic demands of the LRE and readied the LRE teachers for the students' unique learning and management needs. On average, the process ran 10 and 8 weeks in School D and the LRE, respectively. Overall, it required approximately 10 hours of School D teachers' time, 8 hours for LRE teachers. As for the RAs, they spent an average 20 hours per student totaled across the 18 weeks. Finally, the reintegration process

subsumed 10 phases. Following is a brief description of School D and LRE teachers' and RAs' respective responsibilities at each step along the way.

Orientation. The senior author and three RAs met with the entire School D staff (a) to describe the reintegration rationale and process, (b) to clarify the roles of participating School D teachers, yet-to-be identified LRE teachers, and the RAs, (c) to explain how the collection of certain data throughout the project would strengthen reintegration efforts, and (d) to request the selection of students appropriate for reintegration and, for each candidate, identification of possible LRE placements.

Data collection #1. Each School D teacher finalized selection of the student(s) to be reintegrated and, for each candidate, identified an appropriate LRE. The teachers also shared extant standardized and informal test data with their RA, and carefully defined the one problem behavior of each student, which, if remedied, would lead to the greatest improvement in the student's classroom conduct. (This "target" behavior eventually would become a focal point for the already described teacher-student contract and monitoring procedures.) Concurrently, the RA conducted an ecological inventory (see Fuchs, Fernstrom, Reeder, & Gilman, 1988) of the student's School D classroom and two 15-minute observations of the student, using a systematic procedure described below. Additionally, the RA conducted a teacher interview (see Fuchs, 1988) and obtained a teacher-completed Revised Behavior Problem Checklist (described below) on the reintegration candidate. Finally the RA contacted the identified LRE teacher to arrange an "M-Team Meeting."

M-Team Meeting. Prior to this first meeting between the two teachers, the School D teacher and RA developed and rehearsed an argument for the student's reintegration. At the start of the meeting, always held at the district's central office, the RA described the general purpose of the

project. The School D teacher then presented data describing the student's current academic performance and school behavior. He or she was coached to present a generally optimistic picture, but also to characterize the pupil accurately and honestly, describing current strengths and weaknesses. The LRE teacher then discussed his or her classroom in terms of expectations or standards for academic performance and classroom behavior.

Based on these descriptions of student and LRE, the teachers evaluated the appropriateness of the LRE for the pupil. If the teachers agreed there was a match, or agreed on the likelihood of a match (assuming the effectiveness of certain remedial activities in School D), then a timeline for reintegration was determined and a new IEP was developed and signed. The RA made certain that School D administrators notified district staff of the meeting's outcome, while the School D teacher began use of the teacher-student contract and monitoring procedures. Goals set for student behavior reflected an estimation of the LRE teacher's expectation for classroom conduct. On average, this intervention lasted 3 to 4 weeks in School D.

Data collection #2. Following 2 to 3 weeks of the intervention, the RA conducted two 15-minute post-intervention observations of the student's target behavior in School D. During two more observations of equal duration in the LRE, the RA determined the frequency with which the candidate's problem behavior was displayed by two randomly-selected same-sex pupils. The RA also conducted an interview with the LRE teacher and an ecological inventory of the LRE classroom.

Reintegration Planning Meeting. The RA presented to the School D and LRE teachers in attendance a set of objectives for the meeting, and then shared the data collected in the preceding phase. Using this information, participants searched for possible discrepancies between the student's current

behavior or academic performance and corresponding LRE standards as well as important disjunctions between the settings in terms of curricula, materials, student grouping, rules and rewards, and so forth. If differences were found, the teachers and RA discussed pre-entry (School D) and post-entry (LRE) activities that could help "close the gap." For example, if it was determined that the student had met the goal for appropriate behavior in School D, but that the frequency of this behavior still was too high for the LRE, a revised, more ambitious goal was developed and made part of the pre-entry intervention.

Pre-entry intervention. If necessary, the School D teacher continued the teacher-student contract and student self-monitoring intervention and, with help from the RA who often supplied LRE books and assignments in various academic areas, incorporated LRE curricula and materials where possible. Concomitantly, the LRE teacher discussed with his or her class the imminent arrival of the School D pupil, and made whatever physical modifications were thought necessary, as in the case of one LRE teacher who constructed a special work station for the incoming student (and, eventually, for several other nonhandicapped students) for independent seatwork. The RA during this phase endeavored to facilitate communication between teachers and was supposed to collect student progress data in School D to share periodically with the LRE teacher.

Data collection #3. Just before the student's transfer to the LRE, the RA administered to the student the Comprehensive Communications/Reading Program, a locally developed criterion measure, and Self-Perception Profile for Children (Harter, 1985). The RA also interviewed the School D teacher and obtained a completed post-intervention Revised Behavior Problem Checklist. Immediately following reintegration, the RA observed the student during two 20-minute observations in the LRE and obtained from the LRE teacher a

completed Revised Behavior Problem Checklist.

Post-entry intervention. The RA explained to the LRE teacher how the student self-monitoring intervention worked, with the expectation that this teacher would help the student implement it in the LRE. In weekly meetings with this teacher, the RA explored (a) whether the problem behavior, first identified in School D, was still an appropriate target for intervention, or if a different behavior had superceded it in importance, and (b) whether the teacher was implementing the intervention and, if so, with what success. When necessary, the RA helped with adaptations of the intervention and encouraged communication between the LRE and School D teachers when appropriate. At each weekly meeting, the RA obtained from the teacher two global Likert-type ratings: one reflecting the student's overall academic progress; the other signifying the appropriateness of the student's classroom behavior. On average, the reintegrative effort lasted 8 weeks in the LRE.

Data collection #4. The RA conducted two final 20-minute observations of the student, these representing post-intervention observations in the LRE, and interviewed the student to determine his or her degree of adjustment to the new setting. Additionally, the RA interviewed the LRE teacher and requested completion of a post-intervention Revised Behavior Problem Checklist.

IEP Meeting. Approximately 2 months following development of the student's reintegration IEP, a follow-up meeting was convened in which the LRE teacher, parents, and the RA participated. The LRE teacher described the student's progress in terms of the IEP goals with help from the RA who shared pertinent observation, interview, teacher rating, and intervention-related monitoring data. Where necessary, IEP goals were revised and rewritten with input from meeting participants.

Measures

Measures and data-collection procedures included direct observations of experimental and control students as well as nonhandicapped peers in the LRE, School D and LRE teacher ratings of experimental and control pupils' problem behavior, and interviews with students and teachers. Such activity constituted a modest multi-method, multi-person approach to project evaluation.

Observations. The RAs, who conducted all observations, used a time-interval recording procedure, whereby they were instructed by audiotape to look at a student for 8 seconds, and then record for 2 seconds. Observations focused on only experimental or control students' target, or problem, behavior. The students were observed on eight occasions: four 15-minute observations in School D (twice at pre- and twice at post-intervention) and four 20-minute observations in the LRE (two times each at pre- and post-intervention). In 2 hours of training with interval recording, the RAs demonstrated interrater agreement of .87 (number of agreements divided by agreements plus disagreements on an interval-by-interval basis). A "blind" observer was matched with the RAs for 15% of pre-intervention observations in School D and LRE. Mean interrater agreement was .91 and .85 in the two settings, respectively. Disagreements were resolved through discussion. (See Fuchs, in press, for more detail about the observation system.)

Teacher ratings. The Revised Behavior Problem Checklist (RBPC; Quay & Peterson, 1983) was completed by School D and LRE teachers, on a pre- and post-intervention basis for experimental and control students. The RBPC contains 89 items, 77 of which constitute six independent scales: Conduct Disorders, representing a dimension of aggressive, noncompliant, quarrelsome, interpersonally alienated, acting-out behavior; Socialized Aggression, which

measures a rejection of authority; Attention Problems, reflecting problems in concentration, perseverance, impulsivity, and direction-following; Anxiety Withdrawl, subsuming characteristics of anxiety, depression, fear of failure, social inferiority, and self-concern; Psychotic Behavior, relating to overt psychosis and related language dysfunctions; and Motor Tension-Excess, involving gross motor behavior and motoric tension.

Student and teacher interviews. Following post-intervention activity in the LRE, the RAs conducted brief, individual, structured interviews with experimental and control students and School D and LRE teachers. Questions for the students probed their adjustment in the LRE as well as their perceptions of both educational environments Among questions asked of the teachers was this request:

> "Distribute 100 points among student, School D teacher, district administration, and LRE teacher categories to indicate the relative importance of each to the successful reintegration of School D students?"

Results

LRE Placements

All 10 experimental students exited School D before the end of the school year. One entered a mainstream classroom; the remaining nine were placed in full-day special education programs in regular school buildings. Of these nine students, one was enrolled in a program for children with moderate or severe mental retardation, four went to programs for behaviorally disordered pupils, and four entered resource classrooms. As for the original group of 10 control students, five remained in School D. Among the five who departed, all were placed in full-day special education classes housed in regular school buildings. One student entered a classroom for children with behavior disorders, four were enrolled in full-time resource programs.

The relatively low number of control pupils on whom data are presented in the next section reflects this fact that comparatively few exited from School D. This, of course, reduces the generalizability of our findings.

Students' Behavior and Adjustment across Educational Settings

Observations. Table 2 displays percentages of intervals during which experimental and control students displayed target behavior in School D and the LRE at pre- and post-intervention. A three-way ANOVA revealed a group (experimental vs. control) by school site (School D vs. LRE) interaction approaching significance, F (1, 10) = 4.28, p = .065. Averaged across pre- and post-intervention, experimental students' behavior was virtually the same in School D (M = .14, SD = .13) and LRE (M = .13, SD = .14). By contrast, control pupils' behavior appeared more disruptive in the LRE (M = .23, SD = .12) than in School D (M = .08, SD = .01).

Insert Table 2 about here

Teacher ratings. Table 3 shows means and standard deviations of School D and LRE teachers' ratings for both groups at pre- and post-intervention. A three-way ANOVA indicated a group by site by trial (pre vs. post) interaction that approached significance, F (1, 12) = 3.66, p = .08. For experimental pupils, LRE teachers' ratings tended to become more positive from pre-to-post, while School D teachers' ratings of this group remained unchanged. A different pattern was associated with the controls; that is, LRE teachers' ratings became more negative, despite that School D teachers' ratings indicated a strong positive shift.

Insert Table 3 about here

Student interviews. Table 4 provides means and standard deviations of students' responses to questions exploring the degree of adjustment at School D and the LRE. A three-way ANOVA revealed a significant main effect for group, F (1, 12) = 5.74, $p < .05$. Across interview questions and school sites, experimental students' responses were reliably more positive (M = 4.15, SD = .55) than control pupils' answers (M = 3.28, SD = .77).

Insert Table 4 about here

There also was a significant group by site interaction, F (1, 12) = 7.39, $p < .05$. Scheffe analysis indicated that experimentals were more positive about the LRE (M = 4.25, SD = .76) than controls (M = 2.81, SD = 1.14). Figure 1 displays this interaction.

Insert Figure 1 about here

Who is Responsible for Reintegrating SED Students?

Means and standard deviations of teacher responses to this question are presented in Table 5. A two-way ANOVA resulted in a significant main effect for response, F (3, 63) = 8.45, $p < .05$. Scheffe analysis revealed that across School D and LRE teacher ratings, students (M = 35.83, SD = 19.08) and LRE teachers (M = 26.57, SD = 12.38) were identified as significantly more responsible for successful reintegration than central administration (M = 12.22, SD = 9.21)

Insert Table 5 about here

Discussion

The purpose of this study was to evaluate the effectiveness of a reintegration process combining transenvironmental programming, student-directed interventions, and collaborative consultation. However, the evaluation contained several important methodological limitations, which necessarily prevent us from making bold conclusions and broad generalizations. A primary limitation, already noted, is that students were not randomly assigned to experimental and control groups. Second, due in part to the reintegration of only half the controls, the n for many statistical contrasts was low. Third, the degree of disruptive behavior obtained in School D and in the LRE probably was affected by our methodology; that is, we suspect the time interval recording procedure underestimated the severity of students' disturbing behavior in both settings; alternative methods such as duration recording may have been more sensitive. Fourth, we did not systematically collect data on the frequency and accuracy with which School D and LRE teachers implemented the classroom-based interventions. Our impression was that fidelity of treatment was higher in School D, but that there was inconsistency across teachers in both settings. Finally, we did not conduct a follow-up of reintegrated pupils. Thus, we have no evidence of the long-term impact of the reintegration process on children with behavior disorders.

Without minimizing the seriousness of these limitations, findings suggest the importance of our reintegrative process. Whereas all 10 experimental students exited School D, only half of the controls did so. Moreover,

experimentals were significantly and dramatically more positive about their adjustment in the LRE than were reintegrated controls. Consistent with this finding were two nonsignificant trends. First, while the two groups' behavior was alike in School D, controls became more disruptive in the LRE. Second, LRE teachers' ratings of experimental students became more positive from pre- to post-intervention, whereas their ratings of controls changed negatively.

While these findings are the basis of guarded optimism, much work remains in refining (a) effective, efficent, and transferable classroom interventions and (b) a process that unites School D and LRE teachers for collaborative problem solving. Furthermore, a more rigorous evaluation must be undertaken -- one that is sensitive to the problems of the study sample, to the fidelity with which treatments are conducted, and to the overall (short- and long-term) outcomes of the reintegrative process for students and teachers. School administrators interested in this process should also understand that it was built on an availability of RAs who represented the proverbial grease that made the reintegrative wheels turn. On average, the RAs spent 20 hours per student with behavior disorders, helping to ensure a relatively smooth transfer. If School D wishes to continue with this type of reintegration after we are gone, we are certain that they must acquire the ser ices of a full-time person whose sole responsibility will be tne transfer of School D chidren into LREs.

Put another way, establishing a successful reintegrative process, one in which teachers feel comfortable and which properly equips the handicapped student with requisite LRE skills, is very difficult indeed. It requires no-nonsense commitment from teachers in more and less restrictive settings as well as from the student to a multiphase process (see Table 5). And, we believe, there are few shortcuts. We join the Council for Children with

Behavioral Disorders (1989), Braaten, Kauffman, Braaten, Polsgrove, and Nelson (1988), and Kauffman (in press) in the view that, at present, there are no empirically-validated large scale full-time mainstreaming strategies for students with behavior disorders. For such children, transfer into LREs should be pursued aggressively, but prudently. For the time being, a case-by-case approach appears the responsible way to move behaviorally disordered children into LREs.

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Table 1

Experimental and Control Students' Comparability

Variable[a]	Experimental (n = 9) M	(SD)	Control (n = 7) M	(SD)	t (14)[b]
CCRP	.56	(.20)	.50	(.21)	.54
Grade levels behind in math	2.74	(1.45)	2.60	(.99)	.22
Grade levels behind in reading	2.82	(1.73)	2.47	(1.84)	.39
Observations	.16	(.16)	.14	(.09)	.28
Percent black[c]	60.00		80.00		
Percent male[d]	90.00		80.00		
RBPC	23.89	(10.12)	35.86	(22.98)	-1.41
SPPC					
Scholastic	17.11	(4.76)	16.86	(5.01)	.10
Social acceptability	15.22	(3.93)	15.14	(4.14)	.04
Athletic competence	17.11	(4.83)	16.86	(4.02)	.11
Physical appearance	18.56	(3.05)	16.00	(5.69)	1.16
Behavioral conduct	16.00	(4.21)	15.29	(5.59)	.29
Global self-worth	17.67	(3.74)	18.57	(4.08)	-.46
Teacher rating	9.00	(2.50)	9.86	(2.73)	-.65

[a]CCRP is the Comprehensive Communications/Reading Program, a locally designed criterion-referenced test. Numbers are percent of items correct on the meaning/comprehension subtest. Observations are the percent of observed intervals during which students demonstrated problem behavior in School D before intervention. RPBC is the total score on the Revised Behavior Problem Checklist (Quay & Peterson, 1983), completed by the School D teacher before intervention. Lower scores are desirable. SPPC is Harter's (1985) Self-Perception Profile for Children, which was completed by students in School D. Teacher rating is the sum of estimates of the severity, manageability, and tolerability of students' problem behavior in School D on three corresponding 5-point Likert-type scales (i.e., 1 = severe, 5 = mild; 1 = unmanageable, 5 = easily managed; and 1 = intolerable, 5 = easily tolerated). Teacher ratings range from 3 (desirable) to 15 (undesirable).

[b]None of these t values is statistically significant.

[c]Fisher's Exact Test; 2-tailed p = 1.00.

[d]Fisher's Exact Test; 2-tailed p = .63.

Table 2

Experimental and Control Students' Observed Target Behavior at School D and LRE

Site	Experimental (n = 9)				Control (n = 3)			
	Pre		Post		Pre		Post	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
School D	.16	(.16)	.11	(.14)	.11	(.03)	.05	(.01)
LRE	.14	(.18)	.11	(.11)	.18	(.13)	.27	(.13)

Table 3

Teacher Ratings of Experimental and Control Students at School D and LRE

	Experimental (n = 10)				Control (n = 4)			
	Pre		Post		Pre		Post	
Site	M	(SD)	M	(SD)	M	(SD)	M	(SD)
School D	23.40	(9.66)	20.90	(14.33)	26.75	(23.64)	12.00	(11.17)
LRE	36.70	(31.96)	29.40	(16.83)	27.50	(10.47)	34.00	(19.16)

Table 4

Experimental and Control Students' Responses at School D and LRE

Question	Experimental (n = 10)				Control (n = 4)			
	School D		LRE		School D		LRE	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
How happy are you at your present school? (1=not happy, 5=very happy)	3.90	(1.29)	4.50	(1.27)	4.25	(.96)	3.25	(2.06)
How much are you like the kids at your present school? (For School D: 1=very much, 5=not at all; for LRE: 1=not at all, 5=very much)	3.30	(1.64)	4.20	(1.23)	2.25	(1.50)	2.00	(1.41)
How prepared do you feel to do well in your new school? (1=not ready, 5=very ready)	4.80	(.42)	4.60	(.70)	5.00	(.00)	3.25	(2.06)
Do you like your new school less or more than School D? (1=less, 5=more)	4.20	(1.40)	3.70	(1.34)	3.50	(1.92)	2.75	(2.06)

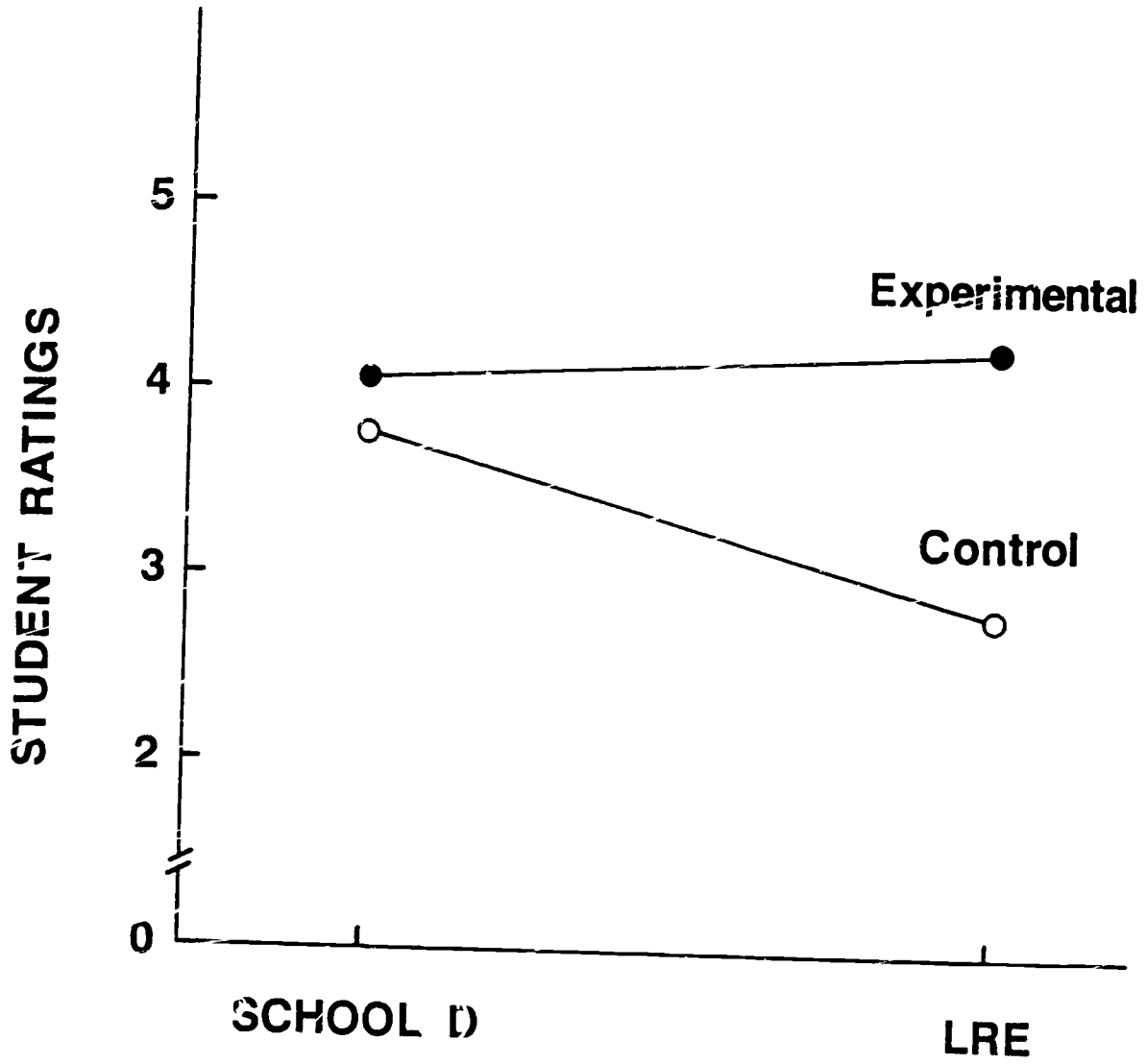
Table 5

School D and LRE Teachers' Ratings of "Who is Responsible for Successful Reintegration of School D Students?"

Response	School D (n = 8)		LRE (n = 15)	
	M	(SD)	M	(SD)
Student	40.00	(19.46)	33.60	(19.16)
School D	25.00	(10.35)	25.60	(12.52)
Central Administration	11.88	(7.40)	12.40	(9.21)
LRE Teachers	23.13	(9.32)	28.40	(13.70)

Figure Caption

Figure 1. Student ratings across interview questions.


STUDENT RATINGS
5
4
3
2
0
Experimental
Control
SCHOOL D
LRE