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ABSTRACT

This study surveyed educators in 30 school districts in Eastern Kentucky to examine the extent to which a grassroots movement toward inclusive schooling is developing, as well as teacher attitudes toward the Kentucky Education Reform Act (KERA) of 1990. Of the 3,393 questionnaires distributed, 651 were returned from 65 (of 178) schools. Generally speaking, teachers were divided in their assessment of the effectiveness of KERA reforms and also divided on their attitudes toward inclusion. Almost 81 percent reported that they have students with disabilities in their classrooms. Only 28 percent of these students spend the entire day with their peers and over 56 percent spend an hour or more each day out of the mainstream setting. Regular educators consistently reported lacking a close collaborative working relationship with special educators and that the dominant model for special education delivery continues to be a pull out or resource room approach. Many recommended practices appear to be implemented merely because "the state says we need to do this." The study finds the "mainstreaming" model rather than the "inclusive schools" model still dominates in Eastern Kentucky schools. Ten recommendations focus on nurturing the development of inclusive school communities, and the need for individuals and organizations to work for implementation of the recommendations. The survey instrument is appended. (Contains 24 references.) (DB)

An analysis of Inclusive Education in Eastern Kentucky

FINAL PROJECT REPORT

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An Analysis of Inclusive Education in Eastern Kentucky

Final Report

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April, 1997

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Summary

The research reported here examines the extent to which we are seeing a grassroots movement towards inclusive schooling in the districts of Eastern Kentucky. A mail survey of educators in the elementary and middle schools in the 30 school district in the Morehead State University service region was conducted. Of the 3393 questionnaires distributed a total of 651 were returned from 65 out of 178 schools.

Generally speaking the teachers surveyed are 1) divided on their assessment of the effectiveness of the KERA reforms, 2) are largely neutral with a somewhat positive trend in their assessment of inclusive education, 3) raise concerns about the level of preparation for inclusion, and 4) are divided on whether they feel inclusion is a good idea.

Almost 81% of regular educators indicate that they have students with a variety of disabilities in their classroom. Only 28% of the students with disabilities spend the entire day with their peers. On the other hand, fully 56.67% spend a hour or more each day out of the mainstream--a significant amount of time in a six hour school day. Even with this level of participation in the mainstram, the majority of students with disabilities continue to be seen as "special education students" not members of inclusive school communities

Regular educators are highly varied in how they structure activities within their classrooms, use a wide variety of strategies to accommodate students with disabilities within the class, but consistently lack a close collaborative working relationship with special education. The dominate model for delivery of special education continues to be a pull out or resource room.

Many best practices in inclusive education were seen as valuable by teachers and a wide range of these practice are at least nominally present in the schools responding to our survey. The pattern of ratings and the discrepancy in ratings lead to the conclusion that many practices are implemented because "the state says we need to do this." Most schools have not done the necessary hard work of developing a coherent vision of inclusion that unifies these practices and moves to a second phases of reordering working relationship within the school.

True collaboration between regular education and special education is rare. These two group of teachers have divergent perspectives on each other and lack a coherent vision of their common mission. There is limited training to help teachers develop collaborate skills. Also, administrative direction is unclear: certain practices are mandated but training and scheduling needed to achieve fundamental change are not provided.

In summary, daily practice in the schools of Eastern Kentucky continues to be based on a model of "mainstreaming"-- the individual involvement of students with disabilities in regular classes. **A movement to the formation of *inclusive schools*** with a coherent vision of effective education for all members of a diverse student body and a fundamental reordering of the relationship between regular education and special education **has barely begun**.

A series of recommendation to address issues presented by this study are offered.

Two *important* currents have converged to bring about profound change in the schools of Kentucky. The first is the far-reaching reforms of the Kentucky Education Reform Act of 1990 (KERA) with its high expectation for **all students** and its revamping of literally every component of the education system. The second is the growing push for inclusion of students with disabilities in the typical life of our schools and communities. It is not surprising that many authors (e.g. Lipsky & Gartner, 1989; Knoll & Meyer, 1987; Sailor, 1993) have taken the position that inclusion and school reform are both a piece of the same cloth: the effort to assure quality educational results for all students. The language of these two movements has the same vocabulary: collaboration, meaningful outcomes, valuing diversity, cooperative learning, and effective schools. Indeed various component of KERA (e.g., statements of learner goals, the ungraded primary, alternative portfolio assessment, New Teacher Standards) and subsequent developments (e.g., 1995 revisions regulations on teacher certification and new certification for teachers students with moderate and severe disabilities promulgated in 1994) implicitly and explicitly highlight inclusive educational practice as the hallmark of the relationship between regular and special education in Kentucky.

Currently there are a number of perceptions about the current status of inclusive education in Eastern Kentucky, but no clear data. Anecdotal reports and observation in classroom throughout Eastern Kentucky indicate wide variation in the degree to which inclusive education is being implemented. The Kentucky System Project, a Federally funded effort, housed at the University of Kentucky and co-sponsored by the Kentucky Department of Education is charged with expanding inclusive education within the State. The staff of this project report that they have had the least impact in the Eastern region of the state and feel there is substantial need to develop a regional capacity for supporting inclusive educational practice. Individual teachers and administrators report discrete, episodic, and often isolated efforts toward inclusion. These same educators express frustration over the lack of information and technical assistance to support their efforts. In truth, no one has a firm handle on what is happening in this region nor the degree of information that teachers and school administrator in the region have related to the empirically validated "best practices" that support inclusive education.

This study seeks to address this lacunae in the knowledge base on this important area of educational practice by achieving the following objectives.

1. Develop a clear database on the degree to which inclusive education is experienced by students with various disabilities throughout the Morehead State University service region.

2. Assess the extent to which educational practice that have been identified as characteristic of "quality inclusive schooling" are being implemented in the region.

3. Assess the discrepancy in knowledge and attitudes related to inclusive education among school administrator, regular educators, and special educators in the region.

4. Develop recommendations for a) revisions in pre-service training programs in regular and special education; b) in-service training activities by university faculty; and c) technical assistance needs in the region.

ISSUES IN INCLUSION

> America's special education system was intended to give disabled kids an edge. But it is cheating many--and costing the rest of us billions (Shapiro, et. al., 1993, p. 46).
>
> Is the separate special education system we have created the best way to educate these students (with disabilities)? . . . No! . . . The NASBE Special Education Study Group is calling for a fundamental shift in the delivery of education . . . to a new way to organize special and general education--name an inclusive system of education THAT STRIVES TO PRODUCE BETTER OUTCOMES FOR ALL STUDENTS (National Association of School Boards of Education, 1992, p. 1).

We start with these quotes because they capture for us much of the essence of what this project is about, supporting the national initiative to build inclusive schools that are better for ALL children. Schools are ultimately about enhancing the quality of life of people; they are also about creating better communities. This project represents an initial attempt to understand where the schools of Eastern Kentucky stand in relationship to this national movement. This movement strives to create schools that are truly inclusive, where learning that occurs in accommodating and supporting students with disabilities contributes to the creating a new culture in schools, and ultimately in communities, in which diversity is honored, learning is active and applied, and supports are provided to accommodate the unique needs of each student. This vision is both feasible and necessary.

To put the inclusion movement in perspective, it is helpful to consider the historical evolution of the relationship between students with disabilities and America's public education system. Realizing that any effort to define a historical period requires some gross simplifications and the definition of arbitrary time frames, we can roughly identify the following five phases.

1. **Exclusion from public school** (1800's to 1930's) As public schools were developed, students clearly identified as having significant disabilities were simply excluded.

2. **Segregated programs in public schools** (1930's to 1975) Gradually, public schools began to accept responsibility for the education of students with disabilities. In the early stages, however, consistent with the tendency to institutionalize individuals with more severe handicaps, such programs were discretionary and totally separate from the general education system.

3. **Mainstreaming** (1975-1990) With the advent of the landmark 1975 *Education of All Handicapped Children Act* (PL 94-142) a new era began. For the first time, public schools had a mandated responsibility to educate **all** students with disabilities in the "least restrictive environment". A range of educational mechanisms were created in which students were removed from the regular classroom to obtain special help, and the "continuum of services" was created--ranging from resource rooms to separate classes and schools.

4. **Integrated education** (1980-present) Gradually, special education began to experiment successfully with different models of providing support and related services in regular education and, at the very minimum, educating students with moderate and severe disabilities in separate

classrooms in regular schools with planned opportunities for contact with the larger students population.

5. **Inclusive education** (1987-present) Special education began to apply the conceptual framework of the community support movement to education--that is, that resources did not need to be attached to a particular "placement" and needed supports can be brought to students in any classroom. (In early references, the initial term for inclusive education was "supported education"). This was occurring simultaneously with a new wave of general school reform best captured in the words "school restructuring". During the early 1990s a series of significant federal court cases established a body of legal precedent that required a school district to meet some very rigorous standards if it sought to educate a student with a disability in a less than inclusive setting (Arnold & Dodge, 1994).

While many share a positive vision of the movement toward inclusive schools, it would be fallacious to create the impression that there is a clear national consensus. Indeed for a variety of reasons inclusive education remains a highly controversial issues. This can be seem in the fact that literally every major organization concerned with education and disability has developed a position statement on inclusive education during the last several years (See reference section) These statement run the gamut from unambiguous endorsement of inclusion as ***the*** direction for education in the United States (TASH, 1992; NASBE, 1992) to calls for a moratorium on inclusion (Shanker, 1995).

All participants in this national dialogue are clearly concerned with the quality of education for students with and without disabilities in our schools. Four issues seem to be central to the range of positions in this debate.

Definition of inclusion. In reviewing various positions on inclusion it becomes clear that at times different groups are not speaking about the same phenomena. For example, the Learning Disabilities Association of America does not support full inclusion a "practice in which all students with disabilities....receive their total education within the regular education classroom in their home school." (1993) On the other hand, the National Association of School Boards of Education (1992) supports inclusion meaning "that all children must be educated in supported, heterogeneous, age appropriate, natural, child-focused school environments for the purpose of preparing them for full participation in our diverse and integrated society." While participation in the home school seems to be central to a definition of inclusion, proponents do not define it as the inflexible approach that LDA and others seem to fear. Indeed many advocates of inclusion speak of it creating a richer and varied range of individualized educational experience for *all students* (Ford , 1989; Thousand, Villa, & Nevins, 1994).

Allocation of resources. The concerns of some groups such as the American Federation of Teachers (1994) reflects fears that inclusive education will become an excuse for the wholesale placement of all students with disabilities in regular classes without adequate resource. In other words, it will be used as a cost cutting measure by hard pressed administrators and school boards. In fact, most of the leading advocates of inclusion ultimately share this fear. They are very clear in their statements that allocation of sufficient resources to support students and teachers is part of the definition of an inclusive school (Villa, Thousand, Stainback, & Stainback, 1992).

Instructional practice. Perhaps the most contentious issue in the debate over inclusion revolves around differing perspectives on where and how a child with a disability can be most effectively educated. The leading proponents of inclusive education are educator, parents, administrators, and college faculty who have been involved in education of students with mental retardation and severe multiple disabilities. This group of students were largely excluded from school in the pre-1975 era. The experience of the last 20 years has led to the development of a strong consensus that meaningful educational outcomes for these students can only be achieved in inclusive educational settings (Snell, 1993; Ford et al. 1989; Giangreco et al, 1993). Some of the most serious questioning of the inclusion movement comes from professionals and parents concerned with students with so-called milder disabilities (e.g., Fuchs & Fuchs, 1994). On one hand, the proponents of inclusion make the point that students can only be seen as truly mastering a skill if it is learned and used in the complex heterogeneous school and community environments. On the other hand, the questioners feel that an emphasis on instruction in inclusive settings limits the options for individualization and use of effective instructional techniques. Proponents of inclusion say that their experience shows that individualization and specialized instruction can occur effectively in the "real world" setting of the regular classrooms. Adherent of the other position have years of experience in mainstreaming situation where effective responses to the learning needs of students with disabilities were not implemented. Proponents of inclusion, who have focused on the needs of students with milder disabilities take the position that central question is one of fundamentally restructuring the classroom so individualization is the norm for all students rather than the exception for "special" students (Baker, Wang, & Walberg, 1995)

Systematic implementation. A final focal point for many of the concerns about inclusion is the issue of implementation. As with the issue of resource allocation, many of those raising questions about inclusive education have legitimate fears that implementation will take the form of an administratively mandated change in student placement with no staff or student preparation and no change in educational practice to address the unique learning needs of students now included in regular classes. These concerns echo some of the earlier experience with "mainstreaming" of students with mild disabilities that led to numerous stories of students "left to sink or swim" or "adrift" in the mainstream (cf. Biklen, 1985). Again, this stands in contrast to the message of the principle proponent of inclusion who consciously use the term "inclusion" *with supports* to distinguish their efforts from many of the difficulties associate with "mainstreaming." Indeed, a series of Federal and State project have developed a growing library of resources that have been effectively used to plan, prepare for, and consistently support inclusion (e.g., Berres & Knoblock, 1987; Biklen, 1992; CEC, 1995; Gaylord-Ross, 1989; Stainback & Stainback, 1990, 1992; Thousand, Villa, & Nevins, 1994; Villa, Thousand, Stainback, & Stainback, 1992; Lipsky & Gartner, 1989).

While there is clearly a debate on the issue of inclusive schooling, it is important to put this debate in context. The numerous organizations cited above have taken a range of positions, yet there is a surprising degree of consensus. Ultimately there is agreement with the basic principle outlined in the Individuals with Disabilities Education Act

> That to the maximum extent appropriate, handicapped children...are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when...education in

> regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" [34 CFR 300.550]

This basic agreement is seen in the 1995 document, *Creating Schools for All Our Students*, on inclusive schooling that was developed by a working group of ten education organizations convened by the Council for Exceptional Children. A commitment to schools as places that support membership and effective learning for all students pervades this document. As noted in the discussion above, the concerns are not about the vision of inclusion but fears of misdirection in achieving that vision. James Kaufman, a leader in the field of special education, who has expressed concern about the inclusive school movement summarizes these concerns:

> The movement has been going strong for a decade, and I think it's already had a major impact. It's seen as the thing to do, and it's taken on a bandwagon effect that is gaining momentum...My fear is that inclusion will be very poorly implemented and pushed to destructive extremes (O'Neil, 1995, p. 11).

Similar concerns are voiced by Elaine Wilmore, a former school principal, current professor of education at the University of Texas, and parent of a twelve year old daughter with disabilities.

> Which brings us back to the concept of inclusion. Is it good or is it bad? It's both. Under the best of circumstances, it can be very, very good. With too little funding, training, or development, it can be a disaster. Like anything else, it is what we make it. (Wilmore, 1995, p. 62)

In the research reported here we hope to develop the base of information needed to assure that Eastern Kentucky will have a very, very good experience as we move towards a more inclusive educational system.

METHODS

To achieve its primary objectives, this project conducted a mail survey of administrators and educators in the school district in the Morehead State University service region. Given the fact that this is an initial effort to understand the status of inclusive schooling within the larger context of education reform in Eastern Kentucky, survey techniques are most appropriate for establishing the baseline of information described in the project objectives. The following activities were undertaken to achieve the project objectives.

Consult with project advisors. The overriding focus of this project is an effort to understand what practitioners need to know to effectively develop inclusive schools. To aid in attaining this goal the project recruited four experienced administrators to act as advisors to the project: Richard Hughes, superintendent of Montgomery County Schools; Della Ruggles, director of special education in Mason County; Carol Hoskins, director of special education in Morgan County; and Dr. Deborah Grubb, currently in Morehead State University's Department of Leadership and Secondary Education but until last year director of special education in Rowan County. The input of this group was sought on all aspects of project design and implementation,.

Design questionnaire. The data collection form was developed based on a systematic review of the literature related to characteristics of inclusive schools and best practices which support inclusion. Additionally, questions were developed that strove to gain an effective picture of daily practice in the schools of Eastern Kentucky. After initial design the form was reviewed by the advisory panel and revised. At this point, a group of ten educators from Rowan county were recruited to field test the form. After completing the form, they reviewed the form in a focus group with the principal investigators. Based on their input the form was once again revised to assure it was user friendly for the respondents. In its final form the survey had 154 questions in 8 sections: 1) demographics of study participants (11 questions), 2) regular education experience, perspective, and instructional strategies (25 questions), 3) special education experience, perspective, and instructional strategies (23 questions), 4) definitions of inclusion (10 questions), 5) desirability and presence of effective inclusionary strategies (33 strategies respondent ranked each on desirability and presence in their school), 6) benefits of inclusion (4 questions), 7) barriers to inclusion (11 questions), and 8) opinions about inclusion (3 questions). Most question used a Likert scale asking the respondent to indicate the extent to which one of a series of fixed response best characterized their experience or opinion. There are also a small number of item (8) that asked the respondents to check off all of the applicable options. A reprint of the survey questionnaire is found in the appendix.

Print and distribute questionnaire. All 3400 teachers in the 178 elementary and middle school in the 30 school districts in 22 counties of the Morehead State University service region were surveyed. A packet of material containing a cover letter to the principal, a school information questionnaire, a return addressed post paid envelop, and survey forms for the principal and all teachers were mailed to the schools. Each survey form contained a cover letter, the questionnaire, and a computer scanable data form. The principal was asked to distribute the forms to all teachers and ask them to return them within 10 days. While the computer readable form made it impossible for any individual teacher to be identified, teachers were directed to return their forms in an envelop to assure that their responses are not reviewed. This also gave any teacher who elected not to respond the option of returning a blank form. Principals were asked to return all forms within three weeks. Student workers kept track the return of forms and a reminder was sent to all schools that had not responded within one month.

Process and analyze data. Upon return, completed forms were scanned into a machine readable ASCII file by Morhead State University Academic Computing Services. This file was transferred into a Microsoft Excel (Version 5.0) spreadsheet on a personal computer for analysis. Using the codebook developed during instrument design, variable labels were also entered into this file. The data file was manually reviewed for errors in processing and coding. Basic descriptive statistics, correlations, and test comparing response pattern from regular educators and special educators were computed on all variables.

RESULTS

Of the 3393 questionnaires distributed a total of 651 were returned. Table 1 provides an overview of the response patterns by districts. There is a very wide discrepancy in the participation rate based on the number of schools in each district responding (total 65/178, range for district: 0-100%, Mean 38.48%) and the percentage of forms returned from a district (range: 0-47.62%, Mean: 19.19%). While a sample of almost 20% would be more than adequate for a stratified random

Table 1:
Summary of questionnaire return by district

District	Number of Schools	Schools Participating	Percent of schools participating	Forms Distributed	Forms Returned	Percent of teachers participating
Ashland	7	5	71.43%	172	71	41.28%
Bath	4	1	25.00%	87	12	13.79%
Boyd	5	2	40.00%	162	39	24.07%
Breathitt	5	2	40.00%	115	17	14.78%
Carter	9	3	33.33%	147	31	21.09%
Elliott	3	1	33.33%	56	8	14.29%
Fairview	2	1	50.00%	17	7	41.18%
Fleming	5	3	60.00%	97	28	28.87%
Floyd	15	4	26.67%	258	42	16.28%
Greenup	8	5	62.50%	106	32	30.19%
Jackson	2	0	0.00%	16	0	0.00%
Jenkins	3	2	66.67%	42	20	47.62%
Johnson	7	1	14.29%	153	7	4.58%
Knott	8	2	25.00%	122	15	12.30%
Lawrence	4	0	0.00%	70	0	0.00%
Letcher	11	4	36.36%	153	33	21.57%
Lewis	5	3	60.00%	132	27	20.45%
Magoffin	8	1	12.50%	98	6	6.12%
Martin	8	4	50.00%	90	31	34.44%
Mason	3	0	0.00%	134	0	0.00%
Menifee	2	2	100.00%	36	15	41.67%
Montgomery	4	4	100.00%	184	43	23.37%
Morgan	7	3	42.86%	90	19	21.11%
Paintsville Indp.	2	1	50.00%	36	15	41.67%
Pike	23	6	26.09%	557	100	17.95%
Pikeville Indp.	1	0	0.00%	36	0	0.00%
Raceland Indp.	2	1	50.00%	20	7	35.00%
Rowan	6	2	33.33%	93	11	11.83%
Russell Indp.	5	1	20.00%	67	9	13.43%
Wolfe	4	1	25.00%	47	6	12.77%
Average/Totals	**178**	**65**	**38.48%**	**3393**	**651**	**19.19%**

sample, the respondents to this study self-selected to participate. Therefore, it must be noted, at the outset, that generalization of study results to the total population of teachers in Eastern Kentucky must be done with a great deal of caution. There is every reason to believe that there are meaningful differences between the teachers and schools who elected to participate and those who did not.

Respondents

Tables 2 through 11 give an overview of the background of the study participants. In general, the picture that emerges is of an experienced group of teachers. Nearly 43% of the responding teachers are in the 40-50 age bracket. Consistent with this age range the majority have been teaching for more than 10 years and have spent most of the careers in Kentucky schools. The participants are overwhelmingly female (87%) and very well educated having obtained at least the Fifth year certification. The vast majority of them are classroom teachers (n=429, 67%). The respondents have a variety of teacher certification acknowledging that most teachers with special education, specialist, or administrative endorsement are also certified for primary or middle school. Additionally, Table 9 requires some further explanation. The questionnaire failed to recognize that the majority of teachers in the age range of our respondents had received the now defunct Kindergarten- eighth grade certification hence the very high percentages indicating K-4 and 5-8 certification. A majority of the respondents received their pre-service teacher education by staying close to home at Morehead State University or Eastern Kentucky University. Finally, all respondents were asked their opinion on the effect of the KERA reforms on Kentucky schools (Table 11). It is noteworthy that at this point, several years into the reform effort, these experienced teachers still present a divided and more or less wait and see perspective on KERA. They present a bimodal distribution tending to the neutral mid-range of response options (Mean = 3.19, SD = 1.26)

Table 2:
Respondent years in teaching

1 Years	4.06%
2 to 5 Years	14.22%
6 to 10 Years	19.53%
11 to 20 Years	30.94%
more than 20 Years	31.25%

Table 3:
Respondent years in Kentucky schools

1 Years	3.61%
2 to 5 Years	14.76%
6 to 10 Years	20.41%
10 to 20 Years	33.44%
more than 20 Years	27.79%

Table 4:
Respondents time in current position

1 Years	10.03%
2 to 5 Years	32.76%
6 to 10 Years	24.45%
11 to 20 Years	20.38%
more than 20 Years	12.38%

Table 5:
Age of respondents

25 or less	3.29%
26 to 30	11.29%
30 to 40	27.74%
40 to 50	42.95%
over 50	14.73%

Table 6:
Gender of respondents

Female	87.03%
Male	12.19%

Table 7:
Respondents' level of education

Bachelor's	17.85%
Masters/fifth year	55.92%
Rank one	24.80%
Specialist	1.26%
Doctorate	.16%

Table 8:
Percentage of respondents fulfilling the following role in the school

Classroom teacher	67.14%
Administrator	4.07%
Lead teacher	.78%
Special education teacher	16.74%
Specialist (reading, art, music, Title I, etc.)	11.27%

Table 9;
Percentage of respondents certified in the following area(s)

K - 4	82.66%
5 - 8	75.16%
Secondary	21.41%
LBD	17.66%
TMH	5.16%
VI	8.75%
HI	3.59%
Principal	7.19%
Specialist	9.38%
Other	23.59%

Table 10:
Percentage of respondents receiving pre-service teacher training at the following institutions

Morehead State University.	48.99%
University of Kentucky.	6.88%
Eastern Kentucky University.	10.07%
Other Kentucky University.	22.15%
In another state.	11.91%

Table 11:
Percentage of respondents who feel the KERA reforms have had a

Negative	11.18%
Somewhat negative	28.50%
Little	8.19%
Somewhat positive	40.47%
Positive	11.65%

effect on the quality of education in Kentucky Schools.

Regular Educators

Classroom teachers were asked a series of 23 questions with a primary focus on their approach to special education, children receiving special education, and classroom management. The results of this section are found in Tables 12 - 30.

Table 12
Regular educators grades currently taught

P (K to 1)	2.91%
P (1 to 2)	12.36%
P (2 to 3)	29.09%
P (K to 3)	7.64%
4	24.00%
5	21.29%
6	21.29%
7	15.26%
8	21.69%
other mixed classes	20.48%

Teachers were asked to indicate all grade levels currently present in their classroom. As a result, the percentages in Table 12 total to 176 % indicating the complex multi-grade grouping occurring in Kentucky classrooms. Given our concern about the representative nature of the respondents pool, it is worth noting that there is relatively equitable distribution across the grade range. This suggests that the respondent group presents a good sampling of the teachers experience with different age levels of students. Table 13 presents an overview of the number of students in the respondents' classrooms.

Table 13:
Size of class taught by regular educators

19 or less	12.39%
20 to 24	43.91%
25 or more	42.39%

The next series of questions examined the respondent formal training in special education and the types of students with whom they are currently involved. A large number of the teachers in the respondent pool completed their preservice education before the state instituted a requirement that all teachers have at least one course in special education. Almost two thirds of the group have no formal training related to special education or are limited to the single required introductory level course.

Table 14:
Number of courses in special education taken by regular educators.

None	37.69%
1	27.23%
2	15.47%
3	7.84%
4 or more	11.76%

As indicated in Table 15 a small percentage of teacher are not even aware if they have a students with special education needs in their class. The data in this table indicates that in our study group approximately 20% had no conscious interaction with students with disabilities, while an equal number of classes had six or more students with IEPs. The majority of classrooms fell in the middle of the distribution having between one and five students with IEPs.

Table 15:
Number of students with IEPs in regular educators' classes

Don't know	4.59%
None	14.63%
1 or 2	34.72%
3 to 5	26.64%
6 or more	19.43%

Table 16:
Categories of special education students in regular educators class or homeroom.

Don't know	11.09%
Learning Disabled	65.22%
Behavior Disordered	26.09%
Mildly Mentally Disabled	29.13%
Functionally Mentally Disabled	10.00%
Visually Impaired	15.43%
Hearing Impaired	13.70%
Physically Disabled	10.43%
Health Impaired	7.39%
Communication disordered	23.91%

The data presented in Table 16 indicates that on average the typical classroom has students with two distinct disability labels. The most frequent is learning disabilities found in almost two thirds of classrooms. It is noteworthy that cumulatively a substantial number of classrooms (57%) contain students with low incidence disabilities (Functional Mentally Disabled, visually impaired, hearing impaired, physical disability, and health impairment).

Table 17:
Percent of regular educators who are members of IEP committees?

Yes	75.52%
No	24.48%

While almost 81% of regular educators indicate that they have a students with a disability in the classroom 75.52 % participate on the IEP committee for those students.

Table 18:
Amount of time typical special education student spends out of the regular class

None	28.33%
30 minutes	15.00%
60 minutes	24.76%
90 minutes	15.24%
120 or more minutes	16.67%

Regardless of the definition of inclusion that may be used, the amount of time spent as part of the mainstream classroom is one important indicator of the degree to which students with disabilities are not differentiated from everyone else. Table 18 summarizes the findings of this study related to this variable. Only 28% of the students with disabilities spend the entire day with their peers. On the other hand, fully 56.67% spend a hour or more each day out of the mainstream--a significant amount of time in a six hour school day.

Table 19:
Strategies used by regular educators to increase awareness of disability

Guest speakers	11.09%
Audio visual materials	22.17%
Curricular infusion	49.78%
Classroom discussion	61.96%
Not addressed	18.26%

Advocates of inclusion and other representatives of disabilities rights movement point out that in addition to the physical presence of students with disabilities within the school other factors contribute to the growth of a culture that accepts diversity. One component of this effort is the conscious integration of disability awareness into the curriculum. Table 19 summarizes the degree to which regular education teacher report using a range of awareness activities in their classrooms.

Table 20:
Strategies used by regular educators in working with students receiving special education

No change in classroom procedures	8.26%
Adaptation to instruction	70.00%
Modification of expectations	72.39%
Environmental modifications	35.00%
Alternative assignments	55.43%
Peer tutoring	71.52%
Alternative curriculum	32.17%
Use of aide as tutor	54.78%
Ability grouping	30.00%
Cross-ability grouping	42.83%

The literature on effective inclusion continually emphasizes the need for flexibility in classroom activities. Table 20 summarizes the range of modifications, adaptations, and accommodations reported by regular educators. It is encouraging that a very small number of

teachers reported that they made no modification. On average, teachers indicated that used 4 or 5 of the possible strategies to address student needs.

Table 21:
Resources available to regular educators to support instruction

Teaching assistant or other aides	57.39%
Chapter 1 teacher	46.30%
Peer tutoring	54.78%
Special education teacher in room	22.17%
Volunteers	20.00%

In addition to the use of individual accommodations, effective inclusion seems to entail the effective use of a full range of personnel resources to support the classroom teacher. While access to these resources was by no means universal, the data in Table 21 indicates that on average a classroom has access to two of these resources.

Table 22:
Work with special education as characterized by regular educators

Occasional communication.	21.26%
As needed consultation.	43.57%
Coordinated planning.	12.07%
Membership on planning team.	9.45%
Collaborative co-teaching.	13.65%

Many of the advocates of inclusion point out that they are proposing a fundamental restructuring of America education with a basic reorientation of the relationship between regular and special education at its heart. Table 22 synthesizes how regular educators described their working relationship with special education. These data show that about 35% of teachers are involved in developing the type of close working relationship with their colleagues in special education that is a necessary cornerstone of inclusion.

A related question asked regular educators to characterize how they felt about their relationship with special educators. As reported below in Table 23, there appears to be a foundation on which to build collaboration. The data presents a picture of regular educators tending to see special educators in a positive light. However, it must be noted that 50.1% of regular educators are largely neutral or non-committal in their perspective on their colleagues in special education.

Table 23:
Relationship with special education teachers as characterized by regular educators

An intrusion in my classroom	3.23%
An occasional interference	3.97%
Neutral (positive and negative balance)	20.84%
A useful resource	29.29%
A valued colleague	43.67%

In an effort to gauge how receptive Eastern Kentucky classrooms are to the movement towards full inclusion of students with disabilities a summary variable was computed. This summary tallied the presence of classroom practices that are supportive of inclusion by 1) giving greater value to increased participation of students in regular class (Table 18), 2) totaling the number of strategies for accommodation that were reported (Table 20), 3) giving higher values to a closer working relationship with special education (Table 22), and 4) giving higher value to a more positive perspective on the contribution of special education. The results of this computation are presented in Chart 1 on the following page. The resulting variable has a range of 21 points (1-20) and presents a bimodal distribution that is somewhat negatively skewed. The distribution for this classroom environment variable has a mean of 10.8 (SD = 3.65) with a mode and a median of 11. A clearer picture of these findings emerge when the data are ranked by quartiles: 11.19% of respondents were scored in the bottom quartile, 47.65% in the second, 34.90% in the third quartile, and 6.26% in the top quartile.

Table 24:
Special education teacher typically work with students as described by regular educators

Collaboration, consultation, & co-teaching	15.17%
Individual in-class tutoring	8.74%
Group work within class	2.31%
Pull out/ resource room	64.78%
Full time separate classroom	9.00%

Certainly, a major determinate of the relationship with special education is the style used by the special educator and what that may communicate to colleagues in regular education about the need of students and the possibility for collaboration. When we asked about the structure of special education (Table 24) we found that almost 75% of special educators continue to use a separate model of service delivery.

In a mirror image of this variable (Table 25) we found that 76.57% of regular educators spend less than a half hour a week interacting with special educators.

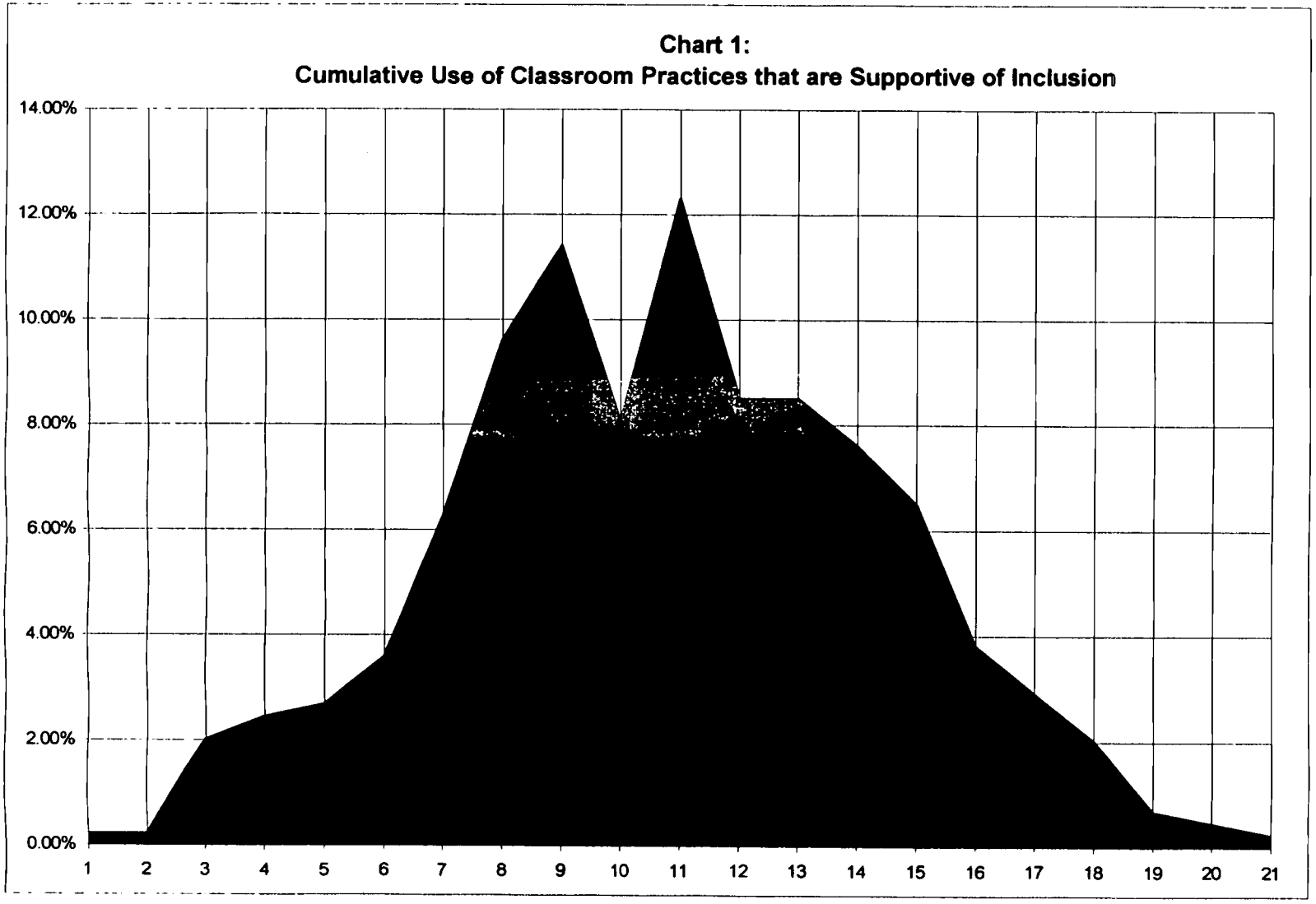


Table 25:
Time spent by regular educator consulting with a special education teacher during a typical week.

None	15.78%
15 minutes or less	34.11%
15 to 30 minutes	26.68%
30 to 60 minutes	16.71%
More than 60 minutes	6.73%

Tables 26-29 provide an overview of regular educators view of special education and self-definition of the teachers role.

Table 26:
Regular educators' principle complaint with special education

Lack of pre-service preparation.	30.34%
Lack of resources/administrative support.	15.45%
Disruption to the classroom.	16.29%
Unreasonable expectation from the special education teacher	3.09%
Inability of students to keep up with class	34.33%

When asked to identify their principle complaint in working with special education (Table 26), two issues emerged as the highest priorities. Both of these concerns have significance in a move toward inclusive schooling. Almost one third of teachers were bothered by their own lack of training related to the needs of students with disabilities and effective instructional practices to meet these needs. A slightly larger number (34.33%) stated that their principle complaint was the inability of students to keep up with class work. This focus on a problem rooted in the student indicates a potentially difficult barrier in a move toward inclusion. Inclusion has as its centerpiece a belief that many students beyond those identified for special education have problems leanrng. Hence the challenge is not "in " the students but in the need for teachers to design environments that recognize and accommodate the full range of ability.

Table 27:
Regular educators description of special education

A placement for students who can't keep up	2.87%
A set of interventions to assist with learning problems.	40.99%
The placement for students with disabilities.	9.66%
Accommodation for different learning style.	37.08%
A set of resources to enhance learning in classroom.	9.40%

It is encouraging to note that, in general, regular education teachers have a fairly positive definition of the role of special education. As outlined in Table 27 only 12.53% see special education as the "place" for students with difficulties. The vast majority (78%) see special education as a tool for responding to difficulties of learning. The fact that only 9.4% see special education as resource that can enhance learning in the classroom indicates that the evolution of roles that many authors see as a needed part of inclusion has a ways to go before it is part of teacher consciousness.

Table 28:
Percentage of regular educators who believe that in effective schools:

Teachers independently manage their classroom.	3.11%
Teachers periodically consult with one another	6.46%
Teachers regularly meet to plan.	30.86%
Teachers actively collaborate.	58.37%

Table 28 indicates that most teachers at least espouse a belief that effective educational practice requires teachers to actively and regularly collaborate. The old concept of the teacher as the independent manager of "my classroom" seems to be a thing of the past. This perspective provides a positive foundation on which to re-examine how regular education and special education work together in a more inclusive arrangement.

Table 29:
Percentage of regular educators who feel that as a classroom teacher their primary job is to do the following.

Cover the required curriculum.	1.30%
Assure that most students achieve across the curriculum	4.92%
Assure that each student progresses in basic skills.	7.77%
Provide students with opportunity for learning.	25.39%
Assure each student achieves his/her potential.	60.62%

In a further effort to understand teachers' role definition the respondents were asked to identify which of the descriptors in Table 29 best characterized their job. Again, the findings point to a solid foundation for closer relationship with special education. Eighty-six percent of respondents reflect a role definition consistent with the values underlying educational reform with its recognition of the diverse nature of the student body. The ideas of providing learning opportunities and reaching an individual potential both suggest an openness to resources that enable the classroom teacher to better achieve those ends.

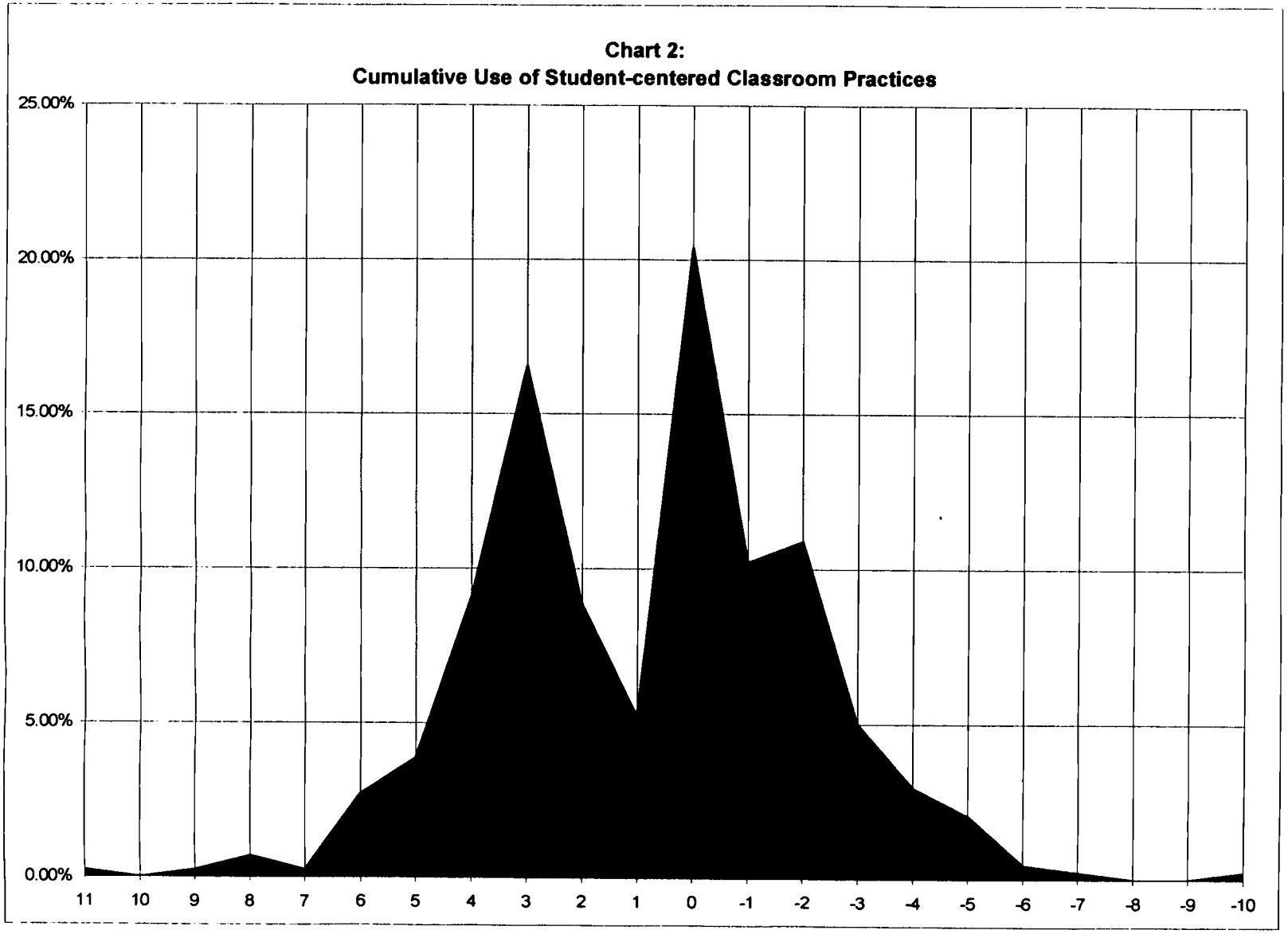
Table 30:
Percent of regular educators using various instructional strategy on a daily basis

	Percent of time used each day:				
Instructional Strategy	None	10%	20%	40%	50% or more
Individual Seat Work	5.00%	25.68%	45.68%	17.05%	6.59%
Whole Class Instruction	1.37%	11.64%	36.53%	31.71%	18.72%
Cooperative Groups	3.65%	35.16%	44.93%	10.73%	5.48%
Learning Centers	27.00%	40.38%	22.30%	6.10%	4.23%
Other Groups	10.26%	42.24%	38.19%	6.68%	2.63%

Educational reform and inclusive schooling both have as a foundation principle the idea of the student-centered classroom: a learning environment that is flexible, self-paced, interactive, and supports inquiry. In effort to gauge the extent to which student centered practices are being implemented, regular educators were asked to indicate what percent of the time each day was allocated to a restricted range of activities. We felt that the five approaches outlined in Table 30 had the ability to accommodate any specific activity that a teacher might utilize. The respondents were asked to have their responses total to 100% thereby giving us a picture of the range of activities on a typical day.

Based on the data in Table 30, the average classroom in Eastern Kentucky spends 20% of its time doing individual seat work (Mean = 2.94, SD = .94), 20-40% of the time in whole class instruction (Mean = 3.55, SD = .96), 20% of its time engaged in cooperative groups (Mean = 2.79, SD = .88), 10% of the day doing learning centers (Mean = 2.2, SD = 1.04), and something between 10 and 20 % of its time in other forms of group activities (Mean = 2.49, SD = .86). These findings are consistent with our expectation that most classrooms would use a wide variety of structures during the day. One mild surprise was the somewhat limited use of learning centers, a strategy often promoted for structuring a "KERA classroom." A total of 67% of teacher use this strategy less than 10% of the time with 27% of teachers never using this approach.

In an effort to obtain a summary picture of classroom strategies, a variable was computed that indicated the relative use of student centered strategies (centers, cooperative and other groups) as opposed to traditional classroom techniques. In this cumulative student-centered practices variable, traditional strategies were scored negatively and the variables in Table 30 totaled. The resulting distribution is seen in Chart 2 (following page). This derived variable has a range of 21 (-10 to +11) with a Mean of .80 (SD = 2.85) and a median and a mode of 0. This distribution is somewhat negatively skewed with 51.47% of respondents scoring in the range of 0 to -5 and 46.26% in 1 to 6 range. While more points were available for student-centered strategy, the total scores reflect the fact that almost all classrooms make some use of whole class instruction and individual seat work. These data suggest that in the typical classroom in this study the teacher devotes somewhat more time to traditional strategies than to student-centered techniques.



Special Educators

Almost 17% of the respondent group (n=107) identified themselves as special education teachers. Based on the premises that a.) inclusive school requires a re-examination of the relationship between regular education and special education and b.) the possibility that special educators may have a different perception of events than their colleagues in regular education, these teacher were asked to complete a separate set of questions.

Table 31:
Grade levels taught by special educators

Pre-kindergarten	11.84%
Kindergarten	45.39%
1	55.92%
2	59.21%
3	57.24%
4	59.87%
5	50.00%
6	42.76%
7	29.21%
8	30.92%

Special educators were asked to identify the grade range of the students on their caseload. This information is summarized in Table 31. An examination of the response pattern for this item reveals that on average a special education teacher is called on to address the needs of students at four or more grade levels.

Table 32:
Percent of regular education teachers regularly consult with special educators

10%	24.34%
25%	26.32%
50%	24.34%
75%	17.11%
100%	7.89%

In an effort to ascertain the reality of efforts toward inclusion, we asked special educators to indicate what percent of their colleagues in regular education regularly consult with them. The data in Table 32 indicates that presently almost half of special educators engage in regular interaction with 50% or more of their regular education colleagues.

Table 33:
Number of students with IEPs on special educators' caseload?

5 or less	17.12%
6 to 8	17.12%
9 to 15	53.42%
16 to 20	6.16%
21 or more	6.16%

The typical special education teacher in our study group is responsible for between 9 and 15 students with disabilities (Table 33). In this group the most typically have individuals with three distinct special education labels (Table 34).

Table 34:
Categories of special education students served by special educators

Learning Disabled	67.76%
Behavior Disordered	37.50%
Mildly Mentally Disabled	65.13%
Functionally Mentally Disabled	22.37%
Visually Impaired	7.89%
Hearing Impaired	9.21%
Physically Disabled	19.08%
Health Impaired	28.95%
Communication disordered	31.58%
Other	12.50%

Table 35:
Percent of time send out of regular class by typical special education student as reported by special educators.

None	10.29%
25% or less	37.50%
26 to 74%	44.12%
75 to 99%	5.88%
Full time special class	2.21%

Since the preparation of the IEP requires the school to indicate the actual amount of time that a students spends in special education, we asked the special educators to provide us with a somewhat different indication of the amount of time students were out of the regular class. As we noted above, inclusion does not absolutely mean that all students spend all day every day in the regular class. Nonetheless, most of the material on inclusion highlights the typical classroom as the place where students spend the overwhelming preponderance of their time. The data collected in this study suggests that this is currently not the case. As Table 35 indicates only 10.29% of students in special education spend the entire day in the regular class. While 37.50% are pulled out for less than 25% of the time, a substantial number (52.21%) spend more than 25% of their time out of the mainstream.

Table 36:
Resources available to assist special educators in providing instruction

Paraprofessionals	40.79%
Peer tutors	29.97%
Related services personnel	55.26%
Volunteers	21.71%
Others	11.18%

Special educators were asked to indicate all the personnel resources that were available to assist them in providing instruction. The summary of these data in Table 36 indicate that on average a special education teacher is supported by one or two other personnel (Mean = 1.59). It is worth noting that contrary to common perception this is somewhat less than the number of resources available to regular educators. It is true that in an inclusive school these "special education" resources would be allocated to regular classrooms, but in these data we should be seeing resources that could be reallocated. Also the limited use of peer tutors seems to echo the largely separate nature of the efforts of special education in our study group.

Table 37:
Work with regular education teachers as characterized by special educators

Occasional communication	6.56%
As needed consultation	59.02%
Coordinated planning	18.85%
Membership on planning team	3.28%
Collaborative co-teaching	12.30%

As a basis for comparison with some of the information obtained from regular education, we asked special educator to indicate how they felt their colleagues would characterize their mutual working relationship. The data in Table 37 indicates that, generally speaking the principle approach is a reactive model of crisis intervention (65.58% indicating Occasional communication or as needed

consultation). This largely parallels the response from regular education (see Chart 3), with the proviso, that regular education is somewhat more likely to see the relationship as "occasional communication."

Table 38:
Special educators assessment of how regular education teachers perceive their working relationship.

An intrusion in classroom	3.05%
An occasional interference	7.63%
Neutral (positive and negative balance)	28.24%
A useful resource	43.51%
A valued colleague	17.56%

In a similar vein, we asked special educator to indicate how they felt their colleagues would describe their working relationship. Again the response pattern is largely the same as was observed among regular educators with the important difference that regular educators were somewhat more positive in their assessment of special education (Chart 4). They were more likely to describe the special education teacher as a valued colleague rather than merely as a useful resources.

Table 39:
How special educator characterize their typical strategy used in working with students.

Collaboration, consultation, & co-teaching	22.40%
Individual in to class tutoring,	4.80%
Group work within class	5.60%
Pull out/ resource room	52.80%
Full time separate classroom	14.40%

We asked both special and regular educators to describe the primary model being used to deliver special education in their school. The intent here was to see if there was any discrepancy in how various procedure were perceived. As Table 39 clearly shows, 67.2% of special educators describe their service model as being at the more restrictive end of the continuum of options. Chart 5 shows that while there is some minor variation in how procedure are described, both groups have essentially the same understandings. However, it is interesting that special educators are slightly more likely to identify collaboration and separate classes as the model of service and less likely to describe their services as a resource room.

Chart 3:
Work with Regular/Special Education can be best described as:

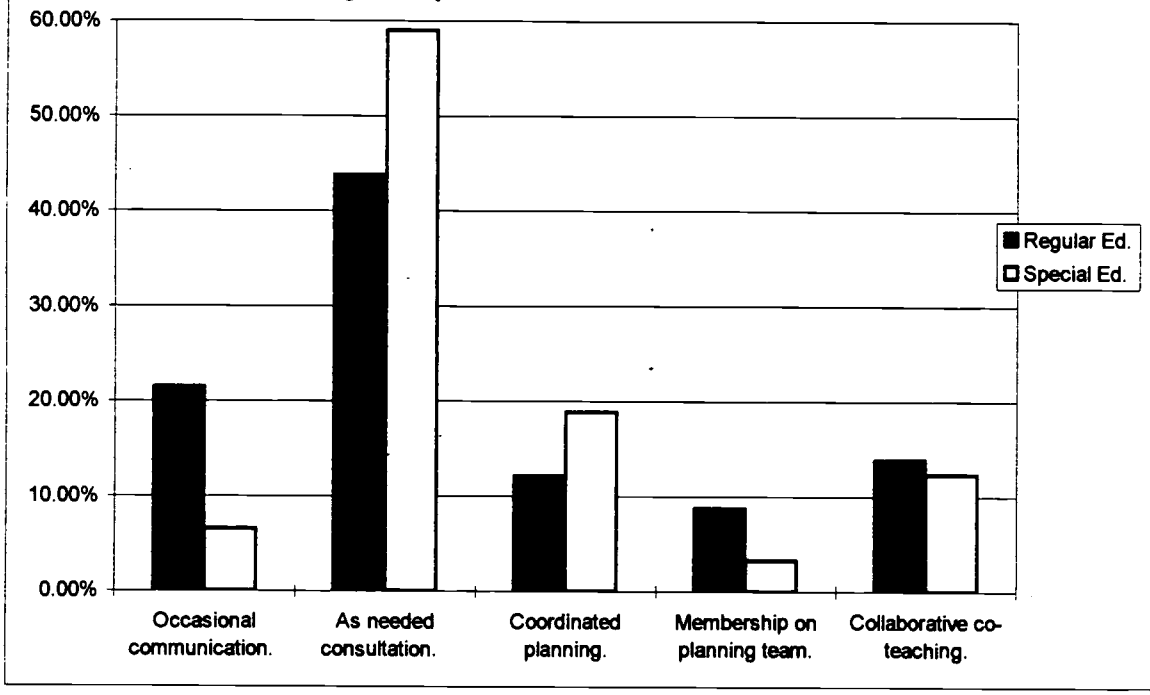


Chart 4:
How is working relationship with special education described by regular education teachers?

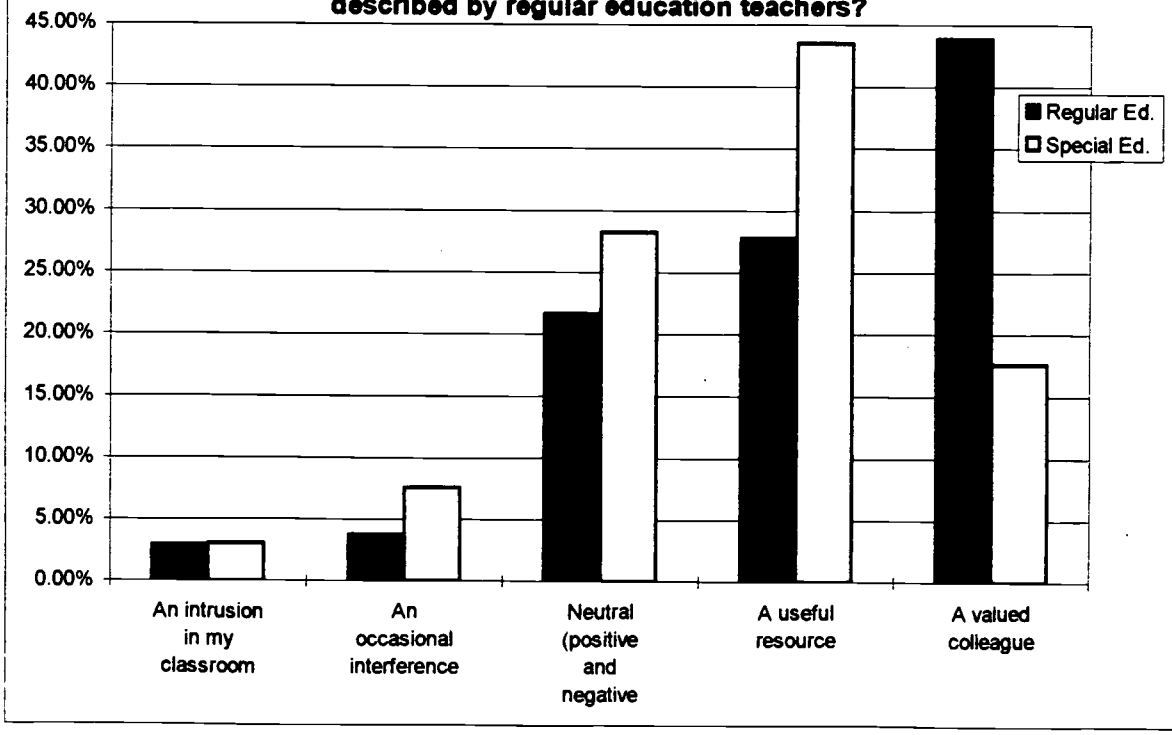


Chart 5:
How does special education primarily operate in your school?

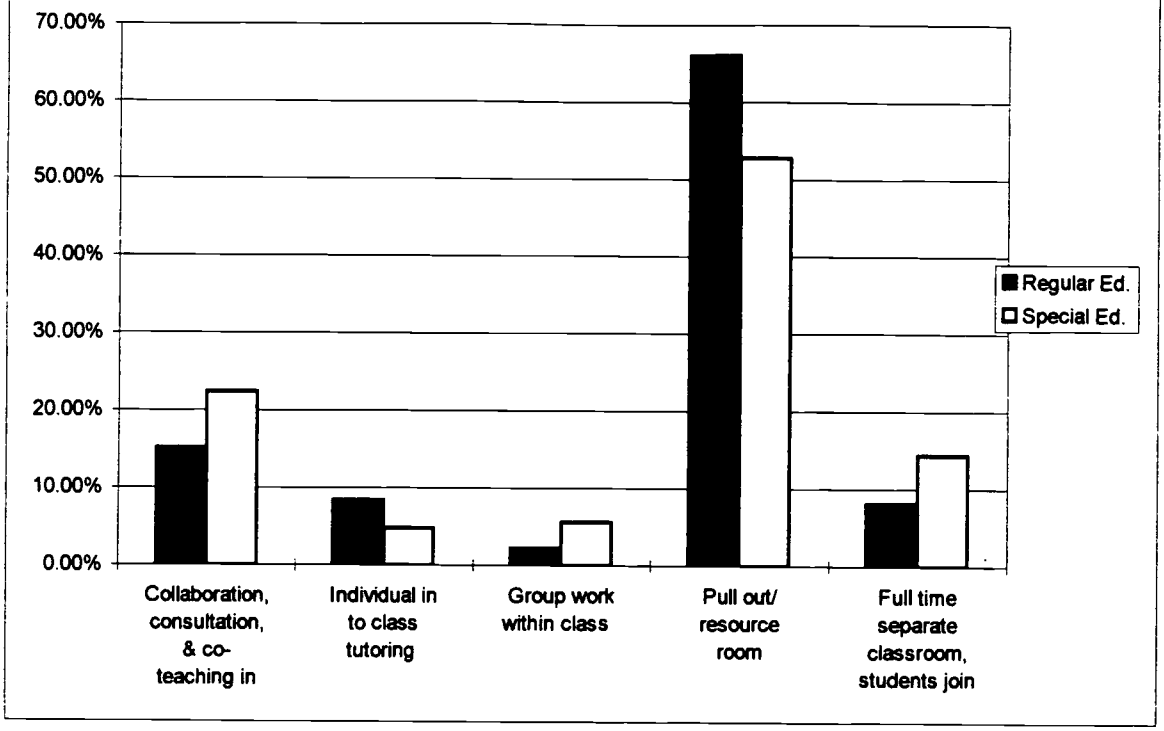


Chart 6:
How does regular education see special education?

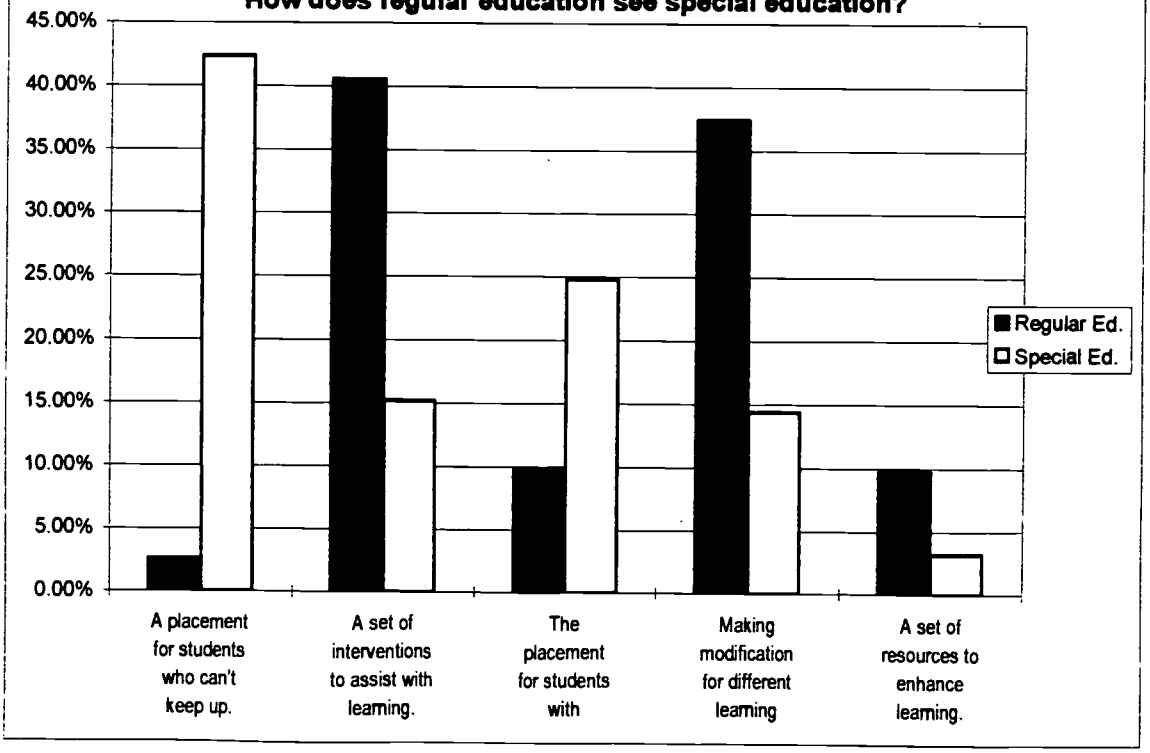


Table 40:
Percentage of special education teachers who feel regular education teachers see special education as

A placement for students who can't keep up.	42.40%
A set of interventions to correct learning problems.	15.20%
The placement for students with disabilities.	24.80%
Making accommodation for different learning style.	14.40%
A set of resources to enhance learning.	3.20%

A final variable that compared special educators and regular educators is found in Table 40. Here we asked how special educator felt their colleagues in regular education defined special education. As the data show that two thirds of special educators feel that special education is seen as a "placement" (67.2%) and one third feel they are seen as a resource. When this is compared with the response pattern from regular educators an interesting and perhaps significant difference in the pattern emerges (Chart 6). The proportions are almost exactly reversed. Regular educators clearly view special education as a set of resources and expertise and much less as a *place* for problem students.

Table 41:
Role as a characterized by special educators

Focus on the specialized learning needs of my students	68.70%
Design accommodations and curricular modifications	13.91%
Provide resources to assist in solving problems	0.00%
Provide periodic consultation to regular education	.87%
Work collaboratively with colleagues	16.52%

In light of the material in Table 40 and Chart 6, the way that special educators describe themselves seems to be significant. In a response pattern that mirrors the previous variable 68.7% describe themselves as focusing on the needs of individual student. Essentially all of the rest see themselves as working collaboratively and /or designing accommodations. Basically none of the special educators chose to self-identify themselves as a resource supporting instruction in the regular class.

Since special educators seem to largely see themselves as responsible for addressing the needs of identified students, it is perhaps important to see how often they are actually called on to fulfill the other role of resource in problem solving. Table 42 shows that typically (67.2%) less than 25% of regular educators actively solicit assistance from special education in solving problems related to students who are not succeeding.

Table 42:
Percent of regular education teachers seeking special educators for strategies for students not succeeding in their class?

0	7.81%
1 to 10%	35.16%
11 to 25%	24.22%
25 to 50%	17.19%
more than 50%	15.63%

Two variables looked at some of the formal opportunities available for special education and regular education to engage in an exchange of ideas. The first is the IEP process and, consistent with state policy, regular education teachers are at least nominally involved almost all of the time (Table 43). Of course, within this forum the focus on the needs of the individual child may not be conducive to developing the collaborative working relationship that is one of the hallmarks of inclusive schools. Perhaps, more telling is the participation of special educator on instructional planning teams. As Table 44 shows, this opportunity is only available to 32.28% of special educators. The balance either teach in schools where there is no use of collaborative team planning or as special educators they are not assigned to membership on a team.

Table 43:
Percent of special educators reporting that regular education teachers are involved in the development of IEPs

Yes	90.58%
No	8.66%

Table 44:
Special educators description of schools' use of instructional planning and their membership.

No planning teams.	37.80%
Team planning used, I am **not** a team member.	29.92%
Team planning used, I **am** a team member.	32.28%

Finally, it is part of the history of special education that in the past it frequently functioned as a totally separate entity within the school. Special education teacher were often as segregated as their students--even to the point of reporting primarily to someone other than the building principal. Many of the authors writing about inclusive practice highlight the need for the staff of an inclusive school to be inclusive if we expect to achieve the same end for the students. We asked a series of questions to

determine if at least a minimal level of staff integration has been achieved. Table 45 demonstrated that the segregation of the special education teacher seems to be largely a thing of the past. However, it is noteworthy that some basic things such as reporting to the principal, eating and taking breaks with colleagues, and interacting with all students in the school are not universal. It is also important to realize that at 21% of special educators feel they are viewed as second class citizens within their schools.

Table 45:
Percent of special education teacher who:

Have the same responsibilities as colleagues in regular education	91.41%
Participate in tutoring/supervision of extra-curricular activities that regularly brings them into contact with students without disabilities	67.13%
Participate in all school faculty meetings	98.46%
Participate in professional development activities that focus on regular education issues as well as those focusing on special education	98.46%
Eat lunch/take breaks with colleagues in regular education	83.85%
Feel accepted as an equal by the regular education teachers in this school	78.91%
Report primarily to the building principal	86.61%

Definitions of Inclusion

Based on reviewing the literature on inclusive schooling a set of ten definitions of inclusion were developed. These ranged from the highly academic: "The education of all children in supported heterogeneous, age-appropriate school environments for the purpose of preparing them for full participation in our diverse society" through the functional "Bringing the support services to the child not moving the child to the services" to the rhetorical "Doing away with special education." The intent here was to determine which of these definitions had the greatest meaning for teachers as they confront the day-to-day realities of the classroom.

Table 46 present these ten definitions rank ordered based on the average rank on a 5 point scale that ranged from 1 - totally disagree to 5 - fully agree. It is interesting that the most "academic" definition received the highest overall ranking. One interpretation of this result is that the language is such that it taps into some basic generally accepted values and is so esoteric that the concrete meaning of the definition is less clear than some of the others. At the other extreme, the most rhetorical and at times provocative definitions, that left nothing to imagination in terms of meaning, received the lowest ranking. While the remaining six definition were ranked in the somewhat agreeable range, it is important to note that as they move down the agreement list they become

Table 46:
Ranking of Definitions of Inclusion

	Mean	*SD*
The education of all children in supported, heterogenous, age to appropriate school environments for the purpose of preparing them for full participation in our diverse society	4.03	1.07
All children are seen primarily as full members of the school community not as "special education" students	3.96	1.16
The practice of assuring that all students with disabilities participate with other students in all aspects of school life	3.95	1.13
Instructional practices and technological supports provided that accommodate all students in the schools and classrooms they would attend if not disabled	3.68	1.01
Inclusion is an important component of overall efforts toward education reform	3.60	1.13
Bring the support service to the child not moving the child to the services	3.26	1.26
Special education services delivered indirectly by training and technical assistance to "regular" classroom teachers	3.06	1.22
It is primarily a cost cutting measure which allows administrators to eliminate costly special education services	2.55	1.29
All children full time in regular class	2.34	1.35
Doing away with special education	1.86	1.22

increasingly specific in terms of impact on classroom practice. In summary, we see fairly consistent agreement with some of the general principles of inclusive schooling but a growing degree of ambivalence as the meaning of the definition for daily practice becomes apparent.

Desirability and Presence of Inclusionary Practices

The literature on inclusive schooling, particularly as it relates to students with severe disabilities contains extensive description of practices that have been observed in effective inclusive school programs. Of particular note here is Meyer and Eichinger's 1994 *Program Quality Indicators (PQI): A checklist of most promising practices in educational programs for students with disabilities* that is in the form of a program evaluation instrument. This source and others was used to develop a list of 33 best practices in inclusive schooling that was included in the survey instrument. The respondents were asked to rank each of these items along two dimension: 1) the degree to which they feel a particular practice is desirable (1- not desirable to 5 - highly desirable), and 2) the extent to which the practice is present in their school or district (1- absent to 5 -consistently present). The mean rankings for each of these dimensions is given in Table 47 along with a discrepancy score (the average of the difference between the desirability and presence of a particular practice). As presented in the table the practices are rank ordered based on their mean desirability rating.

Given the extent to which the respondents seem to shy away from a definition of inclusion that translated into a specific action, it is interesting to note the overall high level of desirability associated with all practices. The mean for all practices was at the level above somewhat desirable. One likely explanation for the difference between the definition ranking and these score might be seen in the hesitance of teachers to accept a universal prescription like "All students full time in regular classrooms." Yet, in the case of these practices some are very specific strategies and act as examples that clarify what inclusion might look like. In other words, a definition may provoke fears of wholesale "dumping" of students while the list of practices tells the teacher how the needed supports may actually be delivered.

Generally speaking most practices were seen as being very desirable (Mean of all desirability ratings: 4.48; SD: .18; Range: .75, 4.03-4.78). Practices was generally seen as being present more than 50% of the time although the was a much wider range of scores (Overall mean: 3.84; SD .41; Range: 1.82, 2.82-4.64). In all but two cases a practice received a desirability rating that was relatively higher than the teachers assessment of its presence (Mean; .52; SD: .31, Range: 1.25, -.18-1.07). Within this study, the two variable that received a desirability rating lower than their level of presence raise some potential concerns. Both of these variables related to the participation of students with disabilities in regular class activities: age-appropriate class placement and in classes such as art, physical education and music.

In an effort to summarize the complex data presented in Table 47, a cumulative rating for the desirability and presence of school practices was computed. The greatest value in these summary variables is their ability to assist us in trying to understand the meaning of relative standing of the practices. Chart 7 presents the cumulative desirability ratings. On this graph the vertical axis indicates the percentage of study respondents whose cumulative score was at a particular level. The graph presentation underscores the very high overall ratings (Mean: 146.10, SD: 20.27; Median: 152,

Table 47:
Relative Rankings of Best Practices in Support of Inclusion

	Desirability		Presence		Discrepancy
	Mean	*SD*	*Mean*	*SD*	*Mean*
District mission statement reflects a belief that all children can learn, diversity is valued, etc.	4.79	0.56	4.53	0.80	0.15
The entire school is physically accessible for students using wheelchairs	4.76	0.71	3.98	1.40	0.68
School support resources and activities are provided to enhance positive social relationships among all students	4.71	0.60	4.17	0.96	0.38
Related services, including speech to language, occupational, physical therapy and others are provided within context of regular school routines	4.67	0.71	4.17	1.10	0.35
Enrichment and extracurricular activities are available to all students regardless of gender, disability, ability, ethnicity, etc	4.65	0.72	4.24	1.00	0.31
Curricular and instructional adaptations are congruent with the activities of age to peers, community and family values and do not stigmatize	4.63	0.67	4.13	0.89	0.37
Behavior problems are addressed through non to aversive strategies including instruction in positive behavioral alternatives and emphasizing long to term development of self to determination and self to control	4.62	0.72	3.79	1.07	0.66
Students with disabilities participate in physical education, art, music, etc with same age peers.	4.61	0.76	4.64	0.74	-0.04
An in to school medical and behavioral plan exists and includes procedures for behavioral crises	4.61	0.74	3.52	1.34	0.93
Team planning is systematically undertaken to prepare students for movement to next environment whether that be new classroom, new school, or from school to work	4.59	0.74	3.68	1.18	0.75
A variety of instructional and staffing arrangements are used to address diverse student needs	4.58	0.72	3.89	1.10	0.56
Daily schedule is planned to assure an interface between students' IEPs and the daily cycle of activities within the school	4.55	0.78	3.96	1.10	0.45
Students with disabilities eat together with their non to disabled peers in the cafeteria not a different time or as a group sitting together	4.55	0.90	4.44	1.03	0.06
Daily routines and transition times within the school day are used to teach self regulation, communication, social, and work related skills (particularly for students with more severe disabilities)	4.54	0.75	3.90	1.02	0.54

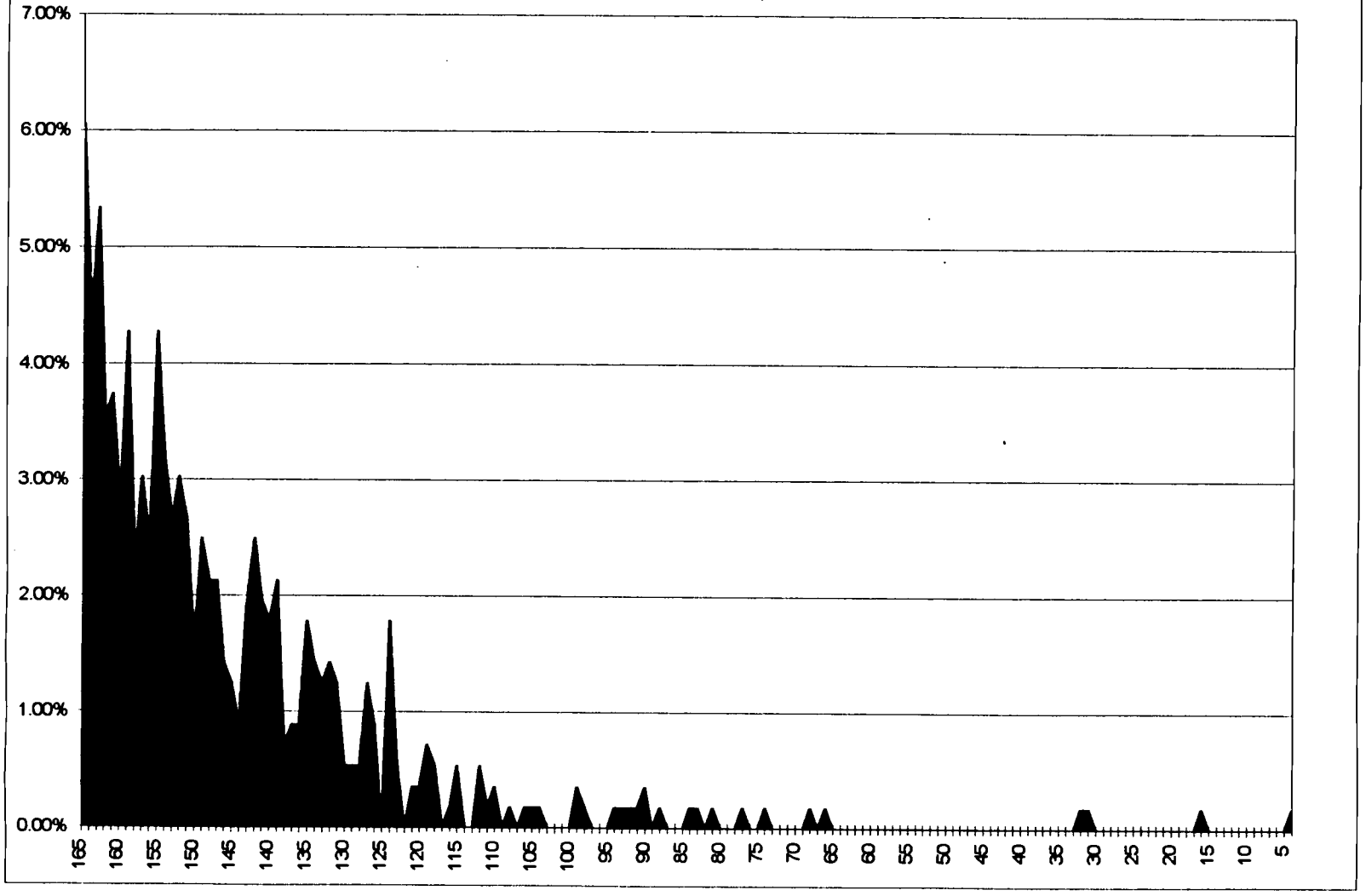
Table 47:
Relative Rankings of Best Practices in Support of Inclusion

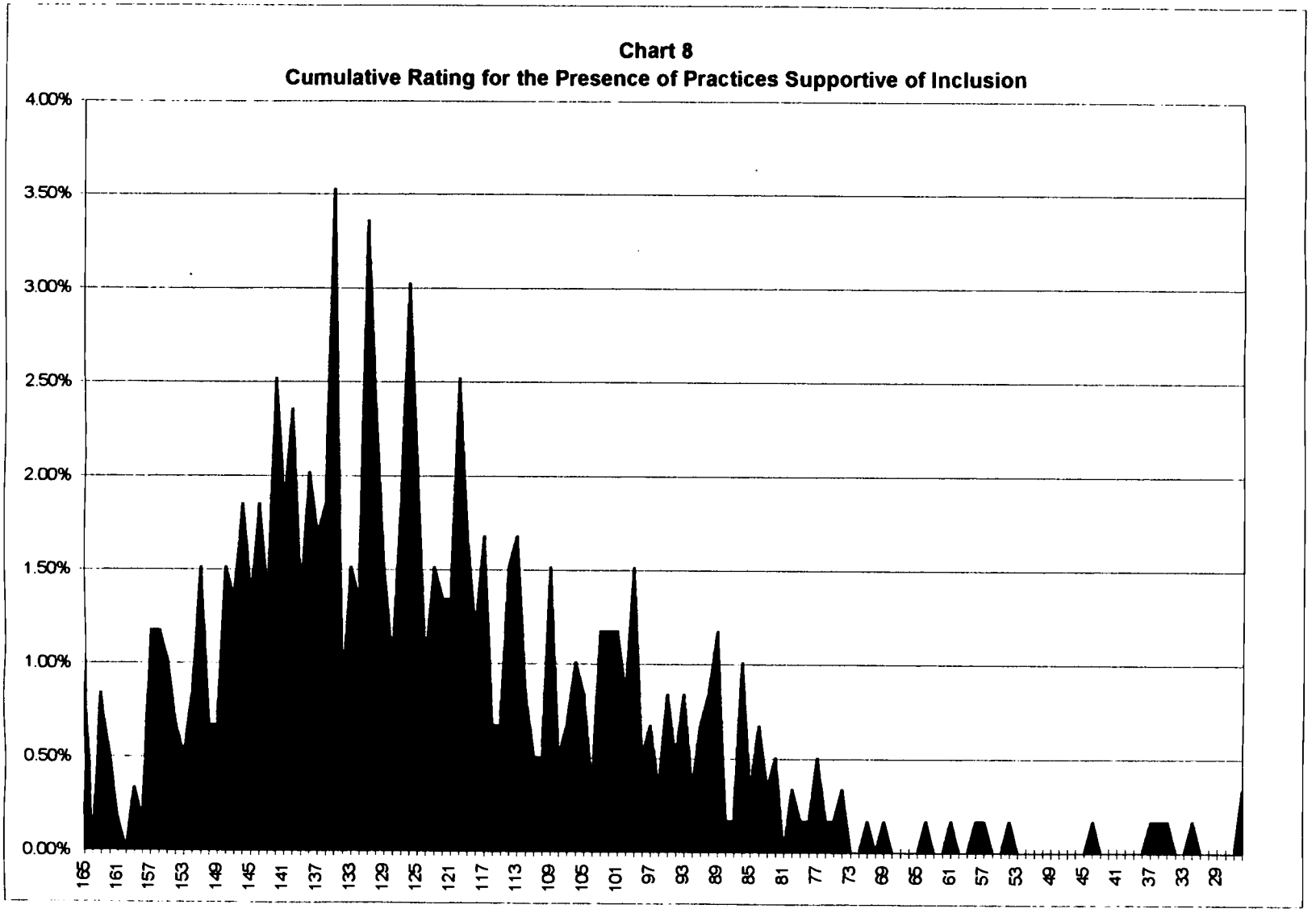
	Desirability		Presence		Discrepancy
	Mean	*SD*	*Mean*	*SD*	*Mean*
Students without disabilities are actively involved in inclusion efforts via strategies such as peer tutoring, circle of supports, and cooperative learning groups	4.54	0.79	3.94	1.09	0.44
Planning for flexible (individualized) curricular adaptation	4.53	0.76	3.67	1.13	0.68
Classes are grouped heterogeneously and instruction is differentiated for all students to include curricular and instructional adaptations	4.50	0.82	4.04	0.97	0.31
All students with disabilities can enroll in the same school they would attend if they did not have a disability	4.49	0.91	4.04	1.23	0.39
Training have taken place to help the staff develop expertise related to inclusion, cooperative learning and collaborative planning	4.48	0.85	3.46	1.22	0.87
Student entitlements as specified on the IEP are provided within the general education and community	4.45	0.84	4.07	0.97	0.26
Administration supports inclusion through statements, example, and allocation of time for planning/ collaborative scheduling	4.45	0.89	3.55	1.23	0.78
Open communication about fears and concerns related to inclusion is encouraged and supported by administration and all staff	4.43	0.87	3.47	1.20	0.81
Information related to efforts toward inclusion is provided to parents, families and students	4.43	0.89	3.72	1.25	0.56
Instructional aides are assigned to classrooms rather than individual children and balance responsibilities for supporting children with disabilities with assisting teacher with all children	4.43	0.94	3.63	1.27	0.60
In general the members of the school are committed to the values of developing an inclusive school community: have the flexibility to make the revisions needed and try another way when a particular idea or strategy seems to have failed	4.38	0.99	3.69	1.15	0.57
Decisions regarding discretionary budget expenditures and staff development activities are made at the building level, with input from faculty and staff	4.37	0.90	3.60	1.19	0.66
Explicit policy and practices exist to support family involvement in the school and the classroom	4.34	0.87	3.63	1.10	0.60
Instructional teams have regularly scheduled team meetings to plan adaptations for diverse student needs	4.32	0.91	3.24	1.21	0.96

Table 47:
Relative Rankings of Best Practices in Support of Inclusion

	Desirability		Presence		Discrepancy
	Mean	*SD*	*Mean*	*SD*	*Mean*
There is a school planning team related to inclusion that involves all stake holders: parents, teachers, students, school board members, related services personnel, and administrators	4.31	0.98	3.16	1.41	0.98
All students with a disability are assigned to a regular class homeroom based on chronological age/grade	4.25	1.15	4.44	0.99	-0.19
There is an ongoing effort to develop a consensus about inclusive educational practices	4.19	1.06	3.32	1.27	0.77
Transportation is accessible to student with physical disabilities. All students travel to an from school using the same transportation system.	4.08	1.22	4.09	1.23	0.00
Team teaching involving special education teachers occurs in most classrooms on a regular (weekly) basis	4.03	1.20	2.82	1.35	1.07

Chart 7:
Cumulative Rating of Best Practice in Support of Inclusion





Mode: 165 [**note**: *this is the highest possible rating*] Range: 161, 4-165). This level of rating suggests a number of things related to interpretation of the data. First of all, it raises some questions of instrument design since it seems some respondents developed a pattern of responding when confronted with so many parallel questions. Second, a social desirability factor may be influencing the response patterns since most of these practices reinforce what the teacher have been told about good practices in school reform, social acceptance of disability, physical accessibility, and education for diversity. Third, these other factors suggest that relative low magnitude difference in mean desirability ranking may have greater importance than would be ascribed to them on a scale where there is a wider distribution of scores.

Chart 8 graphically presents the cumulative ratings for the presence of effective practices. The relatively high rating in this area (Mean: 123.44; SD: 24.1; Median: 127; Mode: 135; Range: 165: 0-165) suggest that scores on this variable may have been influenced by the very high level of scoring on the parallel items related to desirability. Again, the relative standing of each variable may be more informative than any analysis that attempts to deal with the magnitude of difference. In other words, the reader should not jump to conclusion based on this study that there is near universal implementation of these practices in most of the schools of Eastern Kentucky. A more conservative interpretation is simply that higher rated practices are more likely to be encountered than lower ranked items.

Based on the relatively high scores observed for desirability and presence, the most straight forward way to bring some order to the data presented in Table 47 is to highlight the eight variable that fall in the lowest quartile for presence. These are the practice that we are least likely to encounter in the schools in our survey. It is noteworthy that these same eight variable receive the highest discrepancy scores. These eight variable include: 1) co-teaching involving special education 2) consensus building, 3) school planning team with all stakeholders, 4) in-school behavioral and medical crisis plan, 5) regular planning by instructional teams, 6) open communication being supported, 7) clear administrative support of inclusion, and 8) training to develop staff expertise. All of these raise serious concerns about the efforts to systematically develop the close working relationships, expertise, and consensus that the literature clearly shows are characteristics of effective inclusive schools. Perhaps, the most noteworthy rating in the entire table is the fact that actual co-teaching received the lowest rating for desirability and presence. Yet it also received the highest discrepancy rating. Teacher are somewhat unsure about this practice, perhaps because they have not been trained on how to do it. Further, they do not seem to be receiving support to experiment with a closer working relationship between special education and regular education.

Benefiting from inclusion

Table 48 presents the respondents' opinion of who receives the greatest benefit from inclusion. The perception that the greatest benefactor is the special education teacher, over and above students with disabilities, raises some serious questions, that fall beyond the scope of this study, about what the respondents see as the role and responsibility of special education in inclusive schools.

Table 48
Ranking of groups benefiting from inclusion

	Mean	*SD*
Special education teachers	3.70	1.23
Students with disabilities	3.62	1.27
Students without disabilities	3.39	1.21
Regular education teachers	3.29	1.28

Barriers to Inclusion

When asked to rate the leading barriers to inclusive schools, the respondents gave the highest overall mean rating to the learning problem of the students with disabilities (Table 49). Student characteristic along with insufficient resources and lack of training were the only potential barriers rated above the middle of the rating scale. This finding seems to reveal a lack of buy-in on the part of the respondents to some of key concepts underlying inclusive education. The problems they are encountering are attributed to the characteristics of a group of students not to the failure of the educational environment to meet the needs of all children. This basic perception of children with disabilities as somehow being quantitative and qualitatively different from other children has been identified by many authors as a fundamental flawed belief that provides the justification for exclusionary practices.

Table 49;
Ranking of barriers to inclusion

	Mean	*SD*
Learning and behavioral problems of students with disabilities	3.43	1.17
Insufficient resources (funds, staff, etc.)	3.32	1.36
Lack of training/preparation of school staff	3.11	1.38
Lack of organizational commitment	2.79	1.28
Lack of staff support	2.72	1.37
Resistance by regular education staff	2.71	1.38
Not seen as an important priority	2.71	1.23
Parental opposition	2.40	1.22
Insufficient administrative support	2.34	1.33
Reaction of students in regular education	2.29	1.14
Resistance by special education staff	2.15	1.28

Opinions about Inclusion

The final three questions in the survey asked the respondents for their perspectives on preparation for inclusion, effectiveness of inclusion efforts in their school, and their personal opinion about inclusion. The response pattern to these three summary questions are presented on Charts 9-11.

When asked if preparation for inclusion was adequate, the respondent group tended to indicate that it was less than comprehensive (Mean: 2.6, SD: 1.05). Only 22% of respondents rated the preparation as sufficient or intensive, while the balance rated preparation as no better than somewhat adequate.

When asked to indicate how inclusion was working in their school, the overall pattern of responses seems to indicate that they feel the jury is still out (Mean: 3.12, SD: 1.01). Almost 40% of respondents felt that the pluses and minuses balanced. About 27% felt things were going fairly well, and 8% rated inclusion as going very well. On the other end of the spectrum an almost equal number of respondents (6%) said there was no inclusion in their school and 19% felt it was not working very well. So on balance the trend in evaluating inclusion is in a positive direction, but implementation is not receiving rave reviews.

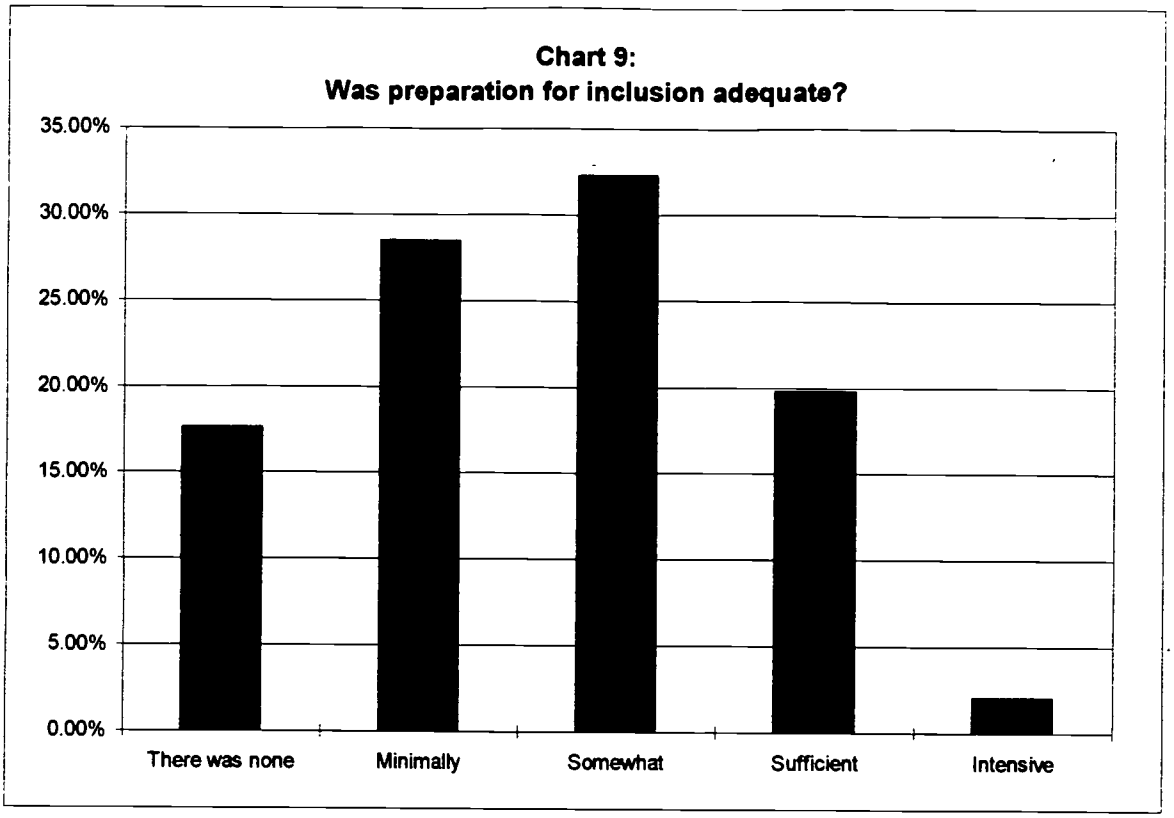
Teachers were asked to rate their opinion about whether inclusion is a good idea along a continuum from a firm no to solid yes with neutral marking the center of the distribution. The picture present in Chart 11 is that among these teacher the jury is still out on their opinion of inclusion (Mean: 3.15, SD: 1.36). The chart is remarkable for equitable distribution. About 43% of respondents give inclusion positive marks while about 34% are negative in their assessment. The remaining 23% indicate that they haven't made their mind up.

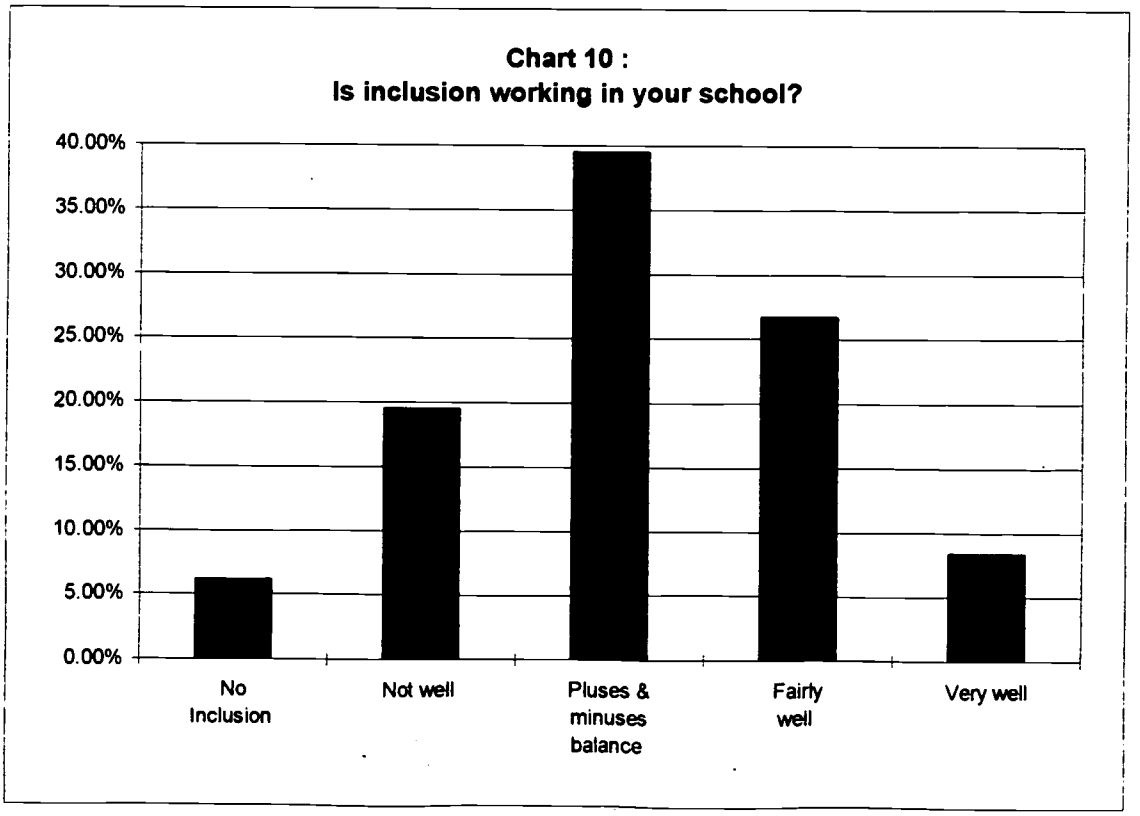
Correlation between Key Study Variables

The correlation among study variables was examined to determine any patterns of relationships. As would be expected there was a series of meaningful correlations that existed among best practice variable and between the various definitions of inclusion. There was a pattern of correlations among the benefits to inclusion that can be reduced to the simple statement that the more likely one group was seen to benefit the more likely other group were seen to benefit. A pattern of inter -correlation among the barriers to inclusion was also observed. The number of variable involved in these correlational analyses was very complex based simply on the number of variable involved. For this reason, an analysis of this aspect of the study must of necessity be left to a subsequent report.

With a single exception, no meaningful correlations were observed between general background variables and study variables.

Table 50 present correlations that were observed to have an *r* level greater than .25 when the relationship between classroom practices, opinions about inclusion, and cumulative variables related to student centered classroom practice, use of strategies that support inclusion, desirability of best practices in inclusion, and presence of best practices were examined. As the table indicates, teacher





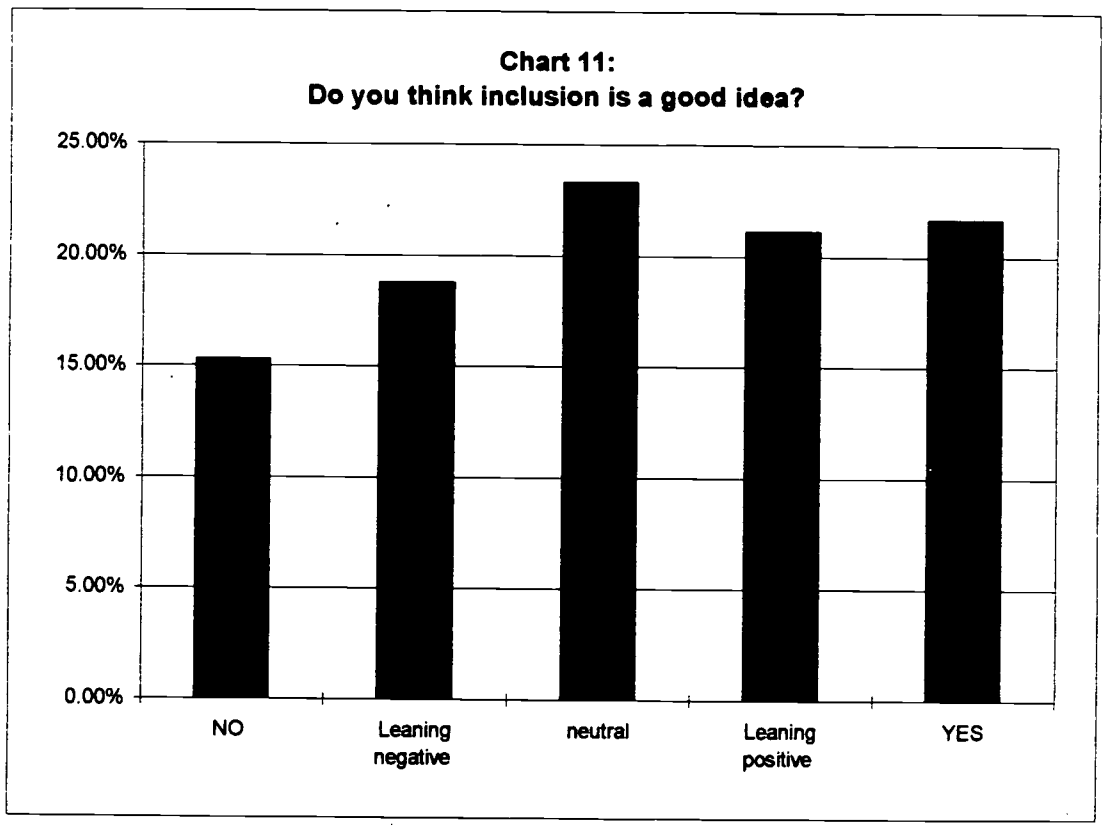


Table 50:
Correlation of respondents' rankings of selected study variables

	Opinion that KERA has had a positive impact	Closer working relationship with Special Education	Positive perspective on special education	Adequate preparation for inclusion	Amount of time with special education teacher.	Opinion that Inclusion is working	Inclusionary practices seen as highly desirable
Opinion that Inclusion is working				0.51			
Amount of time with special education		0.45	0.35				
Opinion that inclusion is a good idea	0.35			0.32		0.50	
Use of instructional strategies that support		0.58	0.41		0.34		
Cumulative Presence of inclusionary practices		0.25		0.44	0.26	0.48	0.36

who are more likely to have a positive perspective on KERA are also more likely to think that inclusion is a good idea. Teachers with a closer working relationship with special educators spend more time consulting special educators, use more strategies that support inclusion, and are in schools more likely to have more best practices in place. Those teachers with a more positive perspective on special education spend more time working with special education and also use more strategies supportive of inclusion. Teachers who feel that there has been better preparation for inclusion are more likely to think it works, feel that it is a good idea, and have more best practices in place. An increase in the amount of time working with special educator was associated with more strategies that are supportive of inclusion and more best practices being in place. Not surprisingly teacher who feel inclusion is working well are more likely to see it as a good idea and are more likely to be in a school with more best practices. Finally, the more likely a teacher is to be in a school with best practices the more likely they are to rate more of the practices as desirable.

Comparison of Special Educators and Regular Educators

Since a) crucial component in effective inclusion is the working relationship between regular education and special education and b) special education teachers may have a different perspective on the level of acceptance and best practice that is occurring in a school an important part of the analysis of this study entailed comparing response patterns from these two groups. This was achieve by performing *t*-tests on all study variable to identify any significant difference between the mean ranking of special educators and regular educators. The results of these analyses are found in Tables 51-57. For the purposes of these analysis, 433 respondents were included in the regular educator pool and 113 in the special educator pool. These assignment were based on complete responses to most items and observed response patterns. Specifically, several teachers who identified there primary role as "specialist" and one "lead teacher" were certified as special education teacher and fully completed the special educator section of the questionnaire.

Background variables (Table 51)

As the material presented in Table 51 indicates, the special educators in our response pool are somewhat younger and therefore have fewer years in teaching than their regular education colleagues.

Definitions of Inclusion (Table 52)

It is interesting that regular education teacher on average rated membership in the school community as a more appropriate definition of inclusion than special educators. Special educators on the other hand tended to give higher rating to inclusion definitions that focused on different modes of service delivery, most significantly the idea of services coming to the child not vice versa. While both groups gave the idea that inclusion was a cost cutting measure low marks, special educator gave this definition a significantly lower rating. Finally, special educators gave a higher ranking to the concept of inclusion as assuring home-school attendance.

Table 51:
Comparison of Regular and Special Educators on Background Characteristics

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Years in Teaching	3.75	1.14	3.32	1.23	3.47 ***
Years in Current Positon	3.00	1.23	2.91	1.14	0.69
Age	3.56	0.96	3.21	1.02	3.42 ***
Educational Level	2.06	0.63	2.02	0.74	0.53

***$p < .001$

Table 52:

Comparison of Regular and Special Educators on Ranking of Definitions of Inclusion

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
All children are seen primarily as full members of the school community not as "special education" students	4.08	1.08	3.4	1.33	5.57 ***
Bring the support service to the child not moving the child to the services	3.11	1.29	3.66	1.31	4.18 ***
It is primarily a cost cutting measure which allows administrators to eliminate costly special education services	2.69	1.27	2.23	1.28	3.39 ***
Instructional practices and technological supports provided that accommodate all students in the schools and classrooms they would attend if not disabled	3.61	1.05	3.8	0.86	1.83 *
Inclusion is an important component of overall efforts toward education reform	3.59	1.15	3.43	1.07	1.28
Special education services delivered indirectly by training and technical assistance to "regular" classroom teachers	3.01	1.24	3.13	1.19	0.98
The education of all children in supported, heterogenous, age to appropriate school environments for the purpose of preparing them for full participation in our diverse society	4.00	1.08	3.94	1.04	0.54
Doing away with special education	1.92	1.25	1.89	1.23	0.2
All children full time in regular class	2.34	1.24	2.35	1.39	0.07
The practice of assuring that all students with disabilities participate with other students in all aspects of school life	3.91	1.16	3.92	1.02	0.06

* $p < .05$

*** $p < .001$

Desirability of Best Practices in Inclusion (Table 53)

The highest level of divergence between special educators and regular educators was in the desirability rating given to the best practices in inclusion. Special educators consistently gave more than 50% (17/33) of the practices a higher desirability rating than their colleagues in regular education. These ratings are reflected in the highly significant difference that was observed between the two groups on the cumulative desirability rating ($t = 3.18$, $df = 437$ $p <. 001$). For this cumulative variable the Mean for the special educators was 151.83 (SD: 10.6) conpared to Mean of 146.23 (SD: 15.83) for the regular educators. Most noteworthy are the four variable with the greatest degree of statistically significant difference. All four of these relate to the participation of students with disabilities in the regular routines and life of the school. While regular educators can by no means be accused of wanting students with disabilities out of sight, they are less enthusiastic for these practices than special educators.

Presence of Best Practices in Inclusion (Table 54)

There is a closer match in the assessment of regular educators and special educators of the presence of best practices. A comparison of the cumulative rating of both of these groups reveals no significant difference. However, there is a significant difference in the two groups' ratings on the presence of ten of practices. In seven of the cases, special educators indicate that a particular practice is less frequently presence in the schools than regular educator. One interpretation of these data is that because of their role and degree of involvement in planning for students with disabilities the special educators would be aware that particular activities are less pervasive than regular educators believe. The final three variables which special educator identify as occurring more often seem to very clearly reflect their involvement in planning and designing efforts toward inclusion. They would specifically plan for the use of daily routines for instruction, the integration of therapy into routines, and the assignment of aides to a room and not only an identified child. Although one would expect that in a case of an aide being assigned to a typical classroom, the regular class teacher would understand the nature and purpose of this arrangement.

Benefiting from Inclusion (Table 55)

It is interesting to note that special educators are stronger in their belief that inclusionary practice benefit everyone. Most notably, they are significantly stronger in their perception that inclusion benefits students with disabilities and their non-disabled peers.

Barriers to Inclusion (Table 56)

In 5 out of 11 instances special educators differ significantly from their colleagues in regular education in how they rank potential barriers to inclusive education. In all five case, special educators see resistance by regular educators, lack of a staff support, absence of a priority for the school, resistance by special educators, and lack of training a bigger barriers than do teacher in regular education.

Table 53:

Comparison of Regular and Special Educators on Ranking of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Daily schedule is planned to assure an interface between students' IEPs and the daily cycle of activities within the school	4.47	0.83	4.87	0.37	4.72 ***
All students with a disability are assigned to a regular class homeroom based on chronological age/grade	4.12	1.22	4.68	0.71	4.55 ***
Students with disabilities eat together with their non to disabled peers in the cafeteria not a different time or as a group sitting together	4.48	0.98	4.85	0.41	3.71 ***
Transportation is accessible to student with physical disabilities. All studenst travel to an from school using the same transportation system.	3.98	1.27	4.43	0.98	3.35 ***
District mission statement reflects a belief that all children can learn, diversity is valued, etc.	4.76	0.55	4.93	0.25	3.05 **
Student entitlements as specified on the IEP are provided within the general education and community environments	4.40	0.85	4.65	0.74	2.85 **
Daily routines and transition times within the school day are used to teach self regulation, communication, social, and work related skills (particularly for students with more severe disabilities)	4.51	0.77	4.72	0.58	2.55 **
Related services, including speech to language, occupational, physical therapy and others are provided within context of regular school routines	4.63	0.74	4.83	0.56	2.53 **
Behavior problems are addressed through non to aversive strategies including instruction in positive behavioral alternatives and emphasizing long to term development of self to determination and self to control	4.60	0.72	4.79	0.50	2.46 **
Classes are grouped heterogeneously and instruction is differentiated for all students to include curricular and instructional adaptations	4.46	0.83	4.66	0.73	2.18 *
Students without disabilities are actively involved in inclusion efforts via strategies such as peer tutoring, circle of supports, and cooperative learning groups	4.51	0.84	4.70	0.52	2.17 *

Table 53:

Comparison of Regular and Special Educators on Ranking of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Students with disabilities participate in physical education, art, music, etc with same age peers.	4.61	0.73	4.78	0.60	2.13 *
Explicit policy and practices exist to support family involvement in the school and the classroom	4.28	0.90	4.47	0.88	1.97 *
Instructional aides are assigned to classrooms rather than individual children and balance responsibilities for supporting children with disabilities with assisting teacher with all children	4.38	0.99	4.59	0.79	1.96 *
An in-school medical and behavioral plan exists and includes procedures for behavioral crises	4.58	0.75	4.73	1.34	1.92 *
Administration supports inclusion through statements, example, and allocation of time for planning/ collaborative scheduling	4.40	0.89	4.58	0.79	1.83 *
Planning for flexible (individualized) curricular adaptation	4.51	0.75	4.66	0.69	1.80 *
School support resources and activities are provided to enhance positive social relationships among all students	4.70	0.61	4.80	0.45	1.62
Open communication about fears and concerns related to inclusion is encouraged and supported by administration and all staff	4.41	0.88	4.55	0.78	1.50
A variety of instructional and staffing arrangements are used to address diverse student needs	4.56	0.73	4.65	0.69	1.23
Curricular and instructional adaptations are congruent with the activities of age to peers, community and family values and do not stigmatize	4.63	0.65	4.72	0.53	1.22
There is a school planning team related to inclusion that involves all stake holders: parents, teachers, students, school board members, related services personnel, and administrators	4.36	0.90	4.23	1.12	1.22
All students with disabilities can enroll in the same school they would attend if they did not have a disability	4.47	0.89	4.58	0.92	1.19

Table 53:

Comparison of Regular and Special Educators on Ranking of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Team planning is systematically undertaken to prepare students for movement to next environment whether that be new classroom, new school, or from school to work	4.59	0.74	4.68	0.64	1.09
Team teaching involving special education teachers occurs in most classrooms on a regular (weekly) basis	3.98	1.24	4.10	1.11	0.92
The entire school is physically accessible for students using wheelchairs	4.78	0.65	4.71	0.94	0.87
There is an ongoing effort to develop a consensus about inclusive educational practices	4.18	1.07	4.28	0.98	0.83
In general the members of the school are committed to the values of developing an inclusive school community: have the flexibility to make the revisions needed and try another way when a particular idea or strategy seems to have failed	4.39	1.00	4.34	0.99	0.44
Information related to efforts toward inclusion is provided to parents, families and students	4.43	0.90	4.46	0.87	0.35
Decisions regarding discretionary budget expenditures and staff development activities are made at the building level, with input from faculty and staff	4.40	0.89	4.37	0.86	0.33
Enrichment and extracurricular activities are available to all students regardless of gender, disability, ability, ethnicity, etc	4.65	0.71	4.63	0.78	0.24
Instructional teams have regularly scheduled team meetings to plan adaptations for diverse student needs	4.32	0.90	4.34	1.01	0.17
Training have taken place to help the staff develop expertise related to inclusion, cooperative learning and collaborative planning	4.47	0.83	4.48	0.98	0.06

* $p < .05$
** $p < .01$
*** $p < .001$

Table 54:

nparison of Regular and Special Eucators on Assessment of the Presence of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Training have taken place to help the staff develop expertise related to inclusion, cooperative learning and collaborative planning	3.56	1.17	2.89	1.26	5.13 ***
Information related to efforts toward inclusion is provided to parents, families and students	3.86	1.14	3.20	1.46	5.00 ***
There is a school planning team related to inclusion that involves all stake holders: parents, teachers, students, school board members, related services personnel, and administrators	3.27	1.38	2.64	1.46	4.16 ***
Daily schedule is planned to assure an interface between students' IEPs and the daily cycle of activities within the school	3.84	1.14	4.15	1.00	2.51 **
Related services, including speech to language, occupational, physical therapy and others are provided within context of regular school routines	4.10	1.12	4.39	0.99	2.48 **
There is an ongoing effort to develop a consensus about inclusive educational practices	3.34	1.27	3.00	1.26	2.41 **
Instructional teams have regularly scheduled team meetings to plan adaptations for diverse student needs	3.23	1.22	2.92	1.23	2.38 **
Instructional aides are assigned to classrooms rather than individual children and balance responsibilities for supporting children with disabilities with assisting teacher with all children	3.51	1.33	3.83	1.09	2.30 *
Students without disabilities are actively involved in inclusion efforts via strategies such as peer tutoring, circle of supports, and cooperative learning groups	3.99	1.05	3.77	1.20	1.81 *

Table 54:

Comparison of Regular and Special Eucators on Assessment of the Presence of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
In general the members of the school are committed to the values of developing an inclusive school community: have the flexibility to make the revisions needed and try another way when a particular idea or strategy seems to have failed	3.69	1.15	3.46	1.19	1.80 *
Students with disabilities participate in physical education, art, music, etc with same age peers.	4.63	0.76	4.75	0.65	1.54
Classes are grouped heterogeneously and instruction is differentiated for all students to include curricular and instructional adaptations	4.06	0.94	3.90	1.07	1.54
Explicit policy and practices exist to support family involvement in the school and the classroom	3.56	1.14	3.71	1.04	1.26
District mission statement reflects a belief that all children can learn, diversity is valued, etc.	4.54	0.79	4.44	0.86	1.16
Curricular and instructional adaptations are congruent with the activities of age to peers, community and family values and do not stigmatize	4.15	0.89	4.05	0.88	1.04
Students with disabilities eat together with their non to disabled peers in the cafeteria not a different time or as a group sitting together	4.43	1.04	4.54	0.95	0.99
Enrichment and extracurricular activities are available to all students regardless of gender, disability, ability, ethnicity, etc	4.25	0.99	4.14	1.13	0.95
Open communication about fears and concerns related to inclusion is encouraged and supported by administration and all staff	3.43	1.21	3.31	1.22	0.93
Planning for flexible (individualized) curricular adaptation	3.64	1.13	3.53	1.19	0.92

Table 54:

Comparison of Regular and Special Eucators on Assessment of the Presence of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Team planning is systematically undertaken to prepare students for movement to next environment whether that be new classroom, new school, or from school to work	3.62	1.20	3.74	1.12	0.91
An in-school medical and behavioral plan exists and includes procedures for behavioral crises	3.45	1.37	3.57	1.25	0.81
Behavior problems are addressed through non to aversive strategies including instruction in positive behavioral alternatives and emphasizing long to term development of self to determination and self to control	3.76	1.11	3.85	1.02	0.79
School support resources and activities are provided to enhance positive social relationships among all students	4.16	0.98	4.08	0.99	0.77
Daily routines and transition times within the school day are used to teach self regulation, communication, social, and work related skills (particularly for students with more severe disabilities)	3.89	1.02	3.96	0.98	0.70
Administration supports inclusion through statements, example, and allocation of time for planning/ collaborative scheduling	3.52	1.24	3.43	1.28	0.68
Decisions regarding discretionary budget expenditures and staff development activities are made at the building level, with input from faculty and staff	3.56	1.23	3.63	1.08	0.55
A variety of instructional and staffing arrangements are used to address diverse student needs	3.84	1.13	3.89	1.07	0.46
The entire school is physically accessible for students using wheelchairs	4.00	1.42	3.94	1.37	0.44
within the general education and community environments	4.03	0.96	4.06	0.99	0.37
All students with a disability are assigned to a regular class homeroom based on chronological age/grade	4.41	1.01	4.44	1.01	0.31

Table 54:

Comparison of Regular and Special Eucators on Assessment of the Presence of Inclusion Practices

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
All students with disabilities can enroll in the same school they would attend if they did not have a disability	4.03	1.20	4.07	1.29	0.30
Transportation is accessible to student with physical disabilities. All studenst travel to an from school using the same transportation system.	4.07	1.26	4.09	1.23	0.14
Team teaching involving special education teachers occurs in most classrooms on a regular (weekly) basis	2.73	1.31	2.74	1.28	0.08

* $p < .05$
** $p < .01$
*** $p < .001$

Table 55:
Comparison of Regular and Special Educators on Assessment of Who Benefits from Inclusion

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Special education teachers	3.74	1.24	3.6	1.14	1.07
Students with disabilities	3.52	1.32	3.95	1.02	3.14 ***
Students without a disability	3.29	1.26	3.65	1.01	2.78 **
Regular education teachers	3.26	1.30	3.41	1.17	1.09

* $p < .05$

** $p < .01$

*** $p < .001$

Table 56:
Comparison of Regular and Special Educators on Rating of Barriers to Inclusion

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Resistance by regular education staff	2.64	1.41	3.19	1.28	3.68 ***
Lack of staff support	2.66	1.38	3.13	1.36	3.15 ***
Not seen as an important priority	2.63	1.23	3.02	1.21	2.90 **
Resistance by special education staff	2.08	1.31	2.38	1.21	2.17 *
Lack of training/preparation of school staff	3.10	1.41	3.36	1.28	1.76 *
Insufficient resources (funds, staff, etc)	3.41	1.35	3.19	1.40	1.51
Lack of organizational commitment	2.80	1.30	2.95	1.22	1.12
Parental opposition	2.43	1.26	2.28	1.12	1.08
Reaction of students in regular education	2.29	1.14	2.23	1.06	0.46
Learning and behavioral problems of students with disabilities	3.44	1.17	3.37	1.09	0.39
Insufficient administrative support	2.38	1.36	2.43	1.33	0.33

* $p < .05$

** $p < .01$

*** $p < .001$

KERA, inclusion, and Working Relationships (Table 57)

The final comparison of special educators and regular educators focused on the variables related to perception of KERA, inclusion, and their mutual working relationship. Before conducting these analyses, the variable in Chart 6 describing how regular educators described or were perceived to describe special education was modified for clarity. The relative ranking of the descriptors were changed so they followed a logical sequence from separate placement to resources enhancing learning in the regular class. This reordering simply entailed reversing the order of response option 2) A set of interventions to assist with learning and 3) a placement for students with disabilities.

Three significant differences emerged from these analyses. As noted in the discussion related to Chart 6 there a significant difference between how regular educators think about special education and how special educators think they see it. Given this difference, it is not surprising to see that regular educators describe special educators in more positive terms than special educator anticipated. Finally, special educators are more likely to see inclusion as a good idea then regular educators.

DISCUSSION

Daily practice in the schools of Eastern Kentucky continues to be based on a model of "mainstreaming"-- the individual involvement of students with disabilities in regular classes. **A movement to the formation of *inclusive schools*** with a coherent vision of effective education for all members of a diverse student body and a fundamental reordering of the relationship between regular education and special education **has barely begun**. The findings of this study suggest that there is a good foundation on which to undertake this challenge. Much of the literature on inclusive schooling suggests that while specific practice and skills are crucial to quality inclusive schooling, it is the ultimately development of a school-wide vision of inclusion that marks exemplary programs. In the findings of this study we see a consensus on group of beliefs that suggest that teachers are ready to engage in the hard work of developing a common vision of their schools as inclusive communities.

As our introductory literature review reveals the national discussion about inclusive education entails issues that are far more complex than the "simple" matter of where the instruction of students with disabilities takes place. Similarly this study of the inclusion movement in Eastern Kentucky raises some complex issues that are not given to simple analysis. Given the complexity of these issues, it is important that before we attempt to clarify the meaning of the data of this study that we state the perspective from which we conduct our analysis.

We take as a given that the term "inclusion" refers to a positive movement in American education. Inclusion like school reform is about creating an optimal learning environment that maximize the effective use of resources to assure the highest level of educational outcomes for each and every student. We do not subscribe to the belief that inclusion is about limiting opportunities for students nor that it a way of cutting back on services for students with disabilities. We believe that where inclusion has been really implemented we see schools that epitomize the well established research base on effective schools.

Inclusion requires the education system to confront the reality that systematic, data-based, individualized instruction in student-centered environment is not the concern of a special interest

Table 57:
Comparison of Regular and Special Educators on Assessment of KERA, Inclusion, and Their Working Relationships

	Regular Educators		Special Educators		
	Mean	*SD*	*Mean*	*SD*	*t*
Role of Special Eucation	3.42	0.88	2.11	1.22	12 ***
Positive working relationship between Special and Regular education	4.06	1.03	3.61	0.98	4 ***
Inclusion is good idea	3.03	1.38	3.44	1.34	2.7 **
Adequacy of preparation for inclusion	2.59	1.05	2.42	1.07	1.49
Positive impact of KERA	2.06	0.63	2.02	0.74	0.53
Inclusion is working	3.08	0.98	3.05	1.12	0.31
Collaboration between Special and Regular Educator	2.50	1.30	2.54	1.14	0.27

* $p < .05$

** $p < .01$

*** $p < .001$

group called "special education." Special education has, over the last 20 years, demonstrated an ability to provide instruction that can achieve meaningful outcomes for all students including those who some have seen as being "ineducable." At the same time the awareness has grown stronger in among many special educators that learning must bee seen in context and to be fully effective the technology of systematic instruction must to be connected to the day-to-day realities of life in the complex diverse world. The skills that make up the tool box of special education are not about clinical intervention or treatments for disabilities. They are about designing a technology of effective instruction that has as one of its foundation principles the belief that the failure to learn is rooted not in the student but in the failure of educators to identify the strategy that works for this student. This approach to education--a commitment to the educability of all students--lies at the heart of every wave of educational reform

Inclusive schools are organizations that have come to the realization that special education and regular education both have something to gain by breaking down the artificial barriers of the past. In these schools, teachers--all of the teacher--have learned that they are all about the same business--the education of a community of students. Finally, students in these schools have the experience of learning, working, and playing together in a setting that is a microcosm of the diverse world in which we live.

Having stated the value system from which we approach this study, we can progress to examine our study questions not by asking whether inclusion is a good idea but in an effort to determine how this important change in American education is being implemented in Eastern Kentucky. In this light, it is important to underscore that the impetus behind the KERA reforms was an effort to advance the quality of education in the rural district of Kentucky whose graduate were often perceived as being ill-prepared to compete in today's world. Our analysis of inclusive schooling is an effort to determine if reform from above is leading to restructuring at the grassroots level. At the most general level our fundamental research question could be framed as "are the schools of Eastern Kentucky developing new relationship and structures to assure education success for their students or are they doing more of the same?"

To what degree is inclusive education experienced by students throughout the region?

Many students with disabilities are spending a significant amount of time in mainstream classrooms. Unfortunately, the vast majority of them remain "special education students" not members of inclusive school communities. We see this in the extensive amount of time that students spend being pulled out and in the lack of a close collaborative working relationship between special education and regular educators.

The fact that teachers identify the problems of students as the greatest barrier to inclusion and their major complaint about special education indicates that all support for the philosophical definition of inclusion notwithstanding, student with disabilities are still regarded as somehow different. Their difficulties are still seem as rooted in them and not in the problem of designing an effective learning environment. In an inclusive school we would anticipate a perspective that does not localize all problems in the individual and acknowledges the diversity of all students needs.

The continued strong presence of this individual pathology model of disability continues to be a barrier to inclusion in our schools and communities. While this culturally ingrained belief is a problem, we feel our data reveal another underlying set of beliefs that can act as a countervailing force and provide a foundation for change. Generally speaking the high rating that teacher gave to values related to diversity, access, and participation suggest an opening for refocusing the "handicapist" perspective on people with disabilities (Biklen & Bogdan, 1978). This change of perspective is one of the essential characteristics which the literature suggests differentiate an inclusive school.

At this point it should be noted that in an efort to determine if there were any difference in student experience based on level of disability we examined the data for differences between special education teacher who serve primarily students with severe disabilities and those serving students with milder disabilities. This analysis revealed no significant differences. In fact, teachers of students with severe disabilities indicated that on several variables related to relationship with regular education they were more involved in collaborative planning. Given the small number of such teachers and the fact that this was not a statistically significant difference, the most we can say is this is an intriguing piece of information that suggests a focus for further research.

To what extent are "quality inclusive schooling" practices being implemented?

Generally speaking, most teachers are very supportive of the ideas and practices underlying the development of an inclusive school community. Teachers do not believe that children with disabilities are best "out of sight and out of mind." However, it seems apparent that these same teachers have either not been provided with a coherent rationale nor an opportunity to think through the basis for some of the educational practices that are being implemented in their schools. In most cases these are practices that assure students with disabilities have physical access to various aspects of school life. Yet, few schools seem to have examined participation in art or music, eating in the cafeteria, membership in the school clubs, assignment to a homeroom not a special education class, or use of the same transportation as an essential aspect of the schools mission and as one aspect of effective pedagogue. For the most part it seems that teachers support "best practices" not because they understand the rationale and research base supporting them but because they seem to be the "right" thing to do.

It is encouraging to note the wide range of accommodations that are being used to support students with disabilities in regular classrooms. Given the limited nature of systematic collaboration between special education and regular education, an un-answered question is the degree to which these strategies were suggested by special education and the extent to which regular educators design their own accommodations. The range of instructional strategies observed in a typical classroom, also suggest the flexibility of many rooms to effectively accommodate diverse learning styles. However, the limited use of learning centers and the continued reliance on whole class instruction and individual seat work suggest the need for schools to assist teachers in re-structuring their daily routines. In this light it is important to acknowledge that flexible student-centered strategies do not mean the abandonment of structure and systematic instruction. The challenge is the ability to create an environment that allows for independent exploration while simultaneously providing direct instruction to student who require such approaches. At the school level this raises the need to examine issues of resource allocation that support the development of optimal learning environments

for all students. Solving such structural problems are not the responsibility of a classroom teacher working in isolation. This is one area, among many presented by this study, that underscore how inclusive education is about school restructuring not "just" special education.

In this light, the finding that those practices which reflect a basic re-examination of working relationships within the classroom are not very common merits attention.. There seems to be very limited use of true collaborative teaming that involve special educators and regular educators in a mutually supportive working relationships. Contributing to this absence of "role release" among teachers is the problem of not knowing how to implement alternative approaches. There does not seem to be a significant amount of training being conducted to help teachers develop these collaborate skills. Related to this finding is the apparent ambiguity of administrative support which mandates certain practice but does not provide the training and scheduling needed to achieve fundamental change.

In summary, many discrete practices seem to be present in the schools responding to our survey. The pattern of ratings and the discrepancy in ratings lead us to the conclusion that for the most part these practice are implemented because "the state says we need to do this." Most schools have not done the necessary hard work of developing a coherent vision of inclusion that unifies these practices and moves to a second phases of reordering working relationship within the school.

Is there a discrepancy between regular educators and special educators?

The good new is that many of the structural barriers between special educators and regular educators are largely a thing of the pass. However, they still do not seem to spend much time really working together. They both seem to largely do their own thing. This is seen in the different response patterns across the two groups. There is a positive aspect to this divergence of perspective. We see that regular educators have a higher opinion of special educators and a more positive picture of the role of special education than special educators believe. This suggests that there is a foundation on which to build a new working relationship between these teachers.

It is also positive to note that the more they work together the more teachers from these two groups seem to acknowledge the value of their changed relationship. As they work together, they also appear to grow in their endorsement of inclusion and strategies that support it. It is not accidental that these movements seem to be related to schools where training and other efforts related to the systematic movement toward inclusion are more likely to occur.

Generally speaking special educators are somewhat stronger than their colleagues in endorsing the value of the best practices outlined in this study. This is not surprising since in their preservice preparation special educators had an opportunity to explore some of the strategy which might be a novel idea to regular educators. While special educators are somewhat stronger in their endorsement of inclusion, certain attitudes expressed by these teachers are potential barriers to effective inclusion. Specifically, special educators are more likely to see "their" students in terms of differences rather than as "students first." When this is linked with their self identification as clinicians whose role is to serve "identified" students they may have a difficult time transitioning to a role as an instructional design specialist on an inclusive instructional team.

Recommendations

The principle focus of this study is an effort to nurture the development of inclusive school communities that are committed to quality education for all students. The findings of this study suggests the need for individuals and organizations who share this vision for school reform in Eastern Kentucky to work for implementation of the following recommendations.

1. Universities, engaged in preservice teacher education, need to breakdown the barriers between special education and regular education. Within the framework of Kentucky's recently revised regulations on teacher certification the opportunity exists to effectively integrate special education strategies into the preparation of all teachers.

2. The development of collaborative skills must become a high priority in the education of all teachers in training. The self-image of teachers needs to move from being an individual practitioner to being a member of an instructional team.

3. To become an inclusive community schools have to provide an opportunity for staff to work through their preconceptions and prejudices and develop a common vision of inclusion.

4. Every school should have a restructuring task force that provides an opportunity for all stakeholders to buy into the vision and contribute to the local design of reform and inclusion. School reform requires a personal commitment from every teachers. When it is implemented based exclusive as a mandate from above it will not be effectively implemented. The data suggests that both KERA and inclusion may be at risk of suffering this fate.

5. Practitioners currently working in the schools of Eastern Kentucky must be provided with the resources of training and time needed to develop effective collaborative working relationships.

6. Just as students with disabilities should be assigned to general education homerooms, special education teachers should be assigned as full members of instructional teams.

7. Administrators must systematically and proactively provide concrete support for efforts at restructuring for inclusion.

8. The State Department of Education, regional special education cooperatives, local districts, and universities should collaborate to design regional support teams to assist individual schools in working through the process of restructuring.

9. Since many teachers lack formal training related to special education and the characteristics of students with disabilities there is a need for professional development activities that allow all teachers to examine basic topics in education of students with disabilities.

10. The congruence of the inclusive school movement with the KERA reforms is too often left implicit. The State Education Department should provide explicit guidance which connects the building of inclusive school communities with effective schools. This discussion should not be the exclusive province of the Division of Exceptional Student Services. It must be generally acknowledged that the issue of diversity in education *is* the issue of inclusion.

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Appendix:
Survey Instrument

STATUS OF INCLUSIVE EDUCATION IN EASTERN KENTUCKY
TEACHER QUESTIONNAIRE

MOREHEAD STATE UNIVERSITY
Department of Elementary, Reading, and Special Education
401 Ginger Hall
Morehead, Kentucky 40351-1689
(606) 783-2869
Spring, 1996

Dear Colleague:

Throughout the United States educators continue to debate the appropriate relationship between special and regular education. Much of this dialogue focuses on the issue of "inclusion" or "inclusive education." Here in the State of Kentucky the comprehensive reforms of the Kentucky Education Reform Act of 1990 have overshadowed many other issues in our schools, including inclusive education. While many educators will point out that the ideals of an inclusive school are clearly contained in KERA there has been little effort to independently examine the status of inclusive education in Kentucky. This questionnaire is the first step in an effort by the faculty at Morehead State University to understand the extent and nature of inclusive educational practices in the schools of Eastern Kentucky. This data collection will be followed by a report to all the schools in the region and an inclusion fact sheet for teachers that will be sent to all participants next Fall.

This "study" is intended to be an initial benchmark in an effort to improve the capacity of educators across the region to use effective inclusionary practices to enhance the learning of all our students. We hope you share our belief in the importance of this effort and will take the time to complete this questionnaire.

In advance, thank you for your cooperation and participation.

Sincerely,

James A. Knoll, Ph.D. and Sunday C. Obi, Ed.D
Co-project Directors

DIRECTIONS

Answer all questions on the enclosed machine readable answer sheet using a Number 2 lead pencil.

Please complete the form within one week and return *only the answer sheet* to the location designated by your principal. In a field test it took an average of **35 minutes** to complete this form.

In general, the questions force you to make a choice of one out of several answers that might be appropriate: Mark only the response that best answers the question. There are a small number of items (8) that ask you to check all answers that apply.

All teachers should answer questions 1-11 (page 2) and 61-154 (pages 6-8). **Regular education teacher** should also complete questions 12-37 (pages 2-4). **Special education teachers** should also complete questions 38-60 (pages 4-6).

Again, thank you for your participation.

DESCRIPTIVE INFORMATION

1. Years in teaching
   a. 1
   b. 2-5
   c. 6-10
   d. 11-20
   e. more than 20

2. Years in Kentucky schools
   a. 1
   b. 2-5
   c. 6-10
   d. 10-20
   e. more than 20

3. Years in current position
   a. 1
   b. 2-5
   c. 6-10
   d. 11-20
   e. more than 20

4. Age
   a. 25 or less
   b. 26-30
   c. 30-40
   d. 40-50
   e. over 50

5. Gender
   a. Female
   b. Male

6. Level of education
   a. Bachelor's
   b. Masters/fifth year
   c. Rank one
   d. Specialist
   e. Doctorate

7. Generally, I feel the KERA reforms have had a
   a. Negative
   b. Somewhat negative
   c. Little
   d. Somewhat positive
   e. Positive
   effect on the quality of education in Kentucky Schools.

8. My primary role in the school is as
   a. Classroom teacher
   b. Administrator
   c. Lead teacher
   d. Special education teacher
   e. Specialist (reading, art, music, Title I, etc.)

9. I am certified in the following area(s) ***(check all that apply)***:
   a. K-4
   b. 5-8
   c. Secondary
   d. LBD
   e. TMH

10. Continue indicating area(s) of certification.
   a. VI
   b. HI
   c. Principal
   d. Specialist
   e. Other

11. I received my pre-service teacher training at
   a. Morehead State University.
   b. University of Kentucky.
   c. Eastern Kentucky University.
   d. Other Kentucky University.
   e. In another state.

QUESTIONS TO BE COMPLETED BY REGULAR EDUCATION TEACHER:

12. Grade currently taught
   a. P (K-1)
   b. P (1-2)
   c. P (2-3)
   d. P (K-3)
   e. 4

13. Continue indicating grade currently taught.
   a. 5
   b. 6
   c. 7
   d. 8
   e. other mixed classes

14. Size of class
   a. 19 or less
   b. 20-24
   c. 25 or more

15. I have taken the following number of courses in special education.
   a. None
   b. 1
   c. 2
   d. 3
   e. 4 or more

16. Number of students with IEPs in class?
   a. Don't know
   b. None
   c. 1 or 2
   d. 3-5
   e. 6 or more

17. Categories of special education students in your class or homeroom ***(check all that apply)***.
    a. Don't know
    b. Learning Disabled
    c. Behavior Disordered
    d. Mildly Mentally Disabled
    e. Functionally Mentally Disabled

18. Continue indicating categories of special education students in your class.
    a. Visually Impaired
    b. Hearing Impaired
    c. Physically Disabled
    d. Health Impaired
    e. Communication disordered

19. Are you a member of your students' IEP committees?
    a. Yes
    b. No

20. On a average day how much time does the typical special education student in your class or homeroom spend out of the regular class.
    a. None
    b. 30 minutes
    c. 60 minutes
    d. 90 minutes
    e. 120 or more minutes

21. Which of the following strategies have you used to increase awareness of disability and acceptance of students with disabilities among your students ***(check all that apply)***?
    a. Guest speakers
    b. Audio visual materials
    c. Curricular infusion (books, stories, or other materials with disability related content as part of regular curriculum
    d. Classroom discussion
    e. Not addressed

22. Which of the following strategies are used in working with special education students in your class ***(check all that apply)***?
    a. No change in classroom procedures
    b. Adaptation to instruction
    c. Modification of expectations
    d. Environmental modifications
    e. Alternative assignments

23. Continue to indicate strategies used with special education students in your class.
    a. Peer tutoring
    b. Alternative curriculum
    c. Use of aide as tutor
    d. Ability grouping
    e. Cross-ability grouping

24. Which of the following resources are usually available to support instruction in your classroom ***(check all that apply)***?
    a. Teaching assistant or other aides
    b. Chapter 1 teacher
    c. Peer tutoring
    d. Special education teacher in room
    e. Volunteers

25. My work with special education can best be characterized as
    a. Occasional communication.
    b. As needed consultation.
    c. Coordinated planning.
    d. Membership on planning team.
    e. Collaborative co-teaching.

26. Indicate on the following scale where, in general, your working relationship with special education teachers would fall:
    a. An intrusion in my classroom
    b. An occasional interference
    c. Neutral (positive and negative balance)
    d. A useful resource
    e. A valued colleague

27. What best describes how the special education teacher **primarily** works with students in your room?
    a. Collaboration, consultation, & co-teaching in regular class
    b. Individual in-class tutoring
    c. Group work within class
    d. Pull out/ resource room
    e. Full time separate classroom, students join regular classes for selected activities.

28. Amount of time (per week) you engage in interaction with special education teacher related to meeting student needs.
    a. None
    b. 15 minutes or less
    c. 15-30 minutes
    d. 30-60 minutes
    e. More than 60 minutes

29. My principle complaint in working with special education students is
    a. My lack of pre-service preparation.
    b. Lack of resources/administrative support.
    c. Disruption to the classroom.
    d. Unreasonable expectation from the special education teacher.
    e. Inability of students to keep up with class work.

30. I see special education as:
   a. A placement for students who can't keep up.
   b. A set of interventions to assist with learning problems.
   c. The placement for students with physical and mental disabilities.
   d. Making accommodation for students with different learning style.
   e. A set of resources to enhance learning in my classroom.

31. I believe that in effective schools:
   a. Teachers independently manage their own classroom.
   b. Teachers periodically consult with one another to solve problems.
   c. Teachers regularly meet to plan curriculum and solve problems.
   d. Teachers actively collaborate in all aspect of instruction.

32. As a classroom teacher it is my primary job to:
   a. Cover the required curriculum.
   b. Make sure that most students achieve an acceptable level across the curriculum.
   c. Assure that each student in my class make progress in mastering basic skills.
   d. Provide students with opportunity for learning.
   e. Assure each student achieves his/her potential.

Instructional Strategies. Use the following scale:

1	2	3	4	5
None	10%	20%	40%	50% or more

to indicate the approximate **percent of time spent during a average day** using each of these strategies in your classroom. (Should total to approximately 100%)

33. Individual seat work.

34. Whole class instruction.

35. Structured cooperative groupings.

36. Learning centers.

37. Other group activities.

QUESTIONS TO BE COMPLETED BY SPECIAL EDUCATION TEACHER:

38. Grade level taught ***(check all that apply)***.
   a. Pre-kindergarten
   b. Kindergarten
   c. 1
   d. 2
   e. 3

39. Continue indicating grade levels taught.
   a. 4
   b. 5
   c. 6
   d. 7
   e. 8

40. Percentage of regular education teachers in your school with whom you regularly consult?
   a. 10%
   b. 25%
   c. 50%
   d. 75%
   e. 100%

41. Number of students with IEPs on your caseload.
   a. 5 or less
   b. 6-8
   c. 9-15
   d. 16- 20
   e. 21 or more

42. Categories of special education students you serve ***(check all that apply)***.
   a. Learning Disabled
   b. Behavior Disordered
   c. Mildly Mentally Disabled
   d. Functionally Mentally Disabled
   e. Visually Impaired

43. Continue indicating categories of special education students you serve.
   a. Hearing Impaired
   b. Physically Disabled
   c. Health Impaired
   d. Communication disordered
   e. Other

44. Approximate percentage of time the typical special ed. student on your caseload is <u>out of regular class</u>.
   a. None
   b. 25% or less
   c. 26-74%
   d. 75-99%
   e. Full time special class

45. What resources are available to assist you in teaching *(Check all that apply)*
   a. Paraprofessionals
   b. Peer tutors
   c. Related services personnel
   d. Volunteers
   e. Others

46. My work with regular education teachers can best be characterized as:
   a. Occasional communication
   b. As needed consultation,
   c. Coordinated planning
   d. Membership on planning team
   e. Collaborative co-teaching

47. Indicate on the following scale how you feel regular education teachers, in general, perceive their working relationship with you:
   a. An intrusion in classroom
   b. An occasional interference
   c. Neutral (positive and negative balance)
   d. A useful resource
   e. A valued colleague

48. Indicate the strategy that best characterizes your **principle** approach to working with students.
   a. Collaboration, consultation, & co-teaching in regular class
   b. Individual in-class tutoring,
   c. Group work within class,
   d. Pull out/ resource room
   e. Full time separate classroom, students join regular ed. classes for selected activities.

49. As a special education teacher it is my primary role to:
   a. Focus on the specialized learning needs of my students
   b. Design accommodations and curricular modifications for special ed students
   c. Provide resources to assist regular education teachers in solving problems
   d. Provide periodic consultation to regular education colleagues
   e. Work collaboratively with my colleagues to maximize the learning of all students in this school.

50. Do you have the same responsibilities for supervising buses/lunches etc. as your colleagues in regular education?
   a. Yes
   b. No

51. Do you participate in tutoring/supervision of extra-curricular activities that regularly brings you into contact with students without disabilities?
   a. Yes
   b. No

52. Do you participate in all school faculty meetings?
   a. Yes
   b. No

53. Do you participate in professional development activities that focus on regular education issues as well as those focusing on special education?
   a. Yes
   b. No

54. Do you eat lunch/take breaks with colleagues in regular education?
   a. Yes
   b. No

55. Do you feel accepted as an equal by the regular education teachers in this school?
   a. Yes
   b. No

56. Does your school use Instructional planning/ "family" teams and are you a member?
   a. No planning teams.
   b. Team planning used, I am **not** a team member.
   c. Team planning used, I **am** a team member.

57. To whom do you primarily report?
   a. School principal
   b. Director of special education

58. Approximately what percent of regular education teachers seek you out to discuss strategies to address the needs of students (both with and without identified disabilities) who are not succeeding in their class?
   a. 0
   b. 1-10%
   c. 11-25%
   d. 25-50%
   e. more than 50%

59. In your school are regular education teachers involved in the development of IEPs for students in special education?
   a. Yes
   b. No

60. I feel regular education teachers see special education as
    a. A placement for students who can't keep up.
    b. A set of interventions to correct learning problems.
    c. The placement for students with physical and mental disabilities.
    d. Making accommodation for students with different learning style.
    e. A set of resources to enhance learning in the classroom.

ALL TEACHERS

All questions refer to what is currently actually occurring in your school.

Definition of Inclusion. Use the following scale to indicate the extent of your agreement/disagreement with each of the following responses to the question **"What is inclusion or inclusive education?"**

1	2	3	4	5
Totally Disagree	Disagree Somewhat	Neutral/ Unsure	Agree Somewhat	Fully Agree

61. It is primarily a cost cutting measure which allows administrators to eliminate costly special education services.

62. All children full time in regular class.

63. All children are seen primarily as full members of the school community not as "special education" students.

64. Doing away with special education.

65. Inclusion is an important component of overall efforts toward education reform.

66. Bring the support service to the child not moving the child to the services.

67. Instructional practices and technological supports provided that accommodate all students in the schools and classrooms they would attend if not disabled.

68. Special education services delivered indirectly by training and technical assistance to "regular" classroom teachers.

69. The education of all children in supported, heterogenous, age-appropriate school environments for the purpose of preparing them for full participation in our diverse society.

70. The practice of assuring that all students with disabilities participate with other students in all aspects of school life.

Effective Inclusionary Practices. For the following items use these two scales to indicate the extent to which **you feel** each item describes a practice that is

1) A **desirable** characteristic of effective inclusion:

1	2	3	4	5
Not Desirable	Not Needed	Neutral Value	Somewhat Desirable	Highly Desirable

and

2) **Present** in your school/school district:

1	2	3	4	5
Totally Absent	Rarely	Sometimes (About half the time)	Often	Consistently Present

Explicit policy and practices exist to support family involvement in the school and the classroom.
71. **Desirable?** 72. **Present?**

Transportation is accessible to student with physical disabilities. All students travel to and from school using the same transportation at the same time.
73. **Desirable?** 74. **Present?**

Decisions regarding discretionary budget expenditures and staff development activities are made at the building level, with input from faculty and staff.
75. **Desirable?** 76. **Present?**

Enrichment and extracurricular activities are available to all students regardless of gender, disability, ability, ethnicity, etc.
77. **Desirable?** 78. **Present?**

Instructional teams have regularly scheduled team meetings to plan adaptations for diverse student needs.
79. **Desirable?** 80. **Present?**

Student entitlements as specified on the IEP are provided within the general education and community environments.
81. **Desirable?** 82. **Present?**

A variety of instructional and staffing arrangements are used to address diverse student needs.
83. **Desirable?** 84. **Present?**

Students with disabilities eat together with their non-disabled peers in the cafeteria not a different time or as a group sitting together.
85. **Desirable?** 86. **Present?**

All students with a disability are assigned to a regular class homeroom based on chronological age/grade.
87. **Desirable?** 88. **Present?**

Scales for questions 71-136:

Is this a **desirable** characteristic of effective inclusion?

1	2	3	4	5
Not desirable	Not needed	Neutral	Somewhat	Highly

Is this characteristic **present** in your school/school district?

1	2	3	4	5
Absent	Rare	Sometimes	Often	Consistently

Instructional aides are assigned to classrooms rather than individual children and balance responsibilities for supporting children with disabilities with assisting teacher with all children.
89. **Desirable?** 90. **Present?**

Students with disabilities participate in physical education, art, music, etc. with same age peers.
91. **Desirable?** 92. **Present?**

The entire school is physically accessible for students using wheelchairs.
93. **Desirable?** 94. **Present?**

Planning for flexible (individualized) curricular adaptation.
95. **Desirable?** 96. **Present?**

Administration supports inclusion through statements, example, and allocation of time for planning/ collaborative scheduling.
97. **Desirable?** 98. **Present?**

Training have taken place to help the staff develop expertise related to inclusion, cooperative learning and collaborative planning.
99. **Desirable?** 100. **Present?**

Open communication about fears and concerns related to inclusion is encouraged and supported by administration and all staff.
101. **Desirable?** 102. **Present?**

All students with disabilities can enroll in the same school they would attend if they did not have a disability.
103. **Desirable?** 104. **Present?**

District mission statement reflects a belief that all children can learn, diversity is valued, children are entitled to support in general education, individual needs will be supported by adaptations and accommodations, both academic and citizenship outcomes are valued.
105. **Desirable?** 106. **Present?**

An in-school medical and behavioral plan exists and includes procedures for behavioral crises.
107. **Desirable?** 108. **Present?**

Daily schedule is planned to assure an interface between students' IEPs and the daily cycle of activities within the school.
109. **Desirable?** 110. **Present?**

Classes are grouped heterogeneously and instruction is differentiated for all students to include curricular and instructional adaptations.
111. **Desirable?** 112. **Present?**

School support resources and activities are provided to enhance positive social relationships among all students.
113. **Desirable?** 114. **Present?**

Curricular and instructional adaptations are congruent with the activities of age-peers, community and family values and do not stigmatize.
115. **Desirable?** 116. **Present?**

Team planning is systematically undertaken to prepare students for movement to next environment whether that be new classroom, new school, or from school to work.
117. **Desirable?** 118. **Present?**

Related services, including speech-language, occupational, physical therapy and others are provided within context of regular school routines.
119. **Desirable?** 120. **Present?**

Behavior problems are addressed through non-aversive strategies including instruction in positive behavioral alternatives and emphasizing long-term development of self-determination and self-control.
121. **Desirable?** 122. **Present?**

Daily routines and transition times within the school day are used to teach self regulation, communication, social, and work related skills (particularly for students with more severe disabilities).
123. **Desirable?** 124. **Present?**

Team teaching involving special education teachers occurs in most classrooms on a regular (weekly) basis.
125. **Desirable?** 126. **Present?**

Scales for questions 71-136:

Is this a **desirable** characteristic of effective inclusion?

1	2	3	4	5
Not desirable	Not needed	Neutral	Somewhat	Highly

Is this characteristic **present** in your school/school district?

1	2	3	4	5
Absent	Rare	Sometimes	Often	Consistently

In general the members of the school are committed to the values of developing an inclusive school community: have the flexibility to make the revisions needed and try another way when a particular idea or strategy seems to have failed.

127. **Desirable?** 128. **Present?**

Students without disabilities are actively involved in inclusion efforts via strategies such as peer tutoring, circle of supports, and cooperative learning groups.

129. **Desirable?** 130. **Present?**

There is a school planning team related to inclusion that involves all stake holders: parents, teachers, students, school board members, related services personnel, and administrators.

131. **Desirable?** 132. **Present?**

Information related to efforts toward inclusion is provided to parents, families and students.

133. **Desirable?** 134. **Present?**

There is an ongoing effort to develop a consensus about inclusive educational practices.

135. **Desirable?** 136. **Present?**

Benefits of Inclusion. Using this scale indicate your personal evaluation of the benefits or costs of inclusion to each of these groups.

1	2	3	4	5
Major Cost	Some Cost	Neutral Value	Some Benefit	Major Benefit

137. Students with disabilities,

138. Students without a disability

139. Regular education teachers

140. Special education teachers

Barriers to Inclusion. Using the following scale to rank each of these potential barriers based on the extent to which you feel it effects the movement toward inclusion in your school.

1	2	3	4	5
Not a Barrier	Slight Barrier	Moderate Barrier	Considerable Barrier	Major

141. Learning and behavioral problems of students with disabilities.

142. Reaction of students in regular education.

143. Insufficient resources (funds, staff, etc.)

144. Not seen as an important priority

145. Lack of organizational commitment

146. Lack of training/preparation of school staff

147. Insufficient administrative support

148. Lack of staff support

149. Parental opposition

150. Resistance by regular education staff

151. Resistance by special education staff

General Personal Impressions of Inclusion

152. Was preparation for inclusion adequate?
   a. There was none
   b. Minimally
   c. Somewhat
   d. Sufficient
   e. Intensive

153. Is inclusion working in your school?
   a. No Inclusion
   b. Not well
   c. Pluses & minuses balance
   d. Fairly well
   e. Very well

154. Do you think inclusion is a good idea?
   a. NO
   b. Leaning negative
   c. neutral
   d. Leaning positive
   e. YES

THANK YOU FOR YOUR ASSISTANCE.

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