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# A Successful Formula for Middle School Inclusion: Collaboration, Time, and Administrative Support

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## Abstract

This report summarizes the results of a survey on attitudes toward inclusion, which was conducted in a middle school in a large school district in the Southeast. The survey was given prior to the beginning of the school year, and immediately prior to the implementation of full inclusion. Respondents were general and special educators, para-professionals, and administrators.

Results of the survey revealed that, although the majority (98.2%) of respondents were willing to make needed instructional adaptations for their students with disabilities, most (76.8%) did not believe that most students with disabilities could be educated in regular education classrooms. Fewer than half (44.6%) indicated that inclusion was a desirable educational practice for regular education students, although a greater percent (57.9%) believed that inclusion was a desirable educational practice for special education students. Time was the most significant area of concern for respondents who indicated that they (a) did not have adequate time to consult with other teachers and specialists who were working with their students with disabilities, (b) lacked time to go to meetings pertaining to their students with disabilities, and (c) lacked time to undertake the responsibility to educate students with disabilities in regular classrooms.

## Introduction

Madeline Will introduced the Regular Education Initiative (REI) in 1986. Will served as the Assistant Secretary in the Office of Special Education and Rehabilitative Services and conducted an analysis of national data, which indicated that pulling exceptional students out of the mainstream classrooms was not effectively meeting the educational needs of students with disabilities. Therefore, Will (1986) proposed the merger of regular and special education to facilitate

 

the successful inclusion of students with disabilities in general education classrooms.

Interestingly, the REI reflects an extension of the concept known as mainstreaming that arose out of the passage of the Education for All Handicapped Children's Act in 1975 (P.L. 94-142). Unfortunately, mainstreaming was not successful for many reasons, one of which was that regular education teachers were not prepared in their teacher preparation programs to meet the needs of students with disabilities. Sachs (1990) asked, "But do we have to continue to under prepare our new teachers, and do we wish to continue to have a negative impact on a prospective teacher's ability to cope with the reality of mainstreaming?" (p. 236). Lieberman (1985) stated, "We have thrown a wedding and neglected to invite the bride" (p. 513). Lieberman was prophetic in that the emphasis of the REI, the merger of special and regular education, was primarily coming out of the Office of Special Education and Rehabilitative Services and general educators were not a part of the process.

The Individuals with Disabilities Education Act of 1997 emphasized that exceptional students must have access to the general education curriculum. This legislation was strengthened by the passage of the No Child Left Behind Act of 2001, which stressed that all students must make adequate yearly progress (AYP), and that teachers, principals, superintendents, school boards, and state boards of education are accountable for exceptional and general education students' academic progress. Inclusion is no longer an option, and it is essential that schools find ways to implement it effectively.

## Review of the Literature

Much of the research on inclusion concludes that the attitudes of school personnel toward exceptional students are key components for successful inclusion (Cook, Semmel, & Gerber, 1999; Daane, Beirne-Smith, & Latham, 2000; Henning, & Mitchell, 2002; Kavale, & Forness, 2000; Kuester, 2000; Luseno, 2001; Van Reusen, Shoho, & Barker, 2001). Of particular significance are the attitudes of teachers. Many researchers agreed with Kuester, who stated that among the "most critical factors" is the attitude of the teacher (p. 2). Research examined by Henning and Mitchell (2002) suggested that "teacher perceptions about exceptional students may be the factor with the greatest effect on student success" (p. 19). Teachers' attitudes become particularly significant as research revealed that "teachers reported more rejecting attitudes toward their students who received special education services than toward their non-handicapped students" (Siegel, 1992, p. 11).

One factor that significantly affects teachers' attitudes toward inclusion is administrative support. Villa, Thousand, Nevin, and Liston (2005) concluded, "In a survey of educators' attitudes toward inclusive education, the degree of administrative support for the practice [of inclusion] was the most powerful predictor of a general educator's positive feeling toward inclusive practices" (p. 43). The positive relationship of administrative support to the success of inclusion is evident in much of the research (Barnett & Monda-Amaya, 1998; Cook et al., 1999; Daane et al., 2000; Fox & Ysseldyke, 1997; Luseno, 2001; Shade & Stewart, 2001; Siegel, 1992). Types of administrative support ranged from creating a positive school climate (Cook et al.; Fox & Ysseldyke), to creating time for planning and collaboration to occur (Barnett & Monda-Amaya; Siegel), to providing professional development (Shade & Stewart).

General education faculty need professional development training on inclusion. Kuester (2000) concluded, "Attitudes are influenced by the amount of pre- and in-service training" (p. 6). In summarizing an extensive review of literature, Van Reusen and associates (2001) reported that teachers also expressed the need for ongoing training. Fox and Ysseldyke (1997) identified training that is "concrete, specific, [and] ongoing" as necessary for promoting successful school changes regarding inclusion (p. 9). The demand for training may be related to the general education teachers' expressed beliefs that they were not prepared in their teacher education programs to teach students with disabilities (Henning & Mitchell, 2002; Kavale & Forness, 2000). This lack of preparation, or perceived lack of preparation, may have an important teacher attitudinal effect (Burke & Sutherland, 2004). Not only do teacher attitudes have an effect on the success of the students, but teacher attitudes may also affect teacher success in teaching in inclusive classrooms. "Teachers may feel challenged, hopeful, and desirous of what can be accomplished, but they may also feel frustration, burden, fear, lack of support, and inadequacies about their ability to teach children with different kinds of problems" (Shade & Stewart, 2001, ¶3).

One way of providing more expertise for general education teachers is through collaboration or co-

teaching. General educators have indicated the desire for more time to consult and plan with other general educators and special educators (Phillips, Allred, Brulle, & Shank, 1990). One study on teachers' attitudes toward inclusion revealed that one reason inclusion was not supported by general educators was the inability to work collaboratively and the lack of special education support in the classroom (Siegel, 1992). Unquestionably, it is imperative for inclusion that teacher collaboration occurs. Ripley (1997) concluded that collaborative teaching benefits all students and one of the major barriers to collaboration has been the time factor.

The time factor appeared repeatedly in the discussion of effective inclusion practices including (a) the lack of time to plan with others (Barnett & Monda-Amaya, 1998; Luseno, 2001; Phillips et al., 1990; Van Reusen et al., 2001), and (b) the concern that teaching students with disabilities will take time away from teaching other students (Campbell & Gilmore, 2003; Kavale & Forness, 2000; Luseno; Siegel, 1992; Van Reusen et al.). In a 1997 survey, teachers recommended that co-planning take place at least once a week (Ripley, 1997). Teachers in Austin's (2001) research study shared that, "in theory, they should meet daily" (p. 5). Wolpert (2001) noted that the "most common request for improvement to the inclusion model was for more planning time" (p. 6). Teachers also expressed concern about the time required for the increased paperwork involved in teaching students with disabilities (Phillips et al.).

Research indicated that the structure of middle schools might facilitate successful inclusion. Because of the interdisciplinary structure of many middle schools, time for collaboration and planning is often available (Hines, 2001; Robertson & Valentine, 1998). Middle schools are engaged in educating early adolescents who need to feel a sense of belonging with others and seek approval from their peer groups (Austin Independent School District, n.d., Caskey & Anfara, 2007). Some research suggested that a sense of belonging, higher levels of self-esteem, and more appropriate social behavior for special education students can be a benefit of inclusion (Kochhar, West & Taymans, 2000, as cited in Hines). In the true "middle school model, students with disabilities are members of the classroom as their first association" (Hines, ¶ 3). This sense of rightful belonging is the essence of inclusion. As well, "diversity is a hallmark of middle level learners" (Robertson & Valentine, 1998, ¶7), so ideally, special education students can be viewed as just an example of the diversity that exists throughout the middle school.

## Methodology

### Context

In the spring of 2005, a large school district in the Southeast mandated that full inclusion begin in the schools in the fall of 2005. Very little information or training was provided to either general education or special education teachers on exactly how to initiate full inclusion. Knowing the importance of attitudes on the success of inclusion, two college faculty members collaborated with the principal of a middle school to develop an attitudinal survey. Working as a research team, the principal and faculty members decided to administer the survey to all faculty, aides, and administrators before the opening of school and the beginning of full inclusion. The hope was that results from this survey would provide the basis for professional development that would be conducted in the school and add to the professional literature in this area.

The sample consisted of 56 educators from an urban middle school in the southeastern United States. Sixty-four percent held a regular education certificate, with the remainder consisting of special education teachers, paraprofessionals, and administrators. This middle school was selected because of past positive experiences with general and special education interns. This school has also cooperated with the university on several projects.

### Survey

The attitudinal survey, used in this research, was adapted, with permission, from a previously administered survey by Luseno (2001). Luesno's survey included two sections. The first section asked for such things as personnel opinions on teaching students with disabilities in general education classrooms, on the teachers' or aides' confidence in teaching students with disabilities, and on the adequate allocation of time for teaching, training, and collaboration. In Luseno's survey, everyone answered the same set of questions. Our research team divided the first section into two subsections; one to be answered by those with experience teaching special education students and the second to be answered by those without. The same questions were asked of both groups. Section 2 asked about personnel backgrounds, training in teaching students with disabilities, and the frequency with which they collaborated with general/

special education teachers. In Luseno's survey, statements included in Part 1 came from the Teacher Efficacy Scale with an internal consistency reliability alpha of .79, the Adaptation Evaluation Instrument with an internal consistency reliability alpha of .97, and the Special Education Teacher-General Education Teacher Interaction Scale with an internal consistency reliability alpha of .87 (Luseno, pp. 16–17). The demographic items in Section 2 of this survey were those created by Luseno. A copy of the complete survey used in this research, along with complete results is found in the Appendix.

As planned, the research team administered the attitudinal survey during a faculty meeting. Although those attending were told that the completion of the survey was voluntary, 100 percent participated. Subsequently, descriptive statistics were utilized to determine the attitudes of the teachers who completed the surveys. Next, Chi-square tests were performed to determine relationships among teachers' beliefs about the inclusion and their experiences with inclusion.

## Results

The results of this study, discussed here, focus on the descriptive statistics that revealed either a trend and/or statistical significance. Our results demonstrate that while teachers were willing to make needed adaptations for those students who had disabilities (98.2%), the majority (76.8%) did not believe that students with disabilities, regardless of the level of their disability, could be educated in regular classrooms. Students with behavioral disorders and those with mental retardation were overwhelmingly the two disability areas that respondents felt should not be educated in regular classrooms. The majority of teachers (80%) indicated the belief that many students with disabilities lacked skills needed to master the regular education course content.

Respondents expressed confidence that they knew various teaching strategies for helping students with disabilities master new content (78%), and felt they were able to adjust assignments to meet the students' need levels (87.5%). The majority of teachers (67.9%) agreed or strongly agreed that they knew collaborative strategies for working with other colleagues in inclusive classrooms.

One section of the survey, containing 12 questions, asked teachers to indicate whether they had experience in teaching students with disabilities. In comparing the answers from both groups, experience did not make a lot of a difference. Time was a factor for over half of both groups, who indicated that they (a) did not have time to consult with other teachers and specialists working with their students with disabilities, (b) lacked time to go to meetings pertaining to their students with disabilities, and (c) lacked time to undertake the responsibility of educating students with disabilities in the regular classroom. Both groups also expressed that they received, or believed they would receive, support from the school principal in issues pertaining to students with disabilities (100% of those with no experience

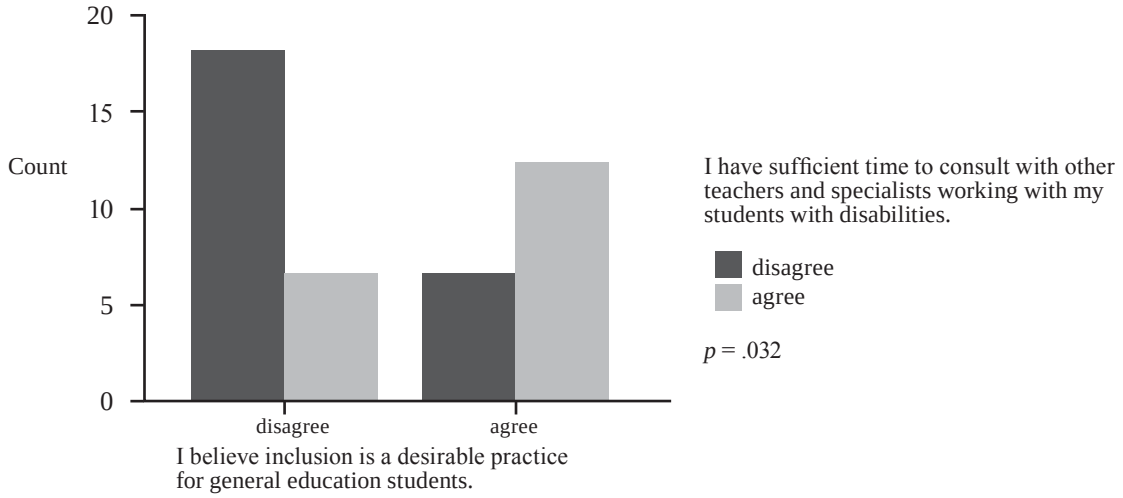


*Figure 1.* Relationship between attitude toward inclusion for general students and time to consult with other educators.

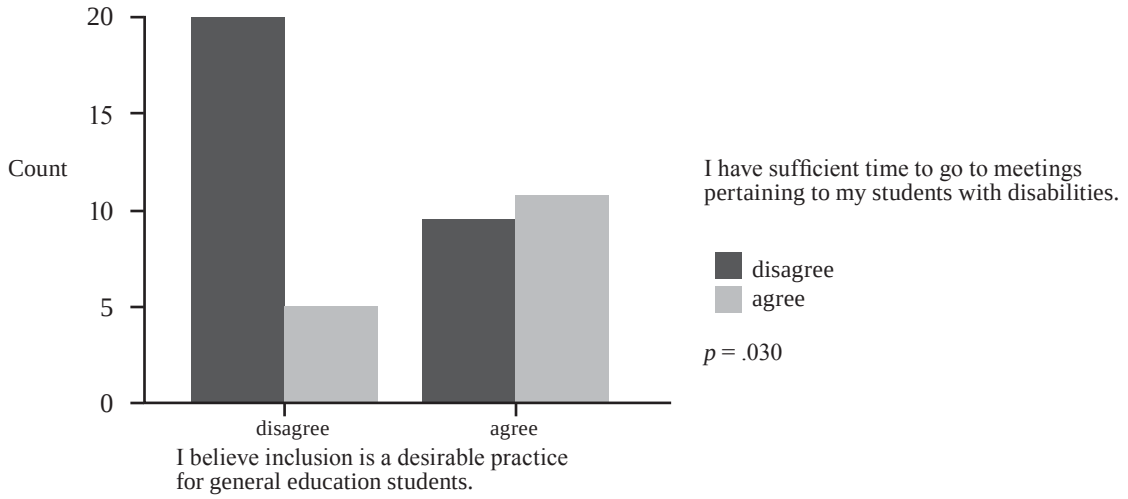


*Figure 2.* Relationship between attitude toward inclusion for general education students and time to attend meetings pertaining to students with disabilities.

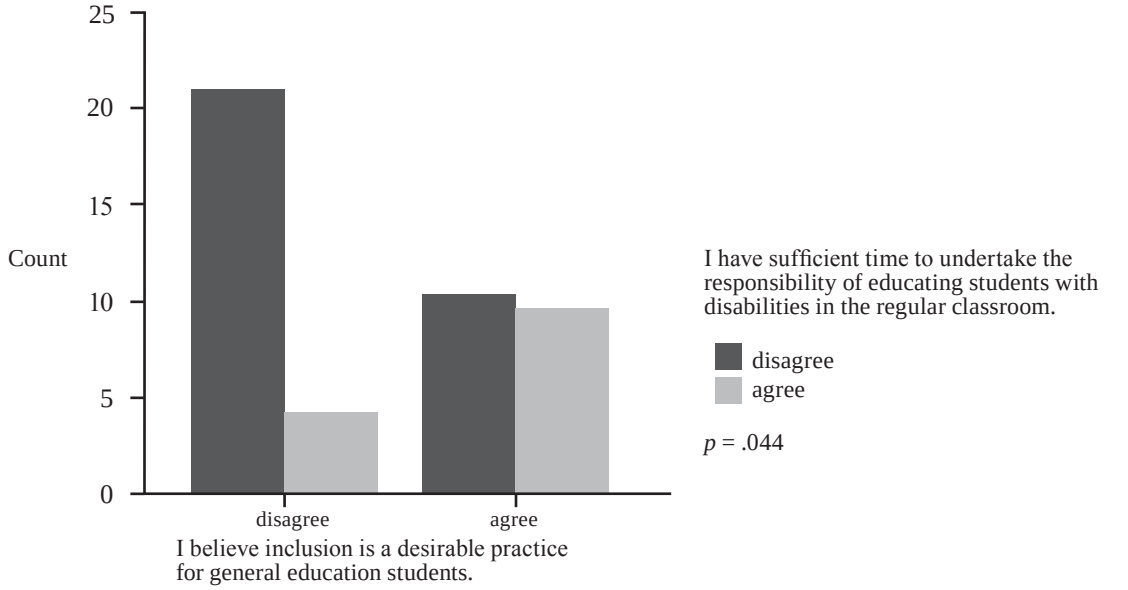


*Figure 3.* Relationship between attitude toward inclusion for general education students and time to educate students with disabilities.

teaching special education students and 86.7% of those with experience teaching special education students).

Of the 102 Chi-squares performed, only three results were significant at the .05 level: attitude toward inclusion had a significant relationship with time to consult with other teachers regarding students with disabilities (.032), time to attend meetings regarding students with disabilities (.030), and time to educate students with disabilities in the regular classroom (.044). It is interesting that each of the significant results had time as a factor. The significant results are displayed in Figures 1–3 and Chi-square results for factors related to support for inclusion are shown in Table 1. Certainly, these findings are limited as they represent the educators from one middle school in one geographic area. Results cannot be generalized beyond this study.

## Conclusions and Recommendations

Our review of the research literature in conjunction with our own survey research made it clear that the positive attitude of teachers toward special education students is a critical factor to the success of inclusion (Cook et al., 1999; Daane et al., 2000; Henning & Mitchell, 2002; Kavale & Forness, 2000; Kuester, 2000; Luseno, 2001; Van Reusen et al., 2001). In fact, some researchers (Henning & Mitchell; Kuester) regarded it as the essential factor.

In this study, we found that educators were willing to make adaptations for students with disabilities and felt they had the skills to make the adaptations, but overwhelmingly did not believe that most students with disabilities had the skills to master regular classroom course content. This is an area of great concern, as the willingness is there, but the belief that special education students can be successfully accommodated in a regular classroom setting is not. It would seem that, in the absence of positive beliefs about student achievement, teachers are going through empty motions in making modifications for special education students. Research has demonstrated a positive relationship between positive teacher expectations and student success, in general (Henning & Mitchell, 2002). In the case of special education students, this factor of positive expectation may be even more crucial. More research needs to be conducted regarding what shapes teachers' attitudes toward special education students and what work might be done with the faculty in those areas. The data collected in this study also needs to be disaggregated for general and special educators to see what differences, if any, exist in attitudes.

In addition to positive teacher attitude, the research regarding successful inclusion also emphasized (a) the importance of administrative support (Barnett & Monda-Amaya, 1998; Cook et al., 1999; Daane et al., 2000; Fox & Ysseldyke, 1997; Luseno, 2001; Shade & Stewart, 2001; Siegel, 1992; Villa et al., 2005), (b) the need for collaboration between general and special educators (Phillips et al., 1900; Ripley, 1997; Siegel), and (c) time (Barnett & Monda-Amaya; Campbell & Gilmore, 2003; Kavale & Forness, 2000; Luseno; Siegel; Van Reusen et al., 2001), which is interwoven through many areas. The results of our survey indicated that the respondents felt very strongly (93.4%) that they had administrative support or would be supported by their principal in issues pertaining to students with disabilities. However, the main area where respondents did not feel supported had to do with time, which is something usually related to administration. Teachers cannot make changes to their schedules, schedule common planning time, implement professional development on issues of concern, or lengthen the school day or year; these are state, school district, or local school administrative decisions. Many other countries require longer school days and/or years, which represents a significant increase in instructional contact. For example, according to 1994 statistics, in the final four years

Table 1
*Chi-Squares for Factors Related to Support for Inclusion*

| Desirability of inclusion for general education students | |
|---|---|
| Students with disabilities lack needed skills | 0.630 |
| Students with disabilities in reg. classroom are disruptive | 0.310 |
| Support from principal | 0.678 |
| Time to consult | 0.032 |
| Time to attend meetings | 0.030 |
| Time to educate students with disabilities | 0.044 |
| Will have time to consult | 0.370 |
| Will have time to attend meetings | 0.650 |
| Will have time to educate students with disabilities | 1.000 |

$p = .05$

of education in Japan, students have 3,170 contact hours, students in France have 3,260, students in Germany have 3,628, while students in the U.S. have 1,460 (U.S. Department of Education, 1994). Only 47.9% of respondents provided daily or weekly collaborative assistance to each other regarding students with disabilities. Only 46% exchanged student progress information as often as weekly. Although teachers expressed the attitude that students with behavioral disorders should not be educated in regular classrooms, only 53.1% work collaboratively on a monthly basis with special and general education teachers to develop behavior intervention plans, and 22.4% never work collaboratively to do this. Clearly, the lack of time to plan, exchange information, and work together is affecting the overall attitudes regarding inclusion. If teachers are going to reach more students, especially those who may need more time and attention, then it is not surprising that teachers feel like they do not have time to meet the needs of all their students. Teachers are being asked to do more, yet are not being given more time to do more. The effects of additional time on these teachers' attitudes toward inclusion needs further investigation as some research links time and attitude (Siegel, 1992). While ways exist to add planning time to schedules, these generally come from sources outside the teachers themselves.

The findings of this study corroborate results found throughout the research on inclusion. The attitude of respondents—their willingness to make instructional adaptations for their students with disabilities—is an important starting point. We would urge administrators to take into consideration the concerns of these teachers in scheduling professional development, in planning teachers' schedules, and in assigning course loads, and to think creatively and innovatively regarding the whole issue of time. We also feel it is important for administrative leaders to realize that a willingness to teach students with disabilities without the belief that these students should be there and can achieve, may have a significant bearing on the success of these students, and may also adversely affect the attitudes of regular education students toward special education students. As teachers are being called upon to teach all students, it is essential that they be trained adequately, that their concerns be elicited and addressed, and that their attitudes reflect a belief in and commitment to the success of all students.

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# Appendix

## Survey with Results

**Part One: Teacher Opinions**

Please circle the number under the column that best describes your agreement/disagreement with the following statements.

| | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. | I am willing to make needed instructional adaptations for my students with disabilities. (55) | 0.0 | 1.8 | 49.1 | 49.1 |
| 2. | I believe inclusion is a desirable educational practice for general education students. (56) | 10.7 | 44.6 | 37.5 | 7.1 |
| 3. | I believe inclusion is a desirable educational practice for special education students. (56) | 3.6 | 37.5 | 51.8 | 7.1 |
| 4. | I believe most students with disabilities (regardless of the level of their disability) can be educated in the regular classroom. (56) | 26.8 | 50.0 | 19.6 | 3.6 |
| 5. | I believe many students with disabilities lack skills needed to master the regular classroom course content. (55) | 1.8 | 18.2 | 56.4 | 23.6 |
| 6. | I believe that all students should be held to the same standards of behavior. (56) | 3.6 | 17.9 | 37.5 | 41.1 |
| 7. | Educating students with disabilities in the regular classroom is disruptive to other students. (54) | 1.9 | 18.5 | 61.1 | 18.5 |
| 8. | I believe that an improvement in overall discipline has a positive impact on academic achievement. (56) | 0.0 | 0.0 | 30.4 | 69.6 |
| 9. | If any student becomes disruptive in my classroom, I feel assured I know some techniques to redirect his/her behavior. (55) | 3.6 | 3.6 | 65.5 | 27.3 |
| 10. | I try to help all of my students find appropriate ways to deal with their feelings. (52) | 0.0 | 1.9 | 55.8 | 42.3 |
| | In my view, most students with the following disabilities should be educated in regular classrooms: | | | | |
| 11. | Learning disabilities (56) | 5.4 | 19.6 | 62.5 | 12.5 |
| 12. | Behavioral disorders (56) | 28.6 | 44.6 | 26.8 | 0.0 |
| 13. | Physical disabilities (55) | 0.0 | 9.1 | 65.5 | 25.5 |
| 14. | Hearing impairments (56) | 1.8 | 10.7 | 64.3 | 23.2 |
| 15. | Visual impairments (56) | 0.0 | 14.3 | 64.3 | 21.4 |
| 16. | Communication disorders (56) | 1.8 | 32.1 | 53.6 | 12.5 |
| 17. | Health impairments (55) | 0.0 | 20.0 | 63.6 | 16.4 |
| 18. | Mental impairment (retardation) (55) | 34.5 | 54.5 | 10.9 | 0.0 |
| 19. | Multi-disabled (56) | 12.5 | 44.6 | 41.1 | 1.8 |
| 20. | When my students with disabilities are experiencing difficulties with an assignment, I am able to adjust it to their level of need. (56) | 0.0 | 12.5 | 76.8 | 10.7 |
| 21. | I know various teaching strategies for helping students with disabilities master new concepts. (56) | 1.8 | 20.0 | 61.8 | 16.4 |
| 22. | I know characteristics of students with disabilities. (56) | 1.8 | 10.7 | 69.6 | 17.9 |
| 23. | I know special education law. (56) | 12.5 | 28.6 | 41.1 | 17.9 |

| | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 24. | I know collaborative strategies for working with other colleagues in inclusive classrooms. (56) | 1.8 | 30.4 | 53.6 | 14.3 |
| 25. | If one of my students is unable to remember information given in a lesson, I know how to increase his/her retention in the next lesson. (56) | 1.8 | 25.0 | 62.5 | 10.7 |
| 26. | I have the skills needed to make instructional adaptations for students with disabilities. (56) | 1.8 | 25.0 | 58.9 | 14.3 |
| 27. | Appropriate instructional materials needed for educating students with disabilities are available to my classroom. (54) | 18.5 | 35.2 | 38.9 | 7.4 |
| | **If you have experience teaching students with disabilities, answer questions 28–39 based on your experiences, then go to Part 2. If you do not have experience teaching students with disabilities, skip questions 28–39, begin with question 40, then go to Part 2.** | | | | |
| 28. | I have a special education teacher's paraprofessional (aide) in my classroom when needed. (43) | 11.6 | 23.3 | 55.8 | 9.3 |
| 29. | The parents of my students with disabilities support me. (44) | 4.5 | 27.3 | 59.1 | 9.1 |
| 30. | I get support pertaining to my students with disabilities from my school principal. (45) | 2.2 | 11.1 | 71.1 | 15.6 |
| 31. | I have sufficient time to consult with other teachers and specialists working with my students with disabilities. (44) | 11.4 | 45.5 | 34.1 | 9.1 |
| 32. | I have sufficient time to go to meetings pertaining to my students with disabilities. (44) | 18.2 | 47.7 | 25.0 | 9.1 |
| 33. | I have sufficient time to undertake the responsibility of educating students with disabilities in the regular classroom. (44) | 20.5 | 50.0 | 25.0 | 4.5 |
| 34. | The large number of students in the regular classroom makes it hard to effectively meet the needs of students with disabilities. (43) | 2.3 | 11.6 | 39.5 | 46.5 |
| 35. | The teaching load for my special education students makes it hard for me to meet the needs of the general education students. (42) | 2.4 | 16.7 | 54.8 | 26.2 |
| 36. | The teaching load for my special education students makes it hard for me to meet the needs of my special education students. (41) | 2.4 | 14.6 | 51.2 | 31.7 |
| 37. | When my students with disabilities encounter problems with their assignments, I can assess whether they are appropriate for their abilities. (30) | 3.3 | 13.3 | 63.3 | 20.0 |
| 38. | A special educator is available for my classroom when needed. (43) | 11.6 | 32.6 | 44.2 | 11.6 |
| 39. | I usually participate in IEP meetings. (43) | 9.3 | 23.3 | 37.2 | 30.2 |
| | **Those with no experience teaching special education students should answer questions 40–51 according to how you believe the situations will be when you begin teaching special education students, then go to Part 2.** | | | | |
| 40. | I will have a special education teacher's paraprofessional (aide) in my classroom when needed. (20) | 10 | 25.0 | 50.0 | 15.0 |
| 41. | The parents of my students with disabilities will support me. (20) | 0.0 | 20.0 | 70.0 | 10.0 |
| 42. | I will get support pertaining to my students with disabilities from my school principal. (18) | 0.0 | 0.0 | 66.7 | 33.3 |
| 43. | I will have sufficient time to consult with other teachers and specialists working with my students with disabilities. (19) | 15.8 | 36.8 | 36.8 | 10.5 |

| | | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 44. | I will have sufficient time to go to meetings pertaining to my students with disabilities. (19) | 15.8 | 42.1 | 26.3 | 15.8 |
| 45. | I will have sufficient time to undertake the responsibility of educating students with disabilities in the regular classroom. (19) | 10.5 | 57.9 | 21.1 | 10.5 |
| 46. | The large number of students in the regular classroom will make it hard to effectively meet the needs of students with disabilities. (18) | 0.0 | 16.7 | 27.8 | 55.6 |
| 47. | The teaching load for my special education students will make it hard for me to meet the needs of the general education students. (18) | 0.0 | 16.7 | 44.4 | 38.9 |
| 48. | The teaching load for my special education students will make it hard for me to meet the needs of my special education students. (18) | 0.0 | 22.2 | 38.9 | 38.9 |
| 49. | When my students with disabilities encounter problems with their assignments, I will be able to assess whether they are appropriate for their abilities. (18) | 11.1 | 22.2 | 44.4 | 22.2 |
| 50. | A special educator will be available for my classroom when needed. (18) | 11.1 | 11.1 | 66.7 | 11.1 |
| 51. | I will usually participate in IEP meetings. (18) | 5.6 | 11.1 | 50.0 | 33.3 |

**Part Two: Background Information**

**Please circle or write your responses to the following questions.**

Please circle the number that best indicates the frequency with which you work collaboratively (special and general education teacher) to:

| | | Daily | Weekly | Monthly | Never | Not Applicable |
|---|---|---|---|---|---|---|
| 1. | develop your instructional plans (51) | 7.8 | 23.5 | 23.5 | 23.5 | 11.8 |
| 2. | exchange student progress information (50) | 16.0 | 30.0 | 42.0 | 4.0 | 8.0 |
| 3. | conduct joint parent conferences (48) | 2.1 | 8.3 | 60.4 | 16.7 | 12.5 |
| 4. | team-teach in the regular classroom (48) | 14.6 | 12.5 | 12.5 | 41.7 | 18.8 |
| 5. | share information on effective teaching strategies (49) | 30.6 | 10.2 | 28.6 | 18.4 | 12.2 |
| 6. | provide assistance to each other regarding students with disabilities (48) | 33.3 | 14.6 | 31.3 | 14.6 | 6.3 |
| 7. | develop behavior intervention plans (49) | 2.0 | 12.2 | 53.1 | 22.4 | 10.2 |

8. What is your gender? _____1. Male _____2. Female (56)
   23.2 M 76.8 F

9. What grade level(s) do you currently teach? _____ (47)
   $6^{th}$–29.8 Paraprofessional–6.4
   $7^{th}$–19.1 $6^{th}$+$7^{th}$–6.4
   $8^{th}$–19.1 $6^{th}$+$7^{th}$+$8^{th}$–19.1

10. What subject area(s) do you currently teach? _____ (50)

| | |
|---|---|
| LA–20 | Paraprofessional–2 |
| Math–10 | LA/Science–2 |
| SS–16 | Math/Reading–2 |
| Art–4 | SS/LA–4 |
| Reading–8 | Science/SS–2 |
| PE–10 | Math/SS/LA–2 |
| Technology–2 | SS/Science/Math/LA–2 |
| Science–12 | Reading/Science/Math/LA–2 |

11. For how many years have you been teaching?_____(53)

<5 – 24.5
6–10 – 28.3
11–15 – 18.9
16–20 – 5.7
21+ – 22.6

12. Please check the certification(s) you have (55):

_____ 1. Special Education 16.4
_____ 2. Regular Educator 65.5
_____ 3. Paraprofessional (aide) 18.2

13. What is your highest degree? (51)

_____ 1. Bachelors 41.2
_____ 2. Masters 51
_____ 3. Other (specify)
ED S 2 AA 2 AS 2 ASSO 2

14. Have you had any experience teaching students with disabilities?

_____ Yes 91.1
_____ No 7.1 (If No, go to number 16)

15. If your response to number 14 was yes, how often do you teach students with disabilities? (51)

_____ 1. rarely 5.9
_____ 2. sometimes 11.8
_____ 3. often 31.4
_____ 4. usually 51

16. Have you had any training on teaching students with disabilities in inclusive (regular) classrooms? (54)

_____ 1. Yes 64.8
_____ 2. No 35.2 (If No, go to number 18)

17. If your response to number 16 was yes, what type of training have you received? (32) Check all that apply:

_____ 1. Inservice training 15.6
_____ 2. Workshop 9.4
_____ 3. University training 12.5
_____ 4. Other (specify) _____

| | |
|---|---|
| Inservice/Workshop 6.3 | Inservice/Workshop/University 34.4 |
| Inservice/On-the-job training 3.1 | Inservice/Workshop/Process 3.1 |
| Inservice/University 3.1 | Workshop/University/MMI 3.1 |
| University/On-the-job 3.1 | Inservice/Workshop/University/MR/SLD 3.1 |
| Discussion w/ Spec Ed teacher 3.1 | |

18. Please put a check by the number(s) representing students with disabilities that have been educated in your regular classroom:

_____ 1. Learning disabilities 78.6
_____ 2. Hearing impairments 51.8
_____ 3. Health impairments 50
_____ 4. Visual impairments 50
_____ 5. Communication disorders 42.9
_____ 6. Mental Impairment/retardation 44.6
_____ 7. Behavioral disorders 71.4
_____ 8. Physical disabilities 60.7
_____ 9. Other (please specify) M.D. 1.8

19. Please list five concerns for you as a general or special education teacher in implementing inclusion:

_____
_____
_____
_____
_____
_____

Note: The number of respondents for each item are identified parenthetically.