

Copyright

by

Christine M. Peet

May 2016

WHAT AFFECTS TEACHERS' ATTITUDES TOWARD INCLUSION

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Educational Psychology

by

Christine M. Peet

May 2016

WHAT AFFECTS TEACHERS' ATTITUDES TOWARD INCLUSION

A Dissertation for the Degree
Doctor of Educational Psychology

by

Christine M. Peet

Approved by Dissertation Committee:

Dr. Richard Olenchak, Chairperson

Dr. Kristi Santi, Chairperson

Dr. John Gaa, Committee Member

Dr. Catherine Horn, Committee Member

Dr. Yali Zou, Committee Member

Dr. Robert McPherson
College of Education

May 2016

Acknowledgment

Through the dissertation process, I have learned numerous lessons. I have determined that results matter even though it may not be the desired results. I discovered the value of living in the moment while surrendering the outcome. I also obtained lessons in acceptance, patience, and the power of progress over perfection. This process has taught me that living in fear of anything is never the answer. I also realized the value of surrounding myself with supportive people.

This concept of supportive people started with my advisor, Dr. Santi. As I sit here and type, I cannot help but have tears in my eyes as I think of all of the time, late-night efforts, thorough details, feedback, patience, and guidance especially prioritizing to-do lists. At times, it was easy to become stunted by the whole forest instead of conquering the tree in front of me. Dr. Santi constantly reminded me to simply put one foot in front of the other and to not worry about the future.

Completing a dissertation also included its challenges. I received approval from the University of Houston Initial Review Board less than one month before my final defense. I just knew since approval took three months and 27 days that I was not going to be able to finish this semester. However, again, my advisor encouraged me to just do the next task in front of me. Her unwavering confidence in my abilities when I did not see the potential in myself made completing this dissertation possible. I believe that the fact that I was able to finish was nothing short of a miracle. None of this would have happened if it were not for God.

Fulfilling this dissertation requirement would not have been possible without several other people. I would like to thank my co-advisor, Dr. Olenchak, who saw me

through some of the most challenging times in my life. He taught me that no price can be put on one's health, nor can it ever be taken for granted. He had several heart-to-heart talks with me in my home encouraging me to take care of my health before finishing school. I think the rest of my life will be better because of this advice.

I would like to acknowledge Dr. Gaa who has the patience of Job and the heart of Mother Teresa. He has been like a dad to many of us in the program always willing to listen with a nonjudgmental open mind and heart. Even his wife, Cindy, supports Dr. Gaa's students as they welcome us into their home for collaborative research. He always answered my phone calls, and if he couldn't talk right then, he always made time to call me back even when he didn't have it to give. He also taught me to not be so hard on myself. I am forever grateful to him for this lesson.

Dr. Horn, my methodologist, has been one of my biggest advocates in helping me to finish in such a short time frame. She has seen me grow leaps and bounds since I started in the program. She has taught me so much statically, scheduled several appointments per week to review my analyses when I needed it, and enthusiastically cheered me on to completion no matter what. I thank her for always believing in me.

I would also like to thank Dr. Zou who has such a passion for life, wisdom, and years of experience under her belt. She opens her home to her students and hosts a wonderful dinner feast fit for royalty each semester. She helped me to relax and keep the big picture in perspective offering frequent reminders that, "The best dissertation is a done dissertation." I think she might have picked up on some of my perfectionistic tendencies. Her insight into qualitative research is remarkable and exquisitely fine-tuned.

I would also like to thank my advisor during my first year in school, Dr. Jacqueline Hawkins. She helped me to get started with this research topic. She taught me how to work most effectively and efficiently in the world of academia. She also gave me excellent advice regarding working with others and presenting at the final defense.

I thank Dr. Cathryn White for allowing me to administer assessments to her students at the end of her lecture class and email her online students with opportunities to also take the survey. I am grateful for Dr. Melissa Pierson and Dr. Amber Thompson for granting me permission to interview some of the student teachers in their class. I also appreciate all of the pre-service and experienced teachers who participated in my research.

Bernice Roberts, in the Office of Graduate Studies, welcomed me to the program, showed me the ropes, and was always willing to lend a helping hand, encouraging hug, a thoughtful card, or just a warm smile. Velvette Laurence, Tim Rosas, Michael Rapp, Daniel Pineda, and Kevin Pham assisted me with the technological aspects of my study. I am thankful to my other professors such as Dr. Weihua Fan, Dr. Margit Wiesner, Dr. Sara McNeil, Dr. Bernard Robin, Dr. Christopher Wolters, Dr. Shirley Yu, Dean McPherson, and the University of Houston faculty and staff who taught me and helped me during this process. I am also grateful to Dr. Joyce Brandes, Dr. James Gardner, Dr. Kathryn Haring, Dr. Lisa Lawter, my other professors at the University of Oklahoma, Kim Ritter Heard, Katrina Cavner, Charlie Patterson, Wilma Worth, my colleagues, my students' parents, and my students who introduced me to inclusion during my master's program and taught me about the vital importance of its implementation over the following decade.

I could not have finished this paper without the support of my parents and family. I would like to dedicate this dissertation to my parents. My dad always believed I was meant for great things. He passed while I was working on this paper, and I miss him dearly. However, I know he is exuberantly proud of all of my hard work and of me. I could never have done the present study without his love and support. My mom was always there for me and supported me through the entire process. My brother, David, offered moral support and financial support to come see my niece and nephew.

My aunt, Linda, corrected grammar and spelling in numerous papers prior to this dissertation, which prepared me to write this paper. I am thankful for my grandfather, who taught me the value of an education from a very young age. I found a motivational excerpt he had signed while I was working on this paper and have read it during the most trying days since then. I would also like to thank my dog, Duchess, who sat with me as I worked and walked on my keyboard when she knew I needed a break. My aunt, Sandy, as well as countless friends and family, supported me in recruiting additional teachers to take my survey. Some of these friends included Maggie, Shelli, Katherine, Rebecca, Mary, Nathan, Raylea, Ben, Sue, Bonnie, Carolyn, Laura, and my cousin, Janelle.

In addition to friends who helped me to employ participants, I also had friends who offered emotional, mental, and spiritual support. Dudley, touched based with me each morning and each evening checking to make sure I was taking care of myself physically, mentally, emotionally, and spiritually. He was relentlessly concerned with my sleep hygiene throughout this process. I would also like to thank my friend, Jayne, who instilled in me an assertion that finishing this dissertation was my absolute top priority. I appreciate both of my mentors, Stephanie and Tere, who have been incredibly supportive

and loving. Corbin offered unsurpassable patience, dedication, support, and feedback on the understandability of my writing throughout this process. Andrea and Melissa were always ready to support me over a cup of coffee whenever I could afford a break in my schedule.

My cohort colleagues, Isabel and Qianqian, were always willing to discuss statistics with me. My friend, Charlie, believed in my worthiness of this degree and saw a light in me. I would also like to thank my friend, Ivy, who helped me prepare for my dissertation oral defense and brainstormed ideas with me on how to visually represent the results.

I would also like to recognize anyone else who has helped me during this process not aforementioned above. I am so thankful and blessed to have all of these people in my life and to have finished such a valuable piece of my little journey called life. I will never forget the people who have worked with me, and the lessons I have learned along the way will always be with me. I believe the purpose of my completion is to be of maximum service to others. I look forward to helping future generations, passing on the educational success that I have experienced and sharing the lessons I have learned along the way with my own students and colleagues.

WHAT AFFECTS TEACHERS' ATTITUDES TOWARD INCLUSION

An Abstract
of a Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Educational Psychology

by

Christine M. Peet

May 2016

Peet, Christine M. "What Affects Teachers' Attitudes toward Inclusion." Unpublished Doctor of Education Dissertation, University of Houston, May 2016.

Abstract

The inclusion of students with special needs in the general education classroom has become an essential component of education (Smith & Kozlesky, 2005). Including all students in the least restrictive environment to the maximum extent possible is the law and an innate human right (Idol, 2006). However, research reveals that some teachers do not have positive attitudes toward including students with disabilities in their classrooms (Cullen & Noto, 2007). The purpose of this study is to uncover factors behind teachers' attitudes toward inclusion. Participants consist of 70 pre-service and 100 experienced teachers. Methods used were 14 Likert scale survey items, five open-ended questions, and 14 item interviews. Results were analyzed using a confirmatory factor analysis (CFA), a MANOVA, and ethnographic strategies. Results from the CFA revealed that the ten-item factor structure from the exploratory factor analysis (EFA) was not a good fit for the data. A MANOVA was utilized to determine the extent that pre-service and experienced teachers differ on the three components found in the EFA: (1) professional development, (2) administrative support, and (3) exposure to inclusion. Ethnographic approaches such as thinking, patterns, themes, and categories were used to search for deeper meanings and emerging themes (Fetterman, 2010). By analyzing attitudinal barriers through a mixed-method design comparing pre-service and experienced teachers, underlying themes of disruptiveness of behavior and locus of control of the teacher evolved to supplement bridging the gap between the law and the implementation of inclusion in the classroom. Limitations and future implications have been addressed.

Table of Contents

Chapter	Page
I. Introduction	1
Background of Problem.....	1
Statement of Problem	2
Purpose of Study	2
Significance of the Study.....	3
Theoretical Framework	3
Primary Research Questions.....	4
Quantitative	4
Qualitative	5
Hypotheses	5
Research Design	5
Limitations.....	5
Definition of Terms	6
Summary.....	6
II. Inclusion.....	7
History	7
The legal history of inclusion	7
Historical examples discussing placements and home campuses	7
Educational issue worldwide	9
Social/Cultural Implications	10
Increases perception that students with disabilities are not easily identifiable	10
Greater acceptance of students with disabilities.....	10
Aids students in seeing similarities between students with and without disabilities	11
Improved life skills for students	12
Current Working Definition	12
Similar/Dissimilar to mainstreaming.....	12
Practices.....	13

History of types of inclusive practices	13
Types of disabilities.....	14
Integration rates of children with mild disabilities.....	14
Integration rates of children with moderate and severe disabilities	14
Teachers' Attitudes and Beliefs Toward Students with Disabilities	16
Barriers	16
Pre-service training.....	16
Beliefs about Professional Roles and Responsibilities.....	17
Professionalism.....	17
Administrative support	17
Parents and Community Support.....	18
III. Methods	20
Problem.....	20
Teachers' attitudes.....	20
Gap in Literature.....	20
Inclusion is not reaching its potential.....	20
Purpose	21
Quantitative	21
Qualitative	21
Participants	22
Quantitative pre-service respondents	22
Quantitative experienced respondents.....	23
Instrumentation.....	26
Survey	26
Short-answer questions.....	26
Interview	26
Selected instrument.....	27
Interview questions revised from TATIS	29
Survey.....	30
Procedure.....	31
Quantitative pre-service teacher procedure	31

Quantitative experienced teacher procedure.....	32
Open-ended survey items for experienced teacher respondents.....	32
Interviews with pre-service teachers	33
Interviews with experienced teachers.....	33
Factors affecting validity of quantitative results	34
Sampling method.....	34
Non-response	34
Design of survey	35
Type of questions	36
Personalization	37
Reminders and follow-up contact.....	38
Incentives.....	39
Reverse items.....	40
Nonverbal communication during data collection	40
IV. Research Findings	41
Recruitment	41
Analyses	41
Quantitative	41
Exploratory Factor Analysis of pre-service teachers.....	41
CFA	47
CFA with EFA factor structure	47
CFA with additional pathways	48
Descriptive statistics from MANOVA	55
One-way MANOVA.....	55
MANOVA results.....	55
Two-way MANOVA.....	55
Qualitative Data.....	60
Pre-service teacher interview data.....	60
Open-ended survey items for experienced teachers	65
Experienced teacher interview data.....	72
V. Discussion.....	78

Hypotheses	78
Potential Bias.....	78
Future Research	81
Quantitative	81
Factor analytic techniques	81
MANOVA	82
Qualitative	83
Short-answer research	83
Interviews	83
Conclusion.....	83
References	86
Appendix A Definition of Terms	96
Appendix B Teacher Attitudes Toward Inclusion Scale Revised	107
Appendix C Teachers' Attitudes' Toward Inclusion Scale Original.....	110
Appendix D Fourteen Interview Questions	112
Appendix E Teachers' Attitudes' Toward Inclusion Scale Score Sheet	114
Appendix F Raw Pre-Service Teacher Participant Interview Data	116
Question 1	117
Question 2.....	119
Question 3.....	122
Question 4.....	124
Question 5.....	128
Question 6.....	132
Question 7.....	133
Question 8.....	134
Question 9.....	135
Question 10.....	136
Question 11.....	137
Question 12.....	137
Question 13.....	138
Question 14.....	139

Appendix G Raw Experienced Teacher Participant Short Answer Data	141
Question 1	142
Question 2	151
Question 3	158
Question 4	169
Question 5	179
Appendix H Raw Experienced Teacher Participant Interview Data	188
Experienced Teacher Participant 1 (EP1)	189
Question 1	189
Question 2	189
Question 3	189
Question 4	190
Question 5	190
Question 6	192
Question 7	193
Question 8	193
Question 9	194
Question 10	194
Question 11	195
Question 12	196
Question 13	196
Question 14	197
Experienced Teacher Participant 2 (EP2)	200
Question 1	200
Question 2	201
Question 3	201
Question 4	203
Question 5	203
Question 6	208
Question 7	208
Question 8	209

Question 9.....	210
Question 10.....	210
Question 11.....	210
Question 12.....	211
Question 13.....	212
Question 14.....	212
Experienced Teacher Participant 3 (EP3).....	215
Question 1.....	215
Question 2.....	215
Question 3.....	216
Question 4.....	216
Question 5.....	217
Question 6.....	217
Question 7.....	217
Question 8.....	218
Question 9.....	218
Question 10.....	219
Question 11.....	219
Question 12.....	220
Question 13.....	220
Question 14.....	221
Experienced Teacher Participant 4 (EP4).....	221
Question 1.....	221
Question 2.....	221
Question 3.....	222
Question 4.....	222
Question 5.....	222
Question 6.....	224
Question 7.....	224
Question 8.....	225
Question 9.....	226

Question 10.....	227
Question 11.....	227
Question 12.....	228
Question 13.....	229
Question 14.....	229
Appendix I Teachers' Attitudes' Toward Inclusion Scale Score Sheet	231

List of Tables

Table	Page
1. Summary of Participants	25
2. Comparison of Teachers' Attitudes toward Inclusion Scales.....	28
3. Statistics of Different Models.....	44
4. Correlation Matrix for Exploratory Factor Analysis With Varimax Rotation of TATIS	45
5. Factor Loadings Using Rotated Component Matrix	46
6. Descriptive Statistics for Three Factors and Overall Scores	56
7. CFA item analyses.....	52
8. Correlation Values.....	53
9. Legend to Correlation Values.....	54
10. Multivariate Tests.....	57
11. Tests of between-subjects effects	58
12. Two-way multivariate tests between teacher group and gender.....	59
13. Frequencies of emerging themes	76
14. Theme Legend	77

List of Figures

Figure	Page
1. Historical process of inclusion	8
2. Inclusion rates.....	15
3. Success of inclusion	18
4. Intended CFA model	50
5. CFA model with added pathways.....	51

Chapter I

Introduction

If the United States does not provide all children with an educational opportunity that “isn’t an option, [but] a civil right, a moral imperative, ...we [will] be accepting the morally and economically unsupportable notion that we have some kids to spare. We don’t,” spoken by Education Secretary Arne Duncan in January of 2015 in regards to the reauthorization of the 1965 Elementary and Secondary Education Act (ESEA), which replaces the former No Child Left Behind (NCLB) law (Brenchley, 2015). As of the most recent statistics in 2012, 61% of all students with disabilities are being served in the general education setting more than 80% of the time. Brown versus the Board of Education determined segregated classrooms were unjust. Even though this court decision was based on the segregation of race, excluding students from the same general education classroom based on any prejudice is not in compliance with the law establishing equal rights (Smith & Kozlesky, 2005). Therefore, in order for all students to have the same opportunity, inclusion needs to encompass all students 100% of the time. To make inclusion effective for every child, its complete implementation must occur so that all students in all subject areas are embraced.

Background of Problem

With laws like the Individuals with Disabilities Education Act (IDEA, 2004), NCLB (2002), and the Elementary and Secondary Education Act (ESEA, 2015) underway, it is vital that the implementation of inclusion is successful (U.S. Department of Education, 2006; Elementary and Secondary Education Act). ESEA, which replaces NCLB, not only continues the mandate of inclusion, but also builds upon it by

guaranteeing that all students will be successful in college and careers (ESEA, 2015). These laws aim to provide additional opportunities and to prepare young people to fulfill careers, with the ultimate goal of enhancing the American economy. Therefore, in order to build upon the foundation of inclusion, the implementation of inclusion must be adequately effective. Research indicates that inclusion is lacking because not all students are proficient in reading, math, and science (Whitney, 2015). Sixty-eight percent of fourth-grade students are not reading on grade level. Eighty-three and 82% of high school seniors are incompetent in math and science, respectively (Whitney, 2015). To improve these statistics, the effectiveness of inclusion needs to increase.

Statement of Problem

As stated above, in order for inclusion to fully work as it was intended, students need to be included in general education classes 100% of the time. For students to be included adequately, research indicates that teachers need to intrinsically hold positive attitudes toward including students with disabilities (Brandes & Crowson, 2008). Because many teachers do not have positive attitudes toward inclusion, the implementation of inclusion continues to be limited by doubts about its efficacy (Cullen & Noto, 2007).

Purpose of Study

The purpose of this study is to identify barriers associated with teachers' attitudes toward inclusion. If these barriers or constructs can be identified, it is possible that they may shed light on possible solutions between the law of inclusion and the implementation of inclusion in the classroom. By equipping teachers with the tools they need to streamline their implementation of inclusion so that they can form positive attitudes, the

effectiveness as well as the degree of implementation of inclusion is likely to increase (Brandes & Crowson, 2008).

Significance of the Study

For inclusion to be successful, teachers need to hold positive attitudes toward including students with disabilities (Sailor, Gee, & Karsoff, 2000; Stainback & Stainback, 1990; Thousand, Villa, & Nevin, 2002). Research suggests that teachers do not hold positive attitudes because they do not feel they have adequate administrative support. They do not have adequate professional training, and they do not embrace the notion that these students are best served in their classrooms (Sailor, Gee, & Karsoff, 2000; Stainback & Stainback, 1990; Thousand, Villa, & Nevin, 2002). Even though the law starting in 1975 has embraced the idea of optimal inclusion, a solitary legal action does not change all teachers' attitudes to believe in and support the law. Teachers' negative attitudes must be overcome for the law to be implemented effectively in the classroom (Wisniewski & Alper, 1994). Therefore, the present study attempted to further bridge the gap between the theory of inclusion and its effective implementation in the classroom.

Theoretical Framework

The theory behind inclusion includes Vygotsky's social constructionism theory. This theory is based on cooperative learning with children working together. According to Vygotsky, the nature of learning is social. It uses the idea of learning in groups with an expert facilitator, which in inclusion would most likely be the teacher. This theoretical framework is based on the assumption that children learn when they engage socially. It also assumes that each child has a zone of proximal development or tasks they cannot do

on their own but can do with the assistance of adults or peers. According to this theory, much of a child's learning is based on his/her historical and cultural environments. This theory also believes in generalizing learned information to other environments or disciplines. When working with children with disabilities, social constructionism uses the technique of scaffolding such as the teacher offering greater levels of support to particular students during the early stages of learning. This theory assumes that students need less help over time so that the extra support diminishes.

This theory also denotes that language development is an essential part of the learning process. This self-talk is a sign of learning that occurs as children internalize signs of their culture, which enables them eventually to think and solve problems independently. Learning new words from others then taking the words on as their own is known as self-regulation (J. Gaa, personal communication, June 26, 2012). Interesting and interactive activities are assumed to lead to increased learning. This theoretical framework also assumes that learning is increased when children discuss their ideas aloud (Gergen, 1985; Gindis, 2003; Thorne, 2005; Vygotsky, 1993).

Primary Research Questions

Quantitative. The quantitative research questions were:

- Did the CFA confirm the factor structure of the EFA?
- To what extent did students and experienced teachers differ in their attitudes toward the three factors: professional development, administrative support, and exposure toward students with disabilities as well as their overall score regarding their attitudes toward inclusion?

Qualitative. The qualitative research question are:

- What, if any, emerging themes were present in the qualitative research?

Hypotheses

- The CFA will fail to reject the factor structure found in the EFA.
- Experienced teachers and pre-service (i.e., student) teachers will differ significantly in regards to professional development, administrative support, exposure and overall score. Experienced teachers will hold less positive attitudes than teachers without experience.
- Emerging themes other than the three components will be found in the qualitative portion of this study.

Research Design

A survey, using fourteen Likert-scaled items ranging from strongly disagree to strongly agree, was used in the present study (Appendix B). An additional component of the survey containing demographic information such as gender, educational status, ethnicity, and age were included in the present study. Open-ended questions were added to the end of each survey and four participants were interviewed. Convenience sampling was used. The data were entered into a statistical program, SPSS. A CFA was employed using AMOS. A one-way MANOVA and a two-way MANOVA were also conducted using SPSS. Results were interpreted and discussed.

Limitations

Convenience sampling is a limitation in this study. The fact that the groups were measured at different points in time is another limitation.

Definition of Terms

For a complete list of technical terminology used in this paper, please see Appendix A.

Summary

Because some teachers do not hold positive attitudes toward including children with disabilities in their classrooms, inclusion is not as extensive or as effective as it would be if all teachers held positive attitudes. Using a five-point Likert scale, open-ended survey items, and interviews, the present study aimed to identify some of the barriers that are hindering teachers' attitudes. In other words, this study sought to bridge the gap between the theory of inclusion and its implementation. Using a CFA, a multiple regression, and emerging themes, possible solutions to these barriers contributing to teachers' attitudes are discussed in the following chapters.

Chapter II

Inclusion

History

The legal history of inclusion. Including children with special needs with reasonable accommodations is a legal right, not a privilege (Zuna & Turnbull, 2004). Inclusion was founded on the premise of equality and equity for everyone (Renzaglia, Karvonen, Drasgow, & Stoxen, 2003). Inclusion is not simply a classroom setting placement, but a better quality of life. All people should have the opportunity to have a home, live as equals in communities, perform a job, enjoy recreational activities, and make friends with a variety of people (McDonnell, Hardman, McDonnell, & Kiefer-O'Donnell, 1995).

However, not all people or students with disabilities are being included and experiencing the same opportunities as people without disabilities. One reason for this inequality includes a lack of a universal definition of inclusion and how to achieve it (Brinker & Thorpe, 1985; Wright, 2004; Zuna & Turnbull, 2004). To move from theory to practice, universal terms need to be in place (Brinker & Thorpe, 1985).

Historical examples discussing placements and home campuses. To understand potential barriers, it is helpful to consider the contexts and processes of inclusion. Up until the 1920s, students and adults with disabilities were segregated from their non-disabled peers. They often were put in institutions away from even their families. From the 1920s to the 1980s, students were gradually integrated into schools and their home communities. There was more understanding of disabilities and less shame in their differences. A paramount case happened in the ruling of Brown versus the Board of

Education in 1954. This ruling established that “separate education is inherently unequal.” Even though this U.S. Supreme Court decision was based on the segregation of race, this ruling applies to special education practices because segregation for any reason is undeserved (Smith & Kozlesky, 2005). Then, desegregation led to inclusion (Figure 1).

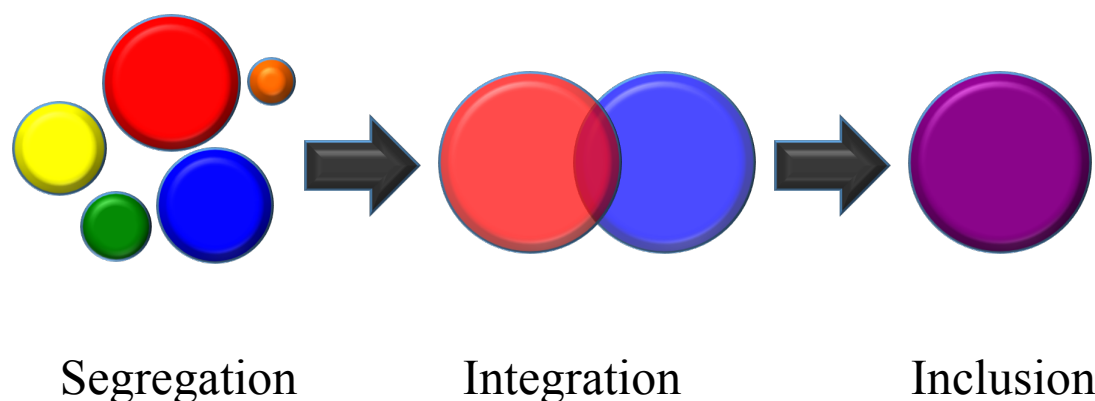


Figure 1. Historical process of inclusion. How inclusion developed.

Starting in 1975, according to Congress’s Public Law 94-142, Education of All Handicapped Children Act, to receive federal funds, states must develop and implement policies that assure a free appropriate public education (FAPE) to all children. This concept of FAPE is often seen in the form of mainstreaming, which refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills and their needs (Wright & Wright, 2009-b). Since 1975, students have been included more in general education settings (Smith & Kozlesky, 2005; Hegarty & Alur, 2002). The Individuals with Disabilities Education Act in 2004 mandated that students be placed in the general education classroom to the maximum extent possible while administrators and teachers continue to have difficulties meeting the needs of distinct students. Including students with disabilities into public school settings is one of the most important issues in education today (Bailey, 2004; Fisher & Meyer, 2002; Idol,

2006; Pivik, McComas, & LaFlamme, 2002; Praisner, 2003; Renzaglia, Karvonen, Drasgow, & Stoxen, 2003). Hence, meeting the responsibility for providing a free, appropriate, and public education is on the forefront of most educators' minds (MacFarlane & Woolfson, 2013; Obiakor, Harris, Mutua, Rotatori, & Algozzine, 2012; Diaz, 2013; Wright & Wright, 2009-c).

Educational issue worldwide. In fact, national organizations and countries worldwide have sought a resolution to concerns about including students with disabilities in general education settings (Avramidis, Bayliss, & Burden, 2000). The National Association of State Boards of Education (NASBE) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) have issued reports indicating inclusion as a priority in education. In 1992, NASBE initiated several recommendations for inclusive education. The organization first called attention to extinguishing separate and parallel systems of general and special education (NASBE, 1992). The second recommendation proposed collaborative efforts between general education teachers and special education teachers and joint training programs to prepare the teachers to work together to serve all students in the same educational settings. The third recommendation was aimed at bridging the gap between funding, placement, and labeling of students with disabilities. In a 1994 UNESCO meeting with members representing 92 countries and 25 international organizations, a policy was passed directing the future of special education toward inclusion (UNESCO, 1994). Research from Italy (Zambelli & Bonni, 2004), the United Kingdom (Kelly & Norwich, 2004; Lindsay, 2007), India (Parasuram, 2007), and Ireland (Ring & Travers, 2006) also supported the contention that educating children with disabilities in inclusive settings is a global issue.

Social/Cultural Implications. When teachers have these confident attitudes, peer interaction is also fostered. Students with special needs want to measure up and fit in with their peers without disabilities, so they try harder academically and improve their social skills by reflecting the behaviors of these peers (Idol, 2006). In line with Vygotsky's zone of proximal development, students can do more when they cooperatively and socially work with peers building on each other's strengths and strengthening each other's weaknesses (Alper & Ryndak, 1992). Students with and without disabilities accept each other more and feel more at ease around each other when there is increased exposure (York, Vandercook, & MacDonald, 1992; Renzaglia et al., 2003).

Increases perception that students with disabilities are not easily identifiable.

These comparable educational opportunities increased understanding that students with disabilities are not easily identifiable, and it has aided adults and children alike to grasp the similarities between students with and without disabilities. These benefits improved how students with disabilities viewed themselves, increased what teachers expected from these students, and improved how differently peers judged them (Ritter, Michel, & Irby, 1999). When students with disabilities are included in the general education setting, they put forth more effort and are assisted by the teacher more often than their peers without disabilities, which leads to greater success, and thus students with disabilities in the general education setting become less identifiable (Beaumont, 1999).

Greater acceptance of students with disabilities. Including students with disabilities in the same classrooms as students without disabilities also has led to greater acceptance of students with disabilities. When 77 kindergarten students were studied, results found that when students are in the same setting working together as one unit of

students, they understand each other more. When the students had a better understanding of their peers, the level of acceptance significantly increased (Dyson, 2005).

Research supports that not only students, but also teachers, can benefit from inclusion (Beaumont, 1999; Dyson, 2005; Kent-Walsh & Light, 2003). In a qualitative study assessing teachers' experiences with the inclusion of students using augmentative and assistive communication devices, teachers reported increased interaction. They gained acceptance of individuals with disabilities and personal growth as teachers (Kent-Walsh & Light 2003).

Aids students in seeing similarities between students with and without disabilities. Including students with disabilities in the general education classroom helps students with disabilities to see how they are like students without disabilities as well as helps students without disabilities to discover similarities to their peers with disabilities (Renzaglia et al., 2003). Teachers who service students with special needs and students in the general education classroom environment reported greater levels of understanding and approval of students with special needs from their peers without special needs when they are in the same classrooms (York et al., 1992). Students without special needs learned how to better live and work in environments with persons with and without disabilities (Alper & Ryndak, 1992). Results from these studies ascertain that children benefit from learning in the general education environment when teachers' attitudes and philosophies remain unprejudiced (Brandes & Crowson, 2008; Bulterman-Bos, et al., 2002; Smith & Kozlesky, 2005; Bulterman-Bos, et al, 2002; Ritter, Michel, & Irby, 1999).

Improved life skills for students. When students with moderate to severe disabilities are submerged in environments with students without disabilities, their functional life skills are improved through techniques like modeling (Alper & Ryndak, 1992). Because the general education settings are more reflective of real-life settings than a secluded classroom with other students who are impaired, the generalizability of lessons learned increased for students with disabilities in the general education settings. Socially and emotionally, inclusion has proven beneficial, leading to more friendships, learned social skills, improved emotional self-regulation, and higher levels of self-esteem (Downing et al., 1997). General education teachers raise their expectations of students with disabilities closer to grade level when they are taught in the general education classroom (Fisher & Meyer, 2002).

Current Working Definition

Despite these differences, one of the widely accepted definitions was founded by Sailor (1991) who indicated that an effective inclusive environment includes: attendance by students with and without disabilities in the same schools, a zero reject philosophy, age-appropriate grade and class placements with no classes designated as self-contained for special education students, and support provided by special educators in general education classrooms and other integrated learning environments. While researchers may accept this definition of inclusion, administrators and educators lack a universal definition of inclusion. Therefore, this is problematic for inclusion to reach its optimal potential in public school settings.

Similar/Dissimilar to mainstreaming. A worldwide definition of inclusion is lacking (Avramidis, Bayliss, & Burde, 2000; Sailor, 1991). In a study conducted in the

UK, researchers defined inclusion as “restructuring educational provision to promote ‘belonging’” (as cited in Kunc, 1992; Avramidis et al., 2000, p. 278). In the United States, inclusion is defined as “an effort to make sure students with disabilities go to school with their friends and neighbors, while also receiving the ‘specially designed instruction and support’ they need to achieve high standards and succeed as learners” (Wright & Wright, 2007).

Practices

History of types of inclusive practices. Inclusion has become more prominent since its onset. For example, inclusive practices for children with disabilities have substantially improved with legal proceedings such as Individuals with Disabilities Education Act (IDEA, 2004) and No Child Left Behind (NCLB, 2002) (U.S. Department of Education, 2006). As a result of these laws, schools are attempting to eliminate traditional pullout special education programs in order to achieve optimal inclusion. However, even with these continuous legislative actions affirming the rights of all children, even those who may seem difficult to teach, it is still argued that students with disabilities are systematically segregated from peers in the public school setting (Fisher & Meyer, 2002; McDonnell, Hardman, McDonnell, & Kiefer-O'Donnell 1995; Walker & McLaughlin, 1992; Wang & Reynolds, 2007). Often times, services needed to enable students with disabilities to attend their home schools such as transportation, wheelchair ramps, necessary faculty, and staff are not available. Students with disabilities are often served in small group settings away from non-disabled students as a means for meeting their so-called needs. However, research shows that students are not as well off functionally, academically, and social-emotionally when they are only with other non-

disabled peers (Cross, Traub, Hutter-Pishgahi, & Shelton, 2004; Fisher & Meyer, 2002; Walker & McLaughlin, 1992). Because of these obstacles, inclusion remains a top educational issue.

Types of disabilities. Despite, passing legal policies and publishing personal philosophies of respected professionals in the field, research has not uncovered how to effectively implement inclusion. There are 13 disability categories under IDEA today for students six to 21 years old (IDEA, 2004). These disabilities can be divided up into high incidence and low incidence disabilities. For example, academic disabilities, the primary disability of children with a learning disability, have been found to be more qualified for inclusion than students with behavioral disabilities.

Integration rates of children with mild disabilities. While current research does acknowledge that children with mild disabilities are being integrated at higher rates, children with moderate and severe disabilities are still the most segregated student populations in public schools (Cross, Traub, Hutter-Pishgahi, & Shelton, 2004; Palmer, Fuller, Arora, & Nelson, 2001; Wisniewski & Alper, 1994). Therefore, these barriers between the policies and principles and the implementation of inclusion in the public school settings need to be uncovered. They also need to be extinguished for inclusion to reach its optimal potential.

Integration rates of children with moderate and severe disabilities. Students with mild to moderate or more high-incidence disabilities are included more often than students with severe and profound, low-incidence disabilities. Students with physical disabilities are excluded from the same opportunities as their non-disabled peers because schools were not setup to serve these students with accommodations like elevators,

wheelchair ramps, and extra wide hallways and doors. Unfortunately, lack of funding often keeps these issues from being improved (Pivik, McComas, & LaFlamme, 2002).

As stated earlier, 61% of students with disabilities are being included in the general education classroom at least 80% of the time. Students with higher incidence disabilities, such as speech impairment or a learning disability, are more likely to be included than students with lower incidence disabilities, like autism, an intellectual disability or multiple disabilities. Additionally, a little less than half of the students with disabilities that are associated with behavioral problems, like autism and emotional disturbance, are included in the general education setting more than 80% of the time compared to students with disabilities that are not generally associated with behavioral challenges, such as speech impairment or a learning disability (Digest of Education Statistics, 2013) (Figure 2).

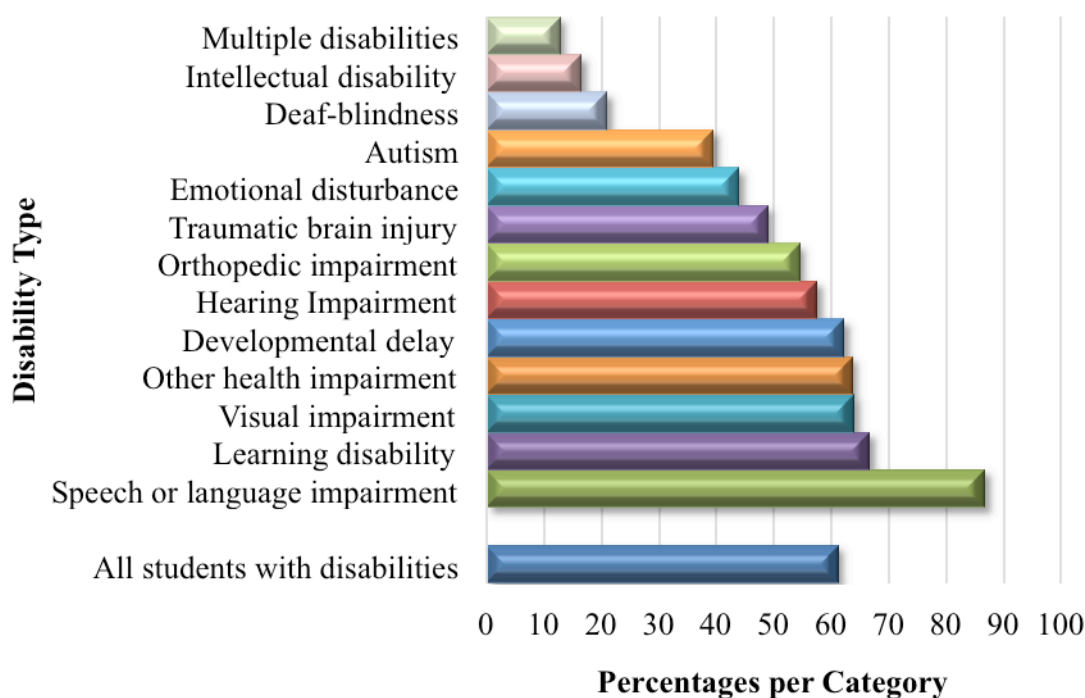


Figure 2. Inclusion rates. Percentage of children with disabilities included in the general education setting at least 80% of the school day (Digest of Education Statistics, 2013).

Teachers' Attitudes and Beliefs Toward Students with Disabilities

Barriers. Because each and every child with a disability in the public school system does not have the opportunity to be in a general education setting 100% of the time, the implementation of inclusion still needs to be improved (Pivik et al., 2002). How to successfully get from the ideas and laws of inclusion to the implementation and effectiveness of it has become a highly debated topic among policymakers, administrators, and educators (Brenchley, 2015; Sailor, Gee, & Karsoff, 2000; Stainback & Stainback, 1990; Thousand, Villa, & Nevin, 2002). In addition to environmental and physical obstacles keeping children with disabilities from having every opportunity to participate with their nondisabled peers, belief and attitudinal barriers exist as well (Cullen & Noto, 2007). In an extensive review of the literature regarding teacher's attitudes and the success of inclusive classrooms, three components were found to be most important: 1) attitudes toward students with disabilities in inclusive settings; 2) beliefs about professional roles and responsibilities; 3) beliefs about the efficacy of inclusion (Cullen & Noto, 2007).

Pre-service training. Research has shown that unintentional attitudinal barriers exist that adversely affect teachers' attitudes toward inclusion (Brinker & Thorpe, 1985). These obstacles include a lack of appropriate pre-service training and professional development for teachers, lack of sufficient funding, inflexible curriculums and lack of personnel. Unintentional attitudinal barriers include insufficient resources and staffing, lack of knowledge of best practices, and lack of personal experience with children with disabilities (Brinker & Thorpe, 1985; Bailey, 2004).

Beliefs about Professional Roles and Responsibilities

Professionalism. For teachers to successfully implement inclusion, sufficient classroom support is needed (Idol, 2006). An interview study with fifth and sixth grade teachers, parents, and students demonstrated that 100% of the subjects testified to increased levels of learning, claimed to achieve higher standards, and attested to improving their education when given permission to stay in the same settings as their peers without disabilities with appropriate classroom support and accommodations (Ritter, Michel, & Irby, 1999). Teachers reported that if the responsibility of aiding every student with a disability was not left solely to the professional role of one teacher, but rather the classroom was equipped with paraprofessionals or teaching assistants, every student would benefit more from this inclusion model. This study proved that general education teachers back the concept of inclusion but support dwindles when they believe the professional role and responsibility of student performance and success lies solely on them (Idol, 2006).

Administrative support. Teachers were found to be more supportive of inclusion when they had support from their administrators (Idol, 2006). The majority of elementary and secondary teachers in a self-reported survey claimed to have positive attitudes toward inclusion when they felt they had their administrators' support. The only exception to this data was reported with regards to students who have behaviors that disrupt the classroom. Then, the bulk of teachers did not report positive attitudes about including these students even with administrative support (Idol, 2006). The cycle of the success of inclusion, the implementation of inclusion, teachers' attitudes, contributing components, and the impact of the components has been illustrated in Figure 3.

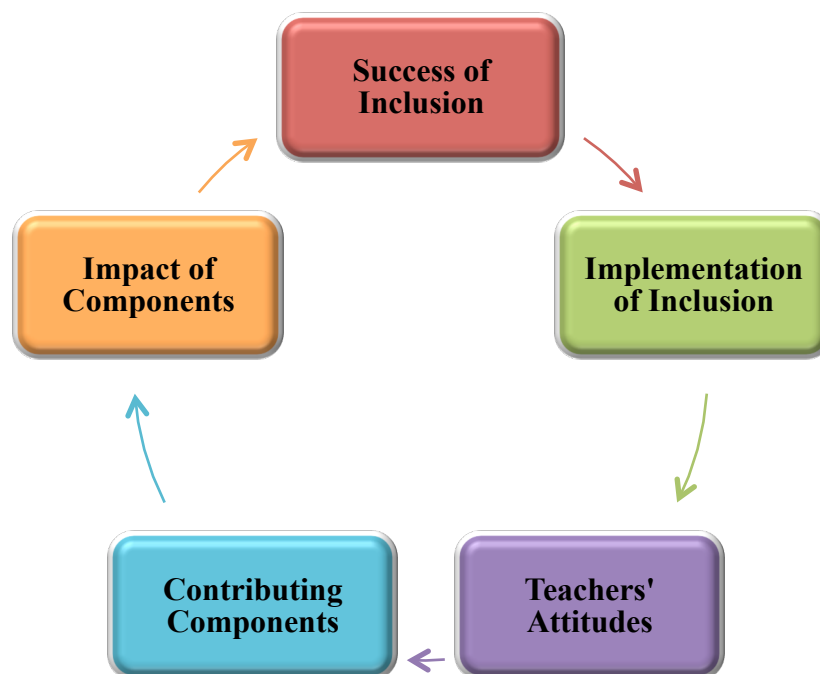


Figure 3. Success of inclusion. How components determine effectiveness of inclusion.

Parents and Community Support

In several studies, attitudinal barriers were identified as the most deleterious to the movement toward inclusive schools. Administrators, parents, and educators do not uniformly exhibit positive attitudes regarding inclusion (Downing et al., 1997). Parents of children with disabilities have reported bullying toward their children and school placement in isolated settings (Pivik et al., 2002).

Parallel to the African-Americans seeking more understanding, acceptance, and support from others to be included, students with disabilities need the same from their communities (Brandes & Crowson, 2008). Communities must increase understanding by providing awareness of inclusion programs and the inclusion process (Fletcher, Denton, & Francis, 2005). Parents need to be informed and trained on best practices to support their child's development and growth at home and at school (Brandes & Crowson, 2008). Peer facilitation and support is necessary for bullying to diminish and for open arms to

take the place of bullying (Beaumont, 1999). The implementation of inclusion does not reach its potential when students with disabilities are viewed as a group separate from the students without disabilities. Thus, spreading peer, teacher, and community supports are ideal.

Chapter III

Methods

Problem

Teachers' attitudes. Teachers' negative attitudes continue to retain inclusion from reaching its optimal potential (Sailor, Gee, & Karsoff, 2000; Stainback & Stainback, 1990; Thousand, Villa, & Nevin, 2002). Research indicates that the primary reason for negative teacher attitudes is that teachers do not intrinsically support it in their classrooms (Sailor, Gee, & Karsoff, 2000; Stainback & Stainback, 1990; Thousand, Villa, & Nevin, 2002). These personal attitudes against inclusion cannot be changed by a single, mandatory legislative act or litigious result such as Public Law 94-142 in 1975 or NCLB in 2002 (Smith & Kozlesky, 2005). Even though the law has been moving forward toward inclusion for almost 40 years, not all children with disabilities are being included in the general education setting throughout the school day. Therefore, to keep the implementation of inclusion moving forward, this attitudinal barrier must transform so that the whole system can change (Wisniewski & Alper, 1994). This research study posits to bridge part of the gap between the idea and the implementation of inclusion.

Gap in Literature

Inclusion is not reaching its potential. Teachers doubt the effectiveness of inclusion. They doubt having proper tools and training to meet the needs of children with disabilities while still being responsible for the academic progress of every other student in the classroom. Teachers doubt that they have the support from administrators that they need for the students with disabilities to be successful (Cullen & Noto, 2007). However, despite these doubts, when appropriate inclusive strategies are in place, teachers do not

question the efficacy of inclusion (Brandes & Crowson, 2008). They believe in it. Their beliefs are reflected in their attitudes, and their attitudes facilitate implications that are even further reaching with positive effects on all students (Smith & Kozlesky, 2005). When educators stay unbiased in their attitudes toward each student regardless of disability, educational outcomes compare to those of nondisabled peers (Bulterman-Bos, Terwel, Verloop, & Wardekker, 2002).

Purpose

The purpose of the present study was to investigate why teachers are opposed to including students with disabilities in their classrooms (Cullen & Noto, 2007). This study sought to determine what potential barriers are associated with teacher opposing inclusion. Teachers supported the idea of every child having an equal opportunity. However, in practice, many teachers were not supportive of including children with special needs. The present study used quantitative and qualitative research methods to identify these barriers.

Quantitative. The quantitative research questions were:

- Did the CFA confirm the factor structure of the EFA?
- To what extent did students and experienced teachers differ in their attitudes toward the three factors: professional development, administrative support, and exposure toward students with disabilities as well as their overall score regarding their attitudes toward inclusion?

Qualitative. The qualitative research question was:

- What, if any, emerging themes were present in the qualitative research?

Participants

The population of this study was pre-service teachers in training for a university education degree and experienced teachers with at least five years of experience teaching class grade levels from pre-kindergarten to college level. Participants were informed that their participation is voluntary, may be stopped at any time, and would not affect their grade, student teaching assignment, or employment. Anonymity was guaranteed to the participants. Informed consent was attained from each interviewee. The interviews were individual and small group each lasting for less than thirty minutes.

Quantitative pre-service respondents. The pre-service teacher sample for the revised TATIS consisted of 70 respondents in two educational psychology courses during the Fall 2012 semester at a large public university. One course was a special education undergraduate level requirement for an education degree. The other course was a graduate level elective which was also a special education course. The sampling of participants was based on convenience. Because the researcher was the teacher's assistant for these two classes, there was easy access to this sample of pre-service educators.

The 70 pre-service teacher respondents consisted of a gender composition of 92% female and 8% male. In terms of educational status, 49% of respondents held a high school diploma, 41% held an associate degree, 10% held a bachelor degree or higher. With regard to teaching background, 77% reported having zero years of teaching experience. Ten percent indicated one year of teaching experience. Three percent marked two years of experience. Two percent had three years. Another two percent designated four years. Seven percent denoted five or more years. These years of experience could be attributable to substitute teaching or teaching a subject area different from the one

currently being pursued. Considering ethnicity, 24% of the sample reported White, 18% Black, 31% Hispanic, 21% Asian, 3% American Indian, and 3% other. With respect to age, 86% of participants reported being in their twenties, 3% in their thirties, 4% in their forties, 1% in their fifties, and 3% above 60. Forty-two pre-service teachers indicated that they sought to teach at the elementary level. Twelve answered seeking junior high certification. Four specified wanting to teach at the high school level, and three denoted college level in Table 1.

Quantitative experienced respondents. For the experienced teachers, a minimum of 70 respondents was sought through a snowball effect instigated by the primary researcher. Teachers were contacted via Facebook. A personal message was sent to 109 teachers who were Facebook friends with the primary investigator asking them to participate in the survey and to forward this message to their teacher friends or share the post on their Facebook page. Participants self-identified as experienced teachers prior to completing the survey.

The experienced teachers in the study in Spring 2016 were from public and private school settings. These individuals who identified themselves as teachers with at least five years of experience were asked to confirm this fact before being able to proceed to the survey items. The survey was online using Survey Monkey. One \$25 Amazon gift card was used as an incentive. Participants also had to answer the consent form affirmatively before they had access to the survey. Twelve of the 100 experienced teacher participants either answered that they were not a teacher with at least five years of teaching experience or they skipped the question, which led to an overall n value of 88 instead of the original 100 people who accessed the survey and consented to participate.

The experienced teacher sample was comprised of 6% males and 94% females. Ninety percent of the experienced teachers considered themselves to have white ethnicity, 1% black, 5% Hispanic, 1% Asian, and 8% American Indian. This is clearly a less diverse sample ethnically than the pre-service teachers at a large public university. Eleven percent of the experienced teacher respondents reported being in their twenties at the time the survey was taken. Thirty-three percent marked that they were in their thirties. Eighteen percent indicated their forties. Another 18% noted their fifties while 18% indicated age 60 or above.

Of the 88 participants, fifteen teach early childhood. Thirty-four teach elementary. Fourteen teach at the junior high level. Nineteen teach high school, and one reported college. One percent had a high school diploma, and one percent had an associate's degree. This can be attributed to teaching assistants, who considered themselves to be teachers, that completed the online survey. All 88 experienced teachers noted that they had at least five years of experience. Four teachers indicated they were not certified. Again, this phenomenon can be explained by teaching assistants or paraprofessionals who completed the survey. Fifty-six reported having traditional certification, and seventeen specified having alternative certification (Table 1).

Table 1

Summary of Participants

Group	Subgroup	Pre-service	Experienced
Quantitative component	Number of participants	70	100
	Number of surveys analyzed	61	79
	Number of non-response surveys	9	21
Qualitative component	Number of participants interviewed	6	4
	Number interviewed individually	1	4
	Number interviewed in small group	5	0
Gender	Male	5	5
	Female	56	74
Ethnicities	White	24%	90%
	Black	18%	1%
	Hispanic	31%	5%
	Asian	21%	1%
	American Indian	3%	8%
	Other	3%	0%
Age range	20s	86%	11%
	30s	3%	33%
	40s	4%	18%
	50s	1%	18%
	60+	3%	19%
Teaching level	Early childhood	25	15
	Elementary	42	34
	Junior high	12	14
	High school	4	19
	College	3	1
Level of education	High school diploma	44%	1%
	Associate's degree	37%	1%
	Bachelor's degree or higher	16%	43%
	Master's degree	0%	53%
	Doctorate	0%	1%
Years of experience	0 years	77%	0
	1 year	10%	0
	2 years	3%	0
	3 years	2%	0
	4 years	2%	0
	5 or more years	7%	88
Level of certification	Not certified	65	4
	Traditional certification	4	56
	Alternative certification	0	17

Instrumentation

Survey. To determine which questions to ask during the surveys, different quantitative surveys were reviewed (Antanok & Larrivee, 1995; Getting, 1991; Loneman et al., 2007; Malfo, Harris & Dedrick, 2002; McLesky, Waldron, & So, 2001; Sharma & Desai, 2002; Sideridis & Chandler, 1995; Wilczenski, 1992). There were several different components that needed to be in place to achieve a sufficient level of reliability. The survey needed to include pre-service and experienced teachers because the sample consists of undergraduate and graduate level college course students and experienced teachers. The instrument must have been developed in the United States or at least tested for reliability and validity in the U.S., so that participants in the United States could adequately understand the items and yield valid results. Being less than eight years old at the time of pre-service teacher data collection was important to reflect the changes of inclusion since IDEA in 2004. Additionally, the survey ought to address the three components from the literature review that correlated with teacher attitudes toward inclusion. Lastly, and most importantly, a survey with proven validity and reliability was necessary to increase the effectiveness of research findings.

Short-answer questions.

An review board of five experts with over 125 years of experience derived the five short answer questions collaboratively. These short answer items were based on expertise in the field. They were also based on prior experience as expert researchers.

Interview. For the present study, the qualitative component was created using the Teacher Attitudes Toward Inclusion Scale (TATIS), the same scale used as the basis for the quantitative section of the present study. The questions used for these interviews were

reviewed in order to develop and pilot a survey, which may account for a greater percentage of variability.

Selected instrument. The researcher examined a number of available instruments, but none was deemed to be suitable for the current study. The CRI (Antonak & Larrivee, 1995), the IDPS (Getting, 1991), the SACIE (Loneman et al., 2007), the BAIES (Malfo, Harris, & Dedrick, 2002), the ISPS (McLesky, Waldron, & So, 2001), the CIES (Sharma & Desai, 2002), the TIAQ (Sideridis & Chandler, 1995), the ATIE (Wilczenski, 1992) were not found to meet all necessary criteria. Results regarding how well reviewed scales met essential conditions are summarized in Table 2. However, the TATIS, Teacher Attitudes Toward Inclusion Scale (Cullen, Gregory, & Noto, 2010), was determined to be the best fit for the necessary criterion. Created in the United States within the past ten years so as to reflect the alterations in IDEA in 2004, the TATIS was piloted with pre-service and experienced teachers. Lastly, the validity of the first three components was sufficient accounting for 58% of the variance and had an adequate alpha reliability coefficient of 0.821 (Cullen & Noto, 2007). Thus, the first piece of the present study improved the reliability and validity of the TATIS using research-based changes to the current TATIS survey. Therefore, the TATIS became the basis for the survey and interview questions (Appendix C).

Table 1

Comparison of Teachers' Attitudes toward Inclusion Scales

Scale	Name	Includes pre-service teachers?	Developed in the U.S.?	Developed in the last eight years?	Covers all three components?	Reliable and valid?
Getting (1991)	IDPS					✓
Wilczenski (1992)	ATIE		✓			✓
Antonak & Larrivee (1995)	CRI	✓	✓			✓
Sideridis & Chandler (1995)	TIAQ		✓			
McLesky, Waldron, & So (2001)	ISPS		✓			
Malfo, Harris & Dedrick (2002)	BAIES		✓	✓		
Sharma & Desai (2002)	CIES					
Loneman et al. (2007)	BAIES		✓	✓		
Cullen, Gregory, & Noto (2010)	TATIS	✓	✓	✓	✓	

Interview questions revised from TATIS. An initial question was added to the interview questions asking why the participants chose to become teachers. This question was added to provide further insight into the history of the sample. Questions were reworded and derived seeking the underlying themes, which included barriers to positive teacher attitudes toward inclusion. The fourteen interview questions were as follows:

1. Why did you choose to become a teacher? Explain.
2. How do you define inclusion?
3. How does your school currently address inclusion?
4. How has inclusion changed over time?
5. Which students should be included? To what extent? Why?
6. How did you learn about inclusion?
7. How thorough do you feel your understanding of inclusion is?
8. What is the current perception of inclusion for your school and among your staff?
9. What do you think is the district's perception of inclusion?
10. How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?
11. How successful is inclusion in your experience? Why?
12. How much exposure have you had to inclusion? When? How long?
13. If there was a new hire at your school, what advice would you give them regarding inclusion?
14. Is there anything that our conversation did not cover that you think I should know?

Survey. After reviewing the scale with three experts who collectively had over 20 years of training and experience in educational assessment and measurement, a few changes were made to the original survey to increase reliability and validity. Items that contained the phrase “most or all” were simplified to state only “most.” The alternative wording was used in place of teaching terminology that may have been more clearly understood with a universal meaning to all who took the survey. For example, “Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time,” was reworded to “Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces the time required to move from one setting to another.” Survey items were further simplified by removing the beginning phrase, “I find that,” or “I feel that.” Because the person marking the answers was the person completing the survey, it was understood that the person taking the survey responded as the participant and not someone else. All but one of the examples listed separately from the item statement were reworded to be included directly with the item to decrease ambiguity and increase validity. This one example to define a consultant teacher model was kept since a universal definition among participants was lacking. General demographic information was added to the survey to explain the sample. However, this information was not calculated into the results for the purpose of this study.

Based on peer review from three experts who jointly have over 20 years of experience in educational assessment and measurement, the format of the original survey was altered to be more visually appealing and easier to follow. The font size was increased to ten for the paper version and twelve for the online version for readability,

and the font was changed from serif to sans serif to enhance the visual quality of the survey. Answer bubbles were reassigned to numbers, so participants could more easily mark the appropriate response. More spacing was used in between the survey questions to enhance the survey visually. A table was created to keep questions and responses more easily aligned. The response scale was reversed from strongly agree to strongly disagree and strongly disagree to strongly agree as this is a more universal practice of the Likert scale (Likert, 1932). Because the optimal number of response alternatives for a scale is five, the number of item response choices was decreased from seven to five to increase the speed of taking the survey by having fewer choices and forcing respondents to take a more definitive stance in their attitudes (Sax, 1997). With a Cronbach's alpha coefficient in the revised TATIS of 0.786, the revised measure accounted for six percent more of the variance than the original TATIS (Cullen & Noto, 2007). Therefore, it was concluded that the changes made to the original instrument yield more accurate respondent answers and, thus, the validity of the survey increased.

Procedure

Quantitative pre-service teacher procedure. The survey for pre-service teachers was distributed at the end of three-hour lecture sessions to willing student participants. The students were awarded two extra credit points for participating in the survey. To facilitate the opportunity for online students to participate, the paper-and-pencil survey was made available for eight hours during one day in a convenient, shared, university location. The teaching assistant administered the surveys with minimal verbal instructions, which included, "Please complete this anonymous survey. Please fill out the entire survey, and do not put any identification information on the form. You may put the

survey on the front table upon completion. Please write your name on the sign-in sheet to receive two extra credit points. Let me know if you have any questions. Thank you for your participation.” The survey administrator also answered additional questions from the participants.

Quantitative experienced teacher procedure. For the experienced teachers, an online survey was used. Teachers were sent a message on Facebook with a link to the online survey with open-ended questions on Survey Monkey. Instructions assuring anonymity, voluntary participation, and an incentive were included at the beginning of each survey. The researcher’s contact information was also included, and the researcher made a point to respond to all questions regarding participation in this study.

Open-ended survey items for experienced teacher respondents. While seeking to uncover some potential latent variables associated with the dependent variable, teachers’ attitudes, open-ended survey items were added to the revised TATIS scale. The open-ended items allowed participants to give narratives addressing the known components and leaving an opportunity to add any additional potential factors. The open-ended survey items were:

1. What could school administrators do to better support inclusion practices at your school?
2. What changes in professional development and training at the university level would you make to better prepare you for inclusion in your current job?
3. Describe the most successful stories based on your past experience with inclusion.

4. Describe problem situations you have encountered in your past experience with inclusion.
5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

The qualitative data responses were analyzed using ethnographic research practices (Fetterman, 2010). Emerging themes, patterns, thinking, and categories were to be identified and grouped. This underlying information shed light on the fact that more professional development and additional courses at the college level need to be offered to positively impact teachers' attitudes toward the inclusion of students with disabilities in the general education classroom.

Interviews with pre-service teachers. Pre-service teachers included six student teachers during the Fall 2012 semester at a large public university. As the facilitator of these student teachers, I had convenient access to this sample. I went to the individual schools where the student teachers were assigned and asked students if they would be willing to participate in an interview. I notified them that their participation was completely voluntary and would not affect their grade in the student teaching course. Anonymity was guaranteed to the participants. Informed consent was attained from each interviewee. The interviews were individual and small group. The interviews lasted for under one hour.

Interviews with experienced teachers. During the online surveys, experienced teachers were asked if they were willing to take part in an interview. Overall scores of teachers, who consented to participate in the interview process, were sorted by ascending order. The scores were divided into two groups, positive and negative attitudes toward

inclusion. Two teachers were selected from the strong positive group and strong negative group. The reason for selecting participants in the extremes was to better account for the participants scoring in between the extremes. The participants were interviewed for less than thirty minutes individually.

The TATIS became the basis for the interview questions. An initial question was added to the scale asking why the participants chose to become teachers. This question was added to give further insight into the history of the sample. The interview questions are listed on page 29 and in Appendix D.

Using an ecological approach, interviews with participants were audio recorded using an iPhone as this tool is one with which the participants are likely familiar (Fetterman, 2010). The qualitative information was transcribed onto a computer from the survey and from an audio recording of the interviews. The data were analyzed using several ethnographic data analysis strategies including thinking, triangulation, patterns, themes, and categories. Emerging themes were determined to give additional information about the barriers to teachers' attitudes beyond the information determined from the quantitative component.

Factors affecting validity of quantitative results. *Sampling method.* Because the survey participants were based on convenience sampling, the validity of the results may have been adversely affected. A more stratified or random group of participants may have improved representation of the target population of all educators. A sample not based on convenience would likely have increased validity.

Non-response. In attaining statistically significant survey results, the quantity and the quality of response rate are crucial (Sanchez-Fernandez, Munoz-Leiva, Montoro-

Rios, & Ibanez-Zapata, 2008). This means a high number of participants were sought in order to yield results more representative of the population, and the responses need to be reflective of how and what a particular person truly feels and thinks (C. Horn, personal communication, February 21, 2011). Non-response affects the results of a survey study by yielding less than accurate and representative results (Crede, 2010; Denscombe, 2009; McCree, 2010). Non-response occurs in the form of not answering a survey in its entirety, not answering items within a survey, or by randomly marking answers that do not truly indicate the participant's response (McCree, 2010; Crede, 2010). Rate of non-response items negatively affects validity. Decrease in response rate, thus increase in non-response rate, may have posed a threat to the validity of the surveys because the results may not have been an accurate representation of the target population (Cullen & Noto, 2007). Of the participants who affirmatively answered that they were a teacher with five or more years of experience, nine participants were knocked offline by the Survey Monkey website, and due to the setting of allowing only one entry per IP address, these respondents were unable to log back in to complete the survey. Therefore, to account for non-response items, participants with incomplete surveys were eliminated from the study. To account for non-response items, nine participants with incomplete surveys were eliminated from the study.

Design of survey. Nulty (2008) found strategies that can be used in survey research, which increases response rates. Having a longer window of time during which the participants can take the survey increases survey response. Thus, the surveys were offered over an eleven-day period. Assuring anonymity positively affects response rate. The instructor informed all participants that the survey results were anonymous. Offering

training on how to access the survey and complete it, especially those online, increases response rate (Nulty, 2008). Therefore, the administrator was available in person at all pre-service survey administrations to answer questions and via email during the online survey administration window. Researchers also need to keep questionnaires brief (Nulty, 2008). This is why the survey was limited to fourteen items and was formatted to fit on one sheet of paper, front and back for the pre-service teachers or was formatted to display within one computer screen window at a time for the experienced teachers. Implementing these strategies helped to boost the validity of results.

Online surveys include disadvantages that add to the threat of non-response bias (Sanchez-Fernandez, Munoz-Leiva, Montoro-Rios, & Ibanez-Zapata, 2008). Not all participants in the target population may have had the financial means to access the Internet, which would have contributed to potentially inaccurate results by yielding non-representative data (Goritz, 2006b, as cited in Sanchez-Fernandez, Munoz-Leiva, Montoro-Rios, & Ibanez-Zapata, 2008). A participant who possibly felt very strongly about the subject being surveyed may have taken the survey multiple times, whereas a participant who did not have strong feelings may have been more likely to not respond at all (Cobanoglu & Cobanoglu, 2003; Goritz, 2006b, as cited in Sanchez-Fernandez, Munoz-Leiva, Montoro-Rios, & Ibanez-Zapata, 2008). Therefore, to control for the same individual taking the survey multiple times, the survey was set so that it could not be taken from a single IP address more than one time.

Type of questions. The type of questions being asked by the researchers in the survey was important to take into consideration when analyzing and accounting for non-response rates (Denscombe, 2009). In a study with 466 participants, Denscombe (2009)

found that regardless of the mode of administration, fixed choice questions produced a lower item non-response rate than open-ended questions. When designing a survey, it was important to keep this finding in mind to increase validity (2009). Fixed choice questions included binary “yes” and “no” items, Likert scale items, and multiple-choice items (Bradburn, Sudmand, & Wansink, 2004). These items increased the item response rate and contributed to validity by forcing participants to categorize their answers, fit their answers according to certain guidelines or to think within the parameters of a given scale (2004). Therefore, a five-point Likert scale was employed for this survey and used as response choices to each item in the close-ended question section. This decrease in the rate of non-response items contributed to the validity of the survey (2004).

Personalization. Personalization in contact emails increases the rate of response of email surveys (Dodd & Markwiese, 1987; Boser, 1988, Sala & Lynn, 2007). This is possible because the person may feel like his or her opinion matters more since they were addressed by name. The person may feel more pressure to respond since the researcher knew who does and does not take the email survey if they disclosed their name. Personalization may also pose a threat to maintaining the anonymity of participants because the participant was called by at least first name (Sala & Lynn, 2007).

Personalization in web-based surveys has yielded the same results as personalization in email surveys (Schaefer & Dillman, 1988, as cited in Sala & Lynn, 2007; Newman et al., as cited in Sala & Lynn, 2007; Heerwegh & Loosveldt, 2002 & 2003, as cited in Sala & Lynn, 2007; Joinson & Reips, 2007, as cited in Sala & Lynn, 2007). While there have been no conclusive research results as to why personalization increases response rates, there is research that contact frequency, as well as the quality of

contact, increases survey interest (Deutskens, De Ruyter, Wetzels, & Oosterveld, 2004; Diaz, 2005, as cited in Sala & Lynn, 2007). Therefore, the use of personalization may lead to more contact between researcher(s) and participants (Sala & Lynn, 2007).

Additionally, personalization is thought to increase the quality of the contact because it addresses the participants as individuals (2007). Therefore, announcements were posted regularly to potential participants giving instructions on opportunities as to when and where to take the survey. Reminder announcements were also sent out to the potential participants to increase the number of contacts between researcher and participant.

Reminders and follow-up contact. Munoz-Leiva, Sanchez-Fernandez, Montoro-Rios, and Ibanez-Zapata (2010) found that sending reminder email messages to participants completing an email survey increased response rates. Sending between one and three reminder emails significantly increased the rate of response for those subjects who did not initially complete the survey (Munoz-Leiva, Sanchez-Fernandez, Montoro-Rios, & Ibanez-Zapata, 2010). Given the information from this finding, one mass email was sent out to potential participants as a reminder to complete the survey as well as the information needed regarding the time and location to take the survey. Sending reminders and having follow-up contact with participants may increase the responsibility an individual feels towards completing a survey (C. Horn, personal communication, February 21, 2011). Sending four or more emails would not significantly increase response rate (Munoz-Leiva, Sanchez-Fernandez, Montoro-Rios, & Ibanez-Zapata, 2010). Thus, no more than three emails or three Facebook messages were sent to any individual participant.

Adversely, it is criticized that reminder emails may have led to rushed responses from the participants (Munoz-Leiva, Sanchez-Fernandez, Montoro-Rios, & Ibanez-Zapata, 2010). The participants would not be motivated for positive reasons such as intrinsic motivation (Bradburn, Sudmand, & Wansink, 2004). Rather, the participants would want the reminder messages to cease, and this would be why the participant completes the survey (2004). Rushed responses may negatively affect the response quality (Munoz-Leiva, Sanchez-Fernandez, Montoro-Rios, & Ibanez-Zapata, 2010). Thus, the survey would not reflect the participants' true views toward the topic (2010). Rushed responses would pose a threat to the validity of the results (2010). Therefore, to avoid bogging participants down with reminders, the examiner only sent three electronic reminder messages to eligible participants who had not already completed the survey. This was determined by checking the names input in the online survey.

Incentives. In a laboratory study, response rates of pigeons pecking have been found to increase when reinforcements are used (Nevin, Shahan, & Odum, 2008). Like animals in laboratories, human participants have also been found more likely to respond with the use of reinforcements, particularly in the form of incentives or rewards (McCree-Hale, De La Cruz, & Montgomery, 2010). Considering appropriate incentives for the population of interest, two extra credit points were offered as a reward to students who completed the pre-service survey, and a drawing for one \$25 Amazon gift cards was presented to experienced teachers who completed the survey.

A criticism of the use of incentives is that it may lead to invalid results (McCree-Hale, De La Cruz, & Montgomery, 2010; Nulty, 2008). Participants may mark answers quickly without digesting the question in order to complete the survey more quickly and

attain the incentive or reward (McCree-Hale, De La Cruz, & Montgomery, 2010). In a study using downloadable Apple iTunes as an incentive, response rates increased to 18% when two songs were offered as a reward for completing the survey (2010). The response rate increased to 26% when four songs were offered as incentive (2010). While increasing response rate is generally good in survey research, it might adversely affect the results (2010).

Reverse items. Four of the fourteen items were reverse coded for the analyses. Items seven, eight, nine, and ten were reverse coded because the items were negatively worded. These items were reverse coded to make the code equivalent to the other positively worded items. These four items were manually recoded into the same variables.

Nonverbal communication during data collection. To increase the validity of the responses during the interview portion of this study, clarifying questions were asked to keep the participants on track during the interviews. Maintaining objectivity was sought to the maximum extent possible. Participants were assured that there were no right or wrong answers. The examiner was cognizant of nonverbal communication such as body language, facial expressions, word choice, and tone. Participants were promised that surveys and interviews were simply seeking their thoughts, beliefs, and opinions. The dialog from the open-ended survey and interview items was transcribed from the iPhone recording or a miniature electronic tape recorder at a later date.

Chapter IV

Research Findings

Recruitment

A Facebook post was added to the profile page of the primary investigator asking teachers with five or more years of experience to take the linked Survey Monkey survey, to share the post with their friends, and/or share the opportunity by posting it on their own Facebook page. The primary investigator also sent out 109 individually personalized Facebook messages to personal friends who are teachers asking them to take the survey and share the post with their teacher friends and colleagues. Through this type of snowball sampling, 100 respondents participated in the survey.

To obtain participants for the qualitative aspect of the study, experienced teacher survey respondents were divided into positive and negative attitudes toward inclusion. Thirty-six participants consented to be contacted for an interview and provided personal contact information. Then, two teachers from each group, strong positive and strong negative, were randomly selected for interviews conducted by the primary investigator. Participants were contacted and interviews were scheduled.

Analyses

Quantitative. *Exploratory Factor Analysis of pre-service teachers.* To find the best fitting analysis for the results, data were assessed using an exploratory factor analysis (EFA). Varimax rotation was found to be the best model fit for the data. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) values, chi-square values, and determinant values were compared.

Because the KMO and Bartlett's test of sphericity were identical for the Varimax rotation and the solution that was not rotated, to decide which listwise analyses to use, communalities and factor loadings were compared (Crocker & Algina, 2008). For the purposes of analysis, only components that achieved Eigenvalues of 1.00 or greater were considered to be relevant because only those components together account for the greatest amount of variance in the data. These Eigenvalues accounted for how much variance all of the components, in this case, one through four, was explained. The four components achieving Eigenvalues of one or greater, for both listwise tests, explained 60.073% of the total variance in Table 3.

Looking beyond the KMO, Bartlett's and variance values, the distribution of the explanation varied significantly between the two analyses. The listwise-nonrotated analysis placed nearly half of the 60% variance explanation on the first component. The listwise-rotated analysis placed a more equitable distribution of explanation across the first three components, while component four was approximately the same for both. Therefore, the Varimax, listwise rotation was determined to be the best fit for these data.

The data met the assumption of factor analytic techniques. The determinant, .012, was greater than zero. Bartlett's test of sphericity had a value of .000, which was less than 0.05, the minimum qualifying criteria (Crocker & Algina, 2008). The KMO was 0.742, which was a value greater than the minimum guideline of 0.7 (Crocker & Algina, 2008). Because the listwise-rotation was determined to be the best fit for the data, Cronbach's test was conducted on this best construct. This described how well each item was correlated to the other 13 items.

The correlation values represented to what extent each survey item is related to another survey item. A value of 1.00 indicated that there was a perfect correlation between two survey items, which occurred when the item is being compared to itself. As seen in Table 4, correlation values of 0.5 or higher were considered to be acceptable. This indicated that the two survey items were highly correlated and thus probably belonged to the same construct.

The factor loadings indicated how well each item was related to each of the four constructs. Some items had double loadings ($\alpha > 0.5$) in Table 5. Most items were related to constructs one and two. Three components or constructs, mentioned in the beginning of the paper, were intended. One item loaded on a fourth construct: "Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces the time required to move from one setting to another." This may have occurred because this item requires teaching experience to adequately answer, and 84% of pre-service respondents had less than three years of teaching experience in Table 1.

Table 2

Statistics of Different Models

	Determinant	KMO	Bartlett's Chi-Squared	Bartlett's Level of Significance	Components Found
Pairwise Unrotated	0.003	0.517	240.275	0.000	5
Pairwise Rotated with Varimax	0.007	0.733	269.979	0.000	4
Listwise Unrotated	0.012	0.742	263.565	0.000	4
Listwise Rotated with Varimax	0.012	0.742	263.565	0.000	4

Table 3

Correlation Matrix for Exploratory Factor Analysis With Varimax Rotation of TATIS

Item	Extent	Remove	SepClass	ModReg	Effective	Efficient	RevTeacherTime	RevSocialSkills	RevAcademicSkills	RevTeacherSuccess	TeamTeach	Pairing	SharedResp	ConsultantModel
Extent	1.00	.27	.32	.36	.52	.16	.18	.34	.39	.15	.29	.41	.17	.25
Remove	.27	1.00	.45	.13	.26	.06	.08	.09	.30	.04	.09	.21	.01	.24
SepClass	.32	.45	1.00	.18	.20	.13	-.11	-.01	.09	-.08	-.19	-.07	-.14	-.10
ModReg	.36	.13	.18	1.00	.41	.18	.29	.26	.35	.21	.22	.26	.18	.28
Effective	.52	.26	.19	.41	1.00	.12	.16	.36	.29	.22	.11	.15	.19	.13
Efficient	.16	.06	.13	.18	.12	1.00	-.04	.04	.12	.06	.01	.11	.00	-.05
RevTeacherTime	.18	.08	-.11	.29	.16	-.04	1.00	.31	.31	.42	.25	.39	.21	.33
RevSocialSkills	.34	.09	-.01	.26	.36	.04	.31	1.00	.65	.37	.13	.21	.10	.08
RevAcademicSkills	.39	.30	.09	.35	.29	.12	.31	.65	1.00	.24	.30	.36	.20	.34
RevTeacherSuccess	.15	.04	-.08	.21	.22	.06	.42	.37	.24	1.00	.14	.21	.22	.15
TeamTeach	.29	.09	-.19	.30	.11	.01	.25	.13	.30	.14	1.00	.52	.35	.69
Pairing	.41	.21	-.07	.26	.15	.11	.39	.21	.36	.21	.52	1.00	.45	.55
SharedResp	.17	.01	-.14	.18	.19	.00	.21	.10	.20	.22	.35	.45	1.00	.38
ConsultantModel	.25	.24	-.10	.28	.13	-.05	.33	.08	.34	.15	.69	.55	.38	1.00

a. Determinant = .011

Table 5

Factor Loadings Using Rotated Component Matrix

Item	Factor			
	ProfDev Factor	AdminSupport Factor	Exposure Factor	Unknown Factor
Extent	.285	.307	.495	.419
Remove	.158	.052	.811	-.097
SepClass	-.230	-.094	.780	.185
ModReg	.241	.365	.211	.467
Effective	.058	.432	.370	.427
Efficient	-.010	-.084	-.036	.831
RevTeacherTime	.340	.612	-.064	-.114
RevSocialSkills	-.018	.832	.109	.081
RevAcademicSkills	.268	.639	.316	.095
RevTeacherSuccess	.103	.680	-.165	.066
TeamTeach	.831	.078	.007	.020
Pairing	.759	.209	.099	.146
SharedResp	.611	.142	-.146	.154
ConsultantModel	.852	.093	.160	-.098

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

CFA. To analyze the data, a CFA was initially conducted (Figure 4). Was the three-factor structure found in the EFA rejected or did it fail to be rejected? The CFA was utilized to answer the first research question. Results from the CFA were compared to the results from the exploratory factor analysis (EFA). The EFA provided the a priori model for the CFA. The CFA yielded information about the error of the factor structure. Standardized estimates were used. Because there were three components, two degrees of freedom (df) were used. In order to assess the model fit, a probability (p) value of 0.05 was used for a good fit. In order to be significant at the 0.05 level, the critical chi-square (χ^2) value must be greater than or equal to 5.991 (Cozby, 2009). The chi-square value was used to determine whether the factors were independent.

To assess the model fit, the root mean square error of approximation (RMSEA) was also used for the absolute fit index and the badness of fit index (W. Fan, personal communication, March 22, 2012). This value established how closely the model approximates a perfect fit. An acceptable value for the RMSEA must be less than or equal to 0.06 (Hu & Bentler, 1999). This value established how far off the model was from a perfect fit. Unfortunately, this CFA yielded an RMSEA value of 0.130. The probability level of the CFA was 0.000, which met the first criteria for goodness of fit meaning that the model found in the EFA was possible for the CFA. However, this p -value coupled with a large chi-square ($\chi^2 = 178.399$) did not indicate goodness of fit. This phenomenon can probably be attributed to a small sample size. Therefore, this model does not appear to be plausible for the original factor structure.

CFA with EFA factor structure. The CFA rejected the model structure found in the EFA. The chi-square value ($\chi^2 = 77.12$) was large (Bollen & Long, 2003). Even

though the CFA rejected the EFA's three-factor structure, it did come up with a three-factor structure. A LaGrange model was conducted adding parameters to the model. However, the added parameters resulted in a non-significant change, no change, actually, of the chi-square value ($\chi^2 = 77.12$), which still did not indicate a goodness of fit.

CFA with additional pathways. While seeking possible goodness of fit, additional covariance pathways were added to the CFA factor structure based on the covariance text output as shown in Figure 5. The best fit for the model came after adding four additional covariance pathways. These four pathways brought the chi-square value divided by the degrees of freedom below two, which was another method used for assessing the goodness of fit. However, the RMSEA value was still not less than 0.06 as seen in Table 7.

The CFA revealed the correlation values between the three factors and the items on which the EFA determined they would each load (Table 8). Correlation values were compared. The cutoff value for moderately significant correlations was determined to be 0.50 (W. Fan, personal communication, March 22, 2012).

Four of the four items on the first latent variable were found to be significant. The first item for the professional development factor was, TeamTeach_pd (item 11: "I would welcome to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms,") with a p-value of 0.85. The second item for professional development was labeled ConsultantModel_pd ("I would welcome the opportunity to participate in a consultant teacher model [i.e. regular collaborative meetings between special and general education teachers to share ideas, methods, and material(s) to address the needs of students with mild/moderate disabilities in regular

classrooms,”)] ($p = 0.78$). Pairing_pd and SharedResp_pd were also found to be significant. Pairing_pd ($p = 0.69$) was item 12 on the survey (“All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom.”) SharedResp_pd ($p = 0.66$) was item 13 (“The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.”)

Three of the four correlation values on the latent variable named administrative support, were considered significant. The first significant item, RevTeacherTime_as ($p = 0.66$) was reverse coded for teacher time (Item 7. “Students with mild to moderate disabilities should not be taught in the regular classes with non-disabled peers because they will require too much of the teacher’s time.”) The second significant item, RevSocialSkills_as ($p = 0.98$), was reverse coded for the variable labeled social skills (“I have doubts about the effectiveness of including students with disabilities because they often lack the social skills necessary for success.”) The third significant survey item was also reverse coded with the label of RevAcademicSkills_as ($p = 0.78$) (Item 9. “I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success.”)

Furthermore, as more components were identified, the association between variables became more convoluted as seen in Figure 5. This model can be explained by examining the factor loadings of the original scale (Appendix E). The covariance pathways leading to a better model fit all matched the double loadings on the original instrument. Unfortunately, the three-factor structure from the EFA only yielded items that load on a single latent variable instead of multiple factors. Therefore, it was ultimately

concluded that the CFA rejected the model from the EFA. The EFA model, which was established by using pre-service teacher data, was not a good fit for the experienced teacher survey data.

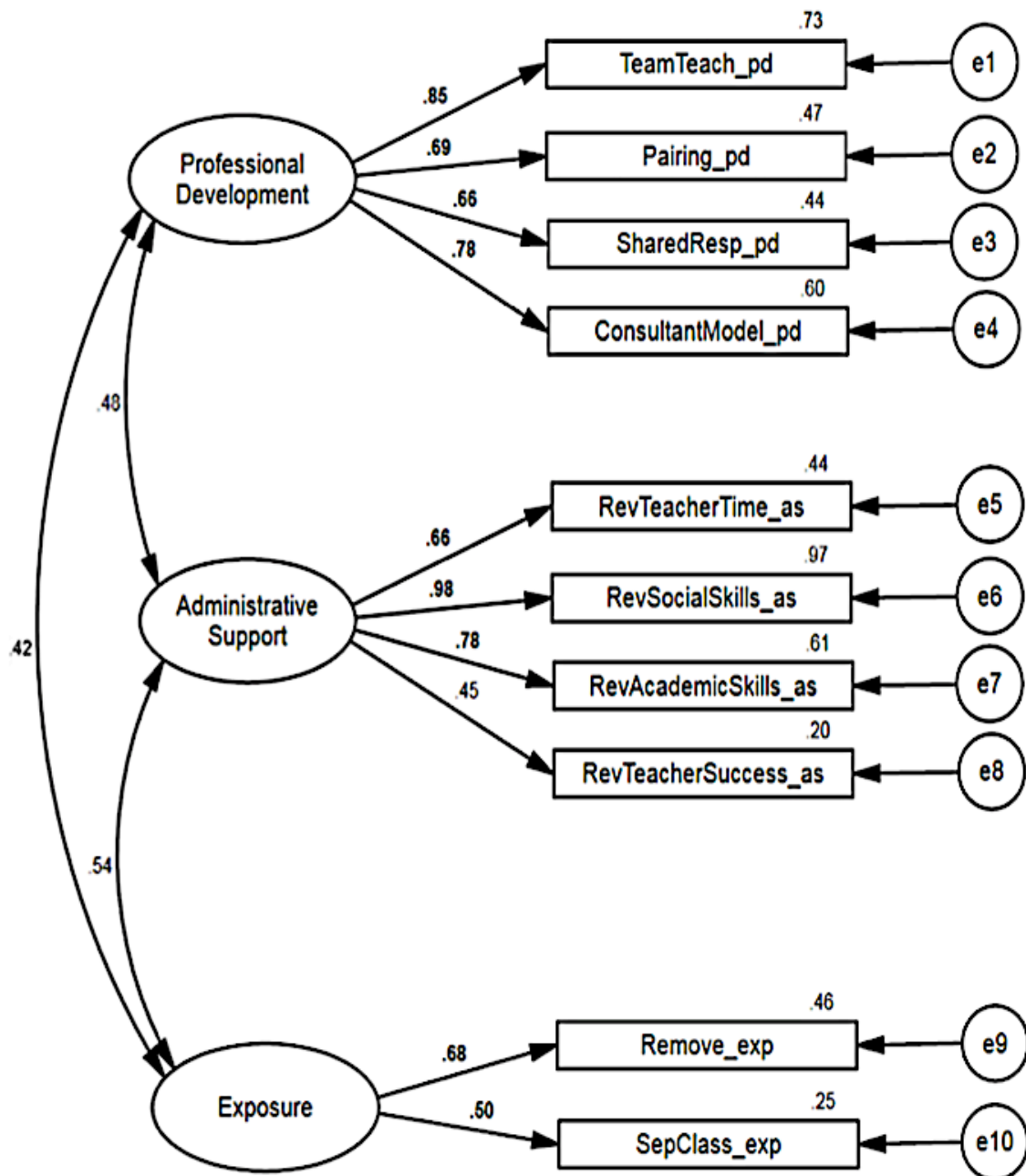


Figure 1. Intended CFA model. Correlations between three factors and intended items.

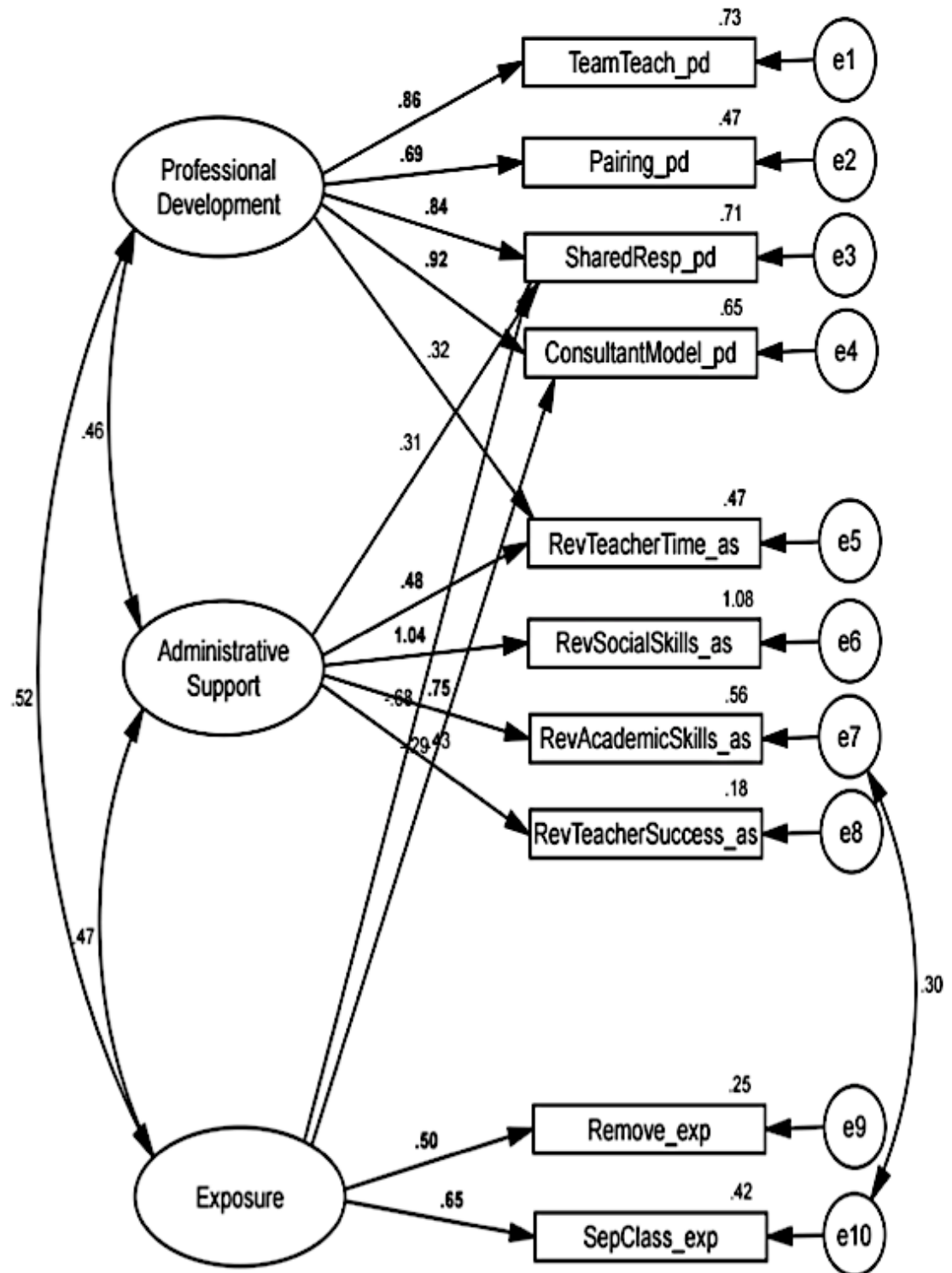


Figure 2. CFA model with added pathways. Correlations between three factors and intended item with additional pathways.

Table 6

CFA item analyses

Model	χ^2	df	CFI	RMSEA
One-factor	77.12	32	0.873	0.127
One-factor, cov e_5 - ProfDev	67.86	31	0.896	0.117
One-factor, cov e_5 - ProfDev, e_3 - AS	53.66	29	0.931	0.099
One-factor, cov e_5 - ProfDev, e_3 - AS, e_4 - Exp	48.54	28	0.942	0.092
One-factor, cov e_5 - ProfDev, e_3 - AS, e_4 - Exp, e_7 - e_{10}	41.80	27	0.958	0.079

Table 4

Correlation Values

	Exp4	Exp5	AS1	AS2	AS3	AS4	PD1	PD2	PD3	PD4
Exp4	1.000									
Exp5	.337	1.000								
AS1	.027	.030	1.000							
AS2	.360	.273	.389	1.000						
AS3	.271	.356	.448	.772	1.000					
AS4	.170	.278	.244	.463	.651	1.000				
PD1	.118	.195	.188	.370	.355	.486	1.000			
PD2	-.145	.125	.166	.271	.393	.446	.628	1.000		
PD3	.199	.260	.106	.322	.386	.411	.418	.434	1.000	
PD4	.244	.285	.061	.248	.349	.364	.670	.502	.651	1.000

Legend listed on next page.

Table 5
Legend to Correlation Values

Label	Survey Number	Item
Exp4	3	“Most separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.”
Exp5	2	“It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.”
AS1	10	“General education teachers often do not succeed with students with mild to moderate disabilities.”
AS2	9	“I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success.”
AS3	8	“I have doubts about the effectiveness of including students with disabilities because they often lack the social skills necessary for success.”
AS4	7	“Students with mild to moderate disabilities should not be taught in the regular classes with non-disabled peers because they will require too much of the teacher’s time.”
PD1	14	“I would welcome the opportunity to participate in a consultant teacher model (i.e. regular collaborative meetings between special and general education teachers to share ideas, methods, and material(s) to address the needs of students with mild/moderate disabilities in regular classrooms.”
PD2	13	“The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.”
PD3	12	“All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom.”
PD4	11	“I would welcome to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms.”

Descriptive statistics from MANOVA. The pre-service and experienced teachers' attitudes toward inclusion were both in the positive range. However, pre-service teachers had a higher positive attitude. The mean (μ) equaled 3.89 for pre-service teachers and 3.49 for experienced teachers on the revised TATIS' fourteen Likert-scaled items, ranging from one for strongly disagree to five marked strongly agree in Table 6.

One-way MANOVA. *MANOVA results.* There was a statistically significant difference in teachers' attitudes toward inclusion depending which group the teacher participant belonged, pre-service or experienced, $F(3, 136, p < 0.0005; \text{Wilk's } \Lambda = 7.67, \text{partial } \eta^2 = 0.145$ in Table 10. There was a significant effect on all three factors: professional development (ProfDevFactorAvg) ($F(1, 138, p = 0.021; \text{partial } \eta^2 = 0.04)$), administrative support (AdminSupportAvg) ($F(1, 138, p < 0.005; \text{partial } \eta^2 = 0.13)$) and exposure (ExposureAvg) ($F(1, 138, p = 0.001; \text{partial } \eta^2 = 0.08)$) in Table 11.

Two-way MANOVA. A multivariate analysis of variance was conducted to analyze the second hypothesis testing whether or not there was a significant difference between pre-service teachers' attitudes and experienced teachers' attitudes toward inclusion. Based on the literature review, the primary investigator hypothesized that experienced teachers would have attitudes that were in the negative range with a value less than 3.00. Even though the results were in the positive range, the results were still significant. All but one item had a correlation value above 0.05. There were two items that had two values above 0.50, but this makes sense because both of those items loaded on the same factor, professional development. There was interaction between pre-service versus experienced teacher and gender. However, the interaction between teacher group

and gender was not statistically significant $F(3, 134) = 0.78, p = 0.509$; Wilk's $\Lambda = 0.983$ in Table 12.

Table 9

Descriptive Statistics for Three Factors and Overall Scores

	Group	Mean	Std. Deviation	N
Professional Development	Pre-Service	4.18	.64	61
	Experienced	3.89	.78	79
	Total	4.02	.74	140
Administrative Support	Pre-Service	4.09	.50	61
	Experienced	3.54	.82	79
	Total	3.78	.75	140
Exposure to Students with Disabilities	Pre-Service	3.59	.53	61
	Experienced	3.18	.78	79
	Total	3.36	.71	140
Overall Score	Pre-Service	3.89	0.40	61
	Experienced	3.49	0.63	79
	Total	3.66	0.58	140

Table 6

<i>Multivariate Tests</i>									
Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c	
Intercept	Pillai's Trace	.979	2128.772 ^b	3	136.000	.000	.979	6386.317	1.000
	Wilks' Lambda	.021	2128.772 ^b	3	136.000	.000	.979	6386.317	1.000
	Hotelling's Trace	46.958	2128.772 ^b	3	136.000	.000	.979	6386.317	1.000
	Roy's Largest Root	46.958	2128.772 ^b	3	136.000	.000	.979	6386.317	1.000
GroupPreExp Teacher	Pillai's Trace	.145	7.665 ^b	3	136.000	.000	.145	22.996	.986
	Wilks' Lambda	.855	7.665 ^b	3	136.000	.000	.145	22.996	.986
	Hotelling's Trace	.169	7.665 ^b	3	136.000	.000	.145	22.996	.986
	Roy's Largest Root	.169	7.665 ^b	3	136.000	.000	.145	22.996	.986

a. Design: Intercept + GroupPreExpTeacher

b. Exact statistic

c. Computed using alpha = .05

Table 7

Tests of between-subjects effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^d
Corrected Model	ProfDevFactorAvg	2.854 ^a	1	2.854	5.443	.021	.038	5.443	.639
	AdminSupportAvg	10.340 ^b	1	10.340	21.141	.000	.133	21.141	.995
	ExposureAvg	5.750 ^c	1	5.750	12.280	.001	.082	12.280	.936
Intercept	ProfDevFactorAvg	2243.211	1	2243.211	4278.579	.000	.969	4278.579	1.000
	AdminSupportAvg	2000.780	1	2000.780	4090.681	.000	.967	4090.681	1.000
	ExposureAvg	1574.828	1	1574.828	3363.477	.000	.961	3363.477	1.000
GroupPreExpTeacher	ProfDevFactorAvg	2.854	1	2.854	5.443	.021	.038	5.443	.639
	AdminSupportAvg	10.340	1	10.340	21.141	.000	.133	21.141	.995
	ExposureAvg	5.750	1	5.750	12.280	.001	.082	12.280	.936
Error	ProfDevFactorAvg	72.352	138	.524					
	AdminSupportAvg	67.497	138	.489					
	ExposureAvg	64.614	138	.468					
Total	ProfDevFactorAvg	2335.250	140						
	AdminSupportAvg	2074.813	140						
	ExposureAvg	1646.878	140						
Corrected Total	ProfDevFactorAvg	75.205	139						
	AdminSupportAvg	77.837	139						
	ExposureAvg	70.363	139						

a. R Squared = .038 (Adjusted R Squared = .031)

b. R Squared = .133 (Adjusted R Squared = .127)

c. R Squared = .082 (Adjusted R Squared = .075)

d. Computed using alpha = .05

Table 8

Two-way multivariate tests between teacher group and gender

Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	.924	543.757 ^b	3.000	134.000	.000
	Pillai's Trace				
	Wilks' Lambda	543.757 ^b	3.000	134.000	.000
	Hotelling's Trace	543.757 ^b	3.000	134.000	.000
	Roy's Largest Root	543.757 ^b	3.000	134.000	.000
GroupPreExpTeacher					
	Pillai's Trace	4.105 ^b	3.000	134.000	.008
	Wilks' Lambda	4.105 ^b	3.000	134.000	.008
	Hotelling's Trace	4.105 ^b	3.000	134.000	.008
	Roy's Largest Root	4.105 ^b	3.000	134.000	.008
Gender					
	Pillai's Trace	.903 ^b	3.000	134.000	.442
	Wilks' Lambda	.903 ^b	3.000	134.000	.442
	Hotelling's Trace	.903 ^b	3.000	134.000	.442
	Roy's Largest Root	.903 ^b	3.000	134.000	.442
GroupPreExpTeacher * Gender					
	Pillai's Trace	.776 ^b	3.000	134.000	.509
	Wilks' Lambda	.776 ^b	3.000	134.000	.509
	Hotelling's Trace	.776 ^b	3.000	134.000	.509
	Roy's Largest Root	.776 ^b	3.000	134.000	.509

a. Design: Intercept + GroupPreExpTeacher + Gender + GroupPreExpTeacher * Gender

b. Exact statistic

Qualitative Data

The qualitative components sought to uncover deeper issues that may not have been identified in the quantitative component. The qualitative component employed open-ended survey questions, individual, and small-group interviews. The open-ended items were administered to all experienced teachers at the end of the online survey while the interviews were conducted with only four of them, two random experienced teachers with positive attitudes and two with negative (Fetterman, 2010). The analyses of the data from these two qualitative methods served to answer the third research question.

As the researcher, I asked clarifying questions and kept the participants on track during the interviews. I remained as objective as possible assuring pre-service teachers that there was no right or wrong answer. I was cognizant of my body language and facial expressions, and I assured participants that I was simply seeking their thoughts, beliefs, and opinions. These actions increased the reliability of the results.

Pre-service teacher interview data. The six pre-service teacher interviews were transcribed. The dialog from the one-on-one interview with the first pre-service teacher participant (PP1) and the small group interview with pre-service teacher participants two through six (PP2-PP6) was combined. The interview data is in Appendix F.

Intrinsically motivated to become teachers. Interview data revealed that all participants became teachers due to an innate passion for teaching or working with children. Participants' responses illustrative of their motivations for selection of the teaching career included statements such as "I liked helping students," "Teaching was just natural," "I fell in love with it," "I loved it," "This really is something I want to do," and "It just comes so naturally for me to work with kids." It was also apparent through

analysis of the data that pre-service teachers did not have a deep or clear understanding of inclusion. This conclusion was developed as participants were asked how she/he defines inclusions, and responses ranged from, “Inclusion is like for special education,” “So when I think of the word inclusion, I think of the word include,” “[Inclusion] seems more like how we can adapt to their learning,” and “I see inclusion as teamwork...to help their entire community...” Some of their responses contradicted their previously stated understanding when asked how to define inclusion. When asked about their experience with special education students, one participant reported that she had no exposure to students with special needs. When asked by the researcher, “Even ADHD students?” the participant responded, “Special education? No. A couple of ADHD? Yes.” Since ADHD students are part of the special education umbrella, this participant, like her colleagues, did not clearly understand what inclusion entails. When asked directly how thorough they felt their understanding of inclusion is, participants gave answers such as, “...[my understanding] might be a little wrong...,” “I don’t feel thorough at all...,” “Same,” from two respondents, “That’s a general consensus,” and “Ditto [to not thorough at all.]” None of the participants knew about their district’s perception of inclusion when asked giving answers such as, “I don’t even know,” “I don’t know,” “Yeah,” “Me either,” “Yeah,” and “Yes.”

Exposure. A critical event occurred when participants were exposed to children with special needs for the first time during their student teaching experience (Fetterman, 2010). They revealed that they had no previous exposure to students with special needs until student teaching, which occurs during their fourth and fifth years in college. Inclusion seemed to be a new idea to most of the participants. Upon examination of the

history of inclusion, participants reported not growing up with inclusion practices in place. They reported not knowing children with special needs when they were children. In fact, they did not even know that children with special needs existed. One pre-service teacher participant reported that she knew a person in a wheelchair, who had no other impairment, when they were growing up. However, the child attended a special school because he looked different than other children. Their answers about segregation supported what research described as part of the history of inclusion. When asked how she/he learned about inclusion, participants responses included, "In my college classrooms...no [before,]" "I learned...from the textbook," "I was going to say the same," "The most I've learned about is about a textbook," "...in textbooks," "...like a little in high school...but mostly from the textbook." Students reported that they had taken one online special education course during their academic endeavors at a public university. They conveyed that the course was textbook based and did not prepare them for the classroom, "I don't think we get enough training to work with special needs kids, but I also don't think we take enough classes to work with special needs kids. We had one class, and it was online, and that was it for our training for special needs kids...I learn much better with those hands on experience," "There is no amount of bookwork to prepare us to work with these kids because what works with one child is not going to work with another one," and "...I definitely don't think I learned...from my class. I think I learned...from working with my students in the classroom. That's what works best." Additional responses included, "I learned the definition [of inclusion] from a textbook. It's still really textbook for me still," "It's really textbook for me too. I don't feel I understand it as much as I should. We haven't had any formal observations or anything

like that in school,” “...the most I’ve learned is about a textbook. I haven’t learned a positive way to interact with special needs students in the classroom, “I’ve learned about inclusion in textbooks,” and “...mostly from the textbook.”

Included versus excluded students. There were some discrepancies among responses about which students should and should not be included in the regular education classrooms. Students responses included, “I think maybe just a little bit at a time,” “I believe all students should be included. However, if the kids are welcoming and want to be included because some students are not comfortable being included, so the environment has to be very safe, and I mean make them feel welcome and like not being bullied. If not, I think they should you remove a child for their own safety,” “I think students should be included but only depending on how the teacher feels like if he or she is capable of doing it because it is a huge responsibility. You might want to make people feel comfortable, but the teacher should also feel like making them feel comfortable. You can handle the student, but it really depends on the teacher, research, and what she wants to put in to help a child. I think that factors in as well,” “The teachers shouldn't affect students’ learning because it's their life here. They should not get that education they deserve just because of the teacher,” and “...when you have a student who is keeping other students from learning, I don't think that student should be included. I don’t think any one teacher should be left to handle that major behavioral issue, that everyone knows about, by themselves.” An older respondent stated that students should not be included based on physical or cognitive ability but rather on how disruptive the student’s behavior is to other students. This participant remarked, “So when you have a student who is keeping other students from learning, I don't think that student should be included.”

The unanticipated issue of bullying arose while discussing this topic of which students should and should not be included. One of the participants stated that students who were bullied should be removed from the general education classroom. Her statement included, "I believe all students should be included. However, if the kids are welcoming and want to be included because some students are not comfortable being included, so the environment has to be very safe, and I mean make them feel welcome and like not being bullied. If not, I think they should you remove a child for their own safety." One of other pre-service teacher respondents disagreed during the small group interview that students who are bullied should be removed from the general education classroom, "I don't think that the students have to leave because he was being bullied."

Covert labeling. Regarding inclusion today, respondents claimed that children with special needs now are currently not labeled as having a disability. However upon further analysis of their responses, the teachers utilized labeling of children with special needs amongst themselves, administrators, counselors, and etc. Additionally, they reported that other students knew who did and did not have special needs. Thus, even though a particular "label" was not used such as retarded, an underlying form of labeling occurred.

Locus of control and pre-service teacher training. Most participants did not report an intrinsic obligation to investigate or further understand how to meet the needs of children in special education. They blamed their lack of understanding on the university's education program claiming that they were never required to attend a special education classroom or were provided with any opportunities to work with children with special

needs. None of the participants stated that they felt obligated to seek out their own opportunities or study special education on their own.

Even though participants blamed their lack of training for not being ready to include all students, when asked what advice they would give to a new hire at their school regarding inclusion, they reported answers indicating that the success of inclusion was beyond their control. One participant advised, “Hopefully you are one of the teachers that the student doesn’t fly off the handle with.” Another one claimed, “It [inclusion] has to be a chemistry thing.” None of the participants advised things such as visit a special education class, volunteer at Special Olympics, read additional texts to familiarize yourself with students with special needs, seek specialists who have experience, and etc.

Open-ended survey items for experienced teachers. Open-ended survey items were added at the end of the experienced teachers’ online survey. The reason for adding it at the end was so that participants would be more likely to complete the Likert scale fourteen responses if they were not overwhelmed by the work asked of them or ran out of time to finish, and since more replies were needed to run statistical analysis on the quantitative data, this procedure made sense. The open-ended items allowed participants to give narratives addressing the known components and leaving an opportunity to add any additional potential factors. The five questions added included:

1. What could school administrators do to better support inclusion practices at your school?
2. What changes in professional development and training at the university level would you make to better prepare you for inclusion in your current job?

3. Describe the most successful stories based on your past experience with inclusion.
4. Describe problem situations you have encountered in your past experience with inclusion.
5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

Using audio recording and a computer, the raw data was transcribed for the interview data (Appendix G). For the short answer responses, responses were copied and pasted directly from the exported Survey Monkey document. For both, the data were analyzed using the same method. Inter-rater reliability was implemented by having two other people check for accuracy of transcription.

The qualitative data responses were analyzed using ethnographic research practices (Fetterman, 2010). Emerging themes, patterns, thinking, and categories were identified and grouped. This underlying information shed light on the fact that more professional development and additional courses at the college level need to be offered to positively impact teachers' attitudes toward the inclusion of students with disabilities in the general education classroom.

An integrative approach between totally inductive coding using de novo line by line coding and the start list approach, which derives codes from already developed initial codes based on previous experience from the researcher, prior knowledge, and/or review of the literature. Because this method is somewhat deductive, objectivity is limited as opposed to the grounded de novo method. An integrative approach means that all of the data was read before doing any coding. Initial codes with properties were derived.

Objectivity was increased by having two people discuss the data, codes, and the code properties were revised the codes during the coding process. Then, the final coding structure was applied. Codes were reviewed to ensure that as little as possible was inferred from the data by the researcher.

Overall codes were clustered and developed in “chunks” based on the de novo coding. One word and short phrase coding was employed to codify or categorize the data and to acquire a “code structure”. Constant comparisons were used between the codes or themes developed and the raw data. Themes were expanded, added, and changed as needed to fit the data. Ultimately, there were ten coding categories or themes that were found in the short-answer responses.

Increased administrative and in-class teacher support (special education co-teachers, aides or paras). Experienced teachers believed that increasing their support would improve the implementation of inclusion. They also believed that lack of support decreased the success of inclusion. Responses for this theme included statements such as, “Our school has paras and that person stays with them in our classrooms and transitions with them. It works really well, and it helps out the general teacher who has 27 other students in their class,” “Build in more opportunities for co-teaching in to the schedule,” “If there is a full time special education teacher and a full time regular education teacher in the classroom, then inclusion could work,” “Allow help with extra teachers in the room,” “I think pairing a regular education teacher with a special education teacher would help both feel more comfortable about inclusion of special education students,” and “Administrators need to have a better understanding of special education and the needs of the special education students.”

Increased collaboration and planning time. Teachers believed that inclusion was facilitated through collaboration time. Teachers also felt that increasing planning time help them to make necessary lesson plans that could be altered to include all students. Responses supporting this theme were, “Provide release time for team, collaboration, and planning meetings,” “Provide necessary professional development and time in the schedule for teachers to plan,” “I think that allowing teachers more time to collaborate on strategies to work with these students in the regular classroom would be a big benefit,” “Provide more opportunities to collaborate with special education teachers,” and “More collaboration time between special education and general.”

Teacher relationships. Teachers reported that relationships with those whom they interact were important. These relationships include those with other teachers, students, and policymakers. The stress or ease of these relationships have a stated effect on inclusion. Statements which supported this theme included, “Some working relationships are very strained, and students pick up on it very quickly,” “I would appreciate open lines of communication to be able to solicit help from those more knowledgeable about mild/moderate disabilities,” “The population that I teach is usually only afforded a small amount of inclusion time due to their functional level and needs, but my most successful students have been with teachers with which I have had great communication and support and who have an open mind. Most recently was a first grade student with autism,” “The population that I teach is usually only afforded a small amount of inclusion time due to their functional level and needs, but my most successful students have been with teachers with which I have had great communication and support and who have an open mind,”

and “I encountered a problem with a team teacher who was highly uncomfortable with taking the lead.”

Student placement. Teachers indicated strongly that student placement affected the success of inclusion. Student placement was codified to include the ratio of students with special needs per paraprofessional in the classroom, the number of students with disabilities per class, and class size. Answers noting the importance of student placement were, “I see all to often they put multiple inclusion students into a classroom and still expect the teachers and an aide to help them all while still teaching to the general students. They can reduce the number of inclusion students per group,” “Moderate to severe work better with higher achieving students,” “Smaller class sizes, avoid having to be lock step as a grade level or department, don't just say we approve and encourage differentiated instruction but give teachers the freedom to do it,” “Smaller class sizes so more time to assist those in need,” and “Class sizes are too large to give students, disabled or not, the attention they deserve.”

Modifications and accommodations for students with disabilities. Several respondents mentioned the significance of modifying assignments and accommodating students with disabilities in the general education classroom. Many teachers reported a lack of resources for accommodations and a lack of appropriate evaluations for students with disabilities. For this stance, participants noted, “His general education teacher and I took the time to modify assignments and projects to allow him to participate with his classmates,” “I type or write out all of his assignments, other wise the teacher would not be able to read them,” “The kids are not separated but it is modified throughout,” “The special education teacher was able to assist the general education teacher with appropriate

accommodations for several students besides the special education students,” and “I am also having an amazing success this year with my first totally blind student. It takes a lot of planning for many things, due to the need for Braille transcription of materials, but we are also finding success with heat-activated capsule paper, Microsoft word files on a Braille note taker, and Wikki Stix.”

Flexibility. Teachers conveyed that for inclusion to be successful, all professionals involved with a student need to remain open and willing to effectively reach each child. A strategy that worked with one child with a particular disability may not work for another student with that same disability. Teachers indicated this theme through the following responses, “Open to new procedures and willing to try new accommodations for each student,” “Administrators could be more flexible and recognize that one model does not fit all situations,” “There needs to be flexibility in meeting student needs,” “I think that dependent on the population/ specific child that inclusion could be very beneficial for students with special needs as long as all parties are willing to put in the time and energy to meet the students' needs,” and “Having some flexibility in the model of inclusion seems to be the best strategy for ensuring success for all students.”

Behavior. Several teachers reported that behavior problems disrupting the rest of the class hinder the optimal implementation of inclusion. Participants noted that some students with disabilities became too distracted when in the general education setting. Responses incorporated, “It would help if discipline problem students would not be in the inclusion classes,” “Students with moderate disabilities can still have a wide range of behaviors,” “In low income school districts with many behavior students in one class

inclusion can be challenging,” “I like to take charge of the student’s growth and have the aide for backup, assistance with the class if I have a behavior issue. Just depends on the child's needs,” and “Usually issues that I have encountered are due to students that have sensory issues or behavior issues and the time out in the inclusion environment just becomes too overwhelming and the adults are either inexperienced or unwilling to deal with issues that arise.”

Professional development and university training. Experienced teachers stated that it would be helpful to have professional development courses about successful inclusion. Teachers also reported that additional university special education courses would have been helpful in preparing them to meet the needs of a diverse group of students. This theme was signified by answers such as, “Provide professional development and opportunities for co-teaching,” “Provide training to help both teachers be successful team teachers; allow teachers to visit sites where this method has been successful,” “Provide professional development to train regular education teachers in co-teaching rather than just placing special needs students in the classroom and providing 15 minutes of support daily in the classroom,” “More professional development opportunities for both teachers,” and “Require general education teachers who have a pattern of non-success with inclusion to take additional coursework or do additional PROFESSIONAL DEVELOPMENT to bring their teaching into line with the mandated inclusion requirements!!!”

Increased exposure. Teachers noted that observing successful inclusion would be helpful. Teachers also marked that increasing the required time to student teach as well as rotating classroom assignments would have been beneficial. Interest was also shown in

increasing the exposure to successful inclusion models and effectively working with students with special needs. Responses included, “Having some time during my observations and student teaching to observe inclusion and general education settings,” “Working with students with special needs,” “Internships in a special education classroom,” “Exposure to school settings that do inclusion well and where demonstrated techniques can be viewed,” and “Future educators need to have more training in understanding all categories of special education.”

Peer support. Teachers documented the significance of student-student relationships. When students with disabilities were accepted by their non-disabled peers, the effectiveness of inclusion increased. This theme was marked by statements such as, “I was able to get one student accepted by her peers in class and students could help her and she felt comfortable asking for help when I wasn't available,” “By the end of the year, he had gone from having a one on one aid to transitioning to the general education classroom independently and just having a peer buddy within the room as well as transitioning to P.E., fine Arts, and specials with his class and back to our classroom,” “I loved having peer models in the room for the students who needed them. I saw my special needs kids grow socially in a huge way,” “I have always appreciated the understanding, compassion and acceptance that the regular students learn from tutoring or working with students that have learning differences,” and “They are generally very willing to help the SPECIAL EDUCATION kids, and the special education kids aren't alienated, and don't stick out as easily.”

Experienced teacher interview data. The experienced teachers were also individually interviewed. The first two participants were randomly selected from the

teachers who had overall low scores below 3.0 on the five-point Likert scale survey, which indicated a more negative attitude. The second two experienced teacher respondents were randomly selected from the teachers who scored high above 3.0. An overall score above 3.0 signified a more positive than negative attitude toward including students with disabilities in the general education classroom. The raw data was transcribed in Appendix H.

Most teachers were very familiar with inclusion having experience on a daily basis in their classrooms. This phenomenon differed from pre-service teachers, who reported their experiences with students with disabilities were few to none. Their exposure to students with disabilities came from professional experience and less from personal contact. Two underlying themes were found to influence teachers' attitudes toward inclusion.

Behavior. The first theme was disruptiveness of behavior. If the teacher felt like the behavior of the student with the disability would hinder the learning of other students, then they were more reluctant to welcome that child being included. Participants stated things like, "It really depends too on the, you know, behavior issues," "...the students that have behavioral issues...of course, I think it should be on an individual basis. Some of them can handle a classroom full of twenty to 25 other kids and some of them just can't, and as long as it's not disruptive to the other students in the classroom as a whole, I think they should be in a regular classroom," and "...it's more of a behavior issue. They have more behavior issues sometimes with those kids."

Locus of control of the teacher. The second theme that was found was the locus of control of the teacher. If the teacher felt as if there was something they could do to

help the child, then the teacher was more likely to have a positive attitude toward inclusion. One participant spoke of this theme exactly, "It really depends...if that teacher is not willing to take the time to build that relationship with that student, they're automatically going to discount that student because they don't want to deal with it." Another teacher with a positive attitude also touched upon this theme, "...students need to be in our classrooms as much as possible, and we need to give everything we can to help them be successful. Teachers that had a negative attitude toward inclusion, with a mean score below 3.00 on the survey, stated things such as, "In some cases it works great... you know it depends on the kid. Does the kid--does the kid want to succeed or are they--do they feel that they are so behind and so dumb that they can't do anything and--and fail. And they give up. But take it student-by-student basis. You are going to have successes, and you're going to have ones that fail. That just, that's just the way it is. Again, it depends--it depends on the kid. There are some kids that--uh...there are some kids that--that--that want to succeed, and there are some kids that--that use their [individualized education plan] (IEP) as a crutch," "I can't force little Sally to do her work. I can't force her to do her work. I can't force her to do everything she is supposed to do. She has to or he has to, at some point in time, be accountable to themselves, which is one of our tasks--tasks to actually get done. Are you going to do this? And that goes back to the parents. Are they helping their child succeed? Because if they're not, then I mean--I can't--I can't be at that house to make sure they're doing their work. I can't make sure that they're not up until four in the morning playing Call of Duty. I can't make sure that--that they're--they're--doing what they're supposed--all I can do is just give them the opportunity to try to succeed, and then they have to--they have to--I have to also want to

do it,” “I mean you can't really can't really make any kid do their work,” and “[Inclusion failing due to] some students [using] their IEPs as a crutch is the way it is. There's nothing you can do about it.”

Teachers with positive attitudes with mean survey scores above 3.00 said things such as, “I think it's successful...I think that the students who have been diagnosed with mild to moderate disabilities--you know--to see that they can be successful, and they are not ostracized, and they see success just like the other students do. And if they have the right people working with them then they can soar, and they can shine just like anybody else. I think from that perspective, it's very successful,” “Inclusion is where you include--you know--those kids that need that extra help in the regular classroom,” and “Luckily,...they understood some kids are--they need a little help. Uh... but they are, they are able to grow ...they were able to develop those social skills a little bit more. So I mean it's--if done correctly, it can be done correctly. I mean--it can be good.” One participant summed up this theme in one statement, “Every student has different interests. When you find out the interests, and take--and make that connection--connection with that interest--you can help them grow faster and further than they would do just by forcing things upon them.” Thus, this theme is stating that teachers who viewed themselves as responsible for the success with inclusion had more positive attitudes. This could be due to feeling some sense of control, which gives them hope that there is something they can do to help that child to succeed. Their counterparts, who had more negative attitudes, thought the responsibility lied outside of themselves. This may be explained by feelings of hopelessness and powerlessness over helping a child with special needs to succeed.

Table 13

Frequencies of emerging themes

Theme	Question					Total
	1	2	3	4	5	
1	23	1	17	11	12	64
2	14	0	5	6	5	30
3	2	0	6	2	8	18
4	8	0	2	15	15	40
5	0	0	13	11	5	29
6	6	0	0	5	6	17
7	2	0	2	22	8	34
8	11	35	0	0	7	53
9	0	14	0	0	0	14
10	0	1	9	4	3	17
Total Number of Theme Occurrences	66	51	54	76	69	316
Number of Responses	55	50	46	54	40	245

Theme legend in Table 14.

Table 14

Theme Legend

Theme	Codes and Properties
<hr/>	
1	Increased teacher support (special education co-teacher, aides, or administrative support)
2	Increased collaboration/planning time
3	Teacher -teacher relationships/ teacher -student relationships/teacher-policy maker relationships
4	Student-placement/ratio per para/per class, reduce number of special education students per class, reduce class size/per para support staff
5	Modifications/accommodations for students/resources for accommodations/appropriate student evaluations
6	Flexibility
7	Behavior problems/distractions
8	Professional development on successful inclusion/university special education courses
9	Observe successful inclusion/student teaching/classroom exposure
10	Peer support/student-student relationships

Chapter V

Discussion

Hypotheses

In revisiting the original hypotheses, results from the present study confirmed the factor structure originally projected. Experienced teachers had significantly different attitudes toward inclusion than pre-service teachers. The themes of the disruptiveness of behavior and locus of control for helping students with disabilities to succeed emerged as a result of the qualitative portion of this study.

Potential Bias

With the revisions to the original TATIS survey, data supported that the validity and reliability were improved. While these are notable gains in research, the current proposal did have limitations. One of these limitations included convenience sampling. Another included a relatively small sample size.

Threats to validity. *Sample.* The pre-service teacher sample for the revised TATIS EFA consisted of 70 respondents with a gender composition of 89% female and 11% male. In terms of educational status, 44% of respondents held a high school diploma, 37% held an associate degree, 16% held a bachelor degree or higher. With regard to teaching background, 84% reported having zero to three years of teaching experience, while 7% reported four years or more of teaching experience. Considering ethnicity, 24% of the sample reported White, 18% Black, 31% Hispanic, 21% Asian, 3% American Indian, and 3% other. With respect to age, 86% of participants reported being in their twenties, 3% in their thirties, 4% in their forties, 1% in their fifties, and 3% above

60. Because this sample was one of convenience, and limited in demographic representation of the population, the validity of the survey results may have been limited.

The sample for the CFA consisted of 100 respondents, but after excluding cases that were missing data, 77 were left. Since the scale had 14 items, the minimum of above ten participants per parameter would have been optimal. Since this study had between five and ten per estimated parameter, the statistical power may have been compromised. However, because the study did have at least five for the CFA, the statistical stability of the model was acceptable (Kline, 2004).

Additionally, a larger group of participants would be more representative of the target population of all pre-service teachers. While this data gave much needed insight into the perceptions and barriers of successful inclusion, validity of the current study would be even greater as the number of participants was raised and the diversity increased.

Measure biases. *Instrument validity.* The TATIS was subjected to a principal components analysis to assess its construct validity. This procedure revealed three factors that accounted for 54% of the variance. Communalities for the 14 items when rotated using max rotation with Kaiser Normalization ranged from 0.44 to 0.77 with a mean component loading of 0.61. The items for two of the three constructs were found to load on the expected factors. These results confirm that the TATIS is aligned with at least two of the factors identified from the literature and was designed to measure.

Instrument reliability. The reliability of the TATIS was established through the Cronbach's alpha correlation procedure. The results revealed that along with two strong factor loadings indicating good content validity, the reliability of the survey was

determined and found to have an overall correlation coefficient of 0.775. The alphas for the two factors were also computed and found to be sufficient. Cronbach's alpha for the first factor, items eleven through fourteen, was 0.786 and 0.700 for the second factor, items seven through ten. Cronbach's alpha for the third component was 0.632. The third component was supposed to be comprised of items one through six. In this sample, the third component consisted of items two and three. Overall, the reliability coefficients indicated that the TATIS was a reliable instrument for measuring teacher attitudes toward inclusion of students with mild to moderate disabilities on two of the three intended components (Crocker & Algina, 2008). Not only was the Cronbach's alpha for the third factor low, the third factor had two items, which was not sufficient to be its own standalone scale. Cronbach's alpha was not calculated for the fourth construct because it had only one item.

Limitations. Problematic Items. Based on these data, items that appeared to be problematic for respondents included item one and item seven. Item seven states, "Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time." This item may not have been adequate for pre-service teachers because it required more teaching experience to appropriately answer this item. This item did not yield strong component scores for any of the components. These were insufficient data to retain this item on an upcoming scale.

Item 1 did not score high, meaning above .500, on any of the components. The threshold value for a high component score was .500 because the determinant score was low at .012, and the KMO score was low at .742. Item 1 read, "All students with mild to

moderate disabilities should be educated in regular classrooms with non-disabled peers to the fullest extent possible.” This may have not been a good item because the sample size was too small. It had a component score of .494 for the first component. This component score may have likely increased as the amount of data increased, and the results became closer to the target population.

Weaknesses of study. *Constructs.* The two final constructs included professional development ($\alpha = 0.786$) and administrative support ($\alpha = 0.700$). Professional development was defined as beliefs about the efficacy of inclusion. Administrative support regarded the participants’ beliefs about professional roles and responsibilities. The third factor ($\alpha = 0.632$) was referred to as exposure. Exposure intended to measure teacher attitudes toward students with disabilities in inclusive settings. This third factor of exposure was not significant ($\alpha = 0.632$), perhaps because the sample size was too small with 72% of participants reporting no teaching experience. In order to appropriately answer survey items regarding exposure to inclusion, the participants needed to have teaching experience prior to taking the survey.

Future Research

Quantitative. *Factor analytic techniques.* The analysis of component one found a Cronbach’s alpha of 0.786, which was reliable. Reliability was also assessed on the second component and found to be significant with an alpha value of 0.700. Two of the four factors were found to have sufficient reliability and may be considered as separate subscales on a resultant instrument. This instrument would be one, which purports to measure attitudes towards professional development and administrative support. The resultant instrument can be utilized in teacher preparation programs to help determine the

individual's level of positive attitudes toward inclusion and potentially evaluate the effectiveness of teacher education programs with respect to these constructs. However, future research should also be conducted with a larger sample size that is more representative of the overall population. This would likely result in higher levels of the reliability (Crocker & Algina, 2008), and perhaps identify a three factor structure as originally hypothesized.

Item number six was the only item that loaded significantly on the fourth factor. Additionally, item six was not strongly correlated to any other item with a value of 0.5 or greater. Item six read, "Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces the time required to move from one setting to another." On future scales, this item may not be adequate because it could be considered double-barreled (Crocker & Algina, 2008). While respondents may believe that inclusion is a more effective model for educating students with mild to moderate disabilities, they may not agree that inclusion reduces the time required to move from one setting to another. This item may also have low validity because it requires teaching experience to answer adequately and most respondents had less than three years of teaching experience.

MANOVA. Additional two-way MANOVAs comparing other factors such as ethnicity, grade level taught, education level, and specific years of experience could also be insightful. Further analyses looking at how results change as a result of years of teaching experience could be interesting. Another EFA could be conducted on the experienced teachers only from the present study to find a new model fit for the data. A CFA could then be run using a new group of experienced teachers. A CFA with a new

group of only pre-service teachers could be run on the EFA originally found in this study using only pre-service teachers.

Qualitative. *Short-answer research.* Additional experts could code the data separately and discuss the results. This could boost the number of themes found and break down any themes that could have been combined. Additional interviews could be coded de novo, using line-by-line coding with objective codes for each line. Additional interviews could be conducted. A interview with a focus group of experienced teachers with negative attitudes, positive attitudes, and mixed attitudes focus group could also be enlightening as the participants bounce ideas off of each other.

Interviews. The most mentioned perceived barriers to inclusive education according to the interview data included lack of training, lack of exposure, disruptiveness of behavior, and the teachers' loci of control. Training for pre-service teachers in the institutional setting needs to be improved. Therefore, future research investigating the most appropriate content and context for pre-service training is needed. Research addressing strategies that result in pre-service teachers having greater readiness to serve students with special needs would also be beneficial. These strategies may include additional courses, coursework, exposure, professional development, training, and seminars.

Conclusion

Educational leaders agree that inclusion is not a single law passed one time. It is nothing that immediately happens because of a policy adoption or a legislative mandate. Rather, inclusion is a social and political progression that takes time and a change in attitude (Stetson, 1984, Wang & Reynolds, 1997; Wisniewski & Alper, 1994). It requires

that key players, politicians, policymakers, educators, faculty, parents, and the neighborhood community, commit to the mission of including every student, regardless of any form of discrimination, into one educational population. The importance of these key players working together in the inclusion process and sharing the leadership required for such success is crucial for the mission of inclusion to be achieved.

For some teachers, inclusion is a mandatory legal command put forth by IDEA that they are forced to follow. For others, inclusion is a much sought-after shift from segregated education to a unified setting which gives all students equal rights that they inherently deserve (York & Tundidor, 1995). For yet others, inclusion is an empirically supported practice that benefits both children with disabilities and children in general education classrooms in numerous ways. Regardless of how inclusive education derives personal significance to the individual, there are multiple barriers to inclusion, each of which requires acknowledgment and warrants further investigation as schools and parents struggle to provide equitable educational opportunities to all children.

Offers insight into how to address barriers that may hinder the optimal implementation of inclusion.

While the results of this study did not establish the model for assessing pre-service and experienced teachers attitudes toward inclusion, it did shed some light on the fact that inclusion may be a different construct to pre-service teachers who do not understand it and experienced teachers who are involved with inclusion daily. This phenomenon would be something to research further.

Supplementary investigation of potential solutions would be valuable. Potential solutions could include increasing exposure to students with disabilities, providing

opportunities to observe effective inclusion models and successful co-teaching. Requiring one full-year of students teaching, including a rotation in a special education classroom, or requiring added university courses could be possibilities. Professional development, especially ones that give strategies to help students with disabilities, may be beneficial. Experimenting with increased collaboration opportunities, additional planning time, reducing class sizes, increasing in-class support, and facilitating relationships between administrators, general education teachers, and special education teachers could be effective in optimizing the implementation of inclusion. Lastly, employing administrative leaders who have sufficient knowledge, offer adequate support to teachers, and know how to handle students with disabilities may additionally aid in the success of inclusion. Once a solution is in place, attitudes of teachers could be assessed like a pre and post treatment group.

Returning to the introductory analogy of inclusion versus segregation, segregation is ultimately ending, as people no longer see others through a racial lens. Likewise, inclusion will ultimately cease when teachers, administrators, parents, and other students no longer see students with special needs through a labeling lens. All involved in the education process will need to see children for who they truly are and not see them as merely actualizations of their weakness or disability. When students with disabilities are no longer categorized by their disability that will be the beginning to the optimally effective implementation of inclusion and the end of discrimination of children with special needs.

References

- Alper, S. & Ryndak, D. L. (1992). Educating students with severe handicaps in regular classes. *The Elementary School Journal*, 92, 372-387.
- Antonak, R., Larrivee, B. (1995). Psychometric analysis and revision of the opinions relative to mainstreaming scale. *Exceptional Children*, 62, 139-49.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. *Teaching and Teacher Education*, 16, 277-293.
- Bailey, J. (2004). The validation of a scale to measure school principals' attitudes toward the inclusion of students with disabilities in regular schools. *Australian Psychologist*, 39, 76-87.
- Beaumont, C.J. (1999). Dilemmas of peer assistance in bilingual full inclusion classroom. *Elementary School Journal*, 99, 233-255.
- Bollen, K. A. & Long, J. S., (1993). *Testing Structural Equation Models*. Newbury Park, CA: Sage.
- Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design for market research, political polls, and social and health questionnaires*. San Francisco, CA: Jossey-Bass.
- Brandes, J. A. & Crowson, H. M. (2008). Predicting dispositions toward inclusion of students with disabilities: the role of conservative ideology and discomfort with disability. *Social Psychological Education*, 12, 271-289.
- Brenchley, C. (2015, January 12). Opportunity is not optional: Secretary Duncan's vision for America's landmark education law. Retrieved October 26, 2015, from

<http://blog.ed.gov/2015/01/opportunity-is-not-optional-secretary-duncans-vision-for-americas-landmark-education-law/>

- Brinker, R. P. & Thorpe, M. E. (1985). Some empirically derived hypotheses about the influence of state policy on degree of integration of severely handicapped students. *Remedial and Special Education*, 6, 18-26.
- Bulterman-Bos, J., Terwel, J., Verloop, N., & Wardekker, W. (2002). Observation in teaching: toward a practice in objectivity. *Teachers College Record*, 104, 1069-1071. (first year secondary school).
- Cozby, P. C. (2009). *Methods in Behavioral Research* (10th ed.). New York, NY: McGraw-Hill Inc.
- Credé, M. (2010). Random responding as a threat to the validity of effect size estimates in correlational research. *Educational and Psychological Measurement*, 70(4), 596-612.
- Crocker, L., & Algina, J. (2008). Introduction to classical & modern test theory. Mason, OH: Cengage Learning.
- Cross, A. F., Traub, E. K., Hutter-Pishgahi, L. & Shelton, G. (2004). Elements of successful inclusion for children with significant disabilities. *Topics in Early Childhood Special Education*, 24, 169-183.
- Cullen, J. & Noto, L. (2007). The assessment of pre-service general education teachers' attitudes toward the inclusion of students with mild to moderate disabilities. *Journal for the Advancement of Educational Research*, 3, 1, 23-33.
- Cullen, J. P., Gregory, J. L., Noto, L. A. (2010). The teacher attitudes toward inclusion scale (TATIS). *Eastern Educational Research Association*, 1, 1-13.

- Denscombe, M. (2009). Item non-response rates: A comparison of online and paper questionnaires. *International Journal of Social Research Methodology: Theory & Practice*, 12(4), 281-291.
- Diaz, A. B. (2013). How the mainstreaming presumption became the inclusion mandate. *Journal of Legislation* 40(1), 220-249.
- Dodd, D. K. & Markwiese, B. J. (1987). Survey response rate as a function of personalized signature on cover letter. *The Journal of Social Psychology*, 127(1), 97-98.
- Downing, J. E., Eichinger, J. & Williams, L. J. (1997). Inclusive education for students with severe disabilities: Comparative views of principals and educators at different levels of implementation. *Remedial and Special Education*, 18, 133-142.
- Deutskens, E., de Ruyter, K., Wetzels, M., & Oosterveld, P. (2004). Response Rate and Response Quality of Internet-Based Surveys: An Experimental Study. *Marketing Letters*, 15(1), 21-36. doi:10.1023/0000021968.86465.00
- Dyson, L. L. (2005) Kindergarten children's understanding of and attitudes toward people with disabilities. *Topics in Early Childhood Special Education*, 25, 95-105.
- Elementary and secondary education act. Retrieved from <http://www.ed.gov/esea>
- Fetterman, David M. (2010). *Ethnography: Step by step (3rd ed.)*. Thousand Oaks, CA: SAGE Publications Ltd.
- Fisher, M. & Meyer, L. H. (2002). Development and social competence after two years for students in inclusive and self-contained educational programs. *Research and Practice for Persons with Severe Disabilities*, 27, 165-174.

- Fletcher, J. M., Denton C., & Francis, D. J. (2005). Validity of alternative approaches for the identification of learning disabilities: operationalizing unexpected underachievement. *Journal of Learning Disabilities, 38*, 545-552.
- Gergen, K. (1985) The social constructionist movement in modern psychology .*American Psychologist* 40, 266-375.
- Gindis, B. (2003) Remediation Through Education: Sociocultural Theory and Children with Special Needs. In: Kozulin et al. (Eds.) Vygotsky's Educational Theory in Cultural Context.(Cambridge University Press), 200-225.
- Hegarty, S., & Alur, M. (2002). Education and children with special needs: From segregation to inclusion. Thousand Oaks, CA: Sage Publications.
- Hu, L. & Bentler, P. M. (1999). Cutoff criterion for fit index is in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*(1), 1-55. <http://dx.doi.org/10.1080/10705519909540118>
- Kelly, N. & Norwich, B. (2004). Pupils' perceptions of self and labels: Moderate learning difficulties in mainstream and special schools. *British Journal of Educational Psychology, 74*, 411-435.
- Idol, L. (2006). Toward inclusion of special education students in general education. *Remedial & Special Education, 27*, 77-94.
- Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).
- Kline, R. B. (2004). *Beyond Significance Testing: Reforming Data Analysis Methods in Behavioral Research*. Washington, D.C.: American Psychological Association.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology, 140*, 52.

- Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77, 1-24.
- Loo, R. (2004). Attitudes toward employing persons with disabilities: A test of the sympathy-discomfort categories. *Journal of Applied School Psychology*, 34(10), 2200-2214. doi:10.1111/j.1559-1816.2004.tb02697.x
- MacFarlane, K., & Woolfson, L. M. (2013). Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behavior. *Teaching and Teacher Education*, 29(C), 46–52. <http://doi.org/10.1016/j.tate.2012.08.006>
- McCree-Hale, R., De La Cruz, N. G., & Montgomery, A. (2010). Using downloadable songs from Apple iTunes as a novel incentive for college students participating in a web-based follow-up survey. *American Journal of Health Promotion*, 25(2), 119-121.
- McDonnell, J. J., Hardman, M. L., McDonnell, A. P., & Kiefer-O'Donnell, R. (1995). *An introduction to persons with severe disabilities: Educational and social issues*. Boston: Allyn & Bacon.
- Muñoz-Leiva, F., Sánchez-Fernández, J., Montoro-Ríos, F., & Ibáñez-Zapata, J. (2010). Improving the response rate and quality in Web-based surveys through the personalization and frequency of reminder mailings. *Quality & Quantity: International Journal of Methodology*, 44(5), 1037-1052.
- National Association of State Boards of Education. (1992). *Winners all: A call for inclusive schools*. Alexandria, VA: Author.

- Nevin, J. A., Shahan, T. A., & Odum, A. L. (2008). Contrast effects in response rate and accuracy of delayed matching to sample. *The Quarterly Journal of Experimental Psychology*, 61(9), 1400-1409.
- No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).
- Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). Making Inclusion Work in General Education Classrooms. *Education and Treatment of Children*, 35(3), 477-490. <http://doi.org/10.1353/etc.2012.0020>
- Palmer, D. S., Fuller, K., Arora, T., & Nelson, M. (2001). Taking sides: Parent views on inclusion for their children with severe disabilities. *Exceptional Children*, 67, 467-484.
- Parasuram, K. (2007). Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. *Disability & Society*, 21, 231-242.
- Pivik, J., McComas, J., & LaFlamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children*, 69, 97-107.
- Praisner, C. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*, 69, 135-145.
- Renzaglia, A., Karvonen, M., Drasgow, E., & Stoxen, C. C. (2003). Promoting a Lifetime of Inclusion. *Focus On Autism & Other Developmental Disabilities*, 18(3), 140-149.
- Ring, E. & Travers, J. (2006). Barriers to inclusion: A case study of a pupil with severe learning difficulties in Ireland. *European Journal of Special Needs Education*, 20, 41-56.

- Ritter, C. L., Michel, C. S., & Irby, B. (1999). Concerning INCLUSION: perceptions of middle school students, their parents, and teachers. *Rural Special Education Quarterly*, 18, 121-125.
- Sailor, W. (1991). Special education in the restructured school. *Remedial and Special Education*, 12, 8-22.
- Sailor, W., Gee, K., & Karasoff, P. (2000). Inclusion and school restructuring. In: M.E. Snell and F. Brown (Eds.), *Instruction of students with severe disabilities* (5th ed., pp. 1-29). Upper Saddle River, NJ: Merrill.
- Sala, E., & Lynn, P. (2009). The potential of a multi-mode data collection design to reduce non response bias. The case of a survey of employers. *Quality & Quantity: International Journal of Methodology*, 43(1), 123-136.
- Sax, G. (1997). *Principles of educational and psychological measurement and evaluation* (4th ed.). Belmont, CA: Wadsworth.
- Sharma, U., & Desai, I. (2002). Measuring concerns about integrated education in India. *Asia and Pacific Journal on Disability*, 5, 2-14.
- Sideridis, G., & Chandler, J. (1995). Estimates of reliabilities for the teacher integration attitudes questionnaire. *Perceptual & Motor Skills*, 80(3), 12-14.
- Smith, A.; Kozlesky, E. B. (2005). Witnessing brown: pursuit of an equity agenda in American education. *Remedial & Special Education*, 26, 270-280.
- Stainback, W. & Stainback, S. (1990). *Support networks for inclusive schooling: Interdependent integrated education*. Baltimore: Paul H. Brookes Publishing Co.
- Thorne, S.L. (2005) Epistemology, Politics, and Ethics in Sociocultural Theory. *The Modern Language Journal*, 89 (5), 393-409.

- Thousand, J. S., & Villa, R. A., & Nevin, A. I. (2002). *Creativity and collaborative learning: The practical guide to empowering students, teachers, and families*. Baltimore: Paul H. Brookes Publishing Co.
- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Retrieved November 30, 2012 from http://www.unesco.org/education/pdf/SALAMA_E.PDF
- Vygotsky, L. (1993). *The collected works of L.S. Vygotsky: The fundamentals of defectology*. NY: Plenum Press.
- Walker, J. G. & McLaughlin, T. F. (1992). Self-contained versus resource room classroom placement of mildly mentally handicapped children: A review. *Journal of Instructional Psychology*, 19, 214-225.
- Wang, M. C. & Reynolds, M. C. (2007). Progressive inclusion: Meeting new challenges in special education. LSS Publication Series, No. 3. Retrieved July 17, 2007 from <http://www.temple.edu/lss/html>
- Whitney, S. (2015). No child left behind act: What teachers, principals & school administrators need to know. Retrieved from <http://www.wrightslaw.com/info/nclb.teachers.admins.htm#sthash.PM8Mw4RV.dpuf>
- Wilczenski, F. (1992). *Use of the attitudes toward mainstreaming scale: with undergraduate education students*. Portsmouth, NH: Paper presented at the annual meeting of the New England Educational Research Organization.
- Wisniewski, L., & Alper, S. (1994). Including students in general education settings: Guidelines for change. *Remedial and Special Education*, 15, 4-13.

- Wright, P. W. D., (2004). The individuals with disabilities education improvement act of 2004: Overview, explanation and comparison. Retrieved June 30, 2015, from <http://www.wrightslaw.com/idea/idea.2004.all.pdf>
- Wright, P. W. D., & Wright, P. D. (2009, January 3-a). Glossary of assessment terms. Retrieved October 29, 2015, from <http://www.wrightslaw.com/links/glossary.assessment.htm>
- Wright, P. W. D., & Wright, P. D. (2009, August 4-b). Glossary of special education and legal terms. Retrieved October 29, 2015, from <http://www.wrightslaw.com/links/glossary.sped.legal.htm>
- Wright, P. W. D., & Wright, P. D. (2009, February 7-c). United States court of appeals for the fourth circuit [Web log post]. Retrieved September 27, 2015, from <http://www.wrightslaw.com>
- Wright, P. W. D., & Wright, P. D. (2007). *Wrightslaw: Special Education Law* (2nd ed.). Hartsfield, VA: Harbor House Law Press, Inc.
- York, J., & Tundidor, M. (1995). Issues raised in the name of inclusion: Perspectives of educators, parents, and students. *Journal of the Association for the Severely Handicapped*, 20, 31-44.
- York, J., Vandercook, T., & MacDonald, C. (1992). Feedback about integrating middle-school students with severe disabilities in general education classes. *Exceptional Children*, 58, 244-258.
- Zambelli, F. & Bonni, R. (2004). Beliefs of teachers in Italian schools concerning the inclusion of disabled students: A Q-sort analysis. *European Journal of Special Needs Education*, 19, 351- 366.

Zuna, N., & Turnbull, R. (2004). 'Imagine all the people sharing...' or a (not so) modest proposal made on the eve of IDEA reauthorization. *Research and Practice for Persons with Severe Disabilities*, 29, 210-213.

Appendix A

Definition of Terms

Ability. “A characteristic that is indicative of competence in a field” (Wright & Wright, 2009-a).

Ability Testing. “Use of standardized tests to evaluate an individual’s performance in a specific area (i.e., cognitive, psychomotor, or physical functioning)” (Wright & Wright, 2009-a).

Accommodations. “Changes in how test is administered that do not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to level the playing field, i.e., to provide equal opportunity to demonstrate knowledge” (Wright & Wright, 2009-a).

Achievement test. “Standardized tests that measure knowledge and skills in academic subject areas (i.e., math, spelling, and reading)” (Wright & Wright, 2009-a).

Age equivalent. “The chronological age in a population for which a score is the median (middle) score. If children who are 10 years and 6 months old have a median score of 17 on a test, the score 17 has an age equivalent of 10-6” (Wright & Wright, 2009-a).

Aptitude. “An individual’s ability to learn or to develop proficiency in an area if provided with appropriate education or training. Aptitude tests include tests of general academic (scholastic) ability; tests of special abilities (i.e., verbal, numerical, mechanical); tests that assess ‘readiness’ for learning; and tests that measure ability and previous learning that are used to predict future performance” (Wright & Wright, 2009-a).

Aptitude tests. “Tests that measure an individual’s collective knowledge; often used to predict learning potential. See also ability test” (Wright & Wright, 2009-a).

Assessment. “The process of testing and measuring skills and abilities. Assessments include aptitude tests, achievement tests, and screening tests” (Wright & Wright, 2009-a).

Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD). “Child with ADD or ADHD may be eligible for special education under other health impairment, specific learning disability, and/or emotional disturbance categories if ADD/ADHD condition adversely affects educational performance” (Wright & Wright, 2009-b).

Autism. “Developmental disability that affects communication and social interaction, adversely affects educational performance, is generally evident before age 3. Children with autism often engage in repetitive activities and stereotyped movements, resist environmental change or change in daily routines, and have unusual responses to sensory experiences” (Wright & Wright, 2009-b).

Competency tests. “Tests that measure proficiency in subject areas like math and English. Some states require that students pass competency tests before graduating” (Wright & Wright, 2009-a).

Composite score. “The practice of combining two or more subtest scores to create an average or composite score. For example, a reading performance score may be an average of vocabulary and reading comprehension subtest scores” (Wright & Wright, 2009-a).

Confirmatory factor analysis (CFA). “Type of factor analysis that starts with theoretical framework, then assesses the data-model fit to determine if the model or theory should be rejected” (Crocker & Algina, 2008).

Content area. “An academic subject such as math, reading, or English” (Wright & Wright, 2009-b).

Content Standards. “Expectations about what the child should know and be able to do in different subjects and grade levels; defines expected student skills and knowledge and what schools should teach” (Wright & Wright, 2009-a).

Core curriculum. “Fundamental knowledge that all students are required to learn in school” (Wright & Wright, 2009-a).

Criterion-referenced tests. “The individual’s performance is compared to an objective or performance standard, not to the performance of other students. Tests determine if skills have been mastered; do not compare a child’s performance to that of other children” (Wright & Wright, 2009-a).

Curriculum. “Instructional plan of skills, lessons, and objectives on a particular subject; may be authored by a state, textbook publisher. A teacher typically executes this plan” (Wright & Wright, 2009-a).

Curriculum-based measurement (CBM). “A method to measure student progress in academic areas including math, reading, writing, and spelling. The child is tested briefly (1 to 5 minutes) each week. Scores are recorded on a graph and compared to the expected performance on the content for that year. The graph allows the teacher and parents to see quickly how the child’s performance compares to expectations” (Wright & Wright, 2009-a).

Deaf-blindness. “IDEA disability category; includes hearing and visual impairments that cause severe communication, developmental and educational problems that adversely affects educational performance” (Wright & Wright, 2009-b).

Deafness. “IDEA disability category; impairment in processing information through hearing that adversely affects educational performance” (Wright & Wright, 2009-b).

Disability. “In Section 504 and ADA, defined as impairment that substantially affects one or more major life activities; an individual who has a record of having such impairment, or is regarded as having such an impairment” (Wright & Wright, 2009-b).

Due process hearing. “Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge. Called a "fair hearing" in some states” (Wright & Wright, 2009-b).

Emotional disturbance (ED). “Disability category under IDEA; includes depression, fears, schizophrenia; adversely affects educational performance” (Wright & Wright, 2009-b).

Exploratory factor analysis (EFA). Type of factor analysis that starts with data, then explores data to discover an underlying structure (Crocker & Algina, 2008).

Factor analysis (FA). “Statistical approach that can be used to analyze interrelationships among a large number of variables and to explain these variables in terms of their common underlying dimensions, factors, or components” (Crocker & Algina, 2008).

Free appropriate public education (FAPE).“Special education and related services provided in conformity with an IEP; are without charge; and meets standards of the SEA” (Wright & Wright, 2009-b).

Hearing impairment. “Disability category under IDEA; permanent or fluctuating impairment in hearing that adversely affects educational performance” (Wright & Wright, 2009-b).

Inclusion. “Practice of educating children with special needs in regular education classrooms in neighborhood schools. See also mainstreaming and least restrictive environment” (Wright & Wright, 2009-b).

Individuals with Disabilities Education Act of 2004 (IDEA 2004)
(IDEA).“Law providing students with disabilities the right to a free, appropriate, public education(FAPE)” (Wright & Wright, 2009-b).

Intelligence quotient (IQ).“Score achieved on an intelligence test that identifies learning potential” (Wright & Wright, 2009-a).

Learning disability. “Disability category under IDEA; includes disorders that affect the ability to understand or use spoken or written language; may manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations; includes minimal brain dysfunction, dyslexia, and developmental aphasia” (Wright & Wright, 2009-b).

Least restrictive environment (LRE).“Requirement to educate special needs children with children who are not disabled to the maximum extent possible” (Wright & Wright, 2009-b).

Mainstreaming. “Practice of placing special needs children in regular classrooms for at least a part of the children’s educational program. See also least restrictive environment and inclusion” (Wright & Wright, 2009-b).

Mean. “Average score; sum of individual scores divided by the total number of scores” (Wright & Wright, 2009-a).

Median. “The middle score in a distribution or set of ranked scores; the point (score) that divides a group into two equal parts; the 50th percentile. Half the scores are below the median, and half are above it” (Wright & Wright, 2009-a).

Mental retardation. “Disability category under IDEA; refers to significantly sub-average general intellectual functioning with deficits in adaptive behavior that adversely affects educational performance” (Wright & Wright, 2009-b).

Modifications. “Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.” (Wright & Wright, 2009-a)

Mode. “The score or value that occurs most often in a distribution” (Wright & Wright, 2009-a).

Modifications. “Changes in the content, format, and/or administration of a test to accommodate test takers who are unable to take the test under standard test conditions. Modifications alter what the test is designed to measure or the comparability of scores” (Wright & Wright, 2009-a).

Multiple disabilities. “Disability category under IDEA; concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.)

that cause such severe educational problems that problems cannot be accommodated in special education programs solely for one of the impairments; does not include deaf-blindness” (Wright & Wright, 2009-b).

Normal distribution curve. “A distribution of scores used to scale a test. Normal distribution curve is a bell-shaped curve with most scores in the middle and a small number of scores at the low and high ends” (Wright & Wright, 2009-a).

Norm-referenced tests. “Standardized tests designed to compare the scores of children to scores achieved by children the same age who have taken the same test. Most standardized achievement tests are norm-referenced” (Wright & Wright, 2009-a).

Orthopedic impairment. “Disability category under IDEA; orthopedic impairment that adversely affects child’s educational performance” (Wright & Wright, 2009-b).

Other health impairment (OHI). “Disability category under IDEA; refers to limited strength, vitality or alertness due to chronic or acute health problems that adversely affects educational performance” (Wright & Wright, 2009-b).

Progress monitoring. “A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class” (Wright & Wright, 2009-b).

Public Law (P.L.) 94-142. “The Education for All Handicapped Children Act; enacted into law in 1975” (Wright & Wright, 2009-b).

Rehabilitation Act of 1973. “Civil rights statute designed to protect individuals with disabilities from discrimination; purposes are to maximize employment, economic

self-sufficiency, independence, inclusion and integration into society” (Wright & Wright, 2009-b).

Related services. “Services that are necessary for child to benefit from special education; includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, early identification and assessment, counseling, rehabilitation counseling, orientation and mobility services, school health services, social work services, parent counseling and training” (Wright & Wright, 2009-b).

Reliability. “The consistency with which a test measures the area being tested; describes the extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions” (Wright & Wright, 2009-a).

Response to Intervention (RTI). “Use of research-based instruction and interventions with students who are at risk and students who are suspected of having specific learning disabilities” (Wright & Wright, 2009-a).

Score. “A specific number that results from the assessment of an individual” (Wright & Wright, 2009-a).

Section 504. “Section 504 of the Rehabilitation Act protects individuals with disabilities from discrimination due to disability by recipients of federal financial assistance” (Wright & Wright, 2009-b).

Special education. “Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability” (Wright & Wright, 2009-b).

Specific learning disability (SLD). “Disability category under IDEA; includes disorders that affect the ability to understand or use spoken or written language; may

manifest in difficulties with listening, thinking, speaking, reading, writing, spelling, and doing mathematical calculations; includes minimal brain dysfunction, dyslexia, and developmental aphasia” (Wright & Wright, 2009-b).

Speech or language impairment. “Disability category under IDEA; includes communication disorders, language impairments, voice impairments that adversely educational performance” (Wright & Wright, 2009-b).

Standardization. “A consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to ensure that all individuals are assessed under the same conditions and are not influenced by different conditions” (Wright & Wright, 2009-a).

Standardized test. “Norm-referenced test that compares child’s performance with the performance of a large group of similar children (usually children who are the same age)” (Wright & Wright, 2009-a).

Standards. “Statements that describe what students are expected to know and do in each grade and subject area; include content standards, performance standards, and benchmarks” (Wright & Wright, 2009-a).

Subtest. “A group of test items that measure a specific area (i.e., math calculation and reading comprehension). Several subtests make up a test” (Wright & Wright, 2009-a).

Test. “A collection of questions that may be divided into subtests that measure abilities in an area or in several areas” (Wright & Wright, 2009-a).

Traumatic brain injury. “Disability category under IDEA; includes acquired injury caused by external physical force and open or closed head injuries that result in

impairments; does not include congenital or degenerative brain injuries or brain injuries caused by birth trauma” (Wright & Wright, 2009-b).

Validity. “The extent to which a test measures the skills it sets out to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate” (Wright & Wright, 2009-a).

Visual impairment including blindness. “Disability category under IDEA; impaired vision that adversely affects educational performance” (Wright & Wright, 2009-b).

Appendix B

Teacher Attitudes Toward Inclusion Scale Revised

Directions: The purpose of this confidential survey is to obtain an accurate and valid appraisal of your perceptions of the inclusion of students with mild to moderate disabilities in regular classrooms. It also contains questions pertaining to your beliefs about professional roles, attitudes toward collegiality, and perception of the effectiveness of inclusion (i.e. whether or not you believe that inclusion can succeed). Because there are no "right" or "wrong" answers to these items, please respond candidly. Use the following scale for all items.

Definition of Full Inclusion: For the purpose of this survey, full inclusion is defined as the integration of students with mild to moderate disabilities into regular classrooms for 80% or more of the school day. Under federal special education law, mild to moderate disabilities include Learning Disabilities; Hearing Impairments; Visual Impairments; Physical Handicaps; Attention Deficit Disorders; Speech/Language Impairments; and mild/moderate Emotional Disturbance, Mental Retardation, Autism, or Traumatic Brain Injury.

1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. All students with mild to moderate disabilities should be educated in regular classrooms with non-disabled peers to the fullest extent possible.	1	2	3	4	5
2. It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.	1	2	3	4	5
3. Most separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.	1	2	3	4	5
4. Most regular classrooms can be modified to meet the needs of students with mild to moderate disabilities.	1	2	3	4	5
5. Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.	1	2	3	4	5
6. Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces the time required to move from one setting to another.	1	2	3	4	5
7. Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	1	2	3	4	5
8. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the social skills necessary for success.	1	2	3	4	5
9. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success.	1	2	3	4	5
10. General education teachers often do not succeed with students with mild to moderate disabilities.	1	2	3	4	5
11. I would welcome the opportunity to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms.	1	2	3	4	5

12. All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom.	1	2	3	4	5
13. The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.	1	2	3	4	5
14. I would welcome the opportunity to participate in a consultant teacher model (i.e. regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) to address the needs of students with mild/moderate disabilities in regular classrooms.	1	2	3	4	5

Please answer a few questions about your background and teaching position by circling your answers accordingly.

1. Please identify your highest level of completed education.

High School Associates' Degree Bachelor's Degree Master's Degree Doctoral Degree

2. Gender: Male Female

3. Race/Ethnicity: (Please circle all that apply.)

White Black Hispanic Asian American Indian

Other please specify: _____

4. Age: 20-29 30-39 40-49 50-59 60+

5. What numerical grade level do you or will you teach? _____

6. What is or will be your main teaching assignment: (Please circle all that apply.)

Early Childhood Elementary Junior High High School College

Math Science Social Studies Reading Language Arts Fine Arts

7. Years of teaching experience: _____

8. Type of teaching certification you have:

Not certified Traditional 4 year college Certification Alternative Certification

Appendix C

Teachers' Attitudes' Toward Inclusion Scale Original

Appendix D

Fourteen Interview Questions

15. Why did you choose to become a teacher? Explain.
16. How do you define inclusion?
17. How does your school currently address inclusion?
18. How has inclusion changed over time?
19. Which students should be included? To what extent? Why?
20. How did you learn about inclusion?
21. How thorough do you feel your understanding of inclusion is?
22. What is the current perception of inclusion for your school and among your staff?
23. What do you think is the district's perception of inclusion?
24. How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?
25. How successful is inclusion in your experience? Why?
26. How much exposure have you had to inclusion? When? How long?
27. If there was a new hire at your school, what advice would you give them regarding inclusion?
28. Is there anything that our conversation did not cover that you think I should know?

Appendix E

Teachers' Attitudes' Toward Inclusion Scale Score Sheet

Appendix B: Scoring Sheet for the TATIS

(T-Scores have a mean of 50 and a standard deviation of 10; Percentile ranks range from 1 to 99)

Part 1: TATIS Factor Scores			
Item	Factor 1: POS	Factor 2: BEI	Factor 3: PRF
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
Factor Raw Scores	Add 1-6	Add 7-10	Add 11-14
Factor T-Scores (See tables 6 to 8)			
Factor Percentile Ranks (See tables 6 to 8)			
Part 2: TATIS Full Scale			
Total Raw Score	Raw score POS = _____ + (32-Raw Score BEI = _____) + Raw Score PRF = _____ = _____ <div style="text-align: right;">TATIS Total Raw Score</div>		
Total T-Score (See table 5)			
Total Percentile Rank (See tables 5)			

Appendix F

Raw Pre-Service Teacher Participant Interview Data

Question 1. Researcher: Why or how did you choose to become a teacher?

Explain.

PP1: I liked helping students. I was always that person that was struggling and never received the right attention, so I just always wanted to help the kids. You know, break it down to their level.

Researcher: What do you mean struggling?

PP1: Like, if I asked a question, I would be dismissed or something. I had a horrible time in math. So if I was like 12 plus 12, I was like I don't get how you add two and two and then like you know the one I want, I didn't understand the concept. So each teacher would basically be like, "Well if you don't get it then I can't help you." She would dismiss me, and you know I was always in math tutoring. I failed my TAKS test. I just never got the right help. And so I finally had an influential teacher who was my third grade teacher and that's the one I always talk about. And I still talk to her to this day. She has always influenced me to become a teacher.

Researcher: And did she spend time to help you more?

PP1: Yes. She told me that I could come in early, and she would go over things. We would just talk normal, and then we would go into math problems. I thought it was so cool. So I would come in early or I would stay later.

PP2: I have been a retail manager for 11 years, so I taught every single day. I taught new cashiers, new associates, so teaching was just natural because it's really systematic and procedural. So I've always taught adults and never young kids, so that's why I wanted to do it at that level was teaching kids.

PP3: Well before I was an education major, I used to be a biology major. I wanted to go into optometry school, and I finished all my prerequisites and everything. But, um, and then one summer, I did this religious summer camp with kids ages six through seventeen. I fell in love with it. I felt like it came very naturally to me. I think it was one thing I would be very good at. And I started taking these classes, and I felt like I was very good at them. It was kind of like just a calling for me, so I wanted to go into teaching.

PP4: Well, I was part of a science summer camp. And I was 14, 15 years old. I was working with the kids, and I loved it. I had never thought about teaching before then. And I was just like I want to make an impact on children. I want to do my part. I want to shape our future, and I really believe it starts in the classroom. So I know that I can have a positive impact on our children. I love seeing them grow. That's the good feeling I get from being a teacher.

PP5: I've been in the medical field for 13 years, and within that timeframe, same thing. I ended up training a lot of people, and I would go through and give them instructions on how to do something new, and I have always been the go-to person if there is somebody that comes in and is new, so when I no longer felt like that career was working for me, one of the things that everybody was like was, "Why don't you teach? Why don't you teach? Why don't you teach?" And um, I always loved working with kids, so I was like, hum...you know, I thought about what you think about when you're growing up, "Oh I want to be a teacher." But then I really kind of looked at it and thought, "This really is something that I want to do." You know, and so I just jumped in with both feet.

PP6: From a young, kids were just drawn to me, so when my little brother was playing baseball, his little teammates would come and mess around with me, and I was like ok. And then, from sixth grade on up, I've been coaching baseball, basketball, football, and it's just an awesome feeling when you see them get that Eureka moment. Then you're like, "Ok, I don't know what I'm doing." Then they do a play correctly, and you're like, "Holy cow!" So that's a reason. As well, I've worked with special needs kids in camps as well as teaching them baseball and football. It just comes naturally for me to work with kids, so that's why.

Question 2. Researcher: How do you define inclusion?

PP1: Inclusion is like for special education That they're included into what the normal routine of what the kids are doing, that you're giving them everything that the normal students have.

PP2: I define inclusion as having all children with multiculturalism and diversity engage and be able to participate with their regular classroom peers having the rights to be able to learn like everybody else and be included all the way.

PP3: So when I think of inclusion, I think of the word include and that I feel like that includes everyone just by their—if they have special needs, if they require extra special accommodations, anything, all students working together to achieve that common goal to be successful in school.

PP4: I would define inclusion as all students, no matter what their special needs, being together in the same classroom, working together, you know learning the same curriculum, making adaptations when necessary of course, but all learning together for one common purpose.

PP5: I kind of have a different view on it. I feel that all kids need to be included, but I feel—I think that for me, it seems more like how we can adapt to their learning because I mean you can say all of the kids are going to be in the same classroom, and you can put all of the children in the same classroom, but if you don't make some sort of change to make all of the students work on their own level, then it's not going to be successful. I

mean if you have a student that has ADHD and you don't find a way to keep them focused, then they're not going to be learning anything.

Researcher: Ok. So you are defining inclusion as how effective it is?

PP5: Yeah, because you can say, "Oh, we have an inclusion school, and all of the kids can be in regular classrooms," but if you're not making any change to make it include them, then it's not inclusion.

PP6: I agree, but I see inclusion as teamwork. Everyone working together to help their entire community of the students in the classroom. So if you have a special needs child and you have the gifted and talented child and then you have a regular student, you have all of them in one group, so they can bounce stuff off of each other and help each other out. Just because this child may have special needs, depends on the severity of the special needs, doesn't mean they can't have an effect on the community as a whole. That's something I've learned from working with special needs children. A bunch of people automatically count them out. They'll be like they don't know what they're talking about. They don't know this. They don't know that. But at the end of the day, they are very, very intelligent. And, they can also see something that us as a whole probably won't see. And they know all of the sudden about the feelings of a person. You can put on a clean face and come to the school, but if they know something is bothering you, they will call you on it. They will be like, "We know something is wrong," and they'll start talking to you about it. But I feel that inclusion—we have to adapt toward each individual person,

so when we have a lesson, what you would give to the GT students may be a bit more difficult than what you would give the special needs children or the regular students.

Question 3. Researcher: How does your school currently address inclusion?

PP1: They have their own special classrooms. There isn't any special needs in the classrooms that I've seen.

Researcher: Like even ADHD students?

PP1: Special education, no. A couple of ADHD, yes.

PP2: I mean I don't know the rules because I'm not here enough, but from what I see from my experience and the last class that I had in my first rotation, we had three autistic kids. Some of them had ELA, so ELA would come and pick them up and bring them to wherever and he would spend some time. Another child, he had someone stay in the classroom with him. So for about an hour or so, they would—and one, in the beginning, he was severely low—I can't remember the word. He was pretty gone all day. I did not know what he did. I saw him in the morning for morning message and lunch count. I didn't see him again until lunch. They brought him back for lunch with his group of friends and after lunch, he left again, and he didn't come back until dismissal. So I didn't know what he actually did. But I'm assuming from what I see that they are doing the best that they can by looking at their IEP plan and doing what they can accordingly and if

they're diagnosed with having these labels, they're doing accordingly. And if they don't, they're trying their best to accommodate the students as best as they can to help them further along.

PP3: So I have the same teacher she is talking about for this rotation, and this student that she is talking about right now is the one that used to be in the morning and then come back for dismissal, he is no longer there. Then there is another student who gets somebody in the morning. He gets 15 minutes a day. He goes on walks with an aide. I think it really calms his down in the morning, and then he is fine the rest of the day. There's also one that does not know English at all. Well, he does know a little bit, but he is basically gone for reading and writing, and he comes back during math and science in the afternoon right before our class. But I feel like the school is working very hard with these students.

PP4: My experience I was in the first grade, so we had to special needs students. They were in there most of the day. One of them would get a helper, which was good cause that's a school fulfilling its duties. Then there was one that only came in during health for a 15 minute long period of time. The teacher just kind of wrote him off. She was like, "He's not going to listen to me anyways." She kind of talked like that about it like its pointless. Now, I don't have any experiences with it. I know the school legally has to address it. They have an ARD meeting. And they have to follow the IEP and everything.

PP5: For us, there were two kinds of students who received services. And they were pulled out a couple of times during the day. I think for the most part, they are really in the classroom. There are a couple of activities that their IEPs say that they do not have to do based on what subject is. Like in the morning, somebody comes and gets them for ELA activities. In the afternoon---

PP6: That teacher comes and gets them again. It really just depends on what they're doing because for some of them-- usually they will go out for English and out for math, but at different parts when they integrate the social studies and English together, they will keep one of them and take one of them away. The student who stayed had to write like two sentences instead of two paragraphs and he would just color stuff instead of doing the elaborate things that all of the other classmates were doing.

PP5: So, for us, it really just depends on what we're doing. And actually for us they had an aide come in a couple of times a day and work with him. I think it feels like they are really attempting to work with all the students. But not being here all the time makes it really hard to make that judgment, but from what I've seen, it seems like they really put the effort out to try to help them.

Question 4. Researcher: How has inclusion changed over time?

PP1: They're not labeled as something is wrong with them. They are normal. They just have special needs that need to be attended to. As an ADD child, maybe he just needs help refocusing or try some different activity or technique.

PP2: I haven't been in elementary schools for a very long time. When I was growing up, I didn't know inclusion. There was no such thing as special needs kids in the classroom. The special needs kids, especially ones with disabilities, were kept away from the regular classroom. The only time I ever saw them was getting in line during lunch, and I remember classmates poking fun because they did things that were unusual. They spoke out, had outbursts, things like that. But just being in education field now and seeing these kids in the classroom now a lot of kids know that these kids are different than the other kids, and it's okay. I find there's a lot of buddy teaching involved, and I really like that I feel like we've come a long way.

PP3: When I was in elementary school and middle school, I never remember special education kids. The only time I would ever see them was like during art, music or something like that. But they were never really involved in education, but now I see that it has changed a lot, and I think that it's for the best.

PP4: When I first saw this question, I thought over time. I talked to my first teacher and she said a special needs student was included last year, and she said that students were included in a regular education classrooms, but this year, they switched inclusion to taking out the Gifted and Talented students out of the classroom, so that's what I've seen.

I do remember having lunch with a special needs student in my classroom growing up. That was important because it gave me a different perspective giving me that time to be with someone who is different and not like everybody else. I think that's something that we all need to learn, but I'm not sure that I agree putting special needs with GT because I feel like that difference is so extreme that the GT students will be able to help a special needs students, but I also feel like that takes away from the GT students because the GT students should not be having to teach a special needs student. I think special needs students should be with the regular kids in the levels that are closer. This is just for my experience, but I think we have a long way to go.

PP5: When I grew up, there was no such thing is inclusion. We had a student that was wheelchair bound in a special education class, but that was the only difficulty that he had, but he was in a special education class because the teachers were not be equipped to deal with this student in a wheelchair. That was his only disability, so yeah. I grew up in a small town, so things were a little bit different because funding was limited and things like that, but I do remember as we were going to high school things were getting better mainly though because one of my teachers had a son who is autistic, and we never heard of it really. Like what is autistic? We didn't know. We had never heard of that before. Then with pictures and communication devices, he went from not being able to do any work to being a working student because he can actually communicate, but if it hadn't been for the mother really stepping out for her child, then he would still be unable to communicate. So I mean it's changed a lot, but I still think I have a long way to go.

PP6: Just like everyone else, when I was growing up, there was no such thing as inclusion. The special needs children had their own like little area that they pretty much stayed in for the entire day except for lunch.

Researcher: Do you mean classroom?

PP6: They had their own like little wing that they would stay at. And you would see them when they were coming to lunch, but now you actually see them in the classroom. I know I see them coming in and out, but there are some schools that have the adaptations to do it correctly, but some schools shouldn't be doing it because they don't have the teachers. I don't think they should be doing it because some teachers don't know how to work with the students with a special education child. You have to take time and effort to work with a special education student so that's nothing that I still see a problem for inclusion because teachers are not equipped to work with them, and they say they don't have hands on experience then the teachers really don't know how to work with them.

PP4: I agree with you. I don't think we get enough training to work with special needs kids, but I also don't think we take enough classes to work with special needs kids. We had one class, and it was online, and that was it for our training for special needs kids. I had experiences with special needs kids, and I learn much better with those hands on experience.

PP5: I totally agree. There is no amount of bookwork to prepare us to work with these kids because what works with one child is not going to work with another one.

PP4: Yeah, you know we just have to learn their strengths and weaknesses and go from there, but I definitely don't think I learned that from my class. I think I learned that from working with my students in the classroom. That's what works best.

PP2: There's a special needs camp called, "The River." It's off of West Gray, and it's a special needs camp, and special needs kids can go there and do things like children in wheelchairs can go. It's amazing, so if you ever want to go, you can, and it's affiliated with Theatre Under the Stars, and every Friday night, they have a special event where family and friends can come.

Question 5. Researcher: Which students should be included to what extent and why?

PP1: What do mean which students should be included?

Researcher: Which students should be included like all students or students with special needs or how should the school decide who is included and who is not included?

PP1: I think everyone should be included because you can learn different things. Cause the students, you know the special needs students, shouldn't always be in the special needs classroom. They need to come in here--am I answering it right?

Researcher: There is no right or wrong.

PP1: Ok. I think they should come in here. They can learn from different kids you know like what are they thinking.

Researcher: Do you think they should be in here the whole time?

PP1: I think maybe just a little bit at a time. You know, like maybe come in for like 30 minutes then go somewhere else for a while. Or half days. Whatever.

PP2: I believe all students should be included. However, if the kids are welcoming and want to be included because some students are not comfortable being included, so the environment has to be very safe, and I mean make them feel welcome and like not being bullied. If not, I think they should remove a child for their own safety. For example, my stepson has Down syndrome, and he was going to the regular school, but he was being bullied, and there's only so much the school can do. He did have help like with the classwork and stuff, but he still couldn't keep up, so my husband and his ex-wife decided that he would go to special needs school, so he could be with teachers that were certified to handle such things, so he was with people that you know really like working him.

PP3: I think students should be included but only depending on how the teacher feels like if he or she is capable of doing it because it is a huge responsibility. You might want to make people feel comfortable, but the teacher should also feel like making them feel comfortable. You can handle the student, but it really depends on the teacher, research, and what she wants to put in to help a child. I think that factors in as well.

PP4: In this situation you talked about, I think it would be very important to me to handle the situation appropriately, but I don't think it's a student that should be removed because I don't think that the student should have to leave and not the regular education teachers because I don't think that the students have to leave because he was being bullied. But at the same time, I also think that he should feel comfortable so he can learn the best he can and you know not be stuck in that situation. I believe what you say but I don't think it's realistic because I think a lot of teachers would say no I can't handle it because a lot of them don't want to work with children with special needs, so I think the teacher should get more training so they do feel comfortable and then they won't have those negative feelings and then you have some teachers show positive attitudes, and that just improves everything.

PP2: The teachers shouldn't affect students' learning because it's their life here. They should not get that education they deserve just because of the teacher.

PP4: I think there's a certain kind of prejudice from the teachers, and I think that something that's overlooked because maybe the student can't speak for themselves. You

know, like their prejudices that we know about, but they can't say anything because some of them literally cannot say hello. They have prejudice against them you know I think other people, teachers, think this is just another kid in my class and don't look at the positive side of the situations and don't look at it as a learning experience. You don't know how to do something when you're not confident about doing it.

PP2: I think with the right kind of training and workshops. You are going to have to start somewhere in order to learn. You're going to have to learn how to do it.

PP4: Yeah.

PP5: In my opinion, as far as which students should be included, the part I disagree with the most is the students with behavior problems in a regular classroom. I say this because my husband has a student who is verbally loud and cusses. That's part of his inclusion, but the other students have a right to learn too. But how do you handle that because that is part of his IEP? So when you have a student who is keeping other students from learning, I don't think that student should be included. I don't think any one teacher should be left to handle that major behavioral issue, that everyone knows about, by themselves.

PP6: I think we need to narrow down what we mean. We are using inclusion and special needs as a broad term. You know you can have ADHD and you can have Tourette's and everything else. You can include this kid a lot easier than you can include this other kid.

In my first rotation in [the student teacher program], they put me in a school where I was teaching a little lesson, and I didn't know that we had a special needs kid in the class. Then all of the sudden I hear this kid cursing in the classroom. I'm like this kid is dropping the f bomb five times during my lesson. So it's pretty much once he gets to know you, he is like this is wrong. When I first got there, he blurted out the entire day. Now he says something every once and a while. So when I was teaching another lesson later on, he only blurted out one time. I was like big improvement. So I think as far as inclusion, we should include everyone. Our class who will be teaching in about a year should have a training to learn to work with a variety of special needs students.

PP2: You know force us to be involved with students with special needs.

PP5: Make it a requirement to go to a special needs classroom. I would have liked to go, but only teachers who majored in special education got to go. Even if it's only once or twice a week, let us realize there is more to it than a label. There is a whole spectrum of things we have to look at.

PP4: My friend's mom is a special education teacher, and it really helped me a lot. It made me realize a lot. Being knowledgeable is half the battle. Not knowing puts us at a disadvantage right away.

Question 6. Researcher: How did you learn about inclusion?

PP1: In my college classrooms.

Researcher: Not until college?

PP1: Huh-uh.

PP2: I learned the definition from the textbook. It's still really textbook for me still.

PP3: I was going to say the same. It's really textbook for me too. I don't feel I understand it as much as I should. We haven't had any formal observations or anything like that in school.

PP4: Just based on that, I truly believe the most I've learned is about a textbook. I haven't learned a positive way to interact with special needs students in the classroom.

PP5: I've learned about inclusion in textbooks.

PP6: Like I've worked with these kids before. I learned a little high school volunteer club but mostly from the textbook.

Question 7. Researcher: How thorough do you feel your understanding of inclusion is?

PP1: I feel like it might be a little wrong, but I think a little. I would have to read a touch on some things.

PP2: I don't feel thorough at all. I need time and experience. Like at least three years.

PP3: Same.

PP4: Same.

PP5: That's a general consensus.

PP6: Ditto.

Question 8. Researcher: What is the current perception of inclusion for your school and among your staff?

PP1: They point it out. They point it out before I even know what is happening. You know, I understand that they are trying to tell me what is going on, but—

Researcher: Point it out like they're positive and happy or point it out so you're aware and can offer more help?

PP1: Pointing it out as I've had the negative ones. "This kid is ADHD, can you tell?"
kind of like that.

Researcher: So they have kind of a negative attitude?

PP1: Yes. As for example, the other classroom, she pointed out for—and I kind of was seeing it but she pointed it out and so I was like well maybe he needs different technique or different things to help him to focus, but she was making it in a negative way.

PP2: We already answered.

PP3: Yeah.

PP4: Yeah.

PP5: Uh-huh.

PP6: Yeah.

Question 9. Researcher: What do you think of the district's perception of inclusion?

PP1: I don't even know.

PP2: I don't know.

PP3: Yeah.

PP4: Me either.

PP5: Yeah.

PP6: Yes.

Question 10. Researcher: How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?

PP1: Well I've heard, she talked about how she went to training programs, services they have sometimes about what you can do or how you can—certain techniques she showed me activities that you could give me. I think that was all she was talking about.

PP2: I don't know.

PP3: I think there is still very little. I feel like there is a lot that can still be done.

PP4: Yeah.

PP5: They are giving it lip service, but nothing is being done.

PP6: Special needs students used to be zoned to go to a certain school in 2007. Now, I don't know.

Question 11. Researcher: How successful is inclusion in your experience? Why?

PP1: As what I've seen, I see that the students are working the same as everybody, but I feel that their needs just aren't being addressed maybe. Or they'll dismiss it because it's not like what everybody else is doing.

PP2: We answered number 11.

PP3: Yeah.

PP4: Yes.

PP5: Yeah.

PP6: Yeah.

Question 12. Researcher: How much exposure have you had to inclusion? How long? And when?

PP1: I've only had it when I've been in these classrooms.

Researcher: So just for this year?

PP1: No, it was when I first started so maybe like three years ago, two years ago.

PP2: We talked about number 12.

PP3: Yeah.

PP4: Yeah.

PP5: Yeah.

PP6: Yeah.

Question 13. Researcher: If there was a new hire at your school, what advice would you give them regarding inclusion?

PP1: Huh. That's odd. Umm...I don't how I could say it without being like biased about it, I guess opinionated.

Researcher: If you have an opinion, tell me. What is your opinion on that?

PP1: Well, everyone should be treated the same. You should know what their needs are. Like always make notes of it in lesson plans or remember what to use. Like I can see you write it, but no one actually does it.

PP2: It has to be a chemistry thing.

PP3: Yeah, and follow their IEP.

PP4: Just do your best to meet the students' needs.

PP5: Kids respond differently to different people. Hopefully you are one of the teachers that the student doesn't fly off the handle with.

PP6: Just keep trying. If something doesn't work, just try something else, and keep trying and trying.

Question 14. Researcher: Is there anything that our conversation did not cover about inclusion that you think I should know?

PP1: No, I don't think so.

PP2: No.

PP3: No.

PP4: I don't think so.

PP5: No.

PP6: No.

Appendix G

Raw Experienced Teacher Participant Short Answer Data

Question 1. What could school administrators do to better support inclusion practices at your school?

EP: I think that administrators need to have a better understanding of special education and the needs of the special education students in order to understand how they would thrive in the inclusion classroom. As well, they need to really collaborate with other administrators that have successful programs in place instead of trying to push book practices that do not work in the classroom and with every student.

EP: Be there to support teachers.

EP: Our school has paras and that person stays with them in our classrooms and transitions with them. It works really well and it helps out the general teacher who has 27 other students in their class.

EP: I am interested in the team teaching model. The school where I teach is very attentive to special needs students (particularly for the country in which I teach), and we have dedicated special needs classrooms and teachers where special needs students learn depending on the subject. More cooperation or teamwork with special needs teachers could be advantageous.

EP: Provide release time for team/collaboration/planning meetings.

EP: I see all too often they put multiple inclusion students into a classroom and still expect the teachers and an aide to help them all while still teaching to the general students. They can reduce the number of inclusion students per group.

EP: Be open to new procedures and willing to try new accommodations for each student.

EP: Provide necessary professional development and time in the schedule for teachers to plan.

EP: Provide professional development and opportunities for co-teaching.

EP: Make sure that all mild to moderate students are in one home room in order to allow the special education teacher to move with that group and team teach with the regular teacher.

EP: Provide training to help both teachers be successful team teachers; allow teachers to visit sites where this method has been successful.

EP: Build in more opportunities for co-teaching into the schedule.

EP: We include students with needs in the regular education classroom as much as possible. I don't think any changes need to be made.

EP: Giving para support at all times in the classroom and not over assigning too many children to paras and/or classroom.

EP: I think that allowing teachers more time to collaborate on strategies to work with these students in the regular classroom would be a big benefit.

EP: I teach at a K-12 independent college prep school that has a learning specialist each for lower, middle, and upper school. While there are times when I wish I had more knowledge about what actionable things a family could do to help a child, for the most part I am supported. It is a difficult environment overall for a student with more than a minor learning difference, and our school limits our modifications to extra time. While a teacher is welcome to allow other accommodations for his or her course, the only required accommodation is time and a half on assessments.

EP: They need to be better educated in special education and interact with ALL students on a regular basis.

EP: Support us.

EP: Allow special educators to attempt it. We have done inclusion in some reading classes and it has been beneficial. Currently, our regular education teachers have a rather antiquated view of special education and rely on pullout programs.

EP: Educate themselves on evidence-based best practice.

EP: If there was a full time special education teacher and a full time regular education teacher in the classroom, then inclusion could work. Lack of sufficient staff to help the students is an issue.

EP: Make special education teachers who are assigned to "co-teach" actually teach and not sit at the back and grade.

EP: Provide more opportunities to collaborate with special education teachers.

EP: Scheduling and monitor cooperative between special education and general education teachers.

EP: It would help if discipline problem students would not be in inclusion classes.

EP: Moderate to severe work better with higher achieving students.

EP: Support all teachers involved with inclusion students.

EP: The administrators could be more flexible and recognize that one model does not fit all situations. Students with moderate disabilities can still have a wide range of behaviors. For example, if a student yells out all the time, disrupting the learning of others, the

administrators should recognize that it is necessary for the para to take the child out of the classroom. Every situation and every student is unique. One set of rules does not fit all scenarios.

EP: Retired.

EP: Require general education teachers who have a pattern of non-success with inclusion to take additional coursework or do additional professional development to bring their teaching into line with the mandated inclusion requirements!!!

EP: Not employ a one approach fits all model. We use full inclusion for our students with learning disabilities. Every year, there are one or two students for whom this is not the right fit. There needs to be flexibility in meeting student needs.

EP: More collaboration time between special education and general.

EP: Stop pulling my FANTASTIC support facilitator out of my classroom to facilitate state testing, attend a million meetings, or play behavior consultant when his focus is academic support. Exceptional student education (ESE) support facilitators need to be in the classroom. We built our successful inclusion classroom around him pushing in weekly or daily to 3 of my classes based on student needs. When he can't come to class because he's testing a homeschooled student for state testing that is not on his caseload my students suffer, foster a culture of collaboration, align planning periods, same

trainings, share lesson plans and allow our support facilitators and the general education teachers in making classroom decisions like deviating from pacing guides/using station teaching.

EP: Actually use the inclusion model as intended and allow time for general education teachers and special education teachers to collaborate and plan lessons and activities designed to benefit all students in the general education classroom. Provide professional development to train regular education teachers in co-teaching rather than just placing special needs students in the classroom and providing 15 minutes of support daily in the classroom. I am all about students being in the regular classroom but it requires the teachers to be accepting and willing to provide alternate ways of teaching and assignments.

EP: School administrators can ensure that team teachers have the adequate amount of time on a daily or weekly basis to collaborate. This time is necessary to discuss individual students and appropriately adapt lesson plans with the proper accommodations or modifications. In my experience, it is this lack of planning time that has led inclusion teachers to fall into more of a teaching assistant role where students don't view them as lead teachers. It also prevents the general education teacher and the special education teacher from fostering an important working relationship that ultimately impacts student success.

EP: Hire more special education teachers

EP: Pay attention to class sizes and allow help with extra teachers in the room.

EP: More team teaching assignments.

EP: Create collaboration time between regular and special education teachers, find out needs of special education teachers to support them, training times.

EP: Smaller class sizes.

EP: Staff development to coordinate goals and techniques to benefit all students within the classroom.

EP: Be more aware of the time involved.

EP: At my school we do inclusion, but all of our disabilities are mild: ADHD, dyslexia, autism and some math disabilities. We are a college prep independent high school.

EP: We use the inclusion model at my school, but administrators could work in a few specific classes to make sure that there is true-shared responsibility and ownership of all students. Some working relationships are very strained, and students pick up on it very quickly.

EP: I think pairing a regular education teacher with a special education teacher would help both feel more comfortable about the inclusion of special education students. Most teachers worry that they do not have the skills to handle academic, social, and emotional needs of special education students, extra planning time for this team to prepare for each new unit of study, more professional development opportunities for both teachers.

EP: School administrators at [my] public school support both the general education teachers, and the special education teachers.

EP: Provide support when the student requires it in the regular classroom. Often the student requires a part time or full time aide but budgets do not allow for that.

EP: Build schedules that accommodate it.

EP: Smaller class sizes, avoid having to be lock step as a grade level or department, don't just say we approve and encourage differentiated instruction but give teachers the freedom to do it. Talk is cheap.

EP: I would appreciate open lines of communication to be able to solicit help from those more knowledgeable about mild/moderate disabilities. I have provided accommodations based on students' education plan, but I never felt clear about various thoughts of how to implement those accommodations from people knowledgeable about the student's condition. I often consulted with the student about how best to provide services and that

did not feel ideal, given my position of power in the situation. However, I did not know who I should contact should concerns arise or for consultative guidance.

EP: Smaller class sizes, provide enrichment for students who qualify for it.

EP: We don't have much guidance, other than test modification and giving copies of notes, so a lot of my inclusion practices are trial and error. Specific suggestions for helping students with attention disorders, or who have trouble reading, would be really helpful. I want to help my students so that they can learn to the best of their ability, but with no background in special education I often find this difficult, especially with all of the other tasks I had to complete on a daily basis. A support teacher would be helpful. Or someone who can help me adjust my lessons for these students that need it.

EP: Smaller class sizes so more time to assist those in need.

EP: We use inclusion. The only thing I can think that would make it better, would be if the special education teacher traveled from class to class vs. the students going to her for their specified time.

EP: Our school system does a really good job of having both regular class and special education classes. They identify when students can handle regular classes and when they need to be pulled out for direct services.

Question 2. What changes in professional development and training at the university level would you make to better prepare you for inclusion in your current job?

EP: I personally do not remember any training in college over this and I think it would have been extremely helpful.

EP: Having some time during my observations and student teaching to observe inclusion and general education settings.

EP: Working with students with special needs.

EP: Hands on experiences.

EP: I didn't get an education degree, so I feel ill suited to answer this question.

EP: More training in classroom strategies that works in inclusive classrooms.

EP: From an alternative program standpoint, I believe they need to go more in depth on inclusion and how to help the different needs.

EP: I took a class that focused on the different disabilities and their characteristics.

However, I could have benefitted from an additional class where effective strategies and modifications/accommodations discussed.

EP: Internships in a special education classroom.

EP: Observe real situations where this method is used and is successful. Provide ideas, methods, and how to establish each teacher's role in the classroom.

EP: Modeling co/team teaching in all types of courses. For instance, when a special education teacher team-teaches in an unfamiliar subject they should do more than just act as an aide to the lead teacher. So training on how to involve and plan with the team teacher would be helpful.

EP: I don't know.

EP: More behavior intervention classes.

EP: Most regular education teachers do not have any training in students with any kinds of special needs. I feel that multiple classes on this topic and how to include these kiddos would be beneficial.

EP: I'm not sure. Professional development about tricks and tools I could use the next day would be the most helpful!

EP: Educating beyond "labels."

EP: Exposure to school settings that do inclusion well and where demonstrated techniques can be viewed, access to professionals who have participated in inclusion programs that could relate pros and cons of the program, and strategies for dealing with autistic and emotionally disturbed students.

EP: Practical applications, universal design for learning principles, and learning how to modify objectives and assignments.

EP: Experience in a successful inclusion classroom at the university level would be helpful. Training in the latest research in helping students with disabilities in an inclusion setting would also be helpful.

EP: Give more coursework on differentiating for struggling learners in every content area, not just math/reading.

EP: Much more instruction on the best methods to work with different disabilities. At this time I feel it is up to the general education teachers to find techniques and methods to work with the children. The IEPs offer very general instruction without specific details for individual students.

EP: There should be some training on inclusion itself.

EP: More Special education courses for regular education teachers.

EP: One full year of student teaching.

EP: General education teachers need better introductions to the different models of service they may encounter in different districts. I did not receive this information until I was already a teacher in a school with a resource specialist model of service! I had a fantastic resource teacher who taught me about this and it made me much better able to serve all my students. I believe that more teachers would be more inclusive if they understood what the heck is going on in their school or district.

EP: I don't know. More exposure to collaborative models, I suppose.

EP: More inclusion classes and examples.

EP: There should be a required team teaching inclusion class that focused on study skills, academic support and behavior support as a unit.

EP: More classes focused on teaching students with mild and moderate disabilities.

EP: Future educators need to have more training in understanding all categories of special education. In our schools disabilities are blended. Example OHI for ADHD....frequently used but student could have SLD as well. There are many layers to a student and learning to use appropriate strategies for behaviors related to autism and emotional disturbance (ED) is vital. Learn to teach the whole child, not just academics.

EP: Professional development and training at any level should include model examples of successful team teaching in the classroom. Teachers would also benefit from learning how these successful duos plan together to meet all students' needs.

EP: Actually teach how to make accommodations and interventions

EP: More special education classes. I only remember one, vaguely, for my education classes.

EP: Making sure that it relates to classroom issues that will benefit the teachers and also how to work in collaboration with teachers and para professionals.

EP: General education teachers need a better understanding of disabilities.

EP: Special certification for teachers to learn how to work as a team to benefit regular and special needs students.

EP: Teach the pros and cons.

EP: Teaching methods that encourage inclusion. Maybe training teachers with programs and devices that cause them to learn like the students with mild disabilities. Personal simulations.

EP: Observing the inclusion model.

EP: How to handle social and emotional needs of special education students, classroom management styles that really work, how to use visuals effectively, how to use augmentative devices. how to incorporate technology into the classroom (Smart Board, iPad, Chromebook).

EP: The university prepares teachers to identify specific academic weaknesses, but a class to discuss strategies to improve these weaknesses would be beneficial!

EP: It makes no difference why it is the law or the in-depth description of different disabilities. Teachers need tools, ideas and practice with students, so they are not afraid and know where to start with a student.

EP: Do a better job of teaching foundational teaching skills.

EP: Have student teachers attend department meetings such as a professional learning class.

EP: Train general education teachers on best practices with special education students.

EP: I'm not sure what I would have had time for my recommendation would be to provide resources on the accommodations letters the students provide to teachers. I would

envision this potentially including links and content specific to a given student that have been compiled about their disability and ways in which teachers can best accommodate in ways specific to a particular student within a typical college classroom setting. Brevity with any of these resources would be most helpful given the many demands of my time as a graduate instructor.

EP: I took one class that focused on Special Ed, but I recall it being more about laws and IEPs than specific instruction modification. A reference guide or chart for each need with suggestions on how to help would be nice. Any professional development on inclusion would be great. Other than brief talks with our special education coordinator I can't recall being offered or attending professional development related to inclusion during the time I was teaching.

EP: Modeling and practicing differentiated instruction.

EP: It has been a long time since I have taken classes. I don't know what is offered and/or taught now. I don't feel I have enough information to adequately answer this question for college level. However, in professional development knowledgeable presenters need to be secured for sessions. Just because someone is/was a special education teacher, doesn't mean they have the skills to present. Teachers want useful information and ideas, not just a bunch of rhetoric and statistics thrown at them. Need to know laws and "how to's."

EP: They are no college classes that can effectively prepare you to teach. They can try to prepare you to the best of their ability but nothing in a classroom setting ever goes by the book.

Question 3. Describe the most successful stories based on your past experience with inclusion.

EP: I worked at a school where inclusion was done very well in both math and reading workshop. I really enjoyed teaching in that environment. However, I think you have to look at each child and see what is the best situation for them and their learning. I think that both ways are appropriate depending on the child and their specific needs. I do think time in the regular education classroom is important for all children.

EP: The population that I teach is usually only afforded a small amount of inclusion time due to their functional level and needs, but my most successful students have been with teachers with which I have had great communication and support and who have an open mind. Most recently was a first grade student with autism. We were able to fade supervision in the classroom and give the student as much independence as possible and allow him to interact more with his classmates. By the end of the year, he had gone from having a one on one aid to transitioning to the general education classroom independently and just having a peer buddy within the room as well as transitioning to P.E., fine arts, and specials with his class and back to our classroom. His behaviors had decreased and attention had increased. His General education teacher and I took the time to modify

assignments and projects to allow him to participate with his classmates. Everyday he was so excited get to go out to [my] class!

EP: Very little experience with inclusion.

EP: Having a para in my classroom this year at a new school that I moved to. My old school doesn't have paras and sometimes it was hard to teach because of the things that happened.

EP: Presently working with a sophomore student, who cannot read, tell time, write legibly and stutters with every sentence. He has a wonderful attitude about life and is accepted very well by other students. He struggles with math, reading and school in general. If his attitude weren't so great, he would probably be kept in "inclusion". He knows his capabilities and freely admits to them. Helps make my time with him more enjoyable. Sam is fun to be around, as he doesn't take life too seriously. I type or write out all his assignments; otherwise, the teacher would not be able to read them.

EP: I have tried inclusion in a few settings, but I have not found it to be successful.

EP: This year I have a full inclusion autistic student and the experience has been wonderful for me, the student and the rest of the class as well.

EP: At my current school I have been able to team-teach with the honors/regular English II teacher. Because I also teach that subject in the resource room classroom we do our

lesson plans together and we have been able to move several students from the resource room setting to the team taught setting without them being behind or feeling lost.

EP: I had an autistic child, a blind child, and one with cerebral palsy last year. They were in my classroom at all times except for their pullout for lab time, speech, occupational therapy or physical therapy. I included them in class discussions and activities with a peer for help if needed. They did great!!

EP: This year I have a very high needs child with obsessive-compulsive disorder and ADHD, and oppositional defiance. My current school site has meet with me monthly, developed plans, and stuck to them. He has needed immediate time out room outside of the classroom and in the classroom. He is currently able to now successfully stay in the classroom with one minor meltdown a week for a half of a day. Before the meltdowns were lasting up to two hours and sent home. If he was left in the classroom it disrupted the entire education process for others. The need for a pull out calm down room was a must and the extra staff was a must. He had to be placed on half days in hopes to go to full day as his behavior continues to improve.

EP: I currently do inclusion with my Gifted and Talented students. I come up with part of the lesson, and the teacher comes up with the other part. We also have an aid in our room so that is extremely beneficial. We do rotations on the day that I push in. We usually have each created a science experiment and some sort of independent lesson on that topic. The students all learn how to rotate through after we go over our content and language

objectives as well as any vocabulary associated with the lesson. We try to cover all areas in this science rotation. The kids are not separated but it is modified throughout.

EP: My experience with inclusion is relatively limited.

EP: As the only art teacher, I teach all 1,150 students from general education, English as a second language, bilingual, to special education including life skills and preschool programs for children with disabilities. We modify for all learners and are completely inclusive.

EP: All students were afforded additional support from having two professional educators in the classroom setting. The special education teacher was able to assist the general education teacher with appropriate accommodations for several students besides the special education students.

EP: Never been a part of an inclusion program.

EP: A book report project based on a mystery in which a fourth grade student with Down syndrome checked out a book from the library on his/her reading level, primer first grade, and could participate in same activity just his/her level, a respectful task.

EP: I taught in an inclusion classroom with seven students that had individualized education plans and disabilities. When the special education teacher was with me in the

classroom, the students functioned well and were successful, because there was enough teacher help. Unfortunately, she was only in the classroom about six hours a week.

EP: Building a relationship with a kid that struggles in every other subject and then seeing them have success with my content area despite significant academic gaps.

EP: When I had support from qualified para educators and frequent conversations with special education teachers as well as not many behavior students in one class I was most successful with inclusion. In low-income school districts with many behavior students in one class inclusion can be challenging.

EP: Our school does not have a complete inclusion practice. The time is split between instruction time in the classroom and time in the special education room. This is not very successful as we have four gen. teachers feeding into the special education classroom. It is difficult for us to coordinate completely so that the special education teachers are reinforcing the same lesson. Our special education teacher does not feel it is her responsibility to prepare lessons to meet the needs of the students. Therefore, the children are often cut short in the classroom of time to complete an assignment and they are not receiving the help they need to finish or work on understanding of a lesson. On the successful side is a previous special education teacher that would place her students in the classroom on a monitor basis. I have had very good success with these students because I can follow through and make certain the lesson is understood. This is a direct result in not being under time constraints of having to send them on to special education. We worked

closely discussing the best methods to use to work with certain disabilities. It is difficult, however, to develop a positive working relationship.

EP: My best experiences have been with an aide to help with one-on-one help in the classroom where I have two or more inclusion students. I have found higher achieving students work best with them also.

EP: Having full time paras in the regular classroom, resulted in success of the regular education children and inclusion children.

EP: I had several autistic students and students that were highly over medicated, but they were very high functioning and didn't need teacher assistants.

EP: I have had great success with students who are extremely autistic and also high achieving. My training and experience in mindfulness meditation helped me to form an alliance of trust with these students and with their parents so that we could identify how far a student was ready to "go" inclusion-wise; then we could lay out a plan so the student was/is also included in their own social and emotional learning. The other critical success factor I have experienced in working with autistic students is having a strong speech language pathologist who can work on social language development with autistic students in a group setting away from the general education classroom. These students need a lot of support in learning how to read the social cues being given in context. I am also having an amazing success this year with my first totally blind student. It takes a lot

of planning for many things, due to the need for Braille transcription of materials, but we are also finding success with heat-activated capsule paper, Microsoft word files on a Braille note taker, and Wikki Stix. I have been shocked at how little many teachers will do to accommodate blind students even though this is our job! Our visual impairment teacher and special education teacher have both been super supportive.

EP: I have worked in a special education role for many years and am now working in general education. As a result, my teaching experience has primarily revolved around the team teaching model. The most successful experiences have been the result of the right partnerships. It is essential that colleagues have a shared philosophy, common planning, and the opportunity to work together over several years to build the relationship necessary for success. Also, I have found the greatest benefit when I work with someone with whom I don't have a lot of overlapping skill sets.

EP: I have a fabulous support facilitator. He pushes in to two classes based on student needs (two to three times per week) and attends 1 class for daily support. He also uses my classroom as his office and we share a planning period. We collaborate on lesson plans and assessments for all my students, and he helps me ensure we're making class structures work for my inclusion students. It's a team effort so that I ensure I meet student needs. He is my team teacher not my class assistant as we share the teaching load and vary our methods on instruction. We focus on fostering self-advocacy with our inclusion students, so they feel comfortable using all of their accommodations (and asking for them if another teacher forgets about them) without being nervous about what others think.

This has helped several of our students move into advanced classes when they were placed on level in the past and have shown consistent learning gains.

EP: I had the most success teaching my kiddos that had been diagnosed with autism. I had a lot of support from the special education teachers and the administration.

EP: The most successful experiences were when I was matched with a teacher and subject area and allowed to participate in the classroom the entire period. It benefited my co-teacher, and it benefited the students the most. It allowed us opportunity to meet the needs of students and track progress.

EP: I once taught inclusion with a veteran special education teacher. She and I had very similar philosophies, treated students in a similar fashion, and had the type of working relationship that team teachers should have. Unfortunately, we did not have an abundance of time to plan together, but our time together in the classroom was successful because of our rapport with each other.

EP: None.

EP: I was able to get one student accepted by her peers in class and students could help her and she felt comfortable asking for help when I wasn't available.

EP: I taught in a blended pre-k class (twelve typical kids and four special needs students). It was truly the best teaching job I have ever had! I loved having peer models in the room for the students who needed them. I saw my special needs kids grow socially in a HUGE way due to this.

EP: When a student stated that she never did well in her classes and she now feels good and successful.

EP: A general education teacher told the nurses of two severe need students which are in the classroom for the majority of their instructions that the nurses could not come and go as they please, they could leave the room and enter the room at scheduled transitional intervals. One of the significant needs student loves being in his class with his peers, and his peers are more compassionate and understanding of his needs.

EP: The regular education students developed compassion for the student with special needs. The student I have in mind is now a successful engineer and married mother. The experience of being included with regular students made her focus more on what she could do and less on what she could not easily do.

EP: I have always appreciated the understanding, compassion and acceptance that the regular students learn from tutoring or working with students that have learning differences.

EP: I don't have any specific success story, but in general, I feel like the special education students pick up on more social skills in the inclusion setting, and the general education kids are a little more apathetic to the needs of others. They are generally very willing to help the special education kids, and the special education kids aren't alienated, and don't stick out as easily.

EP: A child I had last year part of the time was able to use a device in the classroom to communicate, better develop executive functioning skills and is able to spend much more time in a regular education class this year.

EP: The inclusion classrooms where both the regular education teacher and the special education teacher planned weekly lessons together were the most effective. The special education teacher made the appropriate modifications to meet individual needs. Plus, both teachers were there to provide a mini-lesson to those students needing a skill retaught, or more practice for mastery.

EP: I've worked with many students over the years, some not walking, some major behavior issues, not speaking, severe autism and many less severe. I've only had one student I truly feel didn't benefit from being included and he was functioning at about a 6 month age. He took all the time of my additional aide and so some of my other students didn't get as much one on one time learning. I will say that year my other typical students tried to develop a relationship with that student and praised his successes. Most years my students showed growth in socialization, speech, motor skills, potty training, and

academics. I like to take charge of the student's growth and have the aide for backup, assistance with the class if I have a behavior issue. Just depends on the child's needs.

EP: Shakespeare.

EP: I don't have any stories that stand out as particularly positive nor do I have experiences that stand out as particularly negative. Overall I felt as though students with disabilities have not detracted from the classroom environment and have at times been able to discuss content from a unique perspective. When I say this I don't mean unique perspective because they have a disability, but rather they seem to have an out-of-the-box way of looking at things, which can really add to classroom discussions in a helpful way.

EP: I had several learning disabled students make good progress; however, they were on the high end of intellectual disability. They also had the executive function skills to work on their own with minimal assistance.

EP: My favorite thing about teaching is when I can see a student grasp a difficult concept or surprise himself or herself when they accomplish something they thought they couldn't and this is no different for my inclusion students. I once had a student who had trouble reading so I provided daily summaries with questions he had to answer about the topic at hand. He would get really excited to turn them in and even more so when he saw proof that he was correctly grasping the topic. I read his tests to him, and it was encouraging to

see how much he improved over the course of the semester after introducing the daily summary.

EP: I have two children currently: one autistic and one intellectually disabled. They both come for partial days, and their special education teachers give the children the grades. It is great socialization for both.

EP: Anytime you have a student that is willing to work knowing that they have a disability and don't use their IEP as a crutch but use it, as a tool for success, is the best example I can give you.

Question 4. Describe problem situations you have encountered in your past experience with inclusion.

EP: Usually issues that I have encountered are due to students that have sensory issues or behavior issues and the time out in the inclusion environment just becomes too overwhelming and the adults are either inexperienced or unwilling to deal with issues that arise.

EP: Very little experience with inclusion.

EP: I was punched in the face due to a student. Another told me to kill myself and nothing was done about it.

EP: I have seen several students who have been diagnosed with learning difficulties but for social reasons refused to be "labeled" and have stayed in the general classroom going on to struggle with motivation issues.

EP: Class sizes are too large to give students, disabled or not, the attention they deserve.

EP: I have 3 students with different needs in the same classroom by myself, and it is difficult to give them each what they need while helping general.

EP: There is no time for teachers to plan together. Also, children who need entirely different instruction from regular education students seem to spend their inclusion time working on an individual computer program.

EP: Some students are disruptive and demanding of individual attention even when the teacher doesn't have the time. Others seem afraid to ask for help when they need it.

EP: Lack of support.

EP: Students who are mild to moderate tend to be the more severe behavior issues in the classroom; without a resource room for them to retreat to for a cool off period or to work

in smaller settings, some students end up becoming major distractions and behavior problems.

EP: Teachers not knowing how to implement modifications for special education students or being unwilling to have a special education teacher offer them advice on how to do so.

EP: None.

EP: At past school site, I would have a para with up to 5 children she would have to help me educate. That many children with very high needs made it extremely difficult to meet not only their needs, but also the regular education kids. Or we had them without para support and it would make me the special education teacher and regular education teacher, keeping me from teaching the class to the fullest of my ability. Also the special education teacher's number is so high she could not service all the kids the way they deserve.

EP: When my son was in second grade, we did not have a successful year. He is diagnosed ADHD and was on an IEP. The teacher tried her best to modify his work and deal with his behaviors, but she did not know how to properly do this. I do not think the special education teacher had much time to work with her on strategies since she had to see her kids and do that too!

EP: There is only one time when I had a bad experience, and this was when I was teaching in public school in Houston. At one point a student with an emotional disorder was added to my roster, but I did not know about his situation until the day there was a trigger in class. I spent a good portion of that day locked in my classroom (per instructions from the office) because of threats he was making.

EP: There has only been one occurrence that qualifies as a problem situation in my experience with inclusion. The situation was with a student with moderate disabilities with some behavioral issues. The child became very disruptive and even violent in the classroom affecting both teaching time and other students' learning. In this case, the child was able to thrive more in a separate classroom.

EP: Resistance to a different educational setting...general education teachers feel most special education students should be pulled out of the classroom.

EP: None.

EP: Teachers who are lazy and lack creativity.

EP: Lack of sufficient help in the classroom at all times.

EP: Behaviors that disrupt the whole class, constantly missing work and not making any effort to turn it in because they can't do it, not able to even follow along during

instruction, uses modifications like copy of teacher's notes as a reason to check out and not listen.

EP: This was explained in the previous question. A complete inclusion with team teaching may help with the problems mentioned.

EP: If there are severe discipline problems in the class with the inclusion students. Even with a para or aide, it is almost too much. The bad example doesn't help either.

EP: None.

EP: I have had students whose behavior is so disruptive that no learning is going on. When this has happened, nothing was done to remove the child from the room.

EP: Students who were verbally disruptive to the point that the other students could not concentrate. Additional teachers talking in the room also disrupted the class.

EP: I've had a deeply autistic, high-achieving student whose parent may have antisocial personality disorder. So unlike my other autistic students in the past, this student has a lot of difficulty with truthfulness, grandiosity, and contempt for others. The parent resists having his student receive services, and so the student is also resistant. But the student wants to succeed and is frustrated when he cannot seem to achieve success using his existing maladaptive strategies. All efforts to really "get through" to the parent have

failed so far, but we keep trying. The family is also a recent immigrant family, which means the student could also really benefit from a social language group (in multiple ways, since there seem to be cultural blockages as well), but again there has been resistance.

EP: Resistant general education partners. Conflicting teaching philosophies.

EP: A student with autism being unable to interact properly with other students.

EP: Just because a student can function in the general classroom, doesn't mean they understood what is being learned.

EP: When I first started, I was handed IEPs and just made sure I followed accommodations. Checking the boxes isn't enough, especially when the IEP hasn't been updated based on a student's changing needs. Also when I first got a support facilitator I used him mostly as an aide ("Take them during small group time and re-teach"). That too was a mistake. Students didn't learn and felt singled out.

EP: The special education teachers are pulled in too many directions and we're not always able to provide as much support, as they wanted to or as the child needed.

EP: Currently in our site we are flying from one room to another. I sometimes go to three classes in one period. I refer to it as a shotgun approach. Shoot and hit where I can. I never know what is going to happen in the class until I arrive. Mondays are the toughest

and then I have a general idea of the plan for the week but it changes frequently. I have no input into methods strategies and classroom management.

EP: I encountered a problem with a team teacher who was highly uncomfortable with taking the lead. She wanted to remain in a secondary role to me and was, overall, ineffective.

EP: Not all can be properly serviced in general education, but most can. Some special education teachers create learned helplessness for their students.

EP: Students end up going back to self-contained classrooms.

EP: Wheelchair bound student with no assurance has been difficult. Having to manage and make certain I have fulfilled his requirements, as well as the other eight students on an IEP in the class. Then on top of this, there are 37 students. I'm in charge of all of them on my own.

EP: Too many students on caseload and finding the time to ensure they are learning the curriculum.

EP: Students who make disruptive noises and movements disrupt the learning of other students who are easily distracted. It can also be over whelming for students who are not able to follow along with the class and can make them feel inadequate.

EP: One student who was included in my second grade class of gifted students had frequent emotional outbursts. Even so my regular students developed patience and compassion.

EP: Taking too much time and behavioral problems.

EP: Not all students are mature or compassionate enough to work with students that learn or behave differently from the expectations.

EP: Some special education students won't put themselves out there, or try because they might fail, or people might make fun of them, so it is easier to not try, than to be wrong. From a parent of a regular education student in an inclusion class, I feel like my daughter could have been pushed a little harder, but instead spends a lot of time on iPad, or computer when the inclusion kids are getting much more one on one instruction. She also has not many classmates that challenge her, and push her to work harder.

EP: When a regular education teacher did NOT want special education students and refused to do anything with them.

EP: Regular education teacher did not make the appropriate modifications to meet individual needs, lack of planning with special education teacher (definitely TEAM Approach).

EP: A student who functioned below a year of age. Not enough aides to help with bathroom assistance.

EP: Sixty-five sophomores in a classroom for two hours, twenty were special education without support; special education is a burden for English as a second language teachers.

EP: Students with autism will require a lot of my time and became a distraction for the rest of the class.

EP: I have had difficulties with students that have disabilities in my classroom. However, I attribute these issues more to one or two student's personality rather than to issues specific to their disability. I have had a student be quite disruptive in the classroom and also poorly prepared each week for class. This was also paired with very entitled behavior of what she expected from me as an instructor. However, many instructors have had similar issues with the students and this is why I wrote regarding this as more character logical rather than related to disability.

EP: There were too many kids for both of us to help in the class. There were about six or seven students in that class who lacked the executive function skills and focus. They would have been better served in a small group setting with less distraction. They required one-on-one assistance to complete almost every assignment. It was extremely exhausting as a teacher because we were expected to follow the district pacing guide even

though our students weren't ready to move on. In addition, we also had many behavior problems to handle.

EP: The biggest problem I encountered with my inclusion students was apathy. That may be the incorrect word, but a lot of them assumed that they would have trouble in my class and gave up before we even got started. I can make all the adjustments but if they don't meet me partway then nothing will change. Another problem for me was finding the time to figure out modifications for my inclusion students while also making sure the other students in my class were where they needed to be learning wise. I feel like a lot of time one of these groups was neglected during the lesson.

EP: Behaviors: running away...I can't leave my class to help, deal with a special education child.

EP: Students who had more severe disabilities (generally behavior) who do not function well in-group settings. They have been very disruptive; affecting the class ability to get through lessons smoothly.

EP: IEP students not being able to keep up with the standard work load of the class. A teacher should not have to lower the expectations of the class to meet the needs of the lowest functioning students. Too much time is spent making sure their accommodations are being met while the regular and advanced students get less time.

Question 5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

EP: I think that dependent on the population/specific child that inclusion could be very beneficial for students with special needs as long as all parties are willing to put in the time and energy to meet the students' needs. As well, teachers need to be educated that inclusion actually means including all of the students in the activities that are taking place not just having all of the students in the same room with one off in the corner with their aid doing something different defeating the purpose.

EP: No.

EP: Have the child support in the general education classrooms.

EP: It has been my experience that all students benefit in ways that never show up on a standardized test with diverse classrooms.

EP: With today's education, we are to teach students the way they learn, then apply a standardize test as a blanket.

EP: If you are unprepared for the student's particular disability it is quite a struggle.

EP: I don't feel that total inclusion should ever be mandated based on individual cases; some students still need small group settings.

EP: I think inclusion has a place in every school. As a resource room teacher I don't feel confident in saying that the resource room could be replaced by inclusion because of the individual planning and smaller class size the resource room offers. With the added challenges of enlarged class sizes I worry about some of my special education students being lost in the shuffle if they are completely mainstreamed into all aspects of the general education curriculum.

EP: No.

EP: I think that if regular education teachers knew more about how to deal with these types of students, it would work better. Class sizes are getting larger and it is getting more challenging to differentiate for students. Also, the teachers need more plan time.

EP: I think that inclusion is much more practical and realistic in eighth grade and under. Once they hit high school, students with moderate disabilities need to be focusing on transition related curriculum. In the district I teach in, 90% of students in the general education classes are geared towards college.

EP: Every student and every situation is a learning experience. When we know better, we do better. I think that sometimes more information is best when handling severe situations.

EP: My current school's special education population is increasing and with limited funding, additional staff is not realistic. We are considering implementing inclusion and this survey helps focus on strengths and potential issues that might arise.

EP: As an educator, first as a classroom teacher and now a specialist in gifted education, I understand the limitations people put on children. Do not limit a child! Do not let your personal perceptions interfere with a child's learning! You have a no idea what that child's mind is capable of achieving!

EP: As I stated earlier, inclusion can be successful if there is a full time special education and a regular teacher in the classroom at all times.

EP: Need more face time and support from teachers of record and co teachers who actually take a 50% share of instruction responsibilities.

EP: More training and more cooperation between special education and general will be necessary before inclusion will be successful. All of your questions referred to mild to moderate disabilities. The students that are causing stress on our program are often those students that have learning disabilities and also an emotional diagnosis. Often the

emotional diagnosis makes it very difficult to successfully work with the student without it interrupting the learning environment of the other students.

EP: Reading and math should be in smaller groups, but social studies, science, music, and PE are good inclusion subjects.

EP: Regular education teachers need support in the classroom from paras and the special education teacher.

EP: Some special needs students can integrate into a regular classroom, but no one can concentrate if there are too many interruptions.

EP: To me, inclusion is not an all-or-nothing thing. Having some flexibility in the model of inclusion seems to be the best strategy for ensuring success for all students. I also think that it is important for the majority of general education students to experience learning in an inclusive environment because we live in an inclusive world! And it's so important to learn to be kind.

EP: It is not a one fits all fix and neither should it be just because they have to take the same standardized test and be held to that unrealistic accountability.

EP: It's a tough road. Most schools don't support inclusion classrooms the way they NEED IT, they just meet the minimum required by law. I'm lucky to have the support and staff that I have at my school.

EP: I love inclusion when it is done appropriately. However, in public education with the financial disaster that we have in [my state], I can't see inclusion being done in the manner it should be. I am also concerned about appropriate evaluations being conducted to determine a student's strengths and weaknesses. Once a student is identified, obtaining additional assessments other than classroom teacher input, district benchmarks and state assessments, there is seldom any other type of assessments done on the student.

EP: From both observing and participating in team teaching, I value time to collaborate more than anything else. Lack of time to plan lessons and discuss students is a huge barrier.

EP: No.

EP: It's not always the best idea, and when inclusion is the choice made, school counselors or case managers should look at the roster of the class. The student is included to make sure the number of students in the class isn't too large and also that there aren't too many others in the class with special needs and no helping teacher provided.

EP: Just as an IEP is an Individualized Education Plan each situation, student, school and classroom is unique. I have seen very effective center based programs and I have also seen significant need student's benefit from being in general education. Some teachers are great with students with supporting student's needs and others are terrible. The smaller the class size the easier it is to deal with the need. If students disrupt the learning of others there needs to be an alternative place for learning. Schools today are not developmentally appropriate. Many children are not developmentally ready for the classroom demands. Children need to play and learn from their play. Inclusion will work better in a setting, which is not academically demanding.

EP: My main concern is that classroom teachers should be supported and trained on how to provide best for all students in her charge. I do not feel I was given adequate support. It can work, but requires planning between the regular education and special education teachers.

EP: When teachers are in agreement team teaching and teaching in an inclusive classroom can be a positive experience for all involved.

EP: From a teacher's point of view (when I taught third grade), I found it very difficult to not devote most of my time to my lower groups, and not spend equal time working with my higher groups, especially in a state testing grade, because it was stressed to work with your "on-the-bubble" kids that you could bump into the next bracket. Basically, make sure your advanced kids stay advanced, and if there is absolutely no chance of getting your

below basic kids up to basic, don't waste your time. So, I think that state testing really made certain groups miss out on equal time. As a non-inclusion special education teacher, there are some kids that just don't fit into the inclusion model, and that's ok. I try to push them into as much regular education time as possible, but finding cooperative teachers that are truly accepting and accommodating to my kids is difficult.

EP: I firmly believe that most regular education teachers would welcome special education teachers given enough support. One must realize that children are much more difficult than in the past, even regular education children. There are so many societal changes that have affected them, making teaching much more stressful. Once teachers learn how to use visuals, social stories, construct a definite routine, and learn how to role-play and teach definite expectations from day one, they feel much better about having special education students.

EP: In respect, the regular education teacher is responsible for ALL the students in his/her classroom! This can be very stressful and frustrating. It is important for both the regular education teacher and the special education teacher to work together to provide an effective learning environment for the entire class. A TEAM approach is crucial for the success of the inclusion model for students with mild to moderate disabilities.

EP: I feel students are in my room to do as much as they can independently. I want them to make choices and mistakes like everyone. I expect them to meet my behavior expectations to the best of their abilities and I'm willing to help them do so when needed.

I truly believe pre-k students should be fully included because for some this will be the best time for inclusion. I do think with the limited resources schools continue to face inclusion for more moderate students becomes a bigger burden on older grade teachers, especially when the child has behavior issues.

EP: Inclusion can be a beautiful thing. It depends on how restricted the teachers are. If Partnership for Assessment of Readiness for College and Careers (PARCC) is running the curriculum then a special education teacher should be available for special education kids even if it is in a regular classroom.

EP: Teachers are extremely stressed with all of the legislation that undermines their credibility. Inclusion may be beneficial for some LD students but some moderate students would be better served in a small class setting so they can focus better and get more one-on-one help. The general education class has too many distractions for the ones who can't focus or have numerous behavior issues. Most times there is little parental support too. I do think that some LD students would benefit from inclusion. They need to be around the other students to hear their thinking too. It truly depends on the student. It will benefit some but not all.

EP: While I think inclusion is potentially great for the student as he/she gets to learn with peers, a lack of resources and support can make the classroom teacher overwhelmed and often disappointed that the instructional needs of all her students are not being met.

EP: I love working with these children and their teachers. We need more time to plan.

EP: Inclusion is great for most students with mild to moderate disabilities. I feel many times they need to be looked at on an individual basis. Sometimes they can function and flourish much better with a smaller group.

EP: In many cases inclusion works well, especially when the mild to moderate has a good support network starting with the home. Too many times we see IEP students who are forced to work outside of school and don't have the support at home to be successful in the classroom. There is only so much the classroom teacher can do. If the student is unwilling to take the accountability of their success into their own hands, not much can be done.

Appendix H

Raw Experienced Teacher Participant Interview Data

Experienced Teacher Participant 1 (EP1). *Question 1.* Researcher: Why or how did you choose to become a teacher? Explain.

EP1: Ok. I struggled as a student--as a kid myself with reading. I really didn't--phonics didn't work. Everything you could think of didn't really work on me--the typical route to learn to read. Until I got into fifth grade, and I had a teacher who just kind of took me under my wing--her wing, and I really got into reading, and I really thought that I hopefully could inspire other kids that way one day especially the kids who are like me that struggled for so long just to give them that hope when everybody else has kind of given up on them. So.

Question 2. Researcher: How do you define inclusion?

EP1: Inclusion would--is--well, that is a toughie because-- inclusion would be with all the students being able to help. Well, let me think. Inclusion would be where everybody is learning, but at the same time, they learn different and so inclusion is hard because not everybody learns the same. And to have an inclusion setting doesn't always really work the same with everybody. So.

Question 3. Researcher: How does your school currently address inclusion?

EP1: Currently we have set up where it's kind of a mixture of RTI time where I work one-on-one for 45 minutes with some of our most struggling students, and then I do the in

class support inclusion model where I'm kind of co-teaching with another teacher in the classroom. So, I go into the classroom, and I work with the students with whatever they are working on or come up with something that's lower, that's more on their level, that's still accessing the same need that they are accessing.

Question 4. Researcher: How has inclusion changed over time?

EP1: Over time, it's gotten to where we're really focused so much more on them passing a test that it's not been as beneficial. I have gotten students who inclusion has been awesome for them. Putting them in that classroom, having them be social with other kids, and pushing them academically--it's been amazing to see them grow. But I also have kids, who--it's just not the setting for them. It's not the right setting for them. They might be considered ID, and they are just going to struggle, and they are always going to struggle and to have them sit in the classroom where they are probably not getting what they should get can be hard to watch, and so it's come a long way for some kids and for some ways of teaching, but for some of our students it's just not the right format.

Question 5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

EP1: I think all kids should be included for things like academics, for like activity periods, P.E., social time, lunch and for as much to their least restrictive environment that they can be in the classroom. But at the same time, you want some those students, who

are I.D. or have a level of state autism, that they struggle with social functions, they need that separate environment, so as much as possible be included, but at same time have them be able to have that structured environment where they have a room or a, maybe, a co teacher maybe, somebody following them to give them that reassurance, as much as possible but at same time, being hopefully able to meet their needs in other settings.

Researcher: You mentioned co-teaching. I am curious what you think of--I think you are the first person I have ever met that has been doing that model--especially being the person whose going in to do it. What do you think of that or how do you think that's working?

(Pause without response.)

Researcher: It's not a question on here, but I---

EP1: For some of my kids, oh ok—

Researcher: I was just curious.

EP1: For some of my students it's been great because it's been the push they need to move them on, especially for some of them who have learning disabilities, and it's been good to work with those teachers, um, to work with them to come to something that is on their level.

Researcher: Uh-huh.

EP1: However, you have to build that relationship with that co-teacher. Because if you don't have that relationship with that co-teacher, you are not going to be able to meet those kids needs the way they are going to need to be met.

Researcher: Are most teachers, like, welcoming and happy to have them in their classroom or...?

EP1: It depends. It depends really on the student. It really depends too on the, you know, behavior issues, if that teacher is not willing to take the time to build that relationship with that student, they're automatically going to discount that student because they don't want to deal with it.

Researcher: Uh-huh.

EP1: But if they are willing to take that time--and they should take that time--because that kid deserves just as much of an education as everybody else does, then it works out well. I've seen both sides of it.

Researcher: That makes sense.

Question 6. Researcher: How did you learn about inclusion?

EP1: Well, they touched on it in college. When I was in college, a little bit, but more when it--in the past couple of years as it's becoming more of a way that we are pushing special needs kids to be through workshops and things like that.

Question 7. Researcher: How thorough do you feel your understanding of inclusion is?

EP1: I feel like I am still learning about it because it is ever changing, and I feel like it's something that is going to ever be changing as different things come about in our world and in society. You're going to have to take these things into account. Depending on standardized testing, if that's the way we are going with everything, I can understand students having to be helped with that expectation, but its not realistic for kids who may never be able to meet that expectation. So, inclusion may work for some but not everybody.

Question 8. Researcher: What is the current perception of inclusion for your school and among your staff?

EP1: I have kind of half and half. Half, some people are for it and some people are against it. Some people feel like we need to have a little more of a resource setting, and I kind of agree. Some kids--again, it just really depends on your students and your--their level of academics at that time.

Researcher: Do you think it has—

EP1: But it's kind of half and half.

Researcher: It sounds like it has more to do with behavior, would you say it does have more to do with behavior? Or it has more to do with academics? Or just equal?

EP1: More to do with behavior. I would say more to do with behavior because we just have more behavior issues, BIPs and things that are there to help the students. And we just don't have the support I think because people just don't want to take the time, and that's sad.

Question 9. Researcher: What do you think of the district's perception of inclusion?

EP1: I'm not sure. I really, I am really not sure. I mean like I would--we have a big push for the inclusion model, but I feel like we need to be there for that. All the students need to be learning, and all the students need to be having access to that curriculum at the grade level curriculum as much as possible. So.

Question 10. Researcher: How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?

EP1: Alright. Could you say it one more time for me?

Researcher: How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?

EP1: Not enough. I feel like they need more--as much more as possible. I would even say like if we could do a training before school starts each year like a professional development afternoon—just to give them ideas and tips and strategies, it would be very helpful.

Question 11. Researcher: How successful is inclusion in your experience? Why?

EP1: Yes, for some students, because like I said it has helped push them especially some of those with learning disabilities that just need that extra help, but not for everybody. I just don't think it's for everybody.

(Pause.)

EP1: I can give you an example--is the best way to explain it.

Researcher: Okay.

EP1: I have a student who I have taught for two years now, and she was reading on probably a middle of first grade reading level and within the past two years is almost reading on a third grade reading level and is almost doing fifth grade work on her own.

Researcher: What grade is she in?

EP1: So by having her in that inclusion model--she is in fifth grade--it has pushed her. So, it's been successful for her. But I have another student, who is also in fifth grade, who is just struggling because he doesn't really understand what's going on.

Question 12. Researcher: How much exposure have you had to inclusion? How long? And when?

EP1: This is my fifth year teaching. So, almost all 5 years at some point, and in some capacity, I've done inclusion by either going into the classroom for just one class or going with a student to say either P.E. or band. I've been at least five years in some form somewhere.

Question 13. Researcher: If there was a new hire at your school, what advice would you give them regarding inclusion?

EP1: Get to know your student. Get to know your kids especially your special needs kids. Read the paperwork. Ask questions. Get to know them because you are not going to be

able to help them until you get to know them. And really get to find out where they struggle and where they need help. And ask. Ask the teachers from last year. Ask their teachers. Ask me. I'm the special education leader on my campus.

Researcher: Wow.

EP1: So, I do a lot of the paperwork, and I do a lot of interaction with all the kids and their parents. And ask questions. That is the biggest thing I can say is make sure and ask questions. And don't be afraid. Don't be afraid to approach them and get to know them because your best bet of getting them to work for you and to understand and be successful is building that relationship with them. because you don't know what's going on at home.

Researcher: Huh.

EP1: They could be coming to school, and this could be the one place where they can open up and learn and grow, and you've got to build that relationship.

Question 14. Researcher: Is there anything that our conversation did not cover about inclusion that you think I should know?

EP1: It's just really--the biggest thing I think is we have to determine how much--standardized testing is here but, how much is it worth putting some of our special education kids through?

Researcher: Uh-huh.

EP1: Just, inclusion is great for those it can benefit but with standardized testing, it's one of those things we have to do, but at the same time, you just wonder if its doing what it needs to do.

Researcher: And just a personal question, and you totally don't have to answer this if you don't feel comfortable, but you talked about how you became a teacher and were interested in special education because of something from your personal experience, and having difficulties like with reading when you were growing up. Were you ever in an inclusion environment, and you struggled? Or were you ever in a special education environment and wished that you could have been included? I am just curious.

EP1: I never was. I was always kind of one of those on-the-fence kids. I wasn't low enough to be considered special education or needing any extra help, but I wasn't high enough. I was high enough to be functioning and to be working and to be able to graded that way, but I did attend summer school a lot just to keep up with. I will give you an example. I struggled, but I have my masters in sociology, so I have kind of overcome that.

Researcher: Yeah, I noticed that. I noticed you had your masters. And I'm like, is it dyslexia or something?

EP1: A little bit of that. It's more of the dyslexia, the flipping of the letters.

Researcher: Okay

EP1: That type of thing.

Researcher: Ok because clearly, you are highly intelligent.

EP1: Irlen's syndrome where I just have a lot of trouble with--Irlen's--do you know what Irlen's syndrome is? Irlen's is where some kids say like the words like move off the page. When they are looking at a reading, they say the words are floating or moving off the page or they might be really blurry. When I am working on a computer or working or reading, the white paper bothers me. And so I usually have to print it on something else or blow it up. It is just when you are reading books where there are little bity print I struggle with that and words, a little bit. I said flipping the words, flipping the letters. I never really picked up--I picked up some of the phonetics later on, so I have always still kind of struggled with some of those. When I was in kindergarten, my kindergarten did phonemic awareness for the first semester, and they switched us to whole word the second semester. They completely dropped one and picked up the other. And so it's really kind of funny. In my entire graduating class, none of us could spell, but we have

people who have doctorates and who are actual doctors, and it's just we've always struggled, and, so, it's kind of a running joke that none of us could spell.

Researcher: Wow. Now, were these people in your special education class or?

EP1: No, these were people in my graduating class in from high school.

Researcher: Oh, okay. I got you. Okay.

Experienced Teacher Participant 2 (EP2). *Question 1.* Researcher: Why or how did you choose to become a teacher? Explain.

EP2: Oh, good God! Seriously? I don't know why! I had an interest in coaching, and the only way you can really coach is teach, and it just kind of went that. I wanted to coach, so I wanted to teach, and it kind of goes hand in hand. And I kind of see myself as a coach first, but teaching is part of coaching, so that's kind of how it started.

Researcher: Okay. You say you don't see yourself as a coach first?

EP2: No.

Researcher: Okay.

EP2: It doesn't. I mean, honestly, teaching pays the bills. Coaching is an extra duty. So, you got to. You kind of have to. There are guys out there that see themselves as coaches first and teachers second. But, we live off the teaching salary, not the coaching salary.

Researcher: Okay.

Question 2. Researcher: How do you define inclusion?

EP2: Inclusion is--would be--alright, are you just looking for a standard or what I think?

Researcher: Yes.

EP2: Of pulling out--of taking IEP, special education kids and placing them into a regular classroom instead of a direct service class.

Question 3. Researcher: How does your school currently address inclusion?

EP2: Right now we,--right now, it's basically--if the kid is--for all--for basically--we have direct pullout service for English, and math. For science, we have what we consider a--what is considered a contextual biology class, which is a--are you familiar with contextual classes?

Researcher: The textbook classes?

EP2: Contextual.

Researcher: Oh, no.

EP2: Contextual just means it's at a lower level.

Researcher: Oh.

EP2: Okay, so we have contextual biology, which is the same biology because everybody takes. Everybody takes, in Oklahoma, the same end-of-instruction class at the end of the year. Okay. There is no more modified English test. There is no modified algebra test. There is no modified geometry, U.S. history, so on. Everybody takes--it doesn't matter if you are a 36 ACT, or you are--one point above mentally retarded, you take the same test. So what we've done is direct service: direct service for English, direct service for math, and then a contextual biology class, and a contextual U.S. history class, which is a lower--you put a--basically, you are, in not so many words, you are--I teach a special education U.S. history class without it being called that.

Researcher: Are only students in there on the contextual level or all--?

EP2: Are they all IEP's? No, but of the eighteen I have, fifteen are on the IEP.

Researcher: And the other three, are they...?

EP2: The other three are--they may have some type of--and yet they don't necessarily have an IEP. They are just a lower functioning type of student.

Researcher: Okay.

Question 4. Researcher: How has inclusion changed over time?

EP2: No. I think it's gone--we have actually gone from just not having, I mean, having normal classrooms to actually pulling people out and having direct services. So, we've actually gone the other way. We found that we found that inclusion doesn't really work.

Researcher: Okay.

EP2: For a lot of things.

Researcher: Okay.

Question 5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

EP2: When you're talking a mild to moderate kid, you've got--they should not be in a normal classroom. Well, let me see. Let me say that again. What do you consider to be

mild to moderate? What is your opinion of that? What is--what do you consider to be mild to moderate, special education?

Researcher: I would say that could vary...

EP2: Okay, so, well, I'm talking kids that should not be in the classroom or the ones that are so profound. Okay?

Researcher: Okay.

EP2: I've had a very high functioning autistic kid who did fine, but I have also had a lower level. I mean, I have had an autistic kid who wasn't as bad as the other ones, and he totally couldn't handle it because he didn't have the parent support at home. I mean, so, if you want to look at it that way--if you have an autistic kid and his mom and dad are supportive at home and hold him accountable to his schoolwork, then it works. But if you have one where you have no support at home, and there is no support structure around that person, then they're not going to get their stuff learned.

Researcher: Okay. So, do you think that the students who have the parental support at home are the ones that should be included?

EP2: Yeah. Those are the ones that can handle the normal class workload. The ones that don't, they struggle. Then, they become so disconnected to the regular classroom that don't even--they can't even function.

Researcher: Okay, and on the last one---

EP2: Let me give this example right here. Okay, so in my contextual class, there's eighteen of them in there. Of the eighteen, there is fifteen on IEP. Of those fifteen, they have--there's ten of them that have a class called study skills where they go to a special education teacher and they work on work. Okay, so they've gotten to the point now. They become so disconnected from the normal classroom, which they see my room as a normal classroom, and they won't even do work in my class. But they will go to her--they will go to the study skills class, and they work there. Because that's where they have become comfortable working on stuff. That's where they associate that classroom with--ok, this is the classroom where we do work in. The regular classroom is the classroom where we've been behind in our entire lives.

Researcher: Huh.

EP2: So we don't do any work there.

Researcher: So in the last--

EP2: So go figure that one out.

Researcher: So in the last question where you said basically your school figured out that [inclusion] didn't work. Is this what you are referring to?

EP2: Do what now?

Researcher: Is that fact that the students have gotten used to working in the resource or special education room, secluded room, what did you call it?

EP2: Study skills.

Researcher: Study skills room. The fact that the special education students have gotten used to being in the study skills room and not in the regular classroom is that why on the last question you said that basically your school had been moving back away from inclusion?

EP2: Oh, no, no. I wouldn't say that we've moved totally away from it because that's not necessarily true.

Researcher: Oh, I am sorry. I misunderstood.

EP2: It's more along the lines of, they've identified within, say the junior class, the worst performing twenty, and they have pulled them out and put them in a contextual class.

There's other ones, who in my normal class,--I have some that are on an IEP, but they are able to, they are able to function and...and...and...do the work. Ok, it's the ones that, it's the ones that struggle that they are trying to give them some type of success, when they can. So they will--you know--they will pull them out. But the ones who are successful, yeah. They'll leave them in there.

Researcher: Okay, so the ones that don't succeed are the ones that are the severe, profound ones?

EP2: Nah, I wouldn't even say they're severe. I would say they're mild. The severe ones aren't included at all. They are in a totally separate area. And the ones who have like you're talking like the ones who are, you know, like blindness is severe, right?

Researcher: Okay.

EP2: Well, let's say--we don't have a blind kid right now, but--you know--we are talking mentally retarded. That's severe right? Is that what you would consider severe?

Researcher: It could be that or cerebral palsy or muscular dystrophy, like those to the point where they like can't talk or you know--

EP2: We don't even see those kids. They're in their own separate teacher hallway and they get out at lunch and that's about it.

Researcher: How many are in your junior class?

EP2: How many what?

Researcher: There are twenty, but like twenty out of like a thousand students? Twenty out of one hundred?

EP2: Oh, the total is like--I think there is 365 juniors.

Researcher: Oh, Okay.

Question 6. Researcher: How did you learn about inclusion?

EP2: Just being a teacher.

Researcher: Okay.

Question 7. Researcher: How thorough do you feel your understanding of inclusion is?

EP2: I mean, like pretty thorough. It's just from working with the special education teachers, and--you know--and just trial and error, and seeing what works and what they have to say and everything else. It's--it's not really a secret. It's not really something that they sit down and say let's have a PROFESSIONAL DEVELOPMENT over inclusion. It's just--it's just something that you do.

Researcher: Okay.

Question 8. Researcher: What is the current perception of inclusion for your school and among your staff?

(Prolonged silence.)

Researcher: Do teachers welcome having students with special needs?

EP2: There's not really a perception at all. Like I said it's just something that you go through. I'm sure it takes time because you have to go to IEP. It takes extra time because those kids take more minutes. In some cases they require a lot more work than normal kids. It makes it difficult. It makes the classroom hard to teach when we have to worry about--okay, I have a kid who is a national honor society student in my class, but, yet, I also have a kid, who can barely write his name because the national honor society kid can't take the AP class because he's taking three other AP courses. So, do I spend more time with the kid who is going to college or do I go and spend an extra hour trying to

catch up the kid who can't even write his name or who the first President of the United States was? So, that's the reality of it. You've got to find a balance in it some place.

Question 9. Researcher: What do you think of the district's perception of inclusion?

EP2: They're just going to give you the standard textbook. We do everything we can possible to make everyone successful. Standard line that everybody gets. Makes sure that everybody who comes to school is given the opportunity to learn.

Question 10. Researcher: How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?

EP2: Oh, not very much, hardly at all. Are you talking like sit down and actually talk about strategies or what--with like the special education teachers and what to do and stuff? Yeah. Very little actually. Not at all.

Researcher: Okay.

EP2: I haven't yet in the five years I've been there. We haven't had any--yeah...in the five years in [my district] that I've been there, we haven't had any.

Question 11. Researcher: How successful is inclusion in your experience? Why?

EP2: With some kids, yeah, it's been very successful. We've got kids that have been on IEPs that have gone to college. In some cases, it works great. It depends on the kid. Does the kid want to succeed or are they--do they feel that they are so behind and so dumb that they can't do anything and fail, and they give up. But, take it on a student-by-student basis. You are going to have successes, and you're going to have ones that fail. That just the way it is. Again, it depends on the kid. There are some kids that want to succeed, and there are some kids that--that use their IEP as a crutch. I don't have to do it because my teacher says I have an extra day. Well, that extra day turns into I put it off, but--and then they get all--they don't understand why they are so behind. So, in a way, we allow them to get away with everything because school districts are so afraid that they are going to get sued because if they don't follow the IEP to a T--when, if the kid would take his accountability a little more serious, then we wouldn't have this problem. But, it's the way it is. There's nothing you can do about it. If you tell a kid quit being lazy, you are going to get in trouble--do his work and not get it done, and it's how it is.

Question 12. Researcher: How much exposure have you had to inclusion? How long? And when?

EP2: How much exposure have I had to inclusion? It's been every year I've taught.

Researcher: Okay. Which has been fourteen...?

EP2: Fourteen to fifteen years.

Researcher: Okay.

Question 13. Researcher: If there was a new hire at your school, what advice would you give them regarding inclusion?

EP2: It's that you have to follow their IEP. You have to touch base with--make parent contacts. You have to keep in touch with their IEP file folder and make sure that you are giving them everything they can to succeed. It may take a little bit more work, but you have to do it. Or you--there's always that threat of you didn't accommodate my son or daughter. Do what their plan says.

Question 14. Researcher: Is there anything that our conversation did not cover about inclusion that you think I should know?

EP2: Nah, I mean write the IEP in order for them to succeed. What they do with it is up to them. I can't force little Sally do her work. I can't force her to do everything she is supposed to do. She has to or he has to, at some point in time, be accountable to themselves, which is one of our tasks to actually get done. Are you going to do this? And that goes back to the parents. Are they helping their child succeed? Because if they're not, then, I mean, I can't be at that house to make sure they're doing their work. I can't make sure that that they're not up until four in the morning playing "Call of Duty". I can't make

sure that they're doing what they're supposed to. All I can do is just give them the opportunity to try to succeed, and then they have to also want to do it.

Researcher: So if little Sally doesn't succeed, and she's on an IEP, then she goes ahead and passes the class whereas a student who is not on an IEP, and they don't do their work, then you can fail them?

EP2: Yeah. Well, we have full--we can fail any IEP kid we want to.

Researcher: Okay.

EP2: If you have followed everything that is on their modification sheet and their IEP--have done everything possible, then you--we can fail them.

Researcher: Ok.

EP2: If they don't give us any work, we can still give them zeros. If they don't follow suit with their end of the deal, then there's nothing we can do about it. We don't just handout passing grades just because you have a sheet of paper that says you're supposed to succeed even if it's a modified grading system that a 35 is considered a C, let's say, and if they get a 32, they still may not pass. Because if they don't do the work, they don't get a passing grade, so they have to be accountable to themselves also.

Researcher: Okay. You said you couldn't make little Sally do her work, but I mean you can't really make any kid do their work, can you?

EP2: No, exactly. So a normal kid, if they don't do their work, they just fail.

Researcher: Uh-huh.

EP2: We see that all the time.

Researcher: And what happens if an IEP student fails? Or an IEP student doesn't do their work?

EP2: Then they have to repeat the class.

Researcher: Oh, ok.

EP2: No, they come back and they take the class again. We've had it happen. I've had it happen. I've had multiple kids on IEP's that have failed one semester or the other because they didn't do their work or they didn't--or they fail--they'll even fail if they don't come to school enough.

Researcher: Huh.

EP2: So if you miss too many days, you get no credit for the class. So it's not here you go just because you were on an IEP we are passing you. They have to do whatever their IEP says. If they get an extra day, they get an extra day. If they turn it in the second day, then it's late. If they turn it in the third day, then it goes by what the teacher determines. Do they take late work or do they not? If a teacher takes late work, then it just goes by what each individual teacher--so in my classroom, if it's a day late, it's 10 points off, and then that's how to do them also. I had a kid try to turn in a paper that was due from the previous semester. I was like dude! Those grades are already in! I can't take this work! Your IEP says you get two extra days, not three weeks!

Experienced Teacher Participant 3 (EP3). *Question 1.* Researcher: Why or how did you choose to become a teacher? Explain.

EP3: Oh, gosh. I always wanted to work with kids and just kind of--those light bulb moments, those “ah-ha” moments, when they get it, and the best way I knew how to do that was be a teacher, and so I started kind of late. I didn't go back to school fulltime until I was 25. But at that time, I thought this is what I've always dreamed of and wanted to do, and the only way I can do it is with that certificate in my hand, and I know I can do just as good a job as anybody out there. So, I went back to college and got my teaching degree.

Question 2. Researcher: How do you define inclusion?

EP3: Well, to me inclusion is taking those students that have just a mild disability and including them into the classroom setting as much as possible with maybe a little bit of extra help from the resource room, and the resource teacher, where they get a little bit more one-on-one help. But they're included in the classroom as much as possible, of their day to be part of the group.

Question 3. Researcher: How does your school currently address inclusion?

EP3: Well, kind of--basically, just--in that way--we've got a resource room that if a student has a disability that qualifies them, they have a certain amount of time that they are in the resource room, and the classroom teacher and the resource teacher do a lot of collaboration for where that student is and what they need, and now they're in the classroom as much as possible, but they have that resource available if needed.

Question 4. Researcher: How has inclusion changed over time?

EP3: Well, a lot of it kind of depends on your area. I know that there's some schools that they don't have any kind of a pullout, resource room. Those teachers go into the classroom exclusively. Ours is where those students are pulled out, but I think it has gotten to where most of the students that have just a mild diagnosis or some type of a small learning disability, we'll call it, they're more in the classroom than they are out of the classroom where, before, a big part of their day might have been outside of the

classroom, and they might have only been included in a regular classroom for the specials like P.E. and music and those types of things. So I think it's the kids are more in the classroom. They're more part of the group, and I don't think there's that big of stigma on the--the diagnosis of disabilities as there used to be.

Question 5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

EP3: You mean like they're as far as diagnoses and that? I think if they can function with a group, I think they should be included. The students that have behavioral issues, I think it should be on an individual basis. Some of them can handle a classroom full of twenty to 25 other kids and some of them just can't, and as long as it's not disruptive to the other students in the classroom as a whole, I think they should be in a regular classroom.

Question 6. Researcher: How did you learn about inclusion?

EP3: Through my teaching and in-services and working with--every school I've ever been at has always had programs for students that have been diagnosed with disabilities--of various--mild to moderate clear up to severe. I've been in different schools that have had the different programs and both through working with those people and having those programs in the schools.

Question 7. Researcher: How thorough do you feel your understanding of inclusion is?

EP3: For how we use it? I think I understand it pretty well. I mean, again, it's just working with--we had great teachers, who are special education teachers, and how to work with and everything and help us work through anything we might not understand. But as far as certain schools that look at inclusion where the resource teacher comes in, not as big of an understanding of how all that works. And I'm just kind of not sure about all that. But as far as we use it, and as far as students being in the classroom as much as possible and working with them as much as possible one-on-one and having the resources that we need? I think I understand that pretty well.

Question 8. Researcher: What is the current perception of inclusion for your school and among your staff?

EP3: I think everybody looks at it as what's best for the student. We are very much a school that looks at what we need to make it best for the child and, if they're not--if they can't be in a classroom because of their disabilities, we have a couple of classes that have severe disabilities. We have a couple of severe disability classrooms. But I think everybody in our building kind of receives it the same way I do--that students need to be in our classrooms as much as possible, and we need to give everything we can to help them be successful.

Question 9. Researcher: What do you think of the district's perception of inclusion?

EP3: Oh, I think much the same. Sometimes, I'm not sure about our high school because we're a real small district. Sometimes, I'm not sure our high school looks at it quite the same as maybe the elementary classes, and I think a lot of times once they get up into those grades, it's more of a behavior issue. They have more behavior issues sometimes with those kids because they kind of, unfortunately, tend to shut down at that time.

Question 10. Researcher: How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?

EP3: Well, we have in-service on it every once in a while, but especially if we request one, then they'll give us what we need. But, I'd say basically, on a scale of one to ten, maybe a five for preparing us and I--because everybody's been there for so long, I'd say moderately, not a great deal.

Question 11. Researcher: How successful is inclusion in your experience? Why?

EP3: Did you say why?

Researcher: Yes, why.

EP3: Okay, I think it's successful. I think it has gotten--in most cases, I think that the students who have been diagnosed with mild to moderate disabilities to see that they can be successful, and they are not ostracized, and they see success just like the other students do. And if they have the right people working with them then they can soar, and they can shine just like anybody else. I think from that perspective, it's very successful.

Question 12. Researcher: How much exposure have you had to inclusion? How long? And when?

EP3: Well, in the district that I worked at before...they started having some resource teachers come into the classroom with the teacher in the classroom more so then to pullout. That was just the beginning of that, so I wasn't real sure of that. But, where I've worked the last nine years, it's been the resource room, and I'd say probably when I first started teaching, they were doing some of the resource room, and it has just progressed and has gotten better to where they've worked with all the kids and done a little more with them to bring them on level with the No Child Left Behind stuff.

Researcher: So how long would you say you've had exposure to inclusion?

EP3: How many years? I'd say 20, at least 20.

Question 13. Researcher: If there was a new hire at your school, what advice would you give them regarding inclusion?

EP3: Work with the team, as far as yourself with the resource teacher, and sometimes the counselor gets involved, and the parents, as much as possible to help make the student as successful as they can be just like anybody else.

Question 14. Researcher: Is there anything that our conversation did not cover about inclusion that you think I should know?

EP3: I don't think so. I myself would like to work a little bit more on the basis of where the resource teacher comes in and works with a child in the classroom a little bit more, and I think then it kind of tends to leave the child because when I've had them come into the classroom, they've haven't just been with that child. They've kind of helped others, too, to kind of help that child see you're not the only one having these problems, and they're not the only one that needs the extra help, and I think it would be good if they could get to where they do a little bit more of that.

Experienced Teacher Participant 4 (EP4). **Question 1.** Researcher: Why or how did you choose to become a teacher? Explain.

EP4: Well, I started out as an instructor of taekwondo, and I just felt like I wanted to work with children. So, in college, I worked with our church group. I worked with youth groups, and after college, I couldn't find a job. And I started as a substitute teacher and thought I felt called to work with the youth and stuff, and I joined the [district's] patient program, which is their post master teacher certification program to become a teacher.

Question 2. Researcher: How do you define inclusion?

EP4: Inclusion is where you include those kids that need that extra help in the regular classroom whether it's help them read, dealing with their emotional disturbances. There's a wide--it's too wide of a range sometimes for me. That's the way I picture it.

Question 3. Researcher: How does your school currently address inclusion?

EP4: Well, I work at a middle school, sixth, seventh and eighth grade. Right now, we have special education coaches who pullout some students. We also have aides in all the core classes that work with the students. To the best of my knowledge, being an art teacher, I have students getting pulled out of my class to go get some extra help sometimes.

Question 4. Researcher: How has inclusion changed over time?

EP4: I think it's gotten more difficult just from the standpoint of we have these kids with needs that we have to address but we still have to teach the test. They get modifications and lower level stuff in the classroom. When it comes to the state testing they are still required to take the same test as everyone else.

Question 5. Are there any final thoughts you would like to share regarding inclusion from a teacher's point of view?

EP4: I couldn't hear you. What?

Researcher: Which students should be included to what extent and why?

EP4: Which students should be included?

Researcher: Yeah. Which students should be included... to what extent and why?

EP4: Um...I am not understanding the question. In inclusion?

Researcher: What?

EP4: In inclusion, you mean--like who should be included in inclusion?

Researcher: Do you think all students should be included? Or just certain students or students with certain disabilities? Or just students who have higher academics?

EP4: In inclusion?

Researcher: Yeah.

EP4: Okay. It would be wonderful if we could get every student the individual attention that inclusion included. But, I do feel there are certain students that should be included within it. I've worked with a variety of students from substituting to as a teacher.

Inclusion has helped quite a bit. Yeah.

Researcher: So, do you--

EP4: So did that answer your question?

Researcher: Do you think all students should be included then?

EP4: If it can be done correctly, yes.

Researcher: Okay. Gotcha.

EP4: Let's put it that way.

Question 6. Researcher: How did you learn about inclusion?

EP4: Honestly, on the job. Being a post act program, they didn't really talk about inclusion. I didn't understand that just being on a 504 myself with dyslexia, I never heard the term inclusion until I got involved in actual teaching at a school.

Question 7. Researcher: How thorough do you feel your understanding of inclusion is?

EP4: I would say moderate.

Researcher: And to what do you attribute this?

EP4: What?

Researcher: What do you attribute this?

EP4: What?

Researcher: What gave you a moderate level of understanding of inclusion?

EP4: Just dealing with the situations I deal with at the school every day. I mean I have never worked in inclusion.

Researcher: Uh-huh.

EP4: I was just kind of handed a notebook and told what to do up to right now where I am a teacher in my own class, but I have students pulled out for extra work.

Question 8. Researcher: What is the current perception of inclusion for your school and among your staff?

EP4: I would say it's a little frustrating. Right now, the way my school works is that our core teachers have two conferences, one planning period, and one period where they pull students for that extra inclusion time, for that one-on-one time.

Researcher: Wow. Every teacher has that?

EP4: (big grin) Core staff only.

Researcher: Ok. Wow.

EP4: But the down side to that is our classrooms are larger right now. We have teachers that have twenty-five students in class with multiple students in that class period that

need inclusion. So that's the drawback to it. It's nice in theory but it's a pain in other ways.

Researcher: Okay.

Question 9. Researcher: What do you think of the district's perception of inclusion?

EP4: They're going more towards it. Just because of the way the state is wanting us to go.

Researcher: Okay.

Question 10. Researcher: How much do you think your school district prepares teachers and offers professional development to prepare teachers for inclusion?

EP4: Very little.

Question 11. Researcher: How successful is inclusion in your experience? Why?

EP4: It can be great. It can. Just knowing the students I've worked with, working with emotionally disturbed, working with an autism student in the same year, they built up their social skills

Researcher: You said in the same mirror?

EP4: Yeah, they were in the same year.

Researcher: Oh! Year. Sorry. Sorry, okay.

EP4: Yeah. They were in the same school year. I worked with both of them. But I also see the downside to it too, because they are not on the same level as other students, and it is harder on other students sometimes. Luckily, it was a small school district, and they understood some kids need a little help. But they are able to grow. They were able to develop those social skills a little bit more. So, if done correctly--it can be done correctly--it can be good.

Researcher: I understand.

Question 12. Researcher: How much exposure have you had to inclusion? How long? And when?

(Long silence.)

Researcher: Like when? And how long?

EP4: I would say for at least three years of inclusion exposure.

Researcher: Every day?

EP4: One full school yea--well...if you are talking about art, I have students with special needs in my art classes every day.

Researcher: Okay. Are they in all of your art classes or just some of them?

EP4: The way our population is I do have the majority. I have a lot of inclusion kids in my classes. I even have a life skills student in one of my classes as well to help develop his life skills.

Researcher: Okay.

EP4: So I mean I have to. I have a class period now where I have three different needs in one class period. So.

Question 13. Researcher: If there was a new hire at your school, what advice would you give them regarding inclusion?

EP4: What advice would I give them?

Researcher: Yeah.

EP4: Every student learns differently. Every student has different interests. When you find out the interests, and take--and make that connection--connection with that interest--you can help them grow faster and further than they would do just by forcing things upon them.

Question 14. Researcher: Is there anything that our conversation did not cover about inclusion that you think I should know?

EP4: No.

Researcher: Okay.

EP4: I think that covers it, so.

Researcher: Okay.

Appendix I

Teachers' Attitudes' Toward Inclusion Scale Score Sheet

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

March 31, 2016

Christine Peet
c/o Dr. Kristi Santi
Psychological, Health, and Learning Sciences

Dear Christine Peet,

The University of Houston's Institutional Review Board, Committee for the Protection of Human Subjects (1) reviewed your research proposal entitled "What Affects Teachers' Attitudes toward Inclusion" on December 11, 2015, according to federal regulations and institutional policies and procedures.

At that time, your project was granted approval contingent upon your agreement to modify your protocol as stipulated by the Committee. The changes you have made adequately fulfill the requested contingencies, and your project is now **APPROVED**.

- **Approval Date: March 31, 2016**
- **Expiration Date: March 30, 2017**

As required by federal regulations governing research in human subjects, research procedures (including recruitment, informed consent, intervention, data collection or data analysis) may not be conducted after the expiration date.

To ensure that no lapse in approval or ongoing research occurs, please ensure that your protocol is resubmitted in RAMP for renewal by the **deadline for the February, 2017** CPHS meeting. Deadlines for submission are located on the CPHS website.

During the course of the research, the following must also be submitted to the CPHS:

- Any proposed changes to the approved protocol, prior to initiation; AND
- Any unanticipated events (including adverse events, injuries, or outcomes) involving possible risk to subjects or others, within 10 working days.

If you have any questions, please contact Samoya Copeland at (713) 743-9534.

Sincerely yours,



Dr. Lorraine Reitzel, Chair
Committee for the Protection of Human Subjects (1)

PLEASE NOTE: All subjects must receive a copy of the informed consent document, if one is approved for use. All research data, including signed consent documents, must be retained according to the University of Houston Data Retention Policy (found on the CPHS website) as well as requirements of the FDA and external sponsor(s), if applicable. Faculty sponsors are responsible for retaining data for student projects on the UH campus for the required period of record retention.

Protocol Number: 16187-01

Full Review: ____

Expedited Review: ☒ X

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS.