

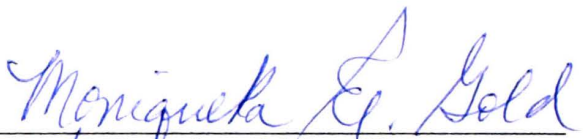
THE PSYCHOLOGICAL EFFECTS OF THE
INCLUSIONARY MODEL ON THE
GENERAL EDUCATION TEACHER

PAMELLA T. HOSLEY

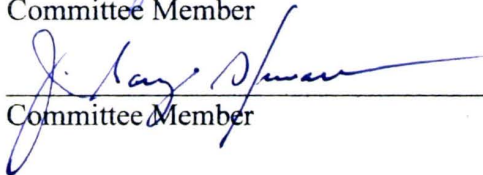
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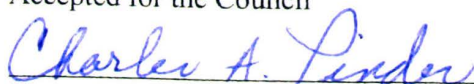
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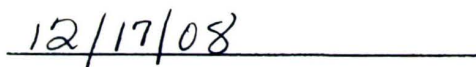
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A handwritten date "12/17/08" written over a horizontal line.

The Psychological Effects of the Inclusionary Model on the General Education Teacher

A Field Study Proposal

Presented for

The Graduate Studies Council

Austin Peay State University

In Partial Fulfillment

Of the Requirements for the Degree

Education Specialist

Pamella T. Hosley

December, 2008

Acknowledgements

To my husband, best friend and soul mate, without you this would not be possible

To my children Thomas Jr., Tramaine, Jadai' and Janai' knowledge is power

To my mother thanks for the push to keep me going when I wanted to quit

To Theo my sister and friend for life thank you for being you

and

To my Mahaffey family of friends who have always been there for me

Thank you for your continued support

ABSTRACT

Pamella T. Hosley. The Psychological Effects of the Inclusionary Model on the General Education Teacher (under the direction of Dr. Moniqueka Gold).

Inclusion of students with disabilities has been considered an appropriate way to include disabled students into the general education population for many years. However, there are problems associated with inclusion that are not openly discussed. General education teachers are placed in a situation of accepting a student with a disability without adequate support, or appropriate training to manage special needs students. Some teachers believe they have no choice in the matter as inclusion is the law. In addition, negative attitudes develop as teachers surmise that without support they are hindered in meeting the needs of their regular education population while addressing the needs of the special education students. However, the research of 32 graduate students indicated that there are no significant differences between general education teachers who teach in an inclusion setting versus general education teachers who do not.

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CHAPTER I

Introduction

Inclusion of special education students has become more prevalent throughout school systems. According to the Individuals with Disabilities Education Act of 1990 (IDEA), which was reauthorized in 2004 as the Individuals with Disabilities Education Improvement Act (IDEIA), students with disabilities should be facilitated in the Least Restrictive Environment (LRE) with their non disabled peers (Etscheidt, 2006). Even though inclusion is required by law, some teachers are hesitant to take on this type of responsibility. Teachers are given little or no training to teach students with disabilities. General education teachers are asked to not only teach students with disabilities, but also provide appropriate accommodations to ensure their success as well as implementing behavior modifications if necessary. The lack of support and experience can cause teachers to have a negative attitude towards students with disabilities. According to research conducted by Good and Brophy, (as cited by Gash, 2007, pg 5) teachers' attitudes can impact learning. Therefore, teacher's attitudes are crucial for the inclusionary process to be successful in the classroom.

Research shows the majority of universities require general education teachers to take only one special education course while pursuing their undergraduate degree (Andrews & Clementson, 1997). This does not prepare teachers for students with various types of disabilities that may be assigned to their classroom. Adequate support and training should be implemented within the school systems to prepare teachers. Teachers need to be able to understand the different types of disabilities in order to implement the correct inclusion strategies that can benefit them within the general education classroom.

Statement of the Problem

Do the attitudes of general education teachers toward different inclusion models determine the success or failure of the program? In special education, the growing trend among districts is to implement inclusion strategies for students in an inclusion setting. This places greater responsibility on general education teachers towards educating all students (Kavale & Forness, 2000).

Purpose of the Study

The purpose of this study is to determine how general education teachers are affected by including students with disabilities in their classrooms. It is the goal of this study to evaluate the attitudes of general education teachers towards students with disabilities in inclusion settings. The findings will provide administrators with information regarding the impact of teacher's attitudes who participate in the inclusion process.

Research Questions

This study will address the following three questions:

1. What does inclusion mean to the general education teacher?
2. What types of disabilities do general education teachers feel prepared to teach?
3. Does Inclusionary training change general education teachers' attitudes towards students with disabilities assigned to their classroom?

Hypotheses

Three null hypotheses will be tested to address the research questions:

1. There is no significant impact of inclusion on general education teachers.
2. General education teachers are not fully prepared to effectively teach students with different types of disabilities.
3. There is no significant impact on the attitude of inclusion among general education teachers who receive training.

Limitations

The population sample is limited due to the number of graduate students taking classes during the summer months. Therefore, results may not be applicable to other school systems that participate in the inclusionary process.

Definitions

1. Inclusion – Inclusion is an alternative setting for special education students where they receive the majority of their services in the general education classroom with their peers (Sultana, 2001).
2. Least Restrictive Environment (LRE) – LRE is the philosophy on which special education is based. It entails that each special education student will be educated to the maximum extent possible with his or her non-disabled peers (Watson, 2003).

3. Modifications – Modifications are prescribed actions which address weaknesses that a special education student may possess. Therefore, when modifications are implemented, the student can be successful (Watson, 2003).

CHAPTER II

Review of Literature

History of Special Education

Educating children with special needs is not a new concept, but rather an evolving process that is continuously changing to meet the needs of the individual child. In 1975, Public Law 94-142 was passed to implement a plan designed to help children with special needs receive a free appropriate education (Pardini, 2002). No longer were students with disabilities to be excluded from public schools; the law stated that all students would be able to receive an appropriate education in their least restrictive environment. The term least restrictive environment (LRE) states that all special education students will be educated to the maximum extent possible with non-disabled peers (Watson, 2003).

Amendments were still needed to ensure the effectiveness of PL 94-142. In 1990, the law was revamped and changed to the Individuals with Disabilities Education Act (IDEA). IDEA helped extend the law to meet the needs of all students. The revising of the law helped students receive more individualized instruction in small group settings. Students were also given the support needed to become successful in school. IDEA also made it possible for children with special needs, who were previously taught in isolation, to be mainstreamed in regular classroom settings as much as possible (Pardini, 2002).

The mainstreaming of students presented general education teachers with a new set of challenges. The law now required students who were previously taught in small group settings to be integrated into general education classrooms with their peers (Kavale & Forness, 2000). The question most often asked was which students to mainstream? According to Abeson, Burgdorf, Casey, Kunz and McNeil (as cited by Kavale & Forness,

2000, pg 281) it was not the case for all students with disabilities. Students with severe disabilities could not always receive the best education in a general education classroom. Some students require their LRE to be in a small classroom setting commonly referred to as the resource model.

Research conducted by Taylor, Richards, Goldstein and Schilit (as cited in Elhoweris & Alsheikh, 2004, pg 3) stated general and special education teachers disagreed with the placement of students with more severe disabilities. General education teachers felt they were ill prepared to teach students with mental, behavioral, and emotional disabilities without adequate support. In a similar study conducted by Lohrmann and Bambara (2006) determined general education teachers as well as special education teachers believed they needed more support than teachers who taught students with mild disabilities. Therefore, teachers believed that students with severe disabilities, including emotional problems, would best be served in a more restrictive environment. However, special education teachers believed students with severe disabilities could benefit from inclusion with adequate accommodations and support.

Before 1975, students with severe disabilities were not educated with their general education peers. According to Romana and Chambliss (2000), most were placed in an institutional setting. However, with the passing of PL 94-142 and IDEA 1990, students were required to be included in the general education classroom. This presented a problem for general education teachers who found it difficult to maintain order and teach students with these types of disabilities. A research study that included 14 nations conducted by Bowman (as cited in Dupoux, Wolman & Estrada, 2005, pg 46) found the majority of teachers surveyed preferred to have students with mild disabilities included in

their classroom. The lack of experience in teaching severely disabled students, and the need for support from special education personnel continues to cause negative feelings among general education teachers.

According to Campbell, Gilmore and Cuskelly (2003) teachers are influenced by the severity of the students' disability and whether they have received training on how to meet their needs in the general education classroom. Teachers are prone to view teaching students with severe disabilities negatively. However, teachers with experience are more accepting, which goes to show that teaching experience and training of how to handle students with special needs is an indicator for more positive feelings towards inclusion (Romano & Chambliss, 2000).

Inclusion

By 1997, revisions to the law made it clear that students with disabilities were still being excluded from general education classes. More revisions were needed to further help students with special needs. The most significant change was the evolving of mainstreaming special education students to the inclusion setting with students in the general education classroom. According to the new mandate of IDEA, general education teachers were required to teach all students using the general education curriculum. Furthermore, general education teachers were required to participate in students' Individualized Education Program (IEP) committees (Sultana, 2001). An IEP is a written education program developed by special educational personnel with input from parents and teachers (Watson, 2003). These decisions were made to ensure that all students' needs were met in the LRE and that they were challenged in their placement.

In 2004, IDEA was reauthorized and renamed the Individuals with Disabilities Education Improvement Act. IDEA's main focus was to ensure that students with disabilities learned in their natural setting. Therefore, the general education classroom was the LRE and teachers were required to teach students in an inclusion setting. Congress expounded on IDEA by stating "The education of students with disabilities can be made more effective by having high expectations for such students and ensuring their access in the general curriculum to the maximum extent possible" IDEA, 2004 (as cited in Hardman & Dawson, 2008, pg 2).

According to Sultana (2001), inclusion of students with special needs into the general education classroom has caused controversy among both special education teachers as well as general education teachers. The problems arise from the definition of inclusion and which students benefit. The Twenty-Fourth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (as cited in Lambert, Curran, Prigge & Shorr, 2005, pg 3) indicated about 95% of students with special needs spend the majority of their time in a general education classroom; of the 95%, almost half of the students required extra support outside general education classroom in a smaller group setting from special education teachers.

McGregor (1997) believed inclusion of disabled students presented a problem because advocates for inclusion consider the inclusion model to work for all students with special needs. Advocates consider inclusion a "one size fits all" approach to helping disabled students. This is most commonly referred to as full inclusion. Full Inclusion refers to students with disabilities who depend solely on the general education teacher for instruction without the aid of the special education teacher for support. Inclusion is not a

one size fits all method that works for every student. Some students with disabilities require more assistance than others and benefit from small group instruction taught by the special education teacher (McGregor, 1997).

Forlin (1997) found that general education teachers felt they did not receive adequate support to teach students with disabilities. In fact, they felt they were unprepared to teach students with severe disabilities that sometimes required more assistance than they were able to give in a general education classroom. Also, teachers felt that their capacity to teach all their students in the classroom would suffer while attempting to meet the needs of the students with disabilities. In a similar study conducted by Mamlin (1999), most general education teachers felt they would not enjoy working in an inclusion environment because they lacked the necessary skills and did not receive adequate training to meet the needs of the individual students. Most teachers believed they could best handle students with special needs if it was done in a collaborative setting with the support of the special education teacher in attendance (Romano & Chambliss, 2000).

Attitudes of General Education Teachers

When IDEA was reintroduced, it was clear that special education students would be included more into the general education population. However, what was not discussed at the time was how general education teachers would feel about taking on a bigger role in teaching students with special needs. A research study conducted by Elhoweris and Alsheikh (2004) found that teachers' attitudes about teaching students with disabilities can ensure the success or failure of inclusion. Many studies have found that teacher's attitudes are affected by lack of experience, no prior contact with students

with disabilities, not enough support, and classroom size (Dupoux, Wolman & Estrada, 2005; Elhoweris & Alsheikh, 2004).

To help teachers develop a positive attitude towards inclusion of students with various disabilities, research has determined that strategies need to be implemented within the classroom that will benefit all students. Familia-Garcia (2001) considered collaborative teaching a commonly used solution to problems associated with inclusion. The collaboration of general education teachers and special education teachers is viewed as an effective tool for all students. Teachers also worked with a support group in the development of short term goals which helps motivate students to do their best and build self esteem. According to Winebrenner (as cited in Familia-Gacia, 2001, pg 5), students need to feel they are part of the decision making process and given the opportunity to make meaningful choices. Therefore, students are more willing to learn when they feel they are part of the process and become actively engaged in learning.

Students need to feel a connection with their teachers and teachers need to feel comfortable, teach quality lessons and a variety of students with different learning styles. Research conducted by Andrews and Clementson (1997) determined that teaching pre-service teachers in the beginning of their career techniques and strategies to help in an inclusionary setting, attitudes were changed from negative to positive. Results also indicated that course work as well as teaching methodology was needed to help change the attitudes of incoming teachers. A similar study conducted by Lambert, et al. (2005) indicated that all pre-service teachers benefited from classroom instruction on inclusionary practices. In addition it was positively noted that skills of pre-service teachers were strengthened by learning how to differentiate instruction for all students.

According to Gash (2007), if the general education teacher has a negative attitude towards inclusion then the experience of including the student with special needs into the classroom will be negative.

Affects of inclusion

The level of stress associated with teaching students with disabilities can be overwhelming to a teacher who is unfamiliar with the needs of the student. Research by Forlin (2001) described several potential stressors for new as well as experienced teachers when thrust into an inclusionary role. According to the study, the majority of teachers named potential stressors as not having background knowledge of student's or students' individual disabilities and how to work with them. Also, teachers were uncomfortable when dealing with students with severe disabilities who lacked social skills. Teachers felt they would be made solely responsible for ensuring that these students behaved in school. Another potential stressor was they felt the general education students would suffer by having students with severe disabilities included into the classroom. Programs should be developed to ensure that inclusion is viewed positively instead of negatively. In a study conducted by Salend & Garrick-Duhaney (1999), results indicated that flexible time for teachers to collaborate with special education teachers would benefit general education teachers who taught in an inclusion setting. Also, on-going training was needed to ensure that all new as well as experienced teachers understood the expectations of teaching students with special needs in their classroom.

According to Downing, Eichinger and Williams (1997), training provides teachers with the necessary skills to teach students and work in a cooperative learning environment. A similar study conducted by Idol (2006) focused more on the delivery of

services. The goal was to find a way to make inclusion work for all students. The general education teacher and the special education teacher would collaborate and develop a plan on how best to meet the needs of the individual student in the general education classroom. Special education teachers served in a consulting capacity to assist the general education teacher as needed. Also, clear guidelines were established for the paraprofessionals and what his or her role would be in the classroom as support for all students not just students with special needs.

In comparison, a study conducted by Lohrmann and Bambara (2006) suggested there are important factors that should be considered when assigning students with disabilities to the general education classroom: (1) teachers need support in order to effectively teach students with disabilities, (2) adequate training in how to handle behavioral issues and (3) opportunities to collaborate with peers on how to meet the needs of the students. Another factor that should be considered is the awareness of students with challenging behaviors. Teachers need to learn about different types of disabilities and how to handle the students who exhibit disruptive behaviors.

The introduction of different disabilities and strategies in how to handle challenging behaviors help general education teachers feel as if they have some control of their inclusion classroom. Once it has been determined who will be served in an inclusionary setting teachers can prepare for their arrival. According to a study conducted by Sardo-Brown and Hinson (1995), general education teachers, who were made aware of the students who would participate in an inclusionary setting, were able to structure lessons to meet and challenge them in the learning process. This was accomplished through a variety of learning materials, the development of visual aids, and the modifying

of pre-existing learning materials. Banerji and Dailey (1995) conducted a study that focused on determining opportunities for special and general education teachers to co-teach lessons; the use of peer instructional strategies were considered effective tools in the classroom. These types of strategies ranked high among surveying teachers.

Programs to assist teachers with inclusion

According to Stanovich and Jordan (2004), professional development helps ensure the success of inclusion. The inclusionary model is the preferred choice that many school districts have already adopted in one form or another. In 1992, the research program called Supporting Effective Teaching (SET) was developed to help general education teachers become more knowledgeable about inclusion and how best to meet the needs of students with disabilities. A path model was developed to guide the incoming and experienced teachers become better inclusion teachers. Results indicated that if teachers received resources and support using a collaborative delivery model, teachers were comfortable in their role of teaching students with various disabilities (Stanovich & Jordan, 2004). Another program called IDEA and Research for Inclusive Setting (IRIS) felt that teachers needed a resource to help with inclusion practices. The IRIS was developed to be a research model for school systems to teach pre-service courses to meet the needs of students with disabilities (Smith, Tyler, Skow, Stark & Baca, 2003). The IRIS can be used as a support to help with teachers training efforts. It has a number of modules that can be accessed through the internet. These modules include topics such as discipline and learning techniques to teach diverse students. In a similar study, Trump and Hange (1996) explained in their Focus Group that undergraduate students should be required to take more special education courses to prepare them for different types of

students that may be incorporated into their classroom. Once they have been hired, training should continue with professional development on a continuous basis. In the past, general education teachers were required to take one special education class at the undergraduate level in preparation for students with disabilities. Teachers were not prepared to effectively do their jobs (Stanovich & Jordan, 2004). As a result not only did the inclusion process break down but teachers formed a negative attitude towards teaching students with special needs.

In a pilot study, termed *The Ravenswood Project*, administrators, teachers, and parents participated in a 10 month study designed to change attitudes and perceptions of inclusion. Throughout the timeframe, the group met in cooperative learning groups and shared the responsibility in making inclusion work in their school. Special education teachers served in a consulting capacity to assist if problems developed within the classroom. At the end of the study, parents were comfortable about their children being taught in an inclusionary setting. The teacher's perceptions shifted from negative to positive and administrators learned how to be supportive of teachers in their classrooms. In addition, teachers felt that after participating in the study inclusion had more to do with accepting students with disabilities into their classroom than the actual placement (Lombardi, Nuzzo, Kennedy & Foshay, 1994).

The positive results of *The Ravenswood Project* showed that all key players need to be involved for inclusion to be successful. Roach and Salisbury (2006) reported that inclusion problems need to be addressed at the state level in order for it to be effective at the school level. The Consortium for Inclusive Schooling Practices (CISP) was developed to focus on the problems associated with the law, state level policies that

filtered down to the school districts. In 1995, when the CISP was first established, the lack of funding and support hindered teachers from being able to do their job within the classroom as well as deal with students with disabilities. School districts were not able to provide ample training needed for the success of inclusion. However, with the help of CISP some of these issues were resolved. A viable solution not only helped the two school districts that were involved in this study, but provided information that would help other states with the same types of problems associated with inclusion.

For the next seven years, CISP provided much needed professional development sessions, support to the teachers as well as the administrators to help develop team cohesion in teaching students with disabilities. Also, CISP developed a working relationship between general education teachers and special education teachers. According to a similar study conducted by Banerji and Dailey (1995), opportunities for special education teachers and general education teachers are often hindered by their inability to collaborate and have time to plan the lessons and develop strategies that will effectively help students within the general education classroom. CISP believed that if these types of problems were corrected between all those associated with special education students, then the inclusion program would be an undeniable success. According to Chin and Benne (1985), the traditional method of passing on knowledge from the top down has not been successful. Therefore, instead of relying on the traditional method of transferring knowledge from top to bottom a new method referred to as the bottom up was used. Chin and Benne stated, "change in attitudes, values, skills and significant relationships, not just changes in knowledge, information or intellectual

rationales for action and practice are necessary for promoting changes in patterns and practices” (p. 23).

The bottom up approach worked on each problematic area that dealt with the inclusionary process. Forums were established to help open the lines of communications on all levels. This was viewed positively as it helped establish trust among everyone. Communication helped change many state and local policies which lead to the implementation of new and improved programs (Roach & Salisbury, 2006).

CHAPTER III

Methodology

This study will investigate the attitudes of the general education teachers who teach students with disabilities in an inclusionary setting. The research design is a descriptive, non-experimental survey used in a questionnaire format. The research will be collected from graduate students who attend Austin Peay State University. A total of 32 graduate students participated in the study.

The IRB application for approval of research involving live subjects was approved May, 2008. Permission was granted to use the inclusion inventory developed by Kelly S. C. Gash (2007). The survey was adapted to meet the needs of the research to be studied. The research design is a descriptive, non-experimental survey used in a questionnaire format. The inclusion inventory is designed to measure teacher's attitudes and perceptions in their classrooms. The survey consist of five sections: section one consist of 13 dependent variables, section two consists of six dependent variables, section three consist of two open-ended statements, section four consist of basic demographic information, and section five consist of two open-ended questions and one yes/no question.

The investigator will distribute the surveys to the graduate students at the beginning of class. The instructions for completing the survey will be discussed by the investigator. All participants will be informed in the beginning that their participation will be on a volunteer basis and all information will be anonymous. The survey will take approximately 5 to 10 minutes to complete and will be collected by a student designee.

After the surveys are collected, the data will be analyzed using simple descriptive statistics that will consist of tables, bar graphs and pie charts. The means achieved on the 7-point Likert scale from graduate students who participate in an inclusion setting and the graduate students who do not will be compared using a one way Analysis of Variance (ANOVA) technique.

Chapter IV

Results

The purpose of this study was to determine how general education teachers are effected by including students with disabilities in their classrooms. The data for this study was collected from thirty-two graduate students. Twenty-four graduate students taught in an inclusionary setting while 8 graduate students did not. The population surveyed was small and results indicated future research should be conducted with a larger group.

The data analyzed from this study was simple descriptive statistics which consisted of bar graphs, pie charts and tables. In addition, an Analysis of Variance (ANOVA) was conducted. The data will be presented in the format of the questionnaire, which consisted of five sections. It should be noted that teachers who taught in an inclusionary classroom will be referred to as collaborating teachers (C) and teachers that did not will be referred to as non collaborating teachers (NC).

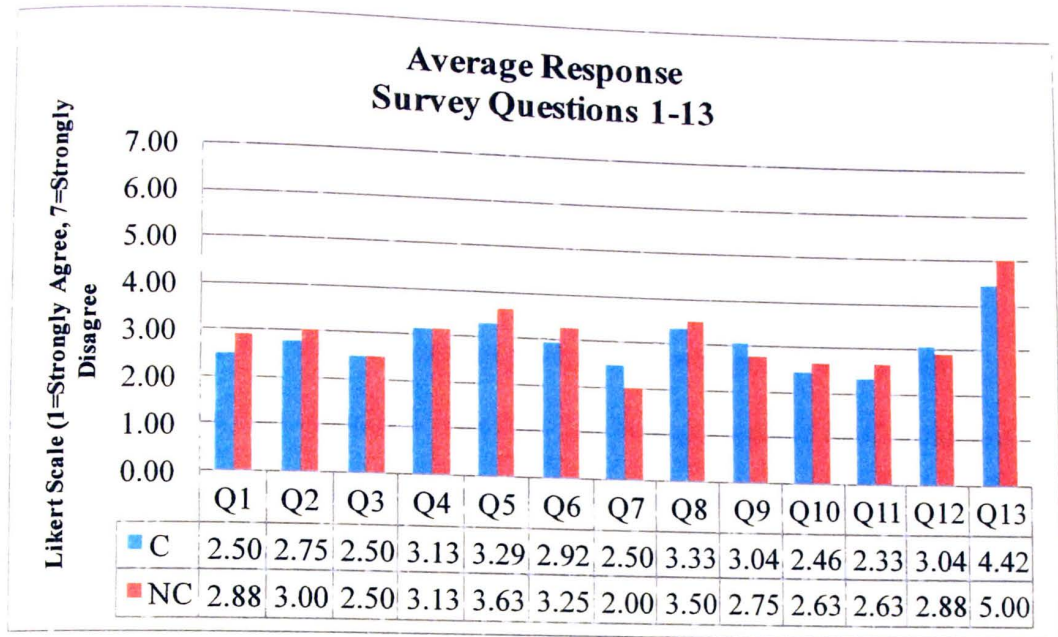


Figure 1: Section one, Teacher Preparedness

In section 1, the first question refers to how capable teachers feel in handling verbal disruptions within the classroom. The average response from C group was 2.50 percent while the average response for the NC group was 2.87 percent.

Question 2 refers to how well teachers are in handling non-compliant behaviors within the classroom. The average response from C group was 2.75 percent while the average response for NC group was 3.0 percent.

Question 3 refers to how well teachers are able to encourage students to complete tasks. The average response from both C and NC groups was 2.50 percent.

Question 4 refers to how well teachers feel about differentiating reading programs for students with disabilities. The average response for both groups C and NC was 3.12 percent.

Question 5 refers to teachers feelings about differentiating math programs for students with disabilities. The average response for C group was 3.29 percent while the average response for the NC group was 3.26 percent.

Question 6 refers to how well teachers feel they are trained to develop age-appropriate social skills for students with disabilities. The average response for C group was 2.91percent while the average response for the NC group was 3.25 percent.

Question 7 refers to how confident teachers feel in helping students with disabilities improve their organizational skills. The average response for C group was 2.50 percent while the average response for the NC group was 2.0 percent.

Question 8 refers to how well trained teachers feel with teaching students with disabilities proper hygiene. The average response for C group was 3.33 while the average response for the NC group was 3.50.

Question 9 refers to how well trained teachers feel in teaching students with disabilities time management skills. The average response for C group was 3.04 percent while the average response for the NC group was 2.75 percent.

Question 10 refers to how teachers feel about adapting and modifying the curriculum. The average response for C group was 2.45 percent while the response for NC group was 2.62 percent.

Question 11 refers to how teachers feel when having students with mild disabilities in their classroom. The average response for C group was 2.33 percent while the average response for the NC group was 2.62 percent.

Question 12 refers to how teachers feel when having students with moderate disabilities in their classroom. The average response for C group was 3.04 percent while the average response for the NC group was 2.87 percent.

Question 13 refers to how well teachers feel when having students with severe disabilities in their classroom. The average response for C group was 4.41 percent while the average response for the NC group was 5.0 percent.

Table 1

Averages for Responses to Teacher Preparedness Questions:

1. Verbal disruptions	2.5	versus	2.87	p= .54	Not Significant
2. Non-complaint Behaviors	2.75	versus	3	p= .70	Not Significant
3. Encouraging students	2.5	versus	2.5	p= 1.0	Not Significant
4. Differentiating reading	3.12	versus	3.12	p= 1.0	Not Significant
5. Differentiating math	3.29	versus	3.62	p= .68	Not Significant
6. Developing social skills	2.91	versus	3.25	p= .63	Not Significant
7. Developing organizational skills	2.5	versus	2	p= .35	Not Significant
8. Teaching proper hygiene	3.33	versus	3.5	p= .83	Not Significant
9. Developing time management	3.04	versus	2.75	p= .63	Not Significant
10. Adapting and Modifying curriculum	2.45	versus	2.62	p= .77	Not Significant
11. Mild Disabilities	2.33	versus	2.62	p= .57	Not Significant
12. Moderate Disabilities	3.04	versus	2.87	p= .80	Not Significant
13. Severe Disabilities	4.41	versus	5	p= .51	Not Significant

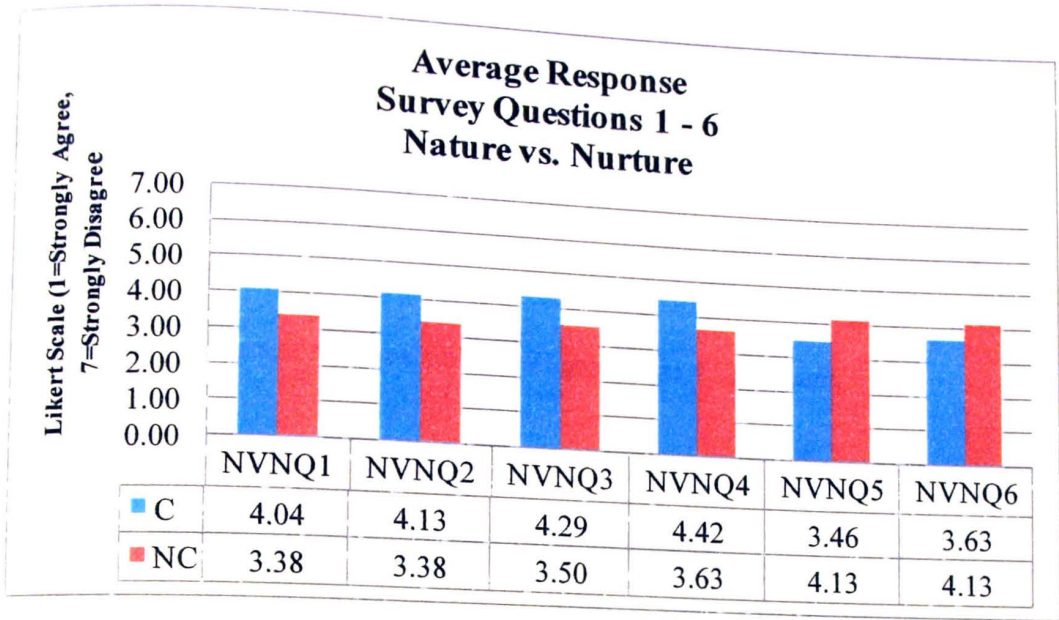


Figure 2: Section two, Nature versus Nurture

In section 2, the first question refers to how competent the teacher feels in effectively teaching students with mild disabilities. The average response for C group was 4.04 percent while the average response for the NC group was 3.37 percent.

Question 2 refers to how competent the teacher feels in effectively teaching students with moderate learning disabilities. The average response for C group was 4.12 percent while the average response for the NC group was 3.37 percent.

Question 3 refers to how competent the teacher feels in effectively teaching students with mild behavior/emotional disabilities. The average response for C group was 4.29 percent while the average response for the NC group was 3.50 percent.

Question 4 refers to how competent the teacher feels in effectively teaching students with moderate behavior/emotional disabilities. The average response for C group was 4.41 percent while the average response for the NC group was 3.62 percent.

Question 5 refers to how competent the teacher feels in effectively teaching students with mild mental retardation. The average response for C group was 3.5 percent while the average response for the NC group was 4.12 percent.

Question 6 refers to how competent the teacher feels in effectively teaching students with moderate mental retardation. The average response for C group was 3.62 percent while the average response for the NC group was 4.12 percent.

Table 2

Averages for Responses to Nature versus Nurture Questions

1 Mild LD	4.04	versus	3.37	p= .30	Not Significant
2 Moderate LD	4.12	versus	3.37	p= .22	Not Significant
3 Mild BD/ED	4.29	versus	3.5	p= .26	Not Significant
4 Moderate BD/ED	4.41	versus	3.62	p= .26	Not Significant
5 Mild MR	3.45	versus	4.12	p= .35	Not Significant
6 Moderate MR	3.62	versus	4.12	p= .52	Not Significant

Benefits of Inclusion

The open-ended questions allowed the researcher the opportunity to view how general education teachers feel about the benefits of inclusion. The responses recorded are categorized by the responses of both the C group and the NC group.

Table 3

Benefits of Inclusion Identified by Collaborative Teachers

Social aspects	9
Student diversity	9
Additional support within classroom	3
Academic progress for SPED students	1
No benefits	2

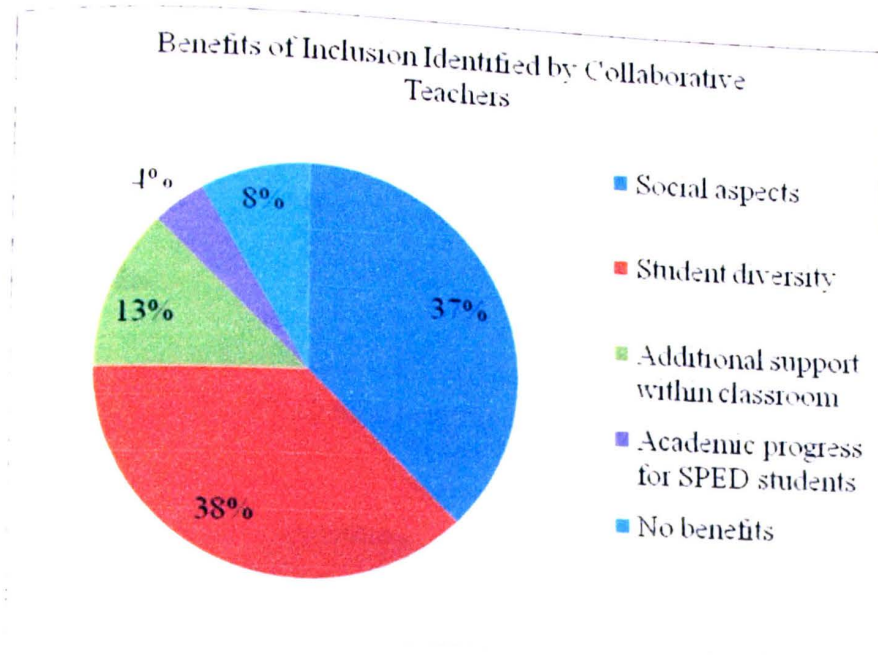


Figure 3: Benefits of Inclusion by Collaborative Teachers

From the sample group of 24 teachers who had students with disabilities in their classroom 37% felt that socially students with disabilities would benefit from being with their peers in a general education classroom. In regards to diversity within the classroom 38% of teachers felt that students would benefit from being in a diverse classroom setting. Thirteen percent of teachers felt they would benefit from having additional support within the inclusion classroom. Eight percent of teachers felt there were no benefits from including students with disabilities in the general education classroom. Four percent of education teachers felt that students with disabilities would progress academically if taught in an inclusion setting.

Table 4

Benefits of Inclusion Identified by the Non-Collaborative Teacher

Social aspects	4
diversity	2
No benefits	2

Benefits of Inclusion Identified by Non-Collaborative Teachers

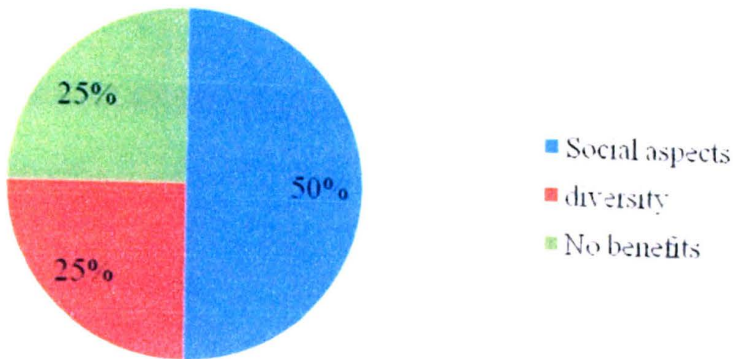


Figure 4: Benefits of Inclusion Identified by Non-Collaborative Teachers

Out of eight non-collaborative teachers, 50% felt that students with disabilities would benefit socially from being in the classroom with their general education peers. Twenty-five percent felt that students with disabilities would benefit from the diversity within the classroom and 25% felt that students with disabilities would not benefit from being in a diverse population of a general education classroom.

Drawbacks of Inclusion

The 24 Collaborative teachers sampled listed a total of seven drawbacks and two listed no drawbacks to the inclusion setting. The open-ended statements are categorized as (1) Disruptive behavior, (2) Special education students having trouble adjusting, (3) Limited training for teachers, (4) Learning process slowed down for peers, (5) Numerous modifications to implement, (6) Not enough support to help within the classroom, and (7) Test scores would be lowered due to inclusion process.

Table 5

Drawbacks of Inclusion Identified by Collaborative Teachers

Disruptive behavior	7
SPED students trouble adjusting	2
Limited training for teachers	2
Learning process slowed down	6
Numerous modifications	1
Not enough support	2
Lower test scores	1
No drawbacks	3

Drawbacks of Inclusion Identified by Collaborative Teachers

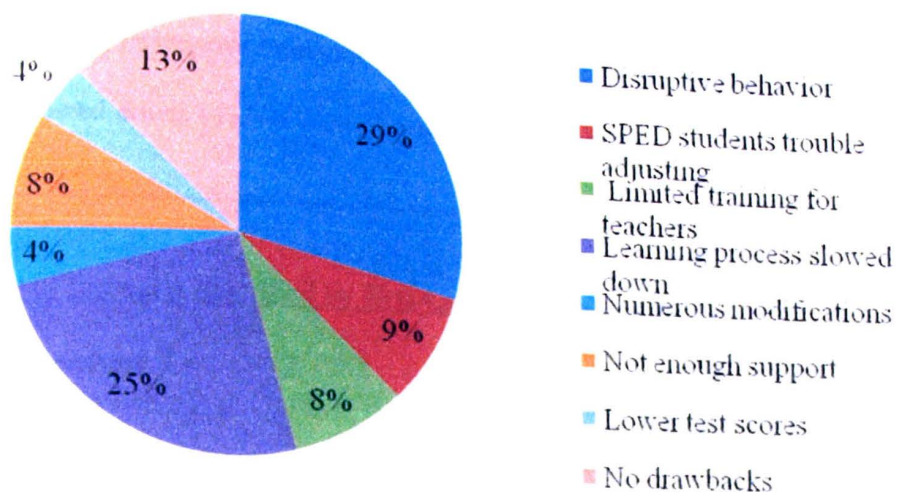


Figure 5: Drawbacks of Inclusion by Collaborative Teachers

In the category of disruptive behavior, 29% felt that including students with disabilities would disrupt classroom instruction. Nine percent felt that the students would have trouble adjusting to a new placement. Eight percent felt that lack of training would hinder teachers from effectively doing their job. Twenty-five percent of teachers believed that the learning process would be slowed down for other students; therefore learning would be negatively impacted. Four percent of teachers felt that there were too many modifications and 8% felt they did not receive enough support in the classroom to accommodate students with disabilities. In addition, 4% felt that including students with special needs would result in lower test scores. However, 13% felt there were no drawbacks to having students with disabilities in their classroom.

The drawbacks of inclusion for the eight non-collaborative teachers listed a total of four groups and two teachers listed no drawbacks to inclusion. The four groups are categorized as (1) Disruptive behaviors, (2) Limited training for teachers, (3) Learning process is slowed down, (4) Not enough support for teachers.

Table 6

Drawbacks of Inclusion Identified by Non-Collaborative Teachers

Disruptive behavior	2
Limited training for teachers	1
Learning process slowed down	2
Not enough support	1
No drawbacks	2

Drawbacks of Inclusion Identified by Non-Collaborative Teachers

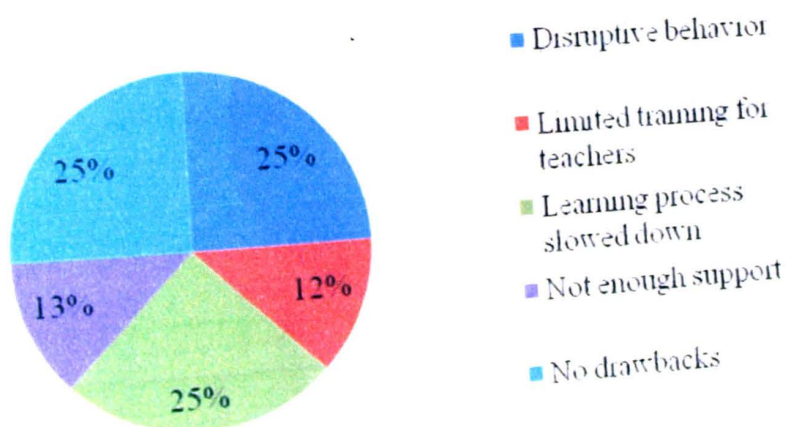


Figure 6: Drawbacks of Inclusion by Non-Collaborative Teachers

In the category of disruptive behavior twenty-five percent of the population surveyed felt the inclusion of students with disabilities would cause disruptive behavior within the classroom. Twelve percent cited limited training as a drawback to inclusion.

Twenty-five percent felt the inclusion of students with disabilities would slow down the learning process for other students. Thirteen percent of teachers felt they did not receive enough support to do Inclusion appropriately and 25% felt there were no drawbacks to inclusion.

Demographic Information

Both the collaborative and the non-collaborative groups that were surveyed included male and female certified teachers. In addition, the hours of training were included to show how much experience the combined groups received in the inclusionary process as well as the grade level of teaching.

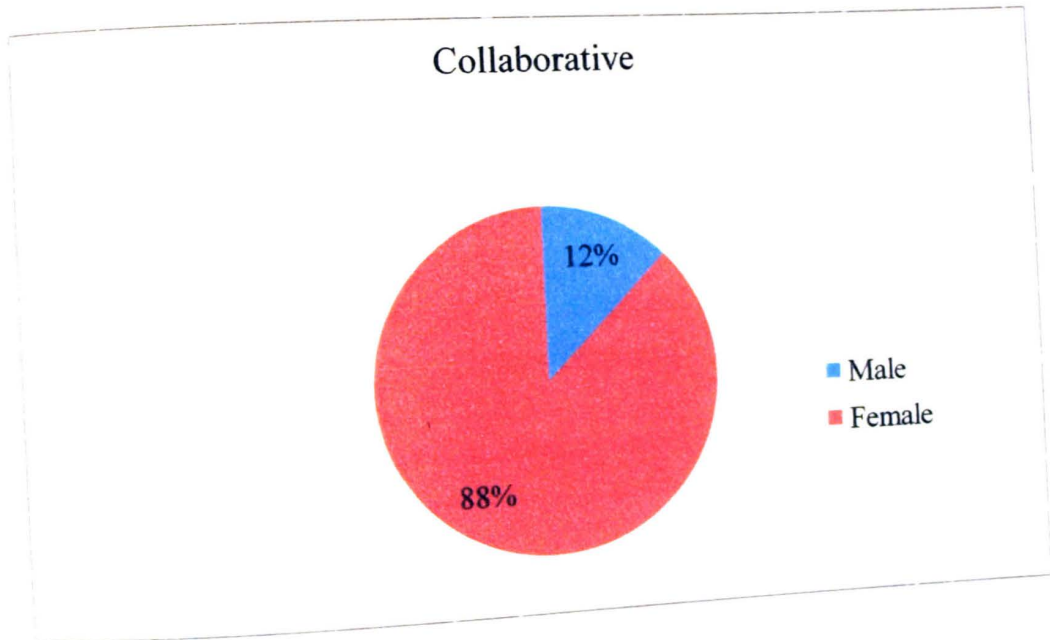


Figure 7: Gender for Collaborative Teachers

Out of the 24 teachers who participated in the inclusionary process, three out of 24 were males, or 12 % and 21 out of 24, or 88% were females.

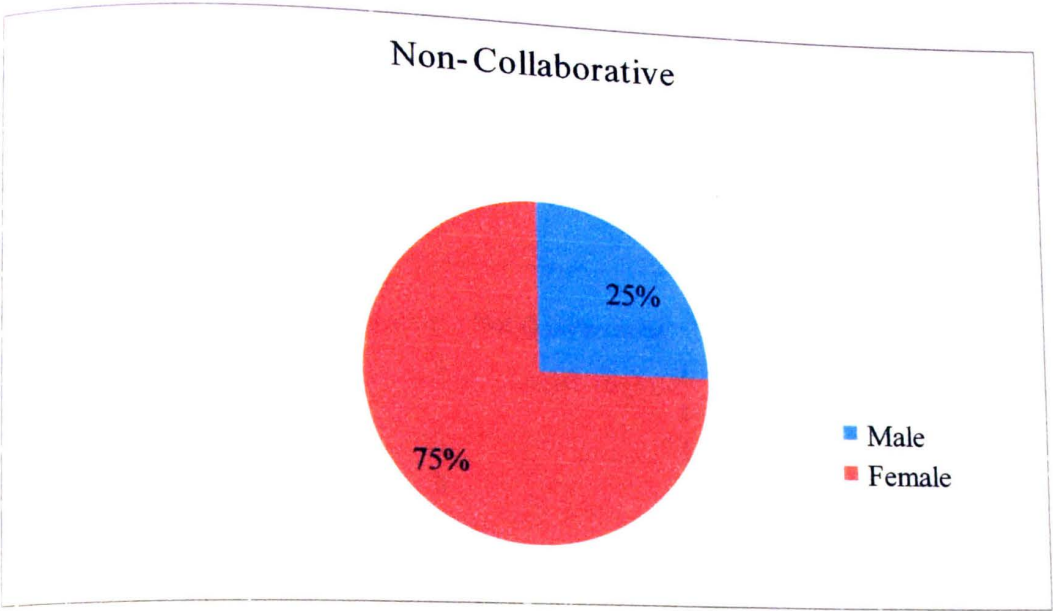


Figure 8: Gender for Non-Collaborative teachers

Out of the eight teachers who did not participate in inclusion two out of eight, or 25% were males and six out of eight, or 75% were females.

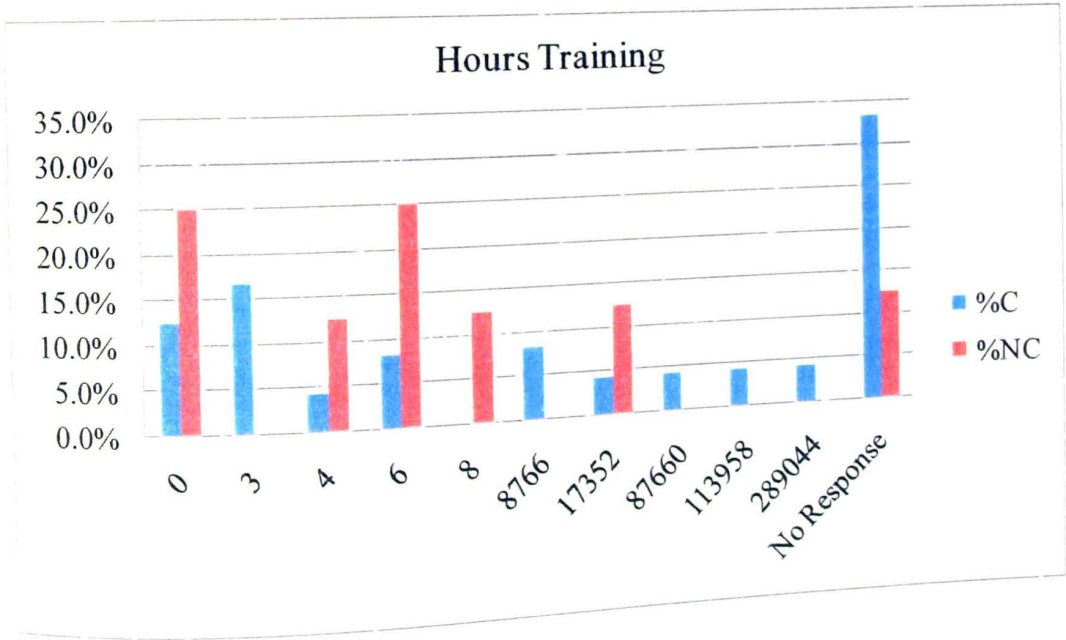


Figure 9: Inclusion Training for General Education Teachers

Due to the varied responses provided by the population surveyed all responses were converted to hours as the standard measurement.

Table 7

Teaching Grade Level of Teachers

Grade Level	Currently Collaborating	Not Collaborating	Totals
Pre K-3	8	1	9
Grade 4-6		1	1
Grade 7-8	13	1	14
Grade 9-12	3	5	8
Total	24	8	32

The sample population consisted of 32 graduate students. All teachers were certified and teaching within a school system. Teachers who participated in the inclusion process are referred to as collaborating teachers and teachers who were not participating were referred to as non-collaborating teachers.

Chapter V

Discussion of Findings and Recommendations

The purpose of this study was to determine the psychological effects the inclusionary process has on the general education teacher. This study focused on 32 graduate students who are certified and are currently practicing teachers. The current sample population was divided into two groups; (1) 24 collaborating teachers (C) and (2) eight non-collaborating teachers (NC).

Limitations

The population sample is limited due to the small number of graduate students who participated in the research. Therefore, results may not be applicable to other studies based on the small sample surveyed. Further research is needed in this area using a larger population.

Teacher Preparedness

In section one of the inclusionary survey, thirteen questions were asked on how well teachers felt trained to handle situations involving students with disabilities. The results indicated that collaborating and non-collaborating teachers showed no significant difference on the level of training they received. The average response from both groups strongly agreed they were well trained to handle verbal disruptions, non-compliant behaviors and encourage students to complete tasks in the classroom. However, both groups acknowledged they were not trained to differentiate instruction in their reading program for students with disabilities. Teachers in the collaborative group were confident in their abilities to differentiate instruction in the math program, but the non-

collaborative group expressed less confidence in accommodating students with disabilities. Both groups marked they were well trained to develop age-appropriate social skills, organizational skills, teaching proper hygiene and developing time management skills to students with disabilities.

In regards to the comfort level of teachers when adapting and modifying the curriculum, both groups felt they could accommodate the needs of all students. Also, teachers were more comfortable with students being placed in their rooms with mild to moderate disabilities. However, both groups were uncomfortable having students with severe disabilities in an inclusion setting.

Nature versus Nurture

Regarding the students ultimate success in life, both collaborative and non-collaborative teachers responded that students with mild disabilities were affected by a more nurturing development of teaching. Collaborative teachers presumed that students with moderate disabilities also benefited from nurturing. However, the non-collaborative teachers believed moderate students were more affected by nature. In addition, collaborative teachers perceived mild to moderate behavior and emotional disabilities were affected by nurture, while non-collaborative teachers perceived mild to moderate behavior and emotional disabilities were affected by nature. Both collaborative and non-collaborative teachers believed nature affected mild to moderate mental retardation.

Open-Ended Statements

The open-ended questions showed both collaborative and non-collaborative teachers believed students with disabilities would benefit socially from the inclusionary setting. Thirty-seven percent out of 24 collaborative teachers agreed; where as 50% out

of eight non-collaborative teachers felt the same. Also, both the collaborative and the non-collaborative teachers agreed that the diversity within the inclusionary setting benefited all students, 38% of the collaborative teachers were in agreement whereas 25% of non-collaborative teachers concurred. In addition, collaborative teachers recommended that additional support in the classroom would benefit all students and academic growth was noted when students with disabilities were embraced or involved in an inclusion setting. However, both the collaborative and the non-collaborative group perceived there were no benefits to inclusion. The collaborative teachers felt 8% of 24 showed no benefits to inclusion whereas, 25% of 8 non-collaborative teachers believed the same.

The main drawbacks of inclusion for both groups included disruptive behaviors, with 29% of 24 collaborative teachers and 25% of 8 non-collaborative teachers, limited training for teachers with 8% of 24 collaborative teachers and 12% of 8 non-collaborative teachers, the learning process is slowed down for other students with 25% of 24 collaborative teachers and 25% of 8 non-collaborative teachers, and not enough support for teachers who are teaching inclusion with 8% of 24 collaborative teachers and 13% of 8 non-collaborative teachers.

In addition, the collaborative teachers felt that 9% of 24 believed that students with disabilities have adjustment difficulties, 4% of 24 felt there were too many modifications to accommodate students with disabilities and 4% of 24 teachers felt that test scores would be hindered by including students with disabilities in their classroom. Also, 25% of 8 non-collaborative teachers felt there were no drawbacks to inclusion for students with disabilities.

Demographic Information

Demographic information indicated that the females in both the collaborative and the non-collaborative group's out-numbered the males. This appeared to have no impact on the results as all teachers were certified and most had some form of inclusion training throughout their tenure as teachers. In the collaborative group, three out of 24 teachers received no training in inclusion and in the non-collaborative group two out of 8 teachers had received no training in the inclusionary process. Also, in the area of teaching positions there were no fourth through sixth grade collaborative teachers surveyed.

Open-Ended Questions

In the area of training, in both groups the majority of teachers stated they had some form of training. However, as the training consisted of hours on some surveys and years on others, all training was converted to hours for research purposes. Teachers were also asked yes or no questions in regards to whether or not they were collaborating with a special education teacher. It should be noted that the 24 collaborative teachers are working with a special education teacher during the inclusion process. However, there still appears to be a large population of teachers who feel they have not received enough training and support in the inclusionary process.

Research Questions

1. What does inclusion mean to the general education teacher? According to the open-ended questions, general education teachers feel inclusion means more work for the teacher without the added support to accomplish teaching. Also, Teachers felt there were many drawbacks to inclusion that would hinder effective teaching for all students such as; disruptive behaviors, limited training in inclusion practices, the learning process

was slowed to accommodate the needs of the students with disabilities and not enough support. This indicates that the null hypothesis is not supported and that both collaborative and non-collaborative teachers feel there is a significant impact from inclusion on general education teachers.

2. What types of disabilities do general education teachers feel prepared to teach?

The null hypothesis was not supported as general education teachers feel they are more prepared to teach students with mild to moderate disabilities. However, both groups felt unprepared to teach students with severe disabilities.

3. Does Inclusionary training change general education teachers' attitudes towards students with disabilities assigned to their classroom?

The null hypothesis was supported there is no significant impact on general education teachers who receive training in the inclusionary process. In fact, both groups showed no significant difference in how they felt about students with disabilities being integrated in the classroom. The only difference was both groups felt strongly about students with severe disabilities being in the general education classroom, as they felt they were not adequately trained to handle these students.

Conclusion

Based on the results of this study and the data collected it is clear that there is no significant impact on general education teachers who are involved in the inclusionary process. However, what is clear is that teachers need more support and guidance on how to proceed when dealing with students who have disabilities. Training does not seem adequate if the general education teacher is not given the support that must come with integrating or accommodating the disabled student in the classroom. The general

education teacher should be allowed to work closely with the special education teacher to ensure that procedural guidelines for inclusion are followed and questions that need answering are answered.

In addition, more studies need to be conducted with a larger population to determine what affects inclusion has on general education teachers as a whole. This information can be used as a tool for administrators as an aid in helping ensure inclusion is done correctly and not be a burden to teachers but a tool to help all students learn.

Appendix A

Inclusion Questionnaire

Regarding the following types of inclusion practices, I feel well trained to respond appropriately:		Strongly Agree Strongly Disagree						
1. Verbal disruptions in the classroom.		1	2	3	4	5	6	7
2. Non-compliant behaviors in the classroom.		1	2	3	4	5	6	7
3. Encouraging students to complete tasks.		1	2	3	4	5	6	7
4. Differentiating the reading program of the student.		1	2	3	4	5	6	7
5. Differentiating the math program of the student.		1	2	3	4	5	6	7
6. Developing age-appropriate social skills of the student.		1	2	3	4	5	6	7
7. Assisting students with organization.		1	2	3	4	5	6	7
8. Teaching proper hygiene for the student.		1	2	3	4	5	6	7
9. Developing time management skills of the student.		1	2	3	4	5	6	7
Regarding inclusive practices and inclusion, I feel comfortable in...								
10. ...adapting and modifying curriculum		1	2	3	4	5	6	7
11. ...having students with mild disabilities in my classroom		1	2	3	4	5	6	7
12. ...having students with moderate disabilities in my classroom		1	2	3	4	5	6	7
13. ...having students with severe disabilities in my classroom		1	2	3	4	5	6	7

Regarding a child's ultimate success in life, how important is the teacher's *overall professional competence* in bringing about optimal development? Please rate the importance of the teacher with each of the following types of students. (This is somewhat of a "Nature vs. Nurture" question--Namely, is it more a manner of nature playing itself out or is it matter of nurture--effective teaching.)

	More Nature			More Nurture			
Mild learning disabilities	1	2	3	4	5	6	7
Moderate learning disabilities	1	2	3	4	5	6	7
Mild behavior/emotional disabilities	1	2	3	4	5	6	7
Moderate behavior/emotional disabilities	1	2	3	4	5	6	7
Mild mental retardation	1	2	3	4	5	6	7
Moderate mental retardation	1	2	3	4	5	6	7

What are the benefit(s) of inclusion?

What are the drawback(s) of inclusion?

Gender: Male

Female

How many years of teaching experience do you have?
—

Current Position

	General Ed	Special Ed
Pre K-3		
4 - 6		
7 - 8		
9 - 12		

Certification

No Teaching Experience	
Licensed / Certified	
Alternative License	

How much training have you had in inclusive practices?

Are you currently collaborating with a special education teacher?

Where did you receive your special education inclusive training?

Appendix B

Letter of Consent

Subject: Survey (Inclusionary Inventory) to determine the Psychological Effects of the Inclusionary Model on the General Education Teacher

Purpose: The purpose of this study is to examine teachers' attitudes that teach students with disabilities in inclusionary settings. This study is completely voluntary and not a requirement of your college course.

The information generated from this study will be used primarily to fulfill the research requirements in education research that Pamella Hosley is taking as part of the Educational Specialist Degree at Austin Peay State University. Upon completion of this study, the results will be shared with the student's advisor and graduate committee.

Participation: Your participation is voluntary and confidential. Your names will not be on the survey response forms. You are free to withdraw from the research study (not turn it in) at any times or to decline to answer any questions without penalty. The study involves no risk to your physical or mental health.

I consent to take part in the Inclusion survey on teachers' attitudes with the understanding that my responses will remain anonymous and no personal information will be collected or divulged.

Signature _____

Date _____

Appendix C

From: Tracy Hosley [mailto:tnt20plus@charter.net]
Sent: Tue 3/18/2008 7:13 PM
To: bkarge@fullerton.edu
Subject: asking for permission to use a testing instrument

Dear Dr. Karge,

I am trying to acquire an email address to one of your student's who completed her Thesis in April, 2007. The purpose of this letter is to ask permission to use her inclusionary survey for a similar study I am conducting. I am working towards completing my Ed. S. at Austin Peay State University, in Clarksville, TN. The study I am proposing will investigate the attitudes of general education teachers toward inclusionary practices. If you can help me I would greatly appreciate it. The name of your student was Kelly S. C. Gash, The title of her study is "The Effects of Collaboration on Teachers' Attitudes Toward Inclusion". The members of her committee included you, Dr. Steve Aloia, and Dr. Smith.

Thank you Pamella T. Hosley

Appendix D

I know Kelly would be honored. Please cite her work when using. I can notify her that you will be using it. - Belinda

Belinda Dunnick Karge, Ph.D.
Intern Coordinator
Department of Special Education
California State University, Fullerton
800 N. State College
Fullerton, CA 92834-6868
(714) 278-3760 (phone)
(714) 278-5518 (fax)
bkarge@fullerton.edu
Department office: EC 574

Please see our website for program and fieldwork information!
<http://ed.fullerton.edu/sped/Handbook/index.htm>

Appendix E

June 3, 2008

Dr. Pinder,

Thank you for approving my initial "expedited" request for my study, "The Psychological Effects of the Inclusionary Model on the General Education Teacher", Study number 08-017. I would like to request the following changes to my study:

- Fort Campbell School System has declined my request to use their teachers as subjects due to being bombarded with survey requests.
- Proposed changes in the area of subjects: I would like to use graduate students who are practicing teachers. The subjects are attending face-to-face graduate courses this summer.

Sincerely,

Pamella T. Hosley

Appendix F

From: Pinder, Charles [mailto:pinderc@apsu.edu]
Sent: Tuesday, June 10, 2008 2:51 PM
To: Tracy Hosley
Cc: Gold, Moniqueka E
Subject: RE: changes to study number 08-017

Ms. Hosley:

I approved your proposed changes to your study as stated in a memo on June 3, 2008. Please get the appropriate permission from each graduate faculty to use their students in your study. Best of luck in your study.

Charles A. Pinder, Ph.D.

Dean and Professor
Austin Peay State University
College of Graduate Studies
P. O. Box 4458
Clarksville, TN 37044
pinderc@apsu.edu
(931) 221-7415
(931) 221-7641
www.apsu.edu/cogs

Appendix G

June 3, 2008

Hello my name is Pamela Hosley I am a graduate student at Austin Peay. I am currently working on my Ed. S, under the guidance of Dr. Gold and Dr. Shutt. To fulfill the requirements of my degree, I am required to do a research study. The study I chose is to examine teacher's attitudes that teach students with disabilities in inclusionary settings. I would like to conduct this study with your students this summer. The study consists of 26 questions that would take approximately 5 minutes to complete. Most of the questions are based on a 7-point Likert scale and require the participant to circle how they feel about situations. The study is completely voluntary and all participants will remain anonymous. If you allow me to conduct the study with your students, I would be more than willing to come at the last 5 minutes of your class and explain the survey or I could bring the required number of surveys to your office for distribution. This study was currently approved by the College of Graduate Studies, study number 08-017, and I am currently awaiting Dr. Pinder's permission to change subjects from middle school teachers to graduate students as the subjects for my study.

Thank you

Pamella Hosley
Cc: Moniqueka E. Gold

Appendix H

From: Shutt, Tammy [mailto:shuttt@apsu.edu]
Sent: Wednesday, June 11, 2008 3:28 PM
To: Tracy Hosley
Subject: RE: changes to study number 08-017

Hi there,

Can you come to Coopertown Middle School? If so, maybe next Tuesday so that on Monday I can tell them about the survey.

From: Tracy Hosley [tnt20plus@charter.net]
Sent: Tuesday, June 10, 2008 3:49 PM
To: Shutt, Tammy
Subject: FW: changes to study number 08-017

Hi Dr. Shutt,

I have enclosed permission from Dr. Pinder to use graduate students. Is it still okay to use your students? If so would you like me to come to your class or bring the surveys to you for distributions?

Thank you for all your help in making this possible

Pam Hosley

Appendix I

-----Original Message-----

From: Deitrich, Margaret A [mailto:DEITRICHM@apsu.edu]
Sent: Saturday, June 07, 2008 5:49 PM

To: Tracy Hosley
Subject: Re: conducting a survey with graduate students
Importance: High

It would be good to come to the class and talk to them. We met in room 203 from 11:40-1:30.

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