INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame. If copyrighted materials were deleted you will find a target note listing the pages in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photo-graphed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University
      Microfilms
International

8207278

Treblas, Patsy Marlene Vogt

THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF AN
INSERVICE PROGRAM FOR MAINSTREAMING THE MILDLY
HANDICAPPED

The Ohio State University   PH.D.   1981

**University
   Microfilms
International** 300 N. Zeeb Road, Ann Arbor, MI 48106

The Development, Implementation, and Evaluation of

an Inservice Program for Mainstreaming the Mildly Handicapped

DISSERTATION

Presented in Partial Fulfillment of the Requirements for

The Degree Doctor of Philosophy in the Graduate

School of The Ohio State University

By

Pat Treblas, B.A., M.A.
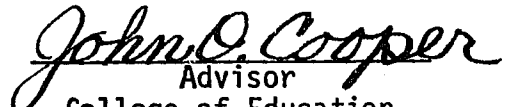
* * * * *

The Ohio State University

1981

Reading Committee:

John O. Cooper

Sandra McCormick

.David Hill

Approved By

John O. Cooper
Advisor
College of Education

ACKNOWLEDGMENTS

VITA

October 8, 1931	Born - Sioux City, Iowa
1952	B.A., Doane College, Crete, Nebraska
1952-1953	Classroom Teacher, Geneva, Nebraska
1953-1955	Classroom Teacher, Shickley High School Shickley, Nebraska
1955-1956	Classroom Teacher, Bassett Junior High School, Bassett, Nebraska
1956-1964	Classroom Teacher and Developmental Reading Instructor, Guam and Japan
1964-1966	Secondary Developmental Reading Instructor, Gilcrest and Greeley, Colorado
1967-1968	Coordinator of Graduate Programs, Kadena Air Force Base, Japan
1971	M.A., University of Northern Colorado, Greeley, Colorado
1972-1973	Coordinator, Adult Education Programs, Newport News, Virginia
1974-1977	Adjunct Faculty, Saint Leo College of Florida
1978-1981	Graduate Research Associate, Faculty for Exceptional Children, The Ohio State University, Columbus, Ohio

FIELDS OF STUDY

Major Field: Learning and Behavioral Disorders

Studies in Behavioral Analysis and Research. Professors John O.
    Cooper, Daryl Siedentop, David Hill, and James R. Warmbrod

Studies in Strategy Development for Exceptional Children.
    Helen J. Sutherland and Professor Sandra McCormick

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

INTRODUCTION

Background

Public Law 94-142 requires that each state undertake the respon-
sibility for carrying out personnel development programs to provide
assistance and training in how to comply with the rules of this
legislation. The regulations specify that a comprehensive system of
inservice training be implemented for general and special educators
as well as for other personnel involved in delivery of educational
services.

This investigation presents a plan for training administrators,
special and regular educators to carry out the requirements specifically
related to the major principle of Public Law 94-142 which provides
regulations in regard to educating handicapped students in the least
restrictive environment. An important tenet of this principle is
that the placement of students in the least restrictive environment
means that to the maximum extent appropriate, handicapped students
should be educated with students who are not handicapped. In order
to ensure that handicapped students who are placed in regular class-
rooms receive an appropriate education with no attending detrimental
effects, inservice training should be provided to school administrators,
special and regular educators.

1

Among the inservice components cited by Erickson (1979) are the establishment of clear-cut goals, specific behavioral objectives, clearly defined performance criteria, careful and systematic assessment of performance, and a continual feature for modifying the system. Wilderson (1975) stated:

> The purpose of the inservice education of teachers
>
> to work with exceptional children is to increase
>
> the proficiency of those now teaching. The roles
>
> of teachers, their prior preparation, and their
>
> career aspirations vary so greatly that a program
>
> of inservice must serve a number of specific needs
>
> and goals.

According to Minor (1975), inservice education programs should provide the following competencies:

1. learn the skills and gain the knowledge needed
   to conduct individualized instruction,

2. develop a knowledge of handicapped children
   that will enable them to diagnose learning
   needs and prescribe appropriate engagements,

3. develop attitudes toward handicapped children
   that will enable them to approach their task
   as professionals with compassion, rather than
   as "do-gooders" with pity.

A review of the literature concerning inservice programs revealed those geared for the elementary level emphasized individual student

growth and skill acquisition; such programs are rarely adaptable to the course content emphasis found at the secondary level of instruction (Deever & Johnston, 1977). Principals, district instructional administrators, and teachers of general education basic skills, occupational educators, and others in elective areas were surveyed by Deever and Jonhston in the Phoenix Union High School District. Administrators rated planning instructional programs, evaluating student achievement, counseling considerations for students and their parents, and facilitating learning within the regular class-room as significantly higher than competencies of diagnosing and assessing pupil needs. Regular classroom teachers rated training competencies of planning instructional programs significantly higher than competencies of diagnosing and assessing student needs. Both administrators and teachers indicated that team members and consultants with handicapped student expertise were the preferred staff develop-ment presenters of workshops, as well as a combination of approaches and activities in the conduct of the workshops.

A reported study of 43 schools revealed a paucity of communication between teacher education institutions and the public schools in providing inservice programs (Delgado & Shellem, 1978). Future study on the effectiveness of inservice education to upgrade teacher performance should attempt to incorporate student learning as a variable; effort should focus on controlling more of the interacting variables affecting student learning (Brown, 1977).

A needs assessment, in priority of concern, was conducted by Fitzpatrick and Beavers (1978), sponsored by the University of Kentucky. The investigators listed the following results:

1. Development of language and verbal skills

2. Behavior management

3. Social development

4. Addressing the problem of "attitude"

The findings of Schenck and Levy (1979) emphasized the need for inservice training regarding necessary IEP components and translating diagnostic information into an appropriate educational program. Hall, Cartwright and Mitzel (1979) outlined a Diagnostic Teaching Model applicable to inservice training of special and regular educators:

a. Identify characteristics of individual children that indicate special teaching or management procedures are required;

b. Specify relevant educational objectives for individual children;

c. Select techniques for effective classroom management;

d. Choose and use specialized teaching strategies for teaching specific objectives for children with varying behavioral and learning character-istics;

e. Choose and use special materials in association with specific strategies;

      f.   Identify and use appropriate evaluation

          procedures;

      g.   Draw upon existing sources of information

          regarding specialized strategies and materials;

      h.   Consult with available resource persons for

          assistance.

Chiba and Semmel (1977) emphasized a clear and immediate need to develop programs aimed at public school personnel to increase their tolerance for deviance. In order to assure compliance with the least restrictive alternative provisions of Public Law 94-142, an attitudinal change in favor of accepting handicapped children in normalized environments is the most necessary consideration.

Joyce, McNair, Diaz, McKibbin, Waterman and Baker (1976) conducted interviews with teachers and policy makers to identify issues and problems in order to define needed improvements in inservice teacher education. Relative to mainstreaming, the interviewees indicated a concern for greater understanding of the needs of handicapped children in a generic sense. Although teachers were polarized on the issues of mainstreaming, those vehemently opposed to it were smaller in number. Those advocating mainstreaming qualified their support with requests for additional personnel. The authors conclude that effective mainstreaming must concern itself with the reasons for negative attitudes and the inservice needs of those who favor it.

Complaints relative to current inservice programs were reported by Heath (1974) to include: little consideration was given to actual

or felt needs; participants were denied the opportunity for planning input; the lack of compensatory time for participation; needed arrangements for academic credit; the curriculum materials, equipment and time were not provided in order to put new techniques to work; and many programs were evaluated as "dull." Alvir (1978) similarly presented objections: the training took too long; there were too many training sessions to attend; there was too much to learn in the time available. A suggestion was made that modules could have done a better job in less time and at less cost.

Corrigan and Howey (1980) call for training programs which are developed as a by-product of a joint search for better ways to improve the delivery of educational care to people of all developmental ages and stages. Those in need of growth include teacher educators, principals, custodians, secretaries, parents, aides, etc. Inservice aims, according to the authors, should be geared to improved practice in the teaching-learning setting, rather than theory: "Theory of swimming does not teach people to swim." Consequently, theory of surviving does not teach people to survive. The authors contend if teachers believe that in the community to which they teach individualization is not possible, valued, encouraged, or even permitted, they will not be interested in attempting it. Neither will they engage in professional activities after school if they must suffer large classes and heavy burdens every working day.

Reynolds (1978) stated:

> About half of my special education friends these
> days seem to be out giving lessons to the masses
> on individualized education plans (IEP's). With-
> out even trying, I have been shown at least six
> sets of transparencies, listened to endless
> audio cassettes on the requirements of Public Law
> 94-142, and I have been guided through several
> versions of "sure fire" forms to satisfy all the
> new regulations. What I see and hear seems well
> designed to keep teachers out of jail--as to
> comply with the law, that is--but usually I sense
> little vision of how people might come together
> creatively to design environments for better
> learning and living by handicapped students and
> their classmates.

As Cooper and Hunt (1978) have pointed out, teachers have seldom
been involved in planning inservice programs; nor are their needs
properly assessed. Inservice planning has traditionally been assumed
by educational authorities other than the classroom teacher. Further-
more, inservice trainers have rarely implemented procedures to gener-
alize or maintain changes in teacher behavior. There can be no
assumption that teacher behavioral change will automatically transfer
into the actual setting.

Research in education has addressed relevant variables such as program planning, objective writing, and goal setting; however, there is little information relative to baseline data designed to conduct assessments in determining actual needs (Marrs & Helge, 1978).

As defined by Cornell (1970), a "need" is a situation which occurs when what is actually happening is below that which is expected. The discrepancy model is based on the degree to which a standard differs from the actual level of performance (Allen, 1973). Environmental monitoring of personnel at the local school level to identify problems for themselves is recommended in order to generate remedies for observed and measured needs (Marrs & Helge, 1978, Schein, 1969). Identification of needs as perceived by personnel at different levels can corroborate data and determine priorities with a lesser degree of bias. Reporting of these needs should be tempered with an explanation to the effect the data cannot address itself to positive aspects of the program solely by virtue of intent.

For the mainstreaming endeavor, the key element in making necessary changes with good effect is training. Critical to the training is a broad identification, development and sharing of techniques, technologies, and materials to accommodate children with special learning needs (Wilderson, 1975).

Training topics and personnel group priorities as identified from inservice training plans initiated by each state were presented by Rude (1980). Although the priority topics differed across states, the rank ordering of these topics were reported as follows:

1. Instructional procedures/classroom management.

2. Curriculum/programming/materials/resources.

3. Identify, locate, refer handicapped children.

4. Child evaluation procedures.

5. Least restrictive environment.

6. Implementing Public Law 94-142.

7. Communication.

8. Coordination of services.

Interestingly, many states also listed topics that were planned for inservice training programs; however, according to Rude, there was some difference between the topics most frequently needed and those most frequently planned. Needed topics relating to communication and coordination of services were not often planned, while other topics reviewed the state of inservice training plans, revealing that training was planned for broad groups of individuals who affect the education of handicapped students: instruction, support, administrative, and others. Four of the states conducted training for school boards; Alaska was the only state that planned to provide training for the state legislature. Despite the fact that regular educators need specific skills to work with the handicapped, the majority of training experiences planned were directed toward awareness and knowledge levels. As reported by a study of the National Education Association (1978), teachers viewed inservice needs requiring experiential over theoretical training and the use of support personnel as ongoing trainers to expand teachers' skills on materials and techniques.

According to Rude, inservice products vary in quality, are seldom field-tested and validated for use with different groups. Where training materials were concerned, it appeared that there was a duplication of effort rather than replication. According to Burke (1977), the greatest need now is for instruments to collect the data to document discrepancies between objectives and trainee performance. Needs assessment, program evaluation and monitoring techniques must be either developed or refined.

Topics for inservice programs have not often reflected the preferences of personnel. Indeed, a weakness in programs would appear to result from a lack of viable needs assessments prior to planning programs for appropriate personnel. Too frequently, inservice programs address the legal mandate of Public Law 94-142; but, unfortunately, do not provide concrete methodology or materials for implementing mainstreaming.

Purpose

The purpose of this study was to:

1. Identify problem areas as perceived by school administrators, regular and special educators in the successful placement of mildly handicapped students in the regular classroom.

2. Develop instructional activities and materials for use in accomplishing inservice objectives based upon socially validated problem areas.

3. Conduct training/planning sessions for inservice presenters.

4. Implement a three-day inservice program and subsequently conduct evaluations of the content and presentations.

Questions to Be Answered

The questions which this study addressed were:

1. What are the current problems in mainstreaming the mildly handicapped within the regular classroom at the local school level?

2. How will school administrators, special and regular educators validate these problems in priority of concern?

3. What specific long range and short term goals will address these problems in an inservice program for administrators, regular and special educators?

4. Can two selected teams of educators, representing the elementary and secondary levels of instruction, translate these goals into an effective inservice presentation for school personnel?

5. How can the inservice progress of participants be evaluated in order to measure the effectiveness of the inservice presentation?

<u>Definitions of Terms</u>

For the purpose of this study the following definitions will be used:

1. <u>Inservice training</u>: training other than a collegiate degree program.

2. <u>Mildly handicapped</u>: those students who have been identified as Educable Mentally Retarded (EMR) or Learning and/or Behaviorally Disordered (LBD).

3. <u>Mainstreaming</u>: the temporal, instructional and social integration of exceptional children with normal peers to the maximum extent possible.

4. <u>Curriculum</u>: academic programs of instruction and subsequent strategies and behavioral responses of staff and students (e.g. individualized instruction; adjusting course requirements and/or criteria for grades; the readability levels of textbooks, etc.).

5. <u>Attitudes</u>: fixed responses of staff and students, dependent upon individual behavioral histories which are manifested in overt behavior toward and by the handicapped (e.g., regular classroom teachers may view the handicapped student as the main responsibility of the special educator; some regular classroom teachers feel they are not trained to teach educable mentally retarded students or those with learning and/or behavioral disorders;

secondary mainstreamed students often fail to
complete assignments and seek the security of
the special education class or are afraid of
failure in the regular classroom, etc.).

6. Social Behavior: behaviors emitted by handi-
capped students and their peers both in the
special and regular classroom environment
(e.g., mainstreamed students often emit dis-
ruptive behavior in the regular classroom;
others appear lazy or unmotivated.

7. Communication: Cooperative planning strategies
and environmental restrictions associated with
staff and student interaction (e.g., time for the
regular and special educators to plan instructional
strategies and follow-up assistance in successful
mainstreaming efforts for the handicapped child,
etc.)

8. Scheduling: Temporal restrictions in integrating
the mildly handicapped in the regular classroom
(e.g., the structure of the self-contained elemen-
tary classroom does not often lend itself to rigid
scheduling; students have difficulty keeping track
of scheduled classes for mainstreaming, etc.).

Chapter II

REVIEW OF THE LITERATURE

Introduction

In order to execute the requirements of Public Law 94-142, state
and local education agencies have attempted to comply with the legal
mandate through inservice training programs and the reorganization
of staff and modification of service delivery models at the local
school level.

Because of the extensive areas of concern, this chapter is
divided into several sections: (1) general considerations relative
to mainstreaming, (2) regular educators at the secondary level,
(3) mainstreaming research studies, (4) attitudes at the secondary
level, (5) inservice attitudinal research, (6) evaluations of main-
streaming programs, and (7) problems of assessment and placement.
Succeeding sections review needs assessments concerned with (8) regular
educators, (9) special educators, (10) school administrators and
(11) attitudinal research.

General Considerations

Green (1978) identified the parameters of the term "least
restrictive environment":

1. It does NOT mean:

    a. Wholesale mainstreaming - or putting every
        handicapped child into the regular classroom.
        The term "mainstreaming" is not even used in
        P.L. 94-142.

    b. That any educational environment such as
        educational programming in a residential
        setting will be abolished.

2. The Least Restrictive Environment provision DOES
    mean:

    a. Education with non-handicapped children will
        be the governing objective "to the maximum
        extent appropriate."

    b. The Individualized Education Program will be
        the management tool toward achievement of
        the maximum least restrictive environment.

    c. The Individualized Education Plan must clearly
        "show cause" if and when the child is moved
        from the least restrictive to a more
        restrictive environment.

It has been questioned whether regular education has changed suffi-
ciently to warrant the apparent optimism regarding the educational
plight of mildly handicapped learners. To delabel and mainstream
these children does nothing to alter the fact these children are hard

to teach (MacMillan & Becker, 1977). "Mainstreaming," as defined by
Kaufman, Gottlieb, Agard, and Kukic (1975):

> refers to the temporal, instructional and social
> integration of eligible exceptional children with
> normal peers, based on an onging individually
> determined educational planning and programming
> process and requires clarification of responsi-
> bility among regular and special education
> administrative, instructional and supportive
> personnel.

MacMillan and Becker restrict the use of the term to those efforts
that include the temporal integration, instructional integration,
social integration, shared responsibility for programming, and the
removal of handicap labels. These authors state that to date, few,
if any, programs meet all of these requirements. Additionally, they
discuss the need to ascertain child characteristics, other than the
IQ, that are predictive of success in alternative educational service
models, suggesting a child-by-situation model. The success of
mainstreaming will involve training special educators to assume the
role of resource specialists. Unfortunately, there exists a dichotomy
in the evaluation of mainstreaming endeavors: for the administrator,
these concerns are related to collecting data on how many children
are served, funding, and enhancing publicity; for the handicapped
student, the concerns are reflected by collecting data on student
achievement and degree of adjustment. Since the rationale for

mainstreaming is based on the belief children will benefit academically or socially by being placed in the least restrictive alternative, evaluators must collect the kinds of data that address that belief. The traditional "between groups" comparisons neglect the fact that the variation within models is greater than between groups. Since the law calls for individual education plans, the "treatment" of mainstreaming will be by nature heterogeneous. The authors conclude that further efficacy studies comparing mainstreamed students to other groups of children will not be enlightening.

In 1979, the Bureau of Education for the Handicapped reported that about 3.7 million handicapped children were being served in the academic year 1978-1979, approximately 7 1/2% of the school-aged population. Not all of these were mainstreamed. The U.S. Department of Health, Education and Welfare reported 80% of the learning disabled, 45% of the emotionally disturbed, and 39% of the mentally retarded children of school-age were being served in regular classes during the school year 1976-1977 (U.S. Department of Health, Education and Welfare, 1979).

Of 45 states responding to a survey in 1975, Delp and Boote reported 78% indicated that more than 25% of the districts in those states had planned efforts for mainstreaming, and 58% had already implemented programs. The authors ranked six delivery systems from the most frequently used to the least:

    1. Special classes with some regular class scheduling for nonacademics.

2. Regular classes scheduled with part-time resource attendance.

3. Regular class scheduling with itinerant teacher assistance.

4. Special classes with part-time scheduling in regular classes.

5. Regular class scheduling with consultants or teacher aides.

6. Regular classes with full-time scheduling and no special assistance.

The type of services in districts or states was probably dependent on financial restrictions. The responses indicated that overall, learning disabled children are most commonly mainstreamed, followed by the educable retarded, and fewer of the emotionally disturbed, hard of hearing, speech impaired and physically handicapped were integrated. According to Delp and Boote (1975), regular educators and special educators must begin to ask not "whether," but "how" mainstreaming can best be implemented in each school building.

Johnson and Johnson (1980) summarized the current rationale for mainstreaming to include:

1. Research studies have failed to established the effectiveness of special classes for the handicapped.

2. The inadequacy of medically and psychologically defined diagnostic categories for educational purposes.

3. Irrelevant factors (e.g., social class, race,
   personality, and manageability) were influencing
   special class placement.

4. The adverse effects of stigmatization in
   segregated placements.

The authors state:

> Categorizing and labeling are natural aspects of
> human learning, thought, and memory, but the way
> in which nonhandicapped students categorize, label,
> and organize their impressions of handicapped peers
> has an inportant effect on mainstreaming. . . .
> Labels are a way of consolidating information into
> one easily retreivable term. Labels inevitably
> carry evaluative connotations as well as denotative
> meanings.

Volumes of research as cited by Johnson have presented conflicting
conclusions: some indicated that placing handicapped and non-
handicapped students in close proximity may increase nonhandicapped
students prejudice toward and rejection of their handicapped peers;
others present evidence that such placement may result in more
positive attitudes of nonhandicapped students toward handicapped
peers. The author further contends that being able to use technical
skills, such as reading and math, are of little use if the person
cannot apply them in cooperative interaction with other people in
career, family, and community settings. The crucial factor, then, is

to restructure the classroom environment from one of competition and individualism to cooperative interactions which bring all students into the mainstream of classroom society. The research seems to indicate this approach encourages higher achievement and more appropriate feelings of self esteem for all students. Furthermore, such structure does not demand the regular classroom teacher become an "expert" in special education. As pointed out by Burgdorf (1975), segregation in special classes, although initially well-intentioned and under the apparent sanction of the law and state authority, has a tendency to retard the educational, emotional and mental development of children.

Johnson (1978) has cautioned against the wholesale return of all handicapped children into regular classrooms, permitting exceptional children to be assigned to regular classrooms without appropriate support systems and ignoring the need of some handicapped students for specialized help outside the regular classroom. Neither is mainstreaming less costly than providing instruction for the handicapped in a special education classroom.

In a broader context, Reynolds (1975) asserted the need to address the tendency of society to reject those who are different. A change in the ability of society to accept a greater range of individual differences is required. Court actions and new regulations cannot directly serve exceptional children. Retraining programs are necessary to establish new kinds of cooperative efforts. In addition to administrative support, regular educators will need more skills in coping

with individuality, and special educators must develop skills for working in teams with classroom teachers.

Ultimately, a comprehensive provision of facilities, staff and program will be seen as regular. The task, wrote Bertness (1979), is more one of implementing what we already know about the education of children. He continues to point out the needs in the inservice realm of education. How can teams of specialists and classroom teachers work together to create efficient learning situations? How can we increase teacher and staff effectiveness? The author identifies some unfortunate negative concepts at work in many school districts. A lack of direction for the teaching of the mainstreamed child can result in suspicion and hostility. Bertness calls for inservice training as an avenue to ameliorate these real or possible problems. He declared:

> The effective teacher becomes very involved with her
>
> children and runs out of both time and energy for
>
> additional concerns. (S)he needs released time to
>
> develop her awareness of the handicapped child and to
>
> develop her skills in helping him. What is needed is
>
> a massive program of special time for all staff
>
> members, teachers, other specialists, and administrators
>
> to develop greater awareness of the handicapped child
>
> and greater adeptness in working with him.

Many educators have erred in conceptualizing the normal child as sharply different, dichotomized, from the handicapped child (Martin,

1975). The result of such false assumptions has been to force handicapped children out of normal school environments. The field of special education evolved as an attempt to compensate children who were excluded from the regular classroom or were being poorly served by it because educators and administrators assumed that handicapped children were a different breed from nonhandicapped children. According to Martin, "normal" children have been regarded as a relatively homogeneous group of learners, accepting the premise that the "handicapped" and the "nonhandicapped" are very different in nature and present entirely different teaching challenges. Regular educators are often astonished to find that so many of the students in their classrooms present unique learning and behavioral problems. According to Martin,

> Our present thinking about education for handicapped
> and nonhandicapped children may be based upon two
> false assumptions. First, that handicapped children
> are a small, discrete population, not central to the
> school's concerns; and second, that the learning
> problems they present are unique and not relevant to
> regular educators.

The author calls for concepts in which the learning needs of all children are seen along a continuum requiring special intervention at certain times and for specific reasons. Learning and behavioral problems differ in degree and do not fall easily into two categories; handicapped and nonhandicapped. Indeed, teachers should be prepared

to deal with a whole range of unique and individual differences in children. The major emphasis in many college and university training programs is not given to preparing for individual needs in normal children. The author states,

> The goal of integrating handicapped children more
> successfully into regular education settings and
> programs will happen only when teachers' conceptions
> of themselves and of their skills allow them to feel
> confident rather than inadequate in dealing with
> children's behaviors.

The retraining of regular classroom teachers to help them cope with the issues raised by handicapped children will receive greater emphasis. Martin summarized,

> We cannot blind ourselves to the problem in the hopes
> it will go away. We've got to look at what really
> happens to children; we've got to examine our assumptions
> about handicapped children; and we've got to measure what
> happens.

There is a fundamental constitutional right to a free, appropriate education; it is not charity work for the handicapped; rather, it is the job of professional education to affirm the basic constitutional rights of citizens. It has to work, and society must pay the price to see that it really does work.

Few people would decline to support the mainstreaming philosophy. Authorities have recommended cutoffs of approximately 2 to 3% or less

of the school population to be officially diagnosed for inclusion in
each area of exceptionality, including programs for the educable
mentally retarded, learning disabled, and the emotionally disturbed
(Dunn, 1968). Vandivier (1979) observed that this rigorous standard
suggests that students who qualify for any type of special educational
assistance are likely to have very severe learning problems requiring
a great deal of noninstructional time. In addressing these problems,
Vandivier states that mainstreaming often does not work because the
model is quite fragile and rests on numerous assumptions, including
the very real danger that many exceptional children are found in "sink
or swim" situations in which they are forced to measure up academically
to the "norm" or face the torture of daily failure and frustration in
the regular classroom.

A comprehensive survey of current readings by Hosiak (1976)
reveals a trend for the integration of exceptional students. The
author points out that the level of etiological explanations and the
assessment given is dependent on the theoretical orientation of the
diagnostician. Bower (1969) described disturbed children as exhibiting
one or more of the following characteristics:

1. an inability to learn not explained by intellectual,
   sensory, or health factors,

2. an inability to build satisfactory interpersonal
   relationships with peers and adults,

3. inappropriate behavior of feelings under normal
   conditions, and

4. a tendency to develop physical symptoms, speech

problems, pains or fears associated with personal

or school problems.

It should be understood that in addition to possible brain damage in

early years, conflicting mores and socio-economic factors can affect

the learning experiences of children. Thus, multiple causation more

often prohibits a causal diagnosis (Hosiak, 1976). The specific value

in the segregation of children lay in the diminished reactive processes

between the child and the normal environment, rather than in meeting

the needs of the child. Furthermore, as Hosiak observed, this

segregation often intensified a handicap. As stated by Meyen et al.

(1972), the longer a person stays in a special class, the less likely

he is to leave it; the relative security and accepting climate may

become the child's preference. However, as Love (1972) observed,

special classes evolved in treating school failures rather than the

process that produced them. A paradox too easily overlooked is that

educators decide a child's learning is disordered so educators change

what they do in attempts to teach the child. Who, then, charges

Hosiak, is handicapped--the unadapted child or the system which produced

him?

Research, including a study by Saunders (1971), does not support

the exclusion of the emotionally disturbed child on the basis of

contagion. Indeed, there is evidence to the fact that the type of

label itself can result in greater success for the exceptional child

in the regular classroom (e.g., learning disabled as opposed to emo-

tionally disturbed).

Lilly (1970) calls attention to the commonalities in the categories of mild handicaps. They are stated in terms of innate problems within the child; yet all refer to less than adequate situations in the schools. As Long (1971) remarked, "Education alone cannot compensate unhygenic societal conditions, and a segregated education even less so." Teachers prefer the most homogeneous class possible for many reasons, regardless of the heterogeneous nature of post-school life. "We have a fragmented categorization based on superficial behavior characteristics and clinical signs of indefinite origin" (Osterling, 1967). It would appear the educational system denies a handicapped student the opportunities for social integration in order to effectively provide him with basic skills (Knoblock, 1966).

Among the barriers to successful integration, Hosiak includes the following:

1. learning difficulties of the student
2. organization of school programs which demand a unitary level of achievement rather than individualized instruction
3. availability of adequate personnel
4. attitudes of teachers and students
5. funding policies for special education

The author continues to identify three prime considerations in the selection of a regular classroom in mainstreaming an exceptional student: the cooperation of the regular teacher in facilitating integration, the personality of the receiving teacher in relation to

the special child and his needs, and the special academic needs of the
child. Of further influence is the degree of flexibility in academic
programming. In order to accommodate mainstreaming, the new area of
attention in public education will be special training of regular
classroom teachers and regular supervisory staff.

Sarason and Doris (1979) asserted, "Because people develop
differently does not mean that their development was governed by
different processes. Diversity in behavior among people does not
require resorting to diversity in underlying principles." The authors
contend that since the pressures for mainstreaming did not come from
within educational institutions, it is predictable that these pressures
will be resisted; institutionalized custom and practice are incredibly
strong. At the local school level there arise problems of increased
demands on teacher-time (e.g., paperwork, conferences, etc.), increased
demands on school budgets, and allocation of resources. According to
the authors' observations, it is suggested that in many school
districts economic-budgetary considerations are far more potent than
anything else in determining whether a handicapped child is main-
streamed to any extent. The professional rivalries among school
psychologists, teachers, guidance counselors, and other educational
specialists are equally distressing.

A discussion of the intent of the law prompted Sarason and Doris
to deny the ending of all segregation practices. This would be an
unwarranted assumption as clearly indicated by the term Least
Restrictive Alternative. When a school can show that the use of a

regular educational environment supplemented by ancillary resources is not adequate to give the child what he or she needs, educational segregation is permissible. It is predictable, then, that many schools will find ways to justify continuation of special classes. The law, however, does intend that the number of segregated individuals will be reduced. Several factors have resulted in this push for mainstreaming: special class placement was not based on adequate diagnosis; federal and state subsidies made it profitable for school systems to set up special classes; urban areas, especially, tended to have a disproportionate number of children from ethnic or racial minorities; and the increasing numbers of special classes called for considerable expansion of state and federal budgets. Supporting the earlier statement by Lilly, Sarason and Doris reaffirm, "Problem behavior is not 'inside' or characteristic of a child, but a feature of a complex situation." Furthermore, no teacher is equally effective with all kinds of students; a student with disruptive behavior or learning problems in one class will not be viewed as such in another.

In identifying barriers to mainstreaming, Martin (1976) first questions attitudes, fears, anxieties, and possible overt rejection which may face handicapped students from both peers and school staff. He contends that much of the training for regular educators will be rationalistic and skill oriented and fail to respond to the issue of attitudes. He refers to the logistical problem as children come and go from classes at inappropriate times, different sets of materials used by the regular educator, and the failure to evaluate carefully

the child's progress toward specific educational objectives. There
will also be a need to address the social aspects of both the main-
streamed students and those of the regular student. Martin observes,

> There is a mythical quality to our approach to
> mainstreaming. It has faddish properties, and
> my concern is that we do not deceive ourselves
> because we so earnestly seek to rectify the ills
> of segregation. We must seek the truth and we
> must tolerate and welcome the pain that such a
> careful search will bring us. It will not be
> easy in developing mainstreaming, but we cannot
> sweep the problem under the rug.

Reynolds and Birch (1977) reported the usual barriers to main-
streaming as identified by special education personnel to include:

> -conflicting attitudes among special and regular
> educators, students, and parents
> -the level of administrative support
> -transportation problems (i.e., bus schedules can
> control whole programs)
> -interactions with teacher organization
> -problems with curriculum revision

Some of the problems which existed in American education in the
1950's are perpetuated today. Klausmeier (1976) identifies a
remarkable similiarity in those problems and the obstacles in
executing a successful mainstreaming program in today's schools.

The practice of placing students in grades according to age still appears to impede the continuous progress of children in learning situations. Teachers were not getting adequate assistance from paraprofessionals and did not have sufficient time during the school day to plan for the instruction of individual students, nor to participate in the kind of staff development necessary to provide adequate individualized instruction.

Reynolds (1980) has identified clusters of competencies appropriate to effective mainstreaming inclusive of curriculum, teaching basic skills, student and class management, and professional interactions. According to Reynolds, teachers should have a general knowledge of the school curriculum across all grade levles in order to individualize curriculum. In addition to teaching basic skills, teachers should be held accountable for teaching life maintenance skills. They should be more knowledgeable in behavioral analysis procedures in order to effectively direct student learning and classroom management. Skills in professional interactions should include those relative to collaboration, consultation, negotiation and joint planning. It should be noted that these competencies are not necessarily the clear province of either special education or regular education.

The sources of tension in the ongoing evaluation of regular education by special educators and vice versa are addressed by Brown and Wood (1978). Many problems in the mainstreamed classroom are a result of deficiencies in regular education training programs. This

common view by special educators is countered by regular classroom
teachers in legitimate complaints that assessment and instruction in
the special education classes are designed for small groups, often on
the tutorial basis; and the instructional methodology rarely general-
izes to the regular classroom. Realistically, these authors point to
poorly designed mainstreaming programs which frustrate the over-
burdened regular classroom with the special educator an easy target.
Nowhere in the literature does one find a clearer description of this
problem. The special educator, armed with the "law" approaches the
regular classroom teacher who is already overwhelmed with paperwork,
related chores and on the brink of demoralization.

On the other hand, the efficacy of special education classes for
the mildly handicapped has been questioned (Dunn, 1968). The American
Federation of Teachers, however, cautioned against the abuse of
mainstreaming caused by improper utilization of personnel, superfluous
administrative positions, lack of adequate administrative support,
excessive load of paperwork, and the misallocation of special education
funds (Rauth, 1979). Among the guidelines suggested by this agency
are:

      1. Not all students will benefit from mainstreaming.

      2. Decisions for regular classroom placement should
         be made on an individual basis.

      3. Staff development programs with release-time
         should be provided to improve communication.

      4. Adjustments in class size.

5. Scheduling should conform to the needs of the special education student, rather than vice versa.

6. Labeling should conform to learning needs rather than to a handicapping condition.

The National Education Association's position on mainstreaming was voiced by McGargal (1975):

> So we passed a law and now we are mainstreaming handicapped children. And guess what? As usual, the altruistic dedication of teachers was not matched by other components of society. The legislature is slow with the funding; the state department is slow with regulations and help, the state colleges have not geared up to train teachers; local school boards have not accommodated the problems of increased responsibility and time need which teachers are beset with. . . . Would we do it again? Yes! The same way? No. If we could go back, we'd make sure that to do so will become increasingly painful for them. In the meantime, we will work for the full implementation of the principle to which we adhere; that every child has the right to be out of isolation from his friends to the maximum extent possible and that he has a right to as normal and happy a life as we can make possible.

Massie (1978) reported the results of a ten member NEA Study Panel on Education of Handicapped Children, representing various parent, handicapped advocacy, and education organizations (i.e., Teacher Rights, Human Relations, and Instruction and Professional Development). The open meetings included school visits in three states: Georgia, California, Iowa, and three rural districts. One concern was the neglect of nonhandicapped students as teachers devoted more attention to children who have been identified as exceptional. Teachers expressed the urgent need for more effective classroom-related inservice education to prepare all teachers to work in closer cooperation. Other problems identified were those of class size, insufficient funds, time-energy demands on staff as they were required to make observations, attend conferences, write IEP's, etc., and problems of responsibility and accountability. This report revealed the most severe problems confronting teachers as they implement P.L. 94-142 do not result primarily from provisions of the law itself; rather, they are problems that have long plagued public school education and educators:

1. Overcrowded classrooms.

2. Rigid, demanding teaching schedules.

3. Inadequate resources.

4. Racially and culturally discriminatory testing.

5. Inadequate inservice education programs.

Among the recommendations was flexible scheduling to allow more time for teachers to carry out noninstructional responsibilities that are essential to the education program.

There exists a need for administrative flexibility of programs and coordination of activities to assure mainstreaming implementation in the best interests of all children (Geddes & Summerfield, 1979). The authors stress a non-categorical approach in accordance with individual social, emotional, mental, and physical functional levels. They advocate separate skill development sessions when necessary. For example, students preparing for integration into a regular physical education class should first master discrete skills such as dressing quickly, opening padlocks, etc. They continue to cite research evidence that some mentally retarded students achieved higher social adjustment in segregated classes, but showed significant overall losses in social status. Certainly, the authors presented a case for careful planning and programming prior to mainstreaming.

In assessing educators' preferences in special education, Bargrover (1971) interviewed 27 professionals, including teachers, administrators, and school psychologists. A little over half of the respondents favored the retention of special classes. Reasons indicated were less disruption in the regular classroom, fewer frustrations and greater success for the special student who then has access to more individual attention, and more realistic preparation for the work world. Needed improvements suggested more qualified teachers, smaller classes, curriculum better suited to student's needs,

more and better materials, and greater integration into the school's general activities. The position taken by those favoring placement in the regular classroom was supported by widened horizons and greater stimulation for the special student in heterogeneous groupings, better peer behavior models, higher expectations of progress in a regular class, and the failure of present special classes to meet individual needs. Classroom teachers more often favored retention of special classes while administrators and school psychologists preferred integration of the mildly handicapped.

Few investigators address the problem of "grading" exceptional students in the mainstream. Indeed, it continues to be a festering dilemma. According to Pipes' (1978) summary of a panel discussion, philosophically, we cannot change the system; thus, mildly handicapped students must be prepared for a graded system of "A's, B's, C's, D's, and F's." It is only fair that these students be exposed to this system and learn to cope with it. Although teachers allow for individual differences, these students cannot be sheltered from contingencies in the real world. This is one of the purposes of getting handicapped students back into the regular classroom. As pointed out by Scriven (1976), the controversy over "labels" and "letter grades" has commonalities: when both are abandoned, both are missed because they do a crucial job of communication. The problem with both lies in overinterpretation. Scriven suggests dual standards can be ameliorated through the careful preparation of the peer group into which the child is mainstreamed. However, the author concedes a

paucity in the literature addressing this awkward problem of fair standards for grading students of highly disparate ability.

According to Gallagher (1972) labeling is a standard first step in providing needed services. However, he goes on to state that special educational placement is too often an exclusionary process masquerading as a remedial process, citing that less than 10% of children placed in special education classes are ever returned to regular education classes.

Problems which affect the mainstreaming movement have been identified by Gerlack (1979) to include the following variables: state agency guidelines, placement committees, inservice training, collective bargaining issues, recent "media" attacks on education, minimum competency testing, large class size, and psychological testing procedures. Reynolds (1975) addresses "bureaucratic excesses" which appear to reflect a hostile vision of the field of education:

It involves a dangerous degree of distrust:
by legislators, who distrust bureaucrats and
virtually all professionals; by central office
bureaucrats, who distrust local bureaucrats
and professionals; by legalists, who take their
court-won victories as a mandate for excessive
regulation-writing; by local bureaucrats and
professionals, who distrust national leaders
who may write unnecessary restrictions into
programs; and by parents who distrust all
professionals and the school. . . It appears

that from this lack of trust almost everyone

is building procedures with which to protect

the interests that seem major to him and to

force a kind of accountability on others.

Solomon (1976) has indicated various reasons for the reluctance
to disband self-contained special education classes. Included among
them is the inconclusive evidence on the placement efficacy of special
students since most studies have significant flaws in research design.
Criticisms of special classes are often based on poorly implemented
programs. Furthermore, integration could lead to a return to social
promotion as an approach to dealing with mildly retarded children.
In conclusion, critics point to a democratic philosophy of education
which does not insure all children have the same educational experi-
ences; rather, this philosophy should dictate that all children do
receive an equal opportunity to learn according to their individual
needs and abilities.

Special education students in self-contained classrooms have not
showed impressive behavioral or academic gains Hewett and Forness
(1977) report. The conclusions appear to indicate that the student's
learning and/or behavioral problems that led to the referral have not
been remediated, the regular classroom teacher could not accommodate
children with these problems, and that supplementary services should
now be available to support the regular classroom teacher and the
special student. Further research yielding supporting evidence to the
premise that retarded students make as much or more progress in regular

classrooms as they do in special education classes has been reported by Anderson (1979) to include Kirk (1964), Hoeltke (1966) and Smith and Kennedy (1967).

An attempt to identify communication problems between special and regular educators was presented to Schultz (1978). These problems were then incorporated into suggestions for special educators:

1. The special educator must have the time, ability, and resources available to plan and execute meaningful inservice experiences for the regular school staff.

2. He must be readily available to the regular staff as a resource person.

3. The principal has the primary responsibility of communicating with the regular class teacher, the special educator should support the principal's efforts in behalf of handicapped children.

4. The two most important prerequisites for integration, according to Schultz, were found to be the appropriate level of behavior and work at or near grade level.

5. The assurance that regular class placement need not be a permanent arrangement.

6. The placement should be a gradual process.

7. The regular educator must be assured that he will have adequate channels of communication

and supportive services available to him after
integration.

8. The special educator must continually monitor
   the levels of communication which exist within
   his system.

Carroll, Katy, Waters and Zaremba (1978) suggested, in a success-
ful mainstreaming program, cross-age tutoring be developed and special
educators assist regular teachers by taking over their class instruc-
tion when appropriate for release time. Morrissey (1977) also
emphasized the need for released planning-time as a crucial component
of mainstreaming implementation. In reporting the parameters of
communication problems involved in mainstreaming Munson (1978)
identified not only the lack of free time for special and regular
educators, but also a problem with distorted student information as
it was communicated through channels. He also noted an ambiguity in
the definitive roles of the personnel involved.

Dillon-Peterson (1980) stated, "Many individuals who make the
regulations appear to have little real understanding of the extent of
the demands currently being made on the schools and ultimately on the
'regular' classroom teacher." Bureaucratic reporting often takes
valuable time and energy away from the task of providing services to
students; added to this problem may be infighting or turf problems
between special programs and the regular education program. Few
organizations give sufficient attention to identifying and providing
for the personal needs of staff members who are expected to assume new

responsibilities. There is a danger that special students will become more isolated in the mainstream setting. The author continues, "Building administrators need to learn better ways to orchestrate the multiple programs existing in their buildings and to communicate with the various publics they serve." Special education teachers need to acquire a general, nontechnical understanding of the special needs of mainstreamed students. In addition to behavior management competence, they must develop basic skills in curriculum adaptation to meet individual needs. Human relations skills with a diversity of students and cooperative planning skills with colleagues will facilitate the mainstreaming process.

Novotny (1974) presented an extensive review of research studies and their implications regarding mainstreaming educable mentally retarded students. The fact that some regular educators express amazement at the capable performance of EMR students would indicate the problem is not in the EMR student alone. There are no specific behavior characteristics that generically describe the EMR student. Problems of mainstreaming included class ratio, the need for support services, behavior modification techniques, handling a variety of reading levels, arranging additional planning time, and the need for methods in keeping the EMR student socially involved in the classroom activities. It was suggested that inservice programs address practical solutions to these problems.

Through interviews with students, teachers, parents, and state and local officials, "Handicapped Children in the Classroom: Program Number 97" (National Public Radio, 1977) special education teachers

indicated problems with the massive time commitment involved in individual testing, phoning parents to arrange a meeting, and often culminating in a meeting lasting one and one-half hours per student. Communication has to be made more workable so that the teacher has time to plan materials, educational games, and more instructional time with the students.

Pugmire and Farrer (1977) described a program to prepare teachers and teacher aides to work with exceptional children in the regular classroom. They explored the following needs for individualizing instruction:

1. Each child's uniqueness is overwhelmingly complex.

2. Categorization and placement tests raise concerns about inappropriate placement.

3. Insufficient funding for appropriate placement.

4. Concerns about the potential for detrimental effects from the social isolation imposed by segregation in providing specialized instruction.

These needs do not imply that all the needs of the handicapped students can be met in the regular classroom; however, extended services must be provided within that context.

A questionnaire was distributed to administrators and teachers of regular and special educators throughout the state of Tennessee to conduct an initial needs assessment relative to teachers preferences for resource services (Glicking, Murphy, & Mallory, 1979). The number one inservice and teaching priority of both regular and resource

teachers was demonstrations on how to individualize instruction. In agreement with a report of the National Advisory Committee on the Handicapped (1976) was the identification of "attitude toward main-streaming" as a critical factor. In seeking alternatives to providing needed additional time for planning, 40% of regular teachers and 37% of resource teachers chose using aides, volunteers, or other personnel as the preferred method as compared with the 20% and 27% respectively, who indicated the need for a full-time floating teacher as first choice. Relative to planning sessions, there was a high percent of responses in favor of meeting at least once a week. Sixty percent and 54% respectively preferred adapting as many materials as possible from the regular teacher's instructional program when working with a mainstreamed child. Neither group favored peer or cross-age tutoring as a primary vehicle for facilitating special programming. Teachers were most concerned about the direct delivery aspects of instruction and less concerned about structural and labeling issues. The investigators did not attempt to generalize their feelings beyond the state of Tennessee.

Deno and others have noted and encouraged a trend in the changing roles of educators (Deno, 1979). From self-contained classrooms for exceptional children, special educators emerged in collaborative support roles; since 1968, this emphasis is shifting to the retraining of special educators for expanded roles in accommodating exceptional children in the regular classroom. Furthermore, the realization of the heterogeneity inherent in all children, handicapped and nonhandicapped,

has resulted in new training programs in which the role of the special educator is generic in nature. Deno addresses the causes and ramifications of handicapping classifications adroitly, including historical, psychological, educational, and political factors. She postulates from accumulated evidence that the educable mentally retarded and the learning disabled are able to function socially at a level that is generally accepted as normal. Mainstreaming these children allows them the opportunity to observe how successful children cope and provides them with a normal range of peer responses to their less adequate coping efforts. Even the superior special education class, individualizing instruction to the maximum, cannot provide these advantages. Assignment to a special class, in many instances, simply relieves the pain of the school. Exclusion from the regular classroom may reflect not so much a defect in the child as a defective social solution. Deno further identifies learning as a very personal experience:

> It will take much undoing to reshape a system which
> is organized to provide group instruction for
> categories of children (age and ability categories
> as well as handicap) into a system in which N of 1
> is the basic instructional class. . . The main-
> streaming philosophy does not presume that every
> child with special needs should be taught by a
> regular teacher in a regular classroom. It
> assumes, rather, that each child's progress must

be monitored continuously to insure that we have

included in the learning environment whatever

elements or clues are needed to reach the learning

goal set for each child. The necessary elements

may be made available through either group or

individual instruction conditions. One of our

greatest problems in providing an optimal learning

environment is that we do not know precisely what

clues different children use to arrive at the

responses we hope they will learn. In the last

analysis, then, it is the child himself who

personalizes his own instruction. The teacher

can only try to facilitate the action.

In education, Deno continues, hope flourishes that grouping together children with similar instructional needs will result in better achievement with more efficient instruction by the teacher; however, research suggests that these results seldom follow. Although "LD" and "EMR" labels satisfy political, staffing, and resource needs, it is pointed out that their use in determining appropriate instruction is irrelevant. The tendency to categorize EMR students on the basis of IQ performance is as arbitrary as the categorization of LD students on an existing discrepancy between achievement and potential. The "disability" may well lie within the educational and social system, rather than within the child. Risking an oversimplification, we should remind ourselves that a majority of EMR students come from low

socio-economic groups; the majority of the LD population from middle and upper classes.

General Considerations: Summary

As authorities have addressed the passage of special education laws, two factors have emerged. The passage of such laws does not ensure adequate implemention. Relative to "the least restrictive environment" clause in Public Law 94-142, the legal mandate calls for provision of a variety of placement alternatives for the handicapped, not wholesale mainstreaming into regular education settings. Furthermore, the barriers to mainstreaming endeavors are problems which have plagued education since the 1800's: learning difficulties of students, school programs demanding a unitary level of achievement, funding policies, overcrowded classrooms, and the availability of adequate personnel. These barriers have been compounded in the 1970's with the social integration of the handicapped, additional planning time required for placement committees, state agency guidelines, and the level of administrative support for integration. In determining "restrictiveness" of an educational setting, the expectations of the regular classroom teacher and the subsequent environment should be a prime consideration.

Needs Assessment: Regular Educators, Secondary Schools

Although the problems involved in mainstreaming in the secondary schools are somewhat unique, few authorities have addressed them. Hedgecock (1974) identified some of the situational problems at the junior high level, explaining why integration adjustments become

increasingly difficult at this age of schooling. Special educators are
no longer working with a single classroom teacher, as in the elementary
school, but with as many as eight different instructors with varying
attitudes and approaches. Some of these teachers are responsible for
as many as 125 students per day, many of whom have problems. It is
very possible these teachers will be resentful of the additional time
required to plan specialized instruction or of the suggestions provided
by the special educator. As Hawkins (1979) pointed out,

> Not only must teachers work with placement committees,
> increased parent involvement, and individualized
> education programs, they also must deal with attitudes
> of normal students and the discrepancy between grading
> standards for two different groups of students in the
> same classroom.

At the secondary level, the performance of students presumes a higher
degree of proficiency in written expression as well as higher level
problem solving and critical thinking skills. As training and
experience dictate, the secondary teacher is more typically a subject
matter specialist whose preparation is mainly geared toward that end.
They also carry the additional responsibility for many more students
than at the elementary level which makes it more difficult to provide
programming for individual students. There should be a greater
emphasis for life related skills; not only for the exceptional student,
but for all students. At the adolescent stage, students are more
interested in themselves, their identity, their feelings, and their

differences from other people. In handling emotional problems, some teachers have trained exceptional students to ignore teasing, mocking, and other inappropriate behaviors, and to reinforce their regular classroom peers for appropriate behaviors.

In discussing curriculum strategies, Hawkins (1979) states that objectives often remain the same, but the way the objective is carried out is different. . Individual and small group instruction can later be merged into class activities such as films, lectures, or discussions. Relative to the problem of grading, some schools adjust their standards for students who despite their efforts are not able to meet the traditional standards: however, there remain professional concerns about maintaining the integrity of grades. They do have an established and long term meaning in the academic world. Special educators who may grade in terms of entry level, effort expended, and progress made, cannot impose this orientation on teachers in regular education.

The Policy Options Project staff, The Council for Exceptional Children, reviewed current literature, state and federal legislation, and litigation concerning the impact of graduation requirements on handicapped students (Ross & Weintraub, 1980). Five optional policy approaches were presented. The "Pass/Fail" approach was identified as inclusive and comprehensive. Although without specific information supplied in transcripts, it could lead to unwarranted assumptions about a student's capabilities in specific areas. The "I.E.P." approach would indicate the completion of performance objectives; however, questions arise as to whether educational standards and the standard diploma would be diluted. The options, as reviewed by Ross and

Weintraub, deserve close consideration; however, the authors contend
that the issue requires a flexible policy on graduation requirements
that will reflect the individual differences of students to attain a
particular level of achievement.

Reynolds (1978) estimated that one million children who drop out
of school are exceptional children. At least it can be assumed they
had learning difficulties, problems of adjustment, or found school an
unfriendly or uninteresting place. He observed that a traditional
perspective of secondary schools reveals an elitist view with
discontinuities in intelligence, behavior, physical attributes, social
class, or moral status which in some cases led to the dismissal of
students. Regular classroom teachers cannot be expected to receive
handicapped students into their classroom without special resources
to accommodate these problems in the mainstream.

Varied learning and behavioral problems are confronted in the
secondary schools. Too often, the special educator emerges with a
technology in special education and the teaching of reading that is
inadequate for the secondary level which is heavily laden with special-
ized content (e.g., world cultures, biology, chemistry, or literature).
Dual competence in remedial instruction and specific secondary
disciplines is rare; however, mainstreaming programs at the secondary
level often force the regular educator into a dual role of subject
matter specialist and remedial instructor (Goodman, 1978). Goodman
and others have supported an arbitrary sixth grade level of competency
as minimal criteria in coping with the demands of post-secondary living.

Folman and Budoff (1972) presented evidence to the effect that many adolescents whose I.Q. defined them as mentally retarded, were, in fact, educationally retarded. According to the authors, "I.Q.-defined" special education students have plagued the research regarding the characteristics of these children. Secondary students should be viewed as heterogeneous groups with a wide range of functioning levels and abilities (Spivack & Kosky, 1972). Therefore, at this level of instruction, greater attention should be directed toward acquisition of appropriate materials to further individualize instruction and toward greater use of community resources. Among the 19 research reports presented by Egner (1973), it was recommended that through applied behavior analysis, teachers should be provided assistance in the management aspects of materials, consequences, and measurement of student performance, specifically to include behavior modification, contingency contracting, and token economies. Areas of implementation of these procedures included the language arts, mathematics, reading, self-discipline, and study behaviors.

According to Simpson (1979) three issues need to be addressed at the secondary level: determination of appropriate curriculum emphasis, parent training/involvement, and criteria for determination of the appropriate educational delivery system for the exceptional student. In reviewing the literature on mainstreaming at the secondary level, a plethora of information is concerned with vocational training for the handicapped. One wonders by what criteria mildly handicapped students who are not meeting academic standards of the "norm" are channeled into

vocational, technical, or occupational programs. Tomlinson and Fabac (1978) stated:

> In the recent attempts at mainstreaming at the
> secondary level, far too many students from
> special classes have been "sent" or "dumpted"
> into industrial education classes without
> proper planning and exchange among the teachers
> concerned. In reality, the legal mandate is
> entirely consistent with the stated philosophy
> of education . . . each individual is unique,
> with a set of needs, and each individual is
> entitled to a "free appropriate" educational
> program.

The authors identify needed skills for the realization of this goal: proper assessment personnel, resource personnel, and community placement personnel to facilitate employment. Additionally, they call for adjustments in the reward system to give recognition to those staff who are meeting the challenge; learning to work together will be an important part of developing quality operational programs.

Gollay and Bensberg (1978) identified the three main sources for federal support to vocational and career education and training programs for handicapped students: vocational rehabilitation, vocational education, and special education. The authors accentuate the fact that vocational programs, too, require the development of an individualized plan for the student. Indeed, Stowell (1978) identified a need for

clearer goals to be reflected in individualized education plans for students mainstreamed into vocational education programs.

In 1978, Hughes reported a survey study of vocational teacher attitudes in the state of North Carolina as suggesting that in general, vocational education teachers are accepting of handicapped individuals; they appear to be niether highly accepting nor highly rejecting of the mainstreaming approach; and that there is a relationship between vocational education teachers' attitude toward handicapped individuals and their acceptance of the mainstreaming approach. However, the results also revealed that too often some teachers will accept handicapped students into their classroom and resist change in classroom procedures and shop or laboratory layout. A report by the General Accounting Office (Comptroller General of the United States, 1976) on teacher training and the handicapped noted that vocational educators are not doing an adequate job with handicapped students. The report indicated that 78% of the school districts sampled nationally revealed that vocational educators did not have sufficient training in special education skills. According to Hughes (1978), a vocational teacher must have a willingness to change, try new approaches, accept assistance from others, and be willing to recognize that lack of student progress could be due to teacher failure rather than student failure. Citing the vocational teacher's role in establishing the social group climate, Hughes suggested direct modeling and reinforcement strategies of selected student behaviors as needed to accomplish a more workable environment to accommodate a heterogeneous classroom.

In reviewing the occupational skills of students classified as mentally retarded, Smith (1978) indicated the following evidence: if properly placed, this student can perform as efficiently as students of normal intelligence; their efficiency on simple or routine tasks often exceeds that of the nonhandicapped; and that they tire less quickly. Furthermore, on some tasks, they showed a higher degree of job satisfaction and had lower rates of tardiness and job turnover in the working world than do employees of normal intelligence. When failures occurred, they were usually related to personal, social, and interpersonal characteristics, rather than the inability to perform assigned tasks. It is important for teachers to recognize that these students vary a great deal in ability and personal maturity. Training to remedy reading and communication skills and motor coordination is an important prerequisite skill for vocational training.

In assessing vocational programming for secondary educable mentally retarded students, the Georgia State Department of Education, Division of Special Education (1974) identified four basic needs of students: skill in functional academics, physical development, social skills, and prevocational and vocational skills. As the students progress in grade level from grades seven through twelve, social skills and vocational skills increase in concern and importance. Relative to functional academics, curriculum recommendations include mathematics, speech and social studies involving post-secondary survival skills. It was stated that a reading level of 2.0-3.0 is adequate for most jobs, to include specific words or phrases associated with a specific

occupation. Important social skills were identified as initiative; minding one's own business; and accepting correction, or even abuse, from one's boss. The curriculum advocates "work-in" positions within the school (e.g., ground maintenance, food service, operation of visual aids, stockroom assistance, and even service as teacher aides). Alternate scheduling plans for students and off-period schedules for teachers (for purposes such as planning and home visitation) are recommended.

A comprehensive needs assessment in occupational education was presented by Hughes (1979). Among the needs as perceived relative to curriculum and methods, principals included a general need for better communication within the school and between school personnel about vocational education as well as a change in attitude by general educators. Other problem areas were identified as program funding, resource allocation procedures, program guidelines and reporting requirements. Thirty percent of the responding principals strongly agreed that allocating state occupational funds without requiring local matching funds would improve instructional programs. Lack of employment opportunities for the handicapped was also identified as a problem. Vocational educators saw more of a need for communication within the school aimed at increasing staff knowledge of occupational education. These teachers noted that a lack of time to develop individual education plans impacted more directly on the teacher than on the principal. It was recommended that as mainstreaming is implemented, the principal will need to be more sensitive to this barrier.

In an evaluation of mainstreaming in vocational education programs in the state of Michigan, Manzitti, Boratynski, and Rader (1977) cited the cooperation of the vocational teachers in modifying curricula as the most frequent problem. Insufficient methods and materials, lack of prerequisite skills in handicapped students, and poor teacher preparation were also identified as barriers in successful mainstreaming. In a cross-training workshop of vocational and special educators, Gill and Sankovsky (1978) reported an introduction to a task analysis-type curriculum and "hands-on" instruction in areas of carpentry, masonry, and plumbing.

Brolin (1978) addresses the roles of the special and general educator in mainstreaming students in career education programs at the secondary level. Special educators will be needed when difficulties arise with specific classroom instruction. In a needs assessment conducted by Brolin and Malever (1976) regular classroom teachers identified inservice assistance, methods and materials consultation and sharing information which assess students' basic academic skills, values, and attitudes as requisite. Furthermore, their conclusions advocated the integration of retarded students when there was assurance that competencies could be met. Monitoring of each student's progress would be a primary function of the special educator. The authors presented a selected allocation of curriculum responsibilities at different grade levels throughout the secondary school experience.

Dewey (1978) suggests a quality vocational instructional program for exceptional students should begin at the elementary level and

extend through secondary, postsecondary, technical, college, graduate, and adult continuation levels of the educational delivery system with each level providing a positive means of transition to employment and self-sufficiency or to the next educational level. Among the elements necessary to accomplish this end, Dewey proposes that special education teachers should be knowledgeable about the world of work and have a healthy respect for the work ethic as well as an understanding of employer needs and demands for competent workers, handicapped or nonhandicapped. Additionally, special vocational programs should be organized so they are available at the time the student has the prerequisite skills. Vocational education must keep itself current with the practices of business and industry, and the community resources of business and industry must be used effectively. Maximum "hands-on" experiences will insure a greater degree of success.

Rumble (1978) proposes a need for a review of curriculum content and teaching strategies in providing vocational education for the handicapped. Regular teachers often fear that they are getting the "dregs" from someone else. The problems, according to Rumble, are more attitudinal, emotional, and informational than logistical in nature. He cites needed cooperation between the special educator and the vocational educator in planning and delivering services. Special educators tend to emphasize adjustments to everyday problems and social development; vocational teachers, on the other hand, tend to stress vocational competencies.

Placing handicapped students into homogeneous classes based on a minimal I.Q. score or some other handicap does not take into account the unique learning needs and abilities of the individual. Placement of a student in a segregated classroom assumes that the regular classroom model is inflexible, and it is impossible to make adjustments ·for the individual needs of students (Lemons, 1972). In vocational education placement, it is suggested the student's learning abilities, rather than disabilities, should be identified. Iano (1972) states that in the case of the mentally retarded student, a low intelligence quotient alone is not a debilitating learning characteristic. Rumble (1978) identifies the needs of a successful vocational program as including greater teacher cooperation; both the special educator and the vocational educator possess strengths; and when shared, can lead to greater student achievement. The assignment and scheduling of staff must be given more attention in order to provide for common planning and instructional time. Vocational teachers could complement their teaching of handicapped students by learning about the behavioral problems of exceptional students. Special educators at the secondary level need to learn more about the general and specific aspects of vocational education, including safety procedures. Together, these teachers have effectively used combinations of tutoring, flexible grouping, and appropriate use of media to individualize instruction. Rumble suggests that special education students need not necessarily be graded against a "class standard"; that their evaluation should be a function of the degree to which their personal learning objectives

are reached. Since most handicapped youth have not had the breadth of
developmental experiences as have their contemporaries, a need exists
for the work experience which provides exposure to new social
situations that are typical of those they will face in adult life.
The coordination of leadership is emphasized; professionals cannot
isolate themselves. Funding, staffing, curriculum planning and instruc-
tional support must be a joint effort, addressing commom program
concerns.

Wulschleger and Gavin (1979) submitted that accommodating handi-
capped students in regular classrooms is always difficult; but at
the secondary level, it is almost impossible. The presence of one or
more handicapped students in the regular classroom has serious
implications for the classroom teacher in terms of the style and
content of instruction and responsibilities. The same is true, the
authors contend, of the special educator. Wulschleger and Gavin have
outlined discrete problems as follows:

1. The unique qualifications of the secondary staff.

2. Department standards and departmental organiza-
    tions.

3. Interdepartmental competition for space and funds.

4. Secondary credit system.

5. Graduation requirements.

6. Subject matter accommodations.

7. Minimum standards--minimum competency requirements.

8. Problems posed by driver education.

9. Providing services to students without stig-
    matizing.

10. Providing support to teachers on a "here-and-
    now" basis.

11. Attitudes of handicapped and nonhandicapped
    students.

12. Adolescent problems which compound handicapping
    conditions.

Students entering the secondary schools are too often treated as
if they all have acquired certain basic skills in social and academic
areas and are reasonably self-sufficient and capable within subject
matter areas and in coping with peer relationships. If not, they are
often expected to suffer the consequences of failure and rejection
with a minimum of disruption to the system. In the past, exclusion
or dropping out was an acceptable solution for the school. According
to Wulschleger and Gavin, special educators must be unusual people
who will accept a role far beyond the delivery of instruction in order
to develop positive relationships with the regular staff, have great
patience, and be able to live with uncomfortable situations while
planning long-term solutions. The authors suggest the special
educators be ranked with other department chairmen in order to have
an equal voice in policy making, that students be grouped according
to instructional needs rather than by label, and that special educators
be trained to also serve as vocational guidance counselors for the
handicapped in the role of community liaison. In addressing the

problems of mainstreaming at the secondary level, needs should center around the fact that during normal adolescent development, peers retain an overpowering influence, and this factor tends to produce aversion of handicapped students in the regular classroom. Mainstreaming also requires that a student be willing to be helped; however, even the most defiant of students can have a positive effect in forcing an analysis, new intervention strategies, and program revisions.

Currently, it appears the mildly handicapped student at the secondary level has but one of two choices: a watered-down curriculum or a vocational-industrial orientation that allegedly trains them for a career. As the time draws nearer for a student to leave the formal educational environment, integration into the mainstream becomes more crucial (Kokaszka & Drye, 1981).

Regular Educators: Summary of Needs Assessment at the Secondary Level

Mildly handicapped students considered for mainstreaming at the secondary level face greater potential for failure than those at the elementary level. Content area teachers assume a much higher degree of proficiency in independent study skills and written expression. The typical problems of adolescent years can often complicate handicapping conditions. Unfortunately, special educators at the secondary level seldom possess dual competence in remedial/developmental instruction in specific disciplines. Task analyses in the various content areas pose a problem. Grading policies, a problem at all educational levels, become more acute as the handicapped students near the end of formal public schooling. There appears to be an inordinate number of mildly

handicapped students being channelled into vocational-technical programs without proper analysis of prerequisite skills or modification of training programs.　　*

Mainstreaming:　Research Studies Relative to Needs Assessment

Di Sipio, Nake, and Perney (1979) surveyed teachers' evaluations of resource rooms. Among the conclusions was a plea for constant interchange of information between the regular classroom teacher and the resource room teacher in evaluating and planning the special student's progress. Classroom teachers expressed the need for special students to be taught to be responsible for leaving the classroom without constant reminders from the teacher to do so. Recommendations derived from the survey included that resource rooms should avoid becoming a substantially separate classroom; a need for additional staff in order to perform core evaluations and service a greater number of students; and that an important aim of the resource room be generalization training to help students function more efficiently in the regular classroom.

A program to assist personnel in mainstreaming, sponsored by Utah State University, explored the following needs for individualizing instruction:

1. Recognition of each child's uniqueness as over-whelmingly complex.

2. Categorization and placement tests have raised concerns about inappropriate placement.

3. Insufficient funding for appropriate placement.

4. Concerns about the potential for detrimental
   effects from the social isolation imposed by
   segregation in order to meet requirements for
   specialized instruction.

Although these needs do not imply that all of the needs of handicapped students can be met in the regular class, they do call for extended services within that context. An interesting result in the use of teacher aides recommended that they not be employed solely to correct papers and complete routine chores for the regular educator, but be given a more active role in assessment and instruction. Various programs may accurately identify mainstreaming needs; however, few provide the concrete means of meeting these needs (Pugmire & Farrer, 1971).

Offering a service model which provides for classroom operation and curriculum calls for a task analysis curriculum that aims instruction toward applicable life skills and criterion-referenced assessment of academic skills and objective assessment of social/emotional status (Kirsch, 1979). Included in the service model described by Kirsch are behavioral coding techniques and a checklist which are recorded in environmental settings to accomplish assessment and evaluation. Follow-up procedures include half-day planning sessions, regular staff meetings, exchange of tri-weekly reports, extensive parent contact, and progress reports. This model was tested in three Michigan school districts and comparative data with other districts resulted in firm support for its effectiveness.

Using the questionnaire responses of 2,186 regular classroom elementary school teachers in Georgia, Alberto (1978) reported that survey type courses in serving the mildly handicapped are too broad and do not touch upon the specific knowledge and skills that teachers perceive as important in mainstreaming. An assessment of inservice training needs was conducted by Pecheone and Gable (1978), soliciting responses from 1,045 teachers in Connecticut and Massachusetts. Eight factors were identified: techniques for record keeping and evaluation; development of goals and objectives; selection and use of assessment instruments; curriculum development; general knowledge of mildly handicapped students; parent communication; individualization of instruction; and the utilization of resources.

One hundred and two elementary teachers in a large Southern California school district were given a packet containing simulated descriptive information on a hypothetical student and a series of attributional and instructional-prescription rating scales. Instinctively, teachers revised their instructional prescriptions differently depending on pupil category and achievement. As reported by Palmer (1979), teachers continued to receive similar current achievement information for the different categories of handicapped students, their instructional prescriptions for all pupils became more similar. As Weiner (1974) and his colleagues have proposed, if an individual's past and current performance is consistent, current performance is attributed to internal, stable factors such as pupil ability. Background information on educationally handicapped and educable mentally

retarded students may have led teachers to expect that these students would have academic problems in a regular class. The findings of Palmer suggest that teachers may make different instructional prescriptions for regular class students and mildly handicapped students integrated into their classroom despite similarity in current performance. Palmer also reported that if teachers receive consistent feedback that handicapped students are performing well and can handle the work given to regular class students, they will revise their initial instructional prescriptions and show a tendency to instructionally integrate these students.

Brophy and Good (1974) reported observations of the interaction between teacher and students, resulting in high-expectancy students being more frequently praised and less frequently criticized when either were incorrect. High-expectancy children receive more opportunities to respond and more time to answer. Low-expectancy students received less feedback following their responses in class and were less likely to be praised following correct responses; they were three times as likely to be criticized following incorrect responses.

In reporting the results of 43 interviews conducted with elementary teachers from 9 schools in North Dakota, Markell (1976) reported the greatest problems in mainstreaming the mildly retarded as learning difficulties, especially in the areas of mathematics and reading; and discipline or behavior problems. Included also were the difficulties in locating appropriate materials and individualizing instruction.

McMillan, Meyers, and Yoshida (1978) conducted a study designed to obtain the perceptions of 252 regular class teachers who taught children formerly in educable mentally retarded programs, but had been returned to regular classrooms in response to recent legislation. Those placed in low ability classes required very little supplemental help; however, in regular classrooms, they were considerably below the class average in both academic achievement and social acceptance. The investigators caution against unbridled optimism regarding the use of such evaluative data in presenting a case against mainstreaming. According to the authors, these are children with whom educators, both general and special, have not had considerable success regardless of what the children are called or in what administrative arrangement they have been placed.

Ringlaben and Price (1981) assessed regular classroom teachers' perceptions of mainstreaming through the use of a 22 item questionnaire sent to 250 teachers in grades kindergarten through 12, randomly selected from a population of approximately 6,000 teachers in rural and small city school districts in central Wisconsin. Of the 101 questionnaires returned, over 50% reported they knew very little about exceptional children and felt unprepared for mainstreaming. Forty-five percent reported they were in agreement with the philosophy of main-streaming implied by current laws and practices. Thirty-nine percent indicated a willingness to accept mainstreamed students with some caution. While 62% reported there was no effect overall of mainstream-ed students on other students, 30% reported a negative effect of

mainstreaming students on their teaching performance. Firty-three percent indicated an overall positive effect of mainstreaming on the special student. Approximately 25% reported that mainstreaming was not going well. The investigators considered the latter to be a significant minority.

A study by Vogel (1973) in the integration of learning disabled students in a junior high school core program reported the following limitations:

1. A need for more preparation time by teachers.

2. Availability of more teaching materials at the junior high level for learning disabled and low ability students.

3. A limited energy level on the part of each teacher.

4. A need for guidance in establishing the core curriculum.

5. Difficulties in recording individual student progress and locating the class and time they are in a given subject area as time consuming.

6. Where team teaching was required, more careful staff selection was advocated.

The relative effectiveness of three plans for implementing group learning centers in home economics classes was compared by Schultz, Kohlmann, and Davisson (1978). The investigators reported the use of learning centers freed the classroom teachers to give additional instructional time to students needing help and promoted socialization

among the students. Keogh and Lovitt (1976) reported that in addition to temporal mainstreaming, instructional and social integration must be structured and on-going.

The State University College, Potsdam, New York, stated that preservice and inservice training programs, including school-management, should be based on the combined learning theories of Bandura, Rogers, and Engelman (Breuning & Regan, 1978). This study considered the need to redesign the classroom, deriving the informality and freedom of Rogers and Silberman, and synthesizing the planning of Skinner, Bandura, and Englemann. Needs were concerned with three areas: program goals, enabling processes, and specific teaching skills. The investigators contend the behavioral model adds measurable, precisely defined ways of attaining humanistic goals. To be tested over the 1978-1980 school years, the program characteristics include: a high degree of temporal mobility and cross-age grouping, assessment by criteria, programming by child/criteria, effective record keeping, and effects of conse-quences for the learner (the teacher identified as the major reinforcer and incorporating social/activity reinforcers to more concrete reinforcers when necessary). Relative to organizing learning experi-ences, the following practices were defined: 1) the arrangement of the environment for presentations, discussions, making/building, using instructional materials, and learning centers; 2) the arrangement of space for large groups, small groups, pairs, and individuals; and 3) the evaluation of learning experiences to include pre- and post-tests for each concept, anecdotal records, and time-sampled observa-tions.

At the secondary level, many students may be referred to special education classes on the basis of poor academic grades in the regular classrooms, maladaptive behaviors and/or low scores on diagnostic I.Q. tests. Using 125 high school students, Breuning and Regan (1978) used regular class materials in English and biology classes. The ·material was broken down into performance objectives, study guide questions and quizzes using a reinforcement strategy of free time with a variety of activities available. Mean percentage scores rose from 25-35% to 70-80% on performance when the contingencies of free time were in operation. Post checks in the form of retention tests were 25% higher than baseline scores. The results support the contention that supplemented with reinforcement contingencies, directive teaching strategies enable special education students to cope with content area subjects at higher achievement levels.

Mainstreaming: Summary of Research Studies

Research studies relative to mainstreaming have focused on individualized instruction, team evaluation procedures, and other factors related to integration. It would appear relatively few have directed their attention to staff communication and the importance of a task analysis approach. Notably, none of the research studies reviewed were submitted for replication in efforts to establish validity.

Needs Assessment: Attitudes, Secondary Schools

In addressing the controversy regarding placement of EMR students in self-contained classrooms, Warner, Thrapp, and Walsh (1973) reported

that younger children had a more favorable attitude toward their
placement in special classes which decreased at progressively higher
grades. At the junior high level, a number of students indicated they
disliked being in a special class because of the fighting and anti-
social behavior of their retarded peers; however, they reported
more favorable attitudes in that they could accomplish the academic
work as it was presented in the special class. Generally, the
responses indicated that these students found the special class a
stimulating and comfortable environment.

Investigating 402 secondary teachers and 19 administrators
relative to mainstreaming handicapped students into vocational
program in the Portland Public Schools, Rumble (1978) reported 44% of
the teachers stated they preferred to teach the nonhandicapped; 32%
of the administrators felt special education students should receive
special education in the self-contained classrooms. Over 90% of the
industrial vocational teachers indicated they were responsible for too
many students already, that there was an overload of paperwork involved
in I.E.P.'s, and too many other responsibilities made excessive demands
on their time. Approximately 80% of the regular classroom teachers
reported the same problem in addition to the fact that the curriculum
was not easily individualized. Between 64 and 71% of the administra-
tors were in agreement with these perceived needs. It is important
to note that only 6% of the regular teachers reported there was no
apparent need to change present operations, and 0% of the industrial
vocational teachers and administrators shared this view. The

investigator interpreted the latter as indicating healthy prospects for future change.

Sheare (1974) reported results of the integration of 30 EMR students in junior high school classes (i.e., physical education, health, art, crafts, music, metal shop, wood shop, home economics, clubs, activities, and athletics) as an experimental group. The only association with the EMR students by the control group occurred during lunch periods, passing in the halls and outside of school. The findings of this study indicated the experimental groups exhibited a greater degree of acceptance, especially from the nonretarded females.

Among procedures suggested for successful mainstreaming are group counseling, preparation of the regular class prior to mainstreaming, behavior management techniques, teacher released time for integration planning, and the use of teacher aides (Davis, 1975).

Mainstreaming will continue to be controversial; there is a paucity of empirical research regarding methodology and effectiveness of programs (Overline, 1977). Interestingly, Overline points out that by rejecting mainstreaming, classroom teachers can insulate themselves against failure and at the same time maintain a sense of compatibility with the larger society and reinforce commonly held public attitudes toward the handicapped. However, the author observed that segregation of the handicapped perpetuates less stimulation; few, if any, behavior models; lower academic and social expectations; and the failure of the special class to meet the needs of the handicapped.

Attitudes: Summary, Secondary School Level

Students placed in special classes at the secondary level have given some evidence of satisfaction with the academic instruction but cited displeasure with the social ramifications of such placement. Younger children appear to have a more favorable attitude toward special class placement which decreases at progressively higher grade levels. Secondary teachers generally prefer retention of special classes despite research evidence concerning the perpetuation of less stimulation, few appropriate behavior models, lower academic and social expectations, and the failure of special classes to meet adequately the needs of handicapped students.

Attitudes: Inservice Research

In general, a review of the literature supports the effectiveness of inservice programs in improving the attitudes of educators toward mainstreaming. Harasymiq and Horne (1976) conducted a study to compare the effects of an inservice education program on 191 classroom teachers' attitudes toward the handicapped student. Questionnaires were completed by those participants as well as 161 classroom teachers who had not. Those who participated in the inservice program revealed more favorable attitudes toward integration in the regular classroom; however, their basic attitudes toward disability and occupation groups were not changed. Other investigations report an increase of positive attitudes toward mainstreaming mildly handicapped students (Clark, 1978; Schorn, 1976; Singleton, 1976).

The literature continues to be plagued by problems in methodology (Goodman, Gottlieb, & Harrison, 1971). Until such time as the assessment of "attitudes" and "acceptability of the handicapped" can be empirically data-based, this unfortunate situation will probably continue.

Attitudes: Summary of Inservice Research

It would appear inservice programs improve the attitudes of regular educators. There has been some chagrin over the content of programs which do not directly address specific problems and offer concrete methodology in dealing with them. The literature continues to be plagued by problems in methodology which is not empirically data-based.

Problems in Evaluations of Mainstreaming Programs

Jones, Gottlieb, Guskin, and Yoshida (1978) addressed the problems in evaluating mainstreaming programs. They cite the need to deal with the complexities of individual cases and suggest the possibility of using the qualitative methods of anthropology or the quantitative methods of behaviorists. In any case, the resulting information must be usable for decision making at the program level. A review of the literature comparing regular and special class placements, a variety of service delivery models, and effectiveness of organizational structure are inconclusive (Balow, Fuchs, & Kasbohm, 1978; Haring & Hauck, 1969; Krumholz, 1975; Miller & Sabatino, 1978; Ritter, 1978; Rust, Miller, & Wilson, 1978). Norm referenced academic gains do not yield viable information (Gronlund, 1965; Nunnally, 1968). Vague and often

inaccurate conclusions arise from the use of socio-metric and self-reporting instruments of evaluation.

Accountability has been bandied about in education since the late 1970's. It remains a slippery issue given the nature of a society which professes to educate all of its citizenry. With the passage of Public Law 94-142, the schools are again held accountable for societies ills and a primary mechanism for correcting many social problems, much the same as during the Civil Rights legislation of the 1950's (Marrs & Helge, 1978). Rather than serving as a transmitter of the culture, public education may have been redefined as an agency for social change.

Although the law requires federal, state, and local officials to provide data on the number of handicapped children served, this information does not address the appropriateness of the alternative education placement and its results in social outcomes or academic achievement; rather these are presumed to accompany mainstream placement. The success of mainstreaming rests primarily in the hands of the teachers; therefore, it would be ideal if research programs could be carried on alongside the ongoing instructional activity (Jones et al., 1978).

Evaluations of Mainstreaming Programs: Summary

In order for evaluations to be usable for decision-making at the program level, it is suggested that appraisals be conducted employing the qualitative methods of anthropology or the quantitative methods of behavior analysis. In the review of the literature comparing

regular and special classroom placements, the variety of service models and the effectiveness of organizational structure are inconclusive. The federal, state, and local requirements in providing data on the number of handicapped students served does not address the appropriateness of alternative placements in the results of social outcomes or academic achievement for individual students. These factors should not be presumed to accompany integration. Ideally, the evaluation of mainstreaming programs should take into account the heterogeneous nature of all students and should be carried out juxtapositioned to the ongoing instructional activities in the regular classroom.

Problems of Assessment and Placement

The frequently cited writing by Dunn (1968) points with open chagrin to the inordinate number of socio-culturally deprived students currently carrying the labels of "retarded," "slow learners," and/or "learning disabled." According to Dunn 60 to 80% of these students have been identified in the population of special education classrooms. Regular classroom teachers voiced concern over the inordinate amount of time these students require, their frustration with the homogeneous nature of the academic program, and the rejection of these students by their peers in the regular classroom. These practices ignore research to the contrary as summarized by Dunn. He reiterates the current need in general education as training to deal with individualized instruction and curricular options. In short, Dunn directs our attention to Bruner, Oliver, and Greenfield's dictum (1967) that almost any child can be taught almost anything if it is programmed

correctly. Acknowledging the administrative need for "labels," Dunn
suggests a more workable definition of the "mildly retarded" would be
more generic in nature if incorporated into "school disordered."
Programs should be structured to provide for social interaction
training, vocational training, and academic skill training. Dunn
advocates a multidisciplinary assessment team to determine student
needs.

Few educators would quarrel with Dunn's observation that these
students tend to be members of minority ethnic groups and/or of low
socio-economic status. However, Grotsky (1976) postulates: "Is
general education more relevant for these children than was special
education? The evidence with which I am familiar does not indicate
as much."

Cruickshank (1977) attempted to address a number of misconceptions
regarding the concept of learning disabilities based on historical,
research, or theoretical facts. One of his criticisms relates to the
absence of a professional definition to include neurological and
perceptual dysfunctions. He references the current belief that children
with specific learning disabilities can be, and ought to be, educated
in the regular classes as unfounded. Although he concedes that partial
integration for short periods of the school day may be beneficial, he
cites no sound research to support the call for "mainstreaming" the
learning disabled student. The author describes the present state
of the field of learning disabilities as one of "educational
catastrophe." Because of an inadequate definition, the incidence

of learning disabilities lies somewhere between 12 and 85% of a school's population. Classroom teachers, according to Cruickshank, are ill-prepared to deal with this area of exceptionality. However, Savage and Mooney (1979) state, "Mainstreaming does not change an essential fact of teaching: the fact of individual differences in pupils."

An additional consideration is the fact that many parents have not considered their children to be "handicapped" until the school classified them as such. Furthermore, the number of children classified as "EMR" or "LD" increases significantly concurrent with higher grade levels (Deno, 1979).

Rather than medical-categorical classifications, Rubin (1975) recommends defining "handicap" in functional educational terms which are more relevant to school learning. Although there may be a medical problem with the handicapped student, it is the educational problem with which teachers must deal. There has been a shift in recent years from a medical, psychiatric model of diagnosis and treatment to an educational model of assessment and intervention (Seely, Durkin, Bingham, & Adams, 1975). According to these investigators, the incidence of handicapping conditions ranges from 2% to 22% depending on definition employed by the researchers. It was noted that inadvertently many schools have fostered emotional disturbance (e.g., overcrowded classrooms with teachers who focus on failure rather than success, overemphasis on cognitive achievements and conformity to group standards).

Guerin and Szatlocky (1974) examined integrated programs for the mentally retarded (aged 9 through 13 years) in eight California school districts on the basis of interviews and direct observation. Regardless of program structure, the classroom behavior of the retarded students was similar to the behavior of regular students. Of interest was the fact that students integrated without careful selection, behaved as "normally" as their regular classmates and as well as carefully selected students. The authors suggest that their findings raise serious questions about the efficacy of exempting students from integration on the basis of current screening procedures.

The efficacy of team evaluation, diagnosis, and placement has come under question by Kehle and Guidubaldi (1980). Although their study may have some problems in methodology, it does yield some evidence to the effect that the social integration of mildly handicapped students through team evaluation as prescribed by the legal mandate is not superior to placements arranged by the school psychologist and the regular classroom teacher. Gearheart and Weishahm (1980), however, support the "team evaluation" procedure on the basis of needed complex information in assessment and placement consideration for handicapped students.

Martin (1976) identified basic propositions to be considered in the mainstream endeavor. He recommended judgments about placements should be made on the basis of specific learning objectives to meet the needs of each individual child. Additionally, adequate support for the

regular classroom teacher and the opportunity for additional training
must be provided. Deno (1979) stated:

> Tests and other assessment devices customarily
> employed by schools to determine special education's
> clientele are seldom capable of making the translation
> from regular education's personalized objectives and
> the identified learning styles of individual children.
> Unless we can achieve a common frame of reference,
> constructive dialogue will remain difficult to attain
> and curriculum cripples will continue to be conceived
> of as constitutional cripples.

In considering assessment and placement, Rubin, et al. (1973)
suggest the tolerance limits of the classroom environment must be
closely examined. As an example, he references a study completed in
the public schools of Greeley, Colorado, which set up special all-male
first grade classes with male teachers. The boys were permitted to do
their drawing and writing activities lying prone on the floor or in
any location/position preferred. Obviously, "out-of-seat behavior"
was not a socially disruptive factor identified with these students.
Although there will be some students who will require special services
outside of the classroom, it becomes apparent that the identification
of children as "handicapped" or in need of special education is
directly related to the expectations and resources of the regular
classroom environment.

In a study conducted by Mertz and Raske (1978) an attempt was made to identify a variety of educational alternatives with reference to the concept of restrictiveness and to match these educational settings with the physical and behavioral development of exceptional students. The functioning of approximately 200 special education students was ·evaluated in the subsequent placement in the regular classroom. Based on the study, attempts were made to construct predictive program membership. As the investigators point out, there is little research relating to the matching of student characteristics with the regular classroom environments. Citing Burrello, Tracy, and Schultz (1973), Mertz and Raske include the aspects of testing and individual differences as well as a focus on the trainer and parent. Further cited is the work of Rubin, Krus, and Balow (1973) who identified the degree of program flexibility within school systems and attitudes of all school personnel as important variables in the mainstreaming endeavor. As Mertz and Raske point out, placement in a regular class may be the most restrictive setting for any handicapped student if that student is rejected by others and fails to learn; thus the regular classroom is not necessarily the best placement for the exceptional student.

An analysis of preferences of 250 elementary and secondary regular class teachers regarding the placement of educationally handicapped students by Johnson (1976) indicated that 67% felt educationally handicapped students should be in regular classes at least part of the day; 69% responded that regular teachers without special education

training but with support services could teach mainstreamed educationally handicapped students. Seventy-three percent responded that responsibility for the progress and adjustment of the educationally handicapped student should be shared by regular and special educators.

Battaglia (1977) recommends pairing teaching styles to students' learning styles, identifying teachers with a positive attitude towards working with the handicapped, and pairing students with classmates on the basis of age, size, and interest level.

According to Reynolds (1975), we do not yet know much about the variables that interact with alternative educational treatments, and this failing may be the major embarrassment of the whole field of special education. Efficacy studies comparing regular and special class placements, for example, do not give clear evidence who will profit more from a specific placement. He lends support to the recommendations of Sameroff and Chandler (1973) who call for continuous assessment of the transactions between an indiviudal child and his environment to determine how these transactions facilitate or hinder adaptive integration. Reynolds advocates a policy that exceptional children be studied only in the context of their life situations, requiring a decentralizing of the diagnostic process to classrooms, in specific school buildings in which the instruction of the children is conducted. Currently, educational efforts are thwarted because diagnosis and treatment are too often artificially isolated. Placement decisions for the retarded are often limited to an I.Q. score. Reynolds agrees with other authorities that additional factors, such

as motivation, basic skills, and social acceptance should also be assessed in the instructional setting where adjustment and performance are expected to occur.

Determining an appropriate program for a specific student will draw together representatives from many disciplines, including law, special education psychology, and regular educators, as well as parents and their children. Given the relative absence of a data base for making these decisions, the potential for conflict and confusion is great. Abidin and Seltzer (1981) conclude:

> If the decision-making discretion inherent within
>
> the requirement of an "appropriate" education has
>
> no data base, it is likely to be capricious. It is
>
> clear that extensive special education outcome studies
>
> across a continuum of alternate placements are needed
>
> to aid in insuring a rational basis for decision-
>
> making concerning "appropriate" educational placements
>
> and plans.

Problems of Assessment and Placement: Summary

Problems of assessment and placement of the handicapped are clearly reflected in discriminatory testing, resulting in an inordinate number of socio-culturally deprived students receiving mildly handicapped labels. Additionally, inadequate definitions of the educable mentally retarded and the learning behavioral disordered students would seem to call for defining a handicap in functional educational terms relevant to school learning. These factors compound

the time-consuming team evaluation procedures for the diagnosis and placement of mildly handicapped students in the least restrictive alternative. Currently, there is some evidence that in order for a student with learning difficulties to receive appropriate instruction, he/she must first be labeled as handicapped.

Needs Assessment: Regular Educators

Those who are most vocal in support of mainstreaming are those who are the most removed from having to implement it. Courts, university faculties, state departments of education, and special education administrative personnel have supported the benefits that will be forthcoming in the name of mainstreaming; yet, to a considerable extent, it will be the responsibility of regular class teacher to pull it off (Grotsky, 1976).

A classroom teacher (Kavanagh, 1977) observed that specialists designed mainstreaming programs with little or no input from classroom teachers who have to put them into practice. Regular educators cannot be accused of lacking concern or positive attitudes toward the handicapped as some specialists or experts would suggest. The author pleads that competence not be confused with reality. Anyone who has spent a day in a typical classroom can identify with the often overwhelming demands on a teacher's time, energy and resources. Successful mainstreaming will require reasonable classroom enrollments, direct assistance, frequent evaluation, and follow-up meetings concerning individual student progress. Furthermore, administrators must be willing to provide the necessary manpower--teacher aides and

paraprofessionals must be available to assist the regular teacher. Opportunities for work-study skills employed in special classes to generalize in the regular classroom environment need to be planned for in advance of placement. This is also true in the transfer of social skills. Classroom teachers will continue to voice opposition to mainstreaming programs which are designed by planners who have little understanding of the practical concerns in the regular classroom environment. Adequate time must be made available for teachers and specialists to meet and plan together. Unfortunately, busy schedules often result in haphazard decisions and a paucity of follow-up planning for the mainstreamed student.

Glockner (1973) contends the regular teacher should view the handicapped child as a normal child with special needs; the author calls for arranging a gradual transition into the regular classroom setting, including structure in dealing with peer reaction.

Variables which determine placement and expectations of student performance often include being well dressed, being well groomed, using standard American English and coming from a family with money or the skills with which to acquire money (Mosley & Spicker, 1975). There are critical ethnic characteristics of the children to be mainstreamed. If mainstreaming efforts were initiated in California, the majority of students to be mainstreamed would be black and Mexican-American; in Boston, this population would be largely black and Puerto Rican; in Appalachian areas, these students would be essentially low social status white children. The need here is to provide the student with

biculturalism and the schools with cultural pluralism. It is important to realize that both the regular classroom teacher and the child have special needs (Reusswig, 1976). Teachers need to have tolerant attitudes which accept not only the range of diverse learning needs of students, but also a cognizance of varied language backgrounds, customs, and value systems. The very nature of our society was designed to be pluralistic; however, in many classrooms the white middle-class value system continues to be exemplary.

Vacc and Kirst (1977) reviewed the literature on the value of mainstreaming as opposed to special classes for emotionally disturbed children. Thus far, the research does not yield superior achievement nor overt behavioral gains in segregated classes. Neither has the research supported the exclusion of emotionally disturbed students from regular classes on the basis that their integration will disrupt their peers. The authors pose two generalizations: the more contact a nonhandicapped child has with an emotionally disturbed student, the more positive their attitude will be; and the more positive the attitude of the nonhandicapped child toward the emotionally disturbed child, the better the atmosphere in the mainstreamed classroom. Effective classroom management would seem to be a critical variable, regardless of the category of child being served by a particular teacher. Educational programs for emotionally disturbed children are less advanced than educational provisions for retarded children. Traditionally, these students have been troublesome, and the regular educator would like to see them educated in some other environment (Martin, 1975).

Calhoun (1978) states that EMR students are expected to present the greatest impact in the regular classroom because of their intellectual ability and excessive population; however, he identifies hyperactivity, a characteristic often found in students classified as "emotionally disturbed" or "learning disabled", as the most demanding of a classroom teacher's time and energy. This behavior is particularly annoying and disruptive as it impedes classroom instruction for the special student as well as the nonhandicapped students. It is recommended that classroom teachers need to be trained to deal with categories of behavior, not categories of children, and to view retardation as reversible rather than as an innate, stable condition.

It has been pointed out by Blatt (1979) that teachers and other educational personnel do not receive all of their professional preparation during either the four-year undergraduate or the graduate preparation. Teaching, as in other professions, requires continuous retraining and inservice opportunities for personal and professional growth. Since segregated experiences for handicapped students have not proven superior to regular classroom programs, Blatt calls for every classroom to be considered special, that teaching be more inductive and diagnostic, and that teachers should be most concerned with human beings, and qualities they have, and the skills they need. Whether handicapping conditions are biological, medical and/or environmental, the classroom teacher is the crucial factor in the social and academic progress of the child (Gear, McCormick, Peat, & Donaldson, 1980).

From a survey of 43 public school districts in Wayne County, Detroit, Michigan, and concurrent field trips by H. Carl Haywood (1969), regular classroom teachers reported difficulties in dealing with individual differences when confronted with 30 or more children daily. Additionally, they listed lack of adequate time for daily instructional demands, lack of specialized materials or methodology for dealing with special students, and lack of adequate information about the exceptional student. Furthermore, they identified instructional programs as not directly related to student diagnosis. Mann and Brezner (1980) addressed the need to develop comprehensive educational programs and to upgrade the skills of the regular classroom teacher. Training programs should be individualized and task oriented. The regular educator needs to know assessment skills, the methodology in selecting, developing and evaluating sequential educational material, and matching materials to student needs. The regular educator, often bound by course content, needs the skills in implementing individualized instruction for all children. General educators should be more skilled in using specific diagnostic and prescriptive methods in servicing handicapped children within the classroom, rather than referring them to specialists (Wilderson, 1975; Kosko, 1978).

Among the considerations for survival and success in the regular classroom, Hewett (1979) has included the following: pre-academic deficits in the areas of attention, starting, working, taking part, and doing what you are told; inadequacies in functioning in traditional learning settings (teacher in the front of larger classes, teacher with

group instruction, teacher with individual child, child independently working, and child with peer groups); lack of susceptibility to traditional reinforcers provided in the regular classroom, such as acquisition of knowledge and skills, knowledge of results, and social approval; inability to get along with others, and limited ability to be neat and correct in academic areas. In describing the transitional mainstreaming program (The Madison Plan) of Santa Monica, California, Hewett explains a compulsory re-integration wherein, a child who demands too much time or attention may be removed for special classes; however, his or her seat remains empty until such time as a reassignment is accomplished. Over a two-year period this plan was quite successful. Some 20% of those integrated were never referred back to the special class. One-third of those reassigned after supplemental classroom assistance stayed in the regular classroom. The author refers to the fortunate matching of a capable, accepting teacher as a factor in this success. "It appears," says Hewett, "that every teacher has a range of tolerance for behavioral and academic differences among her children." Presently, there are specific efforts to facilitate a match by preparing a specific child to return to a specific regular classroom in strengthening him in areas deemed important by the teacher. Weekly assessment graphs are maintained on each child through each transitional stage.

Recognition is currently given to the need for programs, curricula, and instructional methods that recognize, affect, and stress acceptable behavior. According to Hlidek (1980), these

approaches tend to direct their strategies for the regular classroom and clearly support the mainstreaming concept. Teachers are often reluctant to employ these strategies as a systematic on-going plan for reasons including the following real or imagined problems:

1. The demand on additional planning time.

2. Punitive methods are more evident and immediate.

3. A lack of understanding of the value of the behavioral approach.

4. The approach requires too much bookkeeping.

5. Disruptive behavior is the job of the principal or counselor.

6. Acceptable behavior is expected; there is no need for teachers to reinforce the "expected."

Frank and Vander Vern (1978) point to the mainstreamed student's need for much positive reinforcement without feeling patronized.

Legal rights and mandates are sufficient to guarantee the implementation of education change (Egner & Paolucci, 1975). The authors continue to identify such "rights" for legitimate considera-tion. Included is the right to a variety of training options, incentive systems, and released time arrangements for continuing education endeavors (tuition, stipends, course credit, training programs conducted in local schools, etc.). In addition, regular educators must develop competence and confidence through directly teaching exceptional children where they can learn concepts and models which allow them to make effective teaching and learning decisions for

all children. The authors define "teaching" as the arrangement of an

environment that produces specified changes in the behavioral

repertoire of students; they recommend a model based on applied

behavior analysis and curriculum task analysis in order to accommodate

this definition. They make no mention of the necessity for general

·educators to know about the characteristics of handicapped children;

rather, they call for specifying functional teaching skills which are

needed, and often being used, with all children.

The influences of behaviorism are being increasingly recognized

in education. Techniques for the instruction of children to attain

determined objectives based on present level of achievement and the

needs of students challenge traditional normative teaching (Higgins,

1976). The success of mainstreaming programs will depend on the

teacher's knowledge of these procedures. Resistance, according to

Higgins, will come from teachers who feel professionally inadequate

for the mainstreaming endeavor or from otherwise capable teachers who

find that supportive assistance is not provided.

Contrary to widely accepted opinion, Johnson and Johnson (1978)

claim there is supporting evidence that cooperative experiences are

more effective than are competitive or individual learning experiences.

In addition to greater social acceptance, the student can reach a

higher level of achievement in a mainstreamed environment. These

authors have addressed this shift in philosophy at length through their

research studies. Although there is much information in the literature

concerning the effectiveness of group work, none approaches Johnson's apparently complete negation of competiveness, behavior which is deeply lodged in the character of American society.

The final products of training for regular classroom are advocated by Lilly (1975) with a strong rationale for each. In defining and assessing problems, teachers should specify behaviors which are observable, countable, and unambiguous. The author accuses the field of special education of transforming such behaviors as "getting out of the seat too often" into "hyperactivity," and "writing letters backward" into "visual perception problems." The result of these unnecessary transformations is that simple problems were made complex, and regular classroom teachers were made to believe they didn't understand the real problem. Observable behavior can be dealt with directly. Through direct observational data on student performance, the classroom teacher can determine the extent of the problem. According to Lilly, the term "self concept" is not well defined in the literature, and teachers can only make judgments about it through behavioral cues from the student's interaction and performance with other students.

Lilly includes the teacher's need to recognize signs of vision and hearing problems, again through observable, behavioral cues suggesting possible medical problems which may be interfering with progress. He states that the writing of instructional objectives has been much overworked at the theoretical level and ignored at the practical level. Specifying instructional objectives should force a

narrowing of the problem to the point that it is solvable, perhaps through several steps. Classroom teachers should be able to identify alternative procedures in the instructional elements of teaching method, instructional material, and consequence for appropriate student response.

Lilly strongly contends that academic and social behavior cannot reasonably be solved outside of the environment in which it occurs; to assume a problem can be eliminated in a resource room and then disappear in the classroom is fallacious. Thus, it is important that classroom teachers need to build skills in dealing with these problems as they occur in the classroom. If alternative methods or materials are not improving the special student's performance, the classroom teacher should know what viable resources are available.

Teachers should be able to analyze the directions they give; for students more often don't understand directions, rather than are unable or unwilling to follow them. There exists a tendency among classroom teachers to inadvertently reinforce inappropriate behavior; and in academic situations to let incorrect responses by the student slip by uncorrected. Classroom teachers need to be instructed in ways to manage their own time in order to gather systematic information relative to each student's progress. This would include procedures which maximize ease of recording and methods by which students maintain their own progress charts. Although Lilly concedes the difficulties involved, he insists the only point of reference in evaluating a

student's work, in determining school progress, and reporting that progress to others, is the prior skill level of that student.

Classroom teachers should seek assistance when needed; however, Lilly counters that they should be hesitant to relinquish responsibility for a student's school progress in any area. Additionally, teachers should be competent in securing voluntary services in the classroom, depending upon the school organization and the community.

In conclusion, Lilly accuses the field of special education of selling classroom teachers short; he contends there is little of functional value in teachers knowing about the nature and causes of handicapping conditions.

Regular Educators: Summary of Needs Assessment

The realities of regular education classrooms more often make extraordinary demands on a teacher's time, energy, and resources. New methods of generalizing student behavior from a special class placement to that expected in a typical regular education classroom are prerequisite. Teaching methods employing a behavior technology would seem to be more effective in teaching all children. However, regular educators are in need of resources which would maximize gathering of systematic data on individual student progress and less time-consuming methods to accomplish this. A further neglected area of pre-mainstreaming planning includes direct instructional opportunities to integrate the handicapped student socially, as well as academically.

<u>Needs Assessment: Special Educators</u>

There is little information in the literature relative to the
changing role of the special educator in the mainstreaming process;
nor do most special education training programs in higher education
institutions address strategies for special educators in implementing
mainstreaming programs (Grotsky, 1976). It remains unclear whether
their central function will be to deal exclusively with target children
in providing remedial instruction, or interact primarily with regular
educators, assisting them with specialized materials and other matters
of educational management. Grotsky reported the University of
Pittsburgh developed competencies needed by special educators relative
to mainstreaming and are to be field tested.

According to Haring (1979), the special educator must first of
all know how to teach. He cites some instances where specialists often
have no classroom experience nor expertise in the sequence of skills
that the child should acquire in order to reach a terminal objective.
Therefore, Haring identifies three areas of training program for
special educators: instructional methods, instructional materials, and
the principles of behavior management. Relative to changing behavior,
the author emphasizes the aspects that influence or evoke behavior and
those that happen as a result of behavior. It is crucial that the
teacher understand how to arrange conditions in the classroom to evoke
and strengthen desirable behaviors. The classroom teacher serves both
as an antecedent of and a consequent to a child's behavior:

Adult social approval is one of the most powerful

forms of reinforcement available in a classroom.

Thus, by systematically identifying and manipulating

the contingencies of the environment (i.e., arranging

instructional materials and using reinforcement),

the teacher shapes the behavior of the classroom.

For handicapped children who do not respond in the

same way or at the same rate as do normal children,

the use of contingency management is an effective

technique to modify behaviors.

Obviously, the same behavior principles which should be applied in special education can be effectively applied in teaching regular classroom teachers. Incorporated in the various objectives were the ability to establish during assessment the child's preference for activities that motivate academic performance, to use assessment information to establish task initiation in the child, and to develop systematic procedures for maintaining task performance. According to Hewett (1979), the primary role of the special educator should be that of trainer for the regular classroom teacher. Videotaping is strongly advocated by Hewett as it gives the trainee a chance to observe more objectively his behavior in relation to children and how that behavior affects the behavior of the children the teacher is instructing. There is also an opportunity for the teacher to count his response rates if he has not done so in the classroom.

Special educators, however, should not consider themselves "experts;" to do so would deny a healthy skepticism relative to some of the accepted special education practices. Birch (1979) postulates the central theme in training programs should be the inclusion of exeptional children as an integral part of the education of all children. Rather than new courses, the author suggested an orientation for instruction covering team teaching, the use of paraprofessionals and aides, and seeing that the appropriate instructional materials are with the right pupils and the right teachers at the right time and under the right conditions.

In reviewing barriers to mainstreaming, including conflicting attitudes, fear of incompetencies and/or more responsibilities added to school staffs, Carroll and Purdy (1979) cite a long history of territoriality which exists between regular and special educators. In fact, the latter may be in some degree responsible for prevailing attitudes concerning a real or imagined mystique which surrounds competencies in special education. The authors conclude that one of the primary functions of positive attitudes is to preserve one's self-esteem by organizing the environment to maximize opportunities for reinforcement.

The special educator would do well to recognize that "empires" have been built on the foundation of an interest in and willingness to serve those who manifest exceptional characteristics (Burrello & Sage, 1979). The authors contend this has occurred with the enthusiastic support of the remainder of educators who have been only to happy to be relieved of problems. Too frequently, especially in the

early history of service development, this mere willingness to assume
difficult tasks has been the more prominent factor, rather than real
expertise in the special education technical matters. As the field
has matured, the legitimacy of a territorial jurisdiction has become
even more firmly established. The professionalization of special
education, complete with technical jargon, certification standards
and organizational affiliations has also tended to enhance the image
of the field and its personnel. The use of medically related terms,
such as "minimal brain dysfunction" and "dyslexia" and the development
of quasimedical techniques of intervention such as psychomotor train-
ing or patterning, have also served to promote the "white coat" image
of the special education practitioner. This "mystique," or belief
that a special educator is required to accomplish a difficult task
such as teaching a mildly retarded child, whether justified or not,
has contributed to the status of those identified with the field.
This factor, according to Burrello and Sage, is manifested in all
levels of local, state, and federal agencies, as well as in higher
education institutions concerned with personnel preparation.

According to Vandivier (1979), special educators cannot afford to
alienate regular teachers; for to do so is perhaps to win the battle
and gain a few minor concessions, but lose the war in gaining the
cooperation of regular classroom teachers in mainstreaming handicapped
children. Burrello and Sage (1979) accentuate this dilemma:

> Persons whose status depends on a highly specialized
>
> domain may be threatened by the changes that
>
> normalization movement might entail. A shift of

emphasis from a familiar to an innovative service
delivery model imposes job threat, as does a shift
in the characteristics of the client population.
For the special education teacher familiar with
self-contained classroom instruction for the
educable mentally retarded, vigorous program
development. . .and increased emphasis on resources
consultant service models may trigger an upsetting
uncertainty regarding continued professional status.

The National Education Association (NEA, Teacher Rights Division,
1978) advocated that resource teachers, in many situations, should
drop "tutoring" and go into the regular classrooms to provide
assistance.

Special Educators: Summary of Needs Assessment

The needs of special educators, in addition to the methodology
used in the special self-contained classroom, should expand to include
roles of staff consultation, team teaching, participation in placement
decisions, and follow-up conferences with regular educators. In
fulfilling these roles, it is recommended that special educators focus
on relevant educational progress, rather than the etiology of mildly
handicapping conditions which lack a scientific base. Several
references have been made to the problems of territoriality of special
educators which often produces conflict not in the student's best
interest. Therefore, it is suggested basic behavior principles be
employed with the total school staff as well as in instructional
methodology with handicapped students.

Needs Assessment: Administrators

In reporting guidelines for principals relative to mainstreming, Du Clos et al. (1977) pointed out that students seem to be more influenced by one another in looking at their academic achievement and aspirations, rather than being influenced by their I.Q. or their home backgrounds. According to Du Clos, the pressures for mainstreaming have arisen from a complex stream of motives, and principals need to be cognizant of the:

1. The capacity to deliver special education services has improved.

2. There are stronger and increasing parental concerns.

3. There is a growing rejection of labeling children.

4. Court actions relative to educational practices have increased.

5. The accuracy and fairness of psychological testing have been questioned.

6. Segregation of exceptional children in self-contained classrooms also deprives nonhandicapped students.

7. The efficacy of traditional special education has been questioned.

8. A reminder that American philosophical foundation encourages diversity.

Du Clos identified generic problems of school administrators as including lack of supportive services, reduced class size for individualization, social and behavior problems in mainstreaming, grading problems, adequate funding for appropriate materials and supplies, and the attitudes of administrative staff and teaching personnel.

Vergason, Smith, and Wyatt (1975) contend that regular education has never made preparation to handle deviant children, despite the professed movement in education to adapt instruction to individual differences. These authors have presented administrative concerns relative to the current mainstreaming mandate. Additionally, they contend that schools have not felt the full impact as yet because most parents have not learned of their rights. Among the information provided principals is a reaffirmation that there does not appear to be any one best way to deliver special education services, any more than there is one best reading program for all children. Two critical areas that must draw the attention of administrators are adequate materials for classroom teachers and support personnel available to them. In the event there are teachers who initially refuse to accept a handicapped student in their regular class, it is suggested techniques such as trial placements, or freeing the regular educator to visit and work with the student in the special class until the teacher establishes rapport be instituted. The principal may be assured of appropriate placement only through a program of on-going diagnosis and evaluation in the mainstreamed setting. The organization

and administrative structure within the school must be kept sufficiently flexible to offer the most productive alternatives. In conclusion, steps must be taken to insure maximum communication among staff members. Beery (1972) has identified the role of the principal as the most important single key to bringing about positive change.

Tonn (1974) advocates that school board members and superintendents should be aware of the district-wide applications of the trend to integrate certain handicapped children in regular classrooms. He lists more resource teachers and aides, smaller classes, and more frequent inservice programs as prime needs, in addition to an awareness by the general community of the goals and objectives of new programs for the handicapped.

Decisions concerning the operation of schools seldom are made on the basis of educational merit; administrators are forced to focus on bureaucratic rules and regulations, legal precedents, teacher union contracts, militant parent groups, irate tax payers and minority pressure groups in efforts to keep schools running (Smith, 1978). In a broader context, Smith identifies the problem as being the perception of the schools as the appropriate instrument for social reform. Mainstreaming he calls "an educational disaster." This is particularly true when behavioral problems are injected into regular classrooms over the school's objections. The author contends the successful students are being cheated and instructional expectations are lowered. He cites mainstreaming endeavors as being the result of pressure and lure of money. The schools the author submits, have been the

reformer's playground, easily manipulated and lacking in articulation and effective organization for controlling their own operation.

Based upon the call for decategorizing students, Willenburg (1979) poses the problem involved in developing alternative programs which lend themselves to instructional grouping. Another related problem is the retention of public and financial support which was based upon the categorical thrust in the context of educational programming.

Martinson (1975) perceived certain lessons learned over the past ten years of efforts in developing regional services or national networks may be pertinent to any level of administration:

1. Don't disregard the professional and legal responsibilities of state and local agencies for developing services for the handicapped.

2. Don't attempt to develop programs on the basis of internalized self-perceptions, but on the basis of cooperative planning and field needs.

3. Don't isolate program or project development from existing services but insofar as possible imbed them in continuing services to assure that the benefits of the projects have been performed.

4. Don't assume that stimulatory or support service will become institutionalized to the point of continuation after the innovation and development objectives of the projects have been performed.

5. Don't design field service projects in insulation
   from altered characteristics of direct service
   programming models and legislative or litigative
   action.

McKeown (1978) in reporting the successes in decentralizing funding
appropriation, also noted that mainstreaming increases costs because
of needed support systems and resource personnel in addition to the
regular classroom funding requirements.

The principal, according to an investigation by Nazzaro (1973),
is the best tool we have in the mainstreaming endeavor, for he is in
a position to assist in providing aides and limited enrollment incen-
tives in addition to inservice provisions. The investigator substan-
tiates a need to retain psychologists to properly reflect implications
for instruction; I.Q. scores and sociometric tests are of little value,
she asserts, in view of the need for identification of specific skill
deficits and continuous evaluation. Finding competent teachers is
identified as the most difficult problem facing administrators today.

The redeployment of personnel serving the mildly handicapped at
the school building level has ramifications for the administrator in
promoting maximum communication and preventing rivalries between
special and regular educators (Burrello & Sage, 1978). According to
Sattler and Notari (1973), the school administrator views the role of
the special educator as one with a background and experience in both
general and special education. Additionally, the special educator
should be well-skilled in communication dealing with all school

personnel, knowledgeable in special materials and methodology, and familiar with the technical aspects of writing individualized education plans. Hiring practices should consider these areas of expertise in order to avoid unnecessary conflicts.

Dixon (1979) addressed the administrator's role in fostering mainstreaming; included among the problems were:

1. the demands of recruiting, hiring and providing orientation for new personnel,

2. role confusions and growing resentment with interpersonal problems among regular teachers, special educators and administrators,

3. increased resistance to the "red tape" of federal, state, and local regulations and procedures related to the education of the handicapped.

According to Dixon's findings, it doesn't matter whether a district is rich or poor, well-staffed or under-staffed, urban or suburban; the following problems are prevalent: special service departments are having difficulty understanding and meeting the law's child count requirements; there is a lack of effective inservice programs for regular classroom teachers, and schools are generally unable to meet requirements of annual and triennial reviews for every student. The investigator proposes that administrators collect empirical data or use surveys in the needs assessment process, concentrating on factors at the local level--others are often out of the person's control.

Effective communication is a necessary target. Dixon states that administrators must use whatever personal or official power (s)he has to directly bring about change in the immediate environmental situation.

Oaks, Smith, White, and Peterson (1979) support the principal as the key figure of planning and implementation of mainstreaming success. Beyond the law, little or no information is provided the principal. The authors contend that each program must be school-specific relative to staff, student population and resources. Principals should know that mainstreaming cannot be forced; one must work around staff who evidence negative attitudes, for adult attitudes are often the most difficult to change. It was further suggested that if negative attitudes do prevail, it may well be the principal's fault. Inter-staff communications are crucial, including an open-door policy on the part of the principal. Oaks et al. advise, "Don't have a big thing flop, have a small thing grow." If release time is unavailable, it is recommended that small sections of time be utilized during the day (e.g., dismiss school one-half hour early). If the odds are not greater than 50/50 that a handicapped child will succeed in a regular classroom, delay until the odds are better. It is further suggested that the principal make it a point to know each exceptional child and refrain from selecting any teacher for accepting a special student if that teacher already has classroom management problems.

Johnson and Johnson (1980) defined the principal's role in addressing the following needs: arranging cooperative team evaluations

at the end of the year, provide released planning time, submit favorable evaluations to be placed in teachers' files, and insure recognition for successful efforts, not only by the principal, but also by the superintendent, and other significant people of staff efforts. Principals should be kept informed of new systems for the management of instruction which are enabling teachers to individualize instruction, including new modes of task analysis, assessment, grouping, monitoring, and the administrative ancillary roles (Reynolds, 1975).

In addressing the complex administrative system, Lewis (1979) identifies three aspects which are particularly relevant: the assignment of students, the deployment of teachers, and the provision of resources to teachers. The administrator has the ability to facilitate individualization of instruction; hence, the greater is his potential for meeting the needs of handicapped children with committed leadership. Among the factors related to organization include flexible scheduling, differentiated staffing, and team teaching. The author suggests the availability of instructional units consisting of case study materials, videotapes of handicapped children, books and periodicals, self-administered pretests and posttests, and study guides. These materials could then be available for inservice training on a group or individual basis.

Davis (1977) reported the results of a study of the literature published since 1980 and interviews with 50 secondary school principals from Maryland, California, Texas, North Carolina, and Georgia where the mainstreaming process was already in effect. The agreement between the literature and the principals' responses were summarized as follows:

1. The principal must provide leadership.

2. He must offer tangible reinforcement for faculty efforts.

3. Faculty needs must be assessed, as well as resources and attitudes toward mainstreaming.

4. The principal must understand state and federal law and regulation and local school board policy.

5. He must create an atmosphere that promotes social adjustment.

6. The principal must make a conscious effort to maximally praise teachers for successes and seek to provide resource materials and staff.

School Administrators: Summary of Needs Assessment

From the literature, the concerns of the school administrator in fostering mainstreaming would appear to focus on the demands of recruiting staff, role confusions and potential resentment among school personnel, and increasing resistance to the "red tape" of federal, state, and local regulations and procedures. Special and regular educators must look to the principal to arrange adequate release time for planning and follow-up regarding the alternative placements of handicapped students. In assessing the competencies of school personnel, the principal should be cognizant of the fact there is no one best delivery system for special education services.

Needs Assessment: Attitudes

A review of the literature concerning the attitudes of special educators' regular educators, handicapped and nonhandicapped students is considered under separate heading; not because this genre yields conclusions which are practical or give future direction relative to needs or problems, but because the literature focusing on this topic has unequivocally inundated research in special and general education.

The attitudes of both teachers and nonhandicapped students have been considered important; certainly all students benefit from social acceptance. Bond (1978) defined an attitude as "a predisposition, based on prior evaluation or experience, to respond in a positive or negative manner to someone or something." Individual behavioral histories, then, shape negative or positive attitudes. According to Bond, the best indication of an "attitude" occurs when observed behaviors are consistent with expressed feelings. He identified the following concerns of mainstreaming which contribute to set attitudes:

-The ability of the instructor to teach both

handicapped and nonhandicapped students.

-The amount of effort and time required of the

instructor to adapt a program to the needs of

the handicapped students.

-The psychological welfare and physical safety

of handicapped students.

Obviously, without preplanning, these concerns may more deeply entrench negative concerns. Both contend attitudes are important

because they predict behavior, can be transferred, tend to be contagious, and susceptible to change in relation to the intensity of feelings or in the information base that supports them. The author suggests that to change negative attitudes into positive attitudes, it is necessary to provide new information to support the positive attitude and show the dissimilarities between the new situation and previous unpleasant situations, develop a positive attitude because it will influence others, and provide pleasant, rewarding experiences in order to reduce negative feelings. In short, carefully planned placement, support, and follow-up evaluations, when appropriately reinforced, will proportionally increase positive attitudes.

Lilly (1975) concedes that teacher attitudes are of concern; however, attitude change is not observalbe except as it is reflected in teacher behavior. Therefore, when a teacher consistently exhibits teaching behavior which is in the best interests of students, Lilly is willing to assume that the teacher has a "positive attitude" toward children.

Laws, by themselves, cannot effect changes required in the application of the least restrictive alternative. Among the critical elements are teachers' attitudes (Reynolds, 1980; Wilderson, 1975).

Alexander and Strain (1978) indicated that many educators are making a mad dash toward mainstreaming and are failing to recognize the barriers which must first be overcome. Included in their review of the literature on teacher attitudes toward handicapped students was a study by Lyon (1977) which, despite a small sample size and the use

of informal observation and testing instruments, suggests a reasonable possibility that there is a relationship between nonverbal behavior and perceived attitudes. A study by Severance and Gastrom (1977) suggests that if a mentally retarded student fails at a task, this outcome is more often attributed to the "stable factor" of ability; however, should a nonretarded person fail at the same task, observer explanations would include such factors as "bad luck, high task difficulty, and/or lack of effort."

A study conducted by Foster, Ysseldyke and Reese (1975) concluded the act of labeling another person is a social behavior which is learned and reinforced. Although the subjects in this study were not naive concerning the phenomenon of expectancy, the investigators were stunned when presented with the subjects' susceptibility in drawing evaluative conclusions which were influenced by labels of "emotionally disturbed." Using the Rucker-Gable Programming Scale, Gulling and Rucker (1973) measured the effects of unlabeled behavior descriptions as opposed to those labeled. The results revealed lower expectations in placement options for the labeled child exhibiting the same behavior as the unlabeled child.

Traditional research concerning the effects of labeling has addressed the ramifications of a diagnostic label on the attitudes of professional personnel; other findings have emphasized the teacher's power as an attitude model for nonhandicapped students in their daily interactions with special students. The results of a study by Foley (1979) demonstrated that in a videotape situation, the positive and

negative reaction of a teacher to a child's behavior can have

significant effects on peer acceptance of the student. Through the

use of videotapes and questionnaires, this conclusion was supported,

whether the student was labeled "normal, mentally retarded," or

"learning disabled." Foley suggests that professionals should

increase self-monitoring of their own behavior in fostering a positive

classroom learning environment.

Given the pitfalls of self-reporting questionnaires, Algozzine

and Curran (1979) presented some evidence that particular levels of

tolerance for certain behaviors resulted in differential interaction

potentials for children thought to exhibit those behaviors; thus, they

conclude that some consideration should be given to the reactions a

child's behavior may provoke in a teacher.

Weckler and Youngberg (1975) reported that regular classroom

teachers were better able to identify with mildly handicapped students

through interaction with and observation of these students.

Williams (1977) conducted a survey of 257 regular classroom

teachers which yielded the following hierarchy of acceptance of

mainstreamed students: physically handicapped, most accepted; socially/

emotionally disturbed, learning disabled, and educable mentally

retarded, least accepted. The results of a study by Peters (1977)

of 113 resource room and regular educators' attitudes toward excep-

tional children in the mainstream indicated that those who had previous

courses in the exceptional child were more realistic in their expecta-

tions than those without this exposure.

Stephens and Braun (1980) reported that the willingness to
integrate exceptional students increased proportionately in relation
to the number of special education classes completed by regular
educators. Their study also indicated greater receptivity from primary
and middle grade teachers as compared to junior high teachers. It was
speculated that as subject matter becomes more important, teachers may
become less accepting of individual differences.

Studies investigating the attitudes of administrators and special
and regular educators toward mainstreaming have reported regular
classroom teachers as having the least favorable attitude (Delec, 1976;
Ingram, 1976; Moore & Fine, 1978; Weber, 1977). Newman and Harris
(1977) reported similar findings in addition to concluding that
mainstream experiences lead to more favorable attitudes toward it.
Attitude is believed to be an artifact of the amount of social distance
that a teacher wishes to maintain between himself and the handicapped
child according to McCauley and Morris (1977). These investigators
also indicated that elementary level teachers were more positive in
attitude than secondary teachers.

Results of a study by Kuveke (1978) demonstrated that elementary
classroom teachers perceived the behaviors of the educable mentally
retarded students as being significantly different from those of the
normal children. The investigators also concluded that mentally
retarded students are being rejected or less accepted by their normal
peers because of their higher rate of emitting socially unacceptable
behaviors. Halpert (1978) found support for the hypothesis that

students labeled educable mentally retarded can facilitate their own reintegration by employing newly learned social effectiveness skills with teachers in a systematic intervention program.

Regular class students in small groups from first, third, and sixth grades were systematically integrated into a classroom for the mentally retarded by Cronk (1978). The students engaged in structured activities on a one-to-one basis. Results indicated that reluctance to interact faded with actual participation, and peer assistance was provided when needed.

Himes (1976) investigated the attitudes of over 150 regular elementary teachers, special education teachers, and principals related to variables in successful mainstreaming. With no significant difference reported, three variables selected in priority were: teacher aide provision, lower class size, and prescriptive programs of instruction.

Martin (1979) expressed optimism in overcoming barriers of participation of the handicapped:

> Our society is often told that the law cannot change people's minds. But the law can change the way people behave. Whenever a behavior physically exists, it can be dealt with. And whenever an individual's conduct erects a barrier, it can be removed. I am sure that consistently changed behavior will lead to a change in attitude after a period of years.

Attitudes: Summary of Needs Assessment

A plethora of research efforts have involved the assessment and ramifications of student/teacher attitudes toward the handicapped. The practice of "labeling" and subsequent modeling by students of teacher-behavior has been identified as a source of negative attitudes of peers toward the handicapped student.

Chapter III

METHODS AND PROCEDURES

In order to conduct a needs assessment relative to mainstreaming the mildly handicapped within the regular classroom setting, methods and procedures involved the use of questionnaires, subsequent telephone surveys, and social validation of perceived problems. Training/Planning sessions were then conducted for the inservice presenters prior to the conduct of the inservice program itself. These procedures are addressed under separate headings.

Questionnaire

Subjects

The subjects were 434 teachers of the educable mentally retarded, 442 teachers of the learning and/or behaviorally disordered, and 460 tutors of the learning and/or behaviorally disordered students currently registered on the Central Ohio Special Education Regional Resource Center. Only special educators of the educable mentally retarded or learning and/or behaviorally disordered students were requested to complete the questionnaire and return it via prepaid return mail to the Faculty for Exceptional Children.

Setting

The settings represented self-contained special education classes and resource rooms within the public schools and private sectors of the Central Ohio area.

113

Procedure

A questionnaire, accompanied by a cover letter, requested the subject to provide their name, school district, name of school, and principal. The subjects were asked to indicate whether or not they had students who were mainstreamed into regular classroom for part of their instructional program. Additionally, they were requested to grant permission for a telephone interview by university personnel, indicating their preferred time and place (i.e., home or work) for the interview and any individual specifics which would make the telephone interview more convenient for them. Finally, the subjects were asked to list the names of regular classroom teachers in their schools to whom students were sent for part of their educational program (Appendix A). The responses by return-mail were distributed among three faculty members and seven graduate research assistants in order to conduct the individual interviews by telephone.

Telephone Survey

Subjects

The subjects were respondents to the mailed questionnaire who granted permission for telephone interviews. As requested on the questionnaire, this population represented special education teachers of educable mentally retarded and learning and/or behaviorally disordered students within the school districts of Central Ohio.

Setting

The respondent subjects were currently employed as special educators in rural, urban, and suburban schools of Central Ohio.

Measurement Procedures

The three faculty members and seven Graduate Research Associates used a telephone interview format (Appendix B). Each initial mailed questionnaire was stapled to the front of each telephone survey form. Each interviewer followed the instructions inserted as a cover sheet ·for the conduct of the telephone survey:

I. Identify self

    A. Name

    B. Position

II. Give purpose of call

    A. Telephone survey for the Ohio State

       Mainstreaming Project

III. Ask questions on the Telephone Survey Form

**BE SURE to THANK each teacher at the conclusion of the interview.

Following this introduction, the interviewer documented information relative to the subject's current teaching assignment: a. Level (elementary, middle school, junior high school, or senior high school); and b. Teaching assignment (self-contained EMR, self-contained LBD, resource room EMR, resource room LBD, or tutor).

The interviewee was then requested to list subject areas into which the mildly handicapped were mainstreamed into regular classes.

The interviewer subsequently requested the subject to identify problems which had been encountered by the subject or the other teacher(s) involved in the mainstreaming of the student or students.

Additionally, the subjects were asked to identify problems which the regular classroom teachers had discussed with them relative to problems related to mainstreaming.

The subject was requested to share any additional information which might help with planning workshops on mainstreaming (i.e., identify any solutions to problems that would be helpful for other teachers to know).

The interviewer documented the time-frame preference for attending workshops on mainstreaming (i.e., after school, on Saturday, or other specified time).

Finally the interviewees were asked if they would be willing to talk to the regular classroom teachers who worked with their students to identify specific topics they would like to have covered in a workshop on mainstreaming. If the response was affirmative, a request was made to contact the subject in early autumn of 1980 to document this information.

Data Analysis

The initial analysis documented on the telephone surveys consisted of filing those completed by level of instruction (i.e., elementary, middle school, junior high school, senior high school, or other as specified) and type of classroom (i.e., self-contained resource room for learning and/or behaviorally disordered or EMR, self-contained classroom or resource room for LDB or the educably mentally retarded, tutor or other as specified).

Subsequently, specific problems were listed (e.g., difficulties in adjusting or modifying assignments for special students, lack of time for planning conferences between special and regular educators in coordinating services, the resistance by the regular educator in accepting a student who is labeled as EMR or LBD, etc.).

The resulting patterns of identified problems could be categorized under the headings of: communication, attitudes, social behavior, curriculum, and scheduling.

The information secured from the telephone surveys was summarized and entered on 5 x 8 cards for ease of reference.

Social Validation

Subjects

The subjects were the special educators interviewed by telephone, the regular classroom teachers involved in mainstreaming as identified by those special educators, and the principals of those schools. To supplement this list, 1,112 principals, special and regular educators were randomly selected from the Columbus Public School Staff Directory and The Ohio School Directory.

Setting

The subjects were currently employed by rural, urban and/or suburban school districts within Franklin County, Ohio.

Randomization of the sample was made by selecting every eighth staff member from the lists cited above. True randomization was limited (e.g., if the eighth staff member happened to be a school secretary or school nurse, the following staff member on the list was

selected. Although the total school staff are all crucial to the
mainstreaming effort, the purpose of this investigation was confined
to school administrators, regular and special educators.

Measurement Procedure

Since the telephone surveys identified problems in mainstreaming
the mildly handicapped as perceived by special educators, a social
validation form was developed for two purposes: 1) to validate
problems from a cross section of professional educators to include
both regular classroom teachers, special educators, and school
administrators, and 2) to determine the rank-order of problems in
priority of concern as perceived by school administrators, special
and regular educators. A cover letter explained the purpose of the
follow-up questionnaire, requesting that the recipient validate the
concerns as identified in the telephone surveys as being real problems
as categorized (Appendix D). The recipients were requested to
indicate numerically by "1" (most important) through "5" (least
important) the problems of: Attitudes (e.g. regular classroom
teachers may view the handicapped student as the main responsibility
of the special educator; some regular classroom teachers feel they are
not trained to teach EMR or LBD students; secondary mainstreamed
students often fail to complete assignments, seek the security of the
special education class or are afraid of failure in the regular
classroom, etc.); Communication (e.g., the lack of time for the
regular and special educators to plan instructional strategies and
follow-up assistance in successful mainstreaming efforts for the

handicapped child, etc.); <u>Scheduling</u> (e.g., the structure of the self-
contained elementary classroom does not often lend itself to rigid
scheduling; students have difficulty keeping track of scheduled
classes for mainstreaming, etc.); <u>Social Behavior</u> (e.g., mainstreamed
students often emit disruptive behavior in the regular classroom;
others appear lazy or unmotivated, etc.); <u>Curriculum</u> (e.g., lack
of time and/or appropriate resources for regular classroom teachers
to individualize instruction; adjusting course requirements and/or
criteria for grades results in double-standard of academic performance;
readability levels of textbooks are too difficult for the handicapped
student in regular classes, etc.). An additional category, "Other"
was provided should the subjects find the categories restrictive;
that is, subjects were provided the opportunity to submit problems
which were not sufficiently identified. One-third of these forms
listed the problem areas in random order. The recipients were
requested to indicate their current position (i.e., regular classroom
teacher, speical education teacher, or principal) and the level of
instruction or supervision (i.e., elementary, middle school, junior
high school, or senior high school). In order to insure privacy and
to prompt an increase of valid returns, the name and school of the
respondent was left optional. Additional classroom data were also
requested: whether or not classroom aides were available, whether
or not the building had a special education resource teacher, the
number of students in each class, whether or not the teacher allowed
for grouping of reading and/or math instruction, the number of years

the respondent had taught, the school location as being urban or suburban, and if the current position of the respondent was in the field of special education, whether or not it was involved with educably mentally retarded students or learning and/or behaviorally disordered students.

Data Analysis

Each social validation form returned was assigned an identification number; and all responses, including the rank-ordering of problems were coded for computer analysis. Frequency data were then compiled to determine the priorities of concern as perceived both at the elementary and secondary levels of instruction by each of the three target groups of educators: school administrators, regular classroom teachers and special educators. In the latter group, teachers of the educably mentally retarded and teachers of the learning and/or behaviorally disordered were analyzed separately in regard to their perceptions of mainstreaming problems in priority of concern. These data were used to insure the content of the inservice program would address the concerns for key participants. Long range and short term goals were established as behavioral objectives for the inservice:

Long Term Goals

The inservice program will provide administrators, regular and special educators with suggestions to decrease identified problems in curriculum, communication, scheduling, attitudes, and social behavior.

Short Term Goals

1.0 Curriculum

    1.1 Participants will have an understanding of problems related to curriculum.

    1.2 Participants will demonstrate specific knowledge in time management and use of appropriate resources for individualizing instruction.

    1.3 Participants will identify alternative strategies in adjusting course requirements.

    1.4 Participants will construct rationale for appropriate grading standards for the mildly handicapped.

    1.5 Participants will differentiate strategies for dealing with readability levels of texts for mainstreamed students.

2.0 Communication

    2.1 Participants will be aware of problems in communication among administrators, regular and special educators.

    2.2 Participants will identify strategies to improve cooperation between classroom and special education teachers.

    2.3 Participants will identify strategies to facilitate time in planning instruction for the mildly handicapped.

2.4 Participants will demonstrate techniques for follow-up assistance in the instructional progress of the mainstreamed student.

3.0 Attitudes

3.1 Participants will have an understanding of problems associated with student attitudes toward the mildly handicapped.

3.1.1 Participants will have an understanding of problems associated with student attitudes toward the mildly handicapped.

3.1.2 Participants will identify strategies in dealing with poor student attitudes, such as failure to complete assignments, the desire to remain in the special class as a safer academic environment, etc.

3.2 Participants will have an awareness of problems related to teacher attitudes.

3.2.1 Participants will become aware of new role responsibilities as a result of Public Law 94-142.

3.2.2 Participants will identify misconceptions of instructing mildly handicapped students.

3.2.3 Participants will become familiar with an appropriate model of instruction.

4.0 Scheduling

    4.1 Participants will have an understanding of scheduling problems.

    4.2 Participants will demonstrate techniques for effective scheduling.

5.0 Social Behavior

    5.1 Participants will be aware of problems concerned with social behavior.

    5.2 Participants will identify strategies for managing the disruptive behavior of students.

    5.3 Participants will identify strategies to deal with students who appear to be lazy or unmotivated.

Planning Sessions for Inservice Presenters

Subjects

Eight subjects were selected to serve as Inservice Presenters (Table 1). The criteria for selection was successful current implementation of strategies in mainstreaming the mildly handicapped. The selection of the subjects was based on direct observation in the classroom and/or professional recommendations from colleagues. Two teams of presenters were selected for the presentation of two concurrent inservice programs. One team was responsible for instruction at the elementary school level; the other, representative of instructional implementation at the secondary school level.

Table 1

Mainstreaming the Mildly Handicapped

Inservice Presenters

Opening Keynote Speaker: Judy A. Braithwaite
                           Federal and State Programs Coordinator
                           Columbus Public Schools

Elementary Team

Principal: Terry Wick-Rock, George Washington School
                                          Marion, Ohio

Classroom Teacher: Jean E. Muecke, Tremont Elementary School
                                          Upper Arlington, Ohio

Special Educator: Beth Evans, Colerain Elementary School
                                          Columbus, Ohio

Special Educator: Ronni M. Hochman, Tremont Elementary School
                                          Upper Arlington, Ohio

Secondary Team

Principal: Dan C. Spivey, Monroe Middle School
                                          Columbus, Ohio

Classroom Teacher: Peter A. Swingle, Westerville South High School
                                          Westerville, Ohio

Special Educator: Catherine Scheideger, Westerville South High
                                          School, Westerville, Ohio

Special Educator: Paul Naour, Graduate Research Associate
                           Ohio State University

Elementary Presenters. The ages of the elementary presentors
ranged from 30 to 37 years of age. The representative principal
was certified as an elementary classroom teacher and held supervisory
certification for that level. The principal had five years previous
experience teaching at the elementary level of instruction and
three years experience as a principal. The regular educator was
certified as an elementary classroom teacher with seven years experi-
ence and was currently teaching third grade. In addition to elementary
certification, the representative teacher of the educable mentally
retarded was certified in the areas of learning and/or behavioral
disorders, orthopedically handicaps, and supervision. The experience
of this presenter included three years experience at the elementary
level and five years experiences as a special educator of the educable
and trainable mentally retarded, and the orthopedically handicapped.
The presenter representing specialization in learning and/or behavior
disorders was certified in areas of mental retardation and learning
and/or behavior disorders. In addition to three years experiences as
a teacher of the educable mentally retarded, this presenter had five
years experience as an LDB resource room teacher. All these presenters
were female, held master degrees, and certification as required by the
state of Ohio.

Secondary Presenters. The ages of the presenters at the secondary
level of instruction ranged from 27 through 45 years of age. The
representative principal had nine years experience teaching and coaching
athletics at the secondary level, had served three years as an assistant

principal and 2 years as a principal. This presenter was certified
in elementary and secondary education in addition to public school
administration. The regular educator had three years experience as
a secondary teacher of general science and held secondary certifica-
tion. The presenter representing specialization in education for the
mentally retarded had three years teaching experience teaching in
the regular classroom and five years experience in teaching the
educable mentally retarded. Additionally, this presenter had
extensive experiences in the area of vocational and work-experience
programs. The presenter representing specialization in teaching
the learning and/or behaviorally disordered had three years experience
teaching at the secondary level and two years experience teaching the
learning and/or behavioral disordered. This presenter was certified
as a secondary educator and held EMR/LBD certification. Three
presenters were male; one was female. All members held masters
degrees with the exception of the regular classroom teacher, and were
certified as required by the state of Ohio.

Four planning sessions were conducted prior to the inservice
program. Since the presenters represented different professional
positions and school settings, the initial one-hour meeting on May 19,
1981, was crucial to securing cooperation among the elementary and
secondary teams and their commitment to addressing the goals and
objectives as stated from the needs assessment. In order to prompt
this commitment, the long range and short term goals were distributed

during the initial meeting as well as a format consideration which
adhered to specific content (Table 2). The presenters drew from
their individual expertise in solving specific problems and decided
upon tentative time allotments within the format of presentations.

The elementary team conducted a second planning session on
June 16, 1981. They decided to follow the format used by Mary Green
in The Individualized Education Program: A Team Approach (Des Moines,
IA: Drake University, Midwest Regional Resource Center, 1978) to
involve the inservice participants in initially addressing the problems
of mainstreaming the mildly handicapped (Appendix F). They subsequently
adapted this activity to introduce each session relative to the five
problem areas (i.e., attitudes, communication, scheduling, curriculum,
and social behavior). The remainder of five-hour planning session
was spent sharing handouts of concrete ideas and mainstreaming forms
which were currently in use among the staffs of individual schools.
Audio-visual materials were also previewed. Scheduled times and
specific content were then assigned for sessions during the first
two days of the conference.

The secondary team met for a two and one-half hour planning
session on June 23, 1981. It was decided to follow a panel discussion
format, following the stated goals of the workshop. It was agreed
that the representative principal would chair the presentations in
order to insure appropriate time schedules for each of the five prob-
lem areas. The presenters "brainstormed" critical issues (e.g., the
specific roles of administrators, special and regular educators in

Table 2

Mainstreaming the Mildly Handicapped: Format Consideration

9:00	Introductions	9:00	Communication	9:00	Scheduling
9:15	Keynote Address: Frank Caron				
10:00	Coffee Break	10:00	Coffee Break	10:00	Coffee Break
10:15	Curriculum: Elementary & Secondary Teams (Panel Presentation?) Hand-outs, etc.	10:15	Communication	10:15	Scheduling
12:00	Lunch	12:00	Lunch	12:00	Lunch
1:00	Curriculum: Elementary & Secondary Teams (Complete Panel Discussion, films, filmstrips)	1:00	Attitudes	1:00	Social Behavior
2:15	Coffee Break	2:15	Coffee Break	2:15	Coffee Break
2:25	Curriculum: Concluding statements	2:25	Attitudes	2:25	Concluding Keynote Address: Judy Braithwaithe

mainstreaming the mildly handicapped. Additionally, each presenter volunteered to address specific short term goals. Presenters previewed audio-visual materials and selected those relevant to session topics. Overhead transparencies developed from the review of the literature were requested.

A joint meeting was conducted on July 21, 1981, from 10:00 - 3:00 in order to finalize the inservice agenda and to coordinate the university's role of facilitator for the inservice.

The two teams of presenters were requested to submit three questions in developing pre and posttest measures relative to each of the five problem areas, using the long and short term goals as a guide. The rationale for using this strategy lay in the teams' responsibility for presentation of content applicable to the long and short term goals of the inservice program.

The secondary team also scheduled a two hour meeting for July 28, 1981, to finalize presentation assignments.

As a facilitating agency for the inservice, the university provided duplicating services and consumable items as requested by the presenters. The coordinators and assignments were completed as listed in the "Suggested Workshop Guidelines" (Appendix C).

<center>Inservice Program</center>

Subjects

Through a local press release in Columbus, Ohio, and mailed notification to the 14 Instructional Regional Resource Centers within the state of Ohio, school administrators, special and regular educators, were informed of the opportunity to participate in the

Inservice Program with the option to receive one hour of academic

credit (Appendix G). Subjects were requested to register for the

inservice program by phoning the Secretary for the Mildly Handicapped,

Faculty for Exceptional Children, The Ohio State University. Since

space allocation was limited because of room accommodation, those

registering were asked to state a preference for either the

Elementary Section (limited to 40 participants) or the Secondary

Section (also limited to 40 participants). When registrations were

accepted by telephone, the prospective participants were asked for

the title of their current position in addition to their current

address and telephone number. Follow-up letters were mailed to these

subjects on July 28, 1981, confirming their registration, notifying

them of registration procedures if they desired the option of one

graduate academic credit hour, and enclosing a map to the location of

the inservice program.

Elementary Participants. Eighty-two percent of the participants

represented the field of special education; 21% of these were super-

visors of special education. The remaining participants included 1

university faculty member, 1 school psychologist, 1 counselor, and

1 mental health consultant. Two of these participants registered

for one hour of graduate academic credit: 1 supervisor of special

education and 1 regular classroom teacher. All participants were from

Central Ohio.

Secondary Participants. Eighty-two percent of these participants

were represented by special educators; 29% were supervisors of special

education. The remaining participants included 1 university faculty member, 1 principal, and 1 regular classroom teacher. Eight participants registered for academic credit: 1 tutor, 2 special education supervisors, 1 mental health consultant, and 4 special educators. All participants were from the Central Ohio region.

Setting

The inservice program was conducted at the Central Ohio Special Education Regional Resource Center, 470 East Glenmont Avenue, Columbus, Ohio. Provisions were made for one opening general session in the auditorium, and two rooms were reserved for the elementary and secondary sessions respectively. The facility was a converted elementary school. The gymnasium of this building currently serves as the auditorium for the resource center. Two former classrooms, originally designed to accommodate 25-30 students, were used for the conduct of the elementary and secondary session. There were ample chalkboards and bulletin board provisions in each of the two rooms.

Procedures

An inservice planning format was adapted from the University of Oregon to identify guidelines, session designs and coordinators for: focus of the workshop, workshop format, workshop staff, budget, allocation of funds, arrangement for meals and coffee breaks, equipment and furniture, materials needed to produce workshop material (handouts and audiovisual hardware and software) (Appendix C). The first of four planning sessions was scheduled. During this session, pertinent information concerning the problem areas as

identified by the telephone surveys and frequency data from the social

validation procedures were presented. Behavioral objectives,

written as long term and short term goals were discussed with the

presenters as they related to the proposed content of the inservice

program. Subsequently, the presenters met in two groups in order to

complete initial planning for the secondary and elementary concurrent

workshops. In addition to materials the presenters were currently

using in their respective schools, commercial media and copies of

modes of presentations from the review of the literature were

distributed among the team members. A format consideration for the

three-day inservice was given to each team to serve as a tentative

guideline. Additional planning sessions were scheduled.

Measurement in the evaluation of the inservice included a pretest

and a posttest in order to assess the entry and exit behaviors of

the participants. In addition, the evaluation of each session

component was rated on a scale of "1" (Very Low) through "5" (Very

high) (Appendix E). All sessions were audiotaped and selected

sessions were videotaped.

Data Analysis

The means ($\bar{X}$'s) and ranges of the pretests and posttests were

reported. The evaluation of each session content component (i.e.,

communication, scheduling, curriculum, social behavior, and attitudes)

were averaged. Within each of these five sessions the participant

rated: 1) Organization of presentation, 2) Relevancy to your needs,

3) Clarity of presentation, 4) Extent to which this presentation

broadened your information base in practical, concrete methods of implementing or improving the mainstreaming effort, and 5) Overall reaction to session. Space was allocated on each session evaluation for comments by the participants. The Job Title/Position of each evaluator was requested; the signature of the participant on the evaluation was optional.

Chapter IV

PRESENTATION OF DATA

The major purpose of this investigation was to assess problem
areas encountered in mainstreaming the mildly handicapped within
regular classroom settings and to subsequently conduct an inservice
training program for school administrators, regular classroom teachers
and special educators. The goals and behavioral objectives of the
inservice were aimed at ameliorating existing problems in mainstreaming
and were addressed by school administrators, special and regular
educators currently involved in successful implementation of main-
streaming the mildly handicapped.

The results of the investigation will be presented within the
context of each component: questionnaire, telephone survey, social
validation procedures, inservice planning sessions, and the subsequent
inservice program.

Questionnaire

Of the 1,336 initial questionnaires mailed through the Central
Ohio Special Education Regional Resource Center, 223 responses were
returned (Appendix A). The respondents were special educators:
teachers and tutors of educable mentally retarded and learning and/or
behaviorally disordered students. These respondents granted permission
for the conduct of a telephone interview, indicating the most convenient

time and location. Additionally, the respondents listed 116 regular
classroom teachers within their building who currently had mildly
handicapped students mainstreamed within their classrooms. These
questionnaires were stapled to the telephone survey form and
distributed among three faculty members and seven graduate students
·to conduct the telephone interviews.

Telephone Survey

The responses of 123 special educators were categorized into five
areas of concern: 1) Attitudes, 2) Curriculum, 3) Social Behavior,
4) Communication, and 5) Scheduling. Sixty three respondents to the
questionnaire were unavailable (e.g., no answer subsequent to a minimum
of three phone calls or did not return telephone contacts as requested).
Thirty-seven of the respondents did not represent any of the three
categories of target educators (i.e., school administrators, special
and/or regular educators).

The professional assignments of these special educators are
presented in Table 3 by type of classroom and educational level. As
indicated in Table 3, 27% of the LBD resource rooms were at the
elementary level; whereas 41% of the EMR service delivery models were
self-contained classrooms at the elementary level of instruction.
Conversely, only 4% of the EMR resource rooms were at the elementary
level, and 19% of LBD self-contained classrooms represented that level
of instruction. This trend is repeated as reported for LBD and EMR
classrooms at the middle school, junior high and senior high school

Table 3

Assignments of Teachers in Special Education Classrooms

Range by Type of Classroom and Level: 123 Surveys

	Classroom	Number			Percentage
1.	LBD Self-contained Classrooms				
	Elementary	12			19%
	Junior High	3			05%
			Total:	15 (24%)	
	LBD Resource Rooms				
	Elementary	17			27%
	Middle School	1			02%
	Junior High	4			06%
	Senior High	7			11%
			Total:	29 (46%)	
	LBD Tutors				
	Elementary	11			18%
	Junior High	2			03%
	Senior	4			06%
			Total:	17 (27%)	
	LBD Departmentalized (4 Subject Units)	1	Total:	1 (02%)	02%
			LBD Total:	62 (99%)*	
2.	EMR Self-contained Classrooms				
	Elementary	21			41%
	Middle School	4			08%
	Junior High	8			16%
	Senior High	10			20%
			Total:	43 (85%)	
	EMR Resource Room				
	Elementary	2			04%
	Junior High	2			04%
	Senior High	1			02%
			Total:	5 (10%)	
	EMR Departmentalized (3 Subject Units)	2	Total:	2 (04%)	04%
			EMR Total:	50 (99%)*	
3.	Special Education	10			09%

1.	LBD: Total Classrooms	62 (50%)
2.	EMR: Total Classrooms	50 (41%)
3.	Education Classrooms	10 (09%)

Grand Total: 123

*Percentages reflect rounding of numerical totals.

levels of instruction. A total of only 19% LBD classrooms were representative of resource rooms and 34% of the EMR classrooms were self-contained.

Of the 123 telephone interviews completed, 50% were conducted with teachers of learning and/or behaviorally disordered students, and 41% were representative of teachers instructing educably mentally retarded students. This represents a cross-section of special educators and the various types of service delivery models.

The verbal responses to identified problem areas were noted in the space provided on the interview form in regard to problems encountered in mainstreaming the mildly handicapped student. These areas of concern were subsequently listed, filed on 5 x 8 index cards, and collapsed into five problem areas for social validation procedures.

Social Validation

Requests for participation in socially validating the problems in mainstreaming the mildly handicapped student were mailed to 1,365 school administrators, regular classroom teachers and special educators. Table 4 presents the total number of requests within the 16 school districts in Franklin County, Ohio. In addition to the 14 principals, 123 special educators, and 116 regular classroom teachers identified with the return of the telephone survey, an additional 1,112 personnel, including administrators, regular and special educators, were selected from The Ohio Education Directory and the Columbus Public Schools Staff Directory to secure a cross-section of representative personnel in the social validation procedure.

Table 4

School Districts and Number of Personnel

Participating in Social Validation Procedures

Franklin County, Ohio

1. Bexley (42)

2. Canal Winchester (7)

3. Columbus (674)

4. Dublin (18)

5. Eastland Joint Vocational (12)

6. Grandview (20)

7. Groveport-Madison (declined participation)

8. Hamilton Local (41)

9. Jefferson Local (Gahanna, 57)

10. Plain Local (New Albany, 10)

11. Scioto Darby (58)

12. South-Western (121)

13. Reynoldsbury (54)

14. Upper Arlington (74)

15. Westerville (104)

16. Whitehall (17)

17. Worthington (56)

TOTAL: 1365 participants

The frequency data representing the rank-ordering of the five problem areas are shown in Table 5. Problems in curriculum ranked highest for regular classroom teachers and LBD teachers at both the elementary and secondary level of instruction. Secondary and elementary EMR teachers ranked curriculum concerns "2" and "3" respectively. Communication as a priority problem varied among teachers and administrators, as did attitudes; however, principals at both the elementary and secondary levels ranked attitudes of first priority in concern. Behavior problems and scheduling ranked lower in priority for all personnel than other problems; at the secondary level, scheduling was ranked lowest in priority across all staff members.

An additional category, "Other," was listed with additional space for the respondents to indicate alternative problems as they perceived them. Under this category, one regular educator indicated "poor attendance" as the problem of first priority at the secondary level. An elementary teacher listed the "identification process of the learning disabled student" as "one gigantic problem" and should be rated "double one." Relative to this problem, this respondent complained that special educators "aren't allowing for any difference in learning styles, preferring behavior modification techniques, rather than provide for LD kids who just right hemisphere learners, trying to survive in a left hemisphere educational system."

Two special educators at the elementary level indicated the large class size of regular educators overburdened them and pointed to this factor as the cause of the growing resentment of the

Table 5

Social Validation: Ranking of Problem Areas

by Level and Education Speciality

Within Franklin County, Ohio   (N Responses = 628)*

Secondary Level	Reg. Ed.	LBD Ed.	EMR Ed.	Principals
Attitudes	3	2	1	1
Communication	2	3	3	3
Scheduling	5	5	5	5
Social Behavior	4	4	4	4
Curriculum	1	1	2	2

Elementary Level	Reg. Ed.	LBD Ed.	EMR Ed.	Principals
Attitudes	4	2	2	1
Communication	2	3	1	3
Scheduling	5	4	4	5
Social Behavior	3	5	5	4
Curriculum	1	1	3	2

*The problem areas are ranked numerically from "1" (highest priority) through "5" (lowest priority) by order of importance.

mainstreaming concept by the regular educator. Seven regular educators

identified large class size and understaffing as the number one problem.

Inservice Planning Sessions

Fifteen and one-half hours were devoted to the planning sessions.

The dates and times involved in the planning sessions were specified

by the presenters. The final agendas for the concurrent elementary

and secondary sessions are included in Appendix H.

Inservice Program

The formal evaluation of the inservice program covered three

categories for the elementary and secondary concurrent sessions:

1) demographic data of participants, 2) entry and exit behaviors as

measured on the pre and posttest, and 3) attitudinal data on each

of the five sessions. Demographic data provide information on the

type of professional employment of each participant. Entry and exit

behaviors as measured on the pretest and posttest are reported by

ranges and means ($\bar{X}$'s) and changes in test scores from the pretest

measure to the posttest measure of the inservice content. Attitudinal

data on each of the five sessions were collected via an evaluation

form immediately following each session.

The results of the evaluation by each topic and sub-topic are

reported in graphic, table, and narrative form.

Demographic Data

Table 6 provides data concerning the number of inservice

participants from the professional occupations represented during the

inservice program. Attendance was taken each morning of the three-day

Table 6

Inservice Participants by Professional Occupations:

Demographic Data

Type of Employment	Total Number of Secondary Participants	Total Number of Elementary Participants
Special Educators	9	17
Special Education Supervisors	5	6
University Faculty	1	1
Principals	1	0
Regular Classroom Teachers	1	1
School Psychologists	0	1
Elementary Counselors	0	1
Mental Health Consultants	0	1
Totals	17	28

inservice by distributing a "sign-up" sheet. At the conclusion of the inservice on August 12, 1981, these names were checked against the elementary and secondary registration lists maintained by the secretary for the Mildly Handicapped Area, Faculty for Exceptional Children, who was responsible for completing the telephone ·registrations. For both the elementary and secondary sessions, 82% represented either special educators or supervisors of special education. Of those schools which did receive multiple copies of the publicity, no classroom teachers from these schools registered for the inservice.

Pretest and Posttest Measures

Prior to the keynote speaker on August 10, 1981, a pretest (Appendix I) was administered to the inservice participants. The same test was given at the conclusion of the final session on August 12, 1981. The tests were graded by the investigator. Both ranges and means ($\bar{X}$'s) were reported; the range represents a discrete number of test items, while the mean ($\bar{X}$) represents the average. Figure 1 shows the means ($\bar{X}$'s) and ranges of the pre and posttest measures for the elementary sessions. The mean ($\bar{X}$) on the pretest increased from 12.4 to 17.9 on the posttest; 8 scores fell above the mean on the pretest; 6 scores fell below the mean; on the posttest 13 scores fell above the mean, and 1 score fell below the mean. The number of participants completing both the pre and posttest was 14. The mean increased on the posttest while the mean increased; that is, there was less variability on the posttest. Figure 2 reports the
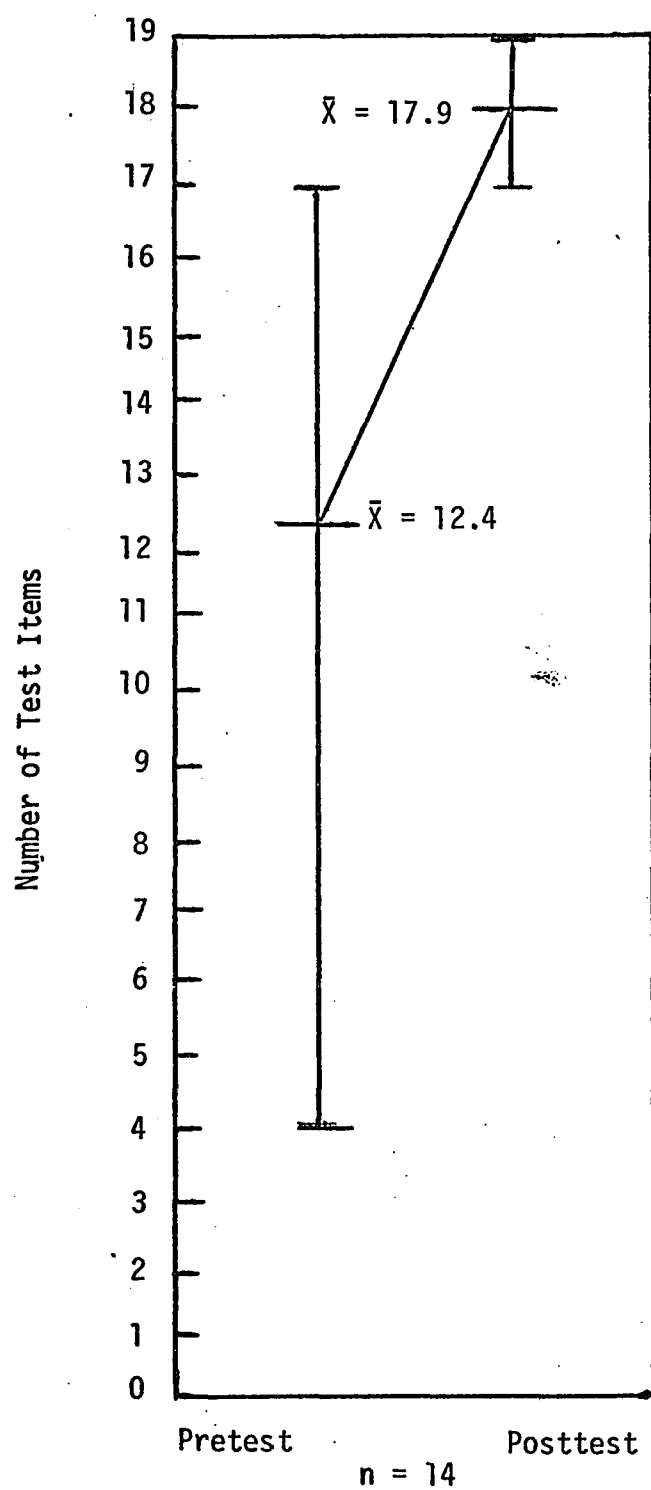
Figure 1. Pre and Posttest Scores:
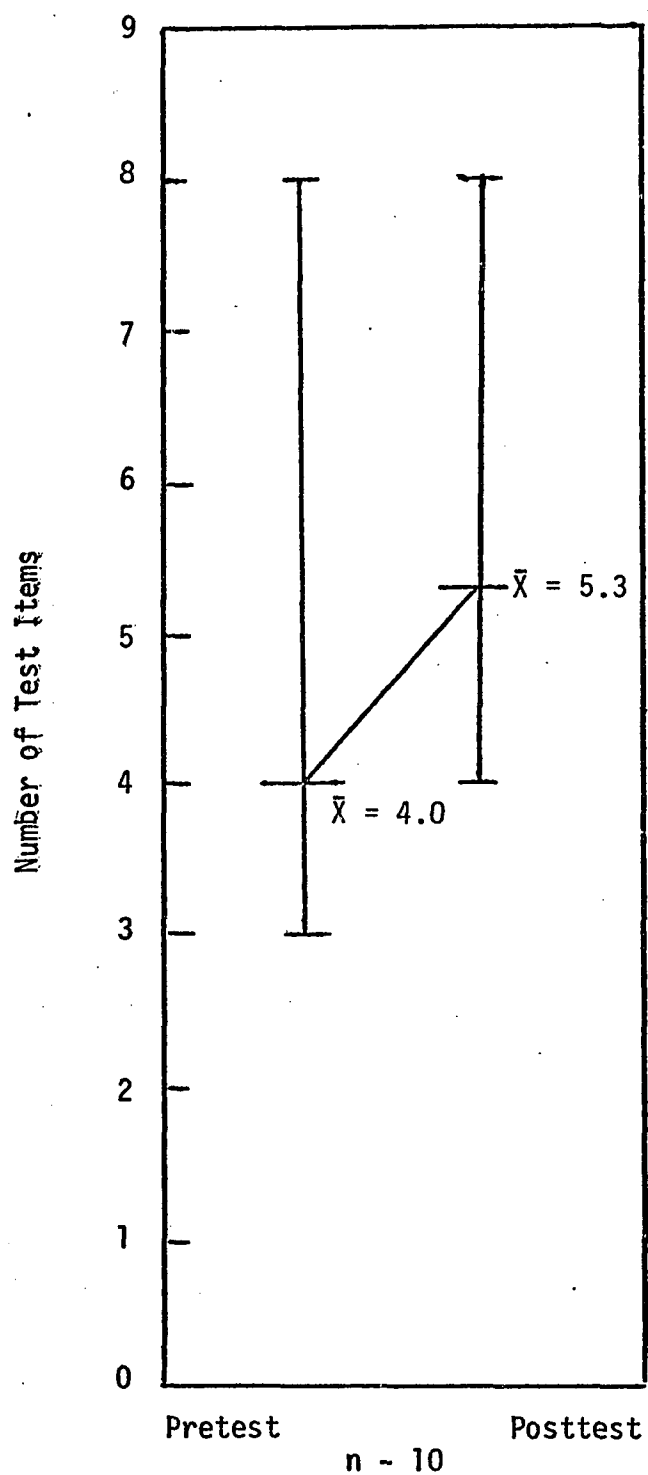Means ($\bar{X}$'s) and Ranges-Elementary

Figure 2. Pre and Posttest Scores:
Means ($\bar{X}$'s) and Ranges--<u>Secondary</u>

means ($\bar{X}$'s) and ranges for the secondary level. There was a .7 increase in the mean, from 4.0 on the pretest to 5.3 on the posttest. The ranges narrowed somewhat from pre to posttest, indicating a positive effect. On the pretest, 5 scores fell below the mean, and 5 scores fell above the mean. Seven scores fell below the mean on the posttest and 3 fell above the mean.

Figures 3 and 4 report group change scores from pre to posttests for the elementary and secondary levels respectively.

Additudinal Data

At the conclusion of each of the five sessions which address the problems of attitudes, curriculum, communication, social behavior, and scheduling, each participant was requested to complete an attitudinal questionnaire which rated separate components of the presentation.

Figure 5 reports the average ratings ("1" = Very Low - "5" = Very High) for two of the elementary conponents. The ratings of item number 2, "Relevancy to your needs," and number 4, "Extent to which this presentation broadened your information base in practical, concrete methods of implementing or improving the mainstreaming effort," are presented in graphic format.

All ratings were well above the average of 3.0. Figure 6 reports ratings on the organization and clarity of presentations.

The ratings were scored at 4.0 through 4.5 for each of the five sessions.

Figure 7 presents graphic data on the overall ratings for each session. All sessions rated 4.1 through 4.6 with the average rating of 4.24 over all five sessions.

Number of Participants

Decrease
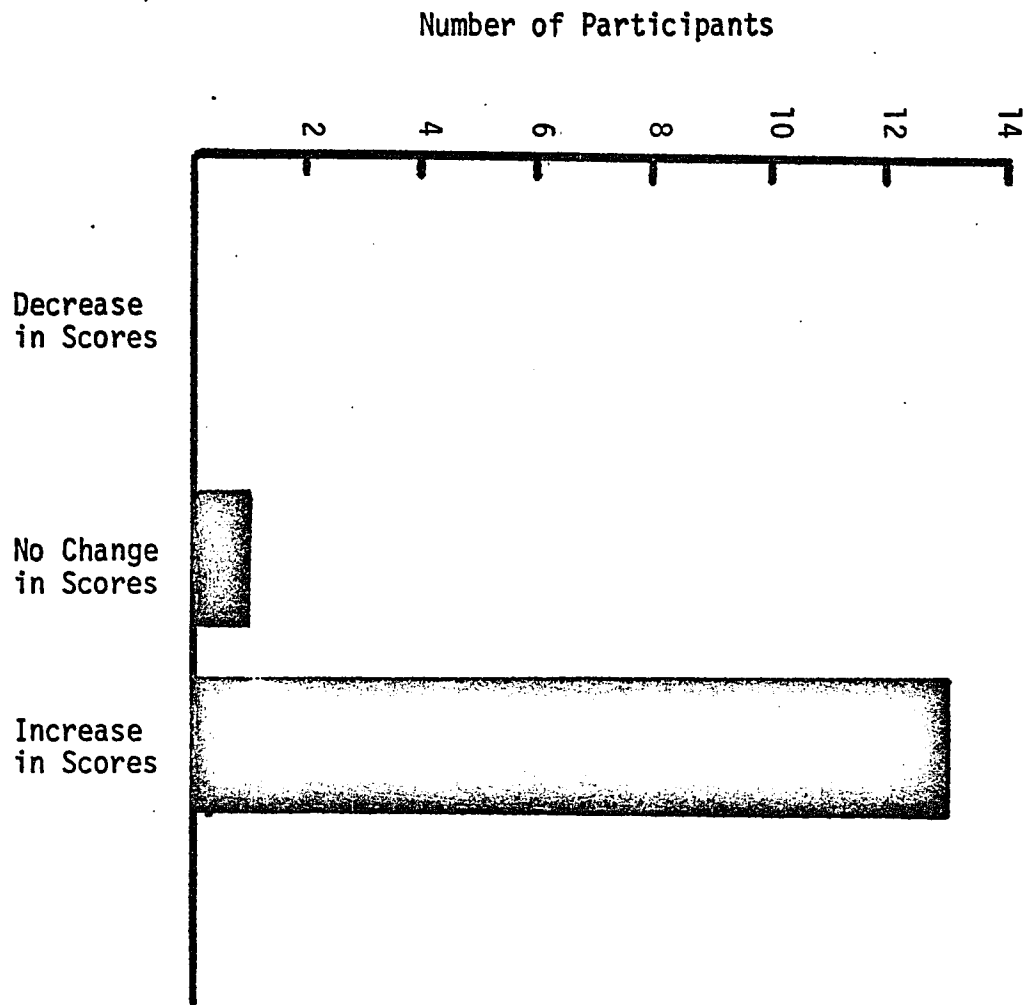in Scores

No Change
in Scores

Increase
in Scores

Figure 3. Change Scores for Pre and
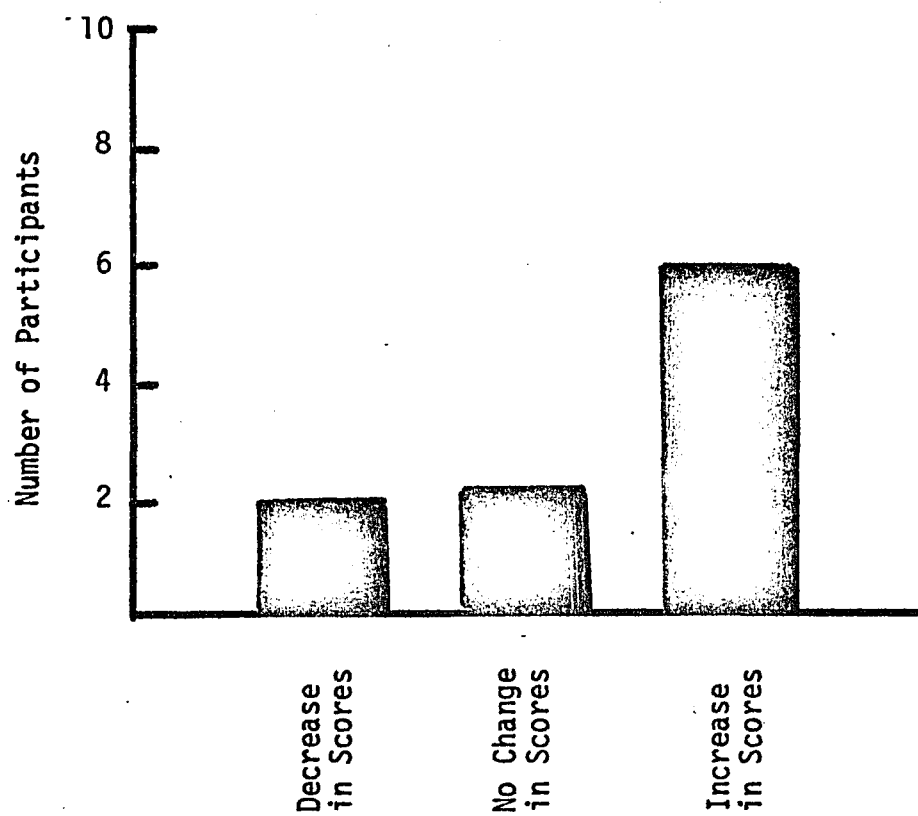Posttests Elementary Level.

Figure 4. Change Scores for Pre and
Posttest Secondary Participants
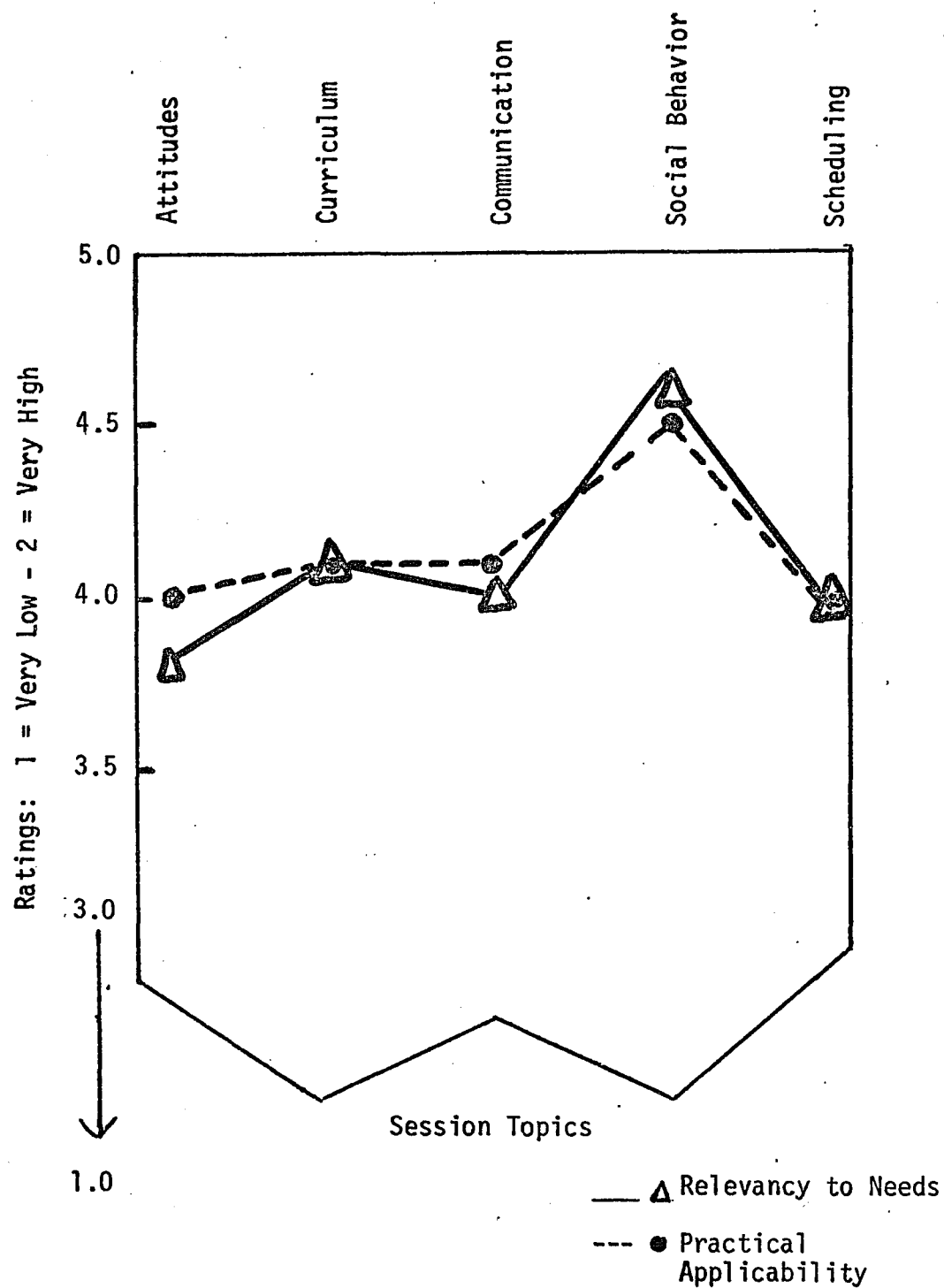
Figure 5.   Session Evaluations: Elementary
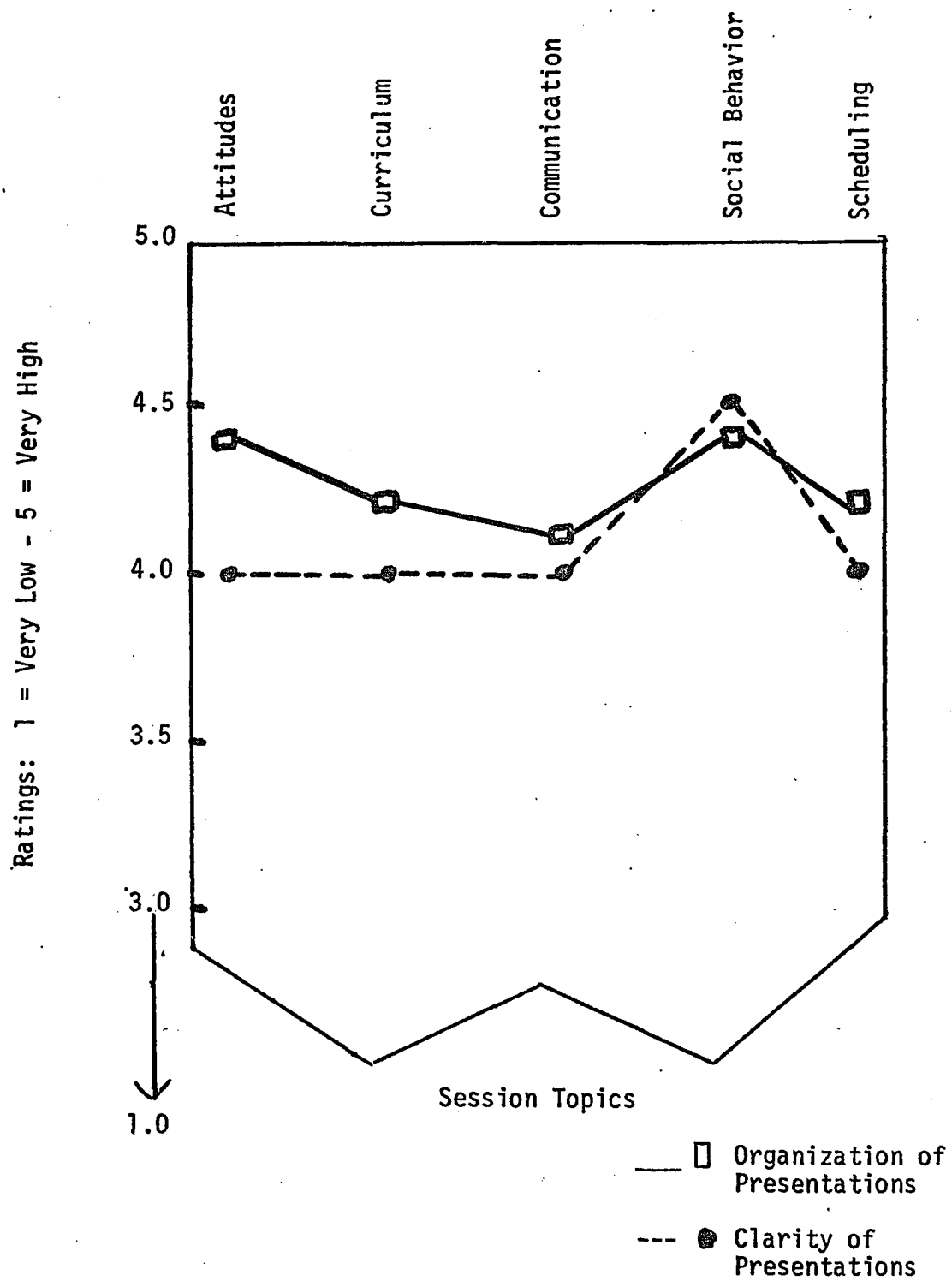Relevancy and Applicability

Figure 6.   Session Evaluations: Elementary
            Organization and Clarity

Ratings: 1 = Very low - 5 = Very High

Figure 7. Overall Session Evaluations Elementary

151

Ratings on the relevancy and applicability of session content by the secondary participants are reported in Figure 8. All sessions were rated above average.

The ratings for organization and clarity of presentation are reported in Figure 9. Again, all sessions were rated above average, exceptionally high for the curriculum presentation.

Figure 10 presents the overall ratings of sessions; the average is reported as 4.12.

Additional comments by participants are reported in Appendix J.

Figure 8. Session Evaluations: Secondary
Relevancy and Applicability

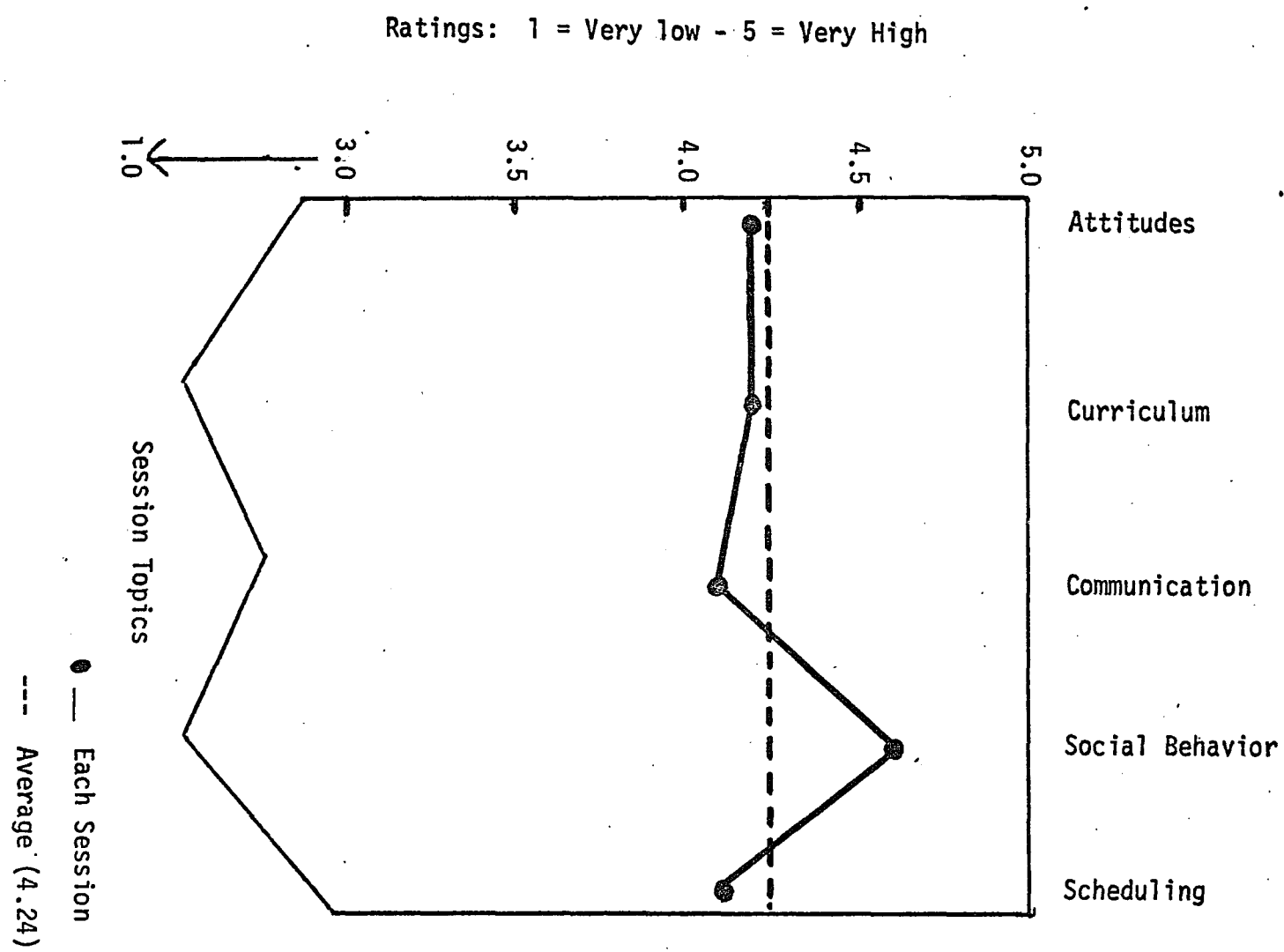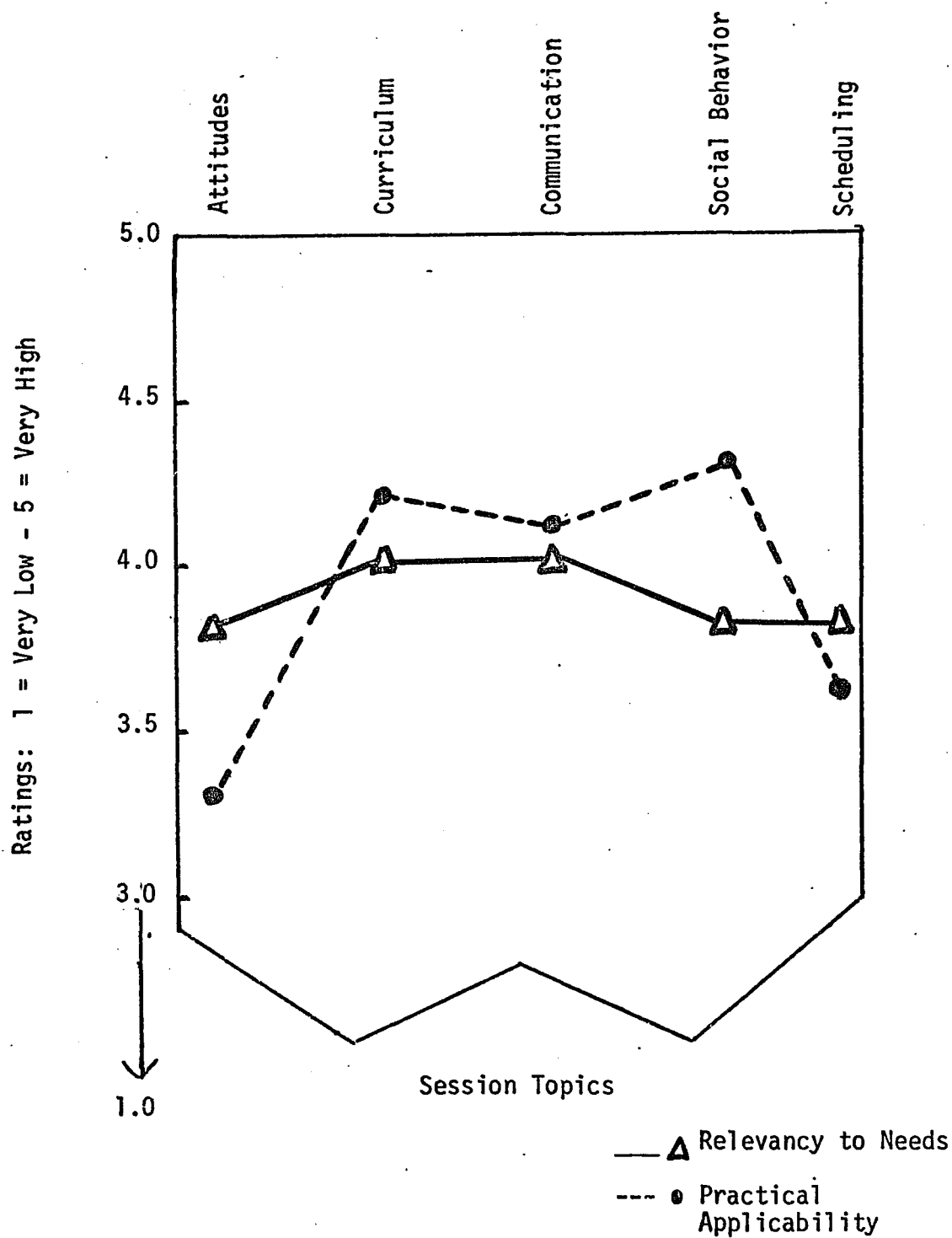Figure 9. Session Evaluations: Secondary
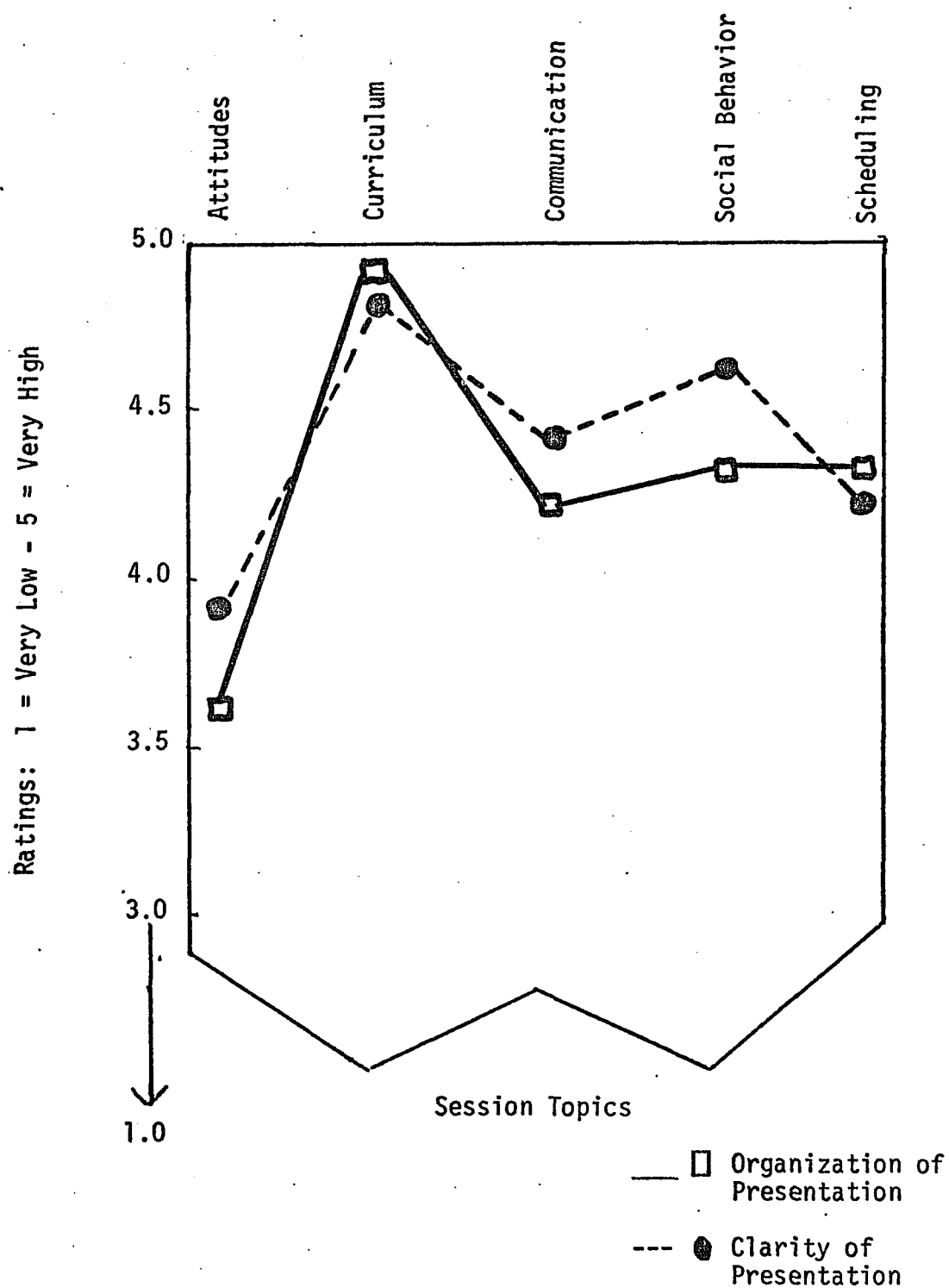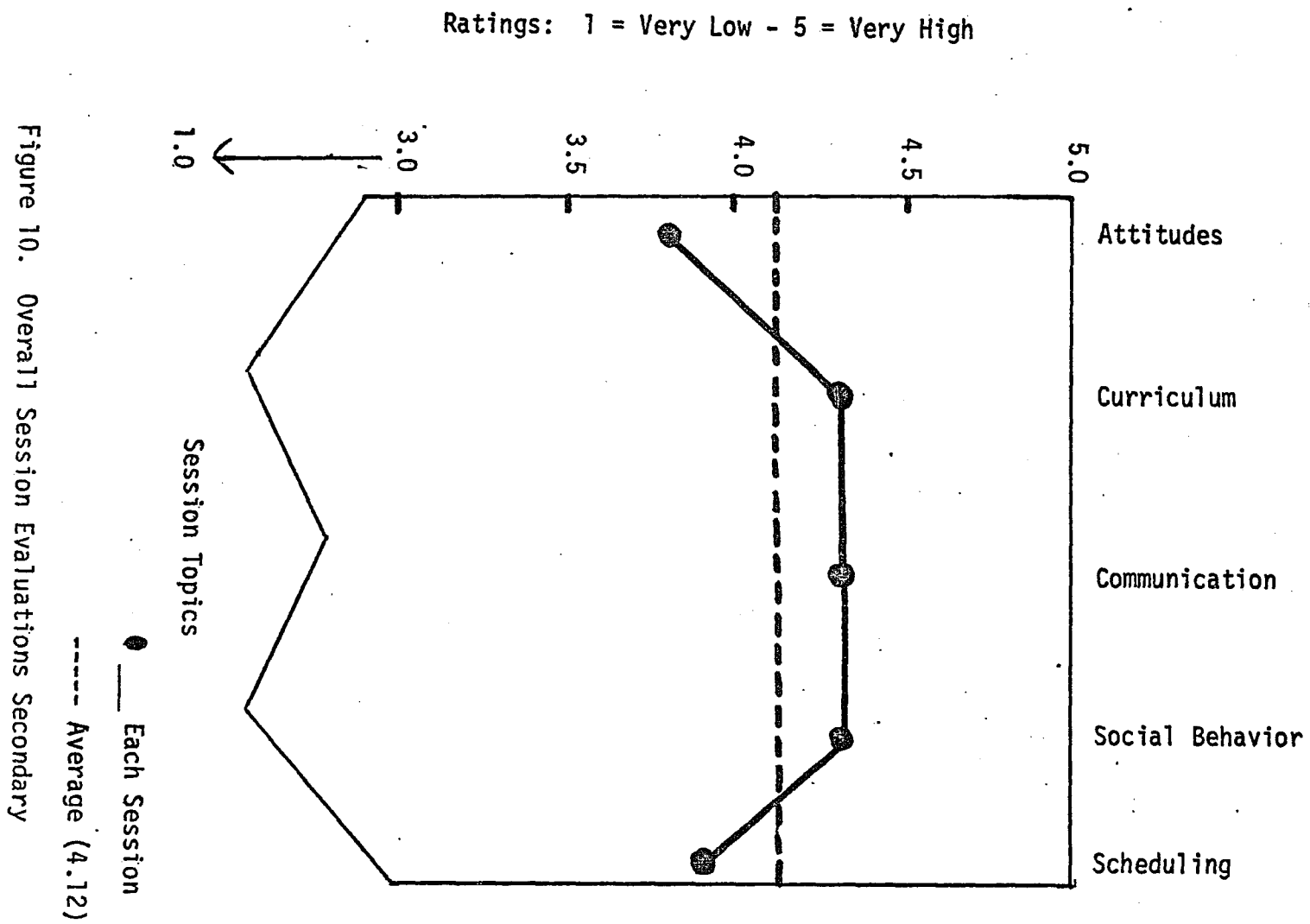Organization and Clarity

Ratings: 1 = Very Low - 5 = Very High

Figure 10. Overall Session Evaluations Secondary

Session Topics

● ——— Each Session

---- Average (4.12)

Attitudes

Curriculum

Communication

Social Behavior

Scheduling

Chapter V

DISCUSSION, LIMITATIONS, IMPLICATIONS, AND SUMMARY

The conclusion of this investigation is divided into three sections. In the first section, the data are discussed relative to the research questions and previous studies reviewed. The second section addresses the limitations of the study, and the third section summarizes the implications and suggestions for further study.

Discussion of the Results

Research Questions

The central purpose of this investigation was to identify problems in mainstreaming the mildly handicapped as perceived by school administrators, regular and special educators and to subsequently develop an inservice training program. The conclusions to the five research questions will be discussed in this section.

Question 1. What are the current problems in mainstreaming the mildly handicapped within the regular classroom at the local school level?

The current problems in mainstreaming the mildly handicapped were initially identified through the use of a mailed questionnaire, requesting permission to conduct telephone interviews with special educators within the Central Ohio region. Of the 223 responses, 123

156

interviews were completed as indicated on Table 1 (See Chapter III).
The type of classroom (e.g., EMR, LBD, or tutoring) represented a
cross-section of service delivery models. Classes for the educable
mentally retarded tended to use self-contained classrooms as the
mode of service delivery across all levels of instruction. These
data indicate the handicapping condition if diagnosed as "EMR"
represented a self-contained classroom as the preferred service
model of service delivery. However, the LBD category indicated a
resource room model of service delivery which would allow for increased
mainstreaming potential for the mildly handicapped.

From summaries of problems as identified from the telephone
interviews, five main categories representing problem areas were
identified: attitudes, curriculum, social behavior, scheduling and
communication.

Question 2. How will school administrators, special and regular
educators validate these problems in priority of concern?

In order to socially validate these problem areas in priority of
concern, administrators, special and regular educators were requested
via return mail to rank-order these problem areas. The results were
tabulated in Table 3 (See Chapter IV). There was a differential
priority placed on "attitudes;" principals and teachers of the educable

mentally retarded ranked this problem first in priority. Regular class-
room teachers and teachers of learning and/or behaviorally disordered
students ranked "curriculum" as first in priority. Only teachers of
EMR students at the elementary level designated "communication" as
the most crucial problem. Generally, "communication" was ranked third
in priority across all other personnel. Scheduling was ranked fourth
in priority of concern by elementary special educators at the secondary
level, and fifth in priority of concern across all other representative
personnel.

It may be suspected that because of the prominence of self-
contained classrooms of the EMR service delivery model, control over
academic modifications is easier to implement. However, at the
secondary level, such modification becomes of greater concern because
of graduation criteria and the possible dilemma of double-standards in
grading practices. It should be remembered the schedule of classes in
the secondary schools follows a more rigid schedule, requiring less
coordination between regular and special educators.

It is recognized the categorization of problem areas required
some arbitrary decisions on the part of the investigator. An attempt
to make provision for this potential bias was made by adding an
additional category, "Other," with additional space for the respondents
to indicate alternative problems as they perceived them.

Nine of the respondents indicated mild to strong resentment of
the mainstreaming concept by regular educators because of class-size
and excessive problems already faced by overburdened teachers.

Question 3. What specific long range and short term goals will address these problems in an inservice program for administrators, regular and special educators?

Long-term and short-term goals were established from the needs assessment in order to specify discrete content for which the inservice presenters would be accountable (See Chapter III). These goals were a crucial factor in developing the content of the inservice and the instruments of evaluation.

Question 4. Can two selected teams of educators, representing the elementary and secondary levels of instruction, translate these goals into an effective inservice presentation for school personnel?

Four special educators were requested to serve as inservice presenters and subsequently agreed to do so. These special educators were selected on the basis of their outstanding performance as cooperating teachers for the school districts in which student teachers were placed by the Faculty for Exceptional Children. Two of these special educators recommended the two regular classroom teachers who served as presenters for the elementary and secondary sessions respectively. The elementary administrator was recommended through field observation; the secondary administrator was recommended by the director of special education for a large urban school district.

It can be concluded that the selection of inservice presenters is dependent upon one or more of three factors: 1) the content of the inservice as stated in the goals, 2) successful performance as observed

in professional practice, and/or 3) unqualified recommendations of knowledgeable professionals currently serving in the field.

The elementary team geared its presentations toward specific techniques in academic and social mainstreaming as an integral part of child development, while the secondary team focused on successful performance of students in content area subjects, vocational training, graduation requirements, and issues and trends in special education.

Two of the presenters who were representative of special educators had successfully worked with the classroom representatives also serving as inservice presenters. Nevertheless, occasional minor conflicts arose during the planning sessions which reflected "turf problems" (e.g., individual preference for the content of a specific presentation, manipulation of agenda time allotment to maximize the opportunities for reinforcement by the audience of participants). The final product resulted in a representation of staff personnel (i.e., school administrators, special and regular educators) which allowed for interaction, not only among the presenters, but also among participants and presenters. It was concluded that this format proved more acceptable to the participants as opposed to the presentation of an inservice which reflected but one area of expertise.

Question 5. How can the inservice progress of participants be evaluated in order to measure the effectiveness of the inservice presentation?

Pre and posttests were developed as presented in Chapters III and IV (See Appendix I). These instruments showed an increase in the mean

($\bar{X}$) and decrease in the range. However, the differences were greater for the elementary participants.

As indicated in Chapter III in the procedures for inservice planning sessions, the presenters were asked to submit specific questions relative to the content of the inservice in meeting the long term and short term goals. The questions submitted by the elementary team were poor in content validity; neither did the format contribute to controlling for history as a threat to internal validity. Most items were "true or false" questions (e.g., "Circle the correct answer: T F Mainstreaming the mildly handicapped will require a greater degree of communication between regular and special educators."). Therefore, the investigator developed the pre and posttest used for assessing entry and exit behaviors of the participants. This was accomplished by using open ended questions developed from content as specified in the short term and long term goals. The validity of these items was established by assigning a credentialed graduate student to answer the questions as the content was presented during the entire three-day inservice. This procedure resulted in an instrument which showed a marked increase in knowledge in the administration of pre and posttests.

The pre and posttests as submitted by the secondary team appeared to be objective and relevant to the inservice content; therefore, it was administered to the participants as submitted. However, after administration, two problems appeared: 1) the instructions were unclear, and 2) content validity was questionable. Eight of the nine

questions were multiple-choice, with the direction: "Circle the correct answer(s)." The intent of the presenters was to direct the participants to select more than one correct response on two test items; however 8 of the 10 participants completing both pre and post-tests selected only one answer instead of multiple answers where appropriate. Although in a multiple-choice format, closer examination revealed some of the "incorrect" answers (as indicated by the presenters) could be successfully defended as correct. This could be possible given specific policies within the context of school districts or at the school building level.

The investigator decided to report these data straightforward rather than use a statistical evaluation because of the few number of items on the two measures and the small number of participants completing both pre and posttests. Moreover, the focus of the inservice was on immediate application, not on the development of theory. The findings were evaluated in terms of applicability, not in terms of universal validity. The function was to improve school practices with the presentation of practical skills in mainstreaming the mildly handicapped.

Although 82% of the participants represented the field of special education, the great variability in scores on the pretest was surprising. Coupled with the gain in knowledge during the inservice, these observations would appear to indicate the apparent need for inservice programs in all professional occupations, specifically in regard to mainstreaming; the need applies to special educators as

well as regular educators and administrators. Of equal importance
is the fact that these ratings give credibility to the presenters,
their expertise, planning and implementation of the inservice content.

On a scale of "1" (Very Low) through "5" (Very High), the overall
attitudinal rating for the elementary sessions was 4.24; the secondary
·sessions were rated at 4.12. While these ratings are valuable in
assessing the inservice program, as attitudinal measures they do not
reflect specific knowledge gained unless the participant so specified
under "comments" (See Appendix J).

Since items numbered 2 and 4 (i.e., "Relevancy to your needs"
and "Extent to which this presentation broadened your information
base in practical, concrete methods of implementing or improving the
mainstreaming effort") reflected the crucial goals and content of the
inservice program, these ratings were presented in Figures 5 and 8
(See Chapter IV).

Items 1 and 3 (i.e., ratings on the organization and clarity of
presentation were presented in Figures 6 and 9 (See Chapter IV).
While these items do not represent content goals, they nevertheless
are important factors in effectively communicating those goals.

The daily attendance for the secondary level averaged 16 in
number of the 17 registered. In the elementary sessions, the daily
attendance averaged 22 in number of the 28 who had originally
registered.

In addition to the content of the inservice, the consistency in
attendance may be attributed to the follow-up letters of July 28,
1981, to individuals who had registered and the provisions made for

on-site lunch. The latter may also have been a contributing factor in the promptness with which each session commenced.

The high incidence of special educators over regular classroom teachers who participated may be due to problems in disseminating publicity among the individual schools; however, of those schools which did receive multiple copies of the inservice announcement, no classroom teachers from these schools registered for the inservice program. It should be noted here, as in the literature and survey responses, regular classroom teachers often have a negative, sometimes hostile, attitude toward the mainstreaming concept.

Comparison of Literature Review

Although the five problem areas of attitudes, curriculum, communication, social behavior, and scheduling were also identified in the literature review as being problems of concern, the thorny issue of "territoriality" was not identified within the context of the telephone interviews nor in the social validation process. Educators are no different than other professionals; individuals will seek to preserve their self-esteem by organizing the environment to maximize opportunities for reinforcement as Carroll and Purdy (1979) pointed out. "Turf problems" or role confusions have developed as a result of classifying special education as being "something different" than regular education.

The literature specifically identified "role responsibilities," and potential problems of territoriality as a specific problem in the mainstreaming endeavor. None of the special educators interviewed

identified this area as a problem; however, the interviews reflected "attitudes" and "communication" which may encompass aspects of new roles assumed by special educators. Other studies as reviewed in the literature have concluded that, indeed, interstaff relations are of prime importance to the principal.

The literature did reflect problems in identifying specific curricular needs (e.g., modifying curriculum, individualizing instruction). From the needs assessment and as cited in the review of the literature, the modification of academic assignments and performance standards in grading, etc., were of great concern in mainstreaming the mildly handicapped student.

Various studies pointed to the value of a local needs assessment as the first step in organizing an effective inservice program.

From both the telephone interviews and the social validation of problems, only one respondent, a regular classroom teacher, listed "identification" of the mildly handicapped student as the most crucial problem. The literature reviewed false assumptions in this area; specifically, that learning and behavior problems do not fall easily into categories of handicapped and nonhandicapped. Inadequate definitions and discriminatory testing continue to plague the validity of research as well as educational placement. Consequently, it would appear a "handicap" should be defined in functional, educational terms. The "label" assigned to a student appears necessary to insure adequate educational services; however, such labels as "EMR" or "LBD" are not useful in providing for the educational deficits of an individual student.

The literature reflected a paucity of objective instruments in evaluating inservice programs; the majority of the evaluative instruments were rating scales similar to those used by this investigator for each of the five sessions. One can speculate the absence of objective instruments may be due to one of three factors: 1) such instruments must reflect needs assessments for specific locations and cannot be generalized, 2) long-term and short-term goals have not been directly identified prior to the inservice, and/or 3) the nature of inservice programs does not lend itself to comprehensive objective measurement.

Limitations of the Study

No statements can be made regarding generalization of the results of this study. The needs assessment involved educators within Franklin County, Ohio. The inservice participants were also from this same area; however, the findings of this study are limited to the subjects participating in the inservice.

The behavioral histories of participants varied in years of experience, type of experience of educational specialization. Previous training and/or experience could not be determined. The prerequisite skills of inservice participants were not assessed other than those behaviors measured on the pretest. The participants voluntarily enrolled in the inservice program.

The number of participants was limited, and the training was short in duration. Generalization of the inservice content to applied educational settings was not a part of this investigation.

Implications of the Investigation

The results of this investigation imply procedures concerning strategies for conducting a needs assessment, developing behavioral goals for an inservice, and the conduct and subsequent evaluation of an inservice program.

Prior to planning an inservice program for mainstreaming, a needs assessment should be conducted in order to identify problems which educators experience. These needs should represent problems which are relevant to educators within the context of their professional service. School administrators, regular and special educators tend to identify specific problems differently, especially in priority of their concerns. Ideally, this assessment should be conducted at the school building level in order to measure those behaviors which impede the mainstreaming endeavor.

The results of this investigation imply that the effectiveness of an inservice program are dependent upon structured behavioral goals which reflect identified problem areas. These goals should be adhered to in developing the content and materials for presentation. Additionally, proper evaluation of an inservice can only be conducted effectively when these goals have been defined with specificity.

The fact that 82% of the participants were special educators and subsequently showed increases in knowledge at the conclusion of the inservice program strongly suggests that inservice programs are needed periodically for all educational personnel.

An important implication of this investigation is preference of participants for field personnel as inservice presenters. Practitioners are better received in this role than university faculty and personnel. Univeristy staff are needed as facilitators and in the development of sound measurement instruments in evaluating the inservice program. The training of practitioners in the development of evaluative instruments would take extended time at the expense of attention to content development relative to the specified goals of the inservice.

The procedures used in this investigation can be modified in replicating an inservice program.

This investigation suggests that inservice learning can be measured at the conclusion of the program; however, application of the inservice content can only be measured with appropriate follow-up instruments in the educational setting of each participant.

Recommendations for Further Study

The following recommendations for further research are proposed.

1. A follow-up investigation to determine the extent to which participants applied inservice content during the academic year 1981-1982. The development of an instrument to measure the number and consistency of procedures applied should include four sources of content: 1) the long term and short term behavioral goals of the inservice, 2) specific procedures presented during the inservice program as recorded on audiotapes, 3) handouts, where appropriate,

as presented during the inservice, and 4) the posttest (for the elementary section only). The instrument should measure the number of suggestions or procedures introduced in the applied setting, how they were used (e.g., in dissemination by supervisors or employed in the classroom), and the consistency of application. Copies, or a revised format, of the long term and short term goals, and copies of the elementary posttest could be included for each respective participant. For the secondary participants, goals and specific procedures as presented (e.g., curriculum modification) could be itemized. This project would attempt to investigate generalization of the training across educators, settings, and time.

2. A study to replicate the present investigation in other settings with other subjects.

3. An investigation to focus on valid instrumentation in evaluating inservice training programs.

4. A study to develop strategies to remedy mainstreaming problems at the local school building level. Since many problems are school specific, it should be recognized the universality of mainstreaming concerns is limited; hence, such an investigation would be initiated through a needs assessment and documented baseline data on behaviors. Using a single subject design, pre-inservice and post-inservice responses of participants could be analyzed to establish a functional relationship and measure the effectiveness of the inservice within the applied setting. This study would exercise more stringent control of behavioral variables and allow for direct monitoring techniques in the follow-up evaluation.

Summary of Study

This investigation explored the effects of an inservice training program on administrators, special and regular educators in mainstreaming the mildly handicapped within regular classrooms.

The four purposes of this investigation were: 1) to identify problem areas as perceived by school administrators, regular and special educators in the successful placement of mildly handicapped students in the regular classroom, 2) to develop instructional activities and materials for use in accomplishing inservice objectives based upon socially validated problem areas, 3) to conduct training/planning sessions for inservice presenters, and 4) to implement a three-day inservice program and subsequently conduct evaluations of the content and presentations.

One hundred twenty-three telephone interviews with special educators were completed in the identification of problem areas in mainstreaming the mildly handiapped. The problems identified were collapsed into five major categories: 1) Attitudes, 2) Curriculum, 3) Communication, 4) Social Behavior, and 5) Scheduling.

A social validation form was mailed to 1,365 school administrators, regular and special educators. This instrument requested the recipients to rank-order the major categories in priority of concern. Frequency data were then compiled from 628 responses. In general, educators ranked "attitudes" and "curriculum" as the most crucial problems, followed by "communication," "social behavior," and "scheduling."

From this needs assessment, long term and short term goals were established. These goals were subsequently distributed among two teams of inservice presenters who represented practitioners at the elementary and secondary levels of instruction. Five inservice planning sessions were subsequently conducted.

In order to gear the inservice presentations to improved practice in the teaching-learning setting, field personnel were selected as the preferred presenters for the staff development inservice program.

In response to publicity concerning the inservice, 28 elementary educators and 17 secondary educators registered for participation in the inservice program. Of those participants in attendance, 14 elementary participants completed the pre and posttest for the elementary sections, and 10 participants completed the pre and post-tests for the secondary level. The means ($\bar{X}$'s) showed an increase and the ranges decreased for both sections.

Rating scales evaluating each session of the inservice were completed by an average of 21 elementary participants and 12 of the secondary participants. All sessions were rated above average, and the great majority of comments were favorable.

The following statements are presented as conclusions to this investigation:

1. The format and content of the inservice program were effective in meeting the needs of school administrators, special and regular educators,

2. concrete, experiential methods are the preferred
   content of this type of inservice over theoretical
   or descriptive models.

3. the development of specified, discrete goals are
   crucial in ameliorating problems as identified
   in a needs assessment and in developing measure-
   ment instruments, and

4. the results of an effective inservice program can
   be measured.

APPENDIX A

Questionnaire: Initial Contacts

OSU   The Ohio State University   Academic Faculty
for Exceptional Children

356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

Phone 614 422-8787

Dear Special Educator,

We are presently conducting a project to assist teachers
who are having problems related to the mainstreaming of EMR and
LBD students into regular classrooms. We want this project to
help teachers in solving the real problems they are encountering
or expect to encounter.

One part of this project is a telephone survey through
which teachers will be interviewed. During the interview they
will be asked to state problems they are having and questions
they would like answered about how to deal with mainstreaming
Teachers' responses during the interview will serve as the basis
for planning a program to help special education teachers and
regular classroom teachers with these problems. (All replies will
be confidential and the anonymity of the teachers participating
in the survey will be strictly maintained.)

Will you take 5 minutes to fill out the enclosed questionaire?
A stamped, addressed envelope is provided so there will be no cost
to you.

This project is being sponsored by the Bureau for the Educa-
tionally Handicapped in Washington, D. C. and The Ohio State Univer-
sity.

Thank you for giving your time to help with this important
program.

Yours truly,

Sandra McCormick
Assistant Professor

John O. Cooper
Assistant Chairman
and Professor

JOC/SM/ej
Enclosure

College of Education

Note: Only teachers
of EMR/LBD need to
complete this
questionaire

COMPLETION OF THIS QUESTIONAIRE
WILL TAKE YOU ONLY
5 MINUTES.

1. Name_____
2. School district_____
3. School_____
4. Name of school principal_____
5. Do you have students who are mainstreamed? (That is, do any of your
   students go to a regular classroom for instruction for part of their
   educational program?)

    _____YES   _____NO

6. If the answer to #5 is "YES", may we call you to interview you for our
   telephone survey?

    _____YES   _____NO

   If the answer is "YES", would you provide us with the information
   below.

        a) Do you prefer us to call you:
                                    at home_____
                                    at work_____

        b) What is the telephone number there?_____

        c) Is there a time or day when it would be most convenient for
            you to receive this call?
                                    time(s)_____

                                    day(s) _____

        d) Is there any other information that would help us make the
            telephone interview convenient for you?_____

            _____

            _____

7. What are the names of the regular classroom teachers in your school to
   whom students from your class are sent for part of their educational
   program?

    a._____   d._____

    b._____   e._____

    c._____

APPENDIX B

Telephone Survey

TELEPHONE SURVEY

*Staple the green questionnaire to the front of each Telephone Survey Form.

I.   Identify self

    A.   Name
    B.   Position

II.   Give purpose of call

    A.   Telephone survey for The Ohio State Mainstreaming Project

III.   Ask questions on Telephone Survey Form.

**BE SURE to THANK each teacher at the conclusion of the interview.

Telephone Survey Form

1. What is your current teaching assignment?

Regular Classroom Teachers	Special Education Teachers
a. Level:	a. Level:
elementary _____	elementary _____
middle school _____	middle school _____
junior high _____	junior high _____
senior high _____	senior high _____
Other (specify) _____	Other (specify) _____
b. Teaching assignment:	b. Teaching assignment:
(e.g., 6th grade, or English, etc.):	self-contained EMR _____
	self-contained LBD _____
_____	resource room EMR _____
	resource room LBD _____
_____	tutor _____
	other (specify) _____
_____	
	_____

2. In what area or areas do you have students mainstreamed? (E.g., an elementary EMR student who has reading instruction in a regular 4th grade class; junior high school LDB student who has math instruction in a regular 7th grade class as well as in an LDB class, etc.)

_____

_____

_____

_____

_____

_____

_____

Telephone Survey Form
Page 2

3. What problems have been encountered by you or the other teacher(s)
    involved in the mainstreaming of this student or students?

Telephone Survey Form
Page 3

4. Have any of the regular classroom teachers with whom you work discussed with you problems related to mainstreaming? If so, what?

Telephone Survey Form
Page 4

5.   Is there any other information you could share with us that would
     assist in planning workshops on mainstreaming that will really
     help teachers? (For example, have you found any solutions to
     problems that would be helpful for other teachers to know?)

Telephone Survey Form
Page 5

6. If you were to attend any of our workshops on mainstreaming, would
    you prefer to attend:

        a. after school _____

        b. on Saturday _____

        c. other (specify) _____

        _____

        _____

        _____

7. Would you be willing to talk to the regular classroom teachers who
    work with your students to ask them what topics they would like to
    have covered in a workshop on mainstreaming?

        Yes _____

        No _____

    If so, may we call you once more in the early autumn to ask you
    for this information?

        Yes _____

        No _____

APPENDIX C

Workshop Planning Format

Kenneke, L., Project Director. I Want to Know; I Want to Grow. Oregon:
Oregon State University Personnel Development Center, 1980.

SUGGESTED WORKSHOP GUIDELINES

	Person Responsible		Completed	Not Applicabl
	Cadre Member	Coordinator		
DETERMINE FOCUS OF WORKSHOP (CONTENT)	Dr. Thomas M. Stephens	Pat Treblas	June, 1980	

IDENTIFY TYPE OF PARTICIPANT   Dr. John O. Cooper
___x___special education teacher
___x___regular education teacherDr. Sandra McCormick
_____paraprofessional
___x___administrators
_____parents
___x___other graduate student hosts Barbara Peabody

DETERMINE WORKSHOP FORMAT   Presenters
___x___large group participant interaction
___x___small group participant interaction
___x___panel presentation
___x___mediate presentation (video-tape, slides, films, etc.)
___x___lecture
_____demonstration
_____other_____

	Dr. T.M. Stephens		
	Dr. J.O. Cooper		
	Dr. S. McCormick	July, 1981	
	P. Treblas		

DETERMINE DATE(S) OF WORKSHOP(S)
Dr. T.M. Stephens
Dr. J.O. Cooper   P. Treblas
Dr. S. McCormick Martha Bonnam

August 10, 11 and 12, 1981

SPECIFY OBJECTIVES   Dr. T.M. Stephens   P. Treblas   July 21, 1981
___X___for staff   Dr. J.O. Cooper   Presenters
___X___for participants   Dr. S. McCormick
___X___for activities
_____other_____

CHECK ON AMOUNT OF TIME AVAILABLE
FOR WORKSHOP   . Treblas   Martha Bonham   January, 1981
_____all day   Dr. Louis Mazzoli
_____after school
_____half day
___X___other 9:00 A.M. - 3:00 P.M.

DETERMINE WORKSHOP STAFF   Dr. T.M. Stephens B. Peabody   July, 1981
___X___coordinator   Dr. J.O. Cooper
___X___group leaders   Dr. S. McCormick
___x___clerical
___X___other   Host Team   P. Treblas

66

	Person Responsible		Completed	Not Applicabl.
	Cadre Member	Coordinator		
HOLD WORKSHOP STAFF PLANNING SESSION	Dr. T.M. Stephens Dr. J.O. Cooper Dr. S. McCormick	P. Treblas Presenters B. Peabody	August 4, 1981	
x delegate responsibilities to individual staff members				
x devise timeline for executing tasks				
FOR OUTSIDE ASSISTANCE, TALK TO	P. Treblas	B. Peabody	April, 1981	
x Special Education Directors (state, local)				
x program supervisors local ESD's				
x university personnel				
x experienced teachers				
x other Director, Special Education, Columbus Public Schools				
DETERMINE IF CREDIT IS TO BE GIVEN	Dr. T.M. Stephens Dr. J.O. Cooper Dr. S. McCormick Dr. Raymond Swassing Dean Russell J. Spillman	P. Treblas Sue Warner		
professional (granted by local school district)				
x college (granted by college or university)				
released time				
other_____				
MAKE ARRANGEMENTS FOR ADVANCE PUBLICITY	Dr. T.M. Stephens Dr. J.O. Cooper Dr. S. McCormick	P. Treblas S. Warner Lisa Holstein		
school districts				
x local ESD's				
x local press				
x other Director, Special Education Columbus Public Schools Frank Caron	Dr. T.M. Stephens Dr. J.O. Cooper Dr. S. McCormick	Gail Gibson Linda Meadows John W. Tipka		
DETERMINE BUDGET Sources of funds to be used:				
The Ohio-State University				
Faculty for Exceptional Children				
Project #713664				

.67

	Person Responsible		Completed	Not Applicabl
	Cadre Member	Coordinator		
DETERMINE ALLOCATION OF FUNDS	Dr. T.M. Stephens	Gail Gibson		
participants_____x	Dr. J.O. Cooper			
materials & supplies___x	Dr. S. McCormick			
speaker/consultants___x	P. Treblas			
workshop staff_____x				
clerical_____x				
other_____				
DETERMINE IF PARTICIPANTS ARE TO BE FINANCIALLY REIMBURSED AND BY WHOM				N/A
_____travel_____				
_____stipend_____				
_____meals_____				
_____all of the above_____				
MAKE ARRANGEMENTS FOR MEETING ROOM(S) (See Supplemental Form)	P. Treblas Dr. L. Mazzoli B. Peabody	M. Bonham	May, 1981	
ARRANGE FOR SPEAKER AND/OR PANEL MEMBERS	P. Treblas		April, 1981	
MAKE ARRANGEMENTS FOR MEALS _____pre-set menu. __x__arranged by variable menu _____list & map for "on your own"	P. Treblas B. Walker	G. Gibson	July 21, 1981	
MAKE ARRANGEMENTS FOR LODGING FOR PARTICIPANTS				x
MAKE ARRANGEMENTS FOR WORKSHOP STAFF _____transportation _____lodging __x__meals	P. Treblas	B. Walker	July 21, 1981	
MAKE ARRANGEMENTS FOR COFFEE BREAKS	P. Treblas	B. Beabody	July 22, 1981	
MAKE NECESSARY ARRANGEMENTS FOR SOCIAL HOUR				x

68

	Person Responsible		Completed	Not Applicabl.
	Cadre Member	Coordinator		

MAKE ARRANGEMENTS FOR NECESSARY EQUIPMENT & FURNITURE   P. Treblas   B. Peabody   Aug. 4, 1981

- x tables
- x chairs
- x overhead
- x screen
- x chalkboard(chalk & eraser)
- other _____
- x videotape recorder
- camera & film
- x filmstrip projector
- x prepared transparencies, pens
- slide projector
- tape recorder & microphone
- adapters for 2-prong plugs

             Staff: Central Ohio Special Education Regional Resource Center

OBTAIN MATERIALS NEEDED TO PRODUCE WORKSHOP MATERIAL   P. Treblas   G. Gibson   Aug. 4, 1981

             Dean Frederick Cypnert

- spirit masters
- x mimeograph stencils
- x ditto paper (colored)
- x index cards
- x transparencies
- flash attachment
- other _____
- paper clips
- rubber bands
- blank cassettes
- recording tape
- x stapler, staples
- heavier stock paper for covers
- film & flash bulbs
- x videotape   Check Education Laboratory - August 4, 1981

LOCAL EQUIPMENT NEEDED TO PRODUCE WORKSHOP MATERIALS   P. Treblas   B. Walker / G. Gibson   Aug. 6, 1981

- x thermofax machine
- videotape recorder
- television camera
- slide camera
- cassette tape recorder
- x ditto machine
- x mimeograph machine
- x xerox copier
- reel-to-reel tape recorder

69

	Person Responsible		Completed	Not Applicable
	Cadre Member	Coordinator		
DEVELOP EVALUATIVE INSTRUMENTS	Dr. J.O. Cooper Dr. S. McCormick P. Treblas	Presenters	Aug. 5, 1981	

DEVELOP EVALUATIVE INSTRUMENTS
_X_ to measure participant entry behaviors
_x_ to measure success (re: objectives) of individual workshop components
_X_ to measure participant exit behaviors
___ to measure post workshop application of concepts
_X_ duration and event recording of behavior

MAKE ARRANGEMENTS TO DUPLICATE NECESSARY MATERIALS — P. Treblas — B. Walker / G. Gibson — Aug. 6, 1981

___ videotapes
___ slides
___ cassette tapes
___ reel-to-reel tapes
_x_ printed material
_x_ other __overhead transparencies__

WORKSHOP EQUIPMENT AND SUPPLIES

CONTENT AIDS

Need
1. Printed Materials:
(x) books
(x) articles
(x) summaries
(x) other___Facilitator Forms
2. Prepared Visuals:
(x) flip charts newsprint
(x) posters
(x) overhead plates
( ) slides
(x) films
(x) video cassettes
( ) other_____
3. Prepared Audio:
(x) tapes
( ) records
(x) other_videotapes_____

Need
4. Equipment:
(x) overhead projector
(x) movie projector
(x) slide projector
(x) tape player
( ) record player
(x) video tape player
( ) other_____
5. Packaged Materials:
( ) games
(x) simulations
( ) programmed learning
(x) other_duplicated forms_
6. Demonstration Materials:
( ) models
( ) tinker-toys
( ) other_____

STAFF AIDS

Need
(x) blackboard
(x) chalk
(x) erasers
(x) newsprint pads
(x) felt pens
(x) easels
( ) cork board
( ) flannel board
( ) magnetic board
( ) scissors
( ) small hammer
( ) screwdriver
( ) pliers
( ) typewriter
( ) typing paper
( ) mikes
(x) lecturn
(x) direction signs
( ) band-aids

Need
( ) magazines
(x) pointers
( ) clip-boards
(x) tablets
( ) pencils
( ) pencil sharpener
(x) name tags
( ) paper punch
( ) masking tape
( ) transparent tape
( ) rubber bands
( ) ruler
( ) stapler
( ) staple remover
(x) thumb tacks
( ) small nails
(x) copies of Workshop Staff Packet
(x) aspirin
( ) other_____

·PARTICIPANT AIDS

Need		Need	
( )	pencils	(x)	name tags
( )	tablets	( )	place cards
( )	pencil sharpener	( )	instructions
( )	paper clips	(x)	handouts
(.)	notebooks	(x.)	water pitchers
( )	paper punch	(x)	glasses
( )	scissors	(x)	ashtrays
(·).	stapler	(x)	aspirin
(x)	clip-boards	( )	band-aids
( ) ·	lap boards	(x)	other ___COSERRC coffee___

cream & sugar
- donuts
lunch (3 days)
tablecloths
prepared packets
posters

After you have identified these sessions and your inservice format, fill out the session worksheet below on each section of the workshop to polish up your activities and insure a smooth and articulated workshop or conference.

SESSION WORKSHEET

Date: __August 10, 1981__

Time: 7:00 a.m. - 9:00 a.m.   Site: __Central Ohio Special Education Regional Resource Center__

Meeting: __Registration/Coffee and donuts__   Room: Center Hall

Presenter: __Dr. Raymond Swassing/Host Team__

Room Arrangement:

2 Tables and 4 Chairs

Description of Meeting:

Registration for Academic Credit

Presentation of Name Tags and Packets

Contact Person: __Dr. Raymond Swassing, Dr. L. Mazzoli,__
__Pat Treblas, Dr. John O. Cooper__
Media Contact Person: _____

Barbara Peabody

72

Equipment Needed: Admission Forms for Ohio State University (Permission/Add-Drop Slips)

Additional Registration Materials for Dr. Swassing

Packets for participants and Name Tags

191

After you have identified these sessions and your inservice format, fill out the session worksheet below on each section of the workshop to polish up your activities and insure a smooth and articulated workshop or conference.

SESSION WORKSHEET

Date: August 10 and 12, 1981

Time: 9:00 a.m. - 3:00 p.m.   Site: Central Ohio Special Education Regional Resource Center.

Meeting: General Opening and Concluding Sessions/Lunch   Room: Auditorium

Presenter: _____   8/12/81: Judy Braithwaite

Room Arrangement:

Lecturn

12 chairs behind Lecturn for Presenters

70 chairs

Description of Meeting:

Introductions

Pretest

Keynote Speaker

Contact Person: Martha Bonham, Dr. L. Mazzoli (SERRC),
Pat Treblas, and Barbara Peabody
Media Contact Person: _____

72

Equipment Needed:

After you have identified these sessions and your inservice format, fill out the session worksheet below on each section of the workshop to polish up your activities and insure a smooth and articulated workshop or conference.

SESSION WORKSHEET

Date: __August 11, 1981__

Time: __9:00 - 3:00 p.m.__   Site: __Central Ohio Special Education Regional Resource Center__

Meeting: __Curriculum Materials Review/Lunch__   Room: __Auditorium__

Presenter: __Publishing Companies__

Room Arrangement:

12 Tables.

Description of Meeting:
Approximately 6 Publishing Companies for Curricular Activities Display

Contact Person: __Martha Bonham, Dr. L. Mazzoli (SERRC),__
__Pat Treblas, and Barbara Peabody__
Media Contact Person: _____

Equipment Needed:

After you have identified these sessions and your inservice format, fill out the session
worksheet below on each section of the workshop to polish up your activities and insure
a smooth and articulated workshop or conference.

SESSION WORKSHEET

Date:　August 10, 11, and 12, 1981

Time:　9:00 a.m. - 3:00 p.m.　Site:　Central Ohio Special Education Regional Resource Center

Meeting: Elementary Sessions　　　　　　　　　　　　　Room: Air Conditioned

(Rooms 9 & 10 tentative)

Presenter:　Reference List of Presenters

Room Arrangement:

Tables and chairs to accomodate 35 elementary participants.

Tables and Chairs for 5 presenters

Description of Meeting:

Agenda Attached

Contact Person: Martha Bonham, Dr. L. Mazzoli (SERRC),
　　　　　　Pat Treblas, and Barbara Peabody
Media Contact Person:　Cindy Smith (COSERRC)

:7:

Equipment Needed: Overhead Projector, Tape Recorder
　　　　　　and Blank Tapes
　　　　　　8/10:　1:00 p.m., Film: "Mainstreaming
　　　　　　in Action."
　　　　　　8/12:　Tape of Filmstrip "Approache
to Mainstreaming:　Organizing Your Classroom"(Cassette #2

After you have identified these sessions and your inservice format, fill out the session worksheet below on each section of the workshop to polish up your activities and insure a smooth and articulated workshop or conference.

SESSION WORKSHEET

Date:___August 10, 11 and 12, 1981

Time:___9:00 - 3:00 p.m.___   Site:_Central Ohio Special Education Regional Resource Center_

Meeting:___Secondary Session_____ Room:_Air Conditioned___
(Rooms 9 or 10 tentative)
Presenter:___Reference List of Presenters_____

Room Arrangement:

Tables & Chairs to accomodate 25 secondary participants

Table & Chairs for 5 presenters

Description of Meeting:

Agenda Attached

Contact Person:_Martha Bonham, Dr. L. Mazzoli (SERRC),_
Pat Treblas and Barbara Peabody.
Media Contact Person:_____
Cindy Smith (COSERRC)

Equipment Needed: Overhead Projector, Tape Recorder and Blank Tapes, Film Projector and Screen.

8/10: 11:00 a.m., Film: "Mainstreaming in Action."

8/11: 1:00 p.m., Tape of Filmstrip "Approaches to Mainstreaming: Organizing Your Classroom" (Cassette

APPENDIX D

Social Validation

The Ohio State University

**Academic Faculty
for Exceptional Children**

356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

Phone 614 422-8787

Dear Educator,

We are continuing a project to assist teachers who are
having problems related to the mainstreaming of EMR and LBD
students into regular classrooms. This project, sponsored
by the Bureau for the Educationally Handicapped in Washington,
D. C. and The Ohio State University, will result in an inser-
vice Training Program.

On the basis of a survey conducted during May, June, and
July, 1980, five areas concerned with mainstreaming were
identified as major problems. We are now requesting your
assistance in validating these areas as real problems in
priority of concern.

Therefore, we would appreciate your response on the
enclosed form. A stamped, addressed envelope is provided so
there will be no cost to you.

Thank you for giving your time to help with this impor-
tant program.

Yours truly,

Sandra McCormick
Assistant Professor

John O. Cooper
Assistant Chairman
and Professor

enclosure
SM/JOC/ej

College of Education

MAINSTREAMING: PROBLEM AREAS

Please indicate NUMERICALLY: "1" (most important) through "5" (least important) BY ORDER OF IMPORTANCE the following problems. Additional space has been provided in the event you may wish to indicate additional problems not covered in or related to the areas listed.

_____ Attitudes (e.g., regular classroom teachers may view the handi-
capped student as the main responsibility of the special educator;
some regular classroom teachers feel they are not trained to teach
EMR or LBD students; secondary mainstreamed students often fail to
complete assignments, seek the security of the special education
class or are afraid of failure in the regular classroom, etc.)

_____ Communication (e.g., the lack of time for the regular and special
educators to plan instructional strategies and follow-up assistance
in successful mainstreaming efforts for the handicapped child, etc.)

_____ Scheduling (e.g., the structure of the self-contained elementary
classroom does not often lend itself to rigid scheduling; students
have difficulty keeping track of scheduled classes for mainstream-
ing, etc.)

_____ Social Behavior (e.g., mainstreamed students often emit disruptive
behavior in the regular classroom; others appear lazy or unmotivated,
etc.)

_____ Curriculum (e.g., lack of time and/or appropriate resources for
regular classroom teachers to individualize instruction; adjusting
course requirements and/or criteria for grades results in double-
standard of academic performance; readability levels of textbooks
are too difficult for the handicapped student in regular classes,
etc.)

_____ Others (continue on reverse side)

Please indicate your current position and level by checking the appropriate title:

_____ Regular Classroom Teacher   _____ Elementary

_____ Special Education Teacher   _____ Middle School

_____ Principal   _____ Junior High School

               _____ Senior High School

The following information is OPTIONAL: Name _____

                                        School _____

                                        Phone _____

APPENDIX E

Inservice Evaluations

SESSION EVALUATION: <u>CURRICULUM</u>

Please help us improve future workshops by completing this evaluation
form. We appreciate your comments.

Evaluate this session with regard to the following items:

		Very Low			Very High	
1.	Organization of presentation	1	2	3	4	5
2.	Relevancy to your needs	1	2	3	4	5
3.	Clarity of presentation.	1	2	3	4	5
4.	Extent to which this presentation broadened your information base in paractical, concrete methods of implementing or improving the mainstreaming effort.	1	2	3	4	5
5.	Overall reaction to session.	1	2	3	4	5

COMMENTS:

Job Title/Position   Name (optional)

SESSION EVALUATION: <u>COMMUNICATION</u>

Please help us improve future workshops by completing.this evaluation form. We appreciate your comments.

Evaluate this session with regard to the following items:

	Very Low			Very High	
1. Organization of presentation.	1	2	3	4	5
2. Relevancy to your needs.	1	2	3	4	5
3. Clarity of presentation.	1	2	3	4	5
4. Extent to which this presentation broadened your information base in practical, concrete methods of implementing or improving the mainstreaming effort.	1	2	3	4	5
5. Overall reaction to session.	1	2	3	4	5

COMMENTS:

Job Title/Position   Name (optional)

SESSION EVALUATION: ATTITUDES

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

Evaluate this session with regard to the following items:

		Very Low				Very High
1.	Organization of presentation.	1	2	3	4	5
2.	Relevancy to your needs.	1	2	3	4	5
3.	Clarity of presentation.	1	2	3	4	5
4.	Extent to which this presentation broadened your information base in practical, concrete methods of implementing or improving the mainstreaming effort.	1	2	3	4	5
5.	Overall reaction to session.	1	2	3	4	5

COMMENTS:

Job Title/Position   Name (optional)

SESSION EVALUATION: <u>SOCIAL BEHAVIOR</u>

Please help·us improve future workshops by completing this evaluation
form. We appreciate your comments.

Evaluate this session with regard to the following items:

		Very Low			Very High	
1.	Organization of presentation.	1	2	3	4	5
2.	Relevancy to your needs.	1	2	3	4	5
3.	Clarity of presentation.	1	2	3	4	5
4.	Extent to which this presentation broadened your information base in practical, concrete methods of implementing or improving the mainstreaming effort.	1	2	3	4	5
5.	Overall reaction to session.	1	2	3	4	5

.COMMENTS:

Job Title/Position   Name (optional)

SESSION EVALUATION: SCHEDULING

Please help us improve future workshops by completing this evaluation
form. We appreciate your comments.

Evaluate this session with regard to the following items:

		Very Low			Very High	
1.	Organization of presentation.	1	2	3	4	5
2.	Relevancy to your needs.	1	2	3	4	5
3.	Clarity of presentation.	1	2	3	4	5
4.	Extent to which this presentation broadened your information base in practical, concrete methods of implementing or improving the mainstreaming effort.	1	2	3	4	5
5.	Overall reaction.	1	2	3	4	5

COMMENTS:

Job Title/Position   Name (optional)

APPENDIX F

Participant Activity

Unit 3: Handicapped Students in the Classroom

Objectives: The participants will list difficulties experienced by
students in the regular classroom.
The participants will identify types of assistance that
are of value in meeting individual needs of students.
The participants will list concerns expressed by parents
of handicapped learners.
The participants will identify benefits of a handicapped
student's participation in the regular classroom setting.

Unit Time: 3/4 hour

Materials: Newsprint
Tape
Pens
Four centers labeled 1, 2, 3, & 4
Overhead projector
Handout #7
Transparency #11

Unit 3 - Part 1

Unit 3, Part 1 focuses on concerns and attitudes that exist within
the group as a result of previous experiences. An opportunity is
provided to share these experiences and express successes and frustra-
tions. A basis is formed for group sharing, as well as accomplishing
the first step in the IEP process: identification of a child's need.

The Facilitor shows Transparency #11, which illustrates the
sequence of steps involved in the IEP process and explains that at this
point the group will focus on what has occurred in a regular classroom
prior to a child being referred. What are some of the concerns
expressed by regular teachers and parents? What are some ways of
meeting these needs and sources of assistance which can be provided
even prior to a student's referral? By analyzing these problems and
solutions we are able to identify strategies which regular classroom
teachers and parents can use in working with students with learning
problems. It may decrease the number of referrals, staffings, etc.,
if we can become more cognizant of these problems and solutions and
assist teachers and parents without having to provide special education
support.

The Facilitator asks the group to number off by four's and assigns each group to a designated area of the room where they will find the instructions for this activity.

The instructions appear on Handout #7.

After fifteen minutes, the Facilitator asks each group spokesperson to present the question and responses the group listed. (Starting with group 1, then continuing with 2, 3, and 4). These responses are written on newsprint and are displayed on the wall. After all four groups have presented, the Facilitator indicates that the responses to Question 1 represent child need statements; the responses to Question 2 represent possible solutions or resources that may be of assistance in meeting those needs; the responses to Question 3 represent possible areas of setting priorities, as well as those areas which should be dealt with in open communication with the parents; and the responses to Question 4 indicate benefits of large group/regular classroom participation for a student. Pieces of newsprint entitled, "Concerns/Needs," "Resources," "Priorities," and "Benefits" should be posted above the responses on newsprint for each of the questions.

Note to the Facilitator: The concept of "least restrictive environment" is perhaps one the most difficult concepts of the law to define. In this activity, the concept should be addressed to Question 2 particularly. It is important for educators who are working with the child to develop positive attitudes toward participation of handicapped individuals in the regular classroom. Therefore, this activity attempts to focus on positive aspects of this participation, since in most cases, the limitations or negative aspects are only too apparent. Facilitator materials #3 and #4 provide more information about the least restrictive environment which may be helpful in providing input on this topic. They may also be used as supplemental handouts on this topic.

1. In your group, you will have 15 minutes to discuss the following question:

    What difficulties are experienced by students in the regular classroom that cause teachers the greatest concerns?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

1. In your group, you will have 15 minutes to discuss the following
    question:

        What kind of assistance is most helpful to classroom
        teachers as they develop individual programs for students?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and
    responses.

4. The newsprint will be posted for the large group to read.

1. In your group, you will have 15 minutes to discuss the following question:

   What are the benefits of participation in the regular classroom for the student who has significant learning/ behavioral difficulties?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

1. In your group, you will have 15 minutes to discuss the following question:

    What concerns are frequently expressed by parents?
    What do they want most for their child?

2. List at least five responses to this question on the newsprint.

3. Choose one person in your group to present your question and responses.

4. The newsprint will be posted for the large group to read.

APPENDIX G

Publicity

Exceptional
Children

THE OHIO STATE UNIVERSITY

FACULTY FOR EXCEPTIONAL CHILDREN

To: Principals, Regular and Special Educators in Ohio

Re: Your Invitation to an Inservice Conference on Mainstreaming
the Mildly Handicapped

MAINSTREAMING PROBLEMS AT THE CLASSROOM LEVEL

August 10, 11, and 12, 1981: A three-day conference

.Location: Central Ohio Special Education Regional Resource Center,
470 Glenmont Avenue, Columbus, Ohio

Time: 9:00 A. M. - 3:00 P. M.

TOPICS: Training sessions will address problems encountered
in mainstreaming the mildly handicapped with practical,
concrete suggestions for solutions. Presenters will be
principals, regular and special educators from the
elementary and secondary levels of instruction who have
successful track records in implementation.

REGISTRATION: Enrollment will be limited because of space allocation.
If you wish to attend, please phone the Secretary for the Mildly
Handicapped Area, Faculty for Exceptional Children: (614) 422-2227
with the following information prior to July 24, 1981.

NAME _____   Current position & level of instruction:

ADDRESS _____   ____Regular Educator   ____ Elementary

PHONE _____   ____Special Educator   ____ Secondary

                                     ____Principal

There is no fee for attendance at this conference. A lunch will be
provided; so if you register and later find you cannot attend, please
phone and cancel your reservation in order for us to adjust the meal count.

APPENDIX H

Sessions Agenda

MAINSTREAMING AT THE CLASSROOM LEVEL
Elementary Sessions

Agenda for August 10, 1981

9:00 - 9:15   Introductions   Dr. John O. Cooper
                                    Assistant Chairman and Professor
                                    Faculty for Exceptional Children
                                    The Ohio State University

9:15 - 9:45   Pretest

9:45 - 10:30   Keynote Address   Judy A. Braithwaite
                                      Federal and State Programs Coordinator
                                      Columbus Public Schools

10:30 - 10:45   Coffee Break

10:45 - 12:00   Attitudes Toward Mainstreaming
                 Concept and Implementation

12:00 - 1:00   Lunch

1:00 - 1:30   Film: "Mainstreaming in Action"

1:30 - 2:00   Problems in Mainstreaming

2:00 - 2:15   Coffee Break

2:15 - 3:00   Communication Within the Mainstream

Agenda for August 11, 1981

9:00 - 10:15   Suggested Methods for Facilitating Communications Among Teachers

10:15 - 10:30   Coffee Break

10:30 - 11:35   Communication: Feedback for Appropriate Behaviors

11:35 - 12:00   Introduction to Problems in Curriculum

12:00 - 1:00   Lunch

1:00 - 1:45   Materials Display in Auditorium
                 Teacher-Made Activities in Classroom

2:30 - 3:00   Evaluation of Mainstreamed Students

Agenda for August 12, 1981

9:00 - 10:30   Maintaining Appropriate Social Behavior in the Regular Classroom

10:30 - 10:45   Coffee Break

10:45 - 11:00   Session Evaluation on Social Behavior

11:00 - 12:00   Scheduling: Classroom Organization

12:00 - 1:00   Lunch

1:00 - 2:00   Schemes for Scheduling

2:00 - 2:15   Coffee Break

2:15 - 3:00   Elementary and Secondary Levels of Instruction: What Makes the Difference?

MAINSTREAMING AT THE CLASSROOM LEVEL
Secondary Sessions

Agenda for August 10, 1981

9:00 - 9:15	Introductions	Dr. John O. Cooper Assistant Chairman and Professor Faculty for Exceptional Children The Ohio State University
9:15 - 9:45	Pretest	
9:45 - 10:30	Keynote Address	Judy A. Braithwaite Federal and State Programs Coordinator Columbus Public Schools
10:30 - 10:45	Coffee Break	
10:45 - 12:00	Introductions: Inservice Content Film: "Mainstreaming in Action"	
12:00 - 1:00	Lunch	
1:00 - 2:15	CURRICULUM: Time Management and Peer Tutoring, Appropriate Resources, Study Skills, Adapting Curriculum and Appropriate Grading Standards	
2:15 - 2:30	Coffee Break	
2:30 - 3:00	Vocational Education and Physical Education	

Agenda for August 11, 1981

9:00 - 9:45	COMMUNICATION: Strategies to improve cooperation among staff; Facilitating time in planning instruction
9:45 - 10:15	Carry-over of skills from the special education environment to the regular classroom
10:15 - 10:30	Coffee Break
10:30 - 12:00	Appropriate Models of Instruction
12:00 - 1:00	Lunch
1:00 - 1:30	ATTITUDES: Techniques for follow-up assistance in mainstreaming
1:30 - 1:45	Coffee Break
1:45 - 3:00	Using Individual Learning Differences in Instruction

Agenda for August 12, 1981

9:00 - 9:30	SCHEDULING: Considerations at the Secondary Level
9:30 - 10:00	SOCIAL BEHAVIOR: Managing Disruptive Behavior (LEAST)
10:00 - 10:30	Current Issues in Education and Their Impact on the Special Student
10:30 - 10:45	Coffee Break
10:45 - 11:30	New Role Responsibilities: Current Political Climate for Public Law 94-142
11:30 - 12:00	Post Evaluation
12:00 - 1:00	Lunch
1:00 - 3:00	Individual and Group Consultation for Special Areas: Administrators, Special and Regular Educators

APPENDIX I

Pretests and Posttests

MAINSTREAMING THE MILDLY HANDICAPPED
Pretest and Posttest: Elementary Sessions

1. Identify three specific methods for facilitating communication between regular and special educators:

2. List three alternatives for grading the performance of the mainstreamed student:

3. Identify four procedures for modifying curriculum for the mainstreamed student:

4. Identify three methods for employing positive reinforcement systems on a building-wide level:

5. List three specific strategies for modifying the social behavior of the special student in the regular class:

6. List two procedures for minimizing problems in scheduling special students in the regular classroom:

7. Identify the purpose of the Dunn-Rankin Preference Inventory:

MAINSTREAMING THE MILDLY HANDICAPPED
Pretest and Posttest: Secondary Sessions

Circle the correct answer(s)

1. Handicapped students in the secondary school setting can benefit most from a time management strategy that includes. . .

    A. Teacher directed specifications of time allowance according to task requirement
    B. A student's determination of necessary time to complete task
    C. An understanding of time management strategies by the student as modeled by the teacher
    D. All of the above

2. In determining grading rationale for mildly handicapped, the teacher should. . .

    A. Go by the school's established grading criteria
    B. Reach an understanding with the school administration on criteria for grading
    C. Ask "regular" class teachers for their input on grading criteria
    D. Establish your own individual criteria and be ready to defend them if questioned

3. When dealing with regular class teachers having mainstreamed students you should remember that. . .

    A. The law requires their cooperation in implementing strategies provided by you for their use during instruction of mainstreamed students
    B. A carefully nurtured give and take atmosphere should be initiated by the resource teacher to provide a format for regular conversation between teachers
    C. The resource teacher should wait for direction from the principal
    D. All of the above

4. For those students who seem to be allowing themselves to become dependent on the resource room crutch when they demonstrate the potential for becoming mainstreamed, the resource room teacher should. . .

    A. Request a parent conference
    B. Allow the student to taste success by permitting him to remain in the resource room
    C. Request a conference with the school psychologist
    D. None of the above

5. In our never ending search for the appropriate instructional model, we should remember. . .

    A. That special educators are the best prepared to give direction to all teachers in the modification of instructional method

    B. There is no clear cut notion of the best appropriate model. . .nor will there likely ever be

    C. Educators need to attempt consideration of all possible developmental variables in their instructional planning

    D. Teachers should attempt to stay in tune with current research directions in modifying their instructional strategies

6. Name the courses all special students are required to attend according to state standards.

_____

_____

_____

_____

APPENDIX J

Comments: Session Evaluations

Comments: Session Evaluations

1. Elementary

   a. Attitudes

      "Session was particularly helpful to me in providing information about specific concerns/issues teachers have."

      "It is too bad that more administrators aren't here because they are the ones who can make the difference--also teachers who need this information didn't come either."

      ". . . will help counselors help teachers with ideas and feedback from the group was great."

      "I'm always satisfied if I can pick up a few ideas I can apply. I think the film can be useful, nice to see such handicapped students so well integrated."

      "Received several concrete ideas and reinforcement for things I'm already doing."

      "I would like more specific ideas and yet I've found this session helpful and very stimulating."

      "Useful ideas."

      ". . . enjoyed it! Needed more time."

      "I think it's terrific that teachers are involved in this workshop, as they know special students better than college instructors. College instructors may be very knowledgeable, but may not have been involved in teaching special students recently. The presenters had great ideas."

"Practical! I love <u>practical</u>!"

b. Communication

"Excellent visuals; fine handouts; practical ideas (it's fun to share new ideas). Perhaps it would be more effective to have all 4 groups generate concerns/all 4 groups brainstorm possible solutions to those concerns--There may be more continuity that way!"

"Lots of super ideas that can be applied to teaching students."

"Enjoyed the session!"

"Interesting new ideas."

"I received several practical and 'easy' methods during this session. The visual aids were also super!"

"Received very good ideas to help counselors help teachers and students."

"I am very impressed with the positive attitudes and expertise that the presenters have imparted to us."

c. Social Behavior

"Would love to have my entire school visit the principal presenter's school! Ideas should (could) have been typed out so they include all the 'rules'."

"Fine presentation/well-planned. Practical handouts--ideas galore! It will be fun to try some new methods this year . . ."

"Super, practical, easy ideas! I received several ideas I am anxious to try in my own classroom and whole school."

"The special educator who presented is an excellent speaker. Enjoyed her presentation."

"I like the specific answers of the principal presenter and the special educator when questions are asked by the participants. The ideas given by the leaders of the inservice and many of the teacher participants are excellent!"

"Very beneficial session--Losts of good ideas--"

"Really appreciate the principal's school-wide positive reinforcement."

d. Scheduling

"I'm eager to get started so thank you, thank you!"

"Excellent organization of materials! Many thanks!"

"I feel that this has been a 'super' inservice. Because I know comparatively little about the mainstreaming program; this has been a valuable opportunity to learn."

"Very, very Good!"

"Good Ideas!"

"Special Educator--super ideas! Not many new ideas in the filmstrip--may be more helpful to regular educators who are just beginning to work with mainstreaming."

"Very enjoyable, worthwhile inservice on mainstreaming."

"I have been most pleased with both the type and quality
of suggestions that have been presented throughout the
workshop. What a super way to get geared up for the new
year!"

"This is an area where I felt group input got fairly
'squelched.' The special educator had a great deal to offer
but often 'pontificated' far beyond what is effective and
ends up almost having an adverse 'turning-off' effect. Don't
let this ruin what you have to offer. I learned a great deal
in this inservice and will carry many ideas back to my
teachers. Principal--I'm impressed!!"

The comments expressed by participants were positive on the whole;
however, a new negative remarks should also be noted:

1. Elementary

    a. Attitudes

"As an educator dealing with mainstreaming, I have become
aware of the many problems in dealing with mainstreaming. I
was hoping to get more concrete ideas in dealing with attitudes
of regular teachers, peers and administrators. I do think
that understanding these attitudes is the first step in
effectively implementing mainstreaming."

"Helpful presenters--topic not as concrete as others to be
handled this week. Needed more follow-up to questions and
concerns expressed in the 1st 15 minute talk session.

Example: We did not discuss 4/5 of difficulties experienced

by students, etc. Those discussed resulted in excellent

ideas! Good handouts. Thanks for the air-conditioning

and excellent lunch."

"Our district is already doing many of the items discussed.

I find it a good review but not pertinent to my own

situation. The session on scheduling may be more germane for

me. I think the organization is excellent and find the

presenters to be doing a good job.

b. Curriculum

"It may have been helpful to be more specific in ways to

inservice staff; example: Use of 'Kids Come in Special

Flavors.' Puppets, etc."

"More time needed to see games and activities."

c. Communication

"The session is mainly geared to those districts which

are already functioning as resource room--Unfortunately,

this is not my case--I'm still at the first stages of having

students placed at all in regular classes."

"Would like to have seen lots of samples of communication

forms between professionals--especially between special

educators and regular educators."

2. <u>Secondary</u>

   a. Curriculum

"Perhaps in the interest of best use of time, we as participants should stick to the topic being covered by presenters."

"I particularly enjoyed the regular classroom teacher's presentation on spelling out class requirements for students. I was happy to see that 'tests' were not emphasized."

"Although I was able to adjust, the viewpoint was mostly from a 'special teacher's' viewpoint. I would have appreciated a few more concrete examples for how regular classroom teachers could help mainstreamed children. But I did learn a great deal and have become more knowledgeable about my view of these children and more open in my view of these youngsters."

"Great."

"Good, interesting materials were distributed. Presenters gave valuable information. Much group participation."

"Would have helped if each topic had been covered more in depth with more examples. For the amount of topics covered, it was excellent."

   b. Social Behavior

"Would like to do this inservice."

"The 'L - E - A - S - T' system seems to be a good approach, and I'm pleased and encouraged to see that I already use some of these steps."

"I know of this approach to discipline and think it is
a very effective technique. It is good to inform others
about it. I also use it in my classes."

"I have enjoyed this inservice. The information
has been very interesting and helpful. Please consider
me if other workshops are given concerning these topics
or related ones."

"Enjoyed the explanation of L - E - A - S - T."

"Liked idea of L - E - A - S - T and assertive discipline;
also the regular educator's 'attitude points'. Could use
more ideas on HOW TO schedule release time or get principal,
supervisor, etc. involved so that MAINSTREAM work could be
done."

c. Scheduling

"Sample schedules for LBD rooms and MAINSTREAM conference
times all would be helpful. Ideas for SHARED teaching across
disciplines or disabilities were great ideas."

"I was familiar with some of this information already, but
I did find it interesting to see the order of concerns a
principal has to deal with in making a master schedule."

"Was good information."

"Very understandable."

d. Communication

"Many practical suggestions for communication were shared
and discussed."

"Keeping on topic and within time frames is really important. I really appreciate this."

"I feel that I know enough now that I have a beginning for asking help of the special education teachers in our building. I was also given some concrete things, helps, and hints that I will be able to use in class."

"Good ideas from the group. Wish more regular classroom teachers were as open as the presenter!"

"Very good--especially discussion from the group."

"Would have liked samples of schedules that facilitate time for planning with the mainstream teachers. The regular educator's example of adjustments were super. Would have liked more examples of other ways to incorporate adjustments into their regular classrooms. Didn't give us any ideas of HOW to arrange conference time, get principals involved in a positive manner, etc.

"Very pleased with comments given by the panel and others attending this inservice. Would <u>love</u> for my principal to witness this very <u>positive</u> session on communication!!"

"The ideas presented on movable board (Adjust and Apie)-- very helpful, and I think I will be able to suggest to teachers and use in my situation. Helpful session."

e. Attitudes

"I enjoyed the session very much. It wasy very informative and will be helpful."

"Handouts and Perceptual Preferences activity--helpful.
Preview filmstrip and tape--if not understandable--get one
that is, or don't use. Presentation of ideas--fine."

As with the elementary sessions, the secondary sessions received
some negative critical comments:

2. Secondary

    a. Curriculum

"Generally go over handouts, but do not read. Cut out
general rap session after showing of film or limit time
allotted. Handouts--fine."

"Materials covered were relevant. However, I felt one
participant was allowed to share too many personal views
all of which were not that interesting to the total group.
The 'experts' could have given more specific suggestions,
on what to do for individual students to make adjustments
in curriculum."

    b. Attitudes

"It seems that we discussed attitudes earlier in our
sessions and these discussions probably had the greatest
impact on me. I do feel that this is probably one of the
most important aspects of mainstreaming."

"Could have included more How to change parent, child,
teachers, administrators to get them involved. Enjoyed
the items the special educator brought up in the area of
neuropsychology."

"Could not understand tape and you lost me in the middle of it."

"This appears to be a topic in itself, and we just touched the surface--could have spent much more time on the subject!!"

c. Scheduling

"I was interested in finding out techniques others use to schedule LDB students in and out of classes.--Also setting up their schedules for the students--not general scheduling."

Unfortunately, these questionnaires were not always completed with the identification of the "Job Title/Position" of the participant as requested, precluding further analysis. The attitudinal questionnaires were collected and reviewed by the presenters at the conclusion of each of the five sessions in order to provide them immediate feedback.

LIST OF REFERENCES

Abidin, R. R., & Seltzer, J. Special education outcomes: Implications for implementation of Public Law 94-142. Journal of Learning Disabilities, 1981, 14 (1), 28.

Alberto, P. Mainstreaming: Implications for training regular class teachers. Education and Training of the Mentally Retarded, 1978, 13 (1).

Alexander, C., & Strain, P. S. A review of educators' attitudes toward handicapped children and the concept of mainstreaming. Psychology in the Schools, 1978, 15 (3), 390-396.

Algozzine, B., & Curran, T. J. Teacher's predictions of children's school success as a function of their behavioral tolerances. The Journal of Educational Research, 1979, 72 (6), 344-347.

Allen, C. The discrepancy evaluation model: A brief overview. Charlottesville, VA: Evaluation Research Center, 1973.

Alvir, H. P. Professional training activities as a part of mainstreaming the handicapped: An analytical survey of the literature. 1978. (ERIC Document Reproduction No. ED 168254).

Anderson, W. Who gets a special education? In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 6-11.

Balow, B., Fuchs, D., & Kasbohm, D. Teaching nonreaders to read: An evaluation of the basic skill center in Minneapolis. Journal of Learning Disabilities, 1978, 11, 351-354.

Barngrover, E. Clearinghouse: A study of educators' preferences in special education programs. Exceptional Children, 1971, 37 (10), 754-755.

Battaglia, M. Mainstreaming from plan to program: From the perspective of the regular classroom teacher. Paper presented at the 55th Annual International Convention, Atlanta, Georgia. The Council for Exceptional Children, April 11-15, 1977.

232

Beery, K. Models for mainstreaming. San Rafael, CA: Dimensions Publishing Company, 1972.

Berness, H. J. Action for handicapped children. In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 88-91.

Best, J. W. Research in education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1968.

Birch, J. W. The myth of individualization, or beyond lip service in colleges of education. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 66-82.

Birch, J. W. Issues and problems in mainstreaming. In P. H. Mann (Ed.), Shared responsibility for handicapped students: Advocacy and programming. Miami, FL: Banyan Books, Inc., 1976, 18-26.

Birch, J. W. Regular school personnel and programs. In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 77-83.

Blatt, B. Handicapped children in model programs. In M. C. Reynolds & M. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 71-76.

Bond, R. Attitudes that can affect success in teaching handicapped students in regular classes. In R. Weisgerber (Ed.), Vocational education: Teaching the handicapped in regular classes.

Bower, E. M. Early identification of emotionally disturbed children. Springfield, IL: Charles C. Thomas, 1969, 22.

Breuning, S. E. & Regan, J. T. Teaching regular class material to special education students. Exceptional Children, 1978, 45 (3), 180-187.

Brolin, D. E. (Ed.) The life centered career education curriculum. In Life centered career education: A competency based approach. Reston, VA: The Council for Exceptional Children, 1978.

Brolin, D., Malever, M., & Matyas, G. Price needs assessment study: Working paper no. 7. Columbia: University of Missouri, 1976.

Brophy, J. E., & Good, T. L. Teacher-student relationships: Causes and consequences. New York: Holt, Rinehart and Winston, 1974.

Brown, V. I., & Wood, F. H. A partnership between regular and special educators: From adversaries to advocated. In Exceptional students in secondary schools. Reston, VA: Council for Exceptional Children, 1978, 56-59.

Brown, W. J., Jr. The effect of in-service education and resource unit components on teacher and student learning. Research Series in Occupational education, No. 12. Raleigh, N.C.: State Department of Public Instruction, 1977.

Bruner, J. S., Olver, R. R., & Greenfield, P. M. Studies in cognitive growth. New York: Wiley, 1967.

Burgdorf, R. L., Jr. The doctrine of the least restrictive alternative. In R. A. Johnson, R. F. Weatherman & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1976, 143-155.

Burke. P. J. Innovation and evaluation in personnel preparation. The map, the mission and the mandate: Personnel preparation and Public Law 94-142. Second Annual Regional Conference, Division of Personnel Preparation, Bureau of Education for the Handicapped, U. S. Office of Education, Alburquerque: University of New Mexico, 1977, 31-37.

Burrello, L. C., & Sage, D. D. Leadership and change in education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979.

Burrello, L., Tracy, M., & Schultz, E. Special education as experimental education: A new conceptualization. Exceptional Children, 1973, 40, 29-33.

Calhoun, G., Jr. Hyperactive emotionally disturbed and hyperkinetic learning disabilities: A challenge for the regular classroom. Adolescence, 1978, 13 (50), 335-338.

Carroll, J., Katz, S. G., Waters, C., & Zaremba, S. An effective model for maintreaming emotionally impaired students. Paper presented at the 56th Annual International Convention, Kansas City, Missouri: The Council for Exceptional Children, May 2-5, 1978, Session W3. (ERIC Document Reproduction No. ED 153406).

Carroll, A., & Purdy, J. Inservice program to assist teachers to effectively service students with exceptional needs in the mainstream (Final Report.) Sacramento: California State Department of Education, 1979. (ERIC Document Reproduction No. ED 162453).

Chiba, C., & Semmel, M. New emphasis on parental participation. Viewpoints, 1977, 53 (2), 197-29.

Clark, G. Attitudes of Utah physical educators toward handicapped students. Ann Arbor: University of Michigan, 1978.

Comptroller General of the United States. Training educators for the handicapped: A need to redirect federal programs. Washington, D. C.: .U. S. General Accounting Office, 1976.

Cooper, J. O., & Hunt, K. P. A cooperative approach to inservice training. In T. M. Stephens & A. C. Hartman (Eds.), Viewpoints in teaching and learning. Indiana: Indiana University, 1978, 54 (4), 61-69.

Corey, S. M. Action research to improve school practice. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

Cornell, T. D. A systematic approach to needs assessment. Tucson, Arizona: EPIC Evaluation Center, 1970.

Corrigan, D. C., & Howey, K. R. The future: Creating the conditions for professional practice. In D. C. Corrigan & K. R. Howey (Eds.), Special education in transition. Reston, VA: The Council for Exceptional Children, 1980, 197-212.

Cronk, M. S. Attitude change toward trainable mentally retarded: Mainstreaming in reverse. 1978. (ERIC Document Reproduction Service No. ED 158 509).

Cruickshank, W. M. Myths and realities in learning disabilities. Journal of Learning Disabilities, 1977, 10 (1), 51-58.

Davis, E. D. Promising practices in mainstreaming for the secondary school principal. Connecticut State Department of Education, 1977. (ERIC Document Reproduction Service N. ED 161 189).

Davis, S. Some factors affecting administrators' opinions of recommended mainstreaming procedures. Unpublished Master's Thesis, California State University, Hayward, 1975.

Deever, R. M., & Johnston, L. D. A staff development program for mainstreaming secondary handicapped students. (Research Reports on Educational Administration Vol. VII, No. 3.). Tempe, Arizona: Arizona State University, Bureau of Educational Research and Services, 1977. (ERIC Document Reproduction Service No. ED 181 586).

Delec, A. V. The attitudes of public school administrators and teachers toward the integration of children with special needs into regular education programs. Ann Arbor: University of Michigan, 1976.

Delgado, G. L., & Shellem, G. W. Mainstreaming personnel: Where are we going? Washington, D. C.: Gallaudet College, 1978. (ERIC Document Reproduction Service No. ED 158 466).

Delp, H. A., & Boote, K. Mainstreaming of the exceptional: In the future or now? The School Administrator, 1975, 10 (9), 18-19.

Deno, E. N. Educating children with emotional, learning, and behavior problems. Minneapolis: University of Minnesota, 1979.

Deno, E. N. Strategies for improvement of education opportunities for handicapped children: Suggestions for exploitation of EPDA potential. In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 12-20.

Dewey, J. E. Vocational education. Exceptional children in secondary schools. Reston, VA: The Council for Exceptional Children, 1978.

Dillon-Peterson, E. Staff development issues relating to P.L. 94-142: A local education agency perspective. In D. C. Corrigan & K. R. Howey (Eds.), Special education in transition. Reston, VA: The Council for Exceptional Children, 1980, 165-180.

Di Sipio, Z., Nake, J., & Perney, J. How classroom teachers view the resource room. Journal for Special Educators, 1979, 15 (3), 283-287.

Di Sipio, Z., Nake, J., & Perney, J. How classroom teachers view the resource room--Part I. Journal for Special Educators of the Mentally Retarded, 1978, 14 (3), 164-172.

Dixon, B. The administrator's role in fostering the mental health of special services personnel. Connecticut: University of Connecticut, 1979. (ERIC Document Reproduction Service No. ED 171 086).

Du Clos, C. Mainstreaming exceptional children: A guideline for the principal. Urbana, IL: Illinois University, Lake County Special Education District, 1977. (ERIC Document Reproduction Service No. ED 151 991).

Dunn, L. M. Special education for the mildly retarded: Is much of it justified? Exceptional Children, 1968, 35 (1), 5-24.

Egner, A. (Ed.) Individualizing junior and senior high school instruction to provide special education within regular class-rooms, the 1972-1973 research service reports of the secondary special education project. Vermont University, Burlington College of Education, 1973. (ERIC Document Reproduction Service No. ED 095 688).

Egner, A., & Paolucci, P. For the sake of the children: Some thoughts on the rights of teachers who provide special education within regular classrooms. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 29-47.

Erickson, D. K. Formula for change. In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 92-99.

Fitzpatrick, J. L., & Beavers, A. An inservice course on mainstreaming: An innovative media approach. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada, March, 1978.

Foley, J. M. Effect of labeling and teacher behavior on children's attitudes. American Journal of Mental Deficiency, 1979, 83 (4), 380-384.

Foley, L. S., & Holland, C. A. Analysis of state IEP monitoring and compliance procedures as found in annual program plans. Washington, D. C.: Mid-East Regional Resource Center and National Association of State Directors of Special Education, 1978. (ERIC Document Reproduction Service No. ED 155 882).

Folman, R., & Budoff, M. Attitudes toward school of special and regular class adolescents studies in learning potential, (Vol. 2, No. 32). Cambridge, Mass.: Research Institute for Educational Problems, 1972, 44. (ERIC Document Reproduction Service No. ED 085 971).

Foster, G. G., Ysseldyke, J. E., & Reese, J. H. I wouldn't have seen it if I hadn't believed it. In S. E. Hasazi (Ed.), Mainstreaming momentum: Implementing the least restrictive environment concept. Reston, VA: The Council for Exceptional Children, 1980.

Frank, M., & VanderVern, K. Mainstreaming, Part 2. Children in Contemporary Society, 1978, 11 (3), 72-94. (ERIC Document Service No. ED 153 382).

Gallagher, J. J. The special education contract for mildly handicapped children. Exceptional Children, 1972, 38, 527-535.

Gear, G., McCormick, L., Peat, I., & Donaldson, C. Mark and Amy: The disturbing children in your classroom. Washington, D. C.: Bureau of Education for the Handicapped (DHEW/OE), 1979.

Gearheart, B. R., & Weishahn, M. W. The handicapped student in the regular classroom. St. Louis: The C. V. Mosby Company, 1980.

Geddes, D. M., & Summerfield, L. (Revised) Integrating persons with handicapping conditions into regular physical education and recreation programs. Washington, D. C.: American Alliance for Health, Physical Education and Recreation, Information and Research, 1977. (ERIC Document Reproduction Service No. ED 159 856).

Georgia State Department of Education. A look at vocational programming for the secondary educable mentally retarded. Atlanta, GA: Division of Special Education, 1974. (ERIC Document Reproduction Service No. ED 094 513).

Gerlach, K. Activities for involvement: Inservice ideas for attitudinal change and awareness. Sioux Falls, SD: Augustant College, 1979. (ERIC Document Reproduction Service No. ED 177 795).

Gill, D. H., & Sanovsky, R. Cross-training vocational and special educators: Report of a workshop. Statesboro, GA: Georgia Southern University, 1978. (ERIC Document Reproduction Service No. ED 168 271).

Glicking, E. E., Murphy, L. C., & Mallory, D. W. Teachers' preferences for resource services. Exceptional Children, 1979, 45 (6), 442-449.

Glockner, M. Integrating handicapped children into regular classrooms. (with abstract Bibliography). Urbana, IL: ERIC Clearninghouse on Early Childhood Education, 1973. (ERIC Document Reproduction Service No. ED 081 500).

Gollay, E., & Bensberg, G. J. Making better use of support sources. School Shop, 1978, 37 (8), 54-56.

Goodman, H., Gottlieb, J., & Harrison, R. H. Social acceptance of EMRS integrated into a nongraded elementary school. Massachusetts: Research Institution for Educational Problems, 1971. (ERIC Document Reproduction Service No. ED 050 510).

Goodman, L. Academics for handicapped students in our secondary schools: Where do we begin? Exceptional students in secondary schools. Reston, VA: The Council for Exceptional Children, 1978, 60-77.

Green, M. The individualized education program: A team approach. Des Moines, IA: Drake University, Midwest Resource Center, 1978. (ERIC Document Reproduction Service No. ED 169 712).

Gronlund, N. E. Measurement and evaluation in teaching. New York: The Macmillan Company, 1965.

Grotsky, J. N. Mainstreaming, integration, deinstitutionalization, nonlabeling, normalization, or declassification. In P. H. Mann (Ed.), Shared responsibility for handicapped students. Miami, FL: Banyan Books, Inc., 1976, 142-154.

Guerin, G. R., & Szatlocky, K. Integration programs for the mildly retarded. Exceptional Children, 1974, 41 (3), 173-179.

Gulling, T. B., & Rucker, C. N. Labels and teacher expectations. Exceptional Children, 1977, 43 (2), 464-465.

Hall, K. A., Cartwright, H. P., & Mitzel, H. E. Care: Computer assisted renewal education. In P. H. Mann (Ed.), Mainstream special education: Issues and perspectives in urban centers. Reston, VA: The Council for Exceptional Children, 1979, 119-133.

Halpert, J. J. Social effectiveness and reintegration of mentally retarded pupils. Ann Arbor, Michigan: University of Michigan, 1978.

Harasymiq, S. J., & Horne, M. D. Teacher attitudes toward handicapped children and regular class integration. Journal of Special Education, 1976, 10 (4), 393-400.

Haring, N. G. A strategy for the training of resource teachers for handicapped children. In M. C. Reynolds and M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 107-117.

Haring, N. G., & Hauck, M. A. Improved learning conditions in the establishment of reading skills with disabled readers. Exceptional Children, 1969, 35, 341-351.

Hawkins, S. C. Successful secondary school strategies for exceptional youth: A conversation with Ernest A Gotts and Katherine E. Hargrove. Education and Training for the Mentally Retarded, 1979, 14 (1), 34-38.

Haywood, H. C. Learning disabilities reconsidered: A report of the Wayne County Committee for the study of children with learning disabilities, 1967-1969. Detroit, Michigan: Wayne County Intermediate School District, Detroit. Office of Education (DHEW), Washington, D. C.: 1969. (ERIC Document Reproduction Service No. ED 033 487).

Heath, E. J. Inservice training: A proposal to upgrade teacher readiness: Working paper 45.1. Bloomington, Indiana: Indiana University, Center for Innovation in Teaching the Handicapped, 1974. (ERIC Document Reproduction Service No. ED 111 141).

Hedgecock, D. Facilitating integration at the junior high level: Observations of a teacher-tutor. The Volta Review, 1974, 76 (3), 182-188.

Hewett, F. M. Handicapped children and the regular classroom. In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 100-106.

Hewett, F. M. with S. R. Forness. Education of exceptional learners, (2nd Edition). Boston: Allyn and Bacon, Inc., 1977.

Higgins, F. D. Mainstreaming: An overview and update. Oregon School Study Council, 1976, 19 (7), 1-34.

Himes, H. W. Selected educators' perceptions concerning the successful integration of handicapped children into the regular classroom. Los Angeles, CA: University of Southern California, 1976.

Hlidek, R. Creating positive classroom environments. In Maynard C. Reynolds (Ed.), Social environment of the schools. Reston, VA: The Council for Exceptional Children, 1980.

Hosiak, P. P. Emotional disturbance. Can emotionally disturbed students be integrated? An in-depth review of the pertinent literature. Montreal (Quebec): McGill University, 1976. (ERIC Document Reproduction Service No. ED 135 176).

Hughes, J. H. Mainstreaming the handicapped in preparatory occupational education programs in North Carolina. (Final Report) Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.: (BBB09443), June, 1979. (ERIC Document Reproduction Service No. ED 164 985).

Iano, R. P. Shall we disband special classes? Journal of Special Education, 1972, 6 (2), 167-177.

Ingram, R. H. A study to determine the attitudes of selected public school teachers toward handicapped children in West Virginia. Ann Arbor, Michigan: University Microfilms International, 1976.

Isaac, S., & Michael, W. B. Handbook in research and evaluation. San Diego, CA: EdITS Publishers, 1976.

Johnson, D. W., & Johnson, R. T. The classroom as a social system: Classroom learning, structure, and mainstreaming. In D. C. Corrigan & K. R. Howey (Eds.), Special education in transition. Reston, VA: The Council for Exceptional Children, 1980, 105-136.

Johnson, D. W., & Johnson, R. T.   Integrating handicapped students into the mainstream. Exceptional Children, 1980, 47 (2), 90-98.

Johnson, D. W., Johnson, R. T., Nelson, D., & Read, S. Mainstreaming: Development of positive interdependence between handicapped and nonhandicapped students. Minnesota: University of Minnesota, National Support Systems Project, 1978.

Johnson, R., & Johnson, D. W. The social integration of handicapped students into the mainstream. In Maynard C. Reynolds (Ed.), Social environment of the schools. Reston, VA: The Council for Exceptional Children, 1980.

Jones, R. L., Gottlieb, J., Gusking, S., & Yoshida, R. D. Evaluating mainstreaming programs: Models, caveats, considerations, and guidelines. Exceptional Children, 1978, 44 (8), 588-601.

Joyce, B. R., McNair, K., Diaz, R., McKibbin, M. D., Waterman, F. T., & Baker, M. G. Interviews: Perceptions of professionals and policy makers. California: Stanford University, 1976. (ERIC Document Reproduction Service No. ED 142 546).

Kaufman, M., Gottlieg, J., Argard, J. A., & Kukic, M. B. Mainstreaming: Toward an explication of the construct. Alternatives for Teaching Exceptional Children, 1975, 7 (3).

Kavanagh, E. A classroom teacher looks at mainstreaming. Elementary School Journal, 1977, 77 (4), 318-322.

Kehle, T. J., & Guidubaldi, J. Do too many cooks spoil the broth? Journal of Learning Disabilities, 1980, 13 (9), 26-30.

Keogh, B., & Lovitt, M. L. Special education in the mainstream: A confrontation of limitations. Focus on Exceptional Children, 1976, 11 (8), 1-11.

Kirsch, G. Project harmony: Success for the learning disabled in the mainstream. (ERIC Document Reproduction Service No. ED 163 721).

Kausmeier, H. J. Discussion. Minnesota Education, 1976, 2 (2), 31-35.

Knoblock, P. Intervention approaches in educating emotionally disturbed children. Syracuse, NY: Syracuse University Press, 1966.

Kokaszka, R., & Drye, J. Toward the least restrictive environment: High school L.D. students. Journal of Learning Disabilities, 1981, 14 (1), 22-23.

Kosko, K. E. A course designed for the regular classroom teacher in diagnosing and prescribing for the learning disabled child. Moumouth, Oregon: Oregon College, 1978. (ERIC Document Reproduction Service No. ED 165 388).

Krumholz, B. A. Academic achievement of students before and during placement in classes for the educationally handicapped. Master's Thesis, University of Southern California, 1975.

Kuveke, S. H. School behaviors of educable mentally retarded children. Ann Arbor, Michigan: University Microfilms International, 1978.

Lemons, A. L. Special education or special classes for the educable mentally handicapped child: What direction USDESEA? USDESEAN (Educators Professional Journal-European Area), 1972, 1, 39-43.

Lewis, A. J. Handicapped children in regular schools. In M. C. Reynolds & M. D. Davis (Eds.), Exceptional children in regular classrooms. Minneapolis: University of Minnesota, 1979, 43-50.

Lilly, M. S. Special education: A tempest in a teapot. Exceptional Children, 1970, 37, 43-49.

Lilly, M. S. Special education in transition: A competency base for classroom educators. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 48-65.

Long, N. J., Morse, W. C., & Newman, R. G. Conflict in the classroom. Belmont, CA: Wadsworth, 1971.

Love, H. D. Educating exceptional children in regular classrooms. Springfield, IL: Charles C. Thomas, 1972.

Lyon, S. · Teacher non-verbal behavior related to perceived pupil social-personal attributes. Journal of Learning Disabilities, 1977, 10, · 173-177.

MacMillan, D. L., & Becker, L. D. Mainstreaming the mildly handicapped learner. In R. D. Kneedler & S. G. Taver (Ed.), Changing perspectives in special education. Columbus, Ohio: Charles E. Merrill Publishing, Co., 1977, 208-227.

Mann, P. H., & Brezner, J. L. Labeling and minority groups: An issue. In P. H. Mann (Ed.), Mainstream special education: Issues and perspectives in urban centers. Reston, VA: The Council for Exceptional Children, 1980, 37-43.

Manzitti, E. T., Boratznski, F., & Rader, B. T. An evaluation of mainstreaming in vocational education programs in the state of Michigan. East Lansing: Michigan State University, College of Education, 1976. (ERIC Document Reproduction Service No. ED 132 767).

Markell, C. Exceptional students in regular classes: Interviews with 43 North Dakota elementary teachers. North Dakota: Minot State College, 1976. (ERIC Document Reproduction Service No. ED 117 912).

Marrs, L. W., & Helge, D. The role of needs assessment in program planning and evaluation. The Journal of Special Education, 1978, 13 (2), 143-151.

Martin, E. W. Mainstream educator training and the federal government. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 165-172.

Martin, E. W. Introduction: Mainstreaming as national policy. In P. H. Mann (Ed.), Shared responsibility for handicapped students: Advocacy and programming. Miami, FL: Banyan Books, 1976, 13-16. (a)

Martin, E. W. Some thought on mainstreaming. High School Journal, 1976, 59 (7), 271-274. (b)

Martin, R. Educating handicapped children: The legal mandate. Champaign, IL: Research Press Company, 1979.

Martinson, M. C. Mainstream educator training and regional center. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 156-164.

Massie, D. Update on education of the handicapped. Today's Education, 1978, 67 (3), 60-62.

McCauley, R. W., & Morris, P. S. Placement of handicapped children by Canadian mainstream administrators and teachers: A Rucker-Gable survey. Paper Presented at the 55th Annual International Convention, Atlanta, GA: The Council for Exceptional Children, April 11-15, 1977.

McGargal, J. T. The NEA position on mainstreaming. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis, University of Minnesota, 1975, 136-139.

McKeown, E. N. Planning for the individual needs of exceptional learners in a fast growing metropolitan community. Paper presented at the 1st World Congress on Future Special Education, Stirling, Scotland: June 25-July 1, 1978.

McMillan, D. L., Meyers, C. E., & Yoshida, R. K. Regular class teachers' perceptions of transition programs for EMR students and their impact on the students. Psychology in the Schools, 1978, 15 (1), 99-103.

Merz, W. R., & Raske, D. E. Least restrictive educational environment pupil match. Sacramento, CA: State Department of Education, 1978. (ERIC Document Reproduction Service No. ED 163 667).

Meyen, E. L., Vergason, G. A., & Whelan, R. J. Strategies for teaching exceptional children. Denver: Love, 1972.

Miller, T. L., & Sabatino, D. A. An evaluation of the teacher consultant model as an approach to mainstreaming. Exceptional Children, 1978, 45, 85-91.

Minor, J. A., Jr. Dan school systems respond: Perspectives from line administrators. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 116-122.

Moore, J., & Fine, M. J. Regular and special class teachers' perceptions of normal and exceptional children and their attitudes toward mainstreaming. Psychology in the Schools, 1978, 15 (2), 253-259.

Morrissey, P. A., & Safer, N. Implications for special education: The individualized education program. Viewpoints, 1977, 53 (2), 31-33.

Mosley, W. J., & Spicker, H. H. Mainstreaming for the educationally deprived. Theory Into Practice, 1975, 14 (2), 73-81.

Munson, H. L. Pupil selection and program development problems in mainstreaming the handicapped child. Rochester, N.Y.: Rochester University, 1978. (ERIC Document Reproduction Service No. ED 954 552).

National Advisory Committee on the Handicapped. The unfinished revolution: Education for the handicapped. Washington, D. C.: U. S. Government Printing Office, 1976.

National Education Association. Education for all handicapped children: Consensus, conflict and challenge. Washington, D. C.: Teacher Rights Division, 1978. (ERIC Document Service No. ED 157 214).

National Public Radio. Handicapped children in the classroom: Program No. 97. Washington, D. C.: George Washington University, Institution for Educational Leadership, 1977. (ERIC Document Reproduction Service No. ED 149 554).

Nazzaro, J. Second dimension: Special education administrators view the field. Arlington, VA.: Council for Exceptional Children, Information Center on Exceptional Children, 1973. (ERIC Document Reproduction No. ED 073 585).

Neumann, E. M., & Harris, A. C. Comparisons of attitudes toward mainstreaming preschool and kindergarten children with special needs. Sacramento, CA: State Department of Education, 1977. (ERIC Document Reproduction Service No. ED 148 092).

Novotny, P. A. Mainstreaming the EMR is neither a panacea nor a simple solution: A research study. 1974. (ERIC Document Reproduction Service No. ED 101 522)

Nunnally, J. C. Educational measurement and evaluation. New York: McGraw-Hill Book Company, 1964.

Oaks, C. A., Smith, C. R., White, M. A., & Peterson, R. Considerations in the integration of behaviorally disordered students into the regular classroom: Implications for the school principal. 1979. (ERIC Document Reproduction No. ED 171 096)

Osterling, O. The efficacy of special education. Uppsala: Almquist & Wiksells, 1967.

Overline, H. M. Mainstreaming: Making it happen. Hayward: California State University, 1977. (ERIC Document Reproduction No. ED 149 514)

Palmer, D. J. Regular: Classroom teacher's attributions and instructional prescriptions for handicapped and non-handicapped pupils. Journal of Special Education, 1979, 13 (3), 325-327.

Pecheone, R. L., & Gable, R. K. The identification of in-service training needs and their relationship to teacher demographic characteristics, attitude toward, and knowledge of mildly handicapped children. (Res. Report Series). Storrs, CT: Connecticut University, 1978. (ERIC Document Reproduction Service No. ED 156 628)

Peters, R. S. A study of the attitudes of elementary teachers toward exceptional children in the mainstream. Ann Arbor: University Microfilms International, 1977.

Pipes, L. (Ed.) Teachers talk: P. L. 94-142 reaches the classroom. A look at early reactions to the education for all handicapped children act. Washington, D. C.: National Education Association, 1978.

Pugmire, J., & Farrer, K. A program to assist educational personnel to teach students of wide variability in regular classrooms. (Director's Annual Progress Report) Logan, Utah: Utah State University, 1971. (ERIC Document Reproduction Service No. ED 054 069)

Rauth, M. The education for all handicapped children act (P.L. 94-142): Preserving both children's and teachers' rights. Washington, D. C.: American Federation of Teachers, 1978. (ERIC Document Reproduction Service No. ED 162 979)

Rauth, M. Mainstreaming: A river to nowhere or a promising current? A special report to the aft task force on educational issues. Washington, D. C.: American Federation of Teachers, 1978. (ERIC Document Reproduction Service No. ED 162 976)

Reusswig, J. S. Mirror, mirror on the wall. In P. H. Mann (Ed.), Shared responsibility for handicapped students: Advocacy and programming. Miami, FL: Banyan Books, Inc., 1976, 51-55.

Reynolds, M. C. Current practices and programs in training the mainstream educator. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 67-95. (a)

Reynolds, M. C. More process than is due. Theory Into Practice, 1975, 14 (2), 61-68. (b)

Reynolds, M. C. Basic issues in restructuring teacher education. Journal of Teacher Education, 1978, 29, 219. (a)

Reynolds, M. C. Secondary and special education: Sharing the agonies of change. Exceptional Students in Secondary Schools. Reston, VA: The Council for Exceptional Children, 1978, 9-16. (b)

Reynolds, M. C. Personal development and the least restrictive alternative. Interchange, Urbana, Illinois: University of Illinois, 1980. (a)

Reynolds, M. C. Technical assistance: Some possibilities. In
P. H. Mann (Ed.), Mainstream issues and perspectives in urban
centers. Reston, VA: The Council for Exceptional Children,
1980, 154-164. (b)

Reynolds, M. C., & Birch, J. W. Teaching exceptional children in all
America's schools. Reston, VA: The Council for Exceptional
Children, 1977.

Ringlaben, R. P., & Price, J. R. Regular classroom teachers perceptions
of mainstreaming effects. Exceptional Children. 1981, 47 (4),
302-304.

Ritter, D. R. Surviving in the regular classroom: A follow-up of
mainstreamed children with learning disabilities. Journal of
School Psychology, 1978, 16, 253-256.

Ross, J. W., & Weintraub, F. J. Policy approaches regarding the impact
of graduation requirements on handicapped students. Exceptional
Children, 1980, 47 (3), 200-203.

Rubin, R., & Balow, B. Learning and behavior disorders: A longitu-
dinal study. Exceptional Children, 1971, 38, 293-299.

Rubin, R. A. Identification of handicapped children and the classroom
teacher. In R. A. Johnson, R. F. Weatherman, & A. M. Rehmann
(Eds.), Handicapped youth and the mainstream educator (Vol. 4).
Minneapolis: University of Minnesota, 1975, 96-100.

Rubin, R. K., Krus, P., & Balow, B. Factors in special class placement.
Exceptional Children, 1973, 39, 525-531.

Rude, C. R. Trends and priorities in in-service training. In
S. E. Hasazi (Ed.), Mainstreaming momentum: Implementing the
least restrictive environment concept. Reston, VA: The Council
for Exceptional Children, 1980.

Rumble, R. R. A survey of the attitudes of secondary vocational
cluster teachers toward the mainstreaming of handicapped learners.
(A Research Project in Vocational Education in the Portland
Public Schools). Oregon: Portland Public Schools, 1978. (ERIC
Document Reproduction Service No. ED 162 478) (a)

Rumble R. R. Vocational education for the handicapped. Clearinghouse,
1978, 52 (3), 132-135. (b)

Rust, J. O., Miller, L. S., & Wilson, H. W. Using a control group to
evaluate a resource room program. Psychology in the Schools,
1978, 15, 503-506.

Sameroff, A., & Chandler, M. An editorial on the continuum of care-taking casualty. Diviaion of Developmental Psychology, American Psychological Association Newsletter, Winter, 1973, 3.

Sarason, S. D., & Doris, J. Educational handicap, public policy, and social history. New York: The Free Press, 1979.

Sattler, J., & Notari, C. Results of questionnaire on integration of non-sensory handicapped children. IL: Illinois University, Urbana Department of Special Education, 1973. (ERIC Document Reproduction Service No. ED 081 149.)

Saunders, B. T. The effect of the emotionally disturbed child in public school classroom. Psychology in the Schools, 1971, 8 (1), 23-26.

Savage, J. F., & Mooney, J. F. Language arts instruction for main-streamed pupils. Paper presented at the 69th Annual Meeting of the National Council of Teachers of English, San Francisco, CA: November 22-24, 1979.

Schein, E. H. Process consultation: Its role in organizational development. Reading, Massachusetts: Addison-Wesley, 1969.

Schenck, S. J., & Levy, W. K. IEP's: The state of the art--1978. Hightown, N.J.: Northeast Regional Resource Center, 1979. (ERIC Document Reproduction Service Reproduction Service No. ED 175 201).

Schorn, F. R. A study of an in-service practicum's effects on teachers: Attitudes about mainstreaming. Ann Arbor: University Microfilms International, 1976. (ECER Document Reproduction Service NO. EC 101 002)

Schultz, J., Kohlmann, E., & Davisson, J. Assessment of learning centers as a teaching/learning strategy in mainstreamed classes. Paper presented at the Annual Meeting of the American Educational Research Association, (Session No. 8.04). Toronto, Ontario, Canada: March 28, 1978. (ERIC Document Reproduction Service No. ED 170 327)

Scriven, M. Some issues in the logic and ethics of mainstreaming. Minnesota Education, 1976, 2 (2), 61-64.

Seely, T., Durkin, P., Bingham, A., & Deane, C. Behavior disorders program design. Atlanta, GA: State Department of Education 1974. (ERIC Document Reproduction Service No. ED 108 421)

Severance, L., & Gastrom, L. Effects of the label "mentally retarded" on causal explanations for success and failure outcomes. American Journal of Mental Deficiency, 1977, 81, 547-555.

Sheare, J. B. Social acceptance of EMR adolescents in integrated programs. American Journal of Mental Deficiency, 1974, 78 (6), 678-682.

Simpson, R. G. Resolving issues relevant to the education of secondary school aged youth with behavior disorders. Paper presented at the 57th Annual International Convention, Dallas, TX: The Council for Exceptional Children, April 22-27, 1979. (Session TH-39)

Singleton, K. The role of the resource specialist in increasing positive attitudes toward having individuals with special needs enrolled in the regular classroom. (Final Report) California: Culver City Unified School District, 1976. (ERIC Document Reproduction Service No. ED 148 040)

Smith, C. Students with mental retardation. In R. Weisgerber (Ed.), Vocational education: Teaching the handicapped in regular classes. Reston, VA: The Council for Exceptional Children, 1978, 21-22.

Smith, H. A. Proliferating politics and prostituting professionalism. Colorado State University, 1978. (ERIC Document Reproduction Service No. ED 171 543)

Solomon, S. R. Mainstreaming as an approach to special education services: Organization and training. 1976. (ERIC Document Reproduction No. ED 140 519)

Spivak, F., & Kosky, E. Socially maladjusted and emotionally disturbed children. (Final Report) New York: Teaching and Learning Research Corp., Summer, 1972. (ERIC Document Reproduction Service No. ED 085 957)

Stephens, T. M., & Braun, B. L. Measures of regular classroom teachers' attitudes toward handicapped children. Exceptional Children, 1980, 46 (4), 292-294.

Stowell, M. A. Handicapped learner participation in vocational education: A report on student, parent and teacher interviews. Oregon: Portland Public Schools, 1978. (ERIC Document Reproduction Service No. ED 162 479)

Tomlinson, R. M., & Fabac, J. N. Training personnel for special needs. School Shop, 1978, 37 (8), 74-75.

Tonn, M. The case for keeping mentally retarded children in your regular classrooms. American School Board Journal, 1974, 161 (8), 45.

United States Department of Health, Education & Welfare. Progress toward a free appropriate public education: Semiannual update on the implementation of Public Law 94-142: The education for all handicapped children act. August, 1979. (a)

United States Department of Health, Education & Welfare. Progress toward a free appropriate public education: A report to Congress on the implementation of Public Law 94-142: The education for all handicapped children act. January, 1979. (b)

Vacc, N. A., & Kirst, N. Emotionally disturbed children and regular classroom teachers. Elementary School Journal, 1977, 77 (4), 309-317.

Vandivier, S. S., & Vandivier, P. L. To sink or swim in the mainstream. Clearinghouse, 1979, 52 (6), 277-279.

Vergason, G. A., Smith, F. V., Jr., & Wyatt, K. E. Questions for administrators about special education. Theory Into Practice, 1975, 14 (2), 99-104.

Vogel, A. L. Integration of nine severe learning-disabled children in a junior high school core program. Academic Therapy, 1973, 9 (1), 99-104.

Warner, F., Thrapp, R., & Walsh, S. Attitudes of children toward their special class placement. Exceptional Children, 1973, 46 (4), 37-38.

Weber, M. B. Attitudes of public school teachers towards mainstreaming the mentally retarded. (Preliminary Draft). Paper presented at the Georgia Association of School Psychologists. Atlanta, GA: The Council for Exceptional Children, October, 1977.

Weckler, E., & Youngberg, M. Impact: Mainstreaming learning problems in the classroom, Part I: In classroom, Part II. Michigan, Barrien Springs Public Schools, January, 1975. (ERIC Document Reproduction Service No. ED 112 559)

Weiner, B. Achievement motivation and attribution theory. Morristown, N.J.: General Learning Press, 1974.

Wilderson, F. B. Coping power of the mainstream educator: Critical issues and problems. In R. A. Johnson, R. F. Weatherman, A. M. Rehmann (Eds.), Handicapped youth and the mainstream educator (Vol. 4). Minneapolis: University of Minnesota, 1975, 7-16.

Willenberg, E. The three d's: Decategorization, declassification and desegration. In P. H. Mann (Ed.), Mainstream special education: Issues and perspectives in urban centers. Reston, VA: The Council for Exceptional Children, 1979, 21-23.

Williams, R. J. An investigation of regular class teachers' attitudes toward the mainstreaming of four categories of mildly handicapped students. Ann Arbor: University Microfilms International, 1977. (ECER Document Reproduction Service No. EC 103 285)

Wulschleger, P., & Gavin, R. T. A secondary resource room program. A practical and applied model for effective mainstreaming. Paper presented at the 57th Annual International Convention, Dallas, TX: The Council for Exceptional Children, April 22-27, 1979, (Session W-17) 36.