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I am submitting herewith a thesis written by Susan K. Stethen entitled "An Examination of Pre-Service Teacher Training and Inclusion." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Special Education.

W. Jean Schindler
W. Jean Schindler, Major Professor

We have read this thesis
and recommend its acceptance:

Lester M. Kay
[Signature]

Accepted for the Council:

Curt Minkal
Associate Vice Chancellor and
Dean of The Graduate School

**AN EXAMINATION OF PRE-SERVICE
TEACHER TRAINING AND INCLUSION**

A Thesis

Presented for the

Master of Science Degree

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Susan K. Stethen

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Abstract

This study examined pre-service teachers' thoughts on their training and inclusion readiness and their views of this current educational trend. Regular education interns from the University of Tennessee, Knoxville, completed a Likert-type opinionaire near the end of their five-year teacher training program. Overall, the majority of the interns expressed favorable attitudes toward inclusion. More specifically, the interns that acknowledged receiving adequate training for inclusion responded more positively toward inclusionary programming. One-third of the pre-service teachers that claimed that they did not feel sufficiently prepared, though, reacted less favorably toward inclusion. This study, using the Chi square test, concluded that special education knowledge and skill acquisition generally promotes more favorable attitudes toward inclusion. (Contains 23 references.)

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CHAPTER 1

INTRODUCTION

Inclusion, special education integration, has rapidly taken root in America's classrooms due, in part, to the Least Restrictive Environment principle in IDEA (Individuals with Disabilities Education Act of 1990) and more recently, due to REI, the Regular Education Initiative. Everyone in the field of education, students, teachers, and administrators, is being affected by this further expansion of special education into general education programming. Increasing numbers of elementary and secondary schools are attempting aggressive inclusive programming, allowing special education students to become more fully integrated in the general education program. The number of students with disabilities taught in the regular education program has been steadily increasing. In 1994 the U. S. Department of Education reported to Congress that out of 4.6 million 6-21 year old students with disabilities, over 70 % are being taught in regular education classrooms all day or part of the day (Miller, 1995). As the number of students being "included" or integrated into the regular education program grows, the number of regular education teachers affected increases. Numerous studies have reported that with the implementation of inclusion comes added responsibilities for

the regular educators (Dickens-Smith, 1995; Mushinski-Fulk & Hirth, 1994; Ross & Wax, 1993; Seigel & Jausovec, 1994; Vaughn, Schumm, Jallad, Slusher, & Samuell, 1994). Oftentimes these added responsibilities have evoked very negative reactions and attitudes toward inclusion (Vaughn et al., 1994). Vaughn's study (1994) entitled "I'd Rather Pump Gas," reflects even with the title what an emotional topic inclusion has become. Other recent studies show that teachers can become more receptive toward inclusion with additional training (Dickens-Smith, 1995; Siegel & Jausovec, 1994). Many school systems, in an effort to accommodate current theories, implement staff development in-service sessions to educate and train regular education teachers to take on the extra responsibilities of inclusion. Are teacher training institutions keeping abreast of this major trend and do these institutions prepare future teachers and administrators to implement inclusion principles responsibly?

This project intends to examine regular education interns' thoughts on their training and inclusion readiness and their views of this current educational trend.

Background

Prior to 1975, the year Public Law 94-142 was passed, many children with

disabilities were denied access to public education (Heward & Orlansky, 1992). With the enactment of PL 94-142, all children with disabilities were granted the right to an education or rather a "special" education. Children with moderate and severe disabilities as well as many with mild disabilities were placed in special programs deemed appropriate per their individualized educational plan. These special programs often consisted of little, if any, regular education participation or mainstreaming. Instead, the special programs were structured for more individualized, small group classes called resource or extended resource (pullout programs), residential, or separate school programming. Regular educators then had minimal contact with these special education students. However, the Regular Education Initiative in 1986, a plan to more fully "include" these students in the regular education program, has changed past methods. For the first time, many regular educators are being asked (or directed) to accept and plan for these special education students in their classroom - the classroom where Baker and Zigmond (1990) found "undifferentiated, large-group instruction" to be the norm (p. 525).

It is not surprising that this inclusion trend is being met with some resistance (Mushinski-Fulk & Hirth, 1994; Ross & Wax, 1993; Siegel & Jausovec, 1994; Vaughn et al., 1994). The majority of regular education teachers surveyed in the Mushinski-Fulk & Hirth study (1994) felt "blatantly unprepared" and that inclusion was "being forced on them" (p. 4 and p. 9). Of the entire group

surveyed, 70% had received no coursework in special education and 84% had not participated in special education in-service training (Mushinski-Fulk & Hirth, 1994). Other studies discovered that once teachers received special education training, attitudes toward inclusion became more receptive and positive (Bender, Vail, & Scott, 1995; Dickens-Smith, 1995; Siegel & Jausovec, 1994). Since educators must provide “free and appropriate public education” in the least restrictive environment as PL 94-142 and IDEA dictate and the parents of children with disabilities demand, these studies can be valuable tools for educators developing inclusion programs (Rogers, 1993).

Statement of the Problem

With the future direction of education shifting toward increasing inclusion, and placing greater numbers of students with disabilities in the general classroom, the future direction of teacher training should simultaneously reflect this move (Putnam, Spiegel, & Bruininks, 1995). Schools and school districts that are implementing effective and successful inclusion have acknowledged the importance of professional staff development such as workshops, university coursework, visitations to other schools, etc. (Vaughn & Schumm, 1995). The role for teacher training institutions in the regular education and inclusion movement scenario

needs to be determined and aggressively enacted. Are the future regular education teachers on the front end of this movement, learning and understanding the implications of inclusion? Or are they on the back burner, unaware and possibly unprepared for planning for and teaching students with diverse needs? This project plans to investigate how current general education interns, future education teachers, perceive their training as it relates to inclusion as well as their general attitudes toward this hotly debated issue.

Purpose

The purpose of this study is to examine pre-service educators' perceived readiness for applying inclusion principles in the actual classroom and to gauge their attitudes, positive or negative, toward incorporating inclusion methods for all special-needs students.

The study will specifically try to determine the following:

1. Do regular education interns feel prepared to reach and teach students with disabilities that are "included" in the regular education program?
2. How do these interns view inclusion? Do they accept or reject the idea of including all students?
3. If these interns feel unprepared to work with the special-needs

students in an inclusive setting, do they possess less favorable attitudes toward inclusion?

4. If these interns do feel qualified to accept the responsibilities that inclusion entails do they have more positive attitudes toward it?

Null Hypothesis

There is no significant relationship between perceived competencies in special education and more positive attitudes toward inclusion.

Previous Research

In 1986 Madeline Will called for “shared responsibilities” between regular education and special education and thus began this now-controversial educational trend, inclusion (Will, 1986, p. 411). Since then many articles have been written and studies have been conducted covering the advantages and disadvantages of inclusion and yet, the debate still continues. Regular educators and special educators as well as advocacy groups such as the Council for Exceptional Children and the Council for Learning Disabilities are divided on the issue of integrating children with disabilities in the regular education program (Vaughn & Schumm,

1995). Numerous interviews and surveys have determined that many educators are reluctant to accept special-needs learners into the regular classroom (Vaughn et al., 1994; Ross & Wax, 1993; Mushinski-Fulk & Hirth, 1994; Siegel & Jausovec, 1994; Dickens-Smith, 1995). This reluctance has even been shown to correlate with the teacher's utilization of instructional strategies. Bender et al. (1995) found that teachers who do not favor "including" special-needs students generally use less accommodating strategies in their classrooms. Other current research has shown many of these reluctant attitudes can be changed to a more positive and accepting level through "inclusion" in-service training (Dickens-Smith, 1995; Siegel & Jausovec, 1994). Many educational agencies are implementing professional staff training programs to equip teachers with the additional skills they need and to promote more favorable attitudes which should lead to more successful inclusion programming. Since the push toward increasing inclusion seems eminent (Putnam et al., 1995), then future general educators need to possess the "will and skill" just as current educators do (Ross & Wax, 1993, p. 5; Mayhew, 1994; Sparapani, Able, Easton, Edwards, & Herbster, 1995). A few studies have recently been published concluding that inclusion training and acceptance appears to be gaining ground (Patton & Braithwaite, 1990; Phillips, Allred, Brulle, & Shank, 1990; Putnam et al., 1995; Sparapani et al., 1995). The Regular Education Initiative that was created by Madeline Will's call for a "shared

commitment” may yet succeed (Will, 1986, p. 415)!

Importance of the Study

Inclusion or special education training for regular education teachers and pre-service teachers can prepare teachers for the integration of special-needs students. As teachers gain knowledge about teaching students with diverse needs, many of them develop more favorable attitudes toward teaching these special-needs students (Dickens-Smith, 1995; Siegel & Jausovec, 1994). Most importantly, research has shown that teachers with more positive attitudes toward inclusion generally will better assist the “inclusion” student by more frequently utilizing accommodating strategies (Bender et al., 1995).

These accommodating strategies or modifications aid the special education student in the regular classroom so he or she can achieve academic success. But also, these same instructional techniques, when used, can allow other students, those low-achieving, regular education students who do not qualify for special services, to experience a greater success in the regular classroom. Special education training can allow regular education teachers to gain a better understanding of different learning styles and to increase their repertoire of accommodating strategies, thereby giving teachers more options than

“undifferentiated, large group instruction” (Baker & Zigmond, 1990, p. 525).

In other words, exposure to inclusion training, whether at the in-service or pre-service level, can offer teachers more options which in turn, allow both special education students and regular education students to achieve success in the regular classroom.

Definition of Terms

Many different terms have been used to define or describe the inclusion of students with disabilities in the regular education program. Even the federal law does not use these now frequently coined words. Rogers (1993) concisely interpreted these terms in her article, “The Inclusion Revolution,” as follows:

1. Mainstreaming is the term generally used “to refer to the selective placement of special education students in one or more ‘regular’ education classes.” Often the student must “keep up” with the other students in order to remain in the regular classroom. This concept describes a more traditional form of special education service delivery.

2. Inclusion is used to “refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than

moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).”

3. Full inclusion generally refers to “the belief that instructional practices and technological supports are presently available to accommodate all students (including those with moderate to severe disabilities) in the schools and classrooms they would otherwise attend if not disabled.”

4. Regular Education Initiative (REI) is a phrase created by Madeline Will, a former federal education official, in reference to the discussion to either merge the governance of special and regular education or merge the funding of each to promote the ideals for a “shared responsibility” between the special and regular education disciplines (Rogers, 1993, p. 1-2; Will, 1986, p. 411).

5. Interns refers to the pre-service student teachers that will be targeted in this research study. These subjects are graduate level student teachers from one state-supported university that are enrolled in a five-year teacher training program. Their pre-service training concludes following a one year internship experience in the public schools. Upon successful completion of this program an apprentice teacher license is granted.

Limitations

1. The subjects that complete the survey instrument are to rate their perceived competencies and their attitudes toward special education integration. Hopefully, they will answer the questionnaire truthfully and not merely respond the way they believe they “should.”

2. Even though this survey instrument was adapted from one previous instrument, there is not enough data to support the reliability and validity of the instrument.

Delimitations

This study will confine its research to only the current regular education interns at the University of Tennessee at Knoxville. These pre-service teachers are graduate students that are in a five year teacher training program. This study of perceived knowledge and skills and attitudes toward inclusion can not be extended beyond this group.

Methods and Procedures

This study was conducted in the spring 1996, to examine the aforementioned issues, teacher training in the area of special education and attitudes toward inclusion. All 259 of the regular education interns at the University of Tennessee at Knoxville were asked to respond to a Likert-type survey questionnaire. This 46 item instrument was distributed to the interns near the end of their five-year pre-service training program. They were to respond to statements about their special education training and how they feel about inclusion.

The survey data were tabulated and analyzed to examine: if pre-service teachers feel they have been trained adequately to teach special education children, what their attitudes are toward the integration of special education students, and if there is any comparison between these two variables.

Summary

The number of students being certified for special education is ever increasing (Miller, 1995). With the trend toward integrating these special-needs students in the regular classroom, the demand on regular teachers is also ever increasing (Dickens-Smith, 1995; Mushinski-Fulk & Hirth, 1994; Ross & Wax,

1993; Siegel & Jausovec, 1994; Vaughn et al., 1994). Teacher training is a must (Dickens-Smith, 1995; Mushinski-Fulk & Hirth, 1994; Patton & Braithwaite, 1990; Ross & Wax, 1993; Schumm et al., 1995; Swartz, Hidalgo, & Hays, 1992).

Numerous studies conclude that teacher training is effective, not only for conveying the knowledge and skills for teaching special-needs students but also for generating more positive attitudes toward accepting these students (Bender et al., 1995; Dickens-Smith, 1995; Siegel & Jausovec, 1994). Most importantly, the instructional strategies emphasized in special education or inclusion training may be applied to not only special education students but to all students, improving overall classroom achievement.

CHAPTER 2

RELATED LITERATURE

Introduction

The literature examined for this study falls into two distinct categories: first, a discussion on competency needs and attitudes on inclusion for current regular educators and second, a discussion on competency needs and attitudes on inclusion for those ready to enter the field, the college level interns or student teachers soon to be certified in regular education.

Regular Educators and Inclusion

Since inclusion has created such a controversy in education recently, there are many studies already published. The first study discussed is one that examined a regular education program before inclusionary programming was to begin to determine what changes would be needed. Baker and Zigmond (1990) targeted one urban elementary school for their study. They observed the teachers, surveyed and interviewed teachers, parents, and students and examined school records over

a six month period to collect data on instructional techniques and approaches being used. They concluded that “undifferentiated, large-group instruction” was the norm and “conformity, not accommodation” was common (p. 525). Their results suggested that fundamental changes must occur if the Regular Education Initiative is to work. They listed an array of skills needed and recommended in-service training and ongoing technical assistance as necessary to support these changes.

The next two studies summarized below reviewed existing inclusionary programming and by determining which approaches yielded the greatest benefits, came to similar conclusions.

Schumm et al. (1995) examined how teachers planned and made adaptations for students with learning disabilities in general education classrooms. The study analyzed preplanning, interactive planning (monitoring and making modifications during the lesson) and postplanning activities from twelve general education teachers who had been identified as effective in accommodating students with learning disabilities. Four teachers came from each grade groupings, elementary, middle and high school, to make twelve. The teachers taught in a large metropolitan school district in the southwestern United States. For one school year Schumm et al. (1995) collected qualitative and quantitative data, plus, they examined three teaching episodes (the lesson plus all planning before, during, and after) for each teacher. The results of this research suggest that preplanning

occurs at a whole class level with content coverage being the focus, and accommodations were more likely to occur during the interactive stage, when the teacher was presenting or monitoring the lesson. The authors of this study suggest that additional training is needed for teachers to expand their repertoire of accommodations, knowledge of interactive dialogue and skills at monitoring.

Ross and Wax (1993) surveyed and interviewed sixteen teachers from two states who had from one to three years experience working with mild to moderate language or learning disabled children in the classroom full day. The researchers concluded that for inclusionary programming to be successful, in-service presentations on managing classrooms, accommodating learning differences, utilizing support personnel, and interpreting special education vocabulary were needed along with time allotments for planning and collaboration. Also, the researchers concluded that pre-service teacher education should include discussions of inclusionary programs so the understanding, support, and success of inclusion can happen.

Other literature examined for this study explored teachers' attitudes toward inclusion. Vaughn et al. (1994) used focus group interviews with 25 special education teachers, 25 general education teachers, 8 Chapter One teachers, and 15 teachers of the gifted. These educators were from an urban area where 35% of the students have a first language other than English. Their results revealed that the

majority of teachers had strong, negative feelings about inclusion and that they felt excluded from the decision making. The researchers acknowledged that many of the teachers targeted had not experienced inclusion first-hand nor been involved in inclusion models that provided adequate support programs.

Mushinski-Fulk and Hirth (1994) surveyed 517 regular education teachers about their professional experience, their perceived knowledge, skills and experience needed to effectively teach students with various disabilities, their regular educational programs and special education service delivery, and recommendations for improved special services. Survey data revealed that 70% of these teachers had taken no coursework in special education and 84% of the sample had not participated in any preparatory training activities on inclusion the special education cooperative had implemented. Responses in regard to supporting inclusion were: 50% of those surveyed stated they were personally supportive of inclusion and 37% said they were not.

Both studies mentioned above reveal some alarming results about teachers' opinions toward inclusion when considering the rapid growth of inclusion programs. Both studies also reveal that the teachers sampled have had little training for, or experience with, teaching students with disabilities. The next two studies show how inclusion attitudes can change as a result of "special education" training.

Siegel and Jausovec (1994) conducted surveys before and after they trained the staff at one elementary school in special education inclusion. The training consisted of three two-hour in-service workshops and three days consulting with the teachers. The sessions included an overview of inclusion, modifications for special-needs students, and a workshop covering collaboration and communication between professionals, families, and the community. The post survey results indicated that 26% more of the teachers had a better understanding of inclusion and 25% more teachers felt better prepared for inclusion in their classroom following the in-service presentations. Eighty-four percent reported that they had tried suggestions from the in-service training and felt that they had students who benefited from these modifications. The results of this survey support the researchers' initial assumptions - that as teachers gain confidence in their skills and experience success working with students with diverse needs, then their attitudes improve.

Dickens-Smith's study (1995) followed this same premise. She surveyed one hundred special education teachers and one hundred regular education teachers before and after an in-service training session on inclusion. Teachers for the most part had a positive attitude change concerning inclusion on the follow-up survey. Regular education teachers in eleven of the twelve questions showed positive attitude changes. (The only declining score pertained to the concept of

inclusion being successful without regular educators' participation.)

The literature that has been discussed so far reveals a definite need for "special education" skill and knowledge acquisition by regular educators as one important factor necessary for inclusion to be successful. Also, this research has shown that with this acquisition generally comes a positive attitude change toward inclusion. And why is a positive attitude toward inclusion so important?

Bender et al. (1995) found that teachers with more positive attitudes toward inclusion reported more frequent and consistent use of accommodating strategies than teachers less favorably disposed toward inclusion. These researchers surveyed 127 regular education teachers from eight elementary and three middle schools from three different school districts in northeastern Georgia. The teachers answered a questionnaire relating to their teaching experience, educational background, and experience with special-needs students. They completed Likert-scale questions on the following: teachers' specific attitudes toward mainstreaming, personal teaching efficacy and limited teaching efficacy, and teachers' utilization of instructional strategies that facilitate integration of students with disabilities. Results showed that teachers with less positive attitudes used effective accommodating strategies less often. These researchers also noted that educational attitudes toward mainstreaming did correlate positively with the number of courses taken on teaching students with special needs - the more

coursework, the more positive attitudes. This study reveals that individuals with special needs that are participating in inclusionary programming are negatively affected by professionals with negative attitudes. Teachers possessing “special education” knowledge and skills and a positive attitude are a must for inclusion to be successful.

Pre-Service Teachers and Inclusion

How do teacher training institutions meet these needs for successful inclusion programming? Are future regular education teachers acquiring these “inclusion” skills and favorable inclusion attitudes? The literature suggests that pre-service training in this area is still inconsistent; some states and teacher training institutions strongly emphasize the acquisition of these skills and others do not, and studies on attitudes are even sketchier. Three studies have been done where competencies for the “inclusion teacher” were compiled. Cannon, Idol, and West (1992) investigated and identified essential teaching practices needed by both general and special educators who are responsible for educating students with mild disabilities. They selected a two hundred member panel from across the country that met specific “expert” criteria. The panelists were teachers, school administrators, program supervisors, and researchers with half of the panelists

from general education and the other half from special education. This study used the Delphi procedure to develop a literature-based questionnaire and surveyed the panel through repeated mailings that provided feedback and response opportunities. Of the 96 statements rated as essential teaching practices for mainstreaming students with mild handicaps 79 or 82% of these practices were rated as essential for both special and regular educators. According to the researchers the implications are that as schools restructure and merge general and special education as proposed in the Regular Education Initiative, then pre-service training institutions need to develop a comprehensive educational system to better meet the needs of all students, with or without disabilities.

Ellis, Rountree, and Larkin (1993) from the University of Alabama put together a list of competencies that an elementary inclusion teacher should possess. These researchers selected six special education teachers and six general education teachers from elementary schools who had knowledge of or an interest in inclusion, currently planned or already participated in inclusion programming, and had outstanding teaching ability and dedication to working with students with diverse learning needs. This group of educators determined that there were 135 competencies essential for general education and special education teachers to possess to work in inclusion settings. The researchers of this study realize that teacher training programs need to cover a wide range of options to prepare

educators for roles in inclusion schools.

The third and most current list of competencies found was compiled by The Teachers College at Emporia State University, Emporia, Kansas (1994). The goal, similar to the two mentioned above, was to determine what competencies, skills, and knowledge are needed by elementary and secondary teachers in an inclusive classroom setting. In order to compile their list of competencies a focus group was created. This group was made up of an inclusion coordinator, two principals, two regular education teachers, two special education teachers, a graduate assistant and two university coordinators. The group studied literature, made observations, and reviewed interviews and surveys completed by inclusion teachers identified as successful to assist them in compiling their competency list. These competencies were prepared with one intent; so "university and college teacher training programs could add to their curriculum to accommodate the needs of the inclusive classroom" (p. 3). It is evident from these studies that some teacher training institutions are keeping abreast of the latest educational trends and trying to program accordingly. Unfortunately, not all institutions have kept pace. According to the next two studies, special education coursework is not even a requirement for regular education certification in some states.

Patton and Braithwaite (1990) surveyed all fifty states, the District of Columbia, and Puerto Rico to determine the special education requirements for

initial certification and recertification of regular education teachers. These same researchers had conducted a similar study ten years earlier. They found a dramatic change in state special education coursework requirements for regular educators. For initial certification 71% of the states required special education coursework, while ten years before only 21% of the states mandated such. For recertification, nine states required special education coursework, whereas in the previous study, only two states required it.

Swartz, Hidalgo, and Hays (1992) collected data from all fifty states and the District of Columbia on regular education teacher training. They found that twenty-four states required special education content to be included in the regular education program while fifteen states required a specific course. (As of this study, 76% of states require some special education coursework.) Of these states that required either specific special education courses or included content, only nineteen required training in instructional methods for special-needs learners and only a few states required teaching experience with a special-needs population. The authors of this study concluded that the success of the Regular Education Initiative is directly affected by the extent to which regular educators are trained and feel competent to work with students with special needs.

The literature presented so far on regular education pre-service training and inclusion preparation suggests that many teacher training programs and state

licensing boards are seeing a need for preparing regular education teachers for special education integration and adapting their programs accordingly. Since many future regular educators are receiving training in special education, do they view inclusion favorably? The only study found that addressed this issue was one conducted by Mayhew (1994) at the University of Utah. He surveyed three groups of pre-service general education teachers to investigate the effects of special education coursework on attitudes and perceived competencies toward the integration of students with disabilities in the regular classroom. Two of the three groups had received special education coursework. The results, as predicted, revealed that subjects from the two groups that had participated in special education training, scored significantly higher in the skills and knowledge section of the survey questionnaire. The most surprising data analyzed was that all three groups responded favorably toward including special-needs students. The original hypothesis was that the group that had received no special education coursework would not respond as favorably toward mainstreaming or inclusion. The author then wondered and questioned if this group answered the way they thought they "should" rather than how they truly felt. The author concludes that the unequal size of groups and small numbers of subjects (fifty-seven in all) makes generalization of the results difficult. Also, teaching experience varied considerably between subjects; most pre-service teachers sampled had no teaching

experience. This study, because of its many limitations, does not adequately address inclusion training for pre-service regular education teachers and attitudes on inclusion. The author of this study definitely agrees, however, with all the previously mentioned literature that special education or inclusion training is needed to support the successful implementation of the Regular Education Initiative. More research is needed to address how positive attitudes toward inclusion are developed.

Summary

Much research has been done on the effects of the Regular Education Initiative, or rather, inclusion, on regular education. Since this appears to be a much debated and even emotional issue, many more studies are likely to be done. Since the direction of education indicates more inclusionary programming in the future, much work is still needed for this type of programming to succeed (Putnam et al., 1995). The literature recommends that regular education teachers and pre-service educators need to acquire the competencies, knowledge and skills to work with special-needs learners (Cannon et al., 1992; Ellis et al., 1993; Mushinski-Fulk & Hirth, 1994; Ross & Wax, 1993; Schumm et al., 1995; Siegel & Jausovec, 1994). Also, research suggests that teachers need to acquire more positive

attitudes toward teaching special-needs learners because teachers with more favorable attitudes generally tend to use more effective accommodating strategies (Bender, 1995). With more and more teacher training institutions trying to integrate special education or inclusion training into the regular education program and the one study on inclusion attitudes showing such positive attitudes from all pre-service regular education teachers, the future for inclusion and for those students with special needs is beginning to look more optimistic.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

A detailed discussion of the subjects, procedures, and instrumentation used in this study is presented in this chapter.

Subjects

The subjects selected for this study were 259 regular education interns from the University of Tennessee at Knoxville. These college students are enrolled in the College of Education's five-year internship program for teacher certification in either the elementary or secondary setting. By the time these education majors participate in the fifth-year internship program, they are admitted to graduate school for the 36 hour Track II Master's Degree. Twenty-four of these hours are applied to their professional internship year. Completion of the one-year internship experience places these "pre-service" teachers on the same level professionally as a first year teacher. The interns participated in the study during the last term of

their five-year program. During the months of April and May 1996, survey questionnaires were given to the participants.

Demographic data such as: licensure area, age, race, and gender were obtained from the survey instrument.

Data Collection Procedure

The survey, which will be described in the next section, was distributed to all regular education interns by their interning supervisors. Ideally, the subjects were to immediately respond to the survey and return it to their supervisors. If time did not permit an immediate response, then the interns were given a self-addressed stamped envelope to forward the completed survey to the principal investigator. Completed surveys were expected to be returned by the end of the school term in May.

After collection, tabulation by hand and computer was initiated. The data included frequency counts and percentile responses for the entire group of interns. Also, the data were divided into subgroups by licensure area and gender to see if any unexpected similarities were revealed. Most importantly, though, the data were reviewed to determine:

1. If the interns feel prepared to teach students with special needs;

2. How the interns feel about integrating or “including” students with special needs in the regular education setting;
3. If the interns do not feel adequately prepared to work with special-needs students, do they view inclusion principles negatively; and
4. If these interns do feel competent to teach these students do they have more positive attitudes toward inclusion?

The Chi square test, a nonparametric testing instrument, was used to examine the two variables, competencies and attitudes, and establish if they are related and the null hypothesis rejected.

Instrumentation

The survey questionnaire (see appendix) that was developed for this study was broken into three sections. The first part requested the demographic information from the subjects. Licensure area, educational unit, age, race and gender were the specific items desired. The second part was a 24-item, five point Likert Method of Summated Ratings survey on the respondents' perceived abilities and competencies in the area of special education. Specific topics chosen to assist in this self-evaluation and program evaluation process were taken from a previous instrument developed by Phillips, Allred, Brulle, and Shank (1990).

The third section of the survey was adapted from an opinionaire created by Larrivee and Cook (1979). This part also used a five point Likert-type scale. There were 22 items in this final section that asked the subjects to describe their attitudes toward inclusion. Since many items were used verbatim, two attempts were made to contact the authors of the 1979 study to obtain permission to use their survey. The attempts to contact the authors were without success.

Summary

In this chapter the subjects were identified, the methods and procedures explained and the instrumentation described. The results of this study are discussed in the following chapter.

CHAPTER 4

RESULTS

Introduction

This chapter examines the results of this study of special education pre-service training and views on inclusion. The data obtained from the distributed surveys are appraised in the following order: an examination of pre-service knowledge and skills training; an examination of attitudes on inclusion; and a comparative analysis of the inclusion instruction and preparation and views on inclusion.

An Examination of Pre-service Knowledge and Skill Training on Inclusion

Of the 252 surveys distributed to the 1995-1996 regular education interns at the University of Tennessee, Knoxville, 87 were completed and returned - a return rate of 35%. The population surveyed generally felt knowledgeable of the term inclusion; 67 out of 87 or 77% of interns responded that they agreed or strongly agreed that they understood this special education term. Also, the

majority of respondents believe that they comprehend the significant role the IEP (Individualized Educational Program) plays in a special-needs student's education, feel capable of working with parents, and perceive an understanding of formal and informal types of assessment and behavior management plans. In addition, over half of the interns, 59%, expressed knowledge of adapting or modifying classroom methods to meet students' diverse needs. Table 1 displays the specific number of responses, percentages, and mean ratings for each item addressed in the knowledge and skill section of the survey.

The interns' responses were fairly divided on the questions pertaining to IDEA (Individuals with Disabilities Education Act of 1990), planning and implementing an IEP, and understanding the range of services available to special education students. When asked about specific learning and behavioral characteristics of different disabilities, the answers varied considerably. The majority of the interns' responses revealed that their training included an adequate study on ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder), learning disabilities, and giftedness. On the other hand, only a small percentage of interns felt they understood the characteristics of the following disabilities: severely emotionally disturbed, mental retardation, traumatic brain injury, autism, health impaired and physically impaired.

The last question asked in the knowledge and skills section of the survey

Table 1

Knowledge and Skill Survey Results

Survey Questions I feel that my pre-service training has prepared me...	1 - 2 Agree	% Agree	3 Unde- cided	% Unde- cided	4 - 5 Disa- gree	% Disa- gree	Mean Rating
1. ...to understand the term inclusion.	67	77 %	7	8 %	13	14.9%	2.13
2. ...to understand IDEA and its legal implications.	42	48 %	8	9 %	37	42 %	2.93
3. ...to know what an IEP is.	62	72 %	11	12.7%	13	15 %	2.24
4. ...to assist in planning and implementing an IEP.	34	40 %	13	15 %	38	44.7%	3.11
5. ...to understand the range of services available to special education students..	36	41.8%	14	16 %	36	41.8%	3.08
6. ...to understand the role of paraprofessionals.	24	27.9%	18	20.9%	44	51 %	3.41
7. ...to communicate program needs and work collaboratively.	51	59 %	13	15 %	22	25 %	2.63
8. ...to understand the unique learning and behavioral characteristics of these: Learning Disabilities	46	53 %	10	11.6%	30	34.8%	2.85
Speech/Language	33	40 %	17	20.7%	32	39 %	3.04
ADD/ADHD	48	57.8%	8	9.6%	27	32.5%	2.65
Severely Emotionally Disturbed	24	29.6%	14	17 %	45	55.5%	3.44
Giftedness	40	48 %	10	12 %	33	39.7%	2.95

Table 1 (continued)

Survey Questions I feel that my pre-service training has prepared me...	1 - 2 Agree	% Agree	3 Unde- cided	% Unde- cided	4 - 5 Disa- gree	% Disa- gree	Mean Rating
Mental Retardation	19	21.8%	15	17.2%	53	60.9%	3.51
Hearing Impaired	34	39 %	13	14.9%	40	45.9%	3.12
Visually Impaired	38	43.6%	8	9 %	41	47 %	3.09
Traumatic Brain Injury	14	16 %	14	16 %	59	67.8%	3.75
Autism	15	17 %	14	16 %	58	66.6%	3.71
Health Impaired	24	27.5%	18	20.6%	45	51.7%	3.40
Physically Impaired	29	34 %	14	16 %	42	49 %	3.36
9. ...to know how to make curricular, instructional and/or technical modifications/adaptations to meet the students' diverse needs.	51	59 %	17	19.7%	18	20.9%	2.56
10. ...to know how to develop and implement behavior management plans.	66	75.8%	5	5.7%	16	18 %	2.31
11. ...to use assessment information and to develop formal and informal types of assessment.	54	62 %	14	16 %	19	21.8%	2.40
12. ...to work with parents.	52	59.7%	16	18 %	19	21.8%	2.41
13. I feel that my pre-service training has adequately prepared me to participate in inclusion programming.	35	40 %	22	25 %	30	34 %	3.00

was a summative statement regarding the intern's training: *I feel that my pre-service training has adequately prepared me to participate in inclusion programming.* The responses were divided as such: 40% agreed or strongly agreed with this statement, 34% disagreed or strongly disagreed with it and 25% were undecided. Within specific educational units the scores were similar except for the unit entitled Inclusion Early Childhood. All interns from that unit that submitted surveys responded positively to the statement about being adequately trained. Figure 1 in the appendix illustrates the data specific to each college of education unit.

These survey results on special education knowledge attainment suggest implications for program improvements which will be discussed in the next chapter. First, though, the interns' views on inclusion should be examined since positive attitudes toward inclusion have been shown to contribute to the effectiveness of teaching special needs' populations (Bender et al., 1995).

An Examination of Attitudes on Inclusion

The data collected on the interns' views of inclusion revealed some interesting and unexpected results. Most responses typically favored inclusionary programming. See Table 2 for data specific to the subjects' opinions on inclusion.

Table 2

Attitudes and Opinion Survey Results

Survey Questions	1 - 2 Agree	% Agree	3 Unde- cided	% Unde- cided	4 - 5 Dis- agree	% Dis- Agree	Mean Ratings
1. Many of the things teachers do with regular students in a classroom are appropriate for special-needs students.	46	52.8%	16	18 %	25	28.7%	2.74
2. The needs of disabled students can best be served through special, separate classes.	18	20.6%	30	34 %	39	44.8%	3.28
3. A special-needs child's classroom behavior generally requires more patience from the teacher than does the behavior of a normal child.	43	50.5%	17	17 %	25	29 %	2.65
4. The challenge of being in a regular classroom will promote the academic growth of the special needs child.	50	57 %	22	25 %	15	17 %	2.55
5. The extra attention special-needs students require will not interfere with the learning of the other students.	18	20.6%	27	31 %	42	48 %	3.36
6. Inclusion offers mixed group interaction which will foster understanding and acceptance of differences.	66	75.8%	18	20.6%	3	3 %	2.11
7. It is difficult to maintain order in a regular classroom that contains a special-needs child.	8	9 %	26	29.8%	53	60.9%	3.62
8. Regular teachers possess a great deal of the expertise necessary to work with special-needs students.	14	16 %	16	18 %	57	65.5%	3.65
9. The behavior of special-needs students will set a bad example for the other students.	2	2 %	10	11 %	75	86 %	4.00
10. Placement in a separate, special class has a negative effect on the social and emotional development of a special-needs student.	29	33 %	33	37.9%	25	28.7%	2.93

Table 2 (continued)

Survey Questions	1 - 2 Agree	% Agree	3 Unde- cided	% Unde- cided	4 - 5 Dis- agree	% Dis- agree	Mean Ratings
11. The special-needs child will probably develop academic skills more rapidly in a special classroom than in a regular classroom.	17	19.7%	37	43 %	32	37 %	3.20
12. Most special-needs children do make an attempt to complete their assignments.	46	52.8%	30	34 %	11	12.6%	2.57
13. Integration of special-needs children will require significant changes in regular classroom procedures.	44	50.5%	21	24 %	22	25 %	2.71
14. Regular classroom teachers have sufficient training to teach children with special needs.	4	4.5%	19	21.8%	64	73.5%	3.90
15. Special-needs students will monopolize the teacher's time.	16	18.6%	32	37 %	38	44 %	3.35
16. Diagnostic - prescriptive teaching is better done by resource room or special teachers than by regular classroom teachers.	28	32 %	42	48 %	17	19.5%	2.83
17. The integration of special-needs students can be beneficial for regular students.	64	75 %	19	22 %	2	2 %	2.05
18. Inclusion is likely to have a negative effect on the emotional development of the special-needs child.	3	3 %	23	26 %	61	70 %	3.77
19. The special-needs child will be socially isolated by regular classroom students.	9	10.5%	17	20 %	59	69 %	3.67
20. Integration of special-needs children will necessitate extensive retraining of regular teachers.	45	52 %	25	29 %	16	18.6%	2.51
21. It is likely that a special-needs child will exhibit behavior problems in a regular classroom setting.	21	24 %	40	46.5%	25	29 %	3.00
22. Special-needs students should be given every opportunity to function in the regular classroom setting, where possible.	69	80 %	15	17 %	2	2 %	1.90

The majority of the interns felt that the placement of special-needs children in the regular classroom does promote academic growth for these children and does foster acceptance and understanding of differences in regular students. In addition, the interns generally perceived the work habits and behaviors, or rather "misbehaviors" of special-needs students as comparable to those of regular education students. When asked to respond to a summative statement on inclusion: *Special-needs students should be given every opportunity to function in the regular classroom setting, where possible*; the responses were overwhelmingly in favor of special education integration. Only 2% disagreed with this statement, 80% agreed or strongly agreed with it and 17% were undecided.

With many interns supporting inclusion on the aforementioned survey items, it is interesting to note their responses to the use of separate, special classes for special education students. The data were very spread in this area. Nearly half of the pre-service teachers were undecided when asked about the usefulness of separate, resource classes. When presented with this statement: *Diagnostic-prescriptive teaching is best done by resource room or special teachers than regular classroom teachers*; 32% agreed or strongly agreed with this statement, 19% disagreed or strongly disagreed with it and 48% were unsure. When responding to this assertion: *The needs of disabled students can best be served through special, separate classes*; the interns did somewhat support inclusion:

44% disagreed or strongly disagreed with this statement, 20% agreed or strongly agreed with it and 34% were undecided.

On the subject of training, the majority of responding interns (73%) agreed that regular teachers do not have sufficient training to teach children with special needs. Also, over half the interns felt that the integration or inclusion of special-needs students will require significant changes in regular education procedures. One other relevant finding was the interns' survey responses about special-needs students requiring extra-attention which might interfere with the learning of the other regular students. Almost half (48%) agreed or strongly agreed with this assertion and 31% were undecided about it. Clearly, the interns' opinions on inclusion are insightful; most view inclusion positively but understand the challenges it entails.

A Comparative Analysis of Inclusion Preparation and Views on Inclusion

The data that were taken from both of the previously discussed sections, inclusion preparation and views of inclusion, were also examined to determine if any significant relationship exists between these two variables. Specifically, the raw data, obtained from the summative statements from each section, were used in the Chi square test. Below, Table 3 depicts the frequency counts in crossbreak

form that was used for the first test.

Table 3

Observed Frequencies and Expected Frequencies on Preparation and In-adequate Preparation and Views of Inclusion

Responses to statement: Special needs students should be given every opportunity to function in the regular classroom, where possible	Agree	Undecided	Disagree	Total
Felt adequately prepared to participate in inclusionary programming.	30 (27.27)	3 (5.9)	1 (.79)	34
Undecided about inclusionary programming preparation.	19 (17.65)	2 (3.83)	1 (.51)	22
Felt unprepared to participate in inclusionary programming.	20 (24.06)	10 (5.23)	0 (.69)	30
Total	69	15	2	86

Numbers represent the actual observed frequencies. Numbers in parentheses represent the expected frequencies.

The X^2 value from the above data was 8.947. The X^2 calculation did not equal or exceed the critical X^2 value, 9.49, necessary to reject the null hypothesis at the .05 level of significance. Yet, when the data were analyzed using the two categories, interns that felt unprepared and all others, the results proved to be significant. See Table 4.

Table 4

**Observed Frequencies and Expected Frequencies on Inadequate Preparation
and Views of Inclusion**

Responses to statement: Special needs students should be given every opportunity to function in the regular classroom, where possible	Agree	Undecided	Disagree	Total
Felt unprepared to participate in inclusionary programming.	20 (24.06)	10 (5.23)	0 (.69)	30
All other interns - those that felt prepared or were undecided about preparation.	49 (44.9)	5 (9.76)	2 (1.30)	56
Total	69	15	2	86

Numbers represent the actual observed frequencies. Numbers in parentheses represent the expected frequencies.

The Chi square equation resulted in a sum of 8.795 - an amount that exceeds the .05 level of significance of 5.99. Hence, the null hypothesis can be rejected at this level of significance. It is possible that there is a relationship between preparation and attitudes toward inclusion. Furthermore, when the data were analyzed between these other two groups: those interns that felt sufficiently trained and all other interns, the level of significance became even more notable. Table 5 displays those numbers.

Table 5

Observed Frequencies and Expected Frequencies on Preparation and Views of Inclusion

Responses to statement: Special needs students should be given every opportunity to function in the regular classroom, where possible	Agree	Undecided	Disagree	Total
Felt prepared to participate in inclusionary programming.	30 (27.27)	3 (5.9)	1 (.79)	34
All other interns - those that felt unprepared or were undecided about preparation.	39 (41.72)	12 (9.0)	1 (1.20)	52
Total	69	15	2	86

Numbers represent the actual observed frequencies. Numbers in parentheses represent the expected frequencies.

When these observed and expected frequency counts were calculated, the Chi square sum was 10.184. This computation exceeded the .01 level of significance of 9.21. Therefore, again, the null hypothesis was rejected and a relationship between the two variables, preparation and attitudes was suggested.

CHAPTER 5

CONCLUSIONS

Introduction

This chapter presents a summary of the study, findings, conclusions, discussion, limitations, and suggestions for further research from this examination of pre-service training and views of inclusion.

Summary of the Study

The purpose of this study was to examine pre-service educators' perceived readiness in applying inclusion principles in the classroom and to assess their attitudes, whether positive or negative, toward incorporating inclusion methods for all special-needs students. The following questions were presented:

1. Do regular education interns feel prepared to teach students with disabilities that are "included" in the regular education program?
2. How do these interns view inclusion? Do they accept or reject the idea of including all students?

3. If these interns feel unprepared to work with the special-needs students in an inclusive setting, do they possess less favorable attitudes toward inclusion?

4. If these interns do feel qualified to accept the responsibilities that inclusion entails do they have more positive attitudes toward it?

A 46 item Likert-type survey instrument was devised and distributed to all regular education interns at the University of Tennessee, Knoxville, at the end of their pre-service training experience. The survey questionnaire asked the pre-service educators to appraise their "special education" or "inclusion" training and their views on inclusion. The examination of data provided answers to the previous questions and is discussed below.

Findings

In order to examine the intern's inclusion training and their attitudes toward inclusion, each of the four questions above must be addressed. The first question asked: Do regular education interns feel prepared to teach students with disabilities that are "included" in the regular education program? Since the population surveyed was confronted with this specific question, a precise answer exists: 40% felt adequately prepared, 34% did not feel sufficiently prepared and

25% were undecided about their overall training.

The second question, how do interns view inclusion, did not deliver such a simple answer. The interns were asked to respond to this summative statement:

Special-needs students should be given every opportunity to function in the regular classroom setting, where possible. Survey data results showed that 80% agreed or strongly agreed with this statement, 17% were undecided, and only 2% disagreed with it.

While these responses overwhelmingly favor inclusion other

statements and responses complicate or even contradict these results. The

statement: *Diagnostic-prescriptive teaching is better done by resource room or*

special teachers than by regular classroom teachers; was met with these

responses: 32% agreed or strongly agreed with it, 19% disagreed with it and 48%

were unsure. One other statement also might muddle this issue. When asked,

"The needs of disabled students can best be served through special, separate

classes," the responses were: 20% agreed or strongly agreed, 44% disagreed or

strongly disagreed, and 34% were undecided. Apparently, as these results suggest,

special education integration may be supported but the availability of multiple

options, like separate, resource rooms, is somewhat endorsed.

The third question under consideration was: if interns feel unprepared to work with special-needs students, do they possess less favorable attitudes toward inclusion? At a glance, it appeared ironic that no intern in the "unprepared

category” marked that they disagreed or strongly disagreed with the summative statement: *Special-needs students should be given every opportunity to function in the regular classroom setting, where possible.* Yet 33% of this group marked undecided, allowing only 67% to make a firm commitment to inclusionary programming. In addition, when the Chi square test was applied to the two categories, unprepared interns and all others, the X^2 sum of 8.795 was calculated which exceeds the .05 level of significance. Therefore, the null hypothesis which stated that there was no significant relationship between perceived competencies in special education and more positive attitudes toward inclusion, was rejected at this level of significance. Thus, special education training and attitudes toward inclusion tend to be related.

The last question appraised the views of inclusion from the pre-service teachers that felt adequately prepared to teach the special-needs population. Of the interns responding that they felt adequately trained, 88% agreed or strongly agreed with the summative statement - *Special-needs students should be given every opportunity to function in the regular classroom setting, where possible* - 8% were undecided and 3% disagreed with it. When the Chi square test was applied to the data, prepared interns versus all other interns, the X^2 sum equaled 10.184 - an amount that surpasses the .01 level of significance. Consequently, the null hypothesis can be rejected and again, the relationship between the variables,

training and positive attitudes, seems to be related.

Conclusions

1. Survey responses revealed that 40% of the pre-service regular education teachers felt adequately trained to participate in inclusionary programming, 34% did not feel sufficiently prepared, and 25% were undecided on the question of preparedness.

2. The majority of interns (80%) believe students with disabilities should be given every opportunity to function in the regular classroom setting, where possible. Only 2% did not agree with this inclusion statement and 17% were unable to decide.

3. The regular education interns that reported inadequate training in the area of special education did have a higher incidence of indecision on the matter of including all students. When the Chi square test was applied to the two categories, unprepared interns and all others, the null hypothesis was rejected at the .05 level of significance.

4. The interns that responded positively about their inclusion training also predominantly (88%) reacted favorably toward special education integration. Furthermore, when the data were analyzed between the two categories, those

interns that felt sufficiently trained and all others, the null hypothesis was rejected at the .01 level of significance, suggesting that a relationship between inclusion competencies and positive attitudes does exist.

Discussion

The implications from this study seem obvious. Specific to the University of Tennessee, Knoxville, College of Education program, consistent special education knowledge and skills instruction should be incorporated into the pre-service training program. A list of competencies could be devised and used as a class outline, minimum objectives, etc. Requiring all pre-intern education students to complete an established list of special education competencies would help ensure knowledge attainment (and it would also provide instructor accountability). For example, from reviewing the data obtained from this study, it was alarming to see that 42% of the interns did not feel like they understood IDEA and its legal implications. All teachers can benefit from comprehending the legal ramifications involved if one fails to comply with the IEP and M-team decisions. In other words, the UT College of Education should convey important, relevant, and timely information such as this, to further prepare future teachers.

Likewise, all teacher training institutions should prepare all future teachers

to understand the challenges of the classroom.

The demographics of our schools and causes of disability are shifting at a rapid pace...It is estimated that there are 322,000 children of school age that are homeless. In the last decade, significant increases have occurred in the number of babies prenatally exposed to drugs and alcohol, HIV-infected babies, and low-birth-weight babies. "In major urban areas, it is estimated that 1 child in 15 has some congenital problem that can impair his or her behavior and learning" (Crosby, 1993). Fetal alcohol syndrome is now recognized as the leading known cause of mental retardation in the United States...It seems clear that fundamental changes will have to take place in our schools to address the needs of a diverse population of students. (Putnam et al., 1995, p.553-554)

At present and in the future, regular educators must be able to teach regular and "irregular" students; "undifferentiated, large group instruction" may need to be a thing of the past (Baker & Zigmond, 1990, p. 525). Special education knowledge and skill acquisition and a widespread acceptance of inclusion principles can better enable future teachers to teach the diverse population of students and meet the challenges of the twenty-first century classroom.

Limitations

Many interns that completed the survey for this study made comments beside some of the items presented to be rated. The most frequent comment (or interpreted comment) was that the phrase: *where possible*, in the summative inclusion statement - *Special-needs students should be given every opportunity to*

function in the regular classroom setting, where possible - was underlined or highlighted to emphasize its importance. The inclusion statement used in this study might be considered controversial by some “hardline inclusionists.” The words “where possible” allow for alternatives that might not be incorporated in some inclusion position statements (Vaughn & Schumm, 1995). In other words, the interns responded to the statements as they appeared on the survey, not to the specific, hard-to-define term, inclusion.

Also, as mentioned in the first chapter, the data obtained in this study only extend to one distinct group of regular education interns. How they rated their training and their views of special education integration are indicative of the instruction and exposure they have had. Yet, the results from this study can optimistically be generalized; inclusion training does typically instill more favorable views of inclusion.

Suggestions for Further Research

The results from this study on pre-service training and attitudes toward inclusion most closely compare to the two previous studies done by Siegel and Jausovec (1994) and Dicken-Smith (1995) in which regular classroom teachers' attitudes toward inclusion improved after special education in-service training.

Although there were no pre- and post-surveying in this study, the results were similar; those educators that were prepared, or felt prepared, generally possessed more favorable views of inclusion.

Since other studies by Patton and Braithwaite (1990) and Swartz et al. (1992) revealed the inconsistencies in requiring special education coursework in pre-service training programs (by surveying state certification requirements), suggestions for future studies are evident. All teacher training programs should be examined to see if future teachers are receiving the training they need - to better ensure that special education and regular education students receive the education they need.

Also, information needs to be gathered to determine what the most effective special education training is - on site field experience observing students with special needs, in-service classroom instruction, videos such as the learning disabilities Fat City Video, "How Difficult Can This Be?" etc. Exposure and training are a must and then the rest will fall into place; typically teachers with appropriate training will be more receptive of "including" students with special needs and adjusting and modifying accordingly. These adaptations can also be utilized with all diverse-needs students - even those that are not certified to receive special education assistance, but none the less, need extra support.

"The latest U.S. Department of Education report to Congress (1994)

reports that over 70% of the 4.6 million 6-21 year old students with disabilities are being taught in general education classrooms” (Miller, 1995). As the number of students being “included” into the regular education grows, so the number of regular education teachers affected increases. Regular education teachers need to understand the responsibilities inclusion entails and be prepared for it. Teacher training institutions can and should provide this important training. As inclusion continues growing in America’s classrooms, it is up to those institutions that train teachers to cultivate positive inclusion principles, so the special-needs students may reap greater benefits in their education experience.

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APPENDIXES



While you are on the last leg of your journey aboard the S.S. UT Intern Ship, I would greatly appreciate you taking a couple of minutes to complete the following survey. The results of this survey are to be used for my thesis: *An Examination of Preservice Teacher Training and Inclusion*. Completion of this survey is voluntary. By completing and returning it you are consenting to participate. Note: Do not put your name on it!

I wish you smooth sailing from here on out! Thanks!

Susan Stethen

Section I

Licensure Area _____
College of Ed. Unit _____

Age _____ Gender _____
Race _____

Section II Knowledge and Skills

Please circle the number under the column that best describes your agreement or disagreement with the following statements. There are no correct answers: the best answers are those that reflect your true feelings.

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

I feel that my preservice training has prepared me...

	SA	A	U	D	SD
1. ...to understand the term inclusion.	1	2	3	4	5
2. ...to understand IDEA (Individuals with Disabilities Education Act) and its legal implications on teachers, administrators, etc.	1	2	3	4	5
3. ...to know what an IEP is.	1	2	3	4	5
4. ...to assist in planning and implementing an IEP.	1	2	3	4	5
5. ...to understand the range of services available to special education students.	1	2	3	4	5
6. ...to understand the roles of paraprofessionals.	1	2	3	4	5
7. ...to communicate program needs and work collaboratively with other school personnel (such as special ed. personnel).	1	2	3	4	5
8. ...to understand the unique learning and behavioral characteristics of these specific disabilities:					
Learning Disabilities	1	2	3	4	5
Speech/Language	1	2	3	4	5
ADD/ADHD	1	2	3	4	5
Severely Emotionally Disturbed	1	2	3	4	5
Giftedness	1	2	3	4	5

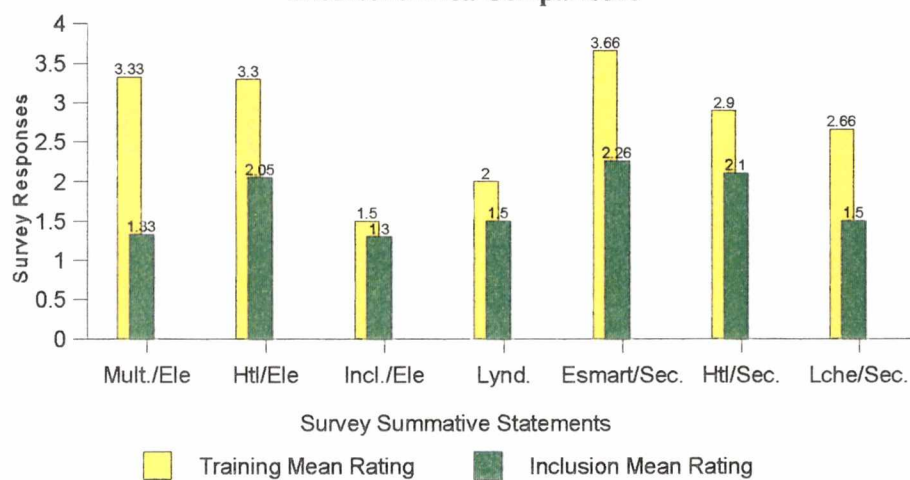
	SA	A	U	D	SD
Mental Retardation	1	2	3	4	5
Hearing Impaired	1	2	3	4	5
Visually Impaired	1	2	3	4	5
Traumatic Brain Injury	1	2	3	4	5
Autism	1	2	3	4	5
Health Impaired	1	2	3	4	5
Physically Impaired	1	2	3	4	5
9. ...to know how to make curricular, instructional, and/or technical modifications/adaptations to meet the students' diverse needs.	1	2	3	4	5
10. ...to know how to develop and implement behavior management plans.	1	2	3	4	5
11. ...to use assessment information and to develop formal and informal types of assessment (e.g. portfolio assessment, curriculum based assessment, etc.).	1	2	3	4	5
12. ...to work with parents.	1	2	3	4	5
13. I feel that my preservice training has adequately prepared me to participate in inclusion programming.	1	2	3	4	5

SECTION III Attitudes and Opinions

1. Many of the things teachers do with regular students in a classroom are appropriate for special-needs students.	1	2	3	4	5
2. The needs of disabled students can best be served through special, separate classes.	1	2	3	4	5
3. A special-needs child's classroom behavior generally requires more patience from the teacher than does the behavior of a normal child.	1	2	3	4	5
4. The challenge of being in a regular classroom will promote the academic growth of the special-needs child.	1	2	3	4	5
5. The extra attention special-needs students require will not interfere with the learning of the other students.	1	2	3	4	5
6. Inclusion offers mixed group interaction which will foster understanding and acceptance of differences.	1	2	3	4	5
7. It is difficult to maintain order in a regular classroom that contains a special-needs child.	1	2	3	4	5
8. Regular teachers possess a great deal of the expertise necessary to work with special-needs students.	1	2	3	4	5
9. The behavior of special-needs students will set a bad example for the other students.	1	2	3	4	5
10. Placement in a separate, special class has a negative effect on the social and emotional development of a special-needs student.	1	2	3	4	5
11. The special-needs child will probably develop academic skills more rapidly in a special classroom than in a regular classroom.	1	2	3	4	5

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
12. Most special-needs children do make an adequate attempt to complete their assignments.	1	2	3	4	5
13. Integration of special-needs children will require significant changes in regular classroom procedures.	1	2	3	4	5
14. Regular classroom teachers have sufficient training to teach children with special needs.	1	2	3	4	5
15. Special-needs students will monopolize the teacher's time	1	2	3	4	5
16. Diagnostic - prescriptive teaching is better done by resource room or special teachers than by regular classroom teachers.	1	2	3	4	5
17. The integration of special-needs students can be beneficial for regular students.	1	2	3	4	5
18. Inclusion is likely to have a negative effect on the emotional development of the special-needs child.	1	2	3	4	5
19. The special-needs child will be socially isolated by regular classroom students.	1	2	3	4	5
20. Integration of special-needs children will necessitate extensive retraining of regular teachers.	1	2	3	4	5
21. It is likely that a special-needs child will exhibit behavior problems in a regular classroom setting.	1	2	3	4	5
22. Special-needs students should be given every opportunity to function in the regular classroom setting, where possible.	1	2	3	4	5

Figure 1
Licensure Area Comparisons



THE UNIVERSITY OF TENNESSEE
KNOXVILLE



Office of Research
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
PHONE: (423) 974-3466
FAX: (423) 974-2805
URL: <http://www.ra.utk.edu/ora>

03/26/96

IRB #: 5024 A

Title : Examination of Preservice Training and Inclusion

Stethen, Susan K.
Holistic Teach/Learn
308 Claxton Bldg.
Campus

Schindler, Dr. W. Jean
Holistic Teach/Learn
308 Claxton Bldg.
Campus

The project listed above has been reviewed and has been certified as EXEMPT from review by the Institutional Review Board.

Unless there are major changes in the experimental methods or project design, no further reporting to this office is required. The responsibility for oversight of this project becomes that of the Principal Investigator, Student Advisor (if any), and the Departmental Review Committee.

We wish you success in your research endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read 'Steven B. Pulik'.

Steven B. Pulik
Coordinator of Compliances

cc: Dr. Lester Knight

Attachment: Form A

FORM A
 Certification for Exemption from Review by Full Committee
 for Research Involving Human Subjects

IRB# 5024-A

Date received in MAR 25 1996

- A. **PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s):**
 Susan K. Stethen Dr. W. Jean Schindler
- B. **DEPARTMENT:**
 Holistic Teaching and Learning, College of Education
- C. **COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**
 The University of Tennessee, College of Education, 308 Claxton Building,
 Knoxville, TN 37996 974-3435 - 691-2746
- D. **TITLE OF PROJECT:** Examination of Preservice Training and Inclusion
- E. **EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):**
- F. **GRANT SUBMISSION DEADLINE (if applicable):**
- G. **STARTING DATE:** Upon certification by Coordinator of Compliances. (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.) April 1, 1996
- H. **ESTIMATED COMPLETION DATE :** August 1996

I. Objective(s) of Project (Use additional page, if needed.):

The purpose of this study is to assess preservice regular educators' (interns) perceived knowledge and skills in the area of special education and their attitudes toward inclusion.

II. Subjects (Use additional page, if needed.):

The participants for the study will be regular education interns from the University of Tennessee. All regular education interns will have the opportunity to complete the survey which should take approximately 10 minutes to complete.

III. Methods or Procedures (Use additional page, if needed.):

Intern supervisors will be asked to distribute the surveys to the regular education interns. The surveys will be collected and returned by the supervisors or mailed in by the interns. The level of risk is minimal because the identity of the subjects will remain anonymous. The material and the data associated with this study will be kept in disk and paper form in the office of the principal investigator. Only the PI and her advisor will have access to the data.

IV. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46.101(b): 2

CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator	<u>Susan K. Stethen</u>	<u>Susan K. Stethen</u>	<u>3/16/96</u>
	Name	Signature	Date
Advisor	<u>W. Jean Schindler</u>	<u>W. Jean Schindler</u>	<u>3/16/96</u>
	Name	Signature	Date
Dept. Review Comm. Chair	<u>Thomas Turner</u>	<u>Thomas Turner</u>	<u>3/25/96</u>
	Name	Signature	Date
Dept. Head	<u>Lester N. Knight</u>	<u>Lester N. Knight</u>	<u>3/15/96</u>
	Name	Signature	Date
APPROVED:	Steven B. Pulik	<u>Steven B. Pulik</u>	<u>3-26-96</u>
	Coordinator of Compliances	Signature	Date
	Office of Research Administration		

VITA

Susan K. Stethen was born in Knoxville, Tennessee on May 2, 1958. She attended elementary and secondary schools in the Knoxville City School System. Following high school graduation in 1976, she attended The University of Tennessee, Knoxville and in June 1981, received a Bachelor of Science in Recreation with an area of concentration in therapeutic recreation.

Susan returned to the University of Tennessee, Knoxville in Fall 1986, to obtain her special education certification. In Fall 1987 Susan began teaching in a resource classroom at Northwest Middle School in Knoxville. She continued teaching there until October 1993, when she took a leave of absence to have her son, Trent. In January 1995, she returned part-time in resource at Northwest Middle.

In August 1995, Susan became an Adjunct Instructor for the Special Education Department in the College of Education at the University of Tennessee. Her responsibilities included working with the special education interns and assisting with the Education 401 class that introduces the principles of special education to all education majors. At that time she began updating and completing the requirements for her Master of Science Degree in Special Education. Following conferment of the Master of Science Degree in August 1996, Susan will continue as Adjunct Instructor at the University of Tennessee.