

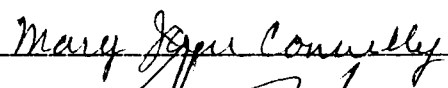
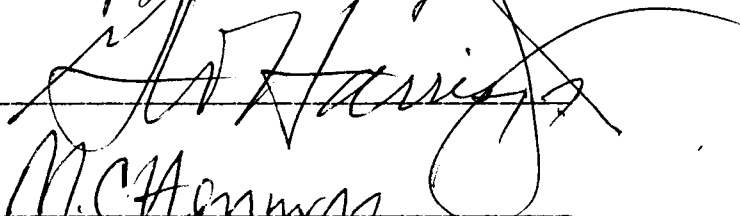
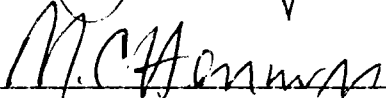
To the Graduate Council:

I am submitting herewith a dissertation written by Christy S. Martin entitled "The Hidden Cost of Special Education: A Study of the Amount of Time Spent by Regular Education Public School Teachers and Principals on Special Education." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Leadership Studies in Education.



Gerald C. Ubben, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:



Associate Vice Chancellor and
Dean of The Graduate School

THE HIDDEN COST OF SPECIAL EDUCATION:
A STUDY OF THE AMOUNT OF TIME SPENT BY
REGULAR EDUCATION PUBLIC SCHOOL TEACHERS
AND PRINCIPALS ON SPECIAL EDUCATION

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Christy S. Martin
August 1997

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DEDICATION

This thesis is dedicated to the

public school children

and employees of

Blount County Schools

Maryville, Tennessee

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There are many people responsible for the completion of dissertation. I have benefited greatly from the support, encouragement, and understanding of my committee that includes: Dr. Gary Ubben, my committee chair; Dr. Mary Jane Connelly, Dr. George Harris, and Dr. Michael Hannum. Dr. Gary Ubben, my committee chair has been invaluable in providing direction and keeping me focused on the project's completion.

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ABSTRACT

In this study elementary public school teachers and principals were surveyed to determine how much total time they spend on special education tasks. Teachers were also surveyed to determine if that total time was influenced by school, grade level, or inclusion. Teachers and principals were surveyed to determine on which tasks they spend their time.

Data was analyzed to compile basis statistics. An analysis of covariance was done on the grade level, school, and inclusion responses.

The results of this survey indicate that grade is a predictor of how much time is spent on special education tasks. The results also indicate that the amount of time teachers spend on special education may depend on the school they are in, and that for the most part teachers in inclusion classrooms spend more time on special education than do teachers in noninclusion classrooms. Teachers indicated they spend approximately 25% of their day on special education related tasks, while principals indicated they spend approximately 30% of their total time on special education related tasks.

Teachers' responses indicated they spend the greatest amount of time on classroom management of special education, averaging 8.2%. Teachers averaged spending 5.2% on preparing for instruction in special education, 8% on using appropriate teaching strategies, and 4.8% on using evaluation to improve instruction.

Principals averaged spending the greatest amount of time on special education tasks in the area of instructional leadership with 10.6%. They spent almost as much time on communication and interpersonal relation at 10.4%. Elementary principals also spent 6.1% of their time on professional growth and

leadership, and 5.7% on organizational management.

The study concluded that teachers and principals spend a great deal of time on special education tasks. It further determined that the amount of time spent on special education tasks decrease from kindergarten through eighth grade, the amount of time spend varies from school to school and, most of the time teachers in inclusion classrooms spend more time on special education tasks.

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CHAPTER I

INTRODUCTION

Public Law 94-142, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act have caused significant transformation in public schools in the United States. In the last twenty years different types of students have been served in the regular school setting and in regular education classrooms.

More students with varying degrees of disabilities are being served in public schools. Reports show that students with disabilities are spending more of their time in regular classrooms. During the past five years, the percentage of regular classroom placements recorded by the states increased from less than 35 percent to almost 40 percent. In 1992-1993, 39.8 percent of students with disabilities were served in regular classroom placements. An additional 31.7 percent were served part of the day in the regular classroom, and 23.5 percent were served in special classrooms in a regular school setting. Altogether, 95 percent of students with disabilities were served in regular school buildings. (U.S. Department of Education, 1995 p. 14).

Including students with disabilities in regular classroom settings has proven to provide better opportunity for the handicapped and enhance the education of regular students (Staub and Peck, 1995). Not only do students with disabilities have the equal opportunity they deserve, but regular students learn to accept the diverseness of all students as well (Staub and Peck, 1995).

Despite the positive effect on all students, growing concerns mount regarding the cost of educating students. Per pupil expenditure averages in the

United States rose from \$773 in 1970 to \$5404 in 1992 (U. S. Bureau of the Census, 1994, p. 168). The cost of public elementary and secondary education is expected to increase 125 billion in the next eleven years. Per pupil expenditures are expected to increase from a national average of \$6034 in the 1994-95 school year to \$7942 by the year 2005 (Lindsay, 1994).

Part of the increasing cost in public school budgets can be attributed to rising costs in special education. Special student populations have increased since the 1980's and an escalation has been seen in the regular and special education budgets. Since the PL 94-142 took effect in 1977 the percentage of students with learning disabilities has increased annually. The number of special education students has increased from 3.7 million in 1976-77 to 5.3 million in 1993-94 (Parrish, T. and Chambers, J., 1996)

The category that includes students with learning disabilities increased 3.3 percent from 1992-93 to 1993-94, students with other health impairments (which includes Attention Deficit Disorder) increased 26.1 percent during that one year period. In that same year, students identified with autism increased 21.3 percent and traumatic brain injury 33.7 percent. All but one of the twelve recognized categories in special education showed an increase in the percent of students identified, with the total percent increase overall of children identified as having a disability being 3.5 percent (U. S. Department of Education, 1995, p. 10).

Growth patterns are expected to continue through the 1990's, especially in special education. These increases are due to changes in the law, court decisions, increased academic standards, and increases in poverty in the United States (Parrish and Verstegen, 1994).

Some reports indicate that the average cost of educating a child with

disabilities is approximately 2.3 times that of a regular student (Parrish, Chambers, and Matsumoto, 1994). An average national figure of twelve percent of the school population in 1994 was certified as disabled and eligible for special services (National Center for Education Statistics, 1994). These two numbers combined are 24.7 percent, a significant part of a school systems budget (Odden, A., Monk, D., Nakid, Y. & Picuss, L., 1995).

Current federal funding under the Individuals with Disabilities Education Act (IDEA) authorizes states to receive as much as forty percent of the national average per pupil expenditure (APPE) for each child with disabilities; however, federal aid has never exceeded 12.5 percent. Appropriations for the 1990's have been approximately ten percent. In addition to the lack of appropriation, excess cost upon which the forty percent allocation was based have increased from the 1975 estimate to fifty-two percent of the APPE. Under these estimates the federal government is allocating only one fifth of the excess cost for special education (Parrish and Verstegen, 1994).

The increasing role of special education is impacting the time required by regular education employees as well as increasing the cost of the special education budget. Exactly how much time regular education employees spend on special education student services and other special education related tasks is unknown. Special education students are often being served by employees from both budgets. While school districts designate personnel specifically for special education students and services, many of the requirements of special education mandates are carried out by employees who must contribute their time over and above the duties and services normally provided to regular education students.

Since the advent of PL 94-142 and the ensuing legislation and judicial

action, schools have been required to provide more services to students with disabilities. School districts are responsible for placing students with disabilities in the least restrictive environment and for providing a free and appropriate education for them (Individuals with Disabilities Education Act (IDEA): As amended by P.L. 102-119, the Individuals with Disabilities Education Act of 1991, signed October 6, 1991).

In order to provide the services necessary to keep some students with disabilities in the least restrictive environment of the public school, specialized services, training, and personnel are necessary (National Council on Disability, 1995). All of this is interwoven into the day of the regular education employee as they provide services to all students to whom they are assigned. In addition to the services provided by the regular education teacher, the special education student also receives services in some form from a special education teacher. Because of policy requirements, special education students receive additional services beyond those regular students receive from the school administration. Both groups of teachers, as well as principals, are providing services required initially by PL 94-142, and currently by IDEA and ADA (Americans with Disabilities Act).

Analysis of time spent by the regular education teacher and principal on special education related tasks is necessary to determine the amount of time spent on special education above that allocated to regular education students. These analyses also provide documentation of how much time is spent on each specific duty, differences in time that may be associated to grade level of instruction, inclusion of disabled students, and individual schools.

The need for reexamination of current policies and procedures increases as regular and special education costs rise and revenues fail to meet

the increases. Analysis of time spent on tasks of employees to optimize the effectiveness of the instructional program for all students becomes important.

Accurate documentation of actual expenditures of time of the regular education employee on special education should give rise to closer scrutiny of alternative methods of funding formulas. Identification and referral of students, possible alternative methods of documentation, scrutiny of discipline policies and the appropriate types and numbers of personnel in specific placements needed to carry out tasks in a non-segregated manner at all grade levels and in all schools are all areas that need documentation of the amount of time spent that a research study could provide. Effective use of time could help maintain procedural safeguards for the disabled as well as provide better opportunities for teachers and administrators to provide for more inclusionary practices and more effective instruction for all students. Analysis of time spent by teachers and administrators on special education related tasks, the effects of grade level, inclusionary practices, and individual schools can provide more information for policy reform for school districts, as well as state and federal agencies.

PROBLEM STATEMENT

We do not currently know how much time is actually spent on implementation of policies that are a direct result of special education legislation and litigation. The specific tasks and assignments of the professional educators day that result in differences in the amount of time an educator spends on required tasks has not been documented to date.

There is concern that the demand of special education law and policy on time available to general education employees is becoming critical to the

education of all children. There appears to be an increasing amount of effort in human resources and fiscal expenditures being allocated every year from regular education for compliance with special education regulations. Proper documentation of what tasks and how much time professional non-special education employees spend in compliance of special education regulations and policy is needed to make effective decisions for policy and funding reform in this area.

PURPOSE OF THE STUDY

The purpose of this study was to investigate the total time spent by regular education employees on additional special education student services that are required by law and policy, and additionally what amount of that time is spent on specific professional tasks. The study determined whether the amount of time spent on special education by regular education employees was affected by grade level, school, or inclusion.

The study advanced the following research questions:

1. What percentage of total time is spent on special education students by non-special education teachers and principals providing federally mandated services that extend beyond those services provided to non-special education students?
2. Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by the grade level of teacher instruction?
3. Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students

influenced by classrooms that use inclusion when compared to classrooms where inclusion is not used?

4. Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students different from school to school?

5. What percentage of time is spent by non-special education teachers and principals on specific professional tasks as related to special education.

SIGNIFICANCE OF THE STUDY

Special education legislation and judicial rulings continue to change. In most cases, legislation and court actions rule in favor of the disabled, often causing increase or change in services provided by the school. Many of these services must be performed by employees other than special education employees. While research has shown that special education budgets and resulting services for the disabled have significantly increased, many special services are performed by regular education employees. This has resulted in an expenditure of time by non-special education employees on special education that has not been measured prior to this study.

Current trends in special education are to provide services for students with disabilities in the regular classroom setting. To date no research has documented whether inclusion of special students in the regular classroom is a factor in the amount of time spent by regular education teachers. Additionally, in order to determine where the greatest efforts are made in expenditures of time by regular classroom teachers, it is necessary to find out whether the

expenditure of time is affected by grade level or school.

LIMITATIONS

The amount of time spent in a typical work day varies from employee to employee. Some teachers may spend an average of twelve hours per day on work related activities and others only the required 7.5 hours actually spent at school. The same holds true for principals. It was virtually impossible to survey the amount of hours these employees spent on special education and try to compare that to a 7.5 or even a twelve hour work day. Therefore, percentages of workday time, rather than actual time were used in the survey.

Because of the departmentalization that takes place and the large numbers of students that each teacher deals with in grades nine through twelve it was not possible to include those teachers in this study. Therefore, it was limited to grades kindergarten through eight.

The importance some may place on special education issues and legalities surrounding it may vary from individual to individual. There may be individuals in all aspects of school operations that spent time as a direct reflection of special education legislation that were not addressed in this study; guidance counselors, librarians, specialty area teachers such as music and art teachers were not part of this study. They may or may not spend a significant amount of time on tasks related to special education.

Costs in capital projects incurred as a result of special education were not factored into the results of this survey. Time spent by central office administration employees that are paid from the regular education budget as well as other school system regular budget support personnel were not

surveyed here. The cost of maintenance of facilities and transportation, two items that are required due to special education legislation, were not under study in this research, although they may be significant.

DEFINITIONS

Attention Deficit Disorder (ADD). This term is sometimes used interchangeably with ADHD. Students with ADD or ADHD are characterized by a medical diagnosis as exceptionally inattentive, impulsive, and /or hyperactive. While ADD is not recognized by IDEA as a category of disability it is recognized by IDEA under the category of "Other Health Impaired". (American Psychiatric Association, 1994).

Attention Deficit Hyperactive Disorder (ADHD). This term is sometimes used interchangeably with ADD. Students with ADD or ADHD are characterized by a medical diagnosis as exceptionally inattentive, impulsive and/or hyperactive. While ADHD is not recognized by IDEA as a category of disability, it is recognized by IDEA as a medical diagnosis under the category of "Other Health Impaired". (American Psychiatric Association, 1994).

Due process. A law requiring a hearing prior to action (Martin, 1979).

Egalitarianism. Embracing a number of distinct principles of equality (Baker, 1987).

Equal protection. Fourteenth Amendment to the Constitution which provides for equality and uniformity in government (Alexander & Alexander, 1985).

Inclusion. "Commitment to educate each child, to the maximum extent appropriate, in the school or classroom he or she would otherwise attend"

(Rogers, 1993).

Individuals with Disabilities Education Act (IDEA). IDEA began in 1976 as PL 94-142. The title was changed to IDEA in 1983 and 1990. This act requires that all students with disabilities receive a free appropriate public education. It also helps with the funding mechanism. (Martin, Martin, & Terman, 1996, p. 29).

Learning disability. "A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations" (Martin, 1979, p. 32).

Mainstreaming. Placing handicapped and nonhandicapped children together in programs for normally developing children (Odom & McEvoy, 1988).

Mental age. Scale created by Binet to provide a rough measure of a child's intelligence (Winzer, 1993).

Speech and language disorders. Disorders characterized by difficulty with language comprehension, expression, word-finding, and/or speech discrimination. (Martin, Martin, & Terman, 1996, p. 9).

Tennessee Department of Education Career Ladder. Instruments created for teacher and administrator evaluation based on competencies determined to be those of effective teachers and administrators (Career Ladder general orientation manual, 1994 & Career Ladder orientation manual for administrators, 1994).

CHAPTER II

A REVIEW OF THE LITERATURE

INTRODUCTION

This review of literature was organized into the following areas: background (which includes historical background of special education services and legal decisions), current issues of importance to the study (which includes information regarding current levels of financial support at the federal, state, and local level as well as information regarding current law).

BACKGROUND

Current policies in special education are based on reform efforts dating back several decades. Special education reform paralleled the efforts made in civil rights and sexual equity reform. Supreme Court and other legal decisions often impacted these other reform movements as well as the movement for equality for the rights of the disabled.

Historical Background

The evolution of special education services of the 1990's had its legal roots in the passing of the landmark bill PL 94-142. The history and background of that bill goes back to the 1950's. At that time, there were few services provided by public education for the disabled. There were no

regulations requiring services to be offered, nor was there funding for services. Progress in education services to the disabled was slow. If a certain number of students with disabilities could be identified some states provided classes for them. On the whole there were virtually no services for children with disabilities (Johnson & Cartwright, 1979).

The 1960's brought change. President John F. Kennedy brought national attention to the problems of citizens with retardation by the appointment of The President's Panel on Mental Retardation (1963, p. 20). The background for this committee appointment had been set in the Supreme Court Case of Brown v. Board of Education of Topeka (1954). The unanimous Supreme Court ruling overturned earlier decisions upholding the "separate but equal" philosophy:

(Education) is required in the performance of our most basic responsibilities. . . It is the very foundation of good citizenship. It is a principal instrument for awakening the child to cultural values, in preparing him for later . . . training, and in helping him to adjust normally to his environment. It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. . .

Today, education is perhaps the most important function of the state and local governments. . . Where the state has undertaken to provide it, (it) is a right which must be equal on all terms (Brown v. Board of Education, 1954).

Many of the advocacy groups felt that the equal opportunities addressed by the Supreme Court applied to citizens with disabilities as well as racial minorities. The concept of egalitarianism was applied to the handicapped. This gave rise to the argument that "limiting the civil liberties of handicapped students violates their constitutional rights to equal protection under the Fourteenth Amendment because there is no rational reason for imposing special burdens or limitations on them. This argument also asserts that the

educational opportunities granted to nonhandicapped pupils are constitutionally required to be granted to handicapped pupils" (Turnbull & Turnbull, 1978 pp. 17 - 18).

During the early part of the 1960's advocacy groups for students with disabilities began to lobby for the rights of the disabled student. Several took a leading role. The National Association for Retarded Citizens (NARC) and the Council for Exceptional Children (CEC) gained strength by organizing their efforts with other advocacy groups for disabled citizens.

As part of President Johnson's program for "War on Poverty" the Elementary and Secondary Education Act of 1965 was passed. PL 89-10 was the congressional response to pressures for more funds for compensatory education for the underprivileged. The advocacy groups for the disabled wanted a part of the funds from this legislation (Levine & Wexler, 1981).

The reauthorization of ESEA or Title VI provided some funds for the "initiation, expansion, and improvement of projects at the preschool, elementary and secondary education levels." (PL 89-750, Vol. 80, Part I, 1204-1208). The real importance of the act was the establishment of the Bureau of Education of the Handicapped. Due to budget problems within the federal government Title VI was only funded at twenty-five of the \$200 million authorized for 1967 and 1968 (Jones, 1981).

Lobbyists went to work again. In 1969, congress responded to their work and replaced Title VI with the Education of the Handicapped Act (PL 91-230). This time they were able to secure more funds. Lobbyists also gained recognition for the field of "Specific learning disabilities."

Lobbying groups for the disabled now turned their attentions toward the judicial branch of government. Attempts were being made to make the rights of

the disabled a civil rights case. Most of the cases filed in courts dealt with three issues: right of the child with disabilities to an appropriately supported education, right to treatment including institutions for children with disabilities, and use of improper classification to discriminate against children with disabilities in educational settings (Weintraub, Abeson, & Braddock, 1975).

During this time, two cases set the groundwork for later public laws. The Pennsylvania Association for Retarded Children (PARC) on behalf of citizens that are mentally retarded, brought suit against the State of Pennsylvania. PARC attacked the Pennsylvania laws that refused to educate any child certified as uneducable and untrainable, postponed admission to public school to those who had not reached a "mental age" of five years, and exempted children with disabilities from compulsory attendance laws. The attorney for PARC argued that Pennsylvania law violated the Fourteenth Amendment by not providing equal protection and due process to the disabled. The court disposed of the case by adopting a consent agreement. The agreement required elimination of the use of state laws to exclude retarded children from public access to public education (PARC v. Pennsylvania, 1972).

Meanwhile, in the District of Columbia, seven children with various disabilities brought suit against the board of education for their own rights and on behalf of all other children being excluded from access to a public education. This case was known as Mills v. Board of Education (1972). The United States District Court issued a summary judgment in favor of the children on August 1, 1972.

The court ordered the District of Columbia to locate and serve all children with disabilities not being served in the district. Furthermore, the court provided

the right to a hearing prior to the placement of a handicapped child and periodic review of the student's status and progress (Mills v. Board of Education (1972).

The Mills decision was important because it was not limited to the retarded but addressed all children with disabilities. Courts began to respond in favor of citizens that are disabled, and states followed suit by reexamining state laws and determining that state laws guaranteed rights for the disabled. "Between 1970 and 1975 thirty-seven states altered their special education laws" (Weintraub et. al., 1975, p. 84).

Altering laws regarding education of children with disabilities was increasingly costing states more money for implementation of new programs. Between 1972 and 1975 for example, the State of Massachusetts increased its state aid for the disabled from eighteen million to forty-seven million, almost 160% (Levine p. 46).

PL 91-230 creating the Education of the Handicapped Act was due to expire in 1973. It was extended by the House and Senate until 1974 when the Senate and House passed PL 93-380 to pass and amend the ESEA and the Education of the Handicapped Act.

"The federal involvement with education for the handicapped children was now contained in Title VI, Part B, Sections 611 through 621 of PL 93-380, known as the "Education of the Handicapped Amendments of 1974. . . . The authorization of funds for the whole package for the first fiscal year totaled \$631 million" (Levine p. 71).

The following provisions were required by states to receive federal funding for the disabled:

1. have a comprehensive plan of its own;
2. set forth satisfactory assurances that the state's policies and procedures would provide for the services;
3. provide for the identification of all handicapped children in the

- state;
4. have a plan for institutionalizing those handicapped children who could be trained outside institutions and to provide the procedures for assuring the training and services within the institution;
 5. have a system for deinstitutionalizing those handicapped children who could now benefit from "mainstreaming;"
 6. provide for due process for the child and the parents to determine the classification of the handicapped;
 7. have a plan to train and educate handicapped children who are not part of the public school system and who are not institutionalized;
 8. provide procedures for evaluating the plans;
 9. provide assurances that the state's records were being kept accurately;
 10. provide for a re-evaluation of the state plan, as need be;
 11. provide a state advisory committee on Education for All Handicapped Children to assist the states in the process;
 12. provide a satisfactory method for disbursement of funds to local educational agencies.

Interest groups were pleased with the progress they had made up to this point. Still, they felt that progress in many of the states had been too slow. They continued to lobby for federal financial aid and stronger mandates regarding effective use of federal funds for the disabled. As a result President Gerald Ford signed into law on November 29, 1975, PL 94-142.

"The intent of PL 94-142 was to provide federal funds for helping the states to educate their handicapped children. The states did not have to accept federal funds, of course, but if they did so, they would be compelled to fulfill all aspects of 94-142. Once a state agreed to accept such funds and the Bureau of Education for the Handicapped approved the state plan, the state was then obligated to guarantee its handicapped children a free appropriate public education without cost to them or their families." (Levine p. 105).

One of the major components of 94-142 was the funding formula. Under this law funding for states was based on the National Average Per Pupil

Expenditure (NAPPE). The percentage authorized by 94-142 was to begin with 5 percent in 1975 and increase to its maximum of 40 percent in 1982.

Authorization does not guarantee appropriation. Appropriations have rarely exceeded the 12 percent mark. Local education agencies are required to provide the services, but the federal government has never been able to provide full funding (Levine).

In 1986 Congress passed the Education of the Handicapped Amendments Act that would become Public Law 99-457. The purpose of this bill was to establish national policy on early intervention of problems of children with disabilities. The bill addressed two groups of children, those from birth to 2 years and children ages 3 to 5 years (Trohanis, 1989).

In 1986 the House and Senate passed the Education of the Handicapped Act Amendments of 1986, H.R. 5520, which consists of 4 titles and components: an early intervention act for infants and toddlers, a preschool program for ages 3 to 5, discretionary programs, and miscellaneous provisions. This program contained a 3 year phase in program. Local education agencies would receive grants to implement programs (Special Educator, 1986, Vol. 2, Issue 7). Later that same year President Ronald Reagan submitted budget cuts in education programs that cut dollars but left the requirements (Special Educator, 1986, Vol. 2, Issue 11).

In 1990 the Education of the Handicapped Act Amendments, P.L. 101-476 was passed by the House and Senate. The new law changed the name to Individuals with Disabilities Education Act (IDEA) reflecting the preference for the use of the term "disabilities" over handicapped. The new law expanded the list of disabilities, definitions, added rehabilitation counseling and social work services, and strengthened the provisions for early intervention services.

Background of Legal Decisions

The historical background of special education holds significance for the status of education today, but of equal importance is the courts' interpretation of legislation that has followed PL 94-142. These interpretations are significant because of the effect they have had on the professional day of teachers and principals. They have also had an impact on school budgets.

In 1982, the United States Supreme Court made its first interpretation of PL 94-142, in the case of Board of Education of the Hendrick Hudson Central School District, Westchester County, et al. v. Rowley (1982). The Supreme Court was not unanimous in its opinion of what constituted appropriate education for Amy Rowley, a deaf child. The majority opinion was that the law calls for access to an individualized educational program that benefits the child, not for the best possible education that will allow the child to realize his or her maximum potential. . . . In the Court's opinion, the fact that she might have been able to learn more if she had been provided with a sign language interpreter, as her parents had contended, did not mean that her education was inappropriate under PL 94-142." (Kneedler, Rebecca p. 21).

As a result of Yaris v. Special School District of St. Louis County (1983) the school district was ordered to provide an extended school year for students who might regress over the summer. School districts faced the cost of an extended school year for students that might have a problem with regression.

A landmark case in 1984 was Irving Independent School District v. Tatro (1984). The student required clean intermittent catheterization (CIC) in order to remain in school. The Supreme Court ruled that catheterization was a related service and must be provided by the school district. (Sage, p. 82)

Honig v. Doe (1988), affirmed by the Supreme Court the requirements of Public Law 94-142 regarding serving students that have been suspended from school, even if the suspension is for an act of violence. The Supreme Court affirmed the requirement of an I-team to determine if a child's violation of rules was a manifestation of his or her handicapping condition. The court found that if there is no relationship between the handicapping condition and the behavior, the student may be disciplined under regular policies for nondisabled students; if there is a relationship, the student can still be disciplined, but cannot be deprived of a free appropriate public education. Unless the parents agree, Public Law 94-142's "stay-put" provision bars schools from changing the placement of any handicapped student for ten days. Where a school and parents can't agree on a new placement for a truly "dangerous" student -- and assuming the parents have at least requested a due process hearing -- the school must seek court permission before it changes the student's placement. (Special Educator, 1988, Vol. 111, Issue 14).

The issue of "zero reject" was brought forth in Timothy W. v. Rochester, New Hampshire School District (1989), where the local school district argued that the child's disability was so extreme that he would not benefit from educational services. The federal district court agreed with the school system. The First Circuit Court of Appeals reversed this decision and held that according to the Education of the Handicapped Act the school district was required to provide services. The school district's request for review by the Supreme Court was refused. (Sage, 81)

A federal district court in California in Sacramento City Unified School District v. Holland (1992) ordered the school district to place a child with moderate retardation in a regular classroom. They were further ordered to

provide supplemental services as needed. (Sage, 87)

In 1993 the U.S. Third Circuit Court of Appeals heard the case of Oberti v. Board of Education of the Borough of Clementon School District. The court held that the school district was under obligation to "meet the child's needs in a regular classroom before resorting to placement elsewhere." (Sage, p. 88)

A 1993 Supreme Court decision upheld the provision in the Individuals with Disabilities Education Act that "permits parents to receive tuition reimbursement for placing their child in a non-approved private school, if the public school failed to provide a free appropriate public education" (Special Educator, 1993, Vol. 9 Issue 7, Special Supplement). The Supreme Court's decision was unanimous in this decision of Florence County School District Four v. Carter (1993).

In another key special education issue the Supreme Court ruled in Zobrest v. Catalina Foothills School District (1993). This ruling stated that the school district must provide a sign language interpreter to a parochial school student (Sage, p. 90).

Current Issues

A current study by Karen Miles and Richard Rothstein (1995) indicates that the largest factor in spending increases in public school budgets is a result of special education. Every category in special education spending has resulted in increased costs. One of the largest categories in special education budgets to increase was that of paraprofessionals. Also showing substantial increases were the areas of contracted services to private institutions and transportation. The majority of spending increases in public school education

have gone to support new services and increased instruction to special populations of students. Those new data suggest that growth in spending at the district level has been influenced by state, federal, and court regulations.

Over the last thirty-five years federal, state, and local support for special education has changed. Federal support of local school district budgets peaked at 9.8% in 1980, then markedly declined. Currently, federal support for special education is approximately seven percent. The state share of funding peaked at just less than fifty percent in the mid-1980's, declined, and currently stands in the mid-forty percent range (Parrish, Chambers, & Matsumoto, 1994).

In a study by Thomas Parrish, Jay Chambers, and Christine Matsumoto (1994) it is indicated that the cost of educating a student with disabilities has remained constant at 2.3 times that of educating a regular student. They further state that The Consortium for Policy Research in Education confirms that this holds true for at least one state, Florida.

Conclusively, according to Allan Odden, David Monk, Yasser Nakid, and Lawrence Picuss (1995) a larger figure can be derived. According to them when factoring special education students represented at a school population of 1 in 8 students (twelve), the actual budget expenditure in special education alone is 24.7% of school districts' budgets.

To compound the problem of increased cost of individual students the number of special education students identified has increased tremendously over the last few years. Several positive reasons for the increase have been cited by G. Reid Lyon (1996). The reasons indicated as positive are: (1) Better Research - more longitudinal data is available for epidemiological studies. (2) Broader Definitions - the current definition for LD (significant difficulties in reading single words accurately and fluently, in combination with deficits in

phonological awareness) has increased the identified LD population from less than five percent in 1976 to about 17% in 1994. (3) Identification of LD in Girls - the identified population of LD students once dominated by males, now counts females in equal numbers as male counterparts. (4) Increased awareness - more and better information to educators, parents, and the general public is available today. (5) Understanding of the Impact - there is more understanding of the long term effect of even a mild disability on the life of a child.

Lyon (1996) also indicates that there are several reasons for the increase that should be remediated. The reasons he deems unsound for the increases and should be remediated are: (1) Ambiguous definitions - flexible identification of LD identifies some students that it should not and leaves out others that it should identify. (2) Social and political factors - the decrease in the rate of students identified as MR (mentally retarded) since implementation of PL 94-142 indicate that many students are being identified as LD that were once MR in order to provide a less stigmatizing identification. (3) Number of professional specialties involved - when money follows identification some increase in the identification is expected. and (4) Inadequate preparation of teachers - recent studies have found that classroom teachers feel inadequate and unprepared to deal with the needs of children with disabilities.

In order to provide for this growing number of children several types of funding are used by states to provide allocation to local school districts. The Center for Special Education Funding (CSEF) identifies six basic types of formulas used for distribution of funds: (1) Unit formulas - a fixed amount of money for varying degrees of unit or service. (2) Personnel formulas - provides all or part of personnel salaries for special education personnel. (3) Weighted formulas - per pupil funding with amounts increasing with the level of

disability or service. (4) Straight sum or flat grant formulas - provides a fixed amount for each identified student. (5) Percentage-based formulas - provide a portion of the approved cost for special students. (6) Excess cost formulas - used to reimburse school districts for all or a portion of the cost of educating students that need expensive services (O'Reilly, 1993).

The most common method of funding special education programs, in 1992-93, according to CSEF, was weighted formulas followed by cost-based formulas. None of these methods provide any relief for the regular education budget when students are mainstreamed or included for the costs for other personnel who assume tasks for special education.

Some states have begun efforts to reform special education formulas. Oregon, for example, grants local school districts two times the amount for special education students that it grants for regular education students with a limit of eleven percent of the total population identified. The funding for special education is no longer separated, therefore special education allocations may be used for regular education expenditures (Parrish and Montgomery, 1995).

Vermont, in 1990 merged special education and regular education using (ISTs) "instructional support teams" in an effort to provide students with interventions that might remediate problems without identifying students as disabled. Vermont's formula is now based on the number of all students in the district and allows local school districts to spend the money on programs for all students who need them (Schnaiberg, Education Week, Nov. 1, 1995 p. 16 - 17).

Pennsylvania followed suit in its reforms of special education allocations to local school districts. They also instituted ISTs and the year following experienced a 48 percent reductions in special education placements. Special

education funding in Pennsylvania is now provided based on the total number of all students in the system (Parrish and Montgomery, p. 8 - 9).

Advocates for the handicapped fear that funding that is not based on individual child counts would end up being sent to states in block grants. Some states, in fact have wanted to fund special education in block grants but that is not permissible with federal funds. Advocates also fear that commingling of dollars might place students with disabilities in mainstream classes without special education services and that it would cause an increase in the use of discipline against special education students in order to remove them from the system. (Martin, Martin & Terman, 1996).

On June 4, 1997 the reauthorization of IDEA was signed into law. Because of several changes in IDEA and the continual references made to parents this reauthorization is referred to as the "parents bill".

Several portions of the new IDEA are relevant to local school districts. According to Melinda H. Maloney (1997) these include:

1. Responsibility not just of identifying, locating, and evaluating public and private school children with disabilities, but home school children as well.
2. Responsibility for each child to be challenged and to participate as fully as possible in the regular education program.
3. Responsibility for the child's behavior is the school district's
4. Documentation of consent not just for evaluation, but reevaluation.
5. Every child with a disability, no matter how severe, must participate in State- and LEA-wide assessments with the same frequency and in the same detail with accommodation where necessary.
6. At least one regular education teacher must be present for every M-team.
7. At least one person who can interpret the instructional implication of evaluation results must be present at every M-team.
8. Full implementation of an IEP by a child with a disability's third birthday.
9. Responsibility of the school to establish positive behavioral interventions, strategies, and supports to address that behavior.

10. Participation of the regular education teacher in the review and revision of the IEP.
11. Any child suspended must be served in a setting other than homebound except those carrying weapons or knowingly possessing, selling, or soliciting the sale of a controlled substance at school.
12. Requiring behavioral assessment or altering of a behavioral intervention plan no later than 10 days after a suspension or a change in placement.
13. Children placed in alternative settings must continue to participate in the general curriculum.
14. Manifestation M-team must be conducted by the child's IEP team and other qualified personnel.

In addition, experts in the field of special education litigation feel that the reauthorization of IDEA allows all persons with a 504 disability as determined by ADA to be entitled to assert IDEA procedural protections [Sec. 615(k)(8)0]. In other words, all children with a 504 disability should be treated as children certified as disabled and eligible for special education services (Maloney, 1997).

CHAPTER III

METHODS

INTRODUCTION

This chapter is divided into the following sections: (1) The Population, (2) Independent Demographic Data, (3) The Instruments, (4) Data Collection, (5) Recording and Processing, and (6) Statistics of the study.

THE POPULATION

The sample used for this study consisted of the non-special education elementary teaching and building level administrative staff grades kindergarten through eight in the Blount County School System (Tennessee). Based on payroll information from the Blount County School System for the 1995-96 school year, the targeted non-special education teacher population in grades kindergarten through eight numbered 305. Using this same source of data, the targeted principal population was eighteen.

There were twelve schools involved in the study, ranging in size from 150 students to one thousand. The number of regular elementary teachers in each of these schools ranged from seven to forty-one. Approximately seven thousand students were in attendance in these twelve elementary schools in the Blount County School System during the 1995-96 school year.

Permission to conduct the study was obtained from the Blount County School Superintendent in February of 1996. A copy of the letter can be found in

Appendix A. Permission to conduct the study from The University of Tennessee Office of Research was given in March of 1996. A copy of this letter of permission is in Appendix B.

INDEPENDENT DEMOGRAPHIC DATA

Prior to the distribution of the questionnaire, the attendance data on all special education students in kindergarten through eighth grades in the Blount County School System was made available to the researcher. This data listed the option of service for the special education student and the regular classroom teacher to whom the student was assigned. This information was inserted in the cover letter sent to each teacher with the survey letter from the researcher. The data provided to the teacher was anonymous and did not list the student names, only the number of students in each option of service.

A similar cover letter on the principals' questionnaire listed how many special students of each option of service were in the principal and/or assistant principal's school. This information was also anonymous on the principals' and assistant principals' cover letter and did not list students names.

Included in the cover letter for both instruments was information explaining the research being done, how to contact the researcher for more information, informed consent, and instructions to remove the cover letter before returning the questionnaire to the researcher to preserve the teachers' and principals' anonymity. A copy of the cover letter for both instruments can be found in Appendix C.

THE INSTRUMENTS

The questionnaires developed for this study were based on behaviors determined by the Tennessee State Department of Education to be indicative of professional competencies for the two groups surveyed, teachers and principals. These competencies were being used, at the time of the study, for local evaluation in many systems inside the State of Tennessee, as well as for Career Ladder I, II, and III evaluation by the Tennessee Department of Education.

The teachers' questionnaire was pilot tested by eight teachers from various schools and grade levels within the Blount County School System. Suggestions for changes in order and format were included in the final instrument. The final version of the teachers' survey instrument is located in Appendix D.

The principals' questionnaire was pilot tested by five elementary principals from school systems across the State of Tennessee. These principals also gave input on changes in format and instructions for completing the survey. Their suggestions were incorporated in the final instrument for principals. The final version of the principals' survey instrument is located in Appendix E.

Research Question 1 asked: What percentage of total time is spent on special education students by non-special education teachers and principals providing federally mandated services that extend beyond those services provided to non-special education student? Question 1 on both questionnaires was designed to help the researcher determine how much total time principals and teachers spend on special education related tasks. Teachers and

principals selected the amount in increments of two, from 0 to greater than 44% by circling the appropriate number.

Research Question 2, Question 3, and Question 4 all were questions regarding whether or not total time spent was influenced by grade level, inclusion or school. Research Question 2 asked: Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by the grade level of teacher instruction? Research Question 3 asked: Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by classrooms that use inclusion when compared to classrooms where inclusion is not used? Research Question 4 asked: Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students different from school to school? In order to answer these questions specific demographic information was requested of each teacher on their questionnaire.

Research Question 5 asked: What percentage of time is spent by non-special education teachers and principals on specific professional tasks as related to special education? The questionnaire for principals asked them four questions regarding the percent of time spent on several types of professional tasks. The questionnaire for teachers asked them five questions regarding the amount of time spent on five different types of professional tasks for teachers. The questions on both instrument were based on competencies listed by The State of Tennessee's evaluation system as important for effective teachers and principals.

The Teachers' Instrument

The teacher survey instrument asked in questions two through six that the instructor determine the percentage of time in increments of two (from 0 through greater than 44%) that they spent on various teaching tasks for special education students, in addition to the time that they normally spend on students. Teachers were to circle the correct selection. These tasks are: preparing for instruction, using teaching strategies and procedures appropriate to the content and students, using evaluation to improve instruction, managing classroom activities effectively, and establishing and maintaining a professional leadership role. These are tasks the Tennessee Department of Education has determined are significant for effective teaching (Career Ladder general education orientation manual, 1994). The purpose of these questions was to determine how much time teachers spend on specific professional tasks.

The last page of the teachers' instrument asked the teacher to indicate the school they were assigned to, the grade level of instruction and whether or not they taught in an inclusionary classroom at all during the school day. The purpose of these questions was to assist the researcher in determining whether grade level, inclusion or individual school could be considered a significant predictor of how much time teachers spend on special education tasks.

The Principals' Instrument

In order to determine how much time principals spent on specific professional tasks, the principals' instrument used as its framework for questions the competencies that the Tennessee Department of Education has

determined are the tasks of effective principals (Career Ladder orientation manual for administrators, 1994). Four types of tasks were on the principals instrument; instructional leadership, organizational management, communication and interpersonal relations, and professional growth and leadership. These tasks became the framework for questions two through five. Principals were asked to determine from 0 to greater than 24%, how much time they spent on these specific tasks. Choices were given to them in increments of two and they were asked to circle the correct response.

DATA COLLECTION, RECORDING AND PROCESSING

Distribution and Collection of the Instruments

The principals' questionnaire with the cover letter attached was distributed to the eighteen principals and assistant principals involved in the study at the March 14, 1996 Blount County Schools administrators' monthly meeting. The researcher and the elementary principals were the only persons in the room at the time of the completion of the survey. The information on the cover letter regarding completion of the instrument was repeated to the principals. All of the elementary principals and assistant principals involved in the study had completed the instrument within twenty minutes of its distribution. When it appeared that all principals were finished with the questionnaire, the researcher asked the principals to remove the cover letter and return the completed questionnaires to the researcher. All eighteen (100%) of the elementary principals and assistant principals completed the questionnaire.

The teachers' questionnaire was distributed to the principals at the same

March 14, 1996 administrators' meeting. Each of the principals received a envelope containing questionnaires and cover letters of explanation with special education information specific to each regular classroom teacher in the principal's school.

The principals were asked to distribute the teachers' questionnaire to the regular classroom teachers at the faculty meeting the next day. In the cover letter teachers were asked to complete the questionnaire by providing the appropriate information. They were then asked to remove the cover letter and return the questionnaire in the envelope to the principal's office. Principals were asked to return the collected teacher questionnaires to the researcher through the school system mail by March 26, 1996.

Principals were called by the researcher and reminded on March 24 to return the questionnaires by March 26. On March 26 five of the twelve schools had returned the survey collection envelopes. The researcher called the remaining eight and three of those were returned by March 27. On March 28 and March 29 the researcher made site visits to the four remaining schools and collected the envelopes. A total of 222 of a possible 305 teacher questionnaires were collected and used in this research, a response rate of 73%.

Data Recording and Processing

The data for the principals' instrument was analyzed by the researcher using descriptive statistics. Frequency analysis were done, and the mean percent of total time was calculated as well. The same analysis were made on each of the four tasks of principals. The results of question one determined how

much total time principals spend on special education tasks. The results of questions two through five determined how much time was spent on specific tasks of principals.

The analysis of the data for the teachers' instrument required more extensive processing. The data for the teachers' instrument had to be converted to a numerical system to be read by a computer program designed to do the statistical tests needed to answer the research questions. Each teacher instrument was assigned a number, from 001 to 222. Following the teacher number, the date the instrument was returned was recorded numerically by month, date, and year. After the date, the percentage response for each of the questions numbering one through six was entered. This ranged from the least possible response of zero percent (recorded as 00) to the largest possible response recorded as >44% (recorded as 46).

The demographic data requested on the last page of the teacher instrument was recorded for the data analysis. Each teacher was asked which school they were assigned. Each school was given a number from 01 to twelve. The appropriate teacher response of school assigned was recorded.

Teachers were asked to record their grade level of instruction or homeroom assignment. Grade levels were recorded on the data base, with kindergarten starting at 01 and eighth grade ending with 09.

The final question asked teachers to indicate if they taught in an inclusionary classroom at all during the school day. If teachers indicated in their response that they did, the response was recorded as the numeral one. If teachers indicated that they did not, it was recorded as the numeral two.

The above coding allowed the data to be analyzed by SPSS for Windows. This program allowed the researcher to do a two-way analysis of

variance was done with one covariate - grade. This analysis tested whether school and inclusion/noninclusion classroom were significant predictors of the time spent on special education tasks.

The researcher also analyzed the teacher data to determine the mean percent of total time spent on special education in question one, frequency of responses, the frequency of responses by grade level, and the mean amount of time by grade level. The analysis also provided information about the specific tasks.

STATISTICS OF THE STUDY

Analysis of Covariance

A two-way analysis of variance with grade as a covariate was used to determine whether inclusion and school were significant predictors of the amount of time special education teachers spend on special education related tasks. School and Inclusion/Noninclusion Classroom were used as categorical predictor variables in the analysis of covariance. With twelve schools and two choices of inclusion or noninclusion there were 24 cell counts. "Covariance analysis. . . utilizes the relationship between the dependent variable. . . and one or more independent quantitative variables for which observations are available. . . in order to reduce the error term variability and make the study a more powerful one for comparing treatment effects. . . In covariance terminology, each independent quantitative variable added to the study is called a concomitant variable" (Neter, Wasserman & Kutner, 1990, p. 862). Grade was used as a concomitant variable in this study and it proved significant

as a covariate (See Appendix F).

CHAPTER IV

RESULTS

INTRODUCTION

This chapter contains the introduction, presentation and analysis of data, and summary of information used in determining how much time public school teachers and principals spend on special education related tasks and whether or not school assignment, grade level, or inclusion are factors in the amount of time spent by teachers. The data were obtained from questionnaires completed by elementary school principals and regular classroom teachers in the Blount County School System (Tennessee) during March of 1996.

PRESENTATION AND ANALYSIS

Both the teachers' and principals' questionnaires were sent out March 14, 1996 and all responses reported in this study were returned by March 29, 1996. Two hundred and twenty two, or 73.8% of the teachers' questionnaires were returned and processed. Eighteen out of 18 questionnaires or 100% of those sent out to principals were returned.

Total Time Spent on Special Education by Teachers and Principals

Research Question 1 asked:

What percentage of total time is spent on special education

students by non-special education teachers and principals providing federally mandated services that extend beyond those services provided to non-special education students? Question 1 of the questionnaire for both groups asked each group to indicate the percentage of total time they spent by circling the correct percentage.

Teachers' average responses to the question, "During the 1995 - 1996 school year what percentage of an average day do you spend on **all special education related tasks or duties?**" was 25.5%. The most common response from teachers was that they spent greater than 44% of their total time on special education related tasks (See Table 1 and Figure 1).

Thirty of the 222 responses or 7.43% responded that they spend greater than 44% of their time on special education related tasks. The fact that the response rate to the highest possible value was so large could indicate that some of these 7.43% may believe they spend values exceeding 44% on special education related tasks. The ceiling of greater than 44% does not allow analysis of how much more time than 44% teachers spend.

Twenty-one of the 30 instructors that indicated they spend greater than 44% of their time on special education tasks also indicate they were teaching in inclusion classrooms. Nine were teaching in noninclusion settings.

The greatest number of responses that indicated greater than 44% of their time is spent on special education tasks came from grade one teachers with nine responding in this manner. They are followed by seven in grade five, six in grade four, three in grade two, two in kindergarten, and one in grade eight. In grades six and seven none of the respondents indicated they spend greater than 44% of their time on special education related tasks (See Table 2).

Table 1
Total Time Spent on Special Education Tasks by Elementary
Teachers

Percent of Day	No. of Responses	Percent of Responses
0	4	1.8
2	3	1.3
4	3	1.3
6	2	0.9
8	9	4.0
10	20	8.9
12	13	5.8
14	8	3.6
16	10	4.5
18	5	2.2
20	14	6.3
22	10	4.5
24	13	5.8
26	8	3.6
28	11	4.9
30	14	6.3
32	6	2.7
34	8	3.6
36	5	2.2
38	8	3.6
40	8	3.6
42	3	1.3
44	8	3.6
>44	30	13.4

Mean percent of total time on special education = 25.5%

Mode = >44%

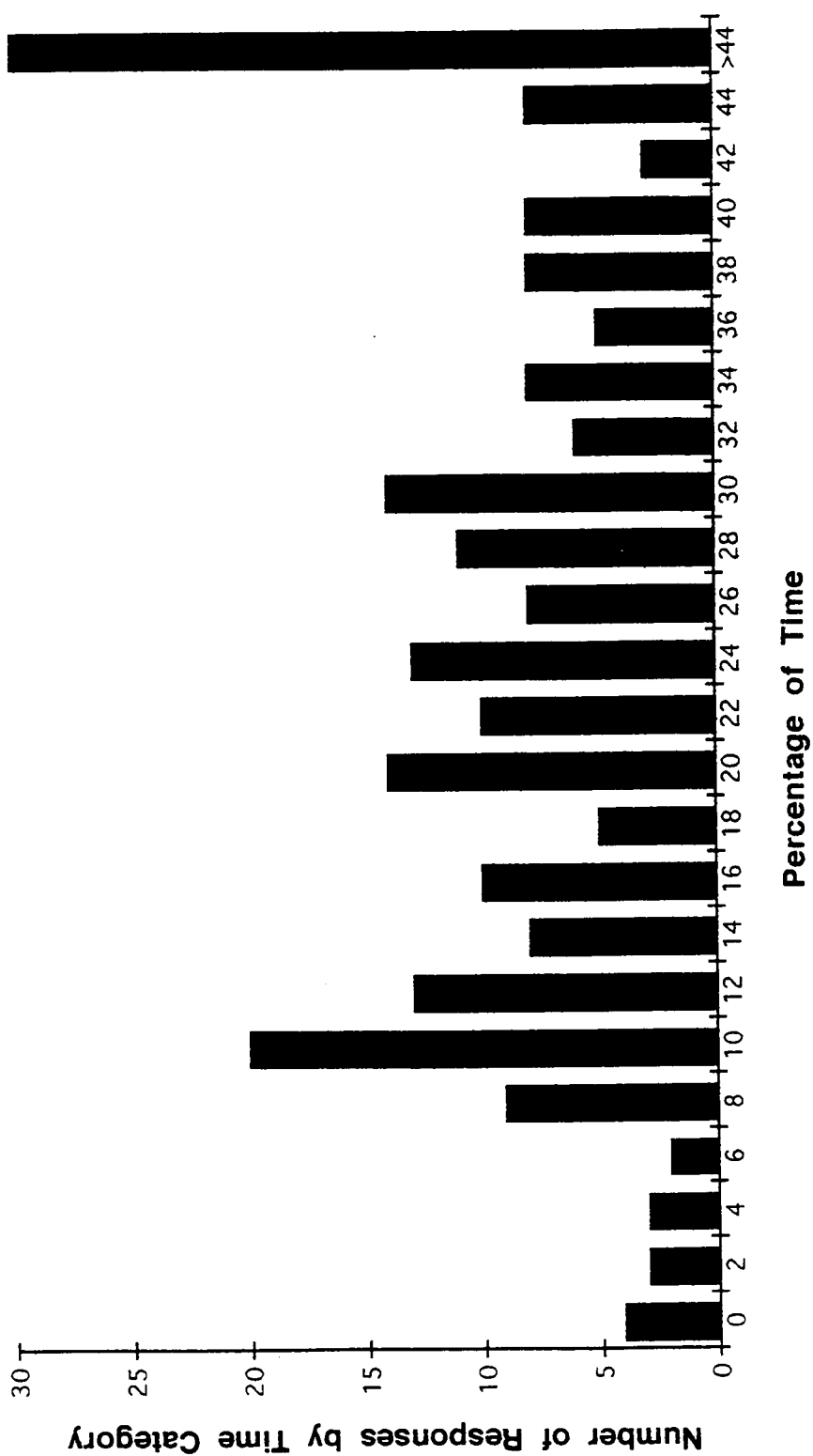


Figure 1

Responses to Percentage of Time Categories

Table 2

Responses by Grade Level Greater than 44% of Total Time

School	K	1	2	3	4	5	6	7	8
1	0	1	1	0	0	1	0	0	0
2	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	1
4	0	0	0	0	0	0	0	0	0
5	0	3	0	0	2	2	0	0	0
6	0	0	0	0	2	0	0	0	0
7	1	1	0	0	0	0	0	0	0
8	0	0	0	0	1	0	0	0	0
9	0	2	0	0	0	3	0	0	0
10	0	1	2	0	1	1	0	0	0
11	0	1	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
TOTALS	2	9	3	0	6	7	0	0	1

The school system under study reports that 20% of the student population in grades kindergarten through eight are identified as disabled (Blount County Schools Attendance Data, 1996 and Blount County Schools Special Education Census Data, 1996). Teachers average response at all schools and at all grade levels to the total time spent on special education related tasks was 25.5% (see Table 1). This information indicates a discrepancy of 5.5% in the percentage of time teachers perceive they spend on average on special education related tasks and the actual percentage of the total student population served in the regular classroom in the system under study.

The average response by school was they spend 26% of their total time on special education related tasks. When compared to the average of 20% identified as handicapped there is a difference of 6%. This compares with the 5.5% difference indicated by teacher. Only one of the twelve schools indicated they spend a smaller percentage of time on special education than their percent of handicapped students (see Table 3).

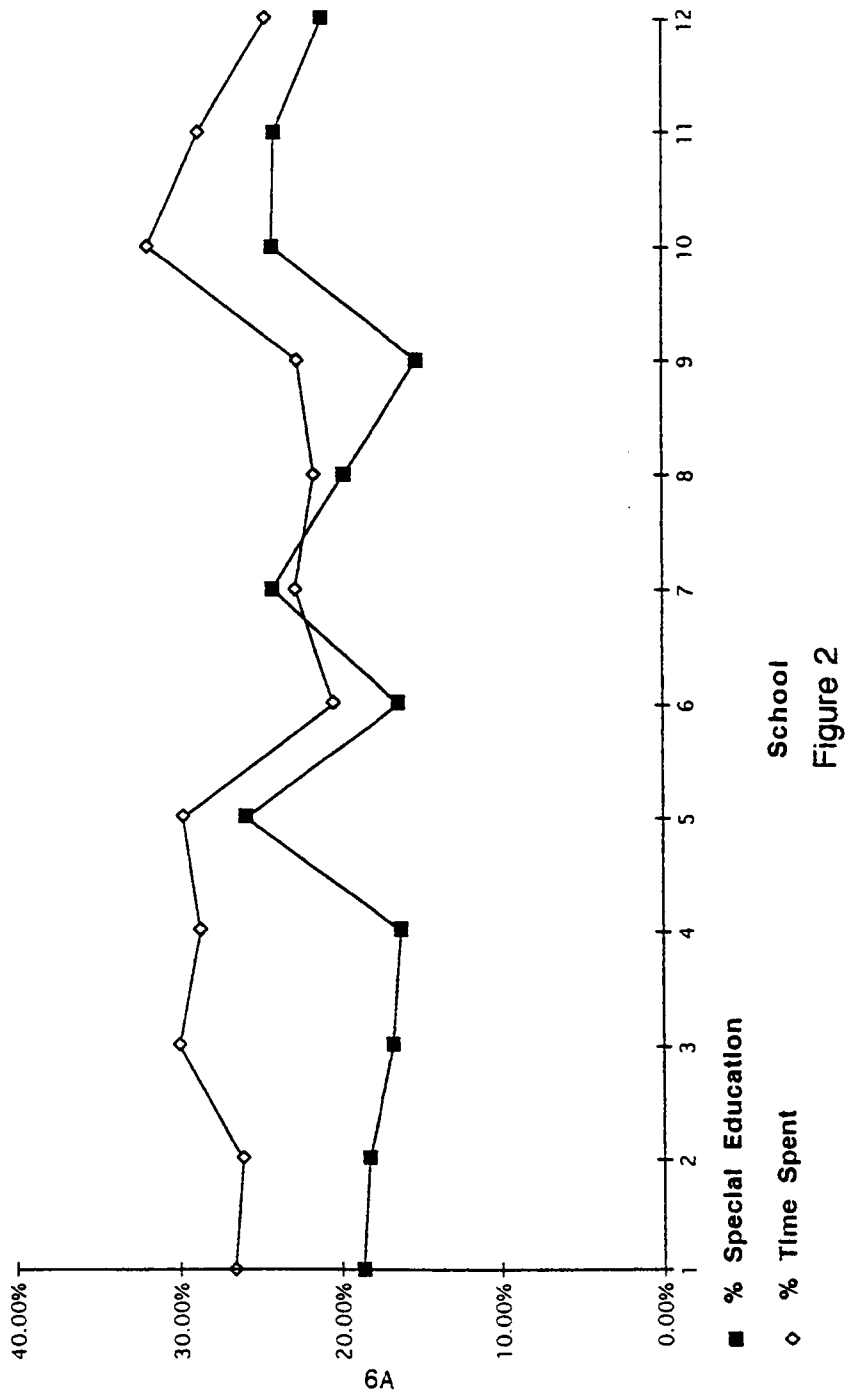
Based on the average teacher response of total time spent on special education related tasks of 25.5% and the school system percent of students identified as disabled of 20% in grades kindergarten through eight, teachers in the school system under study perceive that they spend 1.25 times the amount of time on special education related tasks as on regular education related tasks.

One trend emerged as a result of comparing the percent of the elementary student population identified as handicapped and the average amount of time spent by school. Teachers identified a larger percent of their times spent on special education tasks than the percent of students identified as handicapped in all schools but one (See Table 3 and Figure 2).

Table 3

Percent of Students Identified as Special Education by School Compared to the
Amount of Time Spent by Teachers by School

<u>School</u>	<u>% Spec. Ed.</u>	<u>% Total Time on Spec. Ed.</u>	<u>Difference</u>
1	18.7%	26.59%	+7.89
2	18.3%	26.11%	+7.81
3	16.7%	30%	+13.3
4	16.2%	28.67%	+12.47
5	25.9%	29.7%	+3.8
6	16.4%	20.4%	+4
7	24.2%	22.78%	-1.42
8	19.7%	21.52%	+1.82
9	15.2%	22.55%	+7.35
10	24.1%	31.76%	+7.66
11	24%	28.75%	+4.75
12	21%	24.55%	+3.55



Average Percent of Time Spent on Special Education by School
Compared to the Percent Identified by School

Figure 2

It is interesting to note that the school indicating the largest difference in the average percent of total time spent on special education tasks than the percentage of students identified as handicapped (school 3) is one of two schools in the system that initiated inclusion, therefore has been practicing inclusion longer than most other schools in the system.

Responses from the principals' questionnaire to the same question indicated the most common response to the question was principals spend 40% percent of their total time on special education related tasks. The average response of the total time spent on special education tasks for principals was 30.1% (See Table 4). This number does not correlate with the system average in elementary grades of 20% of the student population being identified as disabled. Given the principals' average response of 30.1% and the 20% of the student population identified as handicapped, principals perceive that they spend 1.5 times as much of their total time on special education related tasks as on regular education related tasks.

The average response of principals was 30.1% compared to the average response for teachers of 25.5%, indicating that principals spend a larger part of their total time on special education related tasks than teachers. It is important to note that only four of the principals responded they spend 20% or less of their total time on special education related tasks, while 14 responded they spend 24% or more of their time on special education related tasks. The most common response by principals to the total amount of time they average spending on special education related tasks was 40%.

Table 4

Total Time Spent on Special Education Tasks by Elementary Principals

Percent of Day	No. of Responses	Percent of Response
0	0	0
2	0	0
4	0	0
6	0	0
8	1	5.6
10	0	0
12	0	0
14	1	5.6
16	0	0
18	1	5.6
20	1	5.6
22	0	0
24	1	5.6
26	1	5.6
28	2	11.2
30	2	11.2
32	1	5.6
34	0	0
36	2	11.2
38	0	0
40	3	16.8
42	0	0
44	0	0
>44	2	11.2

Mean percent of total time on special education = 30.111%

Mode = 40%

Influence of Grade Level

Research Question 2 asked:

Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by the grade level of teacher instruction? To answer the above question, specific demographic data was requested on the teacher questionnaire. On the final page teachers were asked to respond to the following questions:

1. In what school do you teach?
2. What is your grade level of instruction or homeroom assignment?
3. Do you teach in an inclusionary classrooms at all during your school day?

Specifically Question 2 demographic data was used to determine how much time teachers averaged spending on special education related tasks by grade level. Responses to the teacher questionnaires indicated a range of averages in the amount of time spent by grade level on special education related tasks.

The amount of time spent by teachers on the average, on special education related tasks increased slightly from kindergarten at 27.38%, to first grade at 28.12%, then gradually declined to 25.15% at grade two, and 23.76% at grade three. Average time began to increase again at grade four to 24.84%, and then made a much larger increase on the average time spent at grade five to 31.36%. Following grade five, the average amount of time spent by teacher on special education related tasks made a large decline to 21.18% at grade 6, declined again at grade seven to 19.65%, and made a very small increase at

grade eight to 20% (see Table 5 and Figure 3).

The mean of the average amount of time spent in grades kindergarten through five was calculated at 26.77%. The mean of the average amounts of time spent by teachers in grades six through eight was calculated at 20.61%. These teacher responses indicate that the amount of total time spent on special education drops after grade five and continues to remain at the lower rate through grades six, seven, and eight.

In many public schools, including the one under study, different classroom structure is used for grades kindergarten through five than for grades six through eight. Classrooms in grades kindergarten through five are self-contained. Students remain in the regular classroom for the entire day with the same teacher, unless they are pulled out for special education services. In grades six through eight students are departmentalized. They change classes for different subjects, as well as leaving for special education classes, if appropriate.

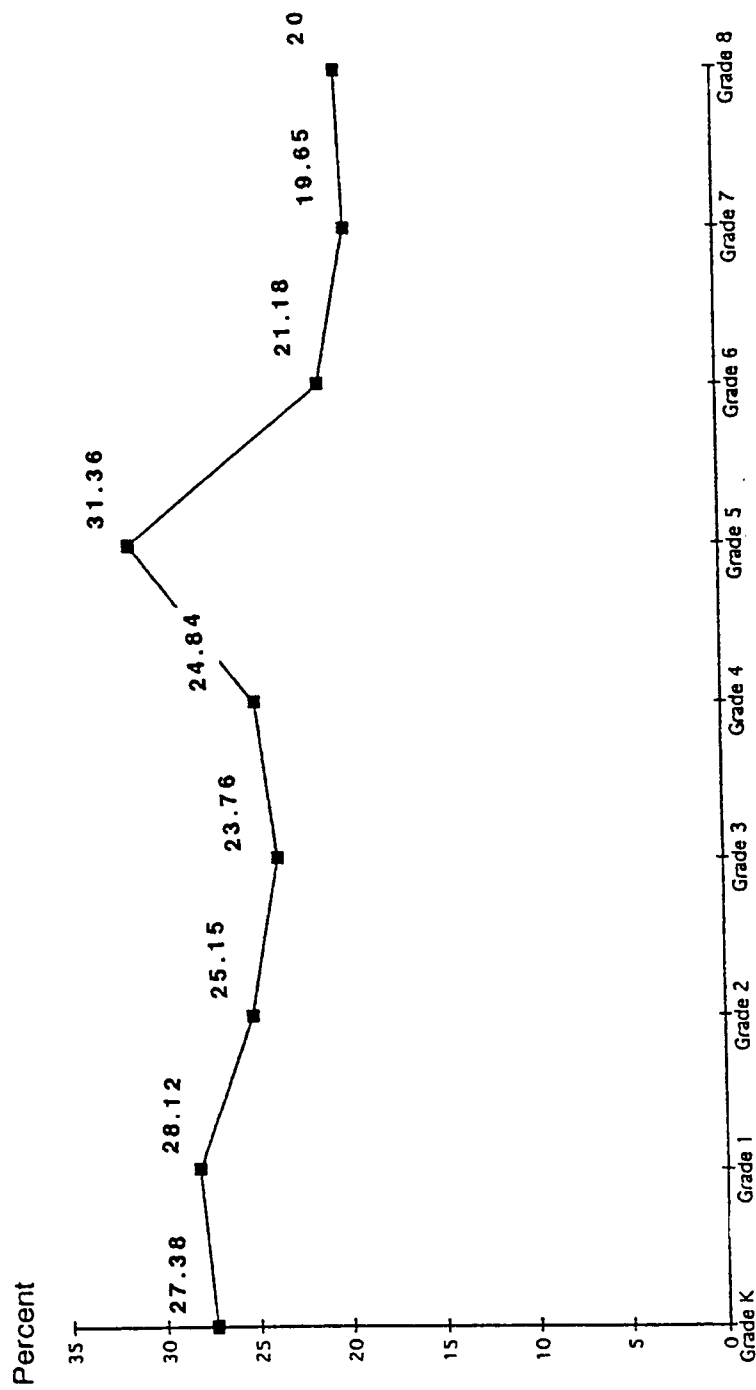
In grades kindergarten through five, with an average class size of 25 and an average of 20% identified, the average teacher would have to modify and be responsible for the work of approximately five students. In departmentalized settings of grades six through eight, teachers average thirty to thirty-five students per each classroom period (with five periods per day or more) or 150 students. With an average of 20% identified as handicapped those teachers on the average are responsible for approximately 30 modifications.

With this increase in the number of modifications the average amount of teacher time spent on special education tasks in grades six through eight declines by about 6% from the average amount spent on grades kindergarten through five. It is also of interest that only one teacher in grades six through

Table 5

Mean Percent of Time Spent by Teachers on Special Education Tasks byGrade Level

Grade Level	Number of questionnaires	Mean Amount of Time Spent
K	29	27.38%
1	33	28.12%
2	26	25.15%
3	25	23.76%
4	33	24.84%
5	28	31.36%
6	22	21.18%
7	17	19.65%
8	9	20%



Grade Levels

Figure 3

Percentage of Time Spent by Grade Level

eight indicated they spend greater than 44% on special education related tasks as opposed to 27 teachers of students in grades kindergarten through five who responded they spend greater than 44% of their average day on special education related tasks (See Table 2).

The number of questionnaires completed by grade level declined in grade 6, declined even more in grade 7, and again in grade 8 (See Table 5). The average response to the total time spent on special education related tasks for these three grades remained around 20%.

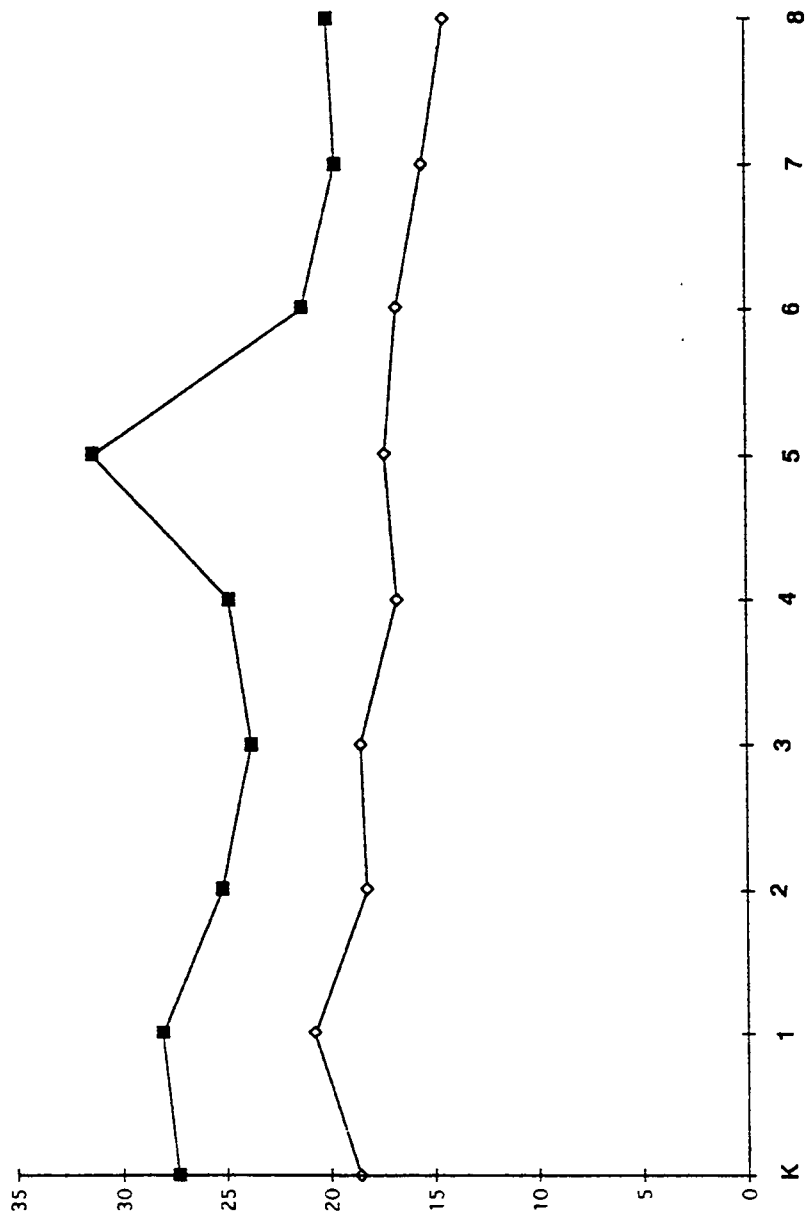
Comparisons were also done between the average percent of time spent on special education tasks by grade level and the percent of students identified as handicapped by grade level. Data indicate that the largest percent of membership in special education is at grade one with 20.8%, the next highest being kindergarten with 19.6%, followed closely by grade three at 18.5%, and grade two at 18.2%. Grade five had the next highest percent of membership identified at 17.3%, followed by grade four at 16.7%. In the middle grades the percent of students with handicaps gradually declines from 16.7% at grade six, to 15.5% at grade seven and 14.4% at grade eight (See Table 6).

Educators in the system under study feel the high percent of students identified in grades kindergarten, one two and three are students with speech and language deficits (Cook, 1997). These problems are usually corrected by grade four. Comparisons of data and survey responses indicate that while the percent of students identified by grade level declines the teachers in grades four and five still spend a lot of time on special education tasks compared to teachers in other grade levels (See Figure 4).

Table 6

Comparison of Average Percent of Time Spent by Grade Level with the Percent
of Grade Level Membership Identified as Special Education

Grade Level	Average % Time	% Membership Spec. Ed.	Difference
K	27.38%	18.6%	8.78
1	28.12%	20.8%	7.32
2	25.15%	18.2%	6.95
3	23.76%	18.5%	5.26
4	24.84%	16.7%	8.14
5	31.36%	17.3%	14.66
6	21.18%	16.7%	4.48
7	19.65%	15.5%	4.15
8	20%	14.4%	5.6



Grade Level

Figure 4

■ % Time Spent

◇ % Students Identified

Comparison of Percent of Special Education Students by Grade Level

to Average Percent of Total Time Spent on Special Education by Grade Level

These increases could be the result of several factors. There is an increase in academic difficulty as students rise in the grade levels. Also, teachers up to grade six are traditionally in self contained classroom settings and conceivably spend more time on modification of more difficult subject matter. Teachers in grades kindergarten through grade three also have the services of a regular education instructional assistant for a portion of the day, as well as a lower average class size as mandated by the Tennessee Department of Education. The combination of these factors may put an increasing burden on the amount of time spent by teachers in grades four and five, while teachers in grades six through eight deal with so many students they are unable to spend as much time on special education tasks such as modification of assignments.

Influence of Inclusion

Research Question 3 asked:

Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by classrooms that use inclusion when compared to classrooms where inclusion is not used?

To answer the above question, specific demographic data was requested on the teacher questionnaire. On the final page teachers were asked to respond to the following questions:

1. In what school do you teach?
2. What is your grade level of instruction?
3. Do you teach in an inclusionary classroom at all during your school day?

The responses to question three were used to calculate information relative to determining whether or not inclusion is a factor in the average amount of time spent by regular education teachers on special education related tasks.

The responses show that in some schools teachers of inclusionary classrooms spend more time; in others, teachers of noninclusionary classes spend more time. (See Table 7 and Figure 5). Nine of the twelve elementary schools under study in this project indicate a larger average amount of time is spent on inclusion. Three schools indicate a larger average amount of time is spent by teachers in non-inclusion classrooms.

The mean amount of average time spent by teachers in inclusion classrooms with 99 teachers responding is 28.91%. The mean amount of average time spent by teachers in noninclusion classrooms with 123 teachers responding is 22.65%, a difference of approximately 6.2%. It is important to note that of the teachers responding they spend greater than 44% of their total time on special education related tasks 20 of the 30 responses are from teachers in inclusion classrooms.

Influence of School

Research Question 4 asked:

Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students different from school to school?

To answer Question 4 specific demographic data was requested on the teacher questionnaire. On the final page teachers were asked to respond to the

Table 7
Mean Percent of Time Spent on Special Education
by Inclusion/noninclusion Classroom

School	Inclusion	# Responses	Noninclusion	#Responses
1	25.13	(23)	28.44	(18)
2	21.33	(3)	27.07	(15)
3	34	(7)	20.67	(3)
4	34	(2)	26	(4)
5	38.67	(12)	16.25	(8)
6	21.09	(11)	19.86	(14)
7	31	(4)	21.05	(19)
8	20	(5)	22	(16)
9	28.44	(9)	18.46	(13)
10	34.13	(15)	14	(2)
11	31.33	(3)	27.20	(5)
12	26.40	(5)	23	(6)
Mean	28.91		22.65	
Total responses		(99)		(123)

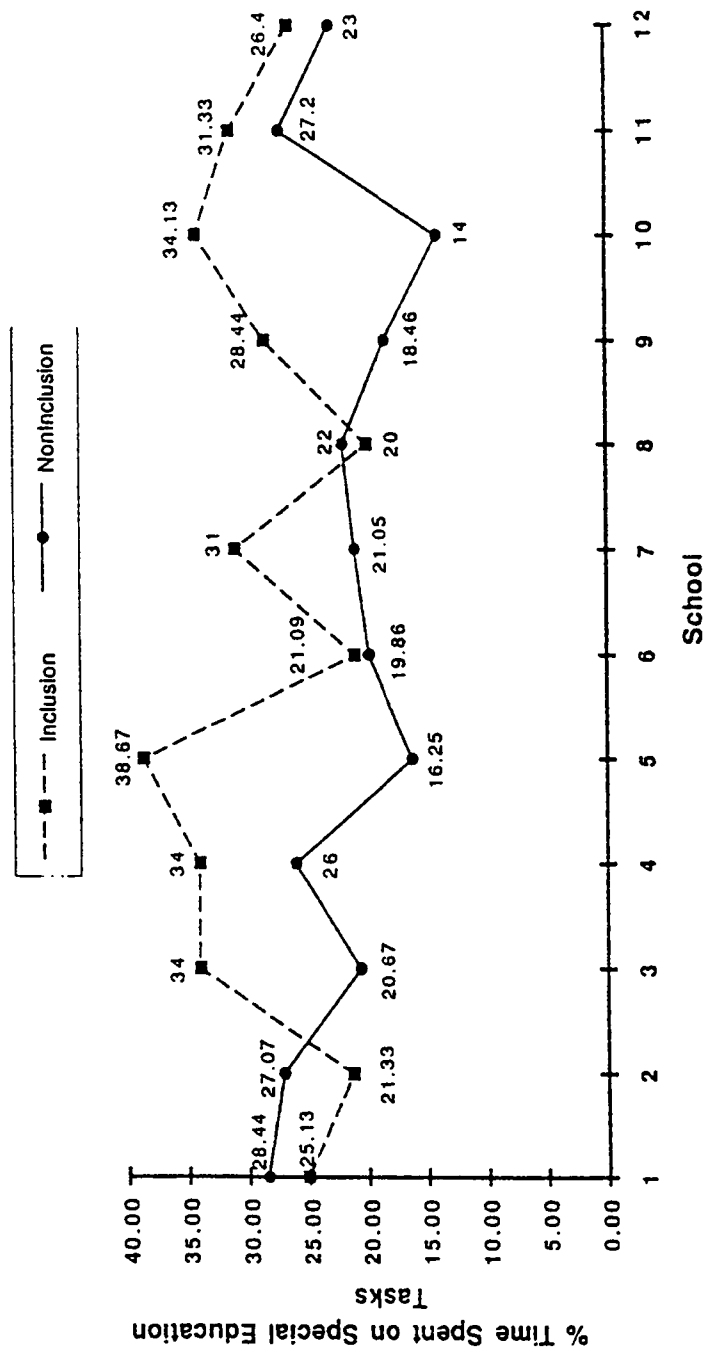


Figure 5

Interactive Effects of School and Inclusion/noninclusion
on Percent of Time Spent on Special Education Tasks

following questions:

1. In what school do you teach?
2. What is your grade level of instruction or homeroom assignment?
3. Do you teach in an inclusionary classroom at all during your school day?

The results of the survey information analyzed from the responses to question 1 of the demographic data were used to determine whether or not school was an influence on how much average time teachers spend on special education related tasks.

The results indicated some differences in responses to the average amount of time spent by school. The mean responses by school varied from a low of 20.40% to a high of 31.76% averaged spent on special education related tasks (See Table 3 & Figure 6). This indicates that the amount of time teachers perceive they spend on special education related tasks may vary a great deal from school to school. It is important to note that while school responses varied more than 10%, the average school response was not below 20%. The mean response for the school system under study was 25.44% with 222 teacher responses.

Interaction of Grade Level, Inclusion, and School on Time Spent by Teachers

An analysis of covariance was used to determine whether total time spent on special education tasks was influenced by school, grade, and inclusion. Grade level was used as the covariant and School and Inclusion/noninclusion Classroom were used as categorical predictor variables.

The results of the analysis of covariance show a significant interaction

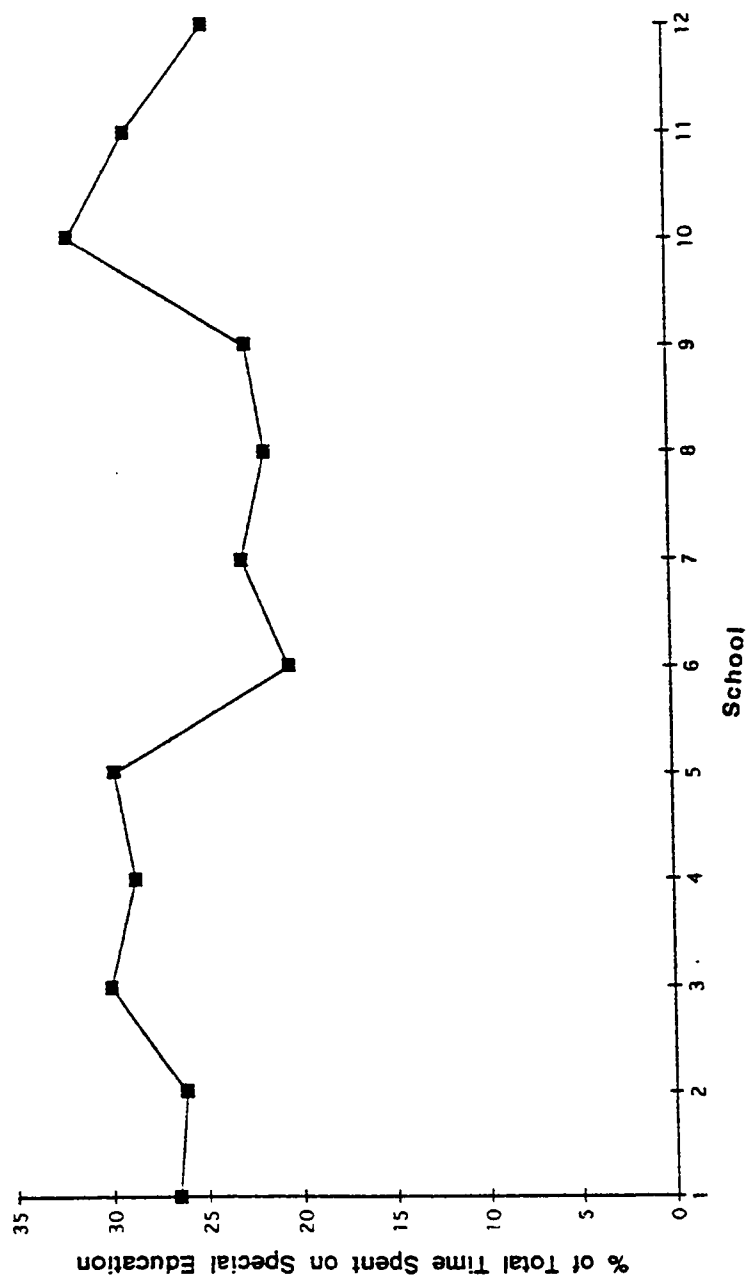


Figure 6
Average Response by School

between School and Inclusion/Noninclusion classroom. While Inclusion/Noninclusion Classroom shows significant main effects, the significant interaction of the effect of school must be interpreted first (See Appendix F).

Essentially, the significant interaction shows in some schools, teachers of inclusionary classes spend more time; in others, teachers of noninclusionary classes spend more time (See Figure 5). The significant main effects indicate that for the most part teachers in inclusion classrooms average more time on special education related tasks than those in noninclusion classrooms.

Grade level was also found to be significant as a covariate. Grade level then was found to be a significant factor in how much time teachers perceive they average spending on special education related tasks.

Based on the results of this study, it could be concluded that the grade level of instruction is a significant predictor of how much time a teacher will average spending on special education related tasks. The results of this study indicate the school a teachers instructs in may be a predictor of the amount of time spent on special education related tasks, however, in some schools inclusion teachers spend more time and in other schools noninclusion teachers spend more time. Therefore, the amount of time a teacher may spend on special education depends on the school they are in. It can be predicted however, for the most part, that a teacher in an inclusion classroom will average spending more time on special education related tasks.

Amount of Time Spent on Specific Tasks by Teachers and Principals

The final research question asked:

What percentage of time is spent by non-special education teachers and principals on specific professional tasks as related to special education?

Questions 2 through 6 on the teachers' questionnaire attempted to answer this question, as did questions 2 through 5 on the principals' questionnaire. These questions were based on the tasks determined by the Tennessee Department of Education to be those of effective teachers and principals.

Specific Professional Tasks for Teachers

Preparation for Instruction. Question 2 asked the teachers, of the time they spend on students with special needs, "What percentage of an average day do you spend on preparing for instruction?". Eighty-two persons of the 222 responses, or 36.6% of those filling out the survey felt they averaged two percent of their day on preparation for instruction of students with disabilities. This was the most common response. One hundred seventy-four or 79% of the 222 responded they average spending 6% or less of their day on preparing for the instruction of students with disabilities. The average response was 5.2% (See Table 8).

Using Teaching Strategies Appropriate to the Content and Students. question 3 asked the teachers, of the time they spend on students with special needs, "What Percentage of an average day do you spend on using teaching strategies and procedures appropriate to the content and students?" The most frequent response of teachers was 2% and the mean response was 8% (see

Table 8

Percentage of an Average Day Spent on Preparing for Instruction
By Teachers

Percent of Time	No. of Responses	Percent of Responses
0	15	6.7
2	82	36.6
4	49	22.0
6	28	12.5
8	13	5.8
10	21	9.4
12	0	0
14	0	0
16	2	.9
18	1	.4
20	5	2.2
22	1	.4
24	3	1.3
>24	3	1.3

Mean percent of time spent on preparing for instruction = 5.2%

Mode = 2%

Table 9). While the most common response was 2% (with 50 responses), 41 teachers responded at 4% and 31 teachers at 6%. The majority of the responses to this question fell in the 10% or less range with 178 responses of the 222 possible being 10% or less (See Table 9). Using teaching strategies appropriate to the content and students had one of the highest average responses of any of the categories.

Using Evaluation to Improve Instruction. Question 4 asked teachers, of the time spent for students with special needs, "What percentage of an average day do you spend on using evaluation to improve instruction?". Teachers responded the most frequently with 2%, with 83 teachers responding in this category. A large number of teachers (57) responded in the 4% category, and 23 teachers responded in the 6% category. Teachers responded that they average spending 4.8% of their average day on using evaluation to improve instruction of students with disabilities. (See Table 10).

Managing Classroom Activities Effectively. On Question 5 teachers were asked of the time spent for students with special needs, "What percentage of an average day do you spend on managing classroom activities effectively?". The most frequent response given by teachers was 2% with 51 instructors responding in this category, however 43 more instructors indicated they spend 4% of their day on managing classroom activities. One instructor's response was that he or she spends 6% of their day on classroom management, while 15 responded at 8% and another large group (30) responded at 10%. A total of 149 instructors of 222 indicated they spend 10% or less of their time on special education related tasks. It is important to note that 15 teachers responded they spend greater than 24% of their time on classroom management of special needs students which is the ceiling for this study. The average of this

Table 9

Percentage of an Average Day Spent by Teachers on Using Teaching Strategies and Procedures Appropriate to the Content and Students

Percent of Time	No. of Responses	Percent of Responses
0	6	2.7
2	50	22.3
4	41	18.3
6	31	13.8
8	21	9.4
10	29	12.9
12	10	4.5
14	5	2.2
16	6	2.7
18	0	0
20	6	2.7
22	0	0
24	3	1.3
<24	15	6.7

Mean percent of time spent on using teaching strategies and procedures appropriate to the content and student = 8%

Mode = 2%

Table 10

Percentage of an Average Day Spent by Teachers on Using Evaluation
To Improve Instruction of Special Needs Students

Percent of Day	No. of Responses	Percent of Responses
0	17	7.6
2	83	37.1
4	57	25.4
6	23	10.3
8	15	6.7
10	12	5.4
12	3	1.3
14	1	.4
16	3	1.3
18	0	0
20	5	2.2
22	0	0
24	1	.4
<24	3	1.3

Mean percent of time spent on using evaluation to improve instruction = 4.8%

Mode = 2%

category of 8.2% was the highest of any of the professional competencies surveyed. (see Table 11).

Establishing and Maintaining a Professional Leadership Role. On Question 6 teachers were asked, in special education, "What percentage of an average day do you spend on establishing and maintaining a professional leadership role?" Teachers responded most frequently with 2%, with 100 instructors responding in this category. Forty-one responded at 4% and 23 at 6%. One hundred and eighty-four instructors responded in the categories of 6% or less. It is interesting to note that 20 teachers responded that they do not average spending any time on establishing and maintaining a leadership role for students with disabilities. The average response for this category was 4.4% (see Table 12).

Summary of Results of Amount of Time Spent by Instructors on Specific Professional Tasks. The results indicate that teachers spend the largest amount of their total time (8.2%) on classroom management activities. Another area with a strong response was in the use of appropriate teaching strategies for the learner and content with an average teacher response of 8%. Teachers indicated they average spending a lesser amount of time (5.2%) on preparation for instruction, and an even lesser average amount (4.8%) on using evaluation to improve instruction. Teachers indicated they spent the least amount of their average total time (4.4%) on special education tasks in the area of establishing and maintaining a leadership role in special education. These averages total 25.6% which compares with the total amount of time teachers indicated they average which was 25.5%.

Table 11

Percentage of an Average Day Spent By Teachers on Managing Classroom
Activities Effectively For Special Needs Students

Percent of Day	No. of Responses	Percent of Responses
0	9	4
2	51	22.8
4	43	19.2
6	1	.4
8	15	6.7
10	30	13.4
12	11	4.9
14	4	1.8
16	2	.9
18	1.8	1.8
20	8	3.6
22	1	.4
24	4	1.8
<24	15	6.7

Mean percent of time spent on managing classroom activities effectively = 8.2%

Mode = 2%

Table 12

Percentage of an Average Day Spent by Teachers on Establishing and Maintaining a Professional Leadership Role in Special Education

Percentage of Day	No. of Responses	Percentage of Response
0	20	8.9
2	100	44.6
4	41	18.3
6	23	10.3
8	7	3.1
10	21	9.4
12	4	1.8
14	0	0
16	1	.4
18	1	.4
20	0	0
22	1	.4
24	0	0
<24	4	1.8

Mean percent of time spent on establishing and maintaining a professional leadership role in special education = 4.4%

Mode = 2%

Specific Professional Tasks of Principals

Instructional Leadership. Question 2 asked the principals, of the time they spend on students with special needs, "What percentage of an average day do you spend on instructional leadership?". The most common response of principals was 10% of an average day, with five of eighteen possible responding with 10%. However, six principals response indicated they average spending 14% or more of their average time on instructional leadership for students with disabilities. This number raised the mean response to 10.6% (see Table 13).

Organizational Management. Question 3 asked the principals, for students with special needs, "What percentage of an average day do you spend on organizational management?". The most frequent response of principals was 2% with 7 principals responding in this category. There were only two responses in the categories of 8 - 18%. There were no principals that gave a response higher than 18%. The mean response was that principals spend 5.7% of an average day on organizational management for students with disabilities. (see Table 14).

Communications and Interpersonal Relations. Question 4 asked principals for students with items relating to students with special needs, "What percentage of an average day do you spend on communication and interpersonal relations?" Principals responded the most frequently with 8% and 10%. Sixteen of the eighteen principals responded in the categories of 12% or less, with three responses at 18% or greater. The average amount of time principals indicated they spend on communication and interpersonal

Table 13

Percentage of an Average Day Spent by Principals on Instructional Leadership

Percent of Time	No. of Responses	Percent of Responses
0	0	0
2	2	5.6
4	3	16.8
6	0	0
8	2	11.2
10	5	28
12	0	0
14	2	11.2
16	1	5.6
18	0	0
20	2	11.2
22	0	0
24	0	0
>24	1	5.6

Mean percent of time spent on instructional leadership = 10.6%

Mode = 10%

Table 14

Percentage of an Average Day Spent by Principals On Organizational Management

Percent of Time	No. of Responses	Percent of Responses
0	0	0
2	7	39.2
4	3	16.8
6	3	16.8
8	4	22.
10	1	5.6
12	0	0
14	0	0
16	0	0
18	1	5.6
20	0	0
22	0	0
24	0	0
>24	0	0

Mean percent of time on organizational management = 5.777%

Mode = 2%

relations regarding students with disabilities was 10.4% (see Table 15). This was one of the highest average categories of response for principals.

Professional Growth and Leadership. On Question 5 principals were asked, for students with special needs, "What percentage of an average day do you spend on professional growth and leadership?" The most frequent response given by principals was 2% and 6%, with five principals responding to each of these two categories. Fifteen principals responded they spend 8% or less of their total time on professional growth and leadership of special needs students. There were no responses higher than 16%. The average amount of time principals indicated they spend on professional growth and leadership in special education was 6.1% (see Table 16).

Summary of Results of the Amount of Time Spent by Principals on Specific Professional Tasks. The results of this study indicate that principals spend the most time on instructional leadership (10.6%) and communication and interpersonal relationships (10.4%) when working with students with disabilities. The next highest category of response was professional growth and leadership at 6.1% and organizational management at 5.7%. These total an average amount of time spent on specific professional tasks at 32.8% which compares with the average amount of total time indicated by principals of 30.1%.

SUMMARY

According to the teacher questionnaire responses used in this study, teachers surveyed average 25.5% of their total time on special education related tasks. Also, according to the principal questionnaire responses,

Table 15

Percentage of an Average Day Spent by Principals on Communication
and Interpersonal Relations

Percent of Time	No. of Responses	Percent of Responses
0	0	0
2	1	5.6
4	2	11.2
6	3	16.8
8	4	22.4
10	4	22.4
12	2	11.2
14	0	0
16	0	0
18	1	5.6
20	1	5.6
22	0	0
24	0	0
>24	1	5

Mean percent of time spent on communications and interpersonal relations =
10.444%

Mode = 8% & 10%

Table 16

Percentage of an Average Day Spent by Principals on Professional Growth
and Leadership

Percent of Time	No. of Responses	Percent of Responses
0	0	0
2	5	28
4	2	11.2
6	5	28
8	3	16.8
10	1	5.6
12	1	5.6
14	0	0
16	1	5.6
18	0	0
20	0	0
22	0	0
24	0	0
>24	0	0

Mean percent of time spent on professional growth and leadership = 6.111%

Mode = 2%

principals average spending 30.111% of their total time on special education related tasks.

In the evaluation of teacher responses, there was a significant difference in the amount of time spent on special education tasks by Grade. The teachers responding to this questionnaire indicated they spend a great deal more time at the lower grade levels of kindergarten through grade five on special education related tasks than they do at the upper grade levels of grade six through eight.

There was also an interaction between Inclusion/noninclusion Classroom and School. The results of this questionnaire indicate the amount of time teachers spend on special education tasks may depend on the school they are in, and that for the most part teachers in inclusion classrooms spend more time on special education than do teachers in noninclusion classrooms.

Teachers' responses indicated, they spend the greatest amount of time on classroom management of special education, averaging 8.2%. Teachers averaged spending 5.2% on preparing for instruction in special education, 8% on using appropriate teaching strategies, and 4.8% on using evaluation to improve instruction.

Principals averaged spending the greatest amount of time on special education tasks in the area of instructional leadership with 10.6%. They spent almost as much time on communication and interpersonal relations at 10.4%. Elementary principals also spent 6.1% of their time on professional growth and leadership, and 5.7% on organizational management.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

SUMMARY

The research questions investigated in this study dealt with the amount of time that regular education elementary teachers and principals spend on special education duties. The purpose of the study was to investigate the total time spent by regular education employees on additional special education student services that are required by law and policy, and additionally what amount of that time is spent on specific professional tasks. The study also sought to determine whether the amount of time spent on special education was affected by the grade level of instruction, the school, or inclusion/noninclusion classroom.

The study sought answers to the following questions:

1. What percentage of total time is spent on special education students by non-special education teachers and principals providing federally mandated services that extend beyond those services provided to non-special education students?
2. Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by the grade level of teacher instruction?
3. Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students influenced by classrooms that use inclusion when compared to classrooms

where inclusion is not used?

4. Is the percentage of total time spent by professional non-special education teachers on mandated services to special education students different from school to school?

5. What percentage of time is spent by non-special education teachers and principals on specific professional tasks as related to special education?

The population under study was the 305 regular education elementary teachers and eighteen elementary principals and assistant principals assigned to the twelve elementary schools grades kindergarten through eighth in the Blount County School System (Tennessee). Survey questionnaires were developed for teachers and principals based on professional competencies defined by the Tennessee Department of Education. Questionnaires were sent out to all of the regular education elementary teachers and principals during March 1996. Data were returned and processed on 73.8% of the elementary teachers (n=222) and all off the eighteen elementary principals and assistant principals in the school system.

Percentage data were compiled by frequency of response and average response on the total time both groups spend on special education. The data were also compiled by grade level. Average response to the percentage selection of the amount of time spent on specific tasks defined as competencies for both groups was also compiled.

An analysis of covariance was used in this study to determine whether grade level, inclusion, or school were significant predictors of the amount of time special education teachers spend on special education related tasks.

FINDINGS

The study found the following:

1. Regular education elementary classroom teachers average spending approximately 25.5% of their total time on special education tasks. As many as 13.4% spend <44% on special education related tasks. Elementary principals average spending 30.1% of their total time on special education tasks. As many as 28% spend 40% or more of their total time on special education related tasks.

2. The percentage of total time spent on special education related tasks by teachers appears to be influenced by the grade level of instruction. The average time spent on special education related tasks declined from 27.38% in kindergarten to 20% in eighth grade. First grade teachers indicated they spend 28.12%, second grade teachers 25.15 % and grade three teachers spent 23.76%. Fourth grade teachers spent 24.85% of their total time on special education tasks, while third grade teachers spent 23.76%. Fifth grade teachers spent 31.36%, compared to fourth grade teachers at 24.85%. The decline in amount of time spent continued in grade six at 21.18%, declined again slightly in grade seven at 19.65%, and increased slightly at grade eight to 20%.

3. Teachers who taught in inclusionary classrooms, for the most part, spent more time on special education tasks than those that did not. In three schools of the twelve under study, teachers in noninclusion classrooms spent more time on special education related tasks. The average amount of time spent on special education related tasks in inclusion classrooms was 28.91%. The average amount of time spent on special education related tasks in

noninclusion classrooms was 22.65%.

4. The average amount of time spent on special education related tasks by teachers was different from school to school. The average amount of time differed from the lowest average amount of time spent at a school of 20.4% to the highest average amount spent at a school 31.76%.

5. Teachers and principals spent varying amounts of time on specific professional tasks related to special education. Teachers averaged spending 5.2% on "Preparing for Instruction" of special education students, eight percent of their time on "Using Teaching Strategies and Procedures Appropriate to the Content and Students" of special education students, and averaged spending 4.8% of their total time on "Using Evaluation to Improve Instruction of Special Needs Students". Additionally, regular education teachers, on the average, spent 5.2% of their time on "Managing Classroom Activities Effectively For Special Needs Students" and an average of 4.4% of their time on "Maintaining a Professional Leadership Role" as applicable to special education.

Principals spent 10.6% of their average day on "Instructional Leadership" in special education. Principals spent 10.4% of an average day on "Communication and Interpersonal Relations" in the area of special education and 6.1% of an average day on "Professional Growth and Leadership" in special education. The average response to the amount of time spent on "Organizational Management" by principals was 5.7%.

CONCLUSIONS AND DISCUSSION

1. The average time spent on special education tasks and duties by teachers and principals is considerable. The results of this study show that

teachers and principals spend more time on special education related tasks, considering the numbers of students identified as disabled, than general education related tasks

Teachers responded they spend on the average 25.5% of their total time on special education related tasks, while principals responded they spend on average 30.1% of their total time on special education related tasks. The average percentage of special education school-age population in the system under study is 20%.

Due to the amount of time teachers and principals perceive they spend on special education tasks some personnel considerations should be made. The number, type, and severity of a students' disabilities should be used to determine total regular class size and in determining the number of administrators needed at the school level.

2. The percentage of total time spent by regular education teachers on special education tasks decreases from kindergarten through eighth grade.

There was a steady decline in the average amount of time spent from grade level to grade level except for grades four and five and grades seven and eight. The decrease in the average amount of time spent on special education tasks from kindergarten to eighth grade was approximately ten percent.

The results of this survey indicate that as students with disabilities ascend in grade level it can be expected that teachers will spend less time on special education types of tasks. For the most part the number of students identified as disabled also decreases with the grade level of instruction (See Table 6), so it follows that the amount of time spent would also decrease. Educators in the system under study indicate the higher percent of students in

the special education population during the early grades is due to the need for speech and language services among the younger student population (Cook, 1997).

The amount of time spent on special education tasks takes exception to the gradual decline in time spent on special duties and tasks in two incidence. There was an indication that grade four teachers spend slightly more time than grade three teachers. There was a strong indication that teachers of grade five classrooms spend a great deal more time on special education related tasks than teachers in any other grade level while the numbers of students identified with disabilities decreases (See Table 6).

Several reasons could be a factor in these two exceptions. (1) In the system under study instructional assistants for regular education teachers are only funded for grades kindergarten through three. Teachers in grades four and five may feel the decline in instructional assistance when serving all students but especially those mainstreamed or inclusion students with disabilities. (2) The level of academic expectation increases in each of these two grades. Teachers begin a heavier reliance on the use of textbooks for instruction. Students are expected to function more and more independently. This type of instruction becomes increasingly difficult for students with learning disabilities who may have reading problems. (3) Teachers may be trying to prepare students for the more complex curriculum of middle school. Instructors may look at grades four and five as their last chance to ready students for the more difficult curriculum matter and the impersonalization of departmentalized programs they will face in the near future. (4) For some students the onset of adolescence begins in grades four and five. A change in behavior sometimes accompanies puberty and teachers in these grades may find behavior of these

students a challenge.

According to Vaughn and Schumm (1996) middle and high school teachers monitor the work of non-disabled students at a higher rate than they do the work of students with disabilities. This study indicates that middle school teachers in the system under study do spend less time on special education related duties and tasks than lower grade level instructors. The numbers of students that teachers deal with due to departmentalization of subjects beginning in middle school and continuing through high school programs may be a factor. It is virtually impossible to monitor closely the progress of the numbers of students these teachers may see in one day. This gives rise to the call for alternative types of schedules or smaller school within a school programs that allow teachers to develop closer relationships with students.

3. Teachers spend more time on special education duties in inclusionary classroom settings as opposed to classrooms where inclusion is not used.

Some recent studies indicate that inclusion is the optimal method of providing educational services to all students. Given the data from this study that indicates teachers spend more time on special education duties in inclusion classrooms, a strong case for providing additional regular education employees, as well as regular education support staff for inclusion classrooms can be made.

According to Anne Hocutt (1996) regular education intervention for students with disabilities can, in some instances, have a positive impact on improving academic outcomes, improving relationships between regular and special education students, and reducing special education referrals. She further states that these positive outcomes in no way eliminates the impact of

having a disability.

Hocutt (1996) also indicates that these effective interventions require a considerable investment of resources in intensive teacher retraining, ongoing support, supervision and technical assistance from outside, supplemental materials, and administrative support. In some instances smaller class sizes are indicated. The most successful programs require on-going communication between general and special education and close monitoring of student progress.

Some of the techniques proved successful for special education students are the results of simply "good teaching". "In many instances, special education students may not need different interventions so much as they need good teaching with greater consistency and intensity than other students require" (Terman, Lerner, Stevenson, & Berman, 1996, p. 18).

4. The average amount of time devoted to special education tasks will vary from school to school. In the school district under study, the average amount of time spent on special education duties varied from the lowest average amount at a school of 20.4% to the highest average amount at a school of 31.76%.

The number of students identified as special education in a given school may be a factor in the variation of time spent. In all cases but one the schools spent more time on special education than the percent of the school population identified as special education (See Table 3). In most cases, the larger the percent of identified students, the greater the time spent.

There were large discrepancies (more than 10%) in the percent of the student population identified as having a disability from one school to another

(See Table 3).

This discrepancy may come in part from the number of students identified as speech and language impaired (Special Education Census Data, 1996). According to local special education officials, there is no objective criteria for diagnosing speech and language impairments and discrepancies in the percentage of identified may be subject to the opinion of the speech and language teacher that diagnosis the disorder (Cook, 1997).

The socioeconomic level of the communities containing the schools under study vary. The numbers of students identified as eligible for special education services is higher in some schools that have high numbers of students on free and reduced lunches. Since the number of identified students in the school was in most cases, an indicator of the amount of time spent, it could also hold true that the socioeconomic level of the school or community could be an indicator of the amount of time spent on special education tasks. Socioeconomic level status cannot be used as a reason for identification of a handicapping condition or disability but it may be an indication of a communities need for additional regular education services to serve potentially at-risk students.

According to G. Reid Lyon (1996 p. 62) several factors may cause a wide discrepancy in the identification of learning disabled children that make up a large number of the population of students with disabilities. Lyon says that the ambiguous nature of the definition of learning disabled, social and political factors, the number of professional specialties involved, and inadequate preparation of teachers to deal with students with learning disabilities in turn causing large numbers of referrals are all factors in the identification of students. The above variables may vary from school to school causing wide differences in

the numbers of students identified as needing special services.

This evidence indicates there may be a need for more subjective tests for certain areas of disability. If patterns of learning problems or deficits in certain areas exist in schools or communities more preschool intervention programs, parent education, and further study of the community may be in order.

5. Teachers need more time for developing and using teaching strategies appropriate to the content and students for students with disabilities than for regular education students. According to recent reports, five percent of all student in public schools have learning disabilities. Fifty-one percent of students served under IDEA are learning disabled (Terman et. al., 1996). Learning disability is most often described as a discrepancy between the student's achievement and ability. This indicates that the student with learning disabilities are not always functioning at the achievement level of other students with similar abilities in regular classrooms.

Learning disabilities most frequently manifest themselves in difficulties in reading and spelling. "Approximately 80% of children identified as having learning disabilities have their primary difficulty in learning to read" (Lyon, 1996, p. 63). It is understandable that a regular classroom teacher would spend a considerable amount of time modifying instruction to meet the needs of these students.

6. Principals spend the most amount of time on special education tasks in the area of instructional leadership. The survey instrument further defined this category to include: establishing and implement clear instruction special education goals; planning, implementing, and evaluating special education

instructional programs; providing a purposeful school environment conducive to learning for special students; conducting an effective school program of utilization, induction, and evaluation of special education teachers and support personnel. The category of providing a purposeful environment also included maintaining high expectations for success, establishing clear rules for expectations and time allotted for learning, establishing implementing and evaluating procedures, preventing, handling, and correcting discipline problems.

According to a recent poll done by the National Association of Elementary School Principals eighty percent of principals surveyed by them say while special education programs are essential: disciplining disruptive or dangerous students takes too much time (82%), and federal law limits their freedom to discipline (78%) (Henry D-1). Currently special education students may only be suspended for 10 days for any offense. An M-team must be convened beyond ten days to recommend a placement. Special education students are immune from expulsion, no matter what their offense, they must be provided an education by the local education agency. In many instances, this means that disruptive and violent students are placed in a regular school setting. This can cause principals to spend a large percent of time on discipline of students with disabilities.

7. Principals spend a great deal of their time on communication and interpersonal relations, relating to special education concerns. The survey instrument further described these tasks by saying that it involves managing conflict arising with special education through staff, parents, community, or other administrators. This category includes time spent working supportively with

special education personnel and students, parents, and parent organizations.

The recent trend toward inclusion has caused much change in the way classrooms are structured. Some conflict with personnel, parents, and students is inevitable. Conflicts often arise with parents regarding behavioral management of special needs students. The principal must often resolve these situations.

Federal law mandates that a principal or designee attend all M-team meetings. Regular education teachers usually attend M-teams for students that are mainstreamed or included in regular programs. Because these regular classroom teachers are unable to leave their classes during the regular school day, and to accommodate parents, M-teams are often held before or after school. This necessitates long days for both regular education teachers and principals. Principals often provide instructional leadership in resolution of problems that arise.

RECOMMENDATIONS

Recommendations for Further Research

1. Additional research in the area of time spent by regular education employees on special education tasks should be done in the form of observation to further substantiate the findings of this research. Qualitative studies of the problem of the amount of time spent on special education tasks by regular education teachers are necessary to provide further documentation of the amount of time spent on special education tasks.

Follow up studies that might involve similar quantitative research should

be aware of the ceiling effect indicated in this study. The research used the greater than 44% category as the highest indicator. Teacher responses (7.43% or 30 of 222) indicated they spend greater than 44% of their time on special education tasks. Higher categories might have changed the mean for the total time spent on special education tasks by teachers. The ceiling effect was also noted on the total time spent on special education tasks by principals with two of the eighteen respondents indicating they spend greater than forty-four percent of their total time on special education related tasks.

2. Further studies should attempt to identify principals with teachers to determine if a correlation exists between the amount of time a principal perceives he/she spends on special education related tasks and the amount of time their corresponding staffs spend on special education related tasks.

Follow up studies of this kind that are both qualitative and quantitative might indicate if the amount of time spent is a matter of perception caused by attitude toward special education or actual expenditures of time dependent on the leadership of the principal. It might also provide documentation to indicate the level of understanding teachers and principals have regarding effective methods of dealing with teaching and learning of students with disabilities.

3. Further information regarding the amount of time spent by secondary school teachers and principals on special education tasks is indicated. Very little information regarding the education of secondary students with disabilities is available. More information regarding the amount of time spent by administrators and teachers at the secondary school level is necessary to make informed policy and fiscal decisions.

4. Inclusion should be further researched. Inconclusive information regarding the long-term effectiveness of inclusion on the achievement and self-esteem of students with disabilities calls for further research in the area. This study concluded that teachers in inclusive classrooms usually spend more time on special education tasks. Based on this consumption of time the effectiveness of this method of instruction for special needs students should be given more validity with longitudinal studies that determine long term effectiveness on attitude and achievement of regular education and special education students.

Hocutt (1995) indicates that student with learning disabilities who are taught in regular education classroom without extensive modifications are doomed to failure. She further indicates the self-concept of students with learning disabilities improves the most in the most segregated settings, despite the assertion by some proponents of inclusion that children with mild handicaps will improve in their self-perceptions when placed full time in general education.

There is no doubt that inclusion costs more money. Longitudinal studies that are becoming increasingly available may provide better information regarding the long term effects of inclusion on student achievement as well as socialization. Present information indicates there is no negative effect on regular classroom students from students with disabilities that are included in regular classroom instruction (Hocutt p. 91).

Additional Recommendations

1. A system of student discipline that allows schools to apply fair sanctions for misbehavior to all students regardless of disability should be allowed. Currently, school systems must first consider the IDEA when dealing with students with disabilities prior to invoking the power of the juvenile justice system. School administrators feel that to follow the law they are restricted in types and amount of punishment they can use for discipline problems of students with disabilities. Teachers are often forced to keep disruptive and potentially violent students in their classrooms. Because of the prohibitive cost there are frequently no suitable alternative settings for these students. Parents and legal representatives for students often get the support of courts if inappropriate, inadequate or restrictive educational services are given to students with disabilities.

The results of this study show that teachers and principals spend a considerable amount of time on special education tasks in the areas of classroom management conflict resolution, and student discipline. Based on this research assistance with these areas could provide relief to teachers and principals.

The 1997 reauthorization of IDEA gives school systems even less latitude in dealing with students that are disruptive, violent, or potential hazards to others. Reauthorization of IDEA prohibits the serving of these students in a homebound setting that had previously been allowed (Maloney, 1997).

A survey done by the Office of Education and Accountability of school superintendents in the state of Tennessee indicates that serious offenses were

committed by about 1.69% of regular education students and about 2.17% of the special education students in the 117 systems responding (Snodgrass, 1996). These numbers indicate help is needed with the discipline of students with disabilities.

2. Adjustments to class size based on the severity of the students handicap should be made. The research indicated that the average amount a teacher spends on special education tasks is approximately 1.25 times as much as on regular education tasks. This should be substantial information to indicate that class size ratios for regular classroom are ineffective unless some type of formula calculating special students at a higher rate is made. Many states, including the one where this research was done, have no limitations or adjustments for class size when special students are placed in a regular classroom setting.

3. The issue of equity of dollars spent on the education of all children should be closely examined. A significant amount of time, which translates into dollars, is being spent on the education of special needs children. The population of special children continues to grow with each year while regulations that restrict ways of dealing with special children also continues to grow. The discrepancy in the dollars spent on both regular education and special education will continue to widen if some measures are not taken to breach the inequity in funding.

Several states have begun to modify funding of special education from current complicated funding formulas that are separated from the regular education budget to simpler methods that commingle regular education and

special education allocations to local school districts. Oregon, for example, funds special education students at twice the amount of regular education up to a cap of 11 percent of the Average Daily Membership and does not distinguish the special education allocation as separate funds. Monies are commingled and the money allocated for special education is not required to be used only on students with disabilities (Parrish and Montgomery, March, 1995, p. 4).

4. The federal authorization for special education funds must be substantially increased to facilitate the appropriate learning environment for all students. The lack of full funding of the cost of full implementation of IDEA has been an increasingly substantial burden to local school districts. Federal aid has never exceeded 12.5% of the average expenditure for special education students (Parrish and Vergesten, 1994). IDEA has become a very large unfunded mandate.

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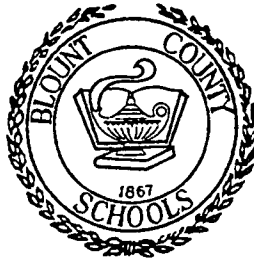
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APPENDICES

APPENDIX A

STEVE MOSER
SUPERINTENDENT
(615) 984-1212



831 GRANDVIEW DRIVE
MARYVILLE, TENNESSEE 37803

**BOARD OF
EDUCATION**

WILLIAM BAILEY
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NANCY PETERSON

February 27, 1996

To Whom It May Concern:

I give permission for Christy Martin to survey the regular elementary teachers and principals in the facilities of Blount County Schools with the survey form attached. I understand that all data will remain anonymous and participation by teachers and principals will be voluntary.

A handwritten signature in cursive script, reading "Steve Moser".

Steve Moser, Superintendent
Blount County Schools

—dedicated to the service of children

APPENDIX B

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>

03/14/96

IRB #: 5012 A

Title : The Expenditures of Time by Non-special Education Employees on Special Education

Martin, Christy
Leadership Studies
218 Leniz Drive.
Maryville, TN 37803

Ubben, Dr. Gerald
Leadership Studies
237 Claxton Addn.
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,

Steven B. Pulik
Coordinator of Compliances

cc: Dr. Grady Bogue

Attachment: Form A

APPENDIX C

Dear Mr. /Ms. _____.

As part of my doctoral research project at the University of Tennessee I am attempting to determine how much of your time you spend on special education duties and whether or not that time is affected by your grade level of instruction, inclusion, or your individual school. There will be no risk to you as a teacher to fill out the attached form and I will have no way of knowing, nor an interest in names of individuals who filled out each form. You will be taking no risk by filling out this survey.

None of this information is being obtained as part of your employment record and in no way affects your status of employment in Blount County Schools. The benefits to you will be that you will add to the body of information needed to make informed decisions at the national and state level regarding special education policy and legislation.

If you have further questions concerning the purpose of this research I will be glad to answer them. You may reach me at my home at 984-3778 after 5:00 P. M. or contact me in writing at 218 Leniz Drive Maryville, TN 37803. Anonymity will be maintained on these questionnaires and they will be maintained at my home.

Your return of this form will constitute your informed consent to participate in this research project. I greatly appreciate your help.

To refresh your memory regarding students that you serve Blount County Schools' records indicate that you have the following numbers of special education students in the options indicated in your classroom for the day:

-----	Option 1	-----	Option 6
-----	Option 2	-----	Option 7
-----	Option 3	-----	Option 8
-----	Option 4	-----	Option 9
-----	Option 5	-----	Option 10

This is a total of _____special education students in your classroom or homeroom.

As a result of your involvement with special education students in Blount County I appreciate your taking the time to complete the survey. If you would like a copy of the results please let me know.

Please remove these cover pages before returning the completed survey instrument to your principal so that your anonymity will be maintained.

Sincerely,

Christy Martin

Dear Mr. /Ms. _____, principal of
_____ School:

As part of my Doctoral research project at the University of Tennessee I am attempting to determine how much of your time you spend on special education duties. I will be asking you and your teachers to assist in this project that will attempt to document how much time teachers and principals spend on special education and how much of that time is spent on specific tasks. I will also be attempting to determine from the teacher survey if how much time they spend is effected by grade level, inclusion, or an individual school.

This research is in no way related to your employment with Blount County Schools nor will it be used to effect anyone's employment status with Blount County Schools. The benefits that may be derived from this study is an addition to the body of information available at the state and national level to make more informed decisions regarding policy and legislation. You will be taking no risk by filling out this survey. If you have further questions regarding this survey please feel free to ask. You may reach me at home at 984-3778 after 5:00 P.M. or in writing at 218 Leniz Drive Maryville, Tennessee 37803.

Anonymity of surveys will be maintained. I have no way of knowing, nor an interest in the names of those who fill out the surveys. The return to me of the completed questionnaire will constitute your informed consent to participate in this project.

In order to refresh your memory regarding the number of special education students that you serve the following information is being provided to you:

Blount County School's records indicate that you have _____ special education students in your school. Our records further indicate that

these students fall under the following options:

-----	Option 1	-----	Option 6
-----	Option 2	-----	Option 7
-----	Option 3	-----	Option 8
-----	Option 4	-----	Option 9
-----	Option 5	-----	Option 10

As a result of your involvement with special education students in Blount County I would appreciate your taking the time to complete the survey. If you would like a copy of the results please let me know.

In order to maintain your anonymity please remove this cover letter before returning the instrument to the box provided.

Sincerely,

Christy Martin

APPENDIX D

**REGULAR CLASSROOM TEACHER SURVEY OF TIME SPENT ON
SPECIAL EDUCATION**

As a result of you having special education students in your classroom an attempt is being made to determine how much time you spend on special education **in addition to the time you would normally allocate to a student**. This questionnaire is based on competencies defined by the state of Tennessee as those used by good teachers.

Please answer the following questions as accurately as possible. (Please circle your response).

Please read the entire questionnaire before responding to the questions.

Because of the importance of items 2 - 6 totaling item 1 you are asked to read the entire survey before responding to any of the questions. Please determine first how much total time you spend on special education duties, then in questions 2 - 6 , how much of the total on each of the other question. Items 2 - 6 should total items 1.

1. TOTAL TIME SPENT ON SPECIAL EDUCATION RELATED TASKS

During the 1995 - 1996 school year what percentage of an average day do you spend on all special education related tasks or duties?

(Please circle your response)

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24%

26% 28% 30% 32% 34% 36% 38% 40% 42% 44% >44%

***** ITEMS 2 - 6 SHOULD TOTAL ITEM 1 *****

2. What percentage of an average day do you spend on **PREPARING FOR INSTRUCTION?** The state defines preparing for instruction for special needs students as:

- *Establishing goals and objectives for **special needs students**.
- *Modification of plans to accommodate needs of **special students**.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

3. What percentage of an average day do you spend on **USING TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT AND STUDENTS?** The state defines this category for special students as:

*Modifying all aspects of instruction as necessary to meet **individual needs of identified students**. (Modifying directions, explanation of content, pace of lesson, providing examples.)

*Monitoring the understanding of the **special student** and reteaching as necessary which includes: identifying **special student** instructional level, clarifying directions when necessary, pacing to accommodate differences, attending to individual needs of **special students**, providing *appropriate* practice and review and establishing and maintaining student involvement in the learning task.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

4. What percentage of an average day do you spend on **USING EVALUATION TO IMPROVE INSTRUCTION?** The state defines this category for special students as:

*Using **special education assessment** information about student performance and ability to modify the instructional process.

*Reporting the status and progress of **special students** to parents thru **M-teams**, written communication, phone calls, etc.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

5. What percentage of an average day do you spend on **MANAGING CLASSROOM ACTIVITIES EFFECTIVELY**? The state defines this category for special students as:

*Establishing and maintaining appropriate behavior of **special needs students** in the classroom.

*Maintaining a climate conducive to learning for **special needs students**.

*Maximizing available learning time for **special needs students** by providing clear and detailed lesson plans for special students, effectively using facilities for **special students**, and handling interruptions without disruption.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

6. What percentage of an average day do you spend on **ESTABLISHING AND MAINTAINING A PROFESSIONAL LEADERSHIP ROLE**? The state defines professional leadership in terms of special education as:

*Improving professional skills and knowledge by taking course work related to **special education services** or improvement of instruction to **special needs students**, participating in staff development to improve delivery or classroom management of **special students**, using ideas from books to enhance the education of **special students**, seeking community resources to aid in instruction of **special needs students**.

*Taking a leadership role in improvement of the education of **special services students** by conducting workshops, creating materials, resolving school problems, promoting parent interest, discussing topics related to **special needs students**, working cooperatively with peers, administrators, and community members regarding **special services students**.

* Maintaining up-to-date records, helping complete **IEP's**, attending **M-teams**, attending **S-teams**, keeping **special records** as needed for implementation of the **IEP** or other documentation as related to a **special needs child**.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

*****Please make sure that items 2 - 6 total item 1*****

Please answer the following questions about your teaching assignment:

1. In what school do you teach? _____
2. What is your grade level of instruction or homeroom assignment?

3. Do you teach in an Inclusionary classroom at all during your school day?

APPENDIX E

**ELEMENTARY PRINCIPAL SURVEY OF TIME SPENT
ON SPECIAL EDUCATION**

As a result of you having special education students in your school an attempt is being made to determine how much time you spend on **special education related activities** that are **in excess of the time you spend on other students**. This questionnaire is based on competencies defined by the state of Tennessee as those of good principals.

Please answer the following questions as accurately as possible. (Please circle your response).

Please read the entire questionnaire before responding to the questions.

Because of the importance of items 2 - 5 totaling item 1 you are asked to read the entire survey before responding to any of the questions. Please determine first how much total time you spend on special education duties, then in questions 2 - 5, how much of the total on each of the other question. Items 2 - 5 should total items 1.

1. TOTAL TIME SPENT ON SPECIAL EDUCATION RELATED TASKS

During the 1995 - 1996 school year what percentage of an average day do you spend on all special education related tasks or duties?

(Please circle your response)

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24%

26% 28% 30% 32% 34% 36% 38% 40% 42% 44% >44%

***** ITEMS 2 - 6 SHOULD TOTAL ITEM 1 *****

2. What percentage of an average day do you spend on **INSTRUCTIONAL LEADERSHIP**? The state defines instructional leadership in terms of special education as:

*Establishing and implementing clear **Instructional special education goals** and specific achievement objectives for the **special population** of the school by involving teachers in developing and implementing goals and evaluating progress toward goals.

*Planning implementing and evaluating **special education Instructional programs** including **special learning and instructional objectives** for the school by working with teachers to plan modify, and implement the instructional program for **special students** based on sound research, incorporating state and system curriculum in an instructional program for **special needs students**.

*Providing a purposeful school environment conducive to learning for **special students** by maintaining high expectations for success, establishing clear rules for expectations and time allotted for learning, establishing implementing and evaluating procedures preventing, handling, and correcting discipline problems of **special education students**.

*Conducting an effective school program of utilization, induction, and evaluation of **special education teachers and support personnel**.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

3. What percentage of an average day do you spend on **ORGANIZATIONAL MANAGEMENT**? The state defines organizational management of special education as including the following:

*Developing and implementing **special education administrative procedures** consistent with federal law, state school law, state board of education and local school board policy.

*Performing delegated management duties related to **special education school fiscal operation, special education inventories, school plant facilities and equipment for disabled students**, and keeping **special education records** within established guidelines.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

4. What percentage of an average day do you spend on
COMMUNICATION AND INTERPERSONAL RELATIONS?

The state defines communication for special education and interpersonal relations in this area as including:

*Developing and utilizing communication channels regarding special education, managing conflict arising with teachers, support personnel, other administrators/ supervisors, parents, and the community due to special education.

*Demonstrating respect for and working supportively with special education teachers, support personnel, and students.

*Demonstrating respect for and working supportively with parents and parent organizations of special needs students.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

5. What percentage of an average day do you spend on
PROFESSIONAL GROWTH AND LEADERSHIP? The state defines instructional growth and leadership in special education as:

*Improving professional skills and knowledge in special education.

*Taking a leadership role in improving special education.

*Performing special education duties in a professional and responsible manner.

0% 2% 4% 6% 8% 10% 12% 14% 16% 18% 20% 22% 24% >24%

*****Please make sure that items 2 - 5 total item 1*****

APPENDIX F

The results of the analysis of covariance are:

Source	Sum of Squares	df	Mean Square	F	Sig of F
Covariate	731.993	1	731.993	4.582	.034
GRADE	731.993	1	731.993	4.582	.034
Main Effects	3646.660	12	303.888	1.902	.036
SCHOOL	2803.512	11	254.865	1.595	.102
INC	843.148	1	843.148	5.278	.023
2-Way Interactions	3712.014	11	337.456	2.112	.021
SCHOOL/INC	3712.014	11	337.456	2.112	.021
Explained	8090.667	24	337.111	2.110	.003
Residual	31472.072	197	159.757		
Total	39562.739	221	179.017		

VITA

Christy S. Martin was born in Maryville, Tennessee on December 11, 1954. She attended school in Maryville, Tennessee and was graduated from Everett High School in 1972. She entered Hiwassee College immediately upon graduation.

In May, 1973, she received an Associate in Arts degree from Hiwassee College in Madisonville, Tennessee. In 1977 she received her Bachelor of Science degree from The University of Tennessee, Knoxville with a major in Special Education. She began teaching in the Blount County School System in 1978. She taught for eight years before becoming an elementary school teaching principal, two years later an elementary school assistant principal, and in 1987 a supervisor.

She received the Master of Science degree with a major in Educational Administration and Supervision from The University of Tennessee, Knoxville in 1984. In 1997 she received the Doctor of Education degree with a major in Leadership Studies from The University of Tennessee, Knoxville.

She is a member of the Association for Supervision and Curriculum Development, Phi Delta Kappa, The American Association of University Women, The Harvard Principals' Center, and the National Education Association.