AN EXAMINATION OF REGULAR EDUCATION ELEMENTARY
TEACHERS' ATTITUDES TOWARD STUDENTS WITH
EMOTIONAL/BEHAVIORAL DISORDERS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Leslie D'Ann Coburn, B.S., M.S.
Denton, Texas
December, 1992
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This study examined the attitudes of regular education teachers at the elementary school level, toward mainstreaming students with emotional/behavioral disorders (E/BD) and identified variables which were correlated with those attitudes. A survey instrument designed to measure two attitudinal dimensions of teachers' attitudes toward students with E/BD and identify demographic variables was administered to 100 regular elementary education content area teachers. Pearson product-moment correlation coefficients were calculated to determine the relationship between the demographic variables and two measures of attitude.

The findings indicated a wide range of attitudes, with the group mean reflecting slightly negative attitudes toward the academic costs to teachers and students, of mainstreaming students with E/BD. The study also indicated that (a) number of college credit hours in special education, (b) self-ratings of confidence in ability to teach students with E/BD, and (c) ratings of support
available from special education personnel were related to regular education elementary teachers' attitudes toward mainstreaming students with E/BD. The findings did not indicate a relationship between (a) in-service training hours in special education, (b) grade level taught, (c) class enrollment size, (d) years of teaching experience, and (e) number of students with E/BD previously mainstreamed into their classes and the attitudes of the teachers.

Post hoc analyses yielded several findings. Calculated Pearson product-moment correlation coefficients indicated that teachers' self-ratings of their skills and ability to teach students with E/BD was related to number of college credit hours in special education and ratings of support available from special education personnel. A calculated eta coefficient for the number of college credit hours in special education and measures of attitudes indicated a curvilinear relationship, with teachers' attitudes toward mainstreaming students with E/BD becoming increasingly positive to a point, and then decreasing with more extensive training in special education.
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CHAPTER 1

INTRODUCTION TO THE STUDY

Prior to 1975, public education for children and youth with disabilities was not considered a constitutional right in America. Millions of individuals with disabilities during those years were receiving grossly inadequate educational services while others were denied access to public schools altogether (Tice, 1981). In 1975, Congress passed PL 94-142, the Education for All Handicapped Children Act, mandating a "free and appropriate education for all disabled students in the least restrictive environment" (U. S. Senate, 1975). Federal provisions and regulations were then established to ensure appropriate implementation and monitoring of the law.

Some professionals have interpreted special education as an educational system separate from regular education. A speech presented in 1985 by then Assistant Secretary for the Office of Special Education and Rehabilitation Services, Madelyn Will, initiated controversy among professionals over maintaining what some considered a dual system of education. Specific criticisms of the dual system have included a lack of research to support the efficacy of special education (Wang, Reynolds & Walberg, 1986), the high costs of
maintaining a dual system (Will, 1984;1986), stigmatizing labeling practices, and discrimination against both students with and without disabilities (Lipsky & Gartner, 1987; Stainback & Stainback, 1984). These criticisms have led some professionals to promote a public policy to merge what they consider to be two separate systems, with full inclusion in regular education settings for all students with mild to moderate disabilities. They suggest that special educational settings be provided to only those students with the most severe disabilities. This policy idea has become known as the Regular Education Initiative (REI) (Davis, 1989; Lipsky & Gartner, 1987; Reynolds, Wang & Walberg, 1987; Stainback & Stainback, 1984; Will, 1986).

The REI has focused primarily on students with learning disabilities, mental retardation, and emotional disturbances. During the 1989-1990 school year, these three disability categories totaled over 60 percent of the population of students with disabilities served by special education (U. S. Department of Education, 1991). Full implementation of the REI would result in the full-time placement in regular education settings of over 3 million students currently receiving special education services.

While most special education professionals have found merit in the REI movement, many have questioned how students with disabilities would be received within the regular education classrooms on a full-time basis and
whether or not they would be able to receive adequate services (Coates, 1989; Davis, 1989; Kauffman, 1989; Skrtic, 1987). Of particular concern are students with emotional/behavioral disorders (E/BD), which represented nine percent of the students served by special education during the 1989-1990 school year (U.S. Department of Education, 1991). Studies have indicated that regular education teachers have negative attitudes toward serving this group of students (Antonak, 1980; Gersten, Walker & Darch, 1988). Many professionals in the E/BD field promote a more cautious approach to the REI, suggesting that further research is needed to determine the potential impact on students with E/BD (Anderegg & Vergason, 1988; Davis, 1989; Hallahan, Keller, McKinney, & Bryan, 1988; Keogh, 1988; McKinney & Hocutt, 1988).

Few would argue that students with E/BD can potentially benefit from exposure to mainstream settings (Coates, 1989; Kauffman, 1989). However, the potential benefits of mainstreaming opportunities are significantly influenced by the quality of the setting in which they are placed (Jones, Jamieson, Moulin, & Towner, 1981). One significant area of concern has been the attitudes of regular educators toward mainstreaming students with E/BD, who would become responsible for the education of these students, should the REI be fully embraced (Gerber, 1988; Kauffman, 1989). Unfortunately, the REI movement has been promoted almost
exclusively by special educators, primarily from higher education settings, with little input from the regular educators who would become responsible for educating the students (Kauffman, 1989; Kauffman, Gerber & Semmel, 1988; Lieberman, 1985; Mesinger, 1985). A preliminary survey of regular educators did not indicate they would be supportive of the REI policy initiative (Semmel, Abernathy, Butera & Lesar, 1991).

Regular educators have an impact on the lives of their students on a daily basis, therefore, they play a key role in the success of mainstreaming efforts (Jones et al., 1981; Yanito, 1987). Studies have indicated that teacher attitudes affect their interactions with students and have been linked to student achievement (Brophy & Evertson, 1981; Good & Brophy, 1972, Silberman, 1971). As the field of special education has moved toward greater integration for students with E/BD and other disabilities, a number of research studies have focused on examining the attitudes of regular education teachers toward mainstreaming (Jamieson, 1984; Phillips, Allred, Brulle & Shank, 1990; Stephens & Braun, 1980). Of specific concern to the field of E/BD has been the willingness and skill of regular educators to work with students with E/BD and variables which may increase the positive attitudes of regular education teachers toward this group of students (Kauffman, 1989).
Parents and advocates for persons with disabilities have labored to gain the right to an education for students with disabilities. The assumption by some professionals that regular educators are now prepared to accept full responsibility for the education of students with E/BD may be somewhat unrealistic and merits further study (Anderegg & Vergason, 1988; Davis, 1989; Kauffman, 1989; Mesinger, 1985). Prior to embracing the practice of full inclusion, steps must be taken to ensure that students with E/BD would continue to receive an appropriate education within the regular education setting.

Purpose of the Study

The purpose of this study was to examine the attitudes of regular educators teaching content area subjects at the elementary school level toward students with E/BD. In addition, efforts were made to determine demographic variables which are related to positive attitudes toward mainstreaming students with E/BD.

Significance of the Study

This study contributes to the literature by providing further evidence of regular educators' attitudes toward mainstreaming students with E/BD into regular education settings. In addition, an examination of the relationship between demographic variables and teacher attitudes toward students with E/BD has direct implications for regular
education teacher training programs and mainstreaming practices.

Limitations of the Study

A questionnaire survey was utilized in the study because it allowed a "quick, unobtrusive" means of gathering information concerning demographic variables and examining teachers' attitudes (Jaeger, 1984, 1988; Warwick & Lininger, 1975). However, this questionnaire survey was limited by its reliance on self-reports of past experiences which were subject to human error and could not be verified (Babbie, 1989). Responses to the questionnaire may have been further limited by the bias associated with subject knowledge of the purpose of the survey and individual perceptions concerning socially desirable attitudes (Dawes, 1988).

In addition to the limitations resulting from survey research, this study was limited by the sampling procedure which was utilized. Subjects consisted of regular education content area elementary school teachers enrolled in graduate coursework. The characteristics of teachers pursuing advanced training in education may differ from those who do not. As a result, the attitudes of the subjects used in the sample may not necessarily reflect the attitudes of all teachers (Warwick & Lininger, 1975).

Definitions of Terms

Attitude: The degree of positive or negative affect one has toward someone or something (Brophy & Evertson, 1981; Jones & Guskin, 1984).
Emotional/Behavioral Disorders (E/BD): A term used synonymously with the federal disability category "severely emotionally disturbed," defined by PL 94-142,

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked extent, which adversely affects education performance.

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed. (Office of Special Education and Rehabilitative Services [OSERS], 1977, 42, 855084).

Full Inclusion: See Full Integration.

Full Integration: Physical and social participation in a regular program on a full-time basis (Bullock, 1992).
Mainstreaming: Providing special education and related services to students with disabilities while they are in attendance in a regular classroom (Bullock, 1992).

Regular Education Initiative (REI): A philosophy that maintains that general education, rather than special education, should be primarily responsible for the education of students with mild to moderate disabilities (Bullock, 1992).

Research Questions

The following research questions were developed, based on the stated purpose of the study:

1. What are the attitudes of regular education teachers toward mainstreaming students with E/BD as measured by the Mainstreaming Opinionnaire?

2. Are teacher attitudes toward mainstreaming students with E/BD related to the number of college course credits in special education?

3. Are teacher attitudes toward mainstreaming students with E/BD related to the number of in-service training hours received during the past three years?

4. Are teacher attitudes toward students with E/BD related to the grade level they currently teach?

5. Are teacher attitudes toward mainstreaming students with E/BD related to the current number
of students served in the regular education classroom?

6. Are teacher attitudes toward mainstreaming students with E/BD related to the total years of teaching experience?

7. Are teacher attitudes toward mainstreaming students with E/BD related to the number of students with E/BD mainstreamed into their classrooms during the past three years?

8. Are teacher attitudes toward mainstreaming students with E/BD related to self-ratings of confidence in skills and ability to teach students with E/BD?

9. Are teacher attitudes toward mainstreaming students with E/BD related to ratings of support services available from special education personnel?
CHAPTER 2

REVIEW OF THE LITERATURE

A review of the literature on regular education teachers' attitudes toward mainstreaming students with disabilities was conducted. Related topics included in the information search were (a) teacher attitudes, (b) special education, (c) emotionally disturbed, (d) behavior disorders, (e) mainstreaming, (f) the Regular Education Initiative (REI), (g) survey research, and (h) questionnaires. The major focus was on literature from 1977 through 1991, based on the premise that the passage of PL 94-142 in 1975 federally mandating education for students with disabilities and placement in the least restrictive environment potentially had some impact on the attitudes of teachers toward mainstreaming (Triandis, Adamopoulos & Brinberg, 1988; Yanito, 1987).

A number of sources were utilized in the literature review. The Educational Resources Information Center (ERIC), and PsycLit were utilized to identify journal articles and ERIC documents related to research on regular education teachers' attitudes toward mainstreaming students with E/BD, and other mild/moderate disabilities. Another source of research information was Dissertation Abstracts.
International (DAI), which yielded several studies on the attitudes of regular education teachers attitudes toward mainstreaming students with disabilities. On-line library catalogs were utilized to identify books related to mainstreaming issues, attitudes toward individuals with disabilities, teacher behavior, and survey research methods.

Effects of Teacher Attitudes on Teacher Behavior

Clarke (1988) has hypothesized that teachers' "implicit theories and preconceptions affect perception, interpretation, and judgement and, therefore, have potentially important consequences in what teachers and students do and say" (p. 7). This hypothesis implies that the beliefs and attitudes of teachers toward various groups of students have an impact on their daily interactions with students, thus affecting the students' academic and affective growth.

Attitude has been defined as the degree of positive or negative affect or opinion one has toward someone or something (Brophy & Evertson, 1981; Jones & Guskin, 1984). A number of researchers have attempted to examine the effects of the perceptions and attitudes of teachers on teacher behavior, student/teacher interaction, and student learning for a number of years. These studies have consistently yielded results which indicate teacher beliefs and attitudes influence their behavior toward students, and
influence the quality of education students receive (Brophy & Evertson, 1981; Silberman, 1971).

Silberman (1971) was able to identify four types of teacher attitudes toward students that influenced teachers' behavior. These four attitudes were labeled attachment, concern, indifference, and rejection. Students in the attachment and concern groups typically received high rates of attention and positive reinforcement. Students in the indifference category typically received the lowest rates of teacher interactions. Teachers frequently engaged in interaction with students in the rejection group and attempted to control their behavior. Interactions included both high rates of public praise for positive behavior and high rates of criticism for negative behavior. In addition, these students were often refused assistance on assignments and subjected to high rates of punishment.

Studies designed to replicate and improve the design of Silberman's study of the four identified attitudes also found that teacher behaviors vary based on the four identified attitudes. Findings were similar to Silberman's for students in the attachment, concern and indifferent groups, but varied somewhat from Silberman's finding that teachers frequently engaged in both positive and negative public interactions with rejected students. These studies (Brooks & Wilson, 1978; Brophy & Evertson, 1981; Good & Brophy, 1972; Willis & Brophy, 1974) found that teachers
avoided public interactions with students in the rejection group and provided them with little academic feedback. They also found that when feedback was provided it was more likely to be negative than for other groups of students.

In a study designed to examine the relationship between the attitudes of teachers and their interaction patterns with students, Brophy and Evertson (1981) found that specific student characteristics affect the behavior of teachers. Teachers were found to respond negatively toward students they identified as restless, careless, immature, uncooperative and lacking in persistence. Negative response patterns included high rates of criticism, punishment, rejection, and impatience, often accompanied by negative affect, frequent monitoring, refusals to provide academic assistance, and refusals to grant student requests.

The previously cited studies indicate teachers exhibit significantly different interactions patterns with students toward whom they have negative attitudes. This implies that the quality of services students receive are influenced by teacher attitudes.

Regular Education Teachers' Attitudes Toward Students with Disabilities

The attitudes regular education teachers have toward students with disabilities have been cited as a major factor in the success or failure to integrate these students into the mainstream (Jamieson, 1984; Jones & Guskin, 1984; Jones
et al., 1981; Kunzweiler, 1987; Schwartz, 1984; Yanito, 1987). A number of studies have found regular education teachers' attitudes toward mainstreaming students with disabilities to be generally negative (Browne, 1984; Garvar-Pinhas & Schmelkin, 1989; Green, Kappes & Parish, 1979; Hannah & Pliner, 1983; Horne, 1979; Lepelstat, 1984; Ysseldyke & Algozzine, 1982). In the classroom, students with disabilities who are perceived negatively, or for whom teachers have lowered expectations, may be subject to higher rates of negative attention and criticism, along with lower rates of cuing, prompting and positive reinforcement (Hersh & Walker, 1963; Yanito, 1987).

**Regular Education Teachers' Attitudes Toward Teaching Students with E/BD**

Attitudes are extremely complex and multifaceted. Several researchers have determined that teacher attitudes toward students with disabilities vary across a number of dimensions. One of these dimensions is the students' specific disability labels (Antonak, 1980; Croll & Shank, 1983; Garvar & Schmelkin, 1989; Jones & Guskin, 1984; Schmelkin, 1982, 1988), indicating a need to investigate attitudes toward each disability category separately. Studies focusing on disabilities in general may lack generalization to specific disability populations (Schmelkin, 1982).
Studies focusing on teacher attitudes toward the social and behavioral problems exhibited by students have yielded negative results. Walker and Rankin (1983) found that teachers tend to hold high expectations for student behavior and are generally intolerant of inappropriate social behavior in the classroom setting. Gersten et al. (1988) found that the most effective teachers were the least tolerant of deviant behavior. These studies indicate that regular education teachers will likely have negative attitudes toward students with emotional/behavioral disorders (E/BD), whose disability is primarily characterized by inappropriate social and behavioral responses.

Several studies have been conducted that measured teachers' attitudes toward students with specific special education labels. These studies have indicated that teachers have more negative attitudes toward students labeled E/BD. In a study designed to develop a hierarchy of teacher attitudes toward students with different disabilities, Antonak (1980) found that students with E/BD were ranked at the low end of the hierarchy with only students with severe and profound disabilities rated lower.

Similar results were found in a study by Phillips et al. (1990). In this study, teachers were asked to rate their willingness and ability to mainstream students based on student labels. A five-point Likert-scale was utilized,
with a score of one indicating strongly disagree and a score of five indicating strongly agree. The mean scores for willingness to integrate students labeled "behaviorally disordered" and "severely emotionally disturbed" was 2.1 and 1.34, respectively. Mean scores for ability to integrate students labeled "behaviorally disordered" and "severely emotionally disturbed" were 2.15 and 1.38, respectively. Teacher ratings for students with these two labels were lower than all others, with the exception of students with severe and profound mental retardation.

Variables Affecting the Attitudes of Teachers Toward Mainstreaming Students with Disabilities

Research has identified a number of variables which appear to affect the attitudes of teachers toward mainstreaming students with disabilities. These variables include (a) grade level taught, (b) teacher knowledge of special education, (c) years of teaching experience, (d) self-ratings of confidence in ability to teach students with disabilities, and (e) availability of special education support.

Grade Level Taught

Grade level taught is a variable which has consistently been found to influence teacher attitudes toward mainstreaming students with disabilities. Brophy and Evertson (1981) attribute this to demands placed on teachers
and teacher expectations. They found that first through third grade teachers tended to spend more time teaching basic concepts requiring more small group instruction and individualization, while upper elementary teachers spent more time engaged in large group instruction and independent seat work.

Studies have indicated that regular education teachers' attitudes toward mainstreaming students with disabilities become increasingly negative as grade level increases (Larrivee & Cook, 1979; Rogers, 1987; Sweeney, 1985). In addition, teachers of secondary students have consistently shown more negative attitudes toward mainstreaming students with disabilities, perhaps due to increases in number of students served, higher expectations for independent work, and increases in teacher accountability (Ammer, 1984; Hannah & Pliner, 1983; Stephens & Braun, 1980).

Teacher Knowledge

Teacher knowledge of special education is another variable which influences teachers' attitudes toward mainstreaming students with disabilities. Increased knowledge of special education has been shown to increase teacher acceptance of students with disabilities, though not necessarily agreement concerning mainstreaming issues (Green, Rock & Weisenstein, 1983). College course work (Ammer, 1984; Johnson & Cartwright, 1979; Jordon & Proctor, 1969; Stephens & Braun, 1980) and in-service training
(Inserni, 1987; Larrivee, 1981; McGehee, 1986; Sweeney, 1985) in special education are two means of increasing teacher knowledge of mainstreaming students with disabilities which have been related to more positive attitudes toward students with disabilities.

**Years of Teaching Experience**

Reported years of teaching experience is another variable that has been related to measures of attitudes toward mainstreaming by regular educators. Tallent (1986) found that regular education teachers with one to five years of experience had more positive attitudes toward mainstreaming than teachers with more than ten years. A study by Knight (1986) indicated that teachers attitudes toward mainstreaming became increasingly negative with years of experience.

**Confidence in Ability**

Several studies have indicated that a relationship exists between teachers' self-ratings of confidence in their ability to teach students with disabilities and their attitudes toward these students. High self-ratings from teachers concerning their ability to serve students with disabilities have been related to positive attitude measures (Larrivee, 1982; Phillips et al., 1990; Saks, 1986; Salend & Jones, 1982; Stephens & Braun, 1980). This variable may be related to the amount of preservice and/or in-service training received in special education.
Availability of Special Education Support

A final variable that research has indicated influences teachers' attitudes toward mainstreaming students with disabilities is the availability of support from special education personnel. Several studies have shown that teachers who indicated high levels of available support from special education personnel had more positive attitudes toward mainstreaming students with disabilities (Ammer, 1984; Larrivee & Cook, 1979).

Variables Affecting the Attitudes of Teachers Toward Students with E/BD

One study was identified which focused exclusively on examining teacher attitudes toward students with E/BD, and related variables. The researcher in this study, McGehee (1986), conducted an attitude survey of 302 teachers, with a 95% response rate. Results were then examined to determine if a relationship existed between the attitude measure and (a) previous experience with mainstreaming students, (b) college course work and in-service training, (c) gender of teacher, and (d) numbers of students enrolled in the school. The results indicated that more positive attitudes are related to having previous mainstreaming experiences, more teacher training, being female, and being in a school with fewer than 750 students.

Evidence of the effects of numerous variables on teachers' attitudes toward students with disabilities can be
utilized to increase the quality of education for students with disabilities. Consideration of these variables implies the need for teacher training in special education to increase knowledge and confidence levels. These variables also indicate a need to consider a number of demographic variables in placement practices.

Conclusion

Research indicates that teacher attitudes affect their interactions with students, thus having an impact on the daily lives of students. The quality of this interaction has a direct effect on students with disabilities mainstreamed into regular education classes. A review of the literature also revealed that few studies have been conducted which specifically focus on the attitudes of regular education teachers toward students with E/BD. Prior to fully embracing a policy of full integration for students with E/BD, further research must be conducted to determine teachers' attitudes toward mainstreaming students with E/BD and the variables which may influence those attitudes.
CHAPTER 3

METHODOLOGY

A need exists for more information regarding the attitudes of regular educators toward integrating students with emotional/behavioral disorders (E/BD) and the variables which may effect those attitudes. The design of this study was guided by the nine research questions detailed in the section below. Survey research utilizing a questionnaire format was chosen because of the efficiency of surveys in providing descriptive information from a large sample (Antonak, 1988; Jaeger, 1988; Kerlinger, 1986).

Research Questions

The primary purpose of this study was to measure the attitudes of regular education teachers toward mainstreaming students with emotional/behavioral disorders (E/BD). A second purpose was to determine variables which influence the attitudes of regular education teachers toward this student population. The following research questions were generated based on the purposes of the study:

1. What are the attitudes of regular education elementary teachers toward mainstreaming students with E/BD as measured by the Mainstreaming Opinionnaire?
2. Are teacher attitudes toward mainstreaming students with E/BD related to the number of college course semester hours completed in special education?

3. Are teacher attitudes toward mainstreaming students with E/BD related to the number of special education in-service training hours received during the past three years?

4. Are teacher attitudes toward students with E/BD related to the grade level last taught?

5. Are teacher attitudes toward mainstreaming students with E/BD related to the largest enrollment during in the past year?

6. Are teacher attitudes toward mainstreaming students with E/BD related to the total years teaching experience?

7. Are teacher attitudes toward mainstreaming students with E/BD related to the number of students with E/BD mainstreamed into their classrooms during the past three years?

8. Are teacher attitudes toward mainstreaming students with E/BD related to self-ratings of confidence in skills and ability to teach students with E/BD.

9. Are teacher attitudes toward mainstreaming students with E/BD related to
ratings of support services available from special education personnel?

Sample Selection

The subjects in this study consisted of graduate students from a large university in the North Central Texas area who provided content area instruction during the previous academic year in a regular education elementary school classroom. Participants were identified through an analysis of graduate courses in the School of Education that were likely to have regular elementary education content area teachers enrolled. Course instructors were then contacted to determine those who were willing to allow 15 minutes during their class time for the researcher to administer the survey. Eight instructors participated, yielding a sample size of 104 subjects. Four surveys were eliminated from the sample due to insufficient information, yielding a net sample size of 100.

The Survey Instrument

The development of the survey instrument (see Appendix A) was guided by the nine research questions. Items in Part I of the survey instrument were written to provide information concerning demographic variables relevant to the research questions (Jaeger, 1988).

Part II of the survey instrument is an adaptation of Schmelkin's (1981) "Mainstreaming Opinionnaire". The "Mainstreaming Opinionnaire" was designed to measure regular
education teachers' attitudes toward students with mild/moderate disabilities, defined as learning disabilities, mild mental retardation and E/BD. It consists of 30 items, to which subjects agree or disagree, based on a six-point Likert-type scale. The items include both positive and negative statements concerning mainstreaming. Scoring of the instrument yields two subscale scores. The first subscale, the Academic Costs of Mainstreaming, is reflective of the teachers' perceptions of the potentially negative effects of mainstreaming on conducting class, and the learning of both regular education students and special education students. The second subscale, the Socio-Emotional Costs of Mainstreaming, is designed to measure the teachers' perceptions of the potential negative effects of mainstreaming on the social and emotional development of the special education student.

The "Mainstreaming Opinionnaire" was selected after conducting a review of existing instruments measuring teacher attitudes toward mainstreaming students with disabilities. This decision was based upon the following considerations, indicative of questionnaires providing good measures: (a) reliability, (b) validity, and (c) costs to subjects (Jaeger, 1984; Warwick & Lininger, 1975). Reliability of this instrument is high, with an alpha reliability coefficient of .88 for the Academic Costs subscale and .80 for the Social-economic Costs subscale.
Construct validity was established utilizing factor analysis by way of a pilot study utilizing factor analysis (Schmelkin, 1981). The length of the "Mainstreaming Opinionnaire" (30 items) and response type (rating scale) was economic in terms of time costs to the subjects.

Personal communication was initiated with Dr. Schmelkin, who granted permission to utilize the instrument and make modifications as needed. The instrument was modified by replacing the term "handicapped students" with the term "students with E/BD."

Part III of the survey instrument was designed to determine teachers' ratings of (a) confidence in their ability to teach students with E/BD and (b) level of support available from special education personnel. It consisted of two positively stated questions, based on a six-point Likert-type scale, with a rating of one indicating strong disagreement and a rating of six indicating strong agreement.

Data Collection

Data were collected from a survey questionnaire. To avoid the problem of low response rate associated with mail surveys (Jaeger, 1988), the survey was administered to content area regular education elementary teachers during the initial 15 minutes of a graduate class. The researcher (a) provided the subjects with a brief description of the research project, (b) indicated that participation was
voluntary, (c) distributed the surveys, and (d) provided instructions for completion. Participating subjects were asked to complete the survey at this time and return it to the researcher.

Data Analysis

The subscales of the "Mainstreaming Opinionnaire" were scored, resulting in a mean score for each individual's attitude toward the academic costs and socio-emotional costs of mainstreaming student with E/BD. Mean scores and standard deviations were then derived for the sample on each subscale. A mean score below 3.5 on the Academic Costs of Mainstreaming subscale and a mean score above 3.5 on the Socio-Emotional Costs of Mainstreaming subscale were interpreted to be indicative of a positive attitude toward mainstreaming.

Pearson product-moment correlation coefficients were calculated to determine if a relationship existed between teacher attitude subscale scores and each of the following identified variables (Babbie, 1989; Hinkle, Wiersma & Jurs, 1988; Warwick & Lininger, 1975): (a) college course semester hours in special education, (b) hours of in-service training completed during the past three years, (c) grade level last taught, (d) largest enrollment of students during the past year, (e) total years of teaching experience, (f) mainstreaming experience with students with E/BD during past three years, (g) confidence ratings of skills and ability to
teach students with E/BD, and (h) available support from special education personnel.

Post Hoc Analysis

In a post hoc analysis, Pearson product-moment correlation coefficients were calculated to determine if relationships existed between teachers' self-ratings of confidence in their skills and ability to teach students with E/BD and other demographic variables. In further post hoc analysis, scatterplots were drawn to determine the linearity of the relationships found between number of college credit hours in special education and the two Mainstreaming Opinionnaire subscale measures. It was determined that a curvilinear relationship existed and an eta coefficient was calculated as a more accurate measure of the relationship between these variables (Hinkle et al., 1988).
CHAPTER 4

RESULTS AND DISCUSSION

The purpose of the present study was to measure the attitudes of regular education content area elementary teachers toward integrating students with emotional/behavioral disorders (E/BD). In addition, the study sought to determine demographic variables which may influence those attitudes. A survey instrument was developed for the purpose of identifying demographic variables, measuring two attitudinal dimensions, and examining ratings of self-confidence and available resources for teaching students with E/BD (See Appendix A).

Demographic Variables

Survey forms were distributed to 104 regular education content area elementary school teachers from eight graduate classes at a university in the North Central Texas area. The survey was administered during the initial 15-minute period of summer school classes. All 104 surveys were completed and returned during that time period. Four survey forms were eliminated from the sample due to insufficient information, yielding a total sample size of 100. Table 1 delineates the demographic characteristics of the sample.
Table 1

Characteristics of Regular Education Elementary Content Area Teachers Who Participated in the Study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>Range of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Semester Hours Completed</td>
<td>5.17</td>
<td>8.54</td>
<td>0 - 48</td>
</tr>
<tr>
<td>Special Education In-service Clock Hours in Past 3 Years</td>
<td>4.07</td>
<td>6.57</td>
<td>0 - 60</td>
</tr>
<tr>
<td>Grade Level Last Taught</td>
<td>2.93</td>
<td>4.54</td>
<td>K - 6</td>
</tr>
<tr>
<td>Largest Class Enrollment During Past Year</td>
<td>22.99</td>
<td>5.10</td>
<td>4 - 40</td>
</tr>
<tr>
<td>Years Teaching Experience</td>
<td>6.97</td>
<td>6.40</td>
<td>1 - 30</td>
</tr>
<tr>
<td>No. E/BD Students Mainstreamed into Their Classroom During the Past 3 Years</td>
<td>2.98</td>
<td>2.71</td>
<td>0 - 11</td>
</tr>
</tbody>
</table>

Research Questions

Nine research questions were generated to guide the study. Each research question is addressed individually in this section with the statistical procedures utilized, results and a discussion provided for each.
Research Question 1

What are the attitudes of regular education elementary teachers toward mainstreaming students with E/BD as measured by the Mainstreaming Opinionnaire?

Data from the two subscales, designed to measure two dimensions of teachers' attitudes towards students with E/BD, are represented in Table 2. The highest score possible was 6.00 and the lowest score possible was 1.00 on each item of the subscales. Mean scores were calculated on these two subscales of the Mainstreaming Opinionnaire: (a) Academic Costs of Mainstreaming, and (b) Socio-Emotional Costs of Mainstreaming.

Table 2

<table>
<thead>
<tr>
<th>Mainstreaming Opinionnaire Subscale Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subscale</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Academic Costs of Mainstreaming</td>
</tr>
<tr>
<td>Socio-Emotional Costs of Mainstreaming</td>
</tr>
</tbody>
</table>

The Academic Costs of Mainstreaming subscale is reflective of teachers' perceptions of the potentially negative impact of mainstreaming on conducting class, and the learning of both regular education students and special education students. A high score on this subscale would
reflect negative attitudes. The mean score on the Academic Costs of Mainstreaming subscale yielded a mean score of 3.84, with a standard deviation of .83 and a range of 1.07 to 5.87. The mean score (3.64) on this subscales reflects a slightly negative attitude towards mainstreaming students with E/BD. The standard deviation (.83) represents a wide spread of attitudes on this measure, indicating that attitudes vary considerably among teachers concerning the academic costs of having students with E/BD mainstreamed into their classes. This variability in attitudes suggests that specific classroom placement of students with E/BD merits careful consideration of the attitudes of the regular education teacher if the students are to receive the optimum benefits from regular education.

The mean score on the Socio-Emotional Costs of Mainstreaming subscale yielded a mean score of 3.51 with a standard deviation of .53 and a range of 1.93 to 4.73. The Socio-Emotional Costs subscale is reflective of teachers' perceptions of the potential negative effects of mainstreaming on the social and emotional development of the special education student. A low score on this measure would reflect a negative attitude. The mean score (3.51) is at the midpoint, indicating neither a positive nor a negative attitude on this dimension. The standard deviation of .53 indicates less variation on this attitudinal dimension than on the Academic Costs of Mainstreaming.
Teacher attitudes, as measured by the two subscales, were utilized to calculate Pearson product-moment correlation coefficients for the remaining research questions. Tables 3 and 4 illustrate the results.

Table 3
Correlation Coefficients for Academic Costs Subscale

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Correlation</th>
<th>Prob R&lt;&gt;0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Semester Hours Completed</td>
<td>100</td>
<td>-.253</td>
<td>.011</td>
</tr>
<tr>
<td>Special Education In-service Clock Hours in Past 3 Years</td>
<td>100</td>
<td>.000</td>
<td>1.000</td>
</tr>
<tr>
<td>Grade Level Last Taught</td>
<td>100</td>
<td>-.155</td>
<td>.119</td>
</tr>
<tr>
<td>Largest Class Enrollment During Past Year</td>
<td>100</td>
<td>.088</td>
<td>.506</td>
</tr>
<tr>
<td>Years Teaching Experience</td>
<td>100</td>
<td>.183</td>
<td>.065</td>
</tr>
<tr>
<td>No. E/BD Students Mainstreamed into Their Classroom During the Past 3 Years</td>
<td>100</td>
<td>-.014</td>
<td>.884</td>
</tr>
<tr>
<td>Self-Ratings of Confidence in ability to teach students with E/BD</td>
<td>96</td>
<td>-.451</td>
<td>.000</td>
</tr>
<tr>
<td>Ratings of support from Sp. Ed. Personnel</td>
<td>93</td>
<td>-.281</td>
<td>.007</td>
</tr>
<tr>
<td>Variable</td>
<td>N</td>
<td>Correlation</td>
<td>Prob R&lt;0.05</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Special Education Semester Hours Completed</td>
<td>100</td>
<td>0.285</td>
<td>0.004</td>
</tr>
<tr>
<td>Special Education In-service Clock Hours in Past 3 Years</td>
<td>100</td>
<td>-0.005</td>
<td>0.957</td>
</tr>
<tr>
<td>Grade Level Last Taught</td>
<td>100</td>
<td>0.051</td>
<td>0.620</td>
</tr>
<tr>
<td>Largest Class Enrollment During Past Year</td>
<td>100</td>
<td>0.051</td>
<td>0.623</td>
</tr>
<tr>
<td>Years Teaching Experience</td>
<td>100</td>
<td>-0.107</td>
<td>0.290</td>
</tr>
<tr>
<td>No. E/BD Students mainstreamed into their classroom during the past 3 years</td>
<td>100</td>
<td>-0.051</td>
<td>0.621</td>
</tr>
<tr>
<td>Self-Ratings of Confidence in ability to teach students with E/BD</td>
<td>96</td>
<td>0.296</td>
<td>0.004</td>
</tr>
<tr>
<td>Ratings of support from Sp. Ed. Personnel</td>
<td>93</td>
<td>0.187</td>
<td>0.055</td>
</tr>
</tbody>
</table>
Research Question 2

Are teacher attitudes toward mainstreaming students with E/BD related to the number of college course semester hours completed in special education?

A Pearson product-moment correlation coefficient was calculated to determine the relationship between the number of college course hours completed in special education and each of the two Mainstreaming Opinionnaire subscales. This yielded a correlation of -.253 with the Academic Costs Subscale measure, significant at the .011 level. A positive correlation of .285 with the Socio-Emotional Costs Subscale, significant at the .004 level was also found. These correlation coefficients represent a small, but statistically significant, relationship and indicates that college courses may enhance the attitudes of some elementary regular education teachers toward mainstreaming students with E/BD.

A frequency count of the 100 teachers surveyed indicated that 70 had completed three or fewer semester credit hours and 42 had received no college semester credit hours in special education. These figures indicate that little preparation for serving students with disabilities is being provided to regular education teachers during preservice teacher training.
Research Question 3

Are teacher attitudes toward mainstreaming students with E/BD related to the number of special education in-service training hours received during the past three years?

The calculated Pearson product-moment correlation coefficient for number of in-service hours and the Academic Costs Subscale was zero with a probability ratio of 1.0. The Pearson product-moment correlation coefficient for number of in-service hours and the Socio-Emotional Costs Subscales was -.005 with a probability ratio of .957. These correlation coefficients indicate that no relationship exists between the two variables. This implies that in-service teacher training in special education does little to improve the attitudes of regular education teachers toward mainstreaming students with E/BD. This could be attributed to several conditions which include the (a) quality of in-service training in special education available to regular education teachers and (b) short length of time spent in in-service training related to special education.

Research Question 4

Are teacher attitudes toward students with E/BD related to the grade level they last taught?

The Pearson product-moment correlation coefficient for grade level taught and the Academic Costs Subscale was -.155 with a probability ratio of .119. The correlation coefficient for the grade level taught and the Socioeconomic
Costs Subscale was .051 with a probability ratio of .820. These data indicate that no significant relationship exists between the grade level taught and regular education teachers' attitudes towards mainstreaming students with E/BD.

Research Question 5

Are teacher attitudes toward mainstreaming students with E/BD related to their largest class enrollment during the past year?

The calculated Pearson product-moment correlation coefficient for largest class enrollment during the past year and the Academic Costs Subscale was .068 with a probability ratio of .506. The coefficient for number of students served and the Socio-Emotional Costs Subscale was .051 with a probability ratio of .623. These data indicate there is no significant relationship between the largest class enrollment and teachers' attitudes towards students with E/BD.

Research Question 6

Are teacher attitudes toward mainstreaming students with E/BD related to the total years of teaching experience?

The number of total years teaching experience yielded a correlation coefficient of .183 with a probability ratio of .065 on the Academic Costs Subscale. The correlation coefficient for the total years teaching experience and the Socioeconomic Costs Subscale was -.107 with a probability
ratio of .290. This finding indicates there is no significant relationship between a teacher's total years teaching experience and their attitudes towards mainstreaming students with E/BD.

Research Question 7

Are teacher attitudes toward mainstreaming students with E/BD related to number of students with E/BD mainstreamed into their classrooms during the past three years?

The correlation coefficients between the number of students with E/BD mainstreamed into the teachers' classrooms during the previous three years on the Academic Costs Subscale and the Socio-Emotional Costs Subscale was -.014 and -.051, with probability ratios of .884 and .621, respectively. These data do not indicate that a relationship exists between the number of students with E/BD mainstreamed into the teachers' classes during the past three years and their attitudes toward mainstreaming students with E/BD.

Research Question 8

Are teacher attitudes toward mainstreaming students with E/BD related to self-ratings of confidence in skills and ability to teach students with E/BD?

A Pearson product-moment correlation coefficient was calculated between teacher self-ratings of confidence in their skills and ability to teach students with E/BD and the
two **Mainstreaming Opinionnaire** subscales. This analysis yielded a correlation of -.451 with the Academic Costs Subscale, significant at the .000 level and a positive correlation of .296 on the Socio-Emotional Costs Subscale, significant at the .004 level. These findings indicate that a relationship exists between teachers' self-ratings of confidence in their ability to teach students with E/BD and their attitudes towards this population of students. These data imply that finding ways to increase teachers' confidence in their ability to teach students with E/BD might lead to more positive attitudes toward students with E/BD.

**Research Question 9**

Are teacher attitudes toward mainstreaming students with E/BD related to ratings of support services available from special education personnel?

Teacher ratings of support services available from special education personnel yielded a Pearson product-moment correlation of -.281 with the Academic Costs Subscale, significant at the .007 level, and a positive correlation of .197 on the Socio-Emotional Costs Subscale, significant at the .055 level. These data indicate that there is a relationship between teachers' ratings of support available from special education personnel and their attitudes towards students with E/BD. The implication is that special education personnel might be able to influence regular
Findings from the research questions support previous research indicating the following variables effect the attitudes of teachers toward students with disabilities: (a) college coursework, (b) confidence in ability to teach students with disabilities, and (c) availability of support from special education. This study did not support previous findings that (a) previous experience with mainstreaming students with disabilities, (b) years of teaching experience, and (c) grade level taught effect teacher attitudes towards students with disabilities.

Post Hoc Analysis

Post hoc analyses were conducted to further examine the data from the study. These analyses yielded several findings.

Pearson product-moment correlation coefficients were calculated to determine if any of the variables studied were correlated with teachers' self-ratings of their skills and ability to teach students with E/BD (See Table 5). Results indicate a relationship with two variables: (a) number of college course semester hours and (b) rating of support available from special education personnel. Number of college course semester hours yielded a Pearson product-moment correlation coefficient of .412, with a probability ratio of .000. Teacher ratings of support available from
special education personnel yielded a Pearson product-moment correlation coefficient of .430, with a probability ratio of .000. These correlations indicate that teacher training in special education and support from special education personnel can enhance teachers' confidence in their ability to teach students with E/BD.

Table 5

Correlation Coefficients for Self-Ratings of Confidence in Ability to Teach Students with E/BD

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Correlation</th>
<th>Prob R&lt;&gt;0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Semester Hours Completed</td>
<td>100</td>
<td>.412</td>
<td>.000</td>
</tr>
<tr>
<td>Special Education In-service Clock Hours in Past 3 Years</td>
<td>100</td>
<td>.125</td>
<td>.224</td>
</tr>
<tr>
<td>Grade Level Last Taught</td>
<td>100</td>
<td>.180</td>
<td>.116</td>
</tr>
<tr>
<td>Largest Class Enrollment During Past Year</td>
<td>100</td>
<td>-.048</td>
<td>.648</td>
</tr>
<tr>
<td>Years Teaching Experience</td>
<td>100</td>
<td>.056</td>
<td>.592</td>
</tr>
<tr>
<td>No. E/BD Students mainstreamed into their classroom during the past 3 years</td>
<td>100</td>
<td>.206</td>
<td>.042</td>
</tr>
<tr>
<td>Ratings of support from Sp. Ed. Personnel</td>
<td>93</td>
<td>.430</td>
<td>.000</td>
</tr>
</tbody>
</table>
A scattergram was plotted to further examine the relationship between the number of college course credit hours in special education and the measures of the Academic Costs of Mainstreaming Subscale and the Socio-Emotional Costs of Mainstreaming Subscales of the Mainstreaming Opinionnaire. The scattergrams illustrate a curvilinear relationship between the number of college course credit hours in special education and each of the two subscale measures. Eta coefficients were then calculated.

The calculated eta coefficient for the numbers of college course semester hours in special education and the Academic Costs of Mainstreaming Subscale and the Socio-Economic Costs of Mainstreaming Subscale yielded correlation coefficients of .396 and .437, respectively. These data indicate that special education training is related to regular education teachers' attitudes toward mainstreaming students with E/BD, with attitudes becoming increasingly positive up to a certain point beyond which attitudes toward mainstreaming become more negative. A possible explanation for the curvilinear relationship is that teachers who have received extensive training in special education may believe that the needs of this group of students can be best met in a specialized educational setting.
CHAPTER 5

SUMMARY AND RECOMMENDATIONS

This study was designed to examine the attitudes of regular education elementary teachers toward mainstreaming students with emotional/behavioral disorders (E/BD) into their classroom and to determine variables which might be related to those attitudes. A survey instrument was designed to provide demographic variables and measures of two attitude dimensions of regular education elementary teachers' attitudes toward students with E/BD. The survey was administered to 104 regular elementary education content area teachers enrolled in graduate level courses at a university in the North Central Texas area. Four surveys were eliminated due to insufficient information, yielding a net sample size of 100.

The subjects indicated a wide range of existing attitudes toward the academic costs of mainstreaming students with E/BD. This finding indicates that best practices for mainstreaming students with E/BD should include careful regular education teacher placement considerations.

Several variables are related to regular education teacher attitudes towards mainstreaming students with E/BD
into their classrooms. The study indicates that (a) number of college course credit hours, (b) self-ratings of confidence in ability to teach students with E/BD, and (c) ratings of support available from special education personnel are all related to teachers' attitudes toward mainstreaming students with E/BD. There is also a relationship between number of college course credit hours and self-ratings of confidence in ability to teach students with E/BD.

These findings indicate that college courses may enhance the attitudes of regular education teachers toward students with E/BD and increase their feelings of confidence in serving this population of students. However, it should be noted that the relationship between college course credit hours in special education and the attitudes of regular education teachers was curvilinear, indicating that teachers with more extensive training in special education may have more negative attitudes towards the practice of mainstreaming students with E/BD. The findings also indicate that the provision of adequate support from special education personnel may enhance teachers' attitudes towards having students with E/BD integrated into their classrooms and may increase confidence in their ability to serve this student population.
Recommendations for Further Study

1. Qualitative research should be conducted to determine how attitudes are specifically manifested in actual teacher behaviors towards students with E/BD.

2. The sample utilized in this study was potentially biased due to the fact that only teachers currently enrolled in graduate level courses were included. Future studies should attempt to utilize a sample more representative of the population.

3. The scale utilized in this study, the Mainstreaming Opinionnaire, represents only two dimensions of teachers' attitudes towards mainstreaming students with E/BD. Further investigation should be conducted to examine other attitudinal dimensions related to mainstreaming students with E/BD.

4. The finding from the data that few regular education elementary teachers are receiving training in special education is a cause for concern, given the current trend toward full integration of most special education students. Further studies should be conducted to investigate the effects of teacher training in special education on the social and academic success of students with disabilities.

Conclusion

The attitudes of regular education elementary teachers toward having student with E/BD mainstreamed into their
classroom varies widely from positive to negative. This study has indicated that pre-service preparation, self-confidence in ability to teach this group of students, and the provision of support from special education personnel are positively related to elementary education teachers' attitudes toward mainstreaming students with E/BD. Further investigation should be conducted to determine variables which influence the attitudes of teachers toward mainstreaming students with E/BD and to determine best practices for serving this population of students.
Survey Instrument for Teacher Attitudes Toward Mainstreaming Students with Emotional/Behavioral Disorders

Background Information

An issue that is currently being debated among educators is whether or not all students with mild to moderate disabilities should be fully integrated into regular education. This would mean that students with emotional/behavioral disorders (E/BD) would be placed into regular education classrooms on a full time basis. This scale is an attempt to let you express your beliefs and opinions on this issue. Participation is strictly voluntary.

A number of conflicting and opposing points of view are included. You will find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and agreeing or disagreeing less strongly with still others. Whether you agree or disagree with any statement, you can be sure that many other people feel pretty much the way you do. Please try to respond to all statements as honestly and frankly as you can. No one will know how you respond because we are asking you not to identify yourself. There is no universal agreement about how the term emotionally/behaviorally disordered (E/BD) should be defined, therefore the term E/BD is limited to the following from Public Law 94-142:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked extent, which adversely affects educational performance.

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

(Federal Register, Vol. 42, No. 163, Tuesday, August 23, 1977, p. 42478)
Part I: General Information

Instructions: Please answer each of the following as accurately as possible:

1. How many college course credits have you completed in special education?
   
   _____ Semester Hours  _____ Quarter Hours

2. Since Fall of 1989, how many clock hours of in-service training have you attended related to special education?
   
   _____ Clock Hours

3. What grade level(s) do you currently teach? (Circle all that apply)
   K  1  2  3  4  5  6

4. What is the enrollment number in the largest class for which you provide content area instruction?

5. Counting the 1991-1992 school year, how many years of teaching experience do you have?

6. Since the Fall of 1989, how many students labeled E/BD have been mainstreamed into your classes?

Part II: Mainstreaming Opinionnaire

Instructions: Circle your response to each of the items as follows:

   Agree very strongly:  6   Disagree very strongly:  1
   Agree strongly:      5   Disagree strongly:     2
   Agree:              4   Disagree:                   3

Respond to each of the statements as best you can. Please don't spend too much time on any one statement; try to respond and then go on.

8 5 4 3 2 1 1. The presence of a student with E/BD in the regular classroom reduces teaching efficiency and learning.
2. Regular classes help prepare the student with E/BD to live in an integrated world.

3. Students with E/BD fail to make appropriate academic progress when they are integrated into the regular classroom.

4. The shorter attention span of students with E/BD makes them unable to benefit from placement in a regular classroom.

5. The special self-contained classroom cannot serve the social needs of students with E/BD.

6. Special class placement leads to a feeling of being neglected and rejected on the part of students with E/BD.

7. Potential problems of the student with E/BD associated with being placed in a regular class, such as a heightened awareness of disability, are outweighed by the stigma associated with special class placement.

8. The student with E/BD cannot deal with the challenges of a regular class as well as the normal child.

9. Students with E/BD are not bothered much by their differences unless they are confronted with normal children.

10. The inclusion of students with E/BD in regular classrooms leads to disruption of regular routines.

11. Contact with students with E/BD in a regular classroom helps the non-disabled to realize that their own problems are not unique.

12. Placing students with E/BD in a regular classroom accentuates the differences between them and their non-disabled peers.

13. Special classes for students with E/BD are not conducive to the fostering of the motive to achieve.

14. Students with E/BD placed in self-contained special education classes are more likely to be perceived as different as opposed to when they are placed in regular classes.
Special class placement leads to an estrangement between students with E/BD and their normal peers.

A student with E/BD in the regular classroom consumes too much of the teacher's time and attention.

Special class placement results in a loss of self-esteem on the part of the student with E/BD.

When placed in a regular class, students with E/BD exhibit appropriate behavior.

Integrating students with E/BD in regular education contributes to negative behavior patterns on the part of the nondisabled.

The presence of a student with E/BD in the regular classroom inhibits the progress of his nondisabled peers.

Segregation of students with E/BD in education provides them with a distorted view of reality thus aggravating the disability.

Segregating students with E/BD in special classes contributes to a self-fulfilling prophecy that operates when children are labeled.

The social status of students with E/BD as perceived by their nondisabled peers will be enhanced through their interaction in regular classrooms.

In the special class, emphasis is placed more on disability than ability.

Integrating a student with E/BD with normal children provides the student with appropriate role models.

The range of abilities confronting a regular teacher when students with E/BD are present in the class reduces the effectiveness of the teacher.

Students with E/BD cannot profit greatly from ordinary schooling.
28. Segregating students with E/BD frees normal pupils from restrictions imposed upon them when they are made to interact with students with E/BD.

29. Students with E/BD placed in special classes hold more negative attitudes toward school when compared with those placed in regular classes.

30. Due to their lack of self control, it is inadvisable to integrate students with E/BD into regular classes.

**Part III: Personal Evaluation**

**Instructions:** Circle your response to each of the items as follows:

- Agree very strongly: 6
- Disagree very strongly: 1
- Agree strongly: 5
- Disagree strongly: 2
- Agree: 4
- Disagree: 3

Respond to each of the statements as best you can. Please don't spend too much time on any one statement.

1. I am confident that I have the skills and ability to teach students with E/BD.

2. Adequate support, assistance and materials are available from special education personnel.
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