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**THE COMMITMENT OF ELEMENTARY SCHOOL TEACHERS
TO INCLUSIVE EDUCATION FOR CHILDREN WITH
DISABILITIES**

by

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ABSTRACT

The purpose of this study was to investigate the commitment of elementary school teachers to inclusive education for students with disabilities, and whether the commitment to inclusive education between general and special education teachers was equal. Richard Clarke's Commitment and Necessary Effort (CANE) theory, severity of disability, and demographic factors of teaching assignment, number of students in class, number of years teaching, and number of years working in an inclusive setting were measured. A four-point Likert – type survey (Appendix A) adapted from a combination of Spencer Salend's (2008) *Teacher's Inclusion Survey* and *Interview Questions to Examine the Experience of Educators Working in Inclusive Classroom* was used to collect the data. The data indicated that special education teachers appear more committed to inclusive education than their general education counterparts. In addition many of the early roadblocks to inclusive education such as, needed support from administrators and ancillary personnel dealing with SWD, lack of resources, time for collaboration and consultation, along with a need for more training, still appear to be pervasive problems in implementing a fully inclusive program for all students nearly two decades later in contemporary elementary schools.

I dedicate this work to my niece Mekia, and nephews Micah, Christian-Mark,
Nicholas, and Jonathan in hopes that all their dreams come to fruition.

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
CHAPTER 1: INTRODUCTION.....	1
History and Background	1
Research Questions.....	7
Purpose of the Study	8
Definition of terms	9
Methodology	10
Assumptions.....	10
Limitations	11
CHAPTER 2: LITERATURE REVIEW	12
Early Attitudes Toward Inclusion.....	12
The Eighties and Inclusion.....	15
Teacher Attitudes: Early Years of the Inclusive Movement.....	18
Preparation and Training.....	18
Severity of Disability	19
Support and Resources.....	20
Impact of Inclusive Settings on General and Special Educators	21
Theories on Motivation and Commitment to Work.....	30
Theoretical Model- Commitment and Necessary Effort (CANE)	32
Summary	34
CHAPTER 3 METHODOLOGY	35

Research Design.....	35
Research Questions.....	36
Population and Sample	37
The Instrument.....	37
Validity and Reliability.....	38
Statistical Analysis.....	39
CHAPTER 4: ANALYSIS OF THE DATA	40
Commitment of Teachers to Inclusive Education Using Aspects of the CANE Model.....	41
Severity of Disability	46
Demographics	49
Narrative Comments Volunteered by Responders to the Survey	55
Educators’ statements on the importance of the goal of inclusive education.....	55
Educators’ statements on training, support, and resources for inclusion.....	56
Educators’ statements on the effect of inclusion on general education students.....	57
Educators’ statements on severity of disability and inclusion.....	58
CHAPTER 5: CONCLUSIONS	60
Summary of Findings and Conclusions	60
Commitment of Elementary Teachers to Inclusive Education Aligned with the CANE Model	61
Severity of Disability	63
Demographics	64
What has Changed over the Last Two Decades of Inclusive Education	66
Recommendations.....	68

Limitations of the Study.....	69
Implications for Future Research.....	70
Final Reflection.....	71
APPENDIX A: ADAPTED SURVEY ON TEACHER COMMITMENT	72
APPENDIX B: PERMISSION LETTER FROM DR. SALEND.....	77
APPENDIX C: IRB APPROVAL LETTER FROM THE UNIVERSITY OF CENTRAL FLORIDA	79
APPENDIX D: PERMISSION FROM MIAMI-DADE COUNTY PUBLIC SCHOOLS TO CONDUCT SURVEY	81
REFERENCES	84

LIST OF TABLES

Table 1: Importance of the Goal 41

Table 2: Self-efficacy, Knowledge & Training 42

Table 3: Value of Inclusive Education..... 43

Table 4: Support..... 44

Table 5: Emotional Response and Commitment 45

Table 6: Comparison of General Education and Special Education Teachers in their Commitment to Inclusive Education for SWD..... 45

Table 7: Severity of Disability- General Education Teachers 46

Table 8: Severity of Disability - Special Education Teachers 48

Table 9: Years of Teaching and Commitment to Inclusive Education - General Education Teachers 49

Table 10: Years of Teaching and Commitment to Inclusive Education - Special Education Teachers..... 50

Table 11: Number of Students and Commitment to Inclusive Education - General Education Teachers 51

Table 12: Number of Students and Commitment to Inclusive Education - Special Education Teachers 51

Table 13: Number of Years in an Inclusive Setting and Commitment to Inclusive Education - General Education Teachers 52

Table 14: Number of Years in an Inclusive Setting and Commitment to Inclusive Education - Special Education Teachers 52

Table 15: Teaching Assignment and Commitment to Inclusive Education - General Education Teachers 53

Table 16: Teaching Assignment and Commitment to Inclusive Education - Special Education

Teachers 54

CHAPTER 1: INTRODUCTION

History and Background

Throughout the early and mid 1900s, children with disabilities have been segregated from their school-age peers based strictly on their disability. General educators and administrators believed that they were providing better services for students with mild disabilities by removing them from what they perceived as curriculum that was unsuited to their abilities (Dunn, 1968). Special educators were of the belief that more progress could be made by students with mild disabilities when placed in special classes (Dunn, 1968). Despite numerous court cases and legislative action, *Daniel R.R. v State Board of ED* (1989), *Greer v. Rome City School District* (1990/91/92), *Oberti v. Board of Education* (1992/93), *Board of Education v. Holland* (1992, 1994), supporting the education of all students in the general education classroom, segregating students with disabilities in the public school system is still a continuing practice today.

“The evolution of a more inclusive education policy at the federal level is a recent phenomenon that is rooted in the 14th Amendment of the U.S. Constitution and manifested through the Civil Rights movement of the 1950s and 1960s” (Hardman & Dawson, 2008, p. 5). Two recent leading pieces of legislation that support the concept of equal education for all students are the 2004 Individuals with Disabilities Improvement Education Act (IDEiA) and , the ("No Child Left Behind (NCLB) Act ", 2002). The NCLB Act (2002) is an outgrowth of the Improving America’s School Act of 1994, a reauthorization of the Elementary and Secondary Education Action Act of 1965 (Harvard Family Research Project, 2006/2007). Together, both

laws provide a structure for including all students in public schools, and within the general education setting.

The 1975 Education of All Handicapped Children's Act, PL 94-142, has as one of its cornerstones the concept that all students need to be educated in the *least restrictive environment* (LRE). This concept was restated in the reauthorization of IDEiA in 2004. This law stated that the LRE was the environment in which:

...to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (IDEiA) 20 U.S.C. § 1412 (5) (B).

Even with the LRE being one of the requirements of PL94-142, on January 8, 1985, Assistant Secretary of Education and the Head of the Office of Special Education and Rehabilitative Services (OSERS), Madeline Will made it known that;

...education in the Least Restrictive Environment is what I envision as the last barrier to full implementation of PL 94-142. This concept is becoming the cornerstone upon which federal special education policy is being built. It certainly is the core around which my own beliefs about special education have evolved in terms of early childhood programming, school age programming, transition services and adult services. In my own mind all have evolved with the concept of the least restrictive environment as the core

concept (Bowe, 1988, p.26). Many in the special education community welcomed this statement as an indication that the federal government was ready to pressure the states to make the...LRE clause of Public Law 94-142 the new thrust of enforcement efforts. (Aldersley, 2002, p. 189).

In 1986 the U.S. Department of Education launched the Regular Education Initiative (REI) which called for general and special educators to collaborate and share the responsibility for educating students with disabilities (SWD) in classrooms alongside their peers without disabilities. Madeline Will (1986), Assistant Secretary for the Office of Special Education and Rehabilitative Services during the Regan Administration stated, "...special programs and regular education programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualized education needs"(p.413). One of the mandates of the IDEA is that SWD be educated to the maximum extent appropriate with peers without disabilities. Legislation leaning towards preference for placing SWD in the general education class and a strong political movement by parents and those advocating for the disabled, was a positive move for SWD. (Hehir, 2005).

In 1997, the amendment to the IDEiA required that SWD were to be included in statewide and district assessments unless their Individualized Education Program (IEP) team considered an alternative assessment was appropriate (Albrecht & Joles, 2003). The 2004 reauthorization of the IDEiA references NCLB and aligns itself with it by stating that SWD will participate in district and state assessments (Turnbull, 2005). Until this point in time, special education students were left out of large-scale assessments. This meant that not only did the provision of special education increase, but no incentives to improve special education programs

were provided (Schulte, Villwock, Whichard, & Stallings, 2001). The rationale behind the IDEiA 2004 was that once SWD were required to participate in state assessments, there would be an increase of SWD participating in these assessments. The increased participation in state assessments in turn would result in increased inclusion in the general education curriculum and improved educational outcomes for SWD (Yesseldyke, Dennison, & Nelson, 2004). As a result of the IDEiA (2004), there has been a greater movement to expose SWD to the general education curriculum through participation in the general education classes. According to the 2005 Government Accountability Report which presented data from the 2003-2004 school year, at least 95% of SWD participated in statewide reading assessments in 41 of the 49 states studied. The report states there was significant progress in including SWD in state academic assessments. Critics have argued that there are higher expectations for SWD as a result of their increased participation in the assessment and accountability system (Yesseldyke, Dennison, & Nelson, 2004). Educators report that SWD are being held to higher expectations and they are receiving a more rigorous education (Yesseldyke et al. 2004).

While the IDEiA does not use the word inclusion, within the United States there has been a notable increase in the number of districts implementing inclusive programs for their SWD (Engelbrecht, Swart, Kitching, & Eloff, 2005). U.S. Secretary of Education, Margaret Spelling (2005) in a speech on December 14, 2005 stated:

...we often underestimated what students with disabilities could learn...we held them to lower standards, and we didn't hold ourselves accountable for their success...Today we know that the vast majority of students with disabilities can achieve grade-level standards (p.2).

Critics of the way inclusion of SWD in general education classrooms has been implemented in schools and districts cite the following failings a) little or no assistance given to general education teachers b) special education teachers are stretched thin between the number of classes they must service c) SWD are being placed across the board in general education classroom without planning and/or collaboration , and d) failure to fund the inclusion movement adequately (Dettmer, Thurston, & Dyck, 2005). Despite the aforementioned difficulties however, according to the National Education Press release of 1998, more than 75% of SWD were being educated in general education classrooms. As far back as December 30, 1994 the National Council on Disabilities, in their report on “Inclusionary Education for Students with Disabilities: Keeping the Promise,” stated that Alaska serves 99.83% of all its students in neighborhood public schools, and New Mexico serves 91.5% of its students with multiple disabilities in neighborhood public schools. In 2007, the National Assessment of Education Progress (NAEP) included 70% of SWD in the fourth grade in their reading assessments.

When putting into practice any policy, the views of the main players, in this case teachers, are the key to successful implementation. Thus the attitudes and perceptions of teachers are all-important to the successful execution of inclusionary practice (Avramidis & Norwich, 2002). Talmor, Reiter and Feigin (2005) have shown that for there to be successful inclusion of SWD in the general education classroom several factors must be present. First, there must be a positive attitude of the general education teacher regarding having SWD in the regular class; second, there needs to be continuous support and assistance from personnel such as special education teachers, school counselors, school psychologists and administrators. Avramidis and Norwich (2002) in their study of teacher attitudes toward inclusion stated that while the

movement for inclusive education has appeal as a social justice issue, many educators are hesitant about supporting widespread inclusion of SWD in the general education class. They also stated that studies done in the early stages of the implementation of inclusion in America indicated that there was not widespread support among educators for the placement of SWD in the general education classroom. In their synthesis of the research literature of teacher perceptions from 1958 – 1995, Scruggs and Mastropieri (1996) found that a majority of teachers supported the concept of inclusion; however, teacher support came with reservations as to the degree of intensity of inclusion, and the degree of severity of the disability of the student. They noted that although a slight majority was willing to implement inclusion in their classrooms, a considerable minority felt that inclusion of SWD in their classroom would be too disruptive.

Cooney (2001) stated that the recent emphasis placed on accountability and standards-based, mandated curricula within the educational arena, tend to govern how teachers make decisions about learners, since not only are they the ones responsible for learner outcomes, but they are often pressured by administrators to make sure that students meet or exceed the expectations of the state. This is bound to create injustices for SWD when they are viewed in terms of what is expected from them based only on test performance. Amrein and Berliner (2003) found that high-stakes testing increased teacher control and lessened student opportunity to direct their own learning. This attitude on the part of teachers could be seen to be in direct contrast to a SWD's Individualized Education Program (IEP), especially when, as in the case of older students, the student helps in the planning of their IEP. Some teachers have voiced their opinions clearly about the performance of SWD on high stakes assessment by making statements such as, “[they] will never pass no matter what I do” (Cooney, 2001). Despite the

previous statement, McLeskey et al (2001) in their studies on teachers' perspectives on inclusive programs reported that teachers who had had experience in inclusive programs were much more positive in their views of inclusion than were teachers in non-inclusive programs.

This study will examine the factors in play in teacher commitment in one region in a large urban school district as they pertain to including SWD in the general education classroom. These perceptions will be compared with lessons learned from the results of previous research to ascertain whether there have been positive changes on this issue.

Research Questions

This study will attempt to answer the following questions:

- a. How important is the goal of inclusive education to elementary school teachers?
- b. How prepared do teachers feel to handle SWD in the regular education classroom in terms of self-efficacy, knowledge, and training?
- c. How do elementary school teachers value inclusive education?
- d. What resources and supports, such as administrative, collaboration and communication with specialists and community services do teachers believe they are or are not receiving in the requirement to include SWD in the general education classroom?
- e. What is the emotional response and commitment of elementary school teachers to inclusive education.?
- f. Does the severity of disability affect teachers' feelings of competency in dealing with SWD in an inclusive setting?
- g. Is there a difference in commitment to inclusive education between special and general education teachers.

- h. Are there differences in demographic variables that correlate with commitment to inclusive education between special education and a regular education teachers?

Purpose of the Study

During the 1980s and 1990s there was an overabundance of studies looking at teacher attitudes and perceptions of the inclusion movement as more schools were including SWD in the regular education curriculum and classroom. Since the reauthorization of IDEiA in 2004 and NCLB 2002, with the requirement of mandated testing on standards-based assessments for SWD, even more schools are moving to include their SWD in the general education classroom environment and exposing them to the rigors of the general education curriculum. Earlier studies indicate that while inclusion of SWD in the general education classroom had the general approval of some educators, not all educators had positive attitudes about inclusion (Avramidis & Norwich, 2002; McNally, Cole, & Waugh, 2001; Scruggs & Mastropieri, 1996). Many educators also expressed concern about lack of support and training for dealing successfully with SWD in the general education classroom (Forlin, 2001). This study will examine if, nearly two decades later, these attitudes and concerns have been addressed, as an even larger body of teachers is now involved in working with SWD in the general education classroom.

The study will align itself with Richard Clarke's (1998) Commitment And Necessary Effort (CANE) model. His model states that there are three factors which determine people's commitment to their work. These factors are task assessment, mood and emotions and finally personal value to the worker of the goal to be achieved. Under each of these main factors are sub-factors. The sub-factors under 'task assessment' are ability (Can I do it?), and context (Will I be supported in my efforts?). Under 'emotion' is mood (How am I feeling in general?) and

finally under ‘values’ we have utility (What’s in it for me?), importance (Is this task me?). These variables identified in the CANE Model, as well as a variety of demographic factors, will guide this investigation of teacher commitment to inclusive education in the elementary school.

Definition of terms

The following definitions of terms are given for the purpose of this study.

Student with a disability: The National Assessment of Education Progress in the Nations Report Card Glossary of Terms (2008) defines a student with a disability as needing specially designed instruction to meet his or her learning goals. A student with a disability will usually have an Individualized Education Plan (IEP), which guides his or her special education instruction.

General education class: In the Glossary of Teaching Resources for Florida (2000) the general education class is defined as a basic education class in the academic curriculum or a career education class as opposed to a special class designed specifically for Exceptional Students Education (ESE) students.

Inclusion: The Access Center (2009) in their Special Education and Access Terminology defines inclusion as the movement that all students with disabilities, regardless of type or severity, are educated full time in a general education classroom and program. Any special education or related services are delivered in that setting.

Special Education Teacher: The Bureau of Labor Statistics in their Occupational Outlook Handbook 2008-2009 edition, defines the special education teacher as follows:

Special education teachers work with children and youths who have a variety of disabilities. A small number of special education teachers work with students with severe cases of mental retardation or autism, primarily teaching them life skills and basic

literacy. However, the majority of special education teachers work with children with mild to moderate disabilities, using or modifying the general education curriculum to meet the child's individual needs. Most special education teachers instruct students at the elementary, middle, and secondary school level, although some work with infants and toddlers. (p.1)

Methodology

The population for this study was elementary schools, with the sample being taken from 41 elementary schools from a region in a southern Florida school district, where 50% or more of their students with disabilities were spending 80% or more of the school day in the general education classroom. A Likert –type internet survey was administered to the educators in the sample, and a qualitative and quantitative statistical method was used to disaggregate the data collected.

Assumptions

The main assumption of the study is that, as a result of special education legislation in the last few decades, there have been fundamental changes in the roles of general and special education in-service teachers in regard to the inclusion of SWD in the general education classroom. It further assumes that in-service teachers will be able to describe their attitudes, and rank their level of agreement with statements regarding their skill level, interest, support, and collaboration they receive in their efforts to include SWD in the general education classroom. The final assumption is that responses from in-service teachers will reflect their job classification, and years of service.

Limitations

The study's design contains the following limitations.

1. Since the school district being studied is among one of the largest in the country, only one of the four regions of the district has been chosen for the research project. The region was not chosen randomly, but was especially selected for its request of the schools in their region to move towards more inclusive models of schooling.
2. Since inclusion is considered a social justice issue by many, there will be no way of knowing if teachers who respond will respond with "politically correct" answers that have little to do with their daily practice.
3. The research is confined to 41 elementary schools in a region in a south Florida school district. As a result care should be taken in applying its findings to the overall, general elementary public school population.

CHAPTER 2: LITERATURE REVIEW

This review of the literature will examine four main areas relevant to this study a) the beginning of the inclusive movement for students with disabilities b) the beliefs of teachers regarding the initial implementation of inclusive practices c) the impact that the inclusion of students with disabilities (SWD) in the general education classroom has had on special and general education teachers and, (d) examination of the theories of motivation and commitment to work. The review will focus on teacher views of professional development, support, assistance, resources, time provided for collaboration with other individuals, and the severity of disability, for the successful inclusion of SWD in the general education classroom.

Early Attitudes Toward Inclusion

Between 1910 and 1930 when compulsory education laws were put into effect, the enrollment of SWD into the public school system, in self contained or special classes, increased substantially. However, research studies of the time indicate that self-contained class placement led to little more than custodial care (J. McLeskey, 2007). Studies conducted in the 1930s demonstrated less than positive outcomes academically and socially of having separate classes for SWD, resulting in a decline in special education classes. However, these concerns appeared to be forgotten once World War II began, and during and immediately after this period, the number of SWD served in self-contained classrooms grew considerably. It was not until the 1960s, with some help from the U.S. Supreme Court's 1954 decision on *Brown v. the Board of Education*, that parents and advocates for SWD began to actively question the value of placing of SWD in self-contained classrooms (J. McLeskey, 2007).

It was soon apparent, once the preliminary euphoria of providing an education for SWD wore off, that problems still existed. Children were given labels and placed together in small groups to learn according to their ability level. The level of instruction was often poor, and separation of SWD from their general education peers led to teasing. (D'Haem, 2004)

In 1970 Evelyn Deno writes:

...special education [should] conceive of itself primarily as an instrument for facilitation of educational change and development of better means of meeting the learning needs of children who are different...The top item on special education's agenda is how it can move from where it is to where it wants to go without again abandoning children whose needs are different to overwhelming concern for the dominant majority (Deno, 1970, p. 229).

Dunn (1968) was among those in the special education field calling for a revolution in not only the placement of SWD, but also the elimination of the medical deficit model of identification, the predominant approach to intervention in medical and educational settings, used as a means of placement for students in special education. He was of the opinion that the labeling of children led to the teacher having preconceived ideas of the child's ability. He was against removing children from the regular classroom, or placing them in self-contained classrooms, as this appeared to lead to feelings of inferiority and problems of acceptance for the child. The changes that were taking place in education during the sixties should move special education in the direction of the general education program. Changes to which Dunn gave emphasis, were in school organization, such as team teaching and flexible grouping; in curricular changes, such as new options for teaching reading; in professional public school personnel, for example

employment of ancillary personnel like school psychologists and guidance workers, and the use of hardware such as computers, videotapes and other materials that would facilitate “autoinstruction” (p.10). Dunn felt that “special educators contributed to the delinquency of the general educators, since we remove the pupils that are problems for them and thus reduce their need to deal with individual differences” (p.20).

Deno (1970) had strong words for an educational system that she felt was failing SWD. Special education teachers held on to a “Statue of Liberty philosophy” (p.231) in which they looked at SWD as somehow defeated, and unwanted, and in need of love and shelter. She claimed that special educators were being called upon to “fix” children who the educational system had managed to cripple by providing inadequate programs of instruction. As a result these children were being expected to fit the system that was already there, rather than having programs designed for them that would meet their needs, and giving them the opportunity given to other children to reach their full potential. She questioned the need for special education to remain as a separate delivery organization, and stated that developments that have come out of special education in terms of curriculum resources and technological advances should now become part of the general education classroom. This way, SWD can remain in the general education classroom and become a part of the mainstream and receive truly individualized or personalized instruction. According to Deno this kind of thinking would change the entire social organization of the school system.

McLeskey (2007) stated this reorganization of the school system fueled by the 1950s launch of Sputnik led to a major interest in the improvement of American education. Professionals were beginning to realize the impact that environment had on intellectual

development. Consequently homogeneous grouping, segregated settings for students with mild disabilities, and the boundaries set by the low academic content for these children were being seriously questioned. He stated that the articles by Dunn (1968) and Deno (1970) had a profound effect on the changes in special education, and served as “the catalyst for the mainstreaming movement” (p38) . For example, five years after the release of Dunn’s article the American Association for Mental Deficiency moved the IQ cutoff for mental retardation from 85 to 70. Then in the 1970s the category of learning disabilities emerged, which allowed a number of children to be placed in the general education classroom.

The Eighties and Inclusion

As the decade of the seventies closed, and we moved into the eighties, more voices spoke out for the end to the separation of SWD from the general education classroom. Among them was Madeline Will, appointed in 1983 as Assistant Secretary for the Office of Special Education and Rehabilitative Services, U.S. Department of Education. She felt that the special education approach held a misguided belief that SWD could not be successfully educated in the general education classroom even with support. Instead, they could best be remediated in special “pull-out” programs. However, many of these programs had not proven successful in meeting the educational needs of SWD, and had instead erected more barriers to their education. The language of the education system was fraught with “separation, fragmentation and removal” (p.412). She advocated for coordinated and all-inclusive services for all children based on their educational needs rather than singling them out for special programs (Will, 1986). Reynolds, Wang and Walberg (1987) supported this view stating that unless organization and arrangement of special education was changed, it would present more difficulties than solutions. They called

for a system in which the best of special, compensatory, and general education joined forces to create a more viable system that catered to all students, including those needing extra educational support in an all inclusive setting. Stainback and Stainback (1984) also expressed the need for the merger of special and regular education. Initially they felt that the two separate systems, regular and special, were of some benefit to SWD, but the time had come to do away with the dual system. There really was no such designation as “regular” and “special” students; all students brought with them their own unique, physical, psychological, and intellectual characteristics. They stressed the need for educators to pool their knowledge, expertise and resources to advance the education of all children. Not only had this type of cooperation among educators been hampered by the dual system, but the entire concept of separate professional organizations, personnel training, and funding did little to promote efforts of the inclusion movement. Kochhar, West, & Taymans,(2000) believed the dual system of education stemming from the specialized educational services for SWD in the 1970s led to two disconnected systems, with different student groups, and different instructional purposes.

As the push for greater inclusion of SWD into the general education class began, so did the concept of how they were integrated. In the early eighties the term mainstreaming was used in relation to placing SWD in the general education classroom. When a student was mainstreamed, they had to demonstrate eligibility to be in the general education classroom and to fit into the mold of the general education classroom, and few if any accommodations were made for them. These students were generally mildly disabled. Integration was the terminology used by those advocating for the more severely disabled so that these students could be moved from self contained classes in to their neighborhood schools and on to regular school campuses

(J. McLeskey, 2007). The terms mainstreaming and integration gave way to the new word, inclusion. Kochhar, West and Taymans (2000) define inclusion as a philosophy where no student is excluded from the general education classroom, on the basis of their disability and there is no continuum of placements for students with differing needs. Fuchs and Fuchs (1994) claim this term meant different things to different people. For some it meant the maintenance of the status quo, for others, it was the total reorganization of schools and the process of teaching and learning in which innovations such as cooperative teaching were used, and to yet a third body it meant removal of the continuum of special education placement and the elimination of special education. In her research, Crockett (2000) claims that while the needs of SWD are no less significant than their regular education peers, their needs are qualitatively different, and therefore the education of SWD goes beyond just assisting inclusive schools. Multiple perspectives, skilled practitioners, and a firm understanding of specialized education are needed for inclusion to be successful.

Not only does inclusion seek to change the face for special education students, but for all students, and thus will have a big impact on general education (Kavale & Forness, 2000). Since both general education, and special education teachers would be the ones directly involved in the inclusive classrooms, their perceptions and feelings would have impact on the success of such programs. “What teachers do to facilitate a good learning environment and adaptive education for everyone is critical if inclusive education is to succeed” (Flem, Moen, & Gudmundsdottir, 2004, p. 95). However, during the early years of the inclusive movement, researchers found teachers to be wary of inclusion and in some instances completely opposed (Waldron, 2000).

Teacher Attitudes: Early Years of the Inclusive Movement

There was an extensive expansion of inclusion programs during the late 1980s and early 1990s (Waldron, 2000). In 1988, 32 % of SWD were in general education classes. By 1994 this percentage had increased to 45% (McLeskey, Henry, & Hodges, 1988).

Vaughn and Schumm (1995) outlined what they considered to be components of responsible inclusion. Among those components were (a) putting the students first, (b) allowing teachers to choose to participate in inclusive classrooms, (c) the provision of adequate resources, maintenance of a continuum of services and, (d) ongoing evaluation of the service delivery model and ongoing professional support. However, these components did not always occur in schools implementing inclusive practices. While some early studies (Scruggs & Mastropieri, 1996) indicated that teachers were willing to include SWD in the general education classroom they did so with reservations. One of the reservations educators had, was that students being included in the general education class would present emotional and behavioral problems which they felt ill-equipped to handle. Teachers also indicated that there were other barriers to the successful implementation of inclusion such as budgetary factors, availability and access to equipment and materials, class size, and lack of teacher preparation (Schumm & Vaughn, 1992).

Preparation and Training

Teacher preparation and training needed to effectively include all students in the classroom. To respond to a wider set of learning needs, teachers needed to be knowledgeable of learning at different ages, and under different circumstances. They needed to know how and when to adjust their teaching in response to varying needs (Wedell, 2005). As inclusive educators it was necessary to respond to all learning needs without modifying the standard

curriculum, and be prepared to deal with a wide variety of abilities, needs and interests (Broderick, Mehta-Parekh, & Reid, 2005).

While these are qualities deemed necessary for the successful inclusive educator, in his survey of 182 teachers Stoler (1992) discovered that 141 of them had never taken a class in special education. Many general educators felt a lack of confidence in their ability to adapt materials and curriculum and in managing the behavioral problems of SWD (Buell, Hallman, & Gamel-McCormick, 1999). In his research on inclusion related stress of 571 primary schoolteachers in Queensland, Australia, Forlin (2001) indicated that 70 % of them had received no formal training in teaching SWD. In their studies of teacher attitudes toward inclusion Briggs, Johnson, Shepherd and Sedbrook (2002) indicated that 72% of the members of their study agreed strongly with the statement that they would need more coursework and training before feeling competent to teach SWD in a class with regular education children. Sebastian & Mathot-Buckner, (1998) reported that teachers wanted more specific information on the abilities and needs of the SWD they were required to teach in their general education classes. They identified the need to be trained in instructional strategies, how to measure learning appropriately, and how to adapt curriculum to meet the specific needs of their SWD.

Severity of Disability

Teacher perception of inclusion also was influenced, often negatively, by the severity of the child's disability. Willingness to include children with disabilities in the general education classroom varied with the severity of the disability categories (Scruggs & Mastropieri, 1996). While proponents of *full inclusion* believed that all students with disabilities, no matter the severity, should be included in the general education classroom, many special educators believed

that some students would not receive the education that would fulfill their educational or functional needs were they to be included in the general education class (Kochhar, West, & Taymans, 2000). General education teachers expressed concerns about their ability to handle such things as the presence of Seeing Eye dogs, equipment required by medically fragile children, and aids for students who could not be left alone (Stoler, 1992). In their study of 517 regular education teachers Fulk and Hirth (1994) reported that general education teachers were more comfortable working with students with learning disabilities, but were much less comfortable working with students who had severe disabilities. Increased stress and difficulties with classroom management were concerns expressed by teachers required to handle students with more severe disabilities in the general education classroom (D'Alonzo, Giordano, & VanLeeuwen, 1997). Class size was yet another barrier mentioned by teachers to the successful inclusion of students with severe disabilities in the general education classroom. Teachers felt that they would not be able to meet the demands of their students with severe disabilities if there were a large number of students in the class (Sebastian & Mathot-Buckner, 1998).

Support and Resources

Lack of adequate resources and limited support, were perceived by teachers to be barriers to successful inclusive practices. Vaughn and Schumm (1995) stated that one of the aspects of responsible inclusion was that adequate resources, both personnel and materials, are considered and provided to develop and maintain effective inclusive classrooms. Comments from respondents in Stoler's (1992) study indicated that teachers were receiving little or no support from the special education department or the school's administration. The support of the principal was deemed a necessary component for successful inclusive practice (Fulk & Hirth,

1994). D'Alonzo et al (1997) stated that teachers with little confidence in the benefits of inclusion would be even less supportive of inclusive practices if they perceived a lack of support or assistance. The authors claimed that for inclusion to be successful teachers must be convinced that they will receive the support that will allow them to meet the needs of both students with and without disabilities. Buell, Hallman, & Gamel-McCormick (1999) reported that along with a lack of confidence, general education teachers displayed a greater need for supports and resources, and reported significantly lower levels of support in place than they needed to assist them with successful inclusive practices. McNally, Cole, & Waugh (2001) advised administrators to be aware that teachers teaching SWD in the regular classroom saw additional personnel support as being important especially as it pertained to more significant disabilities. Kochhar, West, & Taymans (2000) state that “many inclusive initiatives fail because there is a lack of strong commitment from administrators to provide teachers with the freedom and resources they need to revise their teaching strategies, modify curriculum and classroom organization, or form collaborative teams” (p.68). Sebastian & Mathot-Buckner (1998) reported that the general education teachers in their study were very cognizant of the support they received from special education teachers and paraprofessionals and saw this collaboration as critically necessary to the success of inclusion.

Impact of Inclusive Settings on General and Special Educators

By 2004 the percentage of SWD included in general education classrooms had increased to 51.95%. Vermont, North Dakota, Oregon, and Colorado exceeded this number and had enrolled 70% of their SWD in the general education class, while in parts of Canada nearly all SWD were included in general education classes (Ferguson, 2008).

The impact that inclusive classrooms appear to have on general education teachers is eloquently stated by an elementary education teacher in a note written during an inservice workshop.

I'm a fourth grade 'Regular Ed' teacher who was reluctantly drafted to have a child with severe disabilities in my room. It didn't take me long to be genuinely glad to have Sandy in my class. I can support inclusion. But please tell me who is going to watch out for people like me? Who will make sure administrators give us smaller class loads to compensate? Who will keep the curriculum people off my back when I don't cover the already overwhelming amount the state expects us to cover? After all, to properly achieve inclusion my time will now be more pressed than ever. Who will ensure that I receive the time I need to meet with the rest of the team (special educator, physical therapist, occupational therapist, etc.)? Who will watch over us, Mike? (Giangreco, Baumgart, & Doyle, 1995, p.273)

Inclusive classrooms require collaboration, not only of general and special education teachers, but administration, parents, and other ancillary personnel such as psychologists, speech and language clinicians, social workers, school counselors and vocational educators to name a few. This collaboration necessitates time, a factor that many teachers indicate as troublesome (Giangreco, Baumgart, & Doyle, 1995, p.273).

While many teachers support the concept of inclusion, they continue to have reservations as to the general education class room being the best placement option for SWD (DeSimone & Parmar, 2006). Special education teachers find they can no longer just concentrate on remediating skill deficits; a balance must be found between remediation and instruction and how

best to go about this in the general education environment. (Abell, Bauder, & Simmons, 2005). Many general education teachers were generally apprehensive about their lack of experience and training especially with children who have behavioral problems. They also struggled with ways to adapt the curriculum and their instruction to ensure participation by their SWD without frustrating them (Lohrmann, Boggs, & Bambara, 2006). Well into the first decade of the 21st century, the trend continued, as Carter and Hughes (2006) reported that there appears to be a gap between training that teachers have received and what they need, to be successful in the inclusive classroom. General educators need to know how to vary and adapt the curriculum, so that it is reachable for SWD. This indicates a need for the restructuring of schools to find a way to support the needs of their teachers to have successful experiences in inclusive environments (Titone, 2005).

Roles of teachers, how to co-teach and how to collaborate, are still challenges that are faced in the schools. In some cases, the shifting requirements of roles in inclusive classrooms endangered professional identities and impinged on territorial rights (Titone, 2005). Teachers may often feel threatened that they will be asked to change the traditional way of doing things, be required to learn new teaching techniques, develop new teacher team relationships and have their territory encroached upon (Kochhar, West, & Taymans, 2000).

One of the three significant requirements mentioned by Smith and Leonard (2005) for the success of inclusion in schools was teamwork. However, many teachers stated that they had received no training for collaborating on instruction (Martin, Johnson, Ireland, & Claxton, 2003). Special educators expressed concern about clarification of their roles and responsibilities for inclusion (Smith & Leonard, 2005). There are many factors affecting the role that special

educators played in inclusive settings; among them are, “the content of the general education classes, the acceptance of the general education teacher, and the academic needs of students with disabilities” (Weiss & Lloyd, 2003, p. 34). Some special educators saw themselves as just going in to help out with whatever was being done in the classroom, others saw themselves as facilitators, with the general education teachers taking the lead in the teaching while they circulated assisting students in the whole class. Others taught the same material, but in separate classes. This pull-out model often occurred because SWD were seen as being too disruptive to be in the general education class. Then there were those who worked at team teaching; with both general and special educator sitting and planning lessons together, deciding on who would do what, sharing grading of papers and all other activities required in running a classroom. Many special educators, especially at the secondary level, felt insecure about their knowledge of the content, did not feel accepted by the general educator, and in many cases acted as aides not equals. Often this hodgepodge of inclusive classroom models was brought about by district mandates and community pressures without clear guidelines as to expectations (Weiss & Lloyd, 2003). Martin et al.(2003) state that if all children are to achieve academic success, general and special education teachers must come to agreement on what are the important features that make for a successful inclusion program. Skills in collaboration and the ability to problem solve are imperative for teachers involved in implementing inclusive models to ensure an equal relationship among participants, cooperative decision making, pooling of resources and shared goals for their students (Smith & Leonard, 2005).

Further impacting teachers in implementing inclusive models is the severity of the disability of students included in the general education classroom. Recent data indicates that

students with multiple disabilities or mental retardation are the least likely to be served in the regular education class for most of the school day. As an example 55.5 % of students with autism, 58.1% of students with cognitive disabilities and, 70.7% of students with multiple disabilities are educated outside of the regular education class for more that 60% of the day, or are educated in separate facilities (U.S. Department of Education, 2005). Kniveton (2004) indicated that children with behavioral problems were last on the list for inclusion in the general education class. They were seen as being too difficult to deal with and too disruptive of other students. Carter and Hughes (2006) state that while the inclusion of students with severe disabilities was making headway in preschool and elementary schools, there was still a long way to go at the high school level. This was particularly true in rural communities where resources and support for diverse students is limited. (Sebastian & Mathot-Buckner, 1998).

While educators have a perception of the general education classroom holding potential benefits for students with severe disabilities, this perception does not appear to be enough to get students with severe disabilities enrolled in the general education classroom. Carter and Hughes (2006) noted that when students with more severe disabilities were included in the general education class, the emphasis was placed on social and functional skills rather than academic outcomes. When initially approached about including students with severe disabilities in their classes teachers responded cautiously and even negatively using words such as , “reluctant,” “scared,” “nervous,” “leery,” “apprehensive,” “unqualified,” “angry,” and “worried,”(Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993). In their study of general education teachers need for additional classroom support for SWD, McNally, Cole, and Waugh, (2001) found that the more severe the disability, the higher the request for additional support. When reporting on

the inclusion of adolescents with mental retardation (MR) in the general education classroom, Doré, Dion, Wagner and Brunet (2002), found that the teachers had no difficulty with including the students, so long as their inclusion only required minor modifications and did not increase their workload, although one teacher did state that adequate inclusion demanded too great a commitment. Teacher perception of inclusion of students with Down syndrome indicated that 78 % of the teachers saw educational benefits, 91 % social, and 79 % emotional as being either very beneficial or somewhat beneficial. However, despite these encouraging outlooks only 20 % of these same teachers felt that including Down syndrome students in the general education class was the best option (Gilmore, Campbell, & Cuskelly, 2003). Among the concerns educators had about including students with severe disabilities in the general education classroom were the number of students they were already teaching, the amount of time it took to create lessons for these students and the grading procedures to be used (Sebastian & Mathot-Buckner, 1998). The limited studies that addressed problem behavior reported that SWD exhibiting such behaviors created less than positive attitudes towards social acceptance by their peers, and negatively impacted teacher attitudes (Lohrmann, Boggs, & Bambara, 2006).

Time was frequently mentioned as one of the barriers to successful inclusion. Smith and Leonard (2005) report that both special educators and general educators felt there was insufficient time to collaborate in a manner that would bring about successful inclusion; and that while time was one of the important bases for effective collaboration it was not an issue that is easily resolved. Many teachers complained of the lack of common planning time and as a result spent several hours outside of contract time planning for and examining the progress of their SWD. Complying with the amount of data collection and reporting requirements for SWD was

also time consuming (Kochhar, West, & Taymans, 2000). Carter and Hughes, (2006) reported that general education teachers regarded time to collaborate with special education teachers as the most significant barrier to including SWD in the general education class. Titone (2005) suggested that time management skills were a must for successful inclusive practices. Time management skills involved regularly scheduled times for meetings between collaborating teachers and service providers, sufficient time allotted to such meetings, and meetings that were focused with time used efficiently. Smith and Leonard (2005) reinforce the need for time management claiming that it was the foundation for collaboration to be successful in inclusive schools.

Forlin (2001) studied stressors for teachers related to the inclusion of a child with moderate to severe disabilities in the general education classroom. He found several items that teachers reported to be most stressful. General educators were concerned about their competence to teach other children in the class while focused on the SWD. They were further stressed by their perceived inability to provide an adequate educational program for the SWD. They felt their ability to teach, monitor and give time to other children in the class was not as effective when they had a SWD in the class. Contributing to their stress level were the feelings teachers had that they were personally held accountable for the educational outcomes for the SWD, as well as being required to maintain a stimulating learning environment for the child.

Another area of great stress was the behavior of the SWD. A number of teachers reported the misbehavior of the SWD in the class, with the SWD in some cases physically attacking other children by either biting or hitting them. In a study on teacher burnout relating to the general education teacher in inclusive settings, Talmor, Reiter, and Feigin (2005) reported that teacher

attitude was a major factor. The more positive the teacher attitude toward inclusion, and the higher the expectations they had for their students which they felt had not been fulfilled, the more the teacher experienced burnout in the area of self-fulfillment.

High on the scale affecting teacher burnout was the number of SWD placed in the class, and the lack of assistance and information about the SWD given to the teacher. Disciplinary problems in class with SWD, difficulty evaluating the work of SWD and the increased workload demanded by the need to contact the parents of SWD all led to increased feelings of burnout. Talmor et al. (2005) concluded that when there is inconsistency in what is demanded of the teacher, and what is provided for successful inclusion, the result is a feeling of helplessness on the part of the teacher which leads to burnout. Training and support can be afforded teachers provided that issues causing stress can be identified. For inclusion to gain momentum the issues causing stress must not only be identified but eliminated. A means of accomplishing this is through better pre-service and in-service training for teachers, and greater emphasis on the social skills training for SWD included in the general education class (Forlin, 2001).

The passage of the No Child Left Behind Act of 2001 (NCLB 2002) required schools to raise the achievement level of all their students, including their SWD. Educators feel increased pressure to have their students perform as strong rewards and punishments are attached to student performance (Simpson, LaCava, & Graner, 2004). There is evidence which indicates that both general educators and administrators, because of the requirements of accountability assessments, are less likely to embrace including SWD in the general education classroom for fear they will lower class or school scores (Voltz, Sims, Nelson, & Bivens, 2008).

The NCLB requirement for highly qualified teachers will entail special education teachers becoming dually certified. This requirement would add yet another load to special education teachers already overburdened with paperwork and stress, which could lead to special education teachers quitting, and leaving little incentive for new teachers to join the already sparse field of special education. (Simpson, LaCava, & Graner, 2004).

Allbritten, Mainzer, & Ziegler (2004) state that, under NCLB, students with disabilities will become the scapegoats for schools' failures to make Adequate Yearly Progress (AYP). A school's failure to meet AYP could lead to special education students being thought of as a burden despite the fact that at the time of their research most students with disabilities had not received adequate "local school support and services for success at grade level, even if the severity of their disabilities doesn't preclude grade level success." (p. 154). Thus, educators were likely to take a "damned if you do and dammed if you don't" attitude. The responsibility for the performance of SWD in meeting high standards on statewide assessments rests squarely on the shoulders of teachers who are often under extreme pressure from their administrators to make sure that their students succeed in statewide assessments (Cooney, 2001). With the standards of general education becoming the standards for judging special education regardless of appropriateness, the demands placed on special education may exceed the ability for teachers to address the learning needs of students. Some students with reading disabilities for example, may be "treatment resisters" even when exposed to high quality interventions (Schulte, Villwock, Whichard, & Stallings, 2001). Special education teachers have reported feeling torn between two values: inclusion and standards-based reform. Many special educators felt that acquisition of critical functional life skills required by some SWD was being forfeited to teaching content in

academic areas. Some special educators also expressed their concern that the inclusion of SWD in state wide assessments will damage their self-esteem (Hardman & Dawson, 2008). These areas of concern are all additional stressors to both general and special education teachers.

Theories on Motivation and Commitment to Work

Several theories on motivation or commitment to the job were examined with a view to determining what could be used as the best theory to measure the commitment of teachers to inclusive education for students with disabilities.

Herzberg (1974) developed the Motivation-Hygiene theory which measured an organization's health against a "classic profile of motivation and hygiene factors in an organization" (p.20). Motivators leading to job satisfaction were achievement, recognition for achievement, interesting work, increased responsibility, and opportunity for growth and advancement. Factors leading to job dissatisfaction which he called hygiene were company policy and administration, supervision, interpersonal relationships, working conditions salary and security. Once Herzberg, had developed a classic profile of motivation and hygiene factors for an organization, findings from organizations or companies could be analyzed to find significant divergence. This theory was aimed more at an organization's overall health rather than specific factors that determine individuals commitment to their job.

Self-determination theory (SDT) (Deci & Ryan, 2008) speaks to "basic issues such as personality development, self-regulation, universal psychological needs, life goals and aspiration, energy and vitality, nonconscious process, the relations of culture to motivation, and the impact of social environments on motivation, affect, behavior and well-being" (p.182). The primary concepts of this model are between autonomous motivation and controlled motivation.

The two parts to autonomous motivation are basically one's own intrinsic motivation, and extrinsic motivation in which people identify with the activity and make it a part of them. Controlled motivation focuses more on external motivation in which behavior is regulated by rewards and punishment and, actions are governed by features such as approval, avoidance of shame, self-esteem and ego involvement. The latest developments in SDT theory have integrated studies of mindfulness, "defined as an open awareness and interested attention to what is happening within and around oneself" (p.184) and, energy and vitality, the latter allowing one to act more autonomously, and maintain persistence in important activities. This theory did not appear to fit the model needed to ascertain teachers' commitment to inclusive education for students with disabilities.

Kroth (2007) summarized the findings of ongoing motivational research and the active motivational theories that could be beneficial in educational circles. Among them are Perceived Organization Support (POS). This theory stems from employees' beliefs that their organization values and demonstrates concern for them, values their opinions, gives assistance when needed allows for honest mistakes, and will not take advantage of them. When these factors are in place there is increased job performance and commitment to the organization.

Another model summarized by Kroth (2007) is that of Organizational Justice. This is divided into three sections: procedural justice, distributive justice, and interactional justice. Procedural justice deals with how employees perceive the decision making process in the organization; who was involved, what factors were taken into consideration, and what type of influence was applied. Distributive justice, deals with whether the end result was fair, and lastly interactional justice deals "with how employees felt they were treated during the decision

making process” (p.12) Fairness in the organizational process will lead to higher job performance and employees doing more than they are asked to do.

Goal setting as a motivational factor involves a variety of goals. Among them are:

- a) promotion goals which involve advancement and growth
- b) prevention goals which look for security and safety
- c) intrinsic goals dealing with inner needs
- d) extrinsic goals look for fame and rewards
- e) learning goals developing ability
- f) process goals look at improving technique and strategy
- g) performance goals leading to increased personal performance
- h) outcome goals are usually not under the control of the individual
- i) Short term and proximal goals allow individuals to remain on track and keeps individuals motivated.
- j) Long term goals can often be daunting and may actually decrease motivation.

While all the motivational theories reviewed have their strong points, the Clarke (1998) model which follows was chosen as the one that most readily aligned itself with this study

Theoretical Model- Commitment and Necessary Effort (CANE)

Richard Clarke (1998) developed the Commitment and Necessary Effort (CANE) model which defines motivation in two related processes, firstly as commitment to a goal despite extraneous distractions, and secondly the investment made in attaining the knowledge needed to meet the performance goal. He believes that our level of commitment to a work goal increases if we believe that attainment of that goal will lead to our success. Clarke states that three factors

affect our commitment to goal attainment; they are values, emotion, and task assessment. He believes that if we are confident that we have the ability to accomplish a goal our commitment to that goal increases.

Clarke (1999) states that three factors are found within values, they are: utility, interest, and importance. Utility references how useful the task is to the individual, especially in terms of future or career goals. The next factor is interest, which includes the pleasure or curiosity experienced when involved in carrying out the job. Finally Clarke (1999) refers to what he calls importance or attainment value. This represents how successful the person feels in doing the task, as this authenticates their own sense of self and belief in their skills. All three values strongly influence commitment.

As well as values, mood plays an important role in commitment to the task. It has been found that positive moods, characterized as happiness, pleasure, gratification, and hopefulness will lead to greater task commitment. However, negative moods, such as unhappiness, apprehension, dejection, and antagonism will negate commitment. The latter mood often leads people to focus on past mistakes and failures. Negative moods are also often fostered when there is a belief that we are not given sufficient control over the task to be performed (Clarke, 1999).

Lastly there is task assessment which is governed by two factors. The first is whether we believe we have the ability and knowledge required to achieve that goal, and secondly whether we will be allowed to achieve it. Positive outcomes of the latter will lead to increased commitment. However, commitment will diminish if we either feel our knowledge or ability are lacking or if the organization has erected barriers to prevent use of our skills (Clarke, 1998).

Esposito, Guarino, & Caywood's (2007) work echo some of Clarke's beliefs when they state "The association between self efficacy beliefs and individual performance is one of the most robust relationships in both the educational and organizational literature"(p.265) This study will use aspects of the CANE model to identify the commitment of teachers to inclusive education.

Summary

While the outlook for including students with disabilities has improved with each decade, there still appear to be areas of weakness. Early research indicates that just placing students with disabilities in the general education classroom is not the optimal way to promote inclusion. Cooney (2001) suggested that schools examine their fundamental assumptions to drive their education practice to promote equity and excellence for all students. Many questions remain unanswered and need to be addressed in this first decade of the twenty-first century. First, have educators received the time, training, and the resources that are needed to address multi-level instruction? Second, have general and special educators received the necessary preparation to work collaboratively to increase the achievement of not only SWD but all students (Hardman & Dawson, 2008)? This study will address the commitment of teachers towards including SWD in the general education classroom for 80% or more of the school day through perceptions of their ability, training, importance of inclusive education, support received, and their emotions and feelings toward inclusive education.

CHAPTER 3 METHODOLOGY

This study seeks to examine the commitment of both general and special education teachers in the first decade of the twenty-first century as it pertains to including students with disabilities (SWD) in the general education classroom for 80 percent of more of the school day. Studies during the 1980s and 1990s, the early years of the inclusive education movement, indicated that while many teachers agreed with the concept of inclusive education (Avramidis & Norwich, 2002; Gilmore, Campbell, & Cuskelly, 2003; Sebastian & Mathot-Buckner, 1998) their commitment to the implementation of inclusive education was less positive. Responses to a survey with questions based on the Commitment And Necessary Effort (CANE) model of factors influencing goal commitment (Clarke, 1998) will seek to ascertain whether perceived barriers mentioned in earlier studies have been eliminated as we move into the final years of the first decade of the twenty-first century. The quantitative section of this study using descriptive statistics will be supported by a qualitative section in which educators have an opportunity to express their feelings and opinions about inclusive education, and will examine whether there is a significant difference in commitment towards inclusive education between special education teachers and general education teachers. The results of this study will assist colleges of education in their teacher preparation programs, and teachers, administrators, and district personnel in evaluating the progress of commitment to inclusive education in their schools and districts.

Research Design

This study will take the form of survey research. The investigation used a four-point Likert-type survey (Appendix A) adapted from a combination of Spencer Salend's (2008)

Teachers's Inclusion Survey and Interview Questions to Examine the Experience of Educators Working in Inclusive Classrooms. Permission for adapting this survey was given by the author (Appendix B). Salend's original survey instrument was designed to examine teacher perceptions of and experiences in inclusive education. It was therefore necessary to adapt the survey so that it fit with this study's focus on teacher commitment to inclusive education. The following changes to the original survey were made:

- The wording of some of the original questions was adapted to fit newer terminology. The word 'inclusion' was replaced with the newer terminology 'inclusive education'.
- The interview questions were reworded to fit the Likert-type survey.
- The order of questions was rearranged and new questions added by the researcher to fit with the CANE model of commitment factors.
- Two completely new sets of questions on the severity of disability and teacher demographics were added to the survey by the researcher.

Research Questions

This study will attempt to answer the following questions:

1. Which of the variables as proposed in the CANE theory of motivation seem to influence teachers either positively or negatively in their commitment to inclusive education?
 - a. Importance of the goal.
 - b. Self efficacy - knowledge , ability and training to get the job done
 - c. Utility – values of the goal to the teachers
 - d. Perceptions of contextual support
 - e. Emotional state of the teacher

2. Does the severity of disability affect teachers' feelings of competency in dealing with SWD in an inclusive setting?
3. Are there significant differences in demographic variables that show a relationship to commitment to inclusive education between special education and regular education teachers?

Population and Sample

The sample for this study included 1,130 special education, general education, and special area teachers who work with SWD in 41 schools chosen from one of the four regions in a large urban school district. This region was selected because of their drive, since 2004, to encourage schools in the region to include SWD in the general education classroom for 80% or more of the day. Of the 57 elementary and K-8 schools in the region, 41 were chosen because they have included 50% or more of their SWD in the general education classroom for 80% or more of the day.

The Instrument

Respondents were required to answer questions, on a four-point Likert-type, internet-based survey dealing with their commitment to the implementation of inclusive education, based on the three factors of the CANE model, Task Assessment, Emotion, and Values. The first twenty-four questions are divided into sections dealing with the sub-factors in the CANE model of commitment. The sub-factors of the CANE model being used in the survey for this study are (a) importance of the goal to the participants, questions 1 – 4; (b) self efficacy, knowledge, ability and training to get the job done; questions 5 – 8; (c) utility, the value of the goal to the

worker, questions 9- 14; (d) perceptions of contextual support, questions 15 – 21; and (e) the emotional state of the workers, questions 23 -26. Question 27 is a global question designed to elicit the participants' commitment to inclusive education. A separate section of 10 questions dealt with the ease of including SWD in the general education classroom depending on the severity of their disability, since as reported by Scruggs and Mastropieri(1996), willingness to include children with disabilities in the general education classroom varied with the severity of the disability categories. The final section of the survey dealt with demographics of the participants, and the effect they may have on their commitment to inclusive education for SWD.

Validity and Reliability

Since the survey was adapted and additions made to its original form, for purposes of validity, it was reviewed by a panel of experts comprised of university professors, a principal of an elementary school and graduate students pursuing a doctoral program in urban special education. Several suggestions were made to modify the original format, such as wording, and aligning the survey questions to the CANE motivational theory to understand the variables that effect the motivation of teachers in their commitment to inclusive education. Also, there was an addition of two sections, one on the ease of including SWD in reference to the severity of their disability, and two, a section on the demographics of the participants. A pilot study was conducted in two elementary schools with general and special education teachers to receive further input on the study's validity. Minor changes to wording to clarify some questions were made as a result of the pilot study.

This pilot study was also used to test the reliability of the survey utilizing Cronbach's Alpha Coefficient. A reliability coefficient of .80 was obtained after the removal of a few questions.

Statistical Analysis

Using descriptive statistics, this study examined the five variables, a) importance of the goal to the teachers; b) self efficacy - knowledge , ability and training to get the job done; c) utility – values of the goal to the teachers d) perceptions of contextual support; and d) emotional state of the teacher, in the CANE model of motivation that lead to commitment or lack of commitment to inclusive education. An Analysis of Variance (ANOVA) was conducted to examine whether there was a significant difference in commitment towards inclusive education between special education teachers and general education teachers. Descriptive statistics and ANOVAs were also employed to measure if there were any significant differences in demographic variables that correlated with commitment to inclusive education among elementary school teachers.

The voluntary narrative comments were used for the qualatative section of the study. The comments were chosen to fit the theme of commitment to inclusive education as defined by the categories used in the survey of Richard Clarke's CANE model. In particular, comments were selected that supported a) importance of the goal b) self-efficacy, knowledge and training and, c) the value of inclusive education especially as it pertained to the benefits for students without disabilities. Comments in the final section addressed part II of the survey dealing with severity of disability.

CHAPTER 4: ANALYSIS OF THE DATA

The purpose of this study was to determine the commitment of elementary school teachers to inclusive education for students with disabilities (SWD). It aligns itself with Richard Clarke's (1998) Commitment And Necessary Effort (CANE) model, to identify the factors that influence this commitment . Clarke's model states that there are three factors which determine people's commitment to their work. These factors are task assessment, mood and emotions, and finally personal value to the worker of the goal to be achieved. Under each of these main factors are sub-factors. The sub-factors used in a Likert-type internet survey for this study were as follows:

- a) Importance of the goal
- b) Self-efficacy, knowledge and training
- c) Value of inclusive education
- d) Support
- e) Emotional response and commitment.

Part II of the survey included a section on the severity of the students' disability and teachers view of how comfortable they felt teaching SWD according to the severity of their disability . Scruggs and Mastropieri(1996) stated that willingness to include children with disabilities in the general education classroom varied with the severity of the disability categories.

Part III of the survey dealt with teacher demographics; such as areas of certification, length of time teaching, length of time teaching in inclusive settings, number of students in class

and class assignment. These were also looked at to see if they affected teacher commitment to inclusive education. Finally, the survey ended with an open-ended statement inviting teachers to share any additional comments they might have.

Commitment of Teachers to Inclusive Education Using Aspects of the CANE Model

This section deals with the response of elementary teachers on a Likert scale to the sub-factors derived from Richard Clarke’s CANE model. Of the 41 schools selected, two declined participation in the survey. A total of 552 participants started the survey and 468 completed it.

Table 1: Importance of the Goal

	Level of Agreement %				<i>n</i>
	SD	D	A	SA	
Children with disabilities should be given every opportunity to succeed in an inclusive classroom	8.2	16.7	55.4	19.7	552
I am interested to learn more about teaching students in an inclusive classroom.	7.8	18.3	55.6	18.3	552
I believe inclusive education is important.	6.2	15.0	59.4	19.4	552

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

A majority of the teachers indicate that the goal of an inclusive education is an important one, with 75.1 % agreeing or strongly agreeing that children with disabilities should be given every opportunity to succeed in an inclusive classroom. An interest in learning more about teaching students in an inclusive classroom had 73.9 % either agreeing or strongly agreeing. The highest percentage agreeing or strongly agreeing in this sub-factor (78.8 %) believed that inclusive education is important. Overall the percentage agreeing or strongly agreeing in the first

sub-factor, ‘Importance of the Goal’ of the CANE model was 75.93 %. The findings indicate that in general, elementary educators value the goal of an inclusive education for SWD.

Table 2: Self-efficacy, Knowledge & Training

	Level of Agreement %				<i>n</i>
	SD	D	A	SA	
I have the skills to successfully include students with disabilities in my classroom	8.6	33.3	41.5	16.6	535
I know how to modify instruction to meet the needs of students with different learning needs	5.6	19.3	55.3	19.8	535
I am not able to meet the needs of students with all types of disabilities.	10.8	26.7	46.7	15.7	535

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

Table 2 addresses self-efficacy, knowledge, and training of elementary school educators to successfully implement inclusive practices in their classrooms. While 58.1 % of teachers either agreed or strongly agreed that they had the skills to successfully include SWD in their classrooms, a large minority (41.9 %) did not feel that they had these necessary skills. The findings indicate that teachers felt their strongest in their knowledge of modifying instruction to meet the needs of students with different learning needs, with 75.1 % of the responders agreeing or strongly agreeing. However, while 58.1% of the teachers felt they had the skills to successfully include SWD, 62.4 % felt they were unable to meet the needs of students with all types of disabilities. Of the 351 general education teachers responding, 232 , (66 %) either agreed or strongly agreed that they were unable to meet the need of students with all types of disabilities, while of the 81 special education teachers responding 36 (44 %) felt unable to meet the needs of students with all types of disabilities. From the above data, there is a connection

between teachers' commitment to inclusive education and the type of disability of the students, especially among general education teacher.

Table 3: Value of Inclusive Education

	Level of agreement %				<i>n</i>
	SD	D	A	SA	
Inclusive education benefits students with disabilities.	4.7	18.7	61.3	15.4	514
Inclusive education benefits students without disabilities.	12.6	27.4	48.2	11.7	514
Inclusive education has allowed all students to become more accepting of individual differences.	3.3	13.6	60.3	22.8	514
Inclusive education helps students with disabilities develop social skills.	2.1	11.3	65.0	21.6	514
Inclusive education helps children with disabilities develop emotionally.	2.4	22.0	60.0	15.6	514

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

Overall the majority of elementary teachers valued inclusive education. However, there was a stronger percentage (76.7 %) who believed that it was a greater benefit to SWD than to general education students (59.9 %). A very large percentage (83.1 %) agreed or strongly agreed that inclusive education has allowed all students to become more accepting of individual differences, and (86.6 %) agreed or strongly agreed that the social development of SWD was enhanced by inclusive education. The percentage was slightly less (75.6 %) when it came to the benefits of inclusive education in regard to the emotional development of SWD.

Table 4: Support

	Level of Agreement %				<i>n</i>
	SD	D	A	SA	
I have the necessary materials to successfully include students with disabilities in my classroom.	13.6	51.0	29.5	5.9	508
I have enough time to communicate with others who are involved with assisting student with disabilities.	19.1	53.3	24.8	2.8	508
I have enough time to collaborate with others who are involved with assisting students with disabilities.	20.5	54.1	22.0	3.3	508
I have too many students in my class to deal effectively with students with disabilities.	4.9	31.9	41.3	21.9	508
I have too many students with disabilities in my class to deal effectively with all students.	12.6	48.8	25.8	12.8	508

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

Nearly two-thirds of the respondents (64.6 %) felt they did not have the necessary materials to successfully include SWD in their classrooms. The two areas in this sub-factor drawing the largest percentages in negative responses were time to communicate (72.4 %) and time to collaborate (74.6 %) with others involved in assisting SWD. Although just under two-thirds (63.2 %) agreed that they had too many students in their classes to deal effectively with students with disabilities, 61.4 % disagreed or strongly disagreed that that they had too many SWD in their classes to deal effectively with all students. The last factor in Clarke’s (1998) CANE model is that of the emotional response of the responders to their work responsibilities, in the case of this study, inclusive education. The final question on the Likert scale deals with how committed the responders were to inclusive education.

Table 5: Emotional Response and Commitment

	Level of Agreement %				<i>n</i>
	SD	D	A	SA	
I am anxious about working in an inclusive setting for students with disabilities.	14.6	49.5	30.7	5.2	501
I am excited about working in an inclusive setting for students with disabilities.	12.0	49.1	31.7	7.3	501
I am contented working in an inclusive setting for students with disabilities.	10.4	35.1	48.9	5.6	501
I am committed to inclusive education.	8.2	34.3	48.3	9.2	501

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

Just under two-thirds of the responders (64.1%) indicated that were not anxious about working in inclusive settings for SWD. However, (61.1 %) expressed no excitement at working in inclusive settings for SWD, and just slightly over a half (54.5 %) claimed to be contented working in such settings. These findings are somewhat corroborated by the final item on the Likert scale in which a mere (57.5 percent) committed themselves to inclusive education.

Table 6: Comparison of General Education and Special Education Teachers in their Commitment to Inclusive Education for SWD

Survey question: I am committed to inclusive education				
	<i>n</i>	General Education Teachers %	<i>n</i>	Special Education Teachers %
Strongly Disagree	30	8.5	2	2.4
Disagree	136	38.7	16	19.7
Agree	168	47.8	42	51.8
Strongly Agree	17	4.7	21	25.9
Total	351		81	

An Analysis of Variance (ANOVA) was conducted to see if there was a statistically significant difference in commitment to inclusive education for SWD between special education and general education teachers. There was a statistically significant difference ($F_{1,430} = 34.056$, $p < .001$). The effect size was small (07.3%) and the power was 1.0. The null hypothesis was rejected as the findings indicate that general education teachers appear to be less committed to inclusive education than their special education counterparts. General educators strongly disagreeing or disagreeing in their commitment to inclusive education were 47.2 %, while 22.1% of special educators strongly disagreed or disagreed. The general educators strongly agreeing or agreeing to commitment to inclusive education was 52.5 %, while that of special educators was 77.7 %.

Severity of Disability

Part two of the survey dealt with the ease with which educators felt they could handle the various types of disabilities.

Table 7: Severity of Disability- General Education Teachers

	Ability to teach various disabilities %			
	XD	D	E	VE
Autism	38.1	45.2	16	3
Emotional Behavioral Disorders	35.6	48.4	15.4	0.6
Blindness	49.2	41.9	8.6	0.3
Communicative Disorders	32.2	48.7	18.2	0.9
Hearing Impairment	45	41	13	1
Developmental Disorders	24	50	25	1

	Ability to teach various disabilities %			
	XD	D	E	VE
Specific Learning Disabilities	12	42	42	4
Cognitively Impaired	53	39.3	7.4	0.3
Multiple Disabilities	53	42.4	4.2	0.4
Attention Deficit Disorder	15.6	46.7	34.7	3
Physical Disabilities	26	40.5	32.1	1.4
Traumatic Brain Injury	62	35	3.1	0
Twice Exceptional	14	42	40	4

XD=extremely difficult; D=difficult; E=easy; VE=very easy

The results indicate that over half of the 351 general education teachers responding designated all categories of disabilities as either extremely difficult or difficult to teach. Over 90 % of them indicated that blindness (91.1 %), cognitively impaired (92 %), multiple disabilities (95.4 %), and traumatic brain injury (97 %), would be the most difficult categories of disability to teach. Over 80 % indicated that autism (83.3 %), emotional behavioral disorders (84 %), communicative disorders (80.9 %), and hearing impairments (86 %t), were either extremely difficult or difficult disability categories to teach. Developmental disorders (74 %), physical disabilities (66.5 %) and attention deficit disorder (62.3 %) were the next three categories of SWD that general educators indicated were either extremely difficult or difficult to teach. Physical disabilities (66.5 %), attention deficit hyperactive disorder (62.3 %), twice exceptional (56 %), specific learning disabilities (54 %) were the four SWD categories that received the lowest percentages in terms of their extreme difficulty or difficulty to teach among general educators.

Table 8: Severity of Disability - Special Education Teachers

	Ability to teach various disabilities %			
	XD	D	E	V
Autism	10	44	41	5
Emotional Behavioral Disorders	16	47	32	5
Blindness	34.6	39.5	22.2	3.7
Communicative Disorders	6.2	30.9	53.1	9.9
Hearing Impairment	33	36	30	1
Developmental Disorders	6.2	30.9	50.6	12.3
Specific Learning Disabilities	2.5	16.1	44.4	37
Cognitively Impaired	18	32	39	11
Multiple Disabilities	14.8	56.8	19.8	8.6
Attention Deficit Disorder	6.2	28.4	42	23.5
Physical Disabilities	7.4	42	38.3	12.3
Traumatic Brain Injury	28.4	45.7	19.8	6.2
Twice Exceptional	2.5	23.5	59.3	14.8

XD=extremely difficult; D=difficult; E=easy; VE=very easy

The results of the 81 special educators who responded, indicated that SWD who were blind (74.1 %), had traumatic brain injury (74.1 %), and multiple disabilities (71 %) were either extremely difficult or difficult to teach. Hearing impairment/deafness (69 %), and emotional behavior disorders (63 %) were the next two categories of SWD that special educators indicated were either extremely difficult or difficult to teach. The last two disability categories deemed as extremely difficult or difficult to teach at or over the 50 % mark for special educators were autism (54 %), and cognitively impaired (50 %). The remaining disability

categories falling in the extremely difficult or difficult to teach class all fell below 50%. Physical disabilities (49.4 %) was the highest, this was followed in descending order by, communicative disorders (37.1 %), developmental disorders (37.1 %), twice exceptional (26 %), and specific learning disabilities ranking the lowest in difficulty at 18.6 %.

Cross tabulation of the results for severity of disability, and commitment to inclusive education indicated that just under a third of the general education teachers (63.2%) who indicated that a disability was extremely difficult or difficult to teach, also strongly disagreed or disagreed that they were committed to inclusive education. While this percentage was less for special educators, just over a third of them (36.5 %) who indicated extreme difficulty or difficulty teaching the various categories of disability also strongly disagreed or disagreed to commitment to inclusion.

Demographics

Number of years teaching appeared to have little effect on commitment to inclusive education for either general or special educators.

Table 9: Years of Teaching and Commitment to Inclusive Education - General Education Teachers

	<i>n</i>	SD	Commitment to inclusive education %		
			D	A	SA
1 – 3 years	50	6	40	46	8
4 – 7 years	65	12.3	30.8	52.3	4.6
8 - 11 years	47	6.4	46.8	42.6	4.3
12 – 15 years	51	2	47.1	49	2
16 -20 years	48	10.4	35.4	50	4.2
More than 20 yrs.	90	11.1	36.7	46.7	5.6

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

The numbers of years a general education teacher had taught has little effect on their commitment to inclusive education ($F_{2,347} = .165, p = .92$). With the exception of those teaching 8 – 11 years, over 50% in each group of years either agreed or strongly agreed that they were committed to inclusive education. These findings appear to indicate that the number of years in the classroom bears little significance on a general educator’s commitment to inclusive education.

Table 10: Years of Teaching and Commitment to Inclusive Education - Special Education Teachers.

	<i>n</i>	SD	Commitment to inclusive education %		
			D	A	SA
1 – 3 years	10	0	30	50	20
4 – 7 years	11	9.1	18.2	36.4	36.4
8 - 11 years	10	10	0	50	40
12 – 15 years	21	0	14.3	71.4	14.3
16 -20 years	11	0	27.3	63.6	9.1
More than 20 yrs.	18	0	16.7	44.4	38.9

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

There was no statistical significance ($F_{5,75} = .461, p > .05$), in the number of years in the classroom and commitment to inclusive education. Of those teaching from 1-3 years 70% were committed to inclusive education. From 4- 7 years 72%, 8- 11 years saw a 90% commitment, 12-25 years 85.7%, 16 – 20 years 72.7% and over 20 years 83.3% commitment to inclusive education. The findings appear to indicate that special educators’ commitment to inclusive education is not influenced by the number of years they have been in the classroom.

Table 11: Number of Students and Commitment to Inclusive Education - General Education Teachers

Number of students	<i>n</i>	Commitment to Inclusive education%			
		SD	D	A	SA
5 – 10	2	0	0	100	0
11 – 20	141	7.8	44.7	43.3	4.3
21 - 30	172	7.0	39.5	47.7	5.8
31 - 40	23	21.7	21.7	56.5	0
Over 40	13	15.4	0	76.9	7.7

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

There was no significant difference ($F_{4, 346} = 1.229, p > .05$) of the 351 general education responders in commitment to inclusive education for SWD when aligned with number of students in the classroom.

Table 12: Number of Students and Commitment to Inclusive Education - Special Education Teachers

Number of Students	<i>n</i>	Commitment to Inclusive Education %			
		SD	D	A	SA
5 – 10	14	7.1	14.3	50	28.6
11 – 20	28	3.6	25	53.6	17.9
21 - 30	25	0	16	56	28
31 - 40	8	0	0	50	50
Over 40	6	0	50	33.3	16.7

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

No significant difference ($F_{4, 76} = 1.646, p > .05$) among the 81 special educators when it came to the number of students they had in their classrooms and their commitment to inclusive education for SWD existed.

Both general and special educators were asked to respond to the number of years they had spent in an inclusive setting for SWD. Although there was a significant difference among general educators, there was none found among special educators.

Table 13: Number of Years in an Inclusive Setting and Commitment to Inclusive Education - General Education Teachers

Inclusive setting – number of years	n	Commitment to Inclusive Education %			
		SD	D	A	SA
Never	85	10.6	49.4	40	0
1- 3	177	9.6	39.5	44.6	6.2
4 – 7	50	4	28	64	4
8 – 11	18	0	33.3	61.1	5.6
12 – 15	12	8.3	8.3	66.7	16.7
More that 15	9	11.1	33.3	44.4	11.1

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

There was a significant difference ($F_{5,345} = 3.304, p < .01$) among general educators and the number of years they had been working in an inclusive setting.

Table 14: Number of Years in an Inclusive Setting and Commitment to Inclusive Education - Special Education Teachers

Inclusive setting – number of years	n	Commitment to Inclusive Education %			
		SD	D	A	SA
Never	11	9.1	45.5	45.5	0
1- 3	31	0	19.4	51.6	29
4 – 7	23	4.3	8.7	52.2	34.8
8 – 11	8	8	25	50	25
12 – 15	7	7	14.3	57.1	28.6
More that 15	1	1	0	100	0

Key: SD –strongly disagree; D = disagree; A = agree; SA = strongly agree

No significant difference ($F_{5,75} = 2.120, p = .07$) among special educators when it came to the number of years in which they had been in an inclusive setting existed.

Table 15: Teaching Assignment and Commitment to Inclusive Education - General Education Teachers

Teaching Assignment	n	Commitment to Inclusive Education %			
		SD	D	A	SA
Kindergarten	41	12.2	43.9	41.5	2.4
1 st Grade	42	7.1	47.6	40.5	4.8
2 nd Grade	45	13.3	35.6	48.9	2.2
3 rd Grade	57	8.8	43.9	42.1	5.3
4 th Grade	47	6.4	44.7	42.6	6.4
5 th Grade	63	6.3	34.9	52.4	6.3
6 th Grade	8	0	12.5	75	12.5
Resource Room	3	0	0	100	0
Primary K -2	8	12.5	62.5	25	0
Intermediate 3 - 5	8	0	62.5	37.5	0
Multiple grade levels	17	11.8	5.9	76.5	5.9
All grade levels	2	50	0	50	0

Table 16: Teaching Assignment and Commitment to Inclusive Education - Special Education

Teachers

Teaching Assignment	n	SD	Commitment to Inclusive Education %		
			D	A	SA
Kindergarten	2	0	0	50	50
1 st Grade	2	0	50	50	0
2 nd Grade	4	0	0	75	25
3 rd Grade	6	0	16.7	66.7	16.7
4 th Grade	5	0	20	40	40
5 th Grade	0	0	0	0	0
6 th Grade	1	0	0	0	100
Resource Room	8	0	50	37.5	12.5
Primary K -2	4	0	0	75	25
Intermediate 3 - 5	14	0	14.3	57.1	28.6
Multiple grade levels	25	8.0	28.0	44	20
All grade levels	4	0	0	75	25

Teaching assignment bears no influence on either general or special educators' commitment to inclusive education for SWD. Some of the schools surveyed were K-8 schools. Since this was a study of elementary school educators, the results for higher grades were omitted. However, some elementary schools still tend to have a sixth grade attached to them, so the sixth grade was included in the results. There was not a significant difference ($F_{11, 329} = 1.401, p =$

.17) among general educators between their teaching assignment and their commitment to inclusive education for SWD. The same lack of significance applied to special educators ($F_{10,64} = 1.016, p = .44$).

Narrative Comments Volunteered by Responders to the Survey

The final item on the survey questionnaire was an open-ended invitation to responders to share any additional comments they may have on the issue of inclusive education. In total there were 178 responses. Care was taken to choose those responses that supported the theme of commitment to inclusive education with emphasis on the importance of the goal, self-efficacy, knowledge and training and, the value of inclusive education especially as it pertained to the benefits for students without disabilities. The final section deals with comments on part II of the survey dealing with severity of disability.

Educators' statements on the importance of the goal of inclusive education

“Inclusive settings are beneficial to those students who are not far off grade level. However, it is a disservice to those who are considerably below grade level, since they cannot cope with the demands of the regular classroom ...”

“The biggest hurdle to inclusion is funding and resources for the classroom teacher. Is it a better setting for the disabled child? In most cases the answer is a resounding yes...”

“I do support inclusive education but only to an extent. Through my experiences I can report that some students learn better in non-inclusive environments. Students with emotional/behavioral disabilities can many times be disruptive and hinder learning for other students. So in some situations I would recommend non-inclusive instruction.”

“An effective and true collaborative inclusion setting is beneficial to all learners and both Special and General Educators.

“The inclusive setting works for all students, parents and teachers only if the parties involved are committed to making it work. No two inclusive classrooms are alike, at least not in my

experience. Each class works if the individual learning and teaching styles are taken into consideration. When they do work, they are true marvels...we are all better for them.”

“I strongly believe in inclusion, although I feel that not every single child will benefit from complete inclusion.”

“If done properly and the regular teacher is given the proper training it would work better for all students.”

“Inclusive practices work when the general education teacher and SPED teacher have similar beliefs and mutual respect for one another.”

“I believe that inclusive practices are beneficial for both ESE and General population. There needs to be more time allocated to collaboration among professionals.”

“I love it!!!”

“It is EXTREMELY rewarding in the end.”

Educators’ statements on training, support, and resources for inclusion

“If you want us to teach exceptional students then you need to train us to best educate the students.”

“The expectation is that inclusion must work for all students. When the inclusive setting does not work for some students, the alternatives are limited. At times the resources (personnel) are limited and the amount of paperwork significantly affects the time teachers have to effectively plan for all their students. More training and follow-up is necessary so teachers feel supported.”

“I am not opposed to inclusion but would need to be trained and prepared for different types of disabilities to feel adequate in my instruction.”

“An inclusive setting requires that a teacher have special skills and training to be able to help these students appropriately. I don’t feel I am the most qualified person to do this because I have been teaching regular 1st grade for a long time. If I was placed in an inclusive setting I feel I would need special training so I could give these students my very best and give them a chance to learn and at the same time grow emotionally.”

“This process works with the support and good teaming of a special education teacher and a good balance in the classroom. If it is overloaded with behavior problems you will not get the desired results.”

“Inclusion should take place in a co-teaching setting with a general ed. and SPED teacher.”

Appropriate resources and personnel are not provided. Therefore my situation is next to impossible. I have 6 ESE students including autism.”

“To be able to provide the best possible learning environment for all students in an inclusion setting, the teacher has to be given not only all the equipment necessary to function but excellent support personnel.”

“It is very hard to work with students with disabilities in an inclusive setting if you have not been properly trained. Because of lack of funding makes it even harder now.”

“I think that I need more training when working with another teacher and sharing the teaching process.”

“Support, time and space are factors that are not considered.”

“We need teacher assistants and paraprofessionals in our classrooms.”

“ I think that every teacher should be properly trained to be able to teach in an inclusive setting depending on the student’s disability.”

Educators’ statements on the effect of inclusion on general education students

“...when a large number of ESE students are in a general ed. classroom the quality of education usually diminishes for all...”

“After teaching Sp. Ed. for many years in many places, I believe the handicapped students benefit but moderately. I believe that regular classroom students are hindered greatly by how much of the teacher’s time is taken away from them, as individuals’ special need have to be addressed...Regular classroom students have a right to a complete education as much as the handicapped students do, and I personally believe inclusion by its nature hinders that.”

“I am against inclusion settings for many reasons. First, I do not feel it benefits the general education students academically. In fact I feel they are left behind because of the old saying: “the squeaky wheel gets the oil.” A class with a larger population of ESE students than general education students does NOT benefit any of the children!!!...”

“Regular students are shortchanged when SPED students require extra teacher time, and SPED students do not make sufficient progress when their specific needs cannot be addressed in the regular class.”

“Although I believe in inclusion, I don’t think that inclusion is what’s best for all students. For example, some of my students are being included into the general ed but at what cost to that student, to the other students, and that teacher.”

“I believe that the benefits of inclusion are minimal for those being included, and mainly social in nature. On the other hand, I believe that regular education students that are in an inclusion classroom are losing much for the price of the gains of those included: teacher attention, more advanced learning, increased coverage of materials by the teacher etc. “Mainstreaming” has a positive effect on the mainstreamed, but has anyone stopped to think about how regular “non-disabled students are affected by students who are disabled. It is a very real problem that needs to be addressed. As a parent and teacher, I have a concern about how much is being lost by our non-ESE students as a result of including ESE students in our general education classes.”

Educators’ statements on severity of disability and inclusion

“I have observed that students with SEVERE learning and mental disabilities are not adequately served in inclusive classrooms. They need better trained educators and better “one on one” assistance.”

“Inclusion settings do an injustice to students with mental handicaps because they are forced to do work far above their means and will not see the gains unless that work can be brought to their independent level. They will make gains but not from preprimer to 3rd in one year because they are inclusion – that is how my students fail and get repeated multiple times.”

“Inclusion is the goal. However, the extent of the disability should be taken into account. Putting students with a high level of disability (especially emotional) with other students takes away from the attention the teacher can give to the other students.”

“I am comfortable with most ESE students, but the regular classroom teacher is not trained for severe problems and they do not belong in a regular classroom.”

“Depending on the disability is a determining factor whether or not I’m able to use my expertise.”

“Inclusive setting is not for all disabilities and ages.”

“Inclusion should be for students that are READY for inclusion...it should not be for everyone.”

“Inclusion is good for children cognitively on level, otherwise the children’s academic needs are not being met and it is not their least restrictive environment...”

“I believe that inclusion is for SOME of the students. Not all students with disabilities can work well in that situation...”

These statements were selected from 178 (37% of those completing the survey) as representing the views of some educators that were closely aligned with a number of the

questions in the CANE model, and severity of disability parts of the survey. The conclusions drawn from the analysis of the data will be addressed in the following chapter.

CHAPTER 5: CONCLUSIONS

This study examined the commitment of elementary school teachers to inclusive education for students with disabilities (SWD). The study aligned itself with Richard Clarke's (1998) Commitment and Necessary Effort (CANE) model which examines the factors influencing goal commitment. Also taken into consideration was the severity of disability as Scruggs and Mastropieri (1996) found in their study that the degree of the severity of the disability of the students tended to cause reservations in how supportive teachers were of inclusive education. Commitment to inclusive education for SWD was also measured against a variety of demographic factors.

Summary of Findings and Conclusions

The findings of this study were based on the responses of special and general education teachers in one region in the nation's fourth largest school district. This region was specifically chosen from among the four regions making up the district because of a concerted effort, since 2004, to encourage schools in the region to include SWD in the general education classroom for 80% or more of the day. The rating scale used provided quantitative information on the respondents' perspectives on inclusive education as it exists for them in their current settings. The rating scale was followed by an open-ended section in which respondents had the opportunity to express their feelings and opinions about inclusive education. These comments were used to aid in understanding the educator's responses to the rating scale items.

Commitment of Elementary Teachers to Inclusive Education Aligned with the CANE Model

Over half of the respondents to the survey were committed to inclusive education. Commitment to inclusive education was cross tabulated with each of the twenty four questions of the sub- factors of the CANE model used in the survey.

The three main factors that play a role in a person's commitment to work as identified in the CANE model are, task assessment, mood and emotions, and finally personal value to the worker of the goal to be achieved. Under each of these main factors are sub-factors. The sub-factors under 'task assessment' are ability (Can I do it?), and context (Will I be supported in my efforts?). Under 'emotion' is mood (How am I feeling in general?) and finally under 'values' are utility (What's in it for me?), and importance (Is this task me?).

The sub-factors under task assessment, ability and context, were covered in the survey under, self-efficacy, knowledge, training, and perception of support for inclusive education. Respondents, who were committed to inclusive education, were also strongly committed to the aspects of these sub-factors. They felt they had the skills to successfully include students with disabilities, they knew how to modify instruction to meet the needs of students with different learning needs, and they felt they were able to meet the needs of students with all types of disabilities. The five questions in the support category were endorsed by those committed to inclusive education. They stated that they had the necessary materials to do their job, enough time to communicate and collaborate with others who were involved with assisting SWD. They did not feel they had too many students in their classes to deal effectively with SWD, and they did not feel that they had too many SWD in their classes to deal effectively with all students. This last factor it should be noted had the least support of all the factors in the area of support.

The second factor in the CANE model was mood and emotions. The CANE model states that negative emotions lead to lack of commitment, while positive emotions have the opposite effect. Of those indicating a commitment to inclusive education, the majority stated that they were not anxious about working in inclusive settings, were excited about working in inclusive settings for SWD, and were contented working in inclusive settings.

The final factor of the CANE model was values, with the sub-factors of utility and importance. Those who responded positively to a commitment to inclusive education also saw a strong commitment to the values of inclusive education. They believed that inclusive education benefited both students with and without disabilities, that inclusive education has allowed all students to become more accepting of individual difference, and helped SWD develop social and emotional skills. Teachers who were committed to inclusive education strongly supported the importance of the goal. They believed that children with disabilities should be given every opportunity to function in an inclusive classroom, were interested to learn more about teaching students in an inclusive classroom and believed that inclusive education was important.

An interesting factor of the study is those educators who were committed to inclusive education saw it as *more* beneficial to students without disabilities than to SWD. Conversely, in the narrative comments, there were a number of comments devaluing the benefits of inclusive education for students without disabilities. One might draw a conclusion that educators who are not committed to inclusive education see the lack of benefit to students without disabilities as a stumbling block to its implementation.

Richard Clarke (1998) states that three factors affect our commitment to goal attainment; they are values, emotion, and task assessment. He believes that if we are confident that we have

the ability to accomplish a goal our commitment to that goal increases. The results of this study indicate that this is indeed true for those who were committed to inclusive education. A majority of teachers who stated that they were committed to inclusive education made favorable responses to its value and importance, felt knowledgeable and competent, and generally had a sense of emotional well-being with their job.

It should be noted that there was a significant difference between special and general education teachers in their commitment to inclusive education. Special educators looked upon inclusive education with a more favorable light than their general education colleagues. This difference could stem from the fact that many general education teachers felt they were not properly trained to work in inclusive settings with SWD, especially those with severe disabilities.

The results of this study on teachers committed to inclusive education as aligned with the CANE model could be used as a guideline for districts and administrators when implementing inclusive education in their schools.

Severity of Disability

The results show that the more difficult the teachers indicated it was to teach students with a disability, the less committed they were to inclusive education. In 1996 Scruggs & Mastropieri, also indicated that teachers' willingness to include children with disabilities in the general education classroom varied with the severity of the disability categories. Teachers expressed these feelings quite strongly in the voluntary comment section at the end of the survey. Some teachers felt that putting students with severe disabilities in inclusive classrooms was unfair to them as they were being forced to do work that was beyond their capabilities. In 2000, Kochar, West and Taymans stated that while proponents of *full inclusion* believed that all

students with disabilities, no matter the severity, should be included in the general education classroom, many special educators believed that some students would not receive the education that would fulfill their educational or functional needs were they to be included in the general education class. In the comment section of the survey, many teachers expressed their lack of training as affecting their acceptance of students with severe disabilities in inclusive settings. Earlier in 1998, Sebastian & Mathot-Buckner reported that teachers wanted more specific information on the abilities and needs of the SWD they were required to teach in their general education classes. They identified the need to be trained in instructional strategies, how to measure learning appropriately, and how to adapt curriculum to meet the specific needs of their SWD. Finally, several teachers expressed the need for more personnel to provide one-on-one assistance for students with severe disabilities.

Demographics

Cross tabulating certification levels and commitment to education was difficult, as the survey question was an open-ended one and responders used a number of different terms for their certification. For example, special education, varying exceptionalities/VE, MH(mentally handicapped), EH (emotionally handicapped) exceptional education were but a few of the terms used by responders to signify their qualifications in exceptional education. The same problem applied to general education, with multiple terminologies being used for elementary education certification. However, among the 351 general education teachers who responded to the certification question, 15 were dually certified in elementary and special education. Of the fifteen responding, four disagreed, ten agreed, and one strongly agreed to their commitment to inclusive education. Of the 81 special educators responding, only two have dual certification in

elementary and special education, and both strongly agreed they were committed to inclusive education. It was also of interest that of the 81 responders who identified themselves as special educators, seventeen did not have special education certification. Fourteen of these seventeen agreed that they were committed to inclusive education despite not having any certification in special education. While these seventeen identified themselves as special educators, a large number of them identified their area of certification as physical education, music, and Spanish. Since these are areas in which most SWD often fully participate, it is unclear whether these teachers designated themselves as special educators because SWD were included in their classes, or if they were performing the duties of full time special educators. Again as stated above, these numbers were too small to draw any definitive conclusions and have been included for informational purposes only.

Number of students in a classroom, appeared to have no bearing on general education or special education teachers' commitment to inclusive education. When this finding is compared however, to responses to the survey aligned with Richard Clarke's (1998) CANE model, well over half of the responders indicated that they had too many students in their classes to deal effectively with students with disabilities. So the findings of the study lead to the assumption that while class size does not affect commitment to inclusive education, it does affect educators' perceptions of how effectively they can deal with SWD in large classes. An earlier study, Sebastian & Mathot-Buckner (1998) had the same findings, especially when it involved more severe disabilities.

Among general educators, those who had never worked in inclusive settings were less committed than those who had worked between 4 – 15 years. There was less of a difference

between those who had never worked in an inclusive setting and those who had worked between 1-3 years and more than 15 years. From these findings one can assume that little or no experience in inclusive settings leads to less commitment to inclusive education for SWD. In their study Minke & Bear (1996) indicated that general education teachers who had worked in inclusive settings were much more positive in their perceptions of inclusive education than their colleagues in the more traditional general education classroom. McLeskey et al (2001) in their studies on teachers' perspectives on inclusive programs reported that teachers who had had experience in inclusive programs were much more positive in their views of inclusion than were teachers in non-inclusive programs. The results of this study appear to mirror the work of Minke and Bear (1996) and McLeskey et al (2001). Although there was no significant difference among special educators, it is notable that percentage-wise those who had never been in an inclusive setting tended to be less committed to inclusion than those who had worked in inclusive settings. This finding again supports the 1996 findings of Minke and Bear.

What has Changed over the Last Two Decades of Inclusive Education

While a majority of the educators responding to the survey indicated that they were committed to inclusive education for students with disabilities it should be noted that there is still a large minority of educators waiting to be convinced that inclusion is a good idea.

A number of teachers indicated that they felt they not only had the skills necessary to include SWD in their classrooms but knew how to modify instruction to meet the needs of students with different learning needs. This finding is a favorable contrast to the research of Buell et al (1999) where teachers lacked confidence in their ability to adapt curriculum materials. However, teachers were less secure when it came to meeting the needs of students with all types

of disabilities. One might conclude from the findings that while most teachers felt they were able to modify instruction to meet individual needs of students, and they had the skills to successfully include SWD in their classrooms, they did not necessarily feel that they had the requisite skills to effectively handle *all types* of disabilities in an inclusive setting. This finding was further evidenced in the responses to the section on severity of disability. In this section, it was obvious that the more severe educators perceived the disability to be, the less confident they were about their ability to teach the students in an inclusive setting.

Support appeared to be an area with the majority of negative responses. The strongest need expressed in both the survey and narrative comments were for support in terms of materials, training in collaborative teaching, and time to communicate and collaborate effectively with others involved with assisting SWD. This finding is closely aligned to earlier studies of lack of support (Stoler 1992, D'Alonzo et al. 1997, Buell et al. 1999, Kochar et al. 2000). The majority of teachers felt there was not enough time to either communicate or collaborate with other educators and service providers for SWD. These were also factors in earlier studies (Smith & Leonard 2005, Kochar et al 2000, Carter & Hughes 2006). Smith and Leonard (2005) stated that skills in collaboration, and the ability to problem solve are imperative for teachers involved in implementing inclusive models to ensure an equal relationship among participants, cooperative decision making, pooling of resources and shared goals for their students. The time issue and lack of collaboration are not issues that are new to inclusive education. Lack of time for collaboration among general and special educators, administration, parents, and other ancillary personnel who deal with SWD was reported on by Giangreco, Baumgart & Doyle (1995) some fourteen years ago. It appears to date that we have not been able to adequately solve this very

crucial aspect of inclusive education. Many of the teachers' narrative comments addressed this issue by stating that they needed not only time to collaborate, but training to work effectively with other educators and ancillary personnel involved in working with SWD. To make inclusive education a positive experience for all involved, school districts, administrators, and other stakeholders need to make a concerted effort to address the issue of time for collaboration and communication among their stakeholders.

From the overall results we have seen that a majority of educators are committed to inclusive education for SWD. However, a number of teachers indicated a lack of excitement about working in inclusive settings. This finding was supported by narrative comments in which teachers felt overburdened by the requirements of having SWD in the general education classroom with what they perceived as inadequate support. The study of Scruggs and Mastropieri (1996), also found that a slight majority of teachers were willing to implement inclusion in their classrooms, but a considerable minority felt that inclusion of SWD in their classrooms would be too disruptive. This finding leads to a situation in which SWD, already needing specialized help, are being placed in classrooms where some of their teachers are neither committed to, nor excited about having them there. We must question whether under such circumstances SWD are really in the least restrictive environment.

Recommendations

When first implementing inclusive education in their schools, administrators should take care to place their SWD with teachers who not only believe in the value and goal of inclusive education but are committed to making it work. Since the current educational trend is to include SWD in the general education classroom, opportunities for educators who do not yet see the

benefits of inclusive education should be given the chance to receive training in working in inclusive classrooms, and be required to observe classrooms in which inclusive practices are effective. Once these activities are accomplished they should be afforded ongoing assistance when SWD are placed in their classrooms. Administrators would be well served by listening to feedback from teachers and adjusting inclusive classroom settings and support based on this feedback, to make sure that SWD are not only in the least restrictive environment but progressing satisfactorily in their inclusive environment.

While the findings show that a large majority of teachers believe in the importance and goal of an inclusive education, the implementation, especially in terms of support may still need work to have an optimum response from those who must make it a reality in the classroom.

Limitations of the Study

There are some limitations to this study. Since the school district being studied was one of the fourth largest in the country, the study was limited to only one of the four regions in the district. This particular region was especially chosen because as of 2004, they made a concerted effort to request that schools in the region include SWD in the general education classroom for 80% or more of the day. For some schools this was a mandate from the region, and not all staff was trained or willing to become more inclusive. As a result, extending the results of this population to elementary educators in general should be done with great caution.

Since no face to face interviews were conducted and the researcher did not visit the responders in their classrooms there is no way to know whether answers on the survey matched actual daily practice. Since inclusive practices are a social justice issue, some responses could be “politically correct” rather than what is implemented daily. There is also a strong possibility that

those teachers who made comments in the narrative section of the survey were either strongly for or strongly against inclusive education.

Implications for Future Research

This study opens the door for much future research, as it was confined to one region in a large district in Florida. The study should be replicated and tried in other regions, not only in Florida but other states throughout the country and compared with these findings to see if there are similarities.

Lacking from this study was input from administrators and parents in implementing inclusive education, both of whom are key stakeholders in the successful implementation of inclusive practice. Since lack of support in general was a significant factor in teacher commitment to inclusive practices, the attitudes of educators in schools that have the full support of parents, administrators, and the required resources and personnel to assist in implementing inclusive practices, should be investigated to see if there is a significant difference in response to commitment to inclusive education for SWD.

As stated earlier, for a number of the schools in which educators were surveyed for this study, inclusion of SWD in the general education classroom was a mandate from the region. Some of the schools however, had applied for grants, and with some of their teachers committed to, and choosing to implement inclusive classrooms, did so on their own. Further research could compare the attitudes to commitment to inclusive settings between those schools doing so voluntarily and those doing so on a mandate from the district.

Finally the major stakeholders in inclusive education, the students, have not been heard from. Both SWD and non-disabled students need to have their voices heard as to how this move

towards inclusive education affects them. A research study on their perspectives on inclusive education as compared to the adults who have created it for them might lead to some interesting results.

Final Reflection

The movement towards implementing inclusive education in today's classrooms continues to gain momentum. We appear to have a majority of elementary educators who are committed to inclusive education for SWD. Nearly two decades later however, the same difficulties that plagued its implementation in its early stages still continue. If we are to keep on making positive strides in implementing inclusive education for our SWD, we must pay attention to the perceived stumbling blocks if educators are to commit fully to its implementation. The practice of inclusion will require more training in skills to meet the needs of different learners, provision of adequate resources and personnel, allocation of quality time for the collaboration of all stake holders in the process and *ongoing* support for the educators in inclusive classrooms from administrators and parents. The inclusive movement will require a combined effort of colleges of education, school districts, administrators, parents and teachers to make inclusive education a truly successful form of education to which all stakeholders are committed to successful outcomes for all.

APPENDIX A: ADAPTED SURVEY ON TEACHER COMMITMENT

1. Importance of the Goal

The importance of inclusive education to the participants.

- * 1. Children with disabilities should be given every opportunity to function in an inclusive classroom.**

1 Strongly disagree Disagree Agree Strongly Agree

- * 2. I am interested to learn more about teaching students in an inclusive classroom,**

2 Strongly Disagree Disagree Agree Strongly Agree

- * 3. I believe inclusive education is important.**

3 Strongly Disagree Disagree Agree Strongly agree

2. Self-efficacy, knowledge and training

Knowledge and training to successfully implement inclusive education.

- * 4. I have the skills to successfully include students with disabilities in my classroom.**

4 Strongly Disagree Disagree Agree Strongly Agree

- * 5. I know how to modify instruction to meet the needs of students with different learning needs.**

5 Strongly Disagree Disagree Agree Strongly Agree

- * 6. I am not able to meet the needs of students with all types of disabilities.**

6 Strongly Disagree Disagree Agree Strongly Agree

3. Value of Inclusive Education

Value seen in inclusive education

- * 7. Inclusive education benefits students with disabilities.**

7 Strongly Disagree Disagree Agree Strongly Agree

- * 8. Inclusive education benefits students without disabilities.**

8 Strongly Disagree Disagree Agree Strongly Agree

- * 9. Inclusive education has allowed all students to become more accepting of individual differences.**

9 Strongly Disagree Disagree Agree Strongly Agree

*** 10. Inclusive education helps students with disabilities develop social skills.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Inclusive education helps children with disabilities develop emotionally.

	Strongly Disagree	Disagree	Agree	Strongly Agree
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Support

Support for inclusive education

*** 12. I have the necessary materials to successfully include students with disabilities in my classroom.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 13. I have enough time to communicate with others who are involved with assisting students with disabilities.**

	Strongly Disagree	Disagree	Agree	Strongly Disagree
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 14. I have enough time to collaborate with others who are involved with assisting students with disabilities.**

	Strongly Disagree	Disagree	Agree	Strongly Disagree
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 15. I have too many students in my class to deal effectively with students with disabilities.**

	Strongly Disagree	Disagree	Agree	Strongly Disagree
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 16. I have too many students with disabilities in my class to deal effectively with all students.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Emotional Response & Commitment

The emotinal aspect of inclusive education

*** 17. I am anxious about working in an inclusive setting for students with disabilities.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 18. I am excited about working in an inclusive setting for students with disabilities.**

	Strongly disagree	Disagree	Agree	Strongly Agree
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 19. I am contented working in an inclusive setting for students with disabilities.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 20. I am committed to inclusive education.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Severity of Disability

I believe I can teach students with the following disabilities.

*** 21. Autism/Asperger's Syndrome**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 22. Behavior Disorders/Emotional Disturbance**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 23. Blindness/Visual Impairment**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 24. Communicative Disorders**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 25. Hearing impairment/Deafness**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 26. Developmental Disabilities**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 27. Specific Learning Disabilities**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Cognitively Impaired (previously Mentally Retarded)

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 29. Multiple Disabilities**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 30. Other Health Impairment (including ADHD)**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 31. Physical Disabilities**

	With Extreme Difficulty	With Difficulty	Easily	Very Easily
31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 32. Traumatic Brain Injury**

32 With Extreme Difficulty With Difficulty Easily Very Easily

*** 33. Twice Exceptional (Gifted/Learning Disabled)**

33 With Extreme Difficulty With Difficulty Easily Very Easily

7. Demographics

*** 34. I am a:**

- General education Teacher
- Special education teacher
- Other

Other (please specify)

*** 35. List your area(s) of certification**

*** 36. My current teaching assignment is:**

37 Grade Level Number of students in my class

*** 37. I Have been teaching:**

38 Number of years

*** 38. I have worked in an inclusive setting:**

38 Inclusive Setting

If more than 15 years please indicate number of years.

39. Please share any additional comments you may have in the box below

8. THANK YOU!

Thank you for taking the time to respond to this survey, your help has been invaluable!

APPENDIX B: PERMISSION LETTER FROM DR. SALEND

Margaret C. McD. Cox
9385 SW 77th Ave.
Miami, FL 33156
Tel: (305) 273-6571
Tel: (305) 812-4446
mcmcdcox@dadeschools.net

01/05/08

State University of New York at New Paltz
Spencer Salend EdD
Administrative Services HAB 40
1Hawk Drive
New Paltz, NY 12561-2443

Dear Dr. Salend:

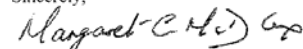
This letter will confirm your e-mail response to me on 9/14/08. I am completing a doctoral dissertation at the University of Central Florida entitled "Teacher Commitment to Inclusive Education for students with Disabilities in Elementary Schools." I would like your permission to use and adapt your survey and interview questions from the sixth edition of your book *Creating Inclusive Classrooms: Effective and Reflective Practice* for my doctoral dissertation.

Please find attached a copy of my survey, adapting your survey and interview questions taken from the above mentioned book.

The requested permission extends to any future revision and editions of my dissertation, including non-exclusive world rights in all languages, and to the publication of my dissertation on demand by UMI. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you. Your signing of this letter will also confirm that you own the copyright to the above-described material.

If these arrangements meet with your approval, please sign this letter where indicated below and return to me in the enclosed return envelope. Thank you for your attention to this matter.

Sincerely,


Margaret C. McD Cox

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

BY 
Spencer J. Salend EdD.

Date: 1/20/08

APPENDIX C: IRB APPROVAL LETTER FROM THE UNIVERSITY OF CENTRAL
FLORIDA



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Notice of Exempt Review Status

From: UCF Institutional Review Board
FWA00000351, Exp. 10/8/11. IRB00001138

To: Margaret C. Cox

Date: January 16, 2009

IRB Number: SBE-09-05985

Study Title: **The Commitment of Elementary School Teachers to Inclusive Education for Children With Disabilities**

Dear Researcher:

Your research protocol was reviewed by the IRB Chair on 1/16/2009. Per federal regulations, 45 CFR 46.101, your study has been determined to be **minimal risk for human subjects and exempt** from 45 CFR 46 federal regulations and further IRB review or renewal unless you later wish to add the use of identifiers or change the protocol procedures in a way that might increase risk to participants. Before making any changes to your study, call the IRB office to discuss the changes. **A change which incorporates the use of identifiers may mean the study is no longer exempt, thus requiring the submission of a new application to change the classification to expedited if the risk is still minimal.** Please submit the Termination/Final Report form when the study has been completed. All forms may be completed and submitted online at <https://iris.research.ucf.edu>.

The category for which exempt status has been determined for this protocol is as follows:

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures, or the observation of public behavior, so long as confidentiality is maintained.
 - (i) Information obtained is recorded in such a manner that the subject cannot be identified, directly or through identifiers linked to the subject, **and/or**
 - (ii) Subject's responses, if known outside the research would not reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or reputation.

NOTE: As you know, you cannot begin your research or contact potential participants until you have received permission from Miami-Dade County Public Schools. Please upload the scanned PDF of your permission to your study in iRIS so that this documentation is part of the study. If you need assistance, please contact IRB office.

A **waiver of documentation of consent** has been approved for all subjects. Participants do not have to sign a consent form, but the IRB requires that you give participants a copy of the IRB-approved consent form, letter, information sheet, or statement of voluntary consent at the top of the survey.

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 01/16/2009 04:56:49 PM EST

APPENDIX D: PERMISSION FROM MIAMI-DADE COUNTY PUBLIC SCHOOLS TO
CONDUCT SURVEY



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Office of Program Evaluation
Jerome L. Levitt

Miami-Dade County School Board
Dr. Solomon C. Stinson, Chair
Dr. Marta Pérez, Vice Chair
Agustin J. Barrera
Renier Diaz de la Portilla
Dr. Lawrence S. Feldman
Perla Tabares Hantman
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Ana Rivas Logan

January 28, 2009

Ms. Margaret Cox
9385 S.W. 77th Avenue, Apt. 3036
Miami, FL 33156

Dear Ms. Cox:

I am pleased to inform you that the Research Review Committee of the Miami-Dade County Public Schools (MDCPS) has approved your request to conduct the study, "The Commitment of Elementary School Teachers to Inclusive Education for Students with Disabilities." The approval is granted with the following conditions:

1. Participation of a school in the study is at the discretion of the principal. A copy of this approval letter must be presented to the principal.
2. The participation of all subjects is voluntary.
3. The anonymity and confidentiality of all subjects must be assured.
4. The study will involve approximately 2,100 MDCPS elementary teachers.
5. Disruption of the school's routine by the data collection activities of the study must be kept at a minimum.
6. The MDCPS internal school mail system cannot be used in conducting the study.

It should be emphasized that the approval of the Research Review Committee does not constitute an endorsement of the study. It is simply a permission to request the voluntary cooperation in the study of individuals associated with the MDCPS. It is your responsibility to ensure that appropriate procedures are followed in requesting an individual's cooperation, and that all aspects of the study are conducted in a professional manner. With regard to the latter, make certain that all documents and instruments distributed within the MDCPS as a part of the study are carefully edited.

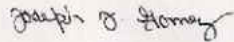
The approval number for your study is 1529. This number should be used in all communications to clearly identify the study as approved by the Research Review Committee. The approval expires on June 30, 2010. During the approval period, the study must adhere to the design, procedures and instruments

Office name • School Board Administration Building • 1450 N.E. 2nd Ave. • Suite xxx • Miami, FL 33132
305-995-xxxx • 305-995-xxxx (FAX) • www.dadeschools.net

which were submitted to the Research Review Committee. If there are any changes in the study as it relates to the MDCPS, it may be necessary to resubmit your request to the committee. Failure to notify me of such a change may result in the cancellation of the approval.

If you have any questions, please call me at 305-995-7529. Finally, remember to forward an abstract of the study when it is complete. On behalf of the Research Review Committee, I want to wish you every success with your study.

Sincerely,



Joseph J. Gomez, Ph.D.
Chairperson
Research Review Committee

JJG:mp

APPROVAL NUMBER: 1529

APPROVAL EXPIRES: 6-30-10

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