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Middle School Administrator and Teacher Attitudes towards Students with Mild to Moderate Disabilities in the Inclusive Classroom

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Middle School Administrator and Teacher Attitudes towards Students with Mild to
Moderate Disabilities in the Inclusive Classroom

By
William J. Kimble, II

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
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Approval Page

This dissertation was submitted by William J. Kimble, II under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

Middle School Administrator and Teacher Attitudes towards Students with Mild to Moderate Disabilities in the Inclusive Classroom: A Mixed-Method Study. Kimble, William, 2017: Dissertation, Gardner-Webb University, Inclusion/Attitude/Years of Experience/Gender/Extent Working with Students with Disabilities/Role in Education/ Age/Highest Degree Obtained/Number of Special Education Courses taken in College/ Expected Length in Education

The purpose of this study was to determine middle school administrator and teacher attitudes towards inclusion in one local education agency (LEA) in North Carolina. Administrators and teachers from three middle schools were surveyed to determine factors that impact their attitude of inclusion with regard to years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

The Attitude Towards Teaching All Students Instrument (ATTAS-mm) was used for the quantitative portion of this study. The ATTAS-mm is organized into three components of attitude: cognitive, behavioral, and affective. A significant correlation was found between "wanting to be an administrator" and "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated and students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time." In addition, moderate correlations were found in the areas of "age" and "extent working with students with disabilities."

Principal interviews and teacher focus groups were used for the qualitative portion of this study. Questions taken from the ATTAS-mm and themes from survey responses were used to created interview questions. Findings from the interviews and focus groups suggested there are many schools utilizing the inclusion model without adequate preparation or training.

Table of Contents

Chapter 1: Introduction

Introduction

There has been a plethora of research regarding teacher attitudes towards including students with disabilities in the general education setting; however, there is a lack of research relating to administrator and teacher attitudes towards inclusion in a middle school setting. This study researched administrator and teacher attitude towards inclusion and examined whether there was a correlation between years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

Context on the Problem

There has been a clear precedent set with the establishment of the 1975 Education of All Handicapped Children Act (EAHCA) or Public Law 94-142 (PL 94-142), and later the 1990 Individuals with Disability Education Act (IDEA) towards the inclusion of students with disabilities. With the absence of a coherent definition for inclusion, educator opinions towards students with disabilities range from teaching these students in a regular education setting to teaching these students in a special education setting. Although various methods for assimilating special education curriculum have been tried, inclusion continues to remain at the forefront for educating students with disabilities (Cole, 2006). Secer's (2010) study found that administrator and teacher attitudes continue to be an underlining variable in educational integration of inclusion. A study conducted by Luster and Durrett (2003) found that one's attitude has the potential to shape or influence states, districts, and schools as a whole.

Historical Background

Prior to the passage EAHCA, states were not mandated to provide education to students with disabilities. Before the 1970s, millions of students who were labeled as disabled were poorly instructed or were denied enrollment into public educational institutions (Martin, Martin, & Terman, 1996). Most of these students who did not receive public education received schooling through institutional or residential faculties and/or were home schooled (Weiner, 2007). With the passing of EACHA, states were directed to educate students who were identified as having disabilities in the regular education setting to the maximum extent appropriate (94th Congress, 1975). According to Peterson and Hittie (2003), PL 94-142 brought about different approaches as to how students were to be educated. Students who were identified as having a mild disability were instructed in a resource setting, while students with moderate to severe disabilities were instructed in a separate class or school (Peterson & Hittie, 2003).

Educating students with disabilities today has dramatically changed since the 1970s. Federal special education law EAHCA opened the door for students who were classified as Learning Disabled to receive a free and appropriate public education (FAPE). In 1990, EAHCA was renamed IDEA. IDEA helped to create a checks and balance system for students with disabilities. Furthermore, it ensured that students who were labeled as disabled were educated in the least restrictive environment with their nondisabled peers (Yell & Katsiyannis, 2004).

Since the passing of EAHCA and IDEA, educators have seen an increase in the number of students being instructed in the general education classroom (U.S. Department of Education, 2012). Due to this increase in inclusive education, teachers may be overwhelmed with the demand for increasing students with disabilities in their general

education setting (Canges, 2010). According to the Digest of Educational Statistics (2012), 95% of students with a disability were being served in a regular school; 3% in a separate school; 1% in a private school; and less than 1% in either a separate residential facility, homebound, or in a correctional facility. Research conducted by Daane, Beirne-Smith, and Latham (2000) supported the notion that teacher attitudes influence academic performance, behavior, and self-image of students.

Along with the passing of federal laws, national court cases have had an influence on the placement of student with disabilities. In 1989, the *Daniel R. v. State Board of Education* decision ruled that schools must provide an individualized education plan (IEP) for students with disabilities to the maximum extent possible with their nondisabled peers (Gruenhagen & Ross, 1995). The decision of the court integrated a two-part test to help determine whether the least restrictive environment was appropriate. Part one asked, "is the student capable of being educated in the general education classroom with the support of aids and services?" Part two asked, "is the student mainstreamed into the general education setting to the maximum amount possible?" This court case set the precedent for further courts in devising their own test to determine least restrictive environment.

Similarly, the court's decision in the 1993 *Oberti v. Board of Education of Clementon School District* case concluded that schools need to justify excluding a student with disabilities from the general education setting (Friend & Bursuck, 2006). New Jersey's Third Circuit Court stated that school systems were required to provide various supports and services in a general education setting to students with disabilities, even if it is not the best academic setting (Friend & Bursuck, 2006). The court further mandated, "just because a student learns differently from other students, does not necessarily

warrant exclusion from general education" (Friend & Bursuck, 2006, p. 9). The above two court cases along with others helped facilitate the increasing effort of including students with learning disabilities in the general education setting.

IDEA is explicit in creating the assumption that educational services will be provided in the regular education setting to the maximum extent appropriate (Crockett, 2000); however, students with disabilities usually receive special education services in one of the following educational settings: general education, resource program, and/or separate setting. During the 2012-2013 school year, approximately 61% of students in the United States spent at least 80% of the day with their nondisabled peers in a regular setting; 20% of students spent between 40-79% of the day in the resource placement; and 14.2% of students spent less than 40% of the day in a separate setting (National Center for Educational Statistics, 2013). Being that inclusion is on the rise, new questions need to be addressed.

Inclusion involves students with disabilities learning together with their peers in the same educational setting (Friend & Bursuck, 2006). An inclusive classroom sees students with disabilities as equal partners in and around the school community (Mushoriwa, 2001). Hammond and Ingalls (2003) specified that an inclusive setting is not merely a placement in a general education setting, oftentimes as mainstreaming was seen. It entails that students with high and low incident disabilities receive a sound quality education with their nondisabled peers.

Like most educational practices, research regarding teacher attitudes towards inclusion varies widely. A comprehensive review of literature revels that educators feel inclusion results in a more diverse and rich learning environment for all students (Pierre, 2009). Contradictory research has argued that teachers feel they have little training and

expertise in supporting students with disabilities in the general education setting. Also, educators feel they are already overloaded with large class sizes and have insufficient support and resources (Pierre, 2009).

Demographics

The study was conducted in a central North Carolina school district located in the Piedmont region. As of June 2015, there were a total of 155,184 students enrolled within the school district. The average number of students per school is 683 (elementary school); 961 (middle school); and 1,639 (high school). The following is a breakdown of district-wide subgroup demographic data: 49% White students, 24% Black students, 15% Hispanic students, and 7% Asian students. Current student enrollment depicts a wide gap between various subgroups within the district. Per Board Policy 3040.3, "The principal of each school or site is authorized to define how decisions are made at that school or site with appropriate involvement of staff, parents, other community members, and students in informed decision making."

There are a total of 33 middle schools in the district. Three middle schools were the focus of this study. The schools were chosen based on similarities between student population, proximity, and student demographics. Table 1 and Table 2 depict student enrollment and demographics between the three schools. Data were obtained through the district website.

Table 1

Three-Year Trend of Enrolment and Demographics

	Ethnicity	2013-2014 % (n)	2012-2013 % (n)	2011-2012 % (n)
School A		1,307	1,326	1,047
	Black	153 (12)	169 (13)	167 (16)
	Hispanic	173 (13)	167 (13)	164 (16)
	Asian	25 (2)	29 (2)	20 (2)
	White	883 (68)	916 (69	861 (82)
	LEP	43 (3)	36 (3)	53 (5)
School B		1,172	1,109	1,295
	Black	191 (16)	174 (16)	183 (14)
	Hispanic	162 (14)	149 (13)	151 (12)
	Asian	25 (2)	21 (2)	23 (2)
	White	745 (64)	713 (64)	637 (49)
	LEP	26 (2)	29 (3)	40 (3)
School C		1,209	1,132	1,189
	Black	64 (5)	44 (4)	72 (6)
	Hispanic	83 (7)	65 (6)	74 (6)
	Asian	361 (30)	295 (26)	257 (22)
	White	660 (55)	685 (61)	738 (62)
	LEP	36 (3)	22 (2)	35 (3)

Note. *Due to sample size, some subgroups were omitted; therefore, population does not equal 100%.

Table 2

Three-Year Trend of SWD Population

	n	2013-2014	n	2012-2013	n	2011-2012
District	20,142	13.0%	19,761	13.1%	18,637	12.9%
School A	173	13.1%	190	14.4%	159	12.8%
School B	195	16.5%	174	15.6%	135	13.3%
School C	132	10.2%	136	12.1%	154	13.0%

As specified in Table 1, student enrollment between the three schools varies from low one thousands to mid one thousands. The Black and Hispanic subgroup range from 5% to 13%, and Limited English Proficiency (LEP) students range from 2% to 3% of the

population for each school. Table 2 shows an increase of 1,505 students or 7.5% district wide since 2011-2012 for students with disabilities. School A has seen an increase of roughly 14 students or 1.1%; School B has seen an increase of roughly 60 students or 5.2%; and School C has seen a decrease of 2.8%. From looking at the data as a whole, Students with Disabilities (per school range from 132 students to 195 students or 10.2% to 16.5% of site school population (see Table 2).

Student Achievement

The foundation and/or essential role of the district is on learning and teaching as a whole. To measure the success of students, each year, the North Carolina Department of Public Instruction (NCDPI) administers a series of examinations. In March of 2014, the State Board of Education approved the four levels of college-and-career readiness achievement standards: Level 1 denotes limited command of knowledge and skills; Level 2 denotes partial command of knowledge and skills; Level 3 denotes sufficient command of knowledge and skills; and Level 4 denotes solid command of knowledge and skills (Public Schools of North Carolina, 2014). According to the State Board of Education, students who score a minimum of a Level 3 are considered for the next grade level (NCDPI, 2014c). It is worth noting that during the 2012-2013 school year, the State Board of Education adopted a new achievement level: Level 5 denotes superior command of knowledge and skills. Effective during the 2012-2013 school year, the State Board of Education adopted new assessments that are more aligned to the career and content standards (NCDPI, 2014c). Table 3 below depicts a 3-year trend of proficiency between Schools A, B, and C.

Table 3

Three-Year Trend of Student Achievement Proficiency

		2013-2014	2012-2013	2011-2012
School A	Overall Math	63%	53%	90%
	Overall English Language Arts	70%	57%	83%
	Male	67%	42%	79%
	Female	72%	46%	82%
	White	77%	51%	91%
	Black	40%	14%	55%
	Hispanic	50%	26%	57%
	Economically Disadvantaged	44%	18%	52%
	Limited English Proficient	11%	<5%	11%
	Asian	87%	75%	90%
	Students with Disabilities	26%	5%	49%
School B	Overall Math	60%	50%	87%
	Overall English Language Arts	66%	59%	81%
	Male	63%	43%	75%
	Female	68%	41%	79%
	White	74%	51%	84%
	Black	40%	14%	58%
	Hispanic	56%	28%	64%
	Economically Disadvantaged	41%	16%	56%
	Asian	84%	62%	>95%
	Limited English Proficient	8%	<5%	33%
	Students with Disabilities	29%	6%	42%
School C	Overall Math	92%	85%	>95%
	Overall English Language Arts	87%	77%	92%
	Male	88%	72%	90%
	Female	91%	75%	92%
	White	93%	73%	>95%
	Black	50%	42%	74%
	Hispanic	70%	60%	83%
	Economically Disadvantaged	57%	44%	67%
	Asian	95%	82%	>95%
	Limited English Proficient	68%	19	N/A
	Students with Disabilities	46%	25%	67%

From looking at Table 3, the three site schools continue to show gaps between the

subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficient,

and Student with Disabilities. Moreover, School A, shows a 76% difference between their highest subgroup (Asian) and their lowest subgroup (Students with Disabilities); School B shows a 76% difference between their highest subgroup (Asian) and their lowest subgroup (LEP); and School C shows a 49% difference between their highest subgroup (Asian) and their lowest subgroup (Students with Disabilities). From looking at the 3-year trend data in Table 3, School A and School B have routinely scored better in English language arts by an average of 1% (School A) and 3% (School B) compared to the math end-of-grade test (EOG). Contradictory to School A and B, School C has performed higher in math by an average of 6% when compared to its math EOG scores.

Adequate Yearly Progress (AYP)

AYP is a set of target goals that schools, districts, and states must meet yearly to fulfill the requirements of the No Child Left Behind Act (NCDPI, 2014d). The ultimate goal of NCLB was for 100% of students to show proficiency in mathematics and reading. For the 2012-2013 school year, the State Board of Education adopted the READY accountability model of Annual Measurable Objective (AMO), which replaced the longstanding AYP of public education (NCDPI, 2014d). Table 4 presents the 2012-2013 AMO and 2010-2012 AYP for the three site schools.

Table 4

AMO/AYP Three-Year Trend

	2013-2014	2012-2013	2011-2012
School A			
AMO Met	Yes	Yes	Yes
Target Goal		33 / 33	31 / 31
Target Goal	85%	100%	100%
Designation	Met Expected Growth	Met Expected Growth	Met Expected Growth
School B			
AMO Met	Yes	Yes	Yes
Target Goal		29 / 29	29 / 29
Target Goal	86%	100%	100%
Designation	Not Met	Exceeded Growth	Met Expected Growth
School C			
AMO Met	Yes	Yes	Yes
Target Goal		33/33	35/35
Target Goal	94%	100%	100%
Designation	Exceeded Growth	High Growth	High Growth

Teacher Perception

Measuring the perceptions of all stakeholders is vital in improving the overall
school culture (Hirsch & Emerick, 2007). "For virtually any business or organization, the
conditions in which employees work drive their satisfaction and productivity. Schools
are no different" (Hirsch & Emerick, 2007, p. 1). To help assess the overall working
conditions and morale of districts and schools within the state, North Carolina
administers the Teacher Working Condition Survey every 2 years (North Carolina
Teacher Working Condition Survey, 2014). Table 5 provides state, county, and site
school data from the 2014, 2012, and 2010 North Carolina Teacher Working Condition
Survey on overall teacher morale.

Table 5

Q10.6 Overall, my school is a good place to work and learn.

	2014	2012	2010
School A	91%	90%	78%
School B	91%	94%	94%
School C	92%	88%	89%
North Carolina	84%	83%	84%
District	86%	86%	86%

With the exception of 1 year (2010), teacher morale across the site schools has been consistent or in line with each other throughout the last three administrations. Moreover, the most recent data reveal an average of 91% of teachers in all schools feel their school is a good place to work and learn. Further analysis shows Schools A, B, and C have a higher positive response rate towards teacher morale than the district and the state of North Carolina.

Problem Statement

The passing of IDEA and NCLB created a shift in how students with disabilities were to be educated (Frieden, 2004). Furthermore, educators across the nation were forced to reexamine instructional practice so they could find methods to close the achievement gap between various groups of students (Frieden, 2004).

According to NCDPI (2014c), compared to their nondisabled peers, students with disabilities continue to underperform (see Table 6).

Table 6

2013-2014 Grades 6-8 EOG Performance Data

	English Language Arts % Proficient	Math % Proficient
Sixth Grade		
Students with Disabilities	23	18
Students without Disabilities	63	52
Seventh Grade		
Students with Disabilities	22	14
Students without Disabilities	63	51
Eighth Grade		
Students with Disabilities	19	12
Students without Disabilities	60	47
Sixth-Eighth Average		
Students with Disabilities	21	15
Students without Disabilities	62	50

Furthermore, the data from Table 6 shows that the combined average for students

with disabilities for the English language arts EOG assessment was 21%, while the

English language arts EOG for nondisabled students was 62%; this is a difference of

41%. The combined average for the math EOG for students with disabilities was 15%,

while the math EOG for nondisabled students was 50%; this is a difference of 35%.

Although a clear precedent was established with the passing of IDEA and NCLB,

teacher and administrator attitudes towards inclusion continue to be at the forefront of

educational integration. Additionally, administrator and teacher attitudes towards

inclusion have the potential to effect the integration of successful inclusion programs

nationwide (Satterwhite, 2015).

Significance of the Study

Through literature review, it was noted that the majority of research regarding

administrator and teacher attitudes towards the inclusion of students with disabilities has been conducted at an elementary level. There is a gap in the research addressing administrator and teacher attitudes towards inclusion at a secondary level. Research has investigated the difference between general and special education teacher attitudes towards inclusion, but there is a lack of research between administrators and teachers and years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

The data gathered from this research can be used to guide middle school administrators and district-level leaders in the construction of professional development training for inclusive classrooms.

Purpose Statement

The purpose of this study was to add to the existing literature by examining secondary administrator attitudes and secondary teacher attitudes towards inclusion and whether there is a relationship between attitudes and factors such as years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

The independent variables for this study were years of experience, gender, extend working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education. The dependent variables for this study were administrator and teacher attitudes towards teaching all students in an inclusive setting as measured by three subscales: cognitive, affective, and behavioral.

Research Questions

The research questions for this study were as follows.

1. What are the current attitudes among administrators and teachers towards inclusion as measured by the Attitudes Towards Teaching All Students Survey (ATTAS-mm)?

2. What is the relationship among the variables of attitude among administrators and teachers about inclusion related to years of experience, gender, extend working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education?

3. What factors impact administrator and teacher attitudes towards including students with disabilities in the general education setting as measured by the ATTAS-mm?

Definition of Terms

To help provide clarity for readers, a list of operational definitions are defined below.

Age. The amount of time a person has lived (Merriam-Webster, 2015).

ATTAS-mm. An instrument developed to examine educator attitudes towards inclusion (Gregory & Noto, 2012).

Gender. "Refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex" (American Psychological Association, 2011, p. 1).

General education. A general education placement is classified as "student educated inside the regular class 80% or more of the day" (U.S. Department of

Education, 2009, p. 60).

General education teacher. The general education teacher is responsible for the academic achievement of all students in their classrooms. They must hold a certificate in a specific field and have completed a state certification examination (Parker, 2009).

Inclusion. "Inclusion, in the context of public education, refers to a philosophy that all students, regardless of disabilities or other exceptionalities, have the right to access the general education curriculum with their peers" (Murray, 2012, p. 6).

Least restrictive environment. Refers to students with disabilities being educated to maximum extent possible with nondisabled peers in the general education setting (U.S. Department of Education, 2004).

Level of education. "Refers to the highest level of schooling that a person has reached" and "at the postsecondary level, it refers to institutions attended and certificates, degrees, or diplomas attained" (Statistics Canada, 2011, para. 2).

Licensure. "All professional employees of public schools must hold a professional educator's license for the subject or grade level they teach or for the professional education assignment that they hold" (NCDPI, 2014b, para. 1). According to NCDPI (2014b), North Carolina licensure areas can be broken down into two categories: special service personal (administrators and student services) and teaching areas (elementary, middle, secondary, special subjects, and career technical education).

Principal. Chief administrator of a school; they are responsible for developing and implementing policies, programs, curriculum, and budgeting (NCDPI, 2014a).

Resource program. A resource placement is classified as a "student educated inside the regular class no more than 79% of the day and no less than 40% of the day" (U.S. Department of Education, 2009, p. 61).

Separate setting. A separate setting placement is classified as "students educated inside the regular class less than 40% of the day" (U.S. Department of Education, 2009, p. 61).

Subject taught. Something that you teach within a school setting (Macmillian Publisher Limited, 2015).

Teacher attitude. "The whole constellation of beliefs, behaviors, desires, and other internal processes that seem to determine our behavior" (Berg, 2014, para. 13).

Summary

Regardless of the progressions in education towards inclusion, gaps still exist between students with disabilities and their nondisabled peers.

As shown in Table 6, gaps still exist between students with disabilities and their nondisabled peers. Support, training, and perspective on inclusion are essential for the advancements of educational change (Glazzard, 2011). Educators need to "break down" their barriers and "embrace alternative pedagogies" (Glazzard, 2011, p. 62). As a result of the data, additional research was needed to determine whether there were particular variables that effect administrator and teacher attitudes towards inclusion.

Chapter 1 provided an overview of the study and has presented the need for researching administrator and teacher attitudes towards inclusion. Furthermore, Chapter 1 provided the background for this study. Chapter 1 introduced and explored arguments supporting and opposing the benefits of teacher and principal attitudes towards inclusion in the general education setting.

Chapter 2: Literature Review

Introduction

Much research has been done on the topic of teacher attitudes and the relationship between variables that impact inclusion; however, there is a gap in research among administrative attitudes and the relationship between variables that impact inclusion. This study examined administrators and teachers at the secondary level to determine if there were relationships between attitude and years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

The information that follows presents a review of past literature relating to educating students with disabilities. The chapter is structured and divided into six sections: (a) theoretical framework; (b) historical background; (c) emerging laws; (d) educational placements; (e) inclusion; (f) co-teaching; and (g) academic achievement.

Theoretical Framework Related to Inclusion

Teacher and administrator attitudes are key for initiating, creating, and implementing educational change (Rajovic & Jovanovic, 2013). Research has shown teachers and administrators who have a positive attitude have a greater impact on student motivation within the classroom (Bandurant, 2004; Praisner, 2000). Through the review of current literature, the three dimensions of attitude will be examined: (a) cognitive, (b) behavioral, and (c) affective (Gregory & Noto, 2012). In addition, the construct of attitude will be related to Bandura's (1971) social learning theory.

According to Gregory and Noto (2012), there are three components of attitude: cognitive, behavioral, and affective.

Cognitive dimension. The cognitive component is comprised of the thoughts,

ideas, and/or beliefs of something (Gregory & Noto, 2012). With respect to inclusion, the cognitive component consists of the thought and knowledge about the causes of behaviors of students with disabilities in the inclusive setting (Leatherman & Niemeyer, 2005).

Behavioral dimension. The behavioral component is comprised of the tendencies for a person to act in a certain way (Gregory & Noto, 2012). Behavior can be one of the most difficult components to measure (Stauble, 2009). According to van Aalderen-Smeets and van der Molen (2015), educator behaviors could affect their desire to volunteer to teach in an inclusive setting. In return, this negative attitude could be harmful for students within an inclusion classroom (van Aalderen-Smeets & van der Molen, 2015).

Affective dimension. The affective component is comprised of the feelings and/or emotional responses towards something (Gregory & Noto, 2012). According to Leatherman and Niemeyer (2005), the affective component is based on the understanding of the disability of his/her student. It is this understanding that causes educators to choose to work with students with disabilities or exclude them from classroom activities (Leatherman & Niemeyer, 2005).

Social learning theory. The component of attitude towards inclusion can also be related to Bandura's (1971) social learning theory. Per Bandura, "In the social learning system, new patterns of behavior can be acquired through direct experience or by observing the behaviors of others" (p. 3). This theory proposes that learning takes place through spoken instruction and modeling through four steps: attention, retention, reproduction, and motivation (Miller, 2011). Inclusive classrooms benefit from this theory for the reason that students with disabilities are able to observe nondisabled peers

and teachers. They are able to take what they observe and imitate or apply them academically and behaviorally to real life situations.

Subjectivity statement. The subjectivity statement is provided so all related experiences of the researcher are presented transparently (Peshkin, 1988). The subjectivity statement ensures the reader examines the truthfulness of the research as being bias free (Peshkin, 1988). As a researcher, engaging in a study of middle school administrator and teacher attitudes towards inclusion, I have many life experiences that have shaped my views of inclusion that must be connected in order to give a fresh perspective of the study.

Prior to beginning my doctoral program, I was a special education teacher for 5 years. While in that role, I worked in a co-teaching setting and trained staff members in co-teaching. I also played an influential role in the daily operations of the special education department and worked closely with teachers on strengthening inclusive practices within the middle school setting.

In addition to being a special education teacher, I have a master's degree in executive leadership and completed my internship within the district where the study was conducted. Throughout my internship, I led school-wide professional development on co-teaching and worked with individual special education and general education teachers on implementing successful inclusive practices.

In addition to these professional undertakings, I have personal life experiences that should be noted. From Grades 3-12, I was labeled as having a learning disability in English language arts and have experienced being taught in a regular setting and a resource setting.

The Figure presents the theoretical framework from which this study was

undertaken.

Figure. Theoretical Framework.

Historical Background

Prior to the 1970s, educating students with disabilities were not seen as a necessity. Many children who were classified as learning disabled were denied public education. Most of these children were educated through institutional or residential faculties, home schooled, and/or not given an education (Weiner, 2007). With growing pressure from parents and advocacy groups, the federal government responded by enacting Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) which stated,

No otherwise qualified handicapped individual in the United States, as defined in section 705(20) of Public Law 93-112, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to

discrimination under any program or activity receiving Federal financial

assistance (Cornell University Law School, 2011, para. 1).

The passing of Public Law 93-112 paved the way for EAHCA.

On November 29, 1975, congress signed Public Law 94-142 (U.S. Department of

Education, 2010). Public Law 94-142, EAHCA, imposed that students with disabilities

be educated in a regular education setting to the maximum extent appropriate (94th

Congress, 1975). The passing of this act opened the doors for students who were

classified as learning disabled to receive a FAPE in the least restrictive environment

within a public school.

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990

by President George W. Bush (Friend & Bursuck, 2006). The creation of ADA was

based on the Vocational Rehabilitation Act of 1973; however, this law addressed issues

relating to the workplace, state and local government services, public and commercial

facilities, and telecommunications for people who have speech or hearing impairments

(Friend & Bursuck, 2006). According to Friend and Bursuck (2006), the ADA was the

most significant legislation to have ever passed regarding disabilities within America at

that time.

As reported by Block (2006), "No Child Left Behind (NCLB) is the bipartisan

reform law designed to change the culture of America schools by closing the

achievement gap among groups of students" (p. 12). George W. Bush signed NCLB into

law on January 8, 2002 (Block, 2006). The statue addressed four areas:

1. Accountability – Students in Grades 3-12 must be assessed yearly to

    determine academic progress. Results from given assessments must be

    reported to the public (Friend & Bursuck, 2006). This set the stage for public

accountability.

2. Budget Flexibility – States may use up to 50% of federal funding for some educational programs, excluding funds allocated for IDEA. The purpose of this was to allow states and local school districts more leeway in funding programs that would maximize student achievement (Friend & Bursuck, 2006).

3. Student Achievement Options – Students who were attending schools in high poverty areas were given the right to transfer to higher performing schools within the district. Additionally, students in high poverty schools were entitled to "tutoring, summer school, and other programs to improve achievement" (Friend & Bursuck, 2006, p. 14).

4. Research Based Program – A major component of this NCLB was the "Reading First" initiative. This initiative stated that all third graders must be able to read by the end of third grade. "Reading First" funded the implementation of research-based reading programs (Friend & Bursuck, 2006).

The passing of NCLB has not only raised the standards for schools and teachers, it has raised overall expectations for all students. Before NCLB, many special education students were routinely overlooked or were assigned lower standards; however, through NCLB, exceptional learners were now pushed to achieve the same standards as their school age peers (Friend & Bursuck, 2006).

Today, the primary federal program authorizing state and local aid to special education and relative services for children with disabilities is IDEA (Turnbull, 2005). IDEA was reauthorized by President George W. Bush on December 3, 2004. The

reauthorization of IDEA was aligned closely with the NCLB act of 1990 and the 1996

Welfare Reform Law (U.S. Department of Education, 2007). According to the U.S.

Department of Education (2007) the major components of IDEA are:

1. Accountability – All students will participate in state and local assessments. Students with disabilities will be given accommodations and, when merited, an alternative assessment.

2. Highly Qualified Teachers – U.S. Department of Education (2006) addressed accountability and student improvement by justifying the need for regular education teachers' needs for highly qualified teacher status; however, IDEA mandated that all special education teachers need highly qualified status as well.

3. Scientifically Based Instruction – Similarly addressed in NCLB, IDEA reiterated that highly qualified teachers will use scientifically based instruction. IDEA addressed this requirement in eight different conditions:

   - Students will be disqualified from the benefits of IDEA if educational deficiencies are a result of "a lack of appropriate instruction in reading, including the essential components of reading instruction" (Turnbull, 2005, p. 321).

   - To qualify for a specific learning disability, Local Education Agencies (LEAs) need to create a process that takes into account the use of scientifically based instruction as a means of an evaluation procedure.

   - Relative services and supplemental aid must be based on peer reviewed research.

   - With the support of the LEA, professional development must be created to

train staff on how to use scientifically based instruction.

- To prevent students from being classified into special education, a whole school scientifically based instruction approach must be utilized. This approach focused on the implementation of early reading programs, positive behavior intervention services, and early interventions.

- Highly qualified teachers will utilize scientifically based instruction.

- It required that LEAs use funds from Part B to establish early intervention services.

- It reiterated NCLB thoughts on professional development and research to support scientifically based instruction.

4. Local Flexibility – LEAs were given more flexibility to use federal funding to meet their individual needs.

5. Safe Schools – IDEA allows the LEA to place students in an alternative school setting to the maximum extent of 45 days. Days of placement are varied based upon the severity of crime.

6. Parent Participation – As with NCLB, parents have the right to be involved in IEP meetings, to have control of the release of educational records, and be eligible to serve on various LEA advisory boards.

Influential Court Cases

The nation's highest courts have had much to say about everything from segregation in schools to providing students with disabilities equal access to the general education curriculum. Below, the reader will find nine landmark court cases that have helped set the precedents for students with disabilities to receive a free appropriate public education within the public school setting with their nondisabled peers.

1954 *Brown v. Board of Education* (347 U.S. 483). Linda Brown was a 9-year-old third-grade student who attended public school in Topeka, Kansas. Due to segregation laws, Brown was forced to walk one mile to school every day. Topeka, at the time, was a larger school district comprised of 18 schools for White children, but only four schools for Black children.

By the fall of 1950, 11 cases had already challenged the segregation laws in Topeka, Kansas. Although small gains were made with the previous 11, the Topeka National Association for the Advancement of Colored People (NAACP) agreed to file its case, making it number 12. This case was unique in that the NAACP sought to challenge segregation entirely. In 1954, *Brown v. Board of Education* was brought in front of the Supreme Court.

This court case established the principle that separate but equal schools violated the Equal Protection Clause of the Fourteenth Amendment (Friend & Bursuck, 2006). Although this court case specifically focused on segregation, it set the standard for ensuring equal rights for students with disabilities (*Brown v. Board of Education*, 2015).

1972 *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* (343 F. Supp. 279). In 1997, the Pennsylvania Association for Retarded Children filed a lawsuit with the District Court of Eastern Pennsylvania against the Commonwealth of Pennsylvania. The lawsuit claimed that Pennsylvania public schools were willingly denying education to students who were evaluated and were found to have a mental IQ of a 5-year-old child. In addition, the case alleged violations of due process laws. Prior to this case, many states followed similar forms of legislation preventing children with mental disabilities from receiving a FAPE (Dunn, 1975).

The U.S. District Court of Pennsylvania ruled that mentally retarded children

have an equal right to a FAPE (Dunn, 1975). Additionally, it was stated that a hearing

was warranted when a student was suspended for more than 2 days. Lastly, the court

supported the need for tailored educational programs to meet individual needs (Dunn,

1975).

1986 *Larry P v. Wilson Riles* (793 F. 2nd 969). Larry P was a student at the San

Francisco Unified School District. Throughout his education Larry experienced

academic difficulties. Per district policy, the school psychologist conducted evaluations.

Test results indicated Larry had mild mental retardation and was placed in an Educable

Mental Retardation (EMR) setting.

Although Larry P represented only one case, the fact remained that 10% of Black

students represented the general population in California, but 25% of Black students

represented students enrolled in EMR classes. In 1986, a class action lawsuit was filed in

California's federal court on behalf of five African-American children who were placed

in EMR classrooms based on specific IQ assessments.

The U.S. District Court of California ruled that the Intellectual Test could not be

administered to African-American students who were classified as mentally retarded due

to racial and cultural biases (Friend & Bursuck, 2006).

1989 *Daniel R v. State Board of Education* (874 F.2d. 1036). Daniel was a 6-

year-old boy who was identified as having a moderate intellectual disability. Half of the

day Tom spent instructional time in a prekindergarten classroom and the other half of the

day in a special education classroom. Due to attention deficits, the school district

changed his educational placement to an all-day special education placement. In

disagreement, Daniel's parents requested a hearing with the district court to place him

back in the regular education setting. The court agreed with the district's educational

placement. Not happy with the verdict, Daniel's parents filed a hearing with the Fifth Circuit Court of Appeals (Gruenhagen & Ross, 1995).

Through the use of a two-part test, the U.S. Court of Appeals affirmed the State Board of Education was not in violation of providing a FAPE. The court went on to conclude that Daniel was being served in the least restrictive environment (Gruenhagen & Ross, 1995). This case set the stage for further courts in devising their own test to determine least restrictive environment.

1991 *Greer v. Rome City School District* (967 F.2d 470). Christy Greer was a 10-year-old girl who was enrolled in the Rome City School District. Within the initial enrollment packet into kindergarten, Christy's mother noted Christy had Down Syndrome and a speech and learning disability. Upon reviewing this information, the school district requested evaluations be conducted. Fearing a predetermined outcome of a segregated special education classroom, Christy's parents decided to prepare her for kindergarten at home and not enroll her for the upcoming school year. In 1988, Christy's parents reenrolled her in the Rome City School District. Again, the district sought evaluations and the parents resisted. Administrative proceedings were initiated by the school district to persuade the Greers to allow evaluations to be conducted. During the administrative proceedings, Christy attended regular elementary school within the school district. School evaluations noted Christy functioned similarly to a mentally handicapped child and had significant deficits in language and articulation; a special education setting was recommended. In disagreement with the school district's evaluation, the Greers had her independently evaluated. The Greers presented the results from the private evaluation to the school district; however, the district refused to make any educational changes to her IEP. The Greer's filed a lawsuit with the district court on July 10, 1998 (Gruenhagen &

Ross, 1995).

Senior Circuit Judge Clark ruled in favor of Mr. and Mrs. Greer. The court

determined that with appropriate aids and services, Rome City School District could

adequately meet Christy's needs in the regular classroom. They were mandated to

reconvene an IEP meeting to discuss the courts findings (Gruenhagen & Ross, 1995).

1993 *Oberti v. Board of Education of Clementon School District* (995 F.2d.

204). Rafael Oberti was a 5-year-old boy with Down Syndrome who was enrolled in a

New Jersey kindergarten class in the morning and a special education class in another

district in the afternoon. Throughout kindergarten, Rafael experienced significant

behavioral concerns ranging from toileting accidents to hitting and spitting on other

children. Although Rafael's kindergarten teacher made some efforts to modify his

curriculum, his IEP specified no plan to address the behavioral concerns. At the end of

the year, the Clementon School District placed Rafael in a segregated special education

class in another district. Rafael's parents opposed the placement and insisted he be

allowed to attend regular elementary school. Unhappy with the educational placement,

Rafael's parents filed a civil suit in a federal district court.

The Federal Third Court ordered Clementon School District to develop an

inclusive program for Rafael in compliance with IDEA. Moreover, this program would

allow Rafael to be educated to the maximum extent appropriate with children who were

not identified with a disability. Using the two-part test developed in *Daniel R. v. State*

Board of Education (1989), New Jersey's Third Circuit Court ruled that school systems

were required to provide various supports and services in a general education setting to

students with disabilities (Friend & Bursuck, 2006). The court further mandated "that

just because a student learns differently from others students does not necessarily warrant

exclusion from general education" (Friend & Bursuck, 2006, p. 9).

1993 *Doe v. Withers* **(20 IDELR 422, 426-427).** Douglas Doe (alias to protect student's identity) was a 16-year-old boy with a learning disability attending Grafton High School in West Virginia. Per Doe's IEP, he was to receive read aloud for all assessments. Michal Withers, Doe's High School History teacher refused to provide the read aloud accommodation for any of Doe's history assessments. As a result of Withers actions, Doe failed the course.

West Virginia Circuit Court ruled that Withers knowingly refused to provide oral test accommodations for assessments. Furthermore, Withers was ordered to pay $5,000 in compensatory damages and $10,000 in punitive damages to Douglas Doe. This case set a precedent for ensuring testing accommodations for students with disabilities are provided (Katsiyannis, Yell, & Bradley, 2001).

1999 *Cedar Rapids Community School District v. Garret F* **(119 S. Ct. 992).** Around the age of four, Garret's spine was severed in a motorcycle accident causing him to be paralyzed from the neck down and require a ventilator to breath. Although paralyzed, Garret is able to control a motorized wheelchair using head movements and voice control. Garret has attended school regularly with his peers and requires a responsible individual to help with some physical needs while in school. Throughout his earlier schooling, Garret's parents provided monetary funding to support his needs while in school. In 1993, Garret's parents made the request for the school district to assume responsibility for all healthcare services while at school. Believing that they were not legally obligated, Cedar Rapids Community School District rejected the request.

In disagreement, Garret's parents filled a lawsuit with the federal court system. Justice Stevens ruled the Cedar Rapid Community School District was liable for

providing Garret with nursing services during school hours (Friend & Bursuck, 2006). The court further stated that nursing services fell within IDEA "supportive services" (Katsiyannis et al., 2001).

2001 *Beth v. Van Clay 65* (211 F.Supp.2d 1020). Beth was a 13-year-old girl who suffered from severe mental and physical disabilities. For 7 years, Beth was educated with her peers in the general education setting. In late 1997, the Lake Bluff School District recommended that Beth continue her education in an Educational Life Skills (ELS) placement. Not being able to compromise on an educational placement, Lake Bluff School District filled a due process hearing under IDEA.

Chief Judge Flaum ruled that the school district's recommendation of placing Beth in an ELS classroom was not in violation of IDEA (FindLaw's United States Seventh Circuit case and opinions, 2002).

Educational Placement

As required by IDEA, schools must provide students with disabilities a FAPE. The least restrictive environment is a vital component of a student's IEP. The least restrictive environment dictates where students will spend their time while at school, and it is an outline of how the given services will be provided (U.S. Department of Education, 2004). According to the United States Department of Education (2004), the statue ensures that

> 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 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 of a child is such that education in

regular classes with the use of supplementary aids and services cannot be

achieved satisfactorily. (para. 2)

This law is explicit in creating the assumption that educational services will be

provided in the regular education setting to the maximum extent appropriate (Crockett,

2000); however, not all students with disabilities usually receive special education

services in one of the following educational settings: general education, resource

program, separate, and separate school.

Fifty-seven percent of students receiving special education services are educated

under the general education placement (U.S. Department of Education, 2009). A general

education placement is classified as "student educated inside the regular class 80% or

more of the day" (U.S. Department of Education, 2009, p. 60). Thus, these students

spend the majority of the day with their nondisabled peers in the general education

setting.

Twenty-two percent of students qualifying for special education services are

serviced in the resource setting (U.S. Department of Education, 2009). A resource

placement is classified as "student educated inside the regular class no more than 79% of

the day and no less than 40% of the day" (U.S. Department of Education, 2009, p. 61).

Although resource programs vary across the United States, students are pulled out of the

general education setting and away from their nondisabled peers for extra support (Friend

& Bursuck, 2006).

Fifteen percent of students who qualify for special education services are placed

in a separate setting (U.S. Department of Education, 2009). A separate setting placement

is classified as "students educated inside the regular class less than 40% of the day" (U.S.

Department of Education, 2009, p. 61). In this placement, students receive the majority

of their academic instruction in a special education setting by a highly qualified special education teacher (Friend & Bursuck, 2006).

Five percent of students who qualify for special education services are placed in a separate school (U.S. Department of Education, 2009). Students who qualify for separate schools usually have moderate or severe cognitive and physical disability (Friend & Bursuck, 2006).

According to Karten (2009), "Disabilities do not define people; they are just one petal of a flower that changes and develops with nurturing. In school scenarios, this translates to appropriate instruction and inclusive support" (p. 85).

Inclusion

With the passing of NCLB and the ratification of IDEA (2004), states are faced with growing pressure to develop comprehensive assessments that monitor academic achievement and overall student performance. Due to this, it has become essential for educators to monitor student progress using data and innovative strategies (Lingo, Barton-Arwood, & Jolivette, 2011). Regardless of the assessments states develop, schools are held accountable for scores, and benchmarks are expected to be met and/ or exceeded.

Since the passing of the 1975 EAHCA, educators have pondered whether or not "high stakes testing" should be the ultimate measure of accountability for students with disabilities (Johnson, 2013, p. 39). According to Lounsbury and Vars (2003),

Individuals go through the massive physical, social, emotional, and intellectual

changes of puberty at different times and at different rates. Middle level classes

are made up of men, women, and children, plus those who are at various points in

between. Yet young people dealing with these most profound changes are now

confronted by demands that they all measure up to some adult-determined standards. They, their teachers, and their schools are punished if students do not attain a certain score on a paper-and-pencil test, which may or may not be aligned with the standards. Little or no allowances are made for differences in social background, innate academic ability, handicapping conditions, or even students' command of the English language. When applied strictly, high-stakes testing dooms numbers of students to failure even before they take part in an assessment. (p. 8)

Johnson (2013) rationalized that high-stake assessments place a negative context on co-teaching and its practice. Johnson went on to explain how educators are forced to teach to the test regardless of student comprehension. With this emphasis, educators spend less time differentiating their instruction, and students with disabilities continue to slip further behind (Johnson, 2013).

As a result of both general education and special education students needing to meet the same benchmarks, NCLB mandated a one-size-fits-all mentality in that states were to create an assessment to monitor student academic performance (Johnson, 2013). Although NCLB and IDEA place strong emphasis on testing, states are left with determining what the best method is for instructing students with disabilities.

Historically, IEPs have relied heavily on assessment data to assess the progress students with disabilities have made. However, a "renewed emphasis on ensuring that children with disabilities are actually learning" and are aligned with the general education curriculum is underway (Pierangelo & Giulani, 2006, p. 396). As a result, an increase in pressure for accountability of teaching students in the general education setting has emerged (Lingo et al., 2011).

Dowdy and Nichols (2010) suggested that schools have started implementing the co-teaching model to fulfill the requirements of having students with disabilities be instructed by highly qualified instructors. The study found that the majority of elementary general education teachers meet highly qualified status; however, it was found that general education teachers in middle school and high school are more likely to not be classified as highly qualified in specific content areas (Dowdy & Nichols, 2010). The study further reveled that educators utilizing the co-teaching model were not properly trained (Dowdy & Nichols, 2010). Dowdy and Nichols concluded that schools were implementing the co-teaching model largely in part of conforming to the mandates set forth by NCLB.

Teacher Attitudes towards Inclusion

Although there are many variables that impact school and district abilities to successfully implement inclusive practices, numerous studies have shown that teacher attitudes continue to be one of the most important variables (Abercrombie, 2009).

In a study conducted by Bondurant (2004), 38 middle school teachers were administered a 10 question survey. The purpose of the study was to explore the perceptions of inclusion of teachers at one school site. Participant responses were recorded and inputted into Microsoft Excel. Bondurant found that both general education teachers and special education teachers thought of inclusion as an educational setting. It was also found that serving students inclusively in the general education classroom would be difficult. Despite the negative remarks, the data suggested that teachers were very supportive and excepting towards implementing inclusion within their school.

In another study, Parker (2009) examined the attitudes of secondary regular and special education teachers towards the inclusion of students with mild disabilities in the

regular education setting. Using the Scale of Teachers' Attitudes Towards Inclusion survey, 60 general education and 35 special education teachers from the District of Columbia Public School System participated in the research. Data were inputted in SPSS and an independent *t* test was used to determine if there was a significant difference. Parker found that special education teachers held a more positive attitude towards inclusion compared to general education teachers. Parker concluded that there was no significant difference between general and special education teacher attitudes regarding advantages and disadvantages of inclusion. The study noted disparities between philosophical, professional, and logistical issues between general and special education teachers. Parker concluded that with the demand for regulations of teaching students with disabilities in the general education classroom, there needs to be an increase in training for inclusive education offered to teachers.

Morris (2013) conducted a survey of 155 K-12 teachers in a rural area in a south Atlantic state. The Opinions Relative to Integration of Students with Disabilities survey that was designed by Dr. Antonak and Dr. Larrivee was used to determine difference between special education and general education teacher attitudes towards the practice of inclusion. The data revealed special education teachers held a more positive attitude towards inclusion than that of the general education teachers. More specifically, Morris noted a more favorable attitude towards inclusion between ninth- and twelfth-grade special education teachers. Although no correlation was found between students receiving instruction in a resource room and attitude, Morris noted special education teachers had a more favorable attitude towards students receiving instruction in a resource room setting than general education teachers.

Pritchard (2014) surveyed 150 elementary and secondary teachers over seven

school districts within North Carolina. The ATTAS-mm was used. The purpose of Pritchard's study was to determine teacher attitudes towards inclusion. Variables such as teacher gender, past experience with inclusion, years of teaching, subject taught, collegial course work with students with disabilities, and number of hours of professional development concerning students with disability were examined. Pritchard noted no significant differences in teacher perceptions as related to teaching assignment, gender, years of teaching experience, experience with inclusion, or number of hours trained in inclusion. It was found that elective teachers were more accepting of students with disabilities in the general education setting and teachers who had personal connections with students with disabilities had a more optimistic attitude than those with no experience.

Administration Attitudes towards Inclusion

One of the most influential individuals within education is the building administrator (Marzano, Waters, & McNulty, 2005). Building administrators are responsible for recognizing and articulating the philosophy that all students can learn and have the right to be educated in the general education setting with their same-age peers (Marzano et al., 2005). For more than two decades, research has supported the notion that administrator attitudes are a prerequisite for successful inclusion programs (Praisner, 2000).

Praisner (2000) examined elementary school principal attitudes towards inclusion and the relationship between various characteristics, experiences, and program factors. The Principals and Inclusion Survey was administered to 408 elementary school principals from the Commonwealth of Pennsylvania. Descriptive statistics and correlational procedures were used to analyze the data. Overall results indicated that one

in five principals was found to have positive attitudes towards inclusion of students with disabilities. Although, there were no significant correlations between age, gender, regular and special education experience, administrative experience, and personal experience, Praisner found that principals who had more positive attitudes towards inclusion were more likely to place students with disabilities in a less restrictive environment.

In another study, Fontenot (2005) examined rural, suburban, and urban elementary school principal attitudes towards including students with disabilities in the general education classroom. A Modified Principal and Inclusive Survey that was designed by Praisner (2000) was administered to 753 randomly selected Texas principals. Ninety-four percent of the principals surveyed indicated a positive attitude towards including students with disabilities in the general education classroom. Although there was a negative correlation between regular education teaching experience and attitudes, there was a positive correlation between special education teacher experience and attitude scores. Neither general education experience nor special education experience yielded significant correlations towards the inclusion of students with disabilities in the general education classroom.

Ramirez (2006) administered the Principal and Inclusion survey to 110 elementary school principals throughout the state of Texas. The purpose of the study was to investigate attitudes and perceptions of elementary school principals towards inclusion. Furthermore, the study researched the difference between demographic information and experience with regard to affecting attitudes towards inclusion. The study indicated that training, experience, and demographic factors had no statistical significance on principal attitudes towards inclusion. A significant correlation was found between special

education teaching experience and attitude towards the inclusion of students with disabilities in the general education classroom.

Another study conducted by Abernathy (2012) examined administrator attitudes towards inclusion. A modified version of Praisner's (2000) Principals and Inclusion Survey was administered to 21 principals in a medium sized district in the southeastern region of the United States. Correlation statistics was used to analyze the survey. The overall results indicated that administrators had a positive attitude towards having students with disabilities in general education. Moreover, it was found that administrators who received direct special education training in college exhibited more positive attitudes towards inclusion.

Chandler (2015) examined elementary and secondary principal attitudes towards inclusion of students with disabilities in the general education setting. Seventy-three principals from a southeastern school district participated in the nonexperimental, qualitative study. The variables for the study were age, gender, administrative experience, teaching experience, special education experience, and knowing someone who had a disability. A multiple linear regression was used in analyzing the data. Overall results indicated that principals had positive attitudes towards inclusion. Moreover, a significant correlation was found between attitudes towards inclusion and having a friend and/or relative with a disability.

A study conducted by Satterwhite (2015) examined attitudes of general education teachers, special education teachers, and building administrators towards inclusive practices. Moreover, Satterwhite set out to find the level of agreement and disagreement between administrator and teacher attitudes towards planning, classroom and school environment, collaboration and team partners, resources, support, and professional

development. Additionally, this study investigated whether individuals' gender, race, level of education, years of teaching experience, years of administrative experience, and whether or not co-teaching was voluntary or mandatory impacted participant attitudes towards inclusion (Satterwhite, 2015). Using purposeful sampling, Satterwhite surveyed 47 teachers and administrators from a large urban city in southern Maryland. Data were analyzed using frequency distribution, *t* test, chi-square bivariate statistical test, and a one-way analysis of variance (ANOVA). Analyzed differences were noted between special education teachers and building administrators towards collaboration and team partners. Results from the study supported past research suggesting principal attitudes towards inclusion impacted school-wide policies and practice of inclusion. Satterwhite further found that years of experience, race, and building location played a role in fostering positive attitudes towards inclusion.

Co-Teaching

> As a partnership between professional peers with different types of expertise, co-teaching can be viewed as a reasonable response to the increasing difficulty of a single professional keeping up with all the knowledge and skills necessary to meet the instructional needs of the diverse student population attending public schools and the complexity of the problems that they bring. (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010, p. 11)

As stated, the purpose of co-teaching is to allow students with disabilities access to the general education curriculum while at the same time benefiting from specially designed instruction in an inclusive setting (Friend et al., 2010).

There are several co-teaching models. No one particular model is meant to be used exclusively (Cook & Friend, 1995). Friend et al. (2010) described six

models of co-teaching: one teach/one observe, one teach/one assist, parallel

teaching, station teaching, alternative teaching, and team teaching. Each model

presents its own strengths and weaknesses. It is the duty of the special education

teacher and general education teacher to determine which model will present them

with the most benefits for meeting the needs of all students.

One teach/one observe. In this model, one teacher is the primary lead while the

other teacher walks around and gathers observational data. For this approach, teachers

need advanced planning on what type of data needs to be collected, how the data should

be collected, and how the data are to be analyzed (Cook & Friend, 1995).

One teach/one assist. In this model, one teacher is the primary teacher while the

other teacher circulates around the class assisting with behavior and academics. This

approach requires less advance planning; however, the assisting teacher needs to be

aware of curriculum and instructional strategies (Cook & Friend, 1995).

Parallel teaching. In this model, the classroom is split in half and each teacher is

responsible for teaching the same material at the same time. For this approach, advance

planning is required; both teachers are responsible for knowing and implementing quality

instruction (Cook & Friend, 1995).

Station teaching. In this model, each teacher is responsible for planning a

different part of the lesson. Students may be divided into multiple groups, and students

may travel from station to station or stay in one station and the teacher travels to them.

This type of approach requires advance planning on both teachers' ends. Each teacher

needs to be aware of curricular expectations (Cook & Friend, 1995).

Alternative teaching. In this model, one teacher is the primary teacher while the

other teacher works with other students in a small group on a completely different lesson.

This approach requires individual teachers to plan what is to be taught (Cook & Friend, 1995).

Team teaching. In this approach, both teachers are responsible for the planning and implementation of the instruction. Both teachers are actively engaged in the same lesson at the same time. This approach requires a great deal of advance planning. Both teachers need to be familiar with the curriculum and with their partners' strengths and weaknesses (Cook & Friend, 1995).

Research Regarding Co-Teaching

McLeskey and Waldron (2011) studied the academic growth among second-through sixth-grade students who were labeled with a learning disability. Participants who volunteered for the study were provided with training on inclusive practices. Academic progress was measured using the Basic Academic Skills Sample (BASS). The study revealed learning disabled students made comparable progress in math compared to non-inclusive setting students. In reading, students with learning disabilities who participated in an inclusive setting significantly outperformed non-inclusive learning disabled students. It was also noted that students with severe learning disabilities made comparable progress regardless of setting.

Popp (2001) conducted a study involving 319, third- through fifth-grade students who were classified as having a learning disability. The research set out to determine whether there was a difference in Virginia Standard of Learning Test between co-taught learning disabled students and learning disabled students receiving services in a pullout resource room. The study also set out to determine the instructional strategies used and to what extent. Popp's research concluded that there was no statistical difference between pass rate and scale scores in math and reading between co-taught classrooms or

resource rooms. Popp also found that there were little instructional differences between co-taught classrooms and resource rooms (Popp, 2001).

Another study conducted by Rea, McLaughlin, and Walther-Thomas (2002), compared two groups of eighth-grade students who were classified as having a learning disability. One school consisted of 36 students receiving instruction in the general education setting, and the other school consisted of 26 students receiving instruction in a special education setting. This study looked at the relationship between placements in an inclusive setting and a pullout setting. Participants consisted of 32 students who received support in a general education setting and 26 students who received support in a pullout setting. Rea et al. found that students who received support in the general education setting achieved significantly higher scores on standardized assessments than those who received services in a special education setting.

Using a hierarchical linear regression, Malmgren, McLaughlin, and Nolet (2005) analyzed results from state assessments in reading and mathematics for all third-, fifth- and eighth-grade students with disabilities across two districts over a 2-year period. Although the data revealed no significant findings for students with disabilities who received services in a special education setting, significant findings were found in math and reading for students who received support in a general education setting. It was also noted that there was a relationship between high performing schools and overall student achievement.

Redmon's (2007) study investigated the effects of inclusion on academic achievement among 107 students who were labeled with a learning disability over a 3-year period. Eighty-seven students received instruction in the general education setting, while 20 students received instruction in a pullout resource setting. Redmon's study

concluded no significant differences between student achievement in math and reading

and student placement.

Achievement Gap

Historically, achievement gaps have existed between all subgroups. With the

passing of NCLB and the reauthorization of IDEA in 2004, the push for academic

achievement for students with disabilities is at an all-time high (Cole, 2006). With each

passing year, the number of students who qualify for special education services increases.

Since the establishment of EAHCA and the national count in 1976, there has been an

increase of 2,735,000 or a growth of 57% of students who were identified as having a

learning disability (National Center for Educational Statistics, 2014).

As mentioned previously, the U.S. Department of Education expects the majority

of students who are classified as having a learning disability to take the regular

assessment with or without accommodations (Reder, 2007). According to Reder (2007),

NCLB mandates that students with disabilities participate in assessments in one of the

following ways:

- Regular assessment without accommodations;

- Regular assessment with accommodations;

- Alternative assessment based on grade-level achievement standards;

- Alternative assessment based on alternate achievement standards; or

- Assessment based on modified achievement standards.

As a means of measuring student achievement data, the National Assessment of

Educational Progress (NAEP) administers a reading and math assessment to students in

Grades 4-8 every 2 years (National Center for Educational Statistics, 2012). The purpose

of NAEP is to inform the public of academic achievement among elementary and

secondary students across the United States (National Center for Educational Statistics, 2012). To help with ensure that demographic and achievement characteristics are consistent, participants are selected by the means of probability sampling (National Center for Educational Statistics, 2012). Student data are presented in a yearly report called the Nations Report Card (National Center for Educational Statistics, 2012). Data from this report are presented in Table 7.

Table 7

2011 - 2013 NAEP Assessment Data

	2013 Math		2013 Reading	
	SWD Scale Score	Nondisabled Scale Score	SWD Scale Score	Nondisabled Scale Score
4th Grade	218	245	184	227
8th Grade	249	289	232	272
	2012 Math		2012 Reading	
	SWD Scale Score	Nondisabled Scale Score	SWD Scale Score	Nondisabled Scale Score
4th Grade	218	244	186	225
8th Grade	250	288	231	269
	2011 Math		2011 Reading	
	SWD Scale Score	Nondisabled Scale Score	SWD Scale Score	Nondisabled Scale Score
4th Grade	221	242	190	224
8th Grade	249	287	230	267

The Nation's Report Card (2013).

Although there was a slight increase between the scale scores in several of the years, students with disabilities continue to fall further behind their peers in math and reading.

Summary

In summary, the establishment of NCLB and the reauthorization of IDEA have profound impacts on states, districts, and schools. The demands from the mandates have administrators and teachers questioning education pedagogy.

The literature review provided the foundational background for the variables that were being researched in this study. There is a strong foundation of research in the area of principal and teacher attitudes towards inclusion in elementary settings; however, there is a lack of research relating to teacher and administrator attitudes towards inclusion in a middle school setting.

This study examines the relationships between administrators and teachers at the secondary level towards inclusion and whether correlations exist between years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

Chapter 3: Methodology

Introduction

The purpose of this research study was to investigate the correlation between administrator and teacher attitudes towards inclusion and years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education. Additionally, within this chapter you will find a description of the research design and methodology. In addition, the reader will find a description of the sampling method, criteria for participant selection, and a detail description of the instruments that were used. Finally, within this chapter you will find the method for data collection, data analyses, and measures taken to protect participant confidentiality.

Research Design

The design of this study was based on variables and predictors. It is a convergent mixed method research study which included both quantitative and qualitative data. A convergent mixed-method study allowed for the collection of both qualitative and quantitative data (Creswell, 2014). Furthermore, a convergent mixed-method design allowed the researcher to compare results from the study to see if the findings substantiate or disprove each other (Creswell, 2014). Data were gathered through two phases: surveys and interviews. It was a multi-group design. Phase one was comprised of collecting qualitative and quantitative data via a survey assessing secondary administrator and teacher attitudes towards inclusion. Phase two was comprised of collecting qualitative data via focus groups and one-on-one interviews with head administrators. A Pearson's *r* and chi-square test were used to determine the relationship between the ATTAS-mm and administrator and teacher characteristics such as years of

experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

Research Questions

The research questions for this study are as follows.

1. What are the current attitudes among administrators and teachers towards inclusion as measured by the ATTAS-mm?

2. What is the relationship among the variables of attitude among administrators and teachers about inclusion related to years of experience, gender, extend working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education?

3. What factors impact administrators and teachers attitudes towards including students with disabilities in the general education setting as measured by the ATTAS-mm?

Participants

The targeted population for this mixed-method study was administrators and teachers from three middle schools in the same school district within central North Carolina.

Participating schools for this study were chosen based on similarities between student populations, proximity to each other, student demographics, teacher demographics, and school data (see Table 8). Although sampling errors are present in all research, it was the goal of this research to reduce the possibility of sampling errors (Huck, 2012). Although random sampling would have been best for the scope of this

study, purposive sampling was the most appropriate based on proximity of the given

participants. Beck (2004) noted that convenience sampling becomes more appropriate

when the study population is hard to define and is legitimate when the population is

difficult to access.

Creswell (2012) suggested obtaining a response rate of 50% or greater. In helping

to obtain a minimum of 50%, the researcher needed to collect a minimum of 102 teacher

responses and six administrator responses.

Table 8

School Personnel Data

School	Administrators	Teachers	Highly Qualified	Advanced Degree	NBT	Years of experience		
						0-3	4-10	10+
A	4	74	100%	45%	19	10%	22%	69%
B	4	70	100%	29%	18	17%	24%	59%
C	4	68	100%	48%	15	16%	38%	46%

Instrumentation

To help with measuring attitudes towards inclusion, the ATTAS-mm was

administered to all participants in the study (see Appendix A). Gregory and Noto's

(2012) ATTAS-mm was developed to examine teacher attitudes towards inclusion. The

ATTAS-mm is broken down and organized into three subgroups of attitudes: cognitive,

behavioral, and affective. Survey items are positively phrased statements. Participants

respond to the statements by selecting their level of agreement: agree very strongly,

strongly agree, agree, neither agree nor disagree, disagree, strongly agree, and disagree

very strongly. Permission to use the survey was obtained from Gregory (see Appendix

B). Gregory and Noto developed the ATTAS-mm in 2011.

Another component to the ATTAS-mm that was administered to all participants

was an 11-question demographic section. The demographic section looked at gender,

age, years of experience, level of education completed, role within the education setting, socio economic status of the community, and a numerical value for working with individuals with disabilities within the school (Gregory & Noto, 2012).

The survey was piloted to 48 preservice teachers from a New England university in the spring of 2011. Originally, the piloted survey consisted of 27 items using the Likert scale described above but was decreased to 26 items due to wording of one question.

Validity. According to Huck (2012), validity can be best "captured by the word accuracy. From this general perspective, a researcher's data are valid to the extent that the results of the measurement process are accurate" (p. 81). Simply put, is the test measuring what it is intended to measure? According to Gregory and Noto (2012), "the ATTAS-mm was determined to be a valid and reliable instrument for measuring the attitudes towards teaching all students" (p. 10). Validations of the survey items were aligned through literature review and panel discussions with experts (Gregory & Noto, 2012).

Reliability. As stated in Huck (2012), reliability can be "summed up by the word consistency" (p. 68). The ATTAS-mm that was used in this study has a reliability coefficient for each of the three subscales of Cognitive, .720; Affective, .928; and Behavioral, .837. The ATTAS-mm produced an overall Cronbach alpha reliability coefficient of .833. "The full instrument exceeded the 0.8 value for alpha that indicates good internal reliability" (Gregory & Noto, 2012, p. 10).

Focus groups. After the administration of the survey, three separate focus groups and three separate one-on-one interviews with head principals were conducted; one within each site school. Focus groups and interviews are particularly effective when

researchers want to investigate why people think or feel the way they do (Kruger, 1994). Per site administrators, once the surveys were administered, the researcher would work with the head administrator in obtaining a focus group of four to six participants (Creswell, 2014). Following the administration of the focus groups, the researcher contacted the head administrator to establish a timeframe to conduct the one-on-one interviews. Focus groups and one-on-one interviews were conducted on non-instructional time. There were a total of eight open-ended questions: three of the questions were taken from the ATTAS-mm, and five of the questions were generated from themes from the survey responses (see Appendix C).

The focus group and one-on-one interviews were digitally recorded and transcribed, and written notes were taken. Data from the interviews were triangulated, and the researcher created frequency tables to help identify themes. According to Creswell (2014), triangulation refers to "examining evidence from the sources and using it to build a coherent justification for themes" (p. 201). If themes are found, triangulating the data will add validity to the study (Creswell, 2014).

Research Procedures

Per the guidelines of the district, an application for external research was completed and approved (see Appendix D). Following initial permission from the district, site schools were emailed asking for permission to conduct the research within their school; written permission was obtained (see Appendix E). The researcher met with each site-based administrator and participating site schools to provide a depiction of the given study.

After permission was granted and the dissertation proposal was completed, a cover letter, a link to the online survey (SurveyMonkey), and a consent form were

distributed to each participant through electronic mail. The cover letter explained in detail the purpose of the study, confidentiality of the study, and how to reach the researcher with any questions (see Appendix E). To generalize the results of the population of this study, Creswell (2012) suggested obtaining a response rate of 50% or greater. In helping to obtain a minimum of 50%, the researcher worked with site-based administrators to remind staff to complete and submit the survey following the first week after it is was distributed.

Once the survey was administered, the researcher emailed site-based administrators on establishing one 6-8 member focus group with individual schools and to schedule 1-on-1 head administrator interviews. The researcher had additional consent forms throughout interviews for participants if needed. A consent form was distributed to participants for their consent to participate and have the interview recorded. To aid in the process of establishing and completing the interviews, the researcher emailed site-based administration 1 week after the original email was sent.

Original data were stored at the researcher's home. Computerized and recorded versions of the data were stored both on the researcher's computer and a portable hard drive located in a locked safe within the researcher's home. Computerized data were password protected. All gathered data were shredded and files on the portable hard drives were deleted when the research was finalized.

Data Analysis

Descriptive statistics was used to analyze administrator and teacher attitudes towards including students with disabilities in the regular education setting. For each of the survey questions, a measure of central tendency was calculated. Huck (2012) described the measure of central tendency as a "numerical index of the average score in

the distribution" (p. 28). The average score in distribution can be calculated by using the mean, median, or mode (Huck, 2012).

In addition, a measure of variability was calculated between each of the survey questions. Huck (2012) stated, "a measure of variability simply indicates the degree of this dispersion amongst scores. If the scores are very similar, there is little dispersion and little variability. If the scores are very dissimilar, there is a high degree of dispersion" (p. 31). Simply stated, the measure of central variability measures how far scores are apart from each other (Huck, 2012). Two of the simplest and most common forms for calculating measure of variability are range and standard deviation (Huck, 2012). To aid in identifying correlations between the variables years of experience, extent working with students with disabilities, age, highest degree obtained, number of special education courses taken in college, and expected length in education, a Pearson's Product-Moment Correlation (Pearson's r) was calculated (Huck, 2012). The Pearson's r measures how well variables are related to one another by assigning them a value between -1.00 to +1.00 (Huck, 2012). Numbers to the right of the decimal represent positive correlations; while numbers to the left of the decimal represent negative correlations (Huck, 2012). To help identify significances between the variables (role in education, gender, and wanting to be an administrator), a chi-square test was conducted. A chi-square test can be used to determine "whether a nonchance relationship exists between two nominal variables" (Huck, 2012, p. 417). Moreover, Huck stated, "a chi-square test can be used to determine whether a statistically significant relationship exists between two variables" (p. 417).

After the data were entered and organized into Microsoft Excel, the database was cleaned. Cleaning the data involved checking for missing data that may have not been

provided, checking for data that may have been entered incorrectly, and inspecting the data for values that fall outside the effective range (Creswell, 2012).

Data collected by the researcher involving the structured interviews involved (a) reviewing written notes, (b) listening and replaying digitally recorded interviews, (c) and transcribing and analyzing the interviewing data. Data were organized into themes and presented in summarized reports. Additionally, interview responses were compared to survey responses to see if they affirmed one another.

Assumption of the Study

It is assumed that all secondary administrators and secondary teachers received the survey, read the questions carefully, completed the survey independently, and answered the questions honestly.

Limitations of the Study

Field research is subject to challenges associated with obtaining adequate number of participants or participating sites. If all intended schools in the district, teachers, and administrators elected to participate, a random selection of schools would have been completed. However, schools, administrators and teachers were given autonomy of whether or not to participate. In return, it is possible that this sample does not reflect the county as a whole.

In addition, participants might have been exposed to external and internal factors that influenced the way questions were perceived and answered. Finally, I am employed at one of the site schools so responders might have felt influenced to respond in a certain way.

Summary

IDEA is a required federal mandate that emphasizes children with disabilities between the ages of three and 21 be provided a FAPE (Turnbull, 2005). With the reauthorization of IDEA, more and more districts and schools across the nation have chosen to educate students with disabilities with their nondisabled peers in the general education classroom (Pritchard, 2014). As part of the inclusion process, districts and schools have integrating a co-teaching model for the differentiation of learning of all students within the general education classroom (Pritchard, 2014).

Chapter 3 described seven areas: (a) research design; (b) participants; (c) instrument; (d) research procedures; (e) data analysis; (f) assumptions of the study; and (g) limitation of the study. Through the use of descriptive statistics, the researcher analyzed data from the ATTAS-mm on administrator and teacher attitudes towards including students with disabilities in the regular education classroom. Information obtained through this study can be used as an aid in the development of inclusion training and co-teaching assignments within site schools.

Chapter 4: Data Analysis and Findings

Introduction

This was a mixed method research study. Quantitative data were collected

through the administration of the ATTAS-mm. Qualitative data were gathered through

interviews with the head principals and focus group consisting of six to eight teachers

from each school.

The purpose of the study was to determine administrative and teacher attitudes

towards inclusion in one LEA in the state of North Carolina. The study surveyed middle

school administrators and teachers within three schools. The study set out to establish the

relationships between administrator and teacher attitudes towards inclusion and years of

experience, gender, extent working with students with disabilities, role in education, age,

highest degree obtained, number of special education courses taken in college, and

expected length in education.

The findings from the administration of the ATTAS-mm and interviews are

presented in Chapter 4. More specifically, the data are analyzed and presented by

research questions.

Data Analysis Procedure

The raw data from the ATTAS-mm were downloaded from SurveyMoneky.com

to a Microsoft Excel spreadsheet. The data were cleaned for analysis. The survey was

divided into two sections: Section 1 consisted of 11 demographic items, and Section 2

consisted of nine Likert-scaled items ranging from (1) very strongly agree to (7) very

strongly disagree. Section 2 of the survey was divided into the three dimensions of

attitude: (a) cognitive, (b) behavioral, and (c) affirmative. Each dimension consisted of

three questions. The cognitive dimension included questions 1, 2, and 3; the behavioral

dimension included questions 4, 5, and 6; and the affirmative dimension consisted of questions 7, 8, and 9.

Response Rate

A total of 220 participants were possible for this study. Of the 220 possible participants, 128 people responded to the survey at the conclusion of the 4-week window. This yielded a response rate of 58% which met Creswell's (2012) criteria of obtaining a minimal 50% response rate. To obtain the highest response rate possible, the researcher sent two reminder emails: The first one was sent out 1 week after the initial email, and the second one was sent 1 week before the survey was going to close. Table 9 represents the number of people who participated in the survey. The data are organized by participant role in education and are broken down into individual and whole school data.

Table 9

Q2 Number of Participants per Site

		Current Role in Education				
	N (%)	Administrators	Content	Special Ed.	Electives	Intervention
School A	34 (26)	2 (1)	16 (12)	8 (6)	5 (4)	3 (2)
School B	43 (34)	2 (1)	19 (15)	9 (7)	7 (6)	6 (5)
School C	51 (40)	4 (3)	23 (18)	10 (8)	11 (9)	3 (2)
Total	128 (100)	8 (6)	58 (46)	27 (21)	23 (18)	12 (9)

Per Table 9, all roles in education were accounted for; content teachers represented the majority of participants with 46%, followed by special education teachers with 21%, elective teachers with 18%, and intervention teachers with 9%. Administrators had the least number of representatives with only eight participants, or 6%.

Demographic Data

Research Question 1. What are the current attitudes among administrators and

teachers towards inclusion as measured by the ATTAS-mm? To address this question,

demographic data were gathered for participating schools. Tables 10-16 represent

participant age, gender, degree completion, years of experience, course completion, and

experience working with Students with Disabilities.

Table 10 below shows participants' age amongst the three-site schools.

Table 10

Q3 Age of Participants per Site

	N (%)	18-24	25-34	35-44	45-54	55-64	65-74
School A	34 (26)	4 (3)	9 (7)	7 (5)	11 (8)	3 (3)	0 (0)
School B	43 (34)	1 (>1)	9 (7)	12 (10)	12 (10)	8 (6)	1 (>1)
School C	51 (40)	2 (1)	8 (6)	17 (13)	18 (14)	5 (4)	1 (>1)
Total	128 (100)	7 (5)	26 (20)	36 (28)	41 (32)	16 (13)	2 (2)

All increments of age were represented, with the 45-54 increments being

represented the most with 32%. Although all increments were represented, there was a

discrepancy of 30% between the highest age range (45-54) and lowest age range (65-74).

Table 11 shows participant gender broken down into site schools and as a whole.

Table 11

Q4 Gender per Site

	N (%)	Female	Male
School A	34 (26)	28 (22)	6 (5)
School B	43 (34)	31 (24)	11 (9)
School C	51 (40)	39 (30)	12 (10)
Total	128 (100)	99 (76)	29 (24)

Of the 128 participants, 99 were female and 29 were male. Moreover, females

accounted for 76% of participants, while males accounted for 24%.

Undergraduate, graduate, and postgraduate degree categories are represented in

Table 12.

Table 12

Q5 Degree Completed per Site

	N (%)	Bachelor's	Master's	Master's (6th year)	Doctorate
School A	34 (26)	17 (13)	15 (12)	3 (2)	0 (0)
School B	43 (34)	20 (16)	17 (13)	6 (5)	0 (0)
School C	51 (40)	19 (15)	25 (20)	5 (4)	1 (>1)
Total	128 (100)	56 (44)	57 (45)	14 (11)	1 (>1)

According to Table 12, 45% of respondents have a master's degree, 44% have a

bachelor's degree, 11% have a sixth-year master's degree, and less than 1% have a

doctorate degree.

Table 13 specifies the years of teaching experience among each participating

school.

Table 13

Q6 Years of Experience per Site

	N (%)	0-4	5-9	10-14	15-19	20 or More
School A	34 (26)	6 (5)	3 (2)	13 (10)	4 (3)	8 (7)
School B	43 (34)	5 (4)	8 (7)	14 (11)	10 (8)	6 (5)
School C	51 (40)	7 (5)	5 (4)	12 (9)	12 (9)	15 (11)
Total	128 (100)	18 (14)	16 (13)	39 (30)	26 (20)	29 (23)

Thirty percent of participants responded to having 10-14 years of experience, 23%

responded to having 20 or more years of experience, 20% responded to having 15-19

years of experience, 14% responded to having 0-4 years of experience, and 13%

responded to having 5-9 years of experience.

Table 14 identifies number of special education courses completed by participants

while in college.

Table 14

Q8 College Course Completion per Site

	N (5)	None	1 to 3	4 or More
School A	34 (26)	6 (5)	19 (15)	9 (7)
School B	43 (34)	14 (11)	21 (16)	8 (6)
School C	51 (40)	10 (8)	24 (19)	17 (13)
Total	128 (100)	30 (23)	64 (50)	34 (27)

Results indicate that 77% of responders completed one or more courses, while

23% had no formal training.

Table 15 denotes the amount of time teachers and administrators spend working

with students with disabilities over the course of a month.

Table 15

Q9 Experience Working with SWD per Site

	N (%)	Minimal	Some	Considerable	Extensive
School A	34 (26)	4 (3)	9 (7)	11 (9)	10 (8)
School B	43 (34)	3 (2)	9 (7)	22 (17)	9 (7)
School C	51 (40)	1 (1)	12 (9)	19 (15)	19 (15)
Total	128 (100)	8 (6)	30 (23)	52 (41)	38 (30)

Seventy-one percent of participants responded to working with students with

disabilities in the considerable to extensive amount of time, and 29% of responders spend

minimal to some time working with students with disabilities over the course of a month.

Table 16 shows the number of years participants plan on staying in the education

profession.

Table 16

Q11 Length in Education per Site

	N (%)	Fewer than 5 years	5-10	11-20	Greater than 20
School A	34 (26)	2 (2)	7 (5)	7 (5)	18 (14)
School B	43 (34)	3 (2)	8 (6)	8 (6)	24 (19)
School C	51 (40)	2 (2)	9 (7)	18 (14)	22 (17)
Total	128 (100)	7 (6)	24 (18)	33 (25)	64 (50)

Fifty percent of responders plan on teaching greater than 20 years, 25% plan on teaching between 11-20 years, 18% plan on teaching between 5-10 years, and 6% expect to be teaching fewer than 5 years.

Table 17 shows participant responses towards wanting to be an administrator.

Table 17

Q12 Wanting to be an Administrator

	N (%)	Yes	No	I am Already an Administrator
School A	34 (26)	2 (1)	45 (35)	2 (1)
School B	43 (34)	8 (6)	32 (25)	2 (1)
School C	51 (40)	4 (4)	29 (23)	4 (4)
Total	128 (100)	14 (11)	106 (83)	8 (6)

Eighty-three percent of participants responded to not want to be an administrator, while 11% responded to wanting to be an administrator. Moreover, 6% of participants are already administrators.

ATTAS-mm Data

The overall ATTAS-mm is broken down into three components. Component 1 measures the affective dimension and is called "developing personal and professional relationships." Component 2 measures the behavioral dimension and is called "creating an accepting environment for all students to learn." The behavioral dimension includes questions 1, 2, and 3. The affective dimension includes questions 7, 8, and 9.

Component 3 measures the cognitive dimension and is called "believing all students can succeed in general education classrooms." The cognitive dimension includes questions 4, 5, and 6.

Questions 1-9 of the ATTAS-mm asked participants to respond to the statements by selecting their level of agreement. Levels of agreements were valued from 1 (agree very strongly) to 7 (disagree very strongly). Moreover, each of the components could have a high value of 21 and a low value of 3. Higher values equal greater disagreement. Table 18 represents the scale mean and scale standard deviation for participants of the study. More specifically, the data in Table 18 are categorized into the three components of attitude.

Table 18

Components Scoring Chart

	Scale Mean	Scale Standard Dev.
Component 1 – Cognitive Participants	12.21	4.26
Component 2 – Affective Participants	8.48	2.86
Component 3 – Behavioral Participants	7.28	2.89
Full Scale Participants	27.97	7.61

Per Table 18, the data suggest that participants had a high agree rate with "developing personal and professional relationships and creating an accepting environment for all students to learn."

A Pearson correlation was run between Component 1, Component 2, and Component 3 and the variables: years of experience, extent working with students with disabilities, age, highest degree obtained, number of special education courses taken in

college, and expected length in education. Table 19 depicts the Pearson's product

correlation for each of the continuous variables broken down into the three components

of attitude: cognitive, behavioral, and affective.

Table 19

Pearson Correlation

	Component 1 Cognitive	Component 2 Affective	Component 3 Behavioral
Age	-0.01	.291	.285
Degree	-0.09	-0.07	-.224
Years of experience	-0.05	.254	0.11
Special Ed. Courses Completed	0.08	-.248	-.297
Extent Working with SWD	0.00	-.271	-.289
Planned length in Education	-0.14	-.222	-0.09

No significant correlations were noted between the variables and components 1,

2, and 3. A weak positive correlation was found between "age" and Component 2, the

affective dimension (.291); "age" and Component 3, the behavioral dimension (.285); and

"years of experience" and Component 2, the affective dimension (.254). A weak

negative correlation was found between "degree" and Component 3, the behavioral

dimension (-.224); "special education courses completed" and Component 2, the affective

dimension (-.2.48) and Component 3, the behavioral dimension (-.2.97); "extent working

with SWD" and Component 2, the affective dimension (.271) and Component 3, the

behavioral dimension (-.2.89); and "planned length in education" and Component 2. the

affective dimension (-.222).

A chi-square test was run on teacher's role in education, gender, and wanting to

be an administrator. Table 20 below shows these data.

Table 20

Pearson Chi-Square Tests

	Value	df	Significance
Teacher Role in Education			
Cognitive	111.325	72	0.002*
Affective	40.264	48	0.779
Behavioral	50.765	52	0.523
Full Scale	121.503	132	0.733
Gender			
Cognitive	19.007	18	0.391
Affective	9.371	12	0.671
Behavioral	11.228	13	0.592
Full Scale	37.603	33	0.266
Wanting to be an Administrator			
Cognitive	65.286	36	0.002*
Affective	17.408	24	0.831
Behavioral	19.127	26	0.831
Full Scale	66.839	66	0.453

Note. Statistical significance was set * $P \leq 0.05$.

According to Huck (2012), a P value of less than or equal to the "criterion" indicates strong evidence to reject the "null hypothesis" (p. 146). The criterion or significance level for this study was set at $P \leq 0.05$. Based on the criterion set forth, there is a significant association between "teacher role in education" and the cognitive dimension (.002); and "wanting to be an administrator" and the cognitive dimension (.002).

Behavioral Dimension

The behavioral dimension of the ATTAS-mm includes three questions: Question 1, "Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated"; Question 2, "Students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time"; and Question 3, "Students with mild to

moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms." Data from the behavioral dimension were analyzed and reported according to demographics, years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education. Moreover, the percentage for the above variables were calculated according to the number of participants who responded with agree, remain neutral, or disagree for questions 1-3 of the behavioral dimension of the ATTAS-mm and are reported in Tables 21-27.

Table 21

Behavioral Dimension -Years of Experience

	Questions			Percentage	
		(n)	Agree	Neutral	Disagree
0-4	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(18)	33	6	61
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(18)	50	17	33
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(18)	39	17	44
5-9	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(16)	31	13	56
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(16)	38	19	43
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(16)	38	19	43
10-14	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(39)	44	5	51
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(39)	49	10	41
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(39)	49	18	33
15-19	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(26)	35	0	65
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(26)	30	27	43
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(26)	46	12	42
20+	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(29)	24	26	50
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(29)	55	17	28
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(29)	66	14	20

On average, 57% of respondents believe that most or all special education classrooms that serve students with disabilities should not be eliminated, 38% feel students with mild to moderate disabilities should be taught in a special education classroom because of the time demand put on teachers, and 36% feel students with disabilities can be more effectively educated in a special educated classroom. In comparison, 33% of responders believe classrooms that exclusively serve students with disabilities should be eliminated, 44% feel students with disabilities will not require too much teacher attention and should be taught in the regular classroom, and 48% feel students with disabilities will be educated more effectively in the regular education classroom. Respondents in the 5-9 range had the highest neutral response rate.

Table 22

Behavioral Dimension – Gender

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Male	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(29)	41	4	55
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(29)	52	17	31
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(29)	62	24	14
Female	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(99)	33	12	55
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(99)	43	17	40
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(99)	44	13	43

Males had a higher response rate for all three questions compared to females.

More specifically, Question 1, 8% higher; Question 2, 9% higher; and Question 3, 18%

higher. Both males and females had a 55% disagree rate with the belief that classrooms

that exclusively serve students with disabilities should be eliminated; 43% of females feel

students with disabilities can be more effectively in a special education setting; males and

females had almost identical neutral response rates of 35% and 33%.

Table 23

Behavioral Dimension - Extent Working with SWD

	Questions	(n)	Percentage		
			Agree	Neutral	Disagree
Minimal	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(8)	38	24	38
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(8)	38	38	24
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(8)	38	38	24
Some	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(30)	23	7	70
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(30)	43	13	44
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(30)	43	13	44
Considerable	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(52)	42	50	53
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(52)	50	13	8
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(52)	53	37	39
Extensive	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(38)	32	13	55
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(38)	42	21	37
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(38)	50	24	26

Respondents who work with students with disabilities at a "considerable" level

had a higher agree response rate for all three questions: 42%, felt classrooms that

exclusively serve students with disabilities should be eliminated; 50% believed students with mild to moderate disabilities should be taught in the regular classroom with their nondisabled peers; and 53% responded that students with disabilities can be more effectively educated in the regular classroom. Conversely, participants who work with students with disabilities "sometimes" had the highest disagree rating for all three questions: 70% felt classrooms that exclusively serve students with disabilities should not be eliminated; 44% believed students with mild to moderate disabilities should not be taught in the regular classroom with it nondisabled peers; and 44% responded that students with disabilities can be more effectively educated in a special education classroom. Respondents who work with students with disabilities "considerably" had the highest neutral responses, 78%.

Table 24

Behavioral Dimension - Role in Education

	Questions	(n)	Percentage		
			Agree	Neutral	Disagree
Special Education	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(27)	37	11	52
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(27)	37	22	41
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(27)	44	22	34
Content	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(58)	29	7	64
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(58)	43	19	38
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(58)	45	17	38
Admin.	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(8)	75	0	25
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(8)	62	13	25
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(8)	75	13	12
Elective	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(23)	43	9	48
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(23)	56	23	31
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(23)	65	26	9
Intervention	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(12)	8	33	59

(continued)

| | Percentage | | |
Questions	(n)	Agree	Neutral	Disagree
Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(12)	42	8	50
Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(12)	33	25	42

Administrators had the highest agree response rate for all three questions: 75% felt classrooms that exclusively serve students with disabilities should be eliminated; 62% of administrators believed students with mild to moderate disabilities should be taught in the regular classroom with their nondisabled peers; and 75% of administrators responded that students with disabilities can be more effectively educated in the regular classroom. Intervention teachers had the lowest response rate for all three questions: 8% felt classrooms that exclusively serve students with disabilities should be eliminated; 42% believed students with mild to moderate disabilities should be taught in the regular classroom with their nondisabled peers; and 33% responded that students with disabilities can be more effectively educated in the regular classroom. Sixty-four percent of content teachers feel most or all classrooms that serve mild to moderate students with disabilities should not be eliminated; 50% of intervention teachers believe students with disabilities will require too much teacher assistance and would be better served in a special education classroom. Intervention teachers responded more neutral to all three questions.

Table 25

Behavioral Dimension – Age

	Questions	(n)	Percentage		
			Agree	Neutral	Disagree
18-24	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(7)	57	0	43
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(7)	86	14	0
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(7)	57	29	14
25-34	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(26)	24	12	60
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(26)	40	20	40
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(26)	36	20	44
35-44	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(36)	31	2	67
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(36)	36	20	44
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(36)	44	17	39
45-54	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(41)	44	17	39
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(41)	54	15	31
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(41)	59	15	26
55-64	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(16)	31	13	56
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(16)	31	25	44

	Questions	(n)	Percentage		
			Agree	Neutral	Disagree
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(16)	56	6	38
65-74	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(2)	0	0	100
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(2)	50	0	50
	Q3. SWD can be more effectively educated in regular setting as opposed to special education setting.	(2)	50	0	50

The age range of 18-24 had the highest agree response rate for believing separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated (57%) and students with mild to moderate disabilities should be educated in the regular classroom because they will not take too much of the teacher's time (86%). Fifty-nine percent of 45- to 54-year-olds feel students with mild to moderate disabilities can be more effectively educated in the regular classroom. The age range of 65-74 yielded the highest disagree response rate for all three questions: 100% of participants felt separate classrooms that exclusively serve students with mild to moderate disabilities should not be eliminated; 50% felt that students with mild to moderate disabilities should not be educated with their peers because they require too much teacher time, and 50% believe students with mild to moderate disabilities can be more efficiently educated in the special education setting.

Table 26

Behavioral Dimension - Highest Degree Completed

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Bachelor's	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(56)	32	11	57
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(56)	48	14	38
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(56)	43	14	43
Master's	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(57)	35	11	54
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(57)	47	16	37
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(57)	54	18	28
Master's 6th Year	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(14)	38	8	54
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(14)	38	38	24
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(14)	54	15	31
Doctorate	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(1)	100	0	0
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(1)	0	0	100
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(1)	100	0	0

One hundred percent of respondents with a doctoral degree agreed that settings

that exclusively served special education students should be eliminated and regular

education classrooms can more effectively teach students with mild to moderate

disabilities (it is worth noting that there was only one respondent who had a doctorate

degree). Majority of participants with a bachelor's degree (57%), a master's degree

(54%), and master's sixth year (54%) believe classrooms that exclusively serve students

with disabilities should not be eliminated. One hundred percent of respondents with a

doctorate degree feel students with mild to moderate disabilities should not be educated

in the regular classroom because of the time demand put on teachers.

Table 27

Behavioral Dimension – Special Education Courses Completed

	Questions	(N)	Agree	Percentage Neutral	Disagree
None	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(30)	53	3	46
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(30)	56	13	31
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(30)	53	17	30
1-3	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(64)	26	13	61
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(64)	39	20	41
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(64)	45	11	44
4 or More	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(34)	32	12	56
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(34)	47	15	38
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(34)	53	24	23

Respondents who received no formal training in college had a higher response

rate for Question 1 and Question 2. Moreover, 53% felt separate classrooms that

exclusively serve students with disabilities should be eliminated, and 56% felt that

students with mild to moderate disabilities would not take up too much teacher time and should be taught in the regular education classroom. Both categories of none and 4 or more classes had an agree response rate of 53% for believing students with mild to moderate disabilities can be more effectively served in the regular education classroom. Respondents who had 1-3 college special education classes had a 61% response rate for believing separate setting classrooms should be eliminated. Participants with 4 or more formal classes while in college had the highest neutral response rates for all three questions.

Table 28

Behavioral Dimension - Expected Length in Education

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
< 5 years	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(7)	28	15	57
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(7)	44	28	28
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(7)	44	28	28
5-10 years	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(24)	29	13	58
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(24)	17	21	81
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(24)	29	8	63
11-20 years	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(33)	39	12	49
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(33)	61	15	24
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(33)	56	18	26
20 > Years	Q1. Most or all separate classrooms that exclusively serve SWD should be eliminated.	(64)	34	8	58
	Q2. SWD should be taught in regular classes with their peers because they will not require too much of the teacher's time.	(64)	48	16	36
	Q3. SWD can be more effectively educated in regular classrooms as opposed to special education classrooms.	(64)	55	16	29

Fifty-six percent of all respondents felt that classrooms that exclusively serve

students with mild to moderate disabilities should not be eliminated; 81% of educators

who plan to only be in education for 5-10 years disagree that students with mild to moderate disabilities will not require too much time of the regular education teacher; and 63% of responders in the same category disagree that students with mild to moderate disabilities can more effectively educated in the regular education setting.

Cognitive Dimension

The cognitive dimension of the ATTAS-mm includes three questions: Question 4, "I would like to be mentored by a teacher who models effective differentiated instruction"; Question 5, "I want to emulate teachers who know how to design appropriate academic interventions"; and Question 6, "I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success." Participant responses were analyzed and reported according to years of experience in education, gender, extent working with students with disabilities, role in education, age, highest educational degree completed, number of special education courses completed in college, and expected length in education. The percentage for the above variables were calculated according to the number of participants who responded with agree, remain neutral, or disagree for Questions 4-6 of the cognitive dimension of the ATTAS-mm and is reported in Tables 29-36.

Table 29

Cognitive Dimension - Years of Experience

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
0-4	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(18)	72	22	6
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(18)	83	17	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(18)	88	6	6
5-9	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(16)	74	13	13
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(16)	81	19	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(16)	81	13	6
10-14	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(39)	69	26	5
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(39)	79	21	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(39)	80	10	10
15-19	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(26)	44	32	24
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(26)	68	28	4
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(26)	56	28	16
20+	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(29)	71	25	4
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(29)	65	24	11

			Percentage	
Questions	(N)	Agree	Neutral	Disagree
Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(29)	79	14	7

Participants who have been in education between 5-9 years had the highest agree percentage (74%) for wanting to be mentored by teachers who model effective differentiated instruction. In contrast, participants who responded with teaching between 15-19 years had the lowest percentage (44%) with wanting to be mentored by teachers who model effective differentiated instruction. As participant's years of experience increased, wanting to emulate teachers who know how to design academic intervention decreased from 83% to 65%. Eighty-eight percent of participants with 0-4 years of experience agreed that regular education classrooms are effective because students with disabilities can learn social skills necessary for success, while 56% of participants in the 15-19 range disagreed.

Table 30

Cognitive Dimension – Gender

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Male	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(29)	62	38	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(29)	66	34	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(29)	72	21	7
Female	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(99)	66	20	14
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(99)	67	13	20
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(99)	77	13	19

Males and females had similar agreed percentages for the three questions;

moreover, 62% of males and 66% of females agreed that they would like to be mentored

by teachers who model effective differentiated instruction, 66% of males and 67%

females agreed they would like to emulate teachers who know how to design appropriate

academic intervention, and 72% of males and 77% of females agreed students with mild

to moderate disabilities can learn social skills effectively in the regular education setting.

Contrary to that, females had the highest disagree percentage for all three questions; 14%

disagreed with the statement of being mentored by teachers who model effective

differentiated instruction, 20% disagreed with wanting to emulate teachers who know

how to design appropriate academic intervention, and 19% believe students with mild to

moderate disabilities learn social skills more effectively in a special education setting.

Table 31

Cognitive Dimension - Extent Working with Students with Disabilities

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Minimal	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(8)	75	25	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(8)	88	12	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(8)	50	50	0
Some	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(30)	47	37	14
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(30)	63	33	4
	Q6. I believe including students with mild/ moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(30)	73	13	14
Considerable	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(52)	65	25	10
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(52)	75	23	2
	Q6. I believe including students with mild/ moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(52)	75	8	39
Extensive	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(38)	76	11	13
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(38)	97	3	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(38)	84	11	5

Participants who worked extensively with students with disabilities had a higher

agree percentage for all three questions; 76% felt they would like to be mentored by

teachers who model differentiated instruction, 97% wanted to emulate teachers who know how to design appropriate academic intervention, and 84% believe students with mild to moderate disabilities can learn social skills more effectively within the regular classroom. Thirty-nine percent of respondents who work with students with disabilities at a considerable level disagreed with the belief that students with disabilities can learn skills more effectively in the regular classroom.

Table 32

Cognitive Dimension - Role in Education

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Special Education	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(27)	67	22	11
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(27)	89	11	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(27)	81	15	4
Content	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(58)	67	18	16
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(58)	82	16	2
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(58)	68	23	9
Administrator	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(8)	75	25	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(8)	88	12	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(8)	75	12	13
Elective	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(23)	65	31	4
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(23)	61	35	4

(continued)

	Questions	(N)	Agree	Percentage Neutral	Disagree
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(23)	83	0	17
Intervention	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(12)	50	50	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(12)	83	17	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(12)	83	17	0

Administrators (75%) agreed more than special education teachers (67%), content teachers (67%), intervention teachers (50%), and elective teachers (65%) with wanting to be mentored by a teacher who models effective differentiated instruction. Thirty-five percent of elective teachers responded neutrally to wanting to emulate a teacher who knows how to design appropriate academic intervention; 86% of participants agreed with the belief that including students with disabilities in the regular education class is effective in increasing social skills success.

Table 33

Cognitive Dimension – Age

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
18-24	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(7)	100	0	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(7)	100	0	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(7)	100	0	0
25-34	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(26)	73	12	15
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(26)	85	15	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(26)	85	12	3
35-44	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(36)	68	35	17
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(36)	83	17	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(36)	75	17	8
45-54	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(41)	61	32	7
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(41)	75	22	2
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(41)	70	20	10
55-64	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(16)	60	37	3
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(16)	69	31	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(16)	69	19	12

			Percentage		
	Questions	(N)	Agree	Neutral	Disagree
65-74	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(2)	50	0	50
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(2)	50	0	50
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(2)	50	0	50

As age increased, percentage decreased for wanting to be mentored by a teacher who models effective differentiated instruction, 100% to 50%. One hundred percent of participants between the ages of 18-24 agreed with wanting to emulate teachers who can design appropriate academic intervention, compared to 50% of participants in the age range of 65-74. Eighty-three percent of participants between the ages of 18-54 believe including students with disabilities in the inclusive classroom is necessary for learning social skills, compared to 60% of participants between the ages of 55-74.

Table 34

Cognitive Dimension - Highest Degree Completed

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Bachelor's	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(56)	63	29	9
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(56)	75	21	4
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(56)	77	11	13
Master's	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(57)	60	21	17
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(57)	84	16	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(57)	79	17	3
Master's 6th Year	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(14)	92	8	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(14)	85	15	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(14)	62	23	15
Doctorate	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(1)	100	0	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(1)	100	0	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(1)	100	0	0

Teachers who hold a master's and/or doctorate degree agreed majorly with wanting to be mentored by teachers who model effective differentiated instruction (96%), wanting to emulate teachers who can design appropriate academic instruction (93%), and believe students can be successful by learning social skills within the classroom (81%).

As participants acquired further education, the percentage increased with responders

wanting to be mentored by teachers who model effective differentiated instruction (63%

to 100%) and wanting to emulate teachers who design appropriate academic intervention

(77% to 100%).

Table 35

Cognitive Dimension – Special Education Courses Completed

	Questions	(N)	Agree	Percentage Neutral	Disagree
None	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(30)	40	47	13
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(30)	67	30	3
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(30)	70	17	13
1-3	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(64)	66	17	17
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(64)	82	17	1
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(64)	75	17	8
4 or More	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(34)	74	17	9
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(34)	89	11	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(34)	83	11	6

As special education courses obtained increased, participant percentages of

agreement increased for all three questions. Furthermore, participants who had taken

four or more courses while in college responded with an average of 82% for the three

questions. Participants with no formal classes while in college responded with the

highest percentages in the neutral section towards all three questions.

Table 36

Cognitive Dimension - Expected Length in Education

	Questions	(N)	Percentage Agree	Neutral	Disagree
<5 years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(7)	73	13	14
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(7)	71	29	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(7)	51	49	0
5-10 years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(24)	46	29	25
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(24)	80	16	4
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(24)	71	8	21
11-20 years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(33)	67	27	6
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(33)	70	30	0
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(33)	82	12	6
20 > Years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(64)	72	20	8
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(64)	83	13	3
	Q6. I believe including SWD in the regular education classrooms is effective because they can learn the social skills necessary for success.	(64)	78	16	6

Participants who plan on being in education greater than 20 years had the highest

agree percentage for all three questions (78%), compared to 73% (11-20 years), 66% (5-

10 years), and 65% (5 or less years). Forty-six percent of participants who plan on

teaching between 5-10 years had the lowest agree percentage of 46% for wanting to be

mentored by teachers who model effective differentiated intervention, while 72% of

participants who want to teach for greater than 20 years want to be mentored by teachers

who can design effective differentiated instruction. Participants wanting to teach for 5 or

less years had the highest response rate for all three questions.

Affective Dimension

The affective dimension of the ATTAS-mm includes three questions: Question 7,

"I would like people to think that I can create a welcoming classroom environment for

students with middle to moderate disabilities"; Question 8, "Students with middle to

moderate disabilities can be trusted with responsibilities in the classroom"; and Question

9, "All students with middle to moderate disabilities should be educated in regular

classrooms with non-handicapped peers to the fullest extent possible." Participant

responses were analyzed and reported in Tables 36-43 according to years of experience in

education, gender, extent working with students with disabilities, role in education, age,

highest educational degree completed, number of special education courses completed in

college, and expected length in education. The percentage for the above variables was

calculated according to the number of participants who responded with agree, remain

neutral, or disagree for Questions 7-9 of the affective dimension of the ATTAS-mm and

is reported in Tables 37-44.

Table 37

Affective Dimension - Years of Experience

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
0-4	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(18)	94	6	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(18)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(18)	67	17	16
5-9	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(16)	93	7	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(16)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(16)	93	7	0
10-14	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(39)	88	10	2
	Q8. SWD can be trusted with responsibilities in the classroom.	(39)	92	5	3
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(39)	69	12	19
15-19	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(26)	92	4	4
	Q8. SWD can be trusted with responsibilities in the classroom.	(26)	81	8	11
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(26)	54	15	31
20+	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(29)	97	0	3

			Percentage		
	Questions	(N)	Agree	Neutral	Disagree
	Q8. SWD can be trusted with responsibilities in the classroom.	(29)	97	0	3
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(29)	83	10	7

All age subgroups were majorly in agreement with wanting people to think they

can create a welcoming classroom for students with disabilities: 0-4 years, 96%; 5-9

years 95%; 10-14 years, 87%; 15-19 years, 91%; and 20 plus years, 75%. On average,

93% of participants feel students with disabilities can be trusted with responsibilities

within the classroom. Participants who had 15-19 years of experience disagreed the most

with believing students with mild to moderate disabilities should be educated to the

fullest extent possible with their nondisabled peers, 31%.

Table 38

Affective Dimension – Gender

			Percentage		
	Questions	(N)	Agree	Neutral	Disagree
Male	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(29)	86	11	3
	Q8. SWD can be trusted with responsibilities in the classroom.	(29)	93	0	7
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(29)	76	10	14
Female	Q7. I would like people to think that I can create a welcoming classroom environment Q8. SWD can be trusted with responsibilities in the classroom.	(99)	93	4	3
	SWD can be trusted with responsibilities in the classroom.	(99)	92	5	3
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(99)	70	14	16

Ninety-three percent of females wanted people to think they could create a

welcoming classroom environment for student with disabilities. Both males and females

believe students with disabilities can be trusted with classroom responsibilities. Males

had the highest responses rate of 76% for thinking students with disabilities should be

educated to fullest extent possible with their nondisabled peers.

Table 39

Affective Dimension - Extent Working with Students with Disabilities

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Minimal	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(8)	100	0	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(8)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(8)	88	12	0
Some	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(30)	83	10	7
	Q8. SWD can be trusted with responsibilities in the classroom.	(30)	90	3	7
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(30)	60	17	23
Considerable	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(52)	92	4	4
	Q8. SWD can be trusted with responsibilities in the classroom.	(52)	88	6	6
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(52)	69	17	14
Extensive	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(38)	97	3	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(38)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(38)	82	3	15

One hundred percent of the participants who worked with students with

disabilities "minimally" wanted people to believe they have a welcoming classroom

environment for students with disabilities, students with disabilities can be trusted with responsibilities, and all students with mild to moderate disabilities should be educated in the regular education setting with their nondisabled peers. Respondents who work with students with disabilities "sometimes" had the highest neutral response rate.

Table 40

Affective Dimension - Role in Education

			Percentage		
	Questions	(N)	Agree	Neutral	Disagree
Special Education	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(27)	96	4	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(27)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(27)	78	7	15
Content	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(58)	95	0	5
	Q8. SWD can be trusted with responsibilities in the classroom.	(58)	88	7	5
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(58)	69	14	17
Administrator	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(8)	87	13	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(8)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(8)	75	12	13
Elective	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(23)	91	4	5
	Q8. SWD can be trusted with responsibilities in the classroom.	(23)	91	0	9
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(23)	75	12	13

(continued)

			Percentage		
	Questions	(N)	Agree	Neutral	Disagree
Intervention	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(12)	75	25	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(12)	100	0	9
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(12)	75	8	17

Special education and content teachers had the highest response rate of 96% and 95% for wanting the belief of having a welcoming classroom for students with disabilities. One hundred percent of special education teachers, administrators, and intervention teachers feel students with disabilities can be trusted with responsibilities within the classroom environment. Special education teachers had a 78% agree rate with the feeling that students with disabilities should be educated to the maximum extent possible with their nondisabled peers, compared to 69% of content teachers.

Table 41

Affective Dimension – Age

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
18-24	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(7)	100	0	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(7)	100	0	0
	Q9. All SWD should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(7)	100	0	0
25-34	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(26)	92	8	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(26)	100	0	0
	Q9. All SWD should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(26)	80	12	8
35-44	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(36)	94	6	0
	Q8. SWD can be trusted with responsibilities in the classroom.	(36)	92	6	2
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(36)	58	14	28
45-54	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(41)	90	5	5
	Q8. SWD can be trusted with responsibilities in the classroom.	(41)	93	2	5
	Q9. All SWD should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(41)	79	12	9
55-64	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(16)	63	0	7

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
	Q8. SWD can be trusted with responsibilities in the classroom.	(16)	56	38	6
	Q9. All SWD should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(16)	63	19	18
65-74	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(2)	50	0	50
	Q8. SWD can be trusted with responsibilities in the classroom.	(2)	50	0	50
	Q9. All SWD should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(2)	50	0	50

One hundred percent of the respondents in the age range of 18-24 wanted people

to believe they can create a welcoming classroom environment for students with

disabilities, students with disabilities could be trusted with responsibilities within the

classroom, and students with moderate disabilities should be educated to the fullest extent

possible in the regular education classroom with their peers. Respondents in the 65-74

age range had a 50% response rate between agree and disagree with all three questions.

Respondents between the ages of 18-44 had a higher agree percentage for the three

questions than respondents between the ages of 45-74. Moreover, respondents between

the ages of 18-44 had an average agree response rate of 95% for wanting others to think

they can create a welcoming classroom environment, 97% believed students with

disabilities can be trusted with classroom responsibilities, and 79% felt students with

mild to moderate disabilities should be educated to the fullest extent possible with their

nondisabled peers. Respondents between the ages of 45-74 had a response rate of 67%

for wanting others to think they can create a welcoming classroom environment, 66%

believed students with disabilities can be trusted with classroom responsibilities, and 66%

felt students with mild to moderate disabilities should be educated to the fullest extent possible with their nondisabled peers. The age range of 55-64 had the highest disagree response rate of 50% for all three questions.

Table 42

Affective Dimension - Highest Degree Completed

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
Bachelor's	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(56)	91	4	5
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(56)	88	5	7
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(56)	68	11	21
Master's	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(57)	91	7	2
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(57)	96	2	2
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(57)	74	9	17
Master's 6th Year	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(14)	100	0	0
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(14)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(14)	77	15	8
Doctorate	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(1)	100	0	0
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(1)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(1)	100	0	0

One hundred percent of respondents with a doctorate degree wanted people to feel

they could create a welcoming classroom environment for all students, students with

disabilities could be trusted with responsibilities, and all students with middle to moderate disabilities should be educated to the fullest extent possible in the regular education classroom. On average, 96% of respondents wanted others to feel they could create a welcoming classroom environment, 96% of respondents believed students with disabilities could be trusted with classroom responsibilities, and 80% of respondents felt students with disabilities should be educated to the fullest extent possible with their nondisabled peers. Respondents with a bachelor's degree had the highest disagree response rate for believing students with disabilities should be educated to the fullest extent possible with their nondisabled peers.

Table 43

Affective Dimension – Special Education Courses Completed

| | Questions | (N) | Percentage | | |
			Agree	Neutral	Disagree
None	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(30)	83	10	7
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(30)	90	0	10
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(30)	67	10	23
1-3	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(64)	94	3	3
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(64)	90	6	4
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(64)	67	17	16
4 or More	Q7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	(34)	97	3	0
	Q8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	(34)	100	0	0
	Q9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	(34)	82	6	12

Respondents who completed four or more classes while in college had a higher

agree response rate for all three questions: 97% wanted others to think they can create a

welcoming classroom environment, 100% believed students with disabilities can be

trusted with classroom responsibilities, and 82% felt students with mild to moderate

disabilities should be educated to the fullest extent possible with their nondisabled peers.

Respondents who had no formal training while in college had the lowest agree

percentages for all three questions.

Table 44

Affective Dimension - Expected Length in Education

	Questions	(N)	Percentage		
			Agree	Neutral	Disagree
<5 years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(7)	100	0	0
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(7)	100	0	0
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(7)	72	0	28
5-10 years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(24)	92	4	4
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(24)	88	4	8
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(24)	67	8	25
11-20 years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(33)	88	6	6
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(33)	90	6	4
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(33)	79	18	3
20 > Years	Q4. I would like to be mentored by a teacher who models effective differentiated instruction.	(64)	94	5	1
	Q5. I want to emulate teachers who know how to design appropriate academic interventions.	(64)	95	2	3
	Q6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	(64)	71	11	18

Educators who felt they would only be in the educational field for fewer than 5

years had the highest agree percentage of 100% for wanting others to feel they could

create a welcoming classroom environment and students with dis abilities could be

trusted in the regular classroom environment with responsibilities. Respondents in the

11-20 years category had the lowest agree percentage of 67% that students with

disabilities should be educated to the fullest extent possible with their nondisabled peers.

Descriptive Data

Table 45 provides the mean, median, mode, and standard deviation for all

participants for Questions 1-9 of Section 2 of the ATTAS-mm.

Table 45

Whole Group Descriptive Data

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Mean	4.5	3.92	3.79	3.11	2.62	2.75	1.98	2.29	3.01
Median	5	4	4	3	3	3	2	2	3
Std. Deviation	1.77	1.48	1.53	1.25	1.02	1.26	1.06	1.04	1.49

Note. Items are based on (1) very strongly agree, (2) strongly agree, (3) agree, (4) neutral, (5) disagree, (6) disagree strongly, and (7) very strongly disagree.

The data in Table 44 suggest that, on average, participants strongly agree with

wanting to create a welcoming classroom environment for students with mild to moderate

disabilities (1.98) and with students with mild to moderate disabilities being trusted with

responsibilities within the classroom (2.29). Additionally, on average, participants agree

with wanting to be mentored by teachers who model effective differentiated instruction

(3.11); wanting to emulate teachers who know how to design appropriate academic

interventions (2.62); students with mild to moderate disabilities will learn social skills

more effectively from their nondisabled peers (2.75); and all students with mild to

moderate disabilities should be educated to the maximum extent possible with their

nondisabled peers (3.01).

Participants remain neutral or disagree that most or all classrooms that exclusively

serve special education students should be eliminated (4.5); students with mild to moderate disabilities should be educated in the regular education setting with their nondisabled peers because they will not require a lot of the teacher's time (3.92); and students with mild to moderate disabilities can be more effectively taught in the regular education setting (3.79).

Table 46 compares the mean, median, and standard deviation for individual group data for Questions 1-9 of Section 2 of the ATTAS-mm.

Table 46

Individual Group Descriptive Data

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Special Ed. Teacher	Mean	4.44	3.96	3.89	3	2.52	2.52	1.52	1.85	2.74
	Median	5	4	4	3	3	3	1	2	3
	Std. Dev.	2.04	1.74	1.67	1.30	0.94	1.12	0.80	0.86	1.38
Content Teacher	Mean	4.71	4.05	3.88	3.19	2.59	2.97	2	2.55	3.26
	Median	5	4	4	3	3	3	2	3	3
	Std. Dev.	1.65	1.34	1.37	1.42	1.04	1.23	1.08	1.08	1.62
Administrator	Mean	3.25	3.25	2.63	3	2.88	2.63	2	1.75	2.5
	Median	3	3	2.5	3	3	2	1.5	1.5	2
	Std. Dev.	1.17	1.28	1.41	0.76	0.64	1.69	1.20	0.89	1.41
Elective Teacher	Mean	4.22	3.65	3.52	2.96	2.83	2.52	2.22	2.3	2.87
	Median	4	3	3	3	3	2	2	2	3
	Std. Dev.	1.86	1.64	1.65	1.11	1.19	1.47	1.04	1.11	1.29
Inter. Teacher	Mean	5	4.17	4.42	3.33	2.42	2.75	2.5	2.33	3
	Median	5	4.5	4	3.5	2	3	2.5	2.5	3
	Std. Dev.	1.54	1.34	1.56	0.78	1.00	0.97	1.17	0.78	1.48

Note. Items are based on (1) very strongly agree, (2) strongly agree, (3) agree, (4) neutral, (5) disagree, (6) disagree strongly, and (7) very strongly disagree.

On average, special education teachers, core teachers, administrators, elective teachers, and intervention teachers agree to strongly agree with wanting to be mentored by teachers who model effective differentiated instruction; to emulate teachers who know how to design appropriate academic intervention; students with mild to moderate disabilities can learn appropriate social skills within the regular education classroom; would like people to believe they can create a welcoming classroom for students with

mild to moderate disabilities; students with mild to moderate disabilities can be trusted

with responsibilities; and students with mild to moderate disabilities should be educated

to the maximum extent possible with their nondisabled peers.

Special education, content, elective, and intervention teachers remain neutral or

disagree that most or all classrooms that exclusively serve special education students

should be eliminated; students with mild to moderate disabilities should be educated in

the regular education setting with their nondisabled peers because they will not require a

lot of the teacher's time; and students with mild to moderate disabilities can be more

effectively taught in the regular education setting.

Correlational Analysis

Research Question 2. What is the relationship among the variables of attitude

among administrators and teachers about inclusion related to age, degree, years of

experience, special education course completed, extent working with students with

disabilities, and planned length in education. Table 47 displays the Pearson correlation

coefficient for each of the continuous variable.

Table 47

Pearson Correlation

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Age	-0.03	0.05	-0.05	.175	.32*	.22	.33*	.31*	0.11
Degree	-0.06	-0.02	-0.16	-0.09	-0.07	-0.01	-0.11	-0.21	-0.21
Years of experience	0	-0.01	-0.13	0.22	0.2	0.19	0.13	0.15	0.01
Special Ed. Courses Comp.	0.11	0.08	0.035	-0.23	-0.23	-0.15	-0.27	-0.28	-0.18
Extent working with SWD	0.04	0.002	-0.045	-0.17	-.31*	-0.20	-.31*	-.34*	-0.10
Planned length in Edu.	-0.04	-0.17	-0.168	-0.18	-0.12	-0.21	-0.02	-0.02	-0.14

* Moderate Correlation

Of all variable pairings, there was not a statistically significant correlation. A

moderate positive correlation was found between participant age and Question 5,

"wanting to emulate teachers who know how to design appropriate academic

intervention" (.32); Question 7, "wanting people to think they can create a welcoming classroom environment" (.33); and Question 8, "Students with mild to moderate disabilities can be trusted with responsibilities in the classroom" (.31). In addition, a moderate negative correlation was found between educator's extent working with students with disabilities and Question 5, "I want to emulate teachers who know how to design appropriate academic interventions" (-.31); Question 7, "I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities" (-.31); and Question 8, "Students with mild to moderate disabilities can be trusted with responsibilities in the classroom" (-.34).

The chi-square test was used to analyze the categorical variables: role in education, gender, and wanting to be an administrator. The chi-square test is a nonparametric test. The use of nonparametric tests allows the researcher to analyze frequency data (Salkind, 2004). Table 48 displays the chi-square test data for teacher role in education, gender, and wanting to be an administrator.

Table 48

Chi-Square Test

	Q1	Q2
Teacher Role		
Value	34.228	23.090
Df	24	24
Significance	0.081	0.515
Gender		
Value	3.714	3.203
Df	6	6
Significance	0.715	0.783
Want to be an Administrator		
Value	23.729	21.827
Df	12	12
Significance	0.022*	0.040*

Note. Statistical significance was set * $P \leq .05$.

A statistically significant correlation was found between "wanting to be an administrator" and Question 1, "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated" (.022) and Question 2, "students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time" (.040).

In addition to analyzing the whole data sets, schools were analyzed individually. Table 49 displays the Pearson correlation coefficient for individual schools.

Table 49

Pearson Correlation Individual School

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
School A	-.06	-.14	-.21	-.07	-.01	-.16	-.08	-.13	-.09
Age	-.05	.05	-.07	.17	.32*	.22	.33*	.28	.08
Degree	-.02	.00	-.13	-.10	-.08	.01	-.13	-.21	-.19
Years of experience	.03	.03	-.11	.24	.23	.20	.16	.15	.03
Special Ed. Courses Completed	.12	.11	.06	-.23	-.23	-.18	-.27	-.29	-.19
Extent working with SWD	.05	.00	-.04	-.19	-.31*	-.20	-.32*	-.35*	-.09
Planned length in Education	-.04	-.16	-.16	-.19	-.09	-.22	-.02	-.01	-.12
School B	-.08	-.12	-.20	-.10	-.06	-.19	-.11	-.18	-.08
Age	-.07	.00	-.06	.18	.35*	.21	.33*	.29	.12
Degree	-.09	-.05	-.19	-.11	-.09	-.02	-.11	-.25	-.20
Years of experience	-.01	-.02	-.14	.25	.24	.21	.17	.14	.04
Special Ed. Courses Completed	.13	.10	.06	-.20	-.18	-.09	-.21	-.24	-.17
Extent working with SWD	.05	-.02	-.07	-.18	-.29	-.21	-.32*	-.33*	-.12
Planned length in Education	-.05	-.20	-.20	-.21	-.14	-.25	-.01	-.04	-.15
School C	-.08	-.13	-.19	-.10	-.07	-.18	-.10	-.18	-.09
Age	-.06	.01	-.06	.22	.34*	.22	.34*	.30*	.15
Degree	-.13	.01	-.18	-.06	-.05	-.02	-.07	-.22	-.21
Years of experience	.02	.00	-.10	.32*	.24	.24	.15	.14	.05
Special Ed. Courses Completed	.11	.12	.08	-.23	-.22	-.11	-.21	-.22	-.19
Extent working with SWD	.03	.01	-.05	-.14	-.29	-.23	-.32*	-.32*	-.13
Planned length in Education	-.06	-.19	-.18	-.21	-.15	-.25	.03	-.02	-.18

No statistically significant correlation was found between any of the data sets. School A had a moderate positive correlation between age and Question 5, "wanting to emulate teachers who know how to design appropriate academic intervention" (.32) and

Question 7, "wanting people to think they can create a welcoming classroom environment" (.33). In addition, School A had a moderate negative correlation between teachers' extent working with students with disabilities and Question 5, "wanting to emulate teachers who know how to design appropriate academic intervention" (-.31) and Question 7, "wanting people to think they can create a welcoming classroom environment" (-.346).

School B had a moderate positive correlation between age and Question 5, "wanting to emulate teachers who know how to design appropriate academic intervention" (.35) and Question 7, "wanting people to think they can create a welcoming classroom environment" (.33). In addition, School B had a moderate negative correlation between teachers' extent working with students with disabilities and Question 7, "wanting people to think they can create a welcoming classroom environment" (-.32) and Question 8, "students with mild to moderate disabilities can be trusted with responsibilities in the classroom" (-.33).

School C had a moderate positive correlation between age and Question 5, "wanting to emulate teachers who know how to design appropriate academic intervention" (.34); Question 7, "wanting people to think they can create a welcoming classroom environment" (.34); and Question 8, "students with mild to moderate disabilities can be trusted with responsibilities in the classroom" (.30). In addition, School C had a moderate positive correlation between years of experience and Question 4 "I would like to be mentored by teachers who model effective differentiated instruction" (.32). Finally, School C had a moderate negative correlation between teachers' extent working with disabilities and Question 7, "wanting people to think they can create a welcoming classroom environment' (-.32) and Question 8, "students with mild to

moderate disabilities can be trusted with responsibilities in the classroom" (-.32).

A chi-square test was run for the variables: role in education, gender, and wanting to be an administrator for each individual school. See Table 50 for findings.

Table 50

Individual School Chi-Square Test

	Q1	Q2	Q3	Q4	Q6
School A					
<u>Teacher Role</u>					
Value	26.995	19.625	13.742	9.071	34.108
Df	24	24	12	20	20
Significance	0.305	0.718	0.952	0.982	0.025
<u>Gender</u>					
Value	12.456	8.707	13.242	1.377	8.483
Df	6.000	6	6	5	5
Significance	0.053*	0.191	0.039	0.927	0.132
<u>Wanting to be an Administrator</u>					
Value	21.371	22.976	16.049	11.442	20.660
Df	12	12	12	10	10
Significance	0.045*	0.028*	0.189	0.324	0.024*
School B					
<u>Teacher Role</u>					
Value	23.587	21.552	37.327	22.369	12.162
Df	24	24	24	24	20
Significance	0.485	0.606	0.041*	0.557	0.91
<u>Gender</u>					
Value	9.207	8.707	5.534	5.157	3.987
Df	6	6	6	6	5
Significance	0.162	0.221	0.477	0.524	0.551
<u>Wanting to be an Administrator</u>					
Value	18.327	10.882	19.1	6.858	6.778
Df	12	12	12	12	10
Significance	0.106	0.543	0.086	0.867	0.746
School C					
<u>Teacher Role</u>					
Value	34.058	17.202	30.768	18.048	20.595
Df	24	24	20	16	20
Significance	0.081	0.515	0.058*	0.904	0.421
<u>Gender</u>					
Value	1.003	9.305	3.082	5.79	2.519
Df	6	6	5	4	5
Significance	9.86	0.157	0.687	0.215	0.774
<u>Wanting to be an Administrator</u>					
Value	25.378	6.803	7.899	16.477	6.578
Df	12	12	10	8	10
Significance	0.013*	0.87	0.639	0.036*	0.765

Note. Statistical significance was set * $P \leq .05$.

School A. A statistically significant correlation was found between gender and Question 1, "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated" (.053); and wanting to be an administrator and Question 1, "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated" (.045), Question 2, "students with mild to moderate disabilities should be taught in the regular education classes with nondisabled students because they will not require too much attention" (.028), and Question 6, "I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success" (.024).

School B. A statistically significant correlation was found between teachers' role in education and Question 3, "students with middle to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms" (.041).

School C. A statistically significant correlation was found between teachers' role in education and Question 3, "students with middle to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms" (.058); and wanting to be an administrator and Question 1, "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated" (.013) and Question 4, "I would like to be mentored by teachers who model effective differentiated instruction" (.036).

Research Question 3. What factors impact administrator and teacher attitudes towards including students with disabilities in the general education setting as measured by the ATTAS-mm?

Whole school data. *A*ccording to the ATTAS-mm and demographic information, a significant correlation was found between participants "wanting to be an administrator" and eliminating classrooms that exclusively service students with mild to moderate disabilities and the belief that students with mild to moderate disabilities require too much of the regular education teachers' time.

Table 47 suggests a moderate relationship between participant age; moreover. as age increases, participants are less likely to want to emulate teachers who know how to design appropriate academic interventions, want others to think you can create a welcoming classroom, and believe students with disabilities can be trusted with classroom responsibilities. Additionally, a moderate impact was suggested between the more time educators spend working with students with mild to moderate disabilities, the less they want to emulate teachers who know how to design appropriate academic interventions; people to think they can create a welcoming classroom; and people to believe they can create a welcoming classroom environment.

Individual school data. According to the ATTAS-mm and demographic information, no significant relationships were found.

School A. Based on Table 48, as participant ages increase, educators are less likely to want to emulate teachers who know how to design appropriate academic interventions and less likely for wanting people to think they can create a welcoming classroom environment for students with mild to moderate disabilities. On the contrary, the greater the extent participants work with students with disabilities, the more likely participants want to emulate teachers who know how to design appropriate academic intervention, people to think they can create a welcoming classroom environment and are more likely they trust students with disabilities with responsibilities in the regular

education setting.

According to Table 48, a significant correlation was found between participant gender and eliminating classrooms that exclusively service students with mild to moderate disabilities. In addition, a significant correlation was found between participants wanting to be an administrator and eliminating classrooms that exclusively service students with mild to moderate disabilities, the belief that students with mild to moderate disabilities require too much of the regular education teachers time, and students with mild to moderate disabilities can be more successful because of learned social skills in the regular classroom.

*School B. S*imilar to School A, Table 49 shows as participant ages increase, educators are less likely to want to emulate teachers who know how to design appropriate academic interventions and less likely for wanting people to think they can create a welcoming classroom environment for students with mild to moderate disabilities. On the other hand, the greater the extent participants work with students with disabilities, the more likely participants want people to think they can create a welcoming classroom environment and the more they trust students with disabilities with responsibilities in the regular education setting.

As Table 50 depicts, a significant correlation was found between teachers' role in education and participants' belief that students with mild to moderate disabilities can be more effectively educated with their nondisabled peers.

School C. According to Table 49, as participant ages increase, the less likely participants want to emulate teachers who know how to design appropriate academic intervention, want people to think they can create a welcoming classroom environment, and trust students with disabilities with responsibilities in the regular education setting;

yet similarly to School B, the greater the extent participants work with students with disabilities, the more likely participants want people to think they can create a welcoming classroom environment for students with disabilities and the more likely they trust students with disabilities with responsibilities in the regular education setting.

Table 50 depicts a significant correlation between educators' role in education and eliminating classrooms that exclusively service students with mild to moderate disabilities. In addition, a significant correlation was found between participants wanting to be an administrator and eliminating classrooms that exclusively service students with mild to moderate disabilities and wanting to be mentored by educators who demonstrate the ability to differentiate their instruction.

Focus Groups and Administrative Interviews

To "enhance the researcher's ability to assess the accuracy of the findings," Creswell (2012) suggested "the use of multiple approaches" (p. 201). One strategy that Creswell (2012) suggested to help with assessing accuracy is "triangulation" (p. 201). Triangulation refers to "examining evidence from the sources and using it to build coherent justification for themes" (Creswell, 2012, p. 201).

To verify and help triangulate the data from the survey, three focus groups consisting of six to eight teachers were conducted, one within each school. In addition, one-on-one interviews were held with the head principal of each school. Participants were asked a series of eight open-ended questions adapted from the ATTAS-mm and themes and responses from survey data.

Five themes emerged from the teacher focus groups and principal interviews which contributed to the success or lack of success of inclusive programs: (a) the belief or mindset that inclusion was successful, (b) time for collaboration, (c) support of

building administrators, (d) ongoing professional development, and (e) effective co-teaching.

The belief or mindset that inclusion was successful. All three administrators believed the most important concept for effective inclusive classrooms was the mindset of "all students have the ability to learn." Moreover, building administrators shared the belief that regular education classrooms allow students with disabilities to build friendships, increase social interactions, provide role models for academic and social skills, receive proper academic instruction, and increase school-wide collaboration.

Regardless of the participating school or role in education, focus group responses varied. Roughly half of teacher respondents shared the belief that inclusion is being pushed in states and schools because they lack the monetary resources to hire additional teachers. Two teachers from School A shared the conviction that most inclusive classroom teachers lacked the mindset that "all students can and/ or want to learn" (Participant J, personal communication, May 5, 2016). A common belief among all teacher participants was the idea that administrators judge the success of an inclusive classroom by the number of students with disabilities passing the EOG assessment. According to one teacher, "we are responsible for all students learning in the classroom, not just students with special needs. We can't continue to focus on a handful of students who we already know deep down will not pass the EOG" (Participant L, personal communication, May 5, 2016).

Time for collaboration. Administrators and teachers agreed majorly on this concept. Both groups expressed the need to incorporate more common planning time throughout the course of the week. They shared the belief that common planning would provide in-class resource teachers and regular education teachers greater opportunities to

plan appropriate differentiated academic intervention, not only for students with disabilities but for all students. One administrator expressed, "common planning time is vital in building the relationship between the regular education teacher and co-teacher. Many times it's within this planning time that content knowledge is expanded" (Participant J, personal communication, May 5, 2016).

Although administrators and teachers agreed on the need for collaboration, they differed on what it would take to implement it. Administrators focused on the need of the whole school, and teachers focused on their individual classrooms. Moreover, administrators expressed the need to allocate financial and human resources equally among departments, grades, and programs; however, classroom teachers expressed administrators generally use resources to accomplish what they want, not what is the best for the school. Furthermore, one teacher stated, "collaboration is critical, we should spend less time in staff meeting, department meetings, and PLT meetings and more time with our co-teachers planning for the week" (Participant F, personal communication, April 14, 2016).

Support of building administrators. The teacher group was almost evenly split. Around seven teachers felt building administrators were very supportive and were doing what is best for teachers and students. They were open and could talk with them about concerns whenever needed. One teacher stated, "Administrators in our building have an open door policy. They are always open to help address concerns and if they don't have an answer, they are good at working on solutions" (Participant H, personal communication, April 14, 2016). Around six teachers had a different viewpoint. They expressed to the interviewer that administrators wanted teachers to implement co-teaching/inclusion but were hands off. One teacher stated, "When problems arise in the

inclusive classroom, administrators tell us to talk with special education teachers and figure out a solution" (Participant D, personal communication, March 29, 2016). A couple of teachers in this grouping stressed that administrators are trying their best, but their lack of knowledge on inclusion is impacting the success of the program. Administrator responses were limited on this topic, yet all agreed that they were there for their students and teachers.

Ongoing professional development. All participants agree that professional development was essential for successful inclusive practice; however, participant viewpoints differed on how to achieve this goal and what is going on in the school. Two of the schools informed the interviewer that training is being done on a more informal basis. One teacher stated, "We rely on special education teachers' knowledge about co-teaching and how to meet the needs of struggling learners" (Participant C, personal communication, March 29, 2016). One special education teacher expressed,

> general education teachers expect us to be experts on co-teaching, but I have
> never been trained on implementing this method of instruction. It would just be
> easier for me to pull them out of the classroom and work with them in a special
> education setting. (Participate A, Personal Communication, March 29, 2016).

All teacher participants felt they needed and should receive professional development on co-teaching and ways to better meet struggling students' needs.

Administrators shared a similar perspective. Two of three administrators felt training was extremely important; however, maturity levels of individuals and/or co-teaching partners varied greatly and they needed to be cautious of how to implement proper staff development. The third administrator stressed the need for a strong plan for implementing co-teaching. "Our co-teachers are provided with initial and on-going

professional development training twice a year" (Participant I, personal communication, May 5, 2016). One administrator explained, "the county provides an outstanding training for co-teachers; however, due to budgetary constraints, schools are limited on who can attend" (Participants N, personal communication, May 5, 2016).

      Effective co-teaching. The majority of the focus groups agreed that in order for co-teaching to be successful, special education teachers had to have knowledge of the academic subject. One teacher shared, "I enjoy working with my co-teacher, but she has disclosed to me, she does not feel comfortable teaching eighth-grade math" (Participant G, personal communication, April 14, 2016). Another teacher shared a story of a time when she witnessed a special education teacher teaching a skill incorrectly in a small group. She had to reteach the skill to the group and confront the teacher; this made her feel very uncomfortable and she was afraid it would hurt their working relationship. Another concept that was widely agreed upon was that teachers needed daily or bi-weekly planning time.

      Administrators had similar viewpoints; they felt it was important for whoever is teaching the curriculum to be knowledgeable of the content. They differed in the belief that special education teachers lacked the knowledge for proper academic intervention. They stressed that hiring decisions are based on teacher experience. As previously stated, administrators agreed that collaboration was vital for successful co-teaching, but resources do not always allow for face-to-face planning; teachers need to think outside the box to find ways to collaborate.

Summary

      Chapter 4 presented the collective data and results of the ATTAS-mm, focus groups, and one-on-one principal interviews. Based on the data, a statistically significant

correlation was found between participants wanting to be an administrator and "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated and students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time." In addition, there was a moderate negative correlation between the extent educators work with students with disabilities and wanting to emulate teachers who know how to design appropriate academic instruction, wanting people to think they can create a welcoming classroom environment for students with mild to moderate disabilities, and believing students with mild to moderate disabilities can be trusted with responsibilities in the regular education setting. Analyzing focus groups and principal interviews, data revealed five emerging themes that either contributed to the success or lack of success of inclusion: (a) the belief or mindset that inclusion was successful, (b) time for collaboration, (c) support of building administrators, (d) ongoing professional development, and (e) effective co-teaching. Chapter 5 discusses the summary of findings, implications or practices, and recommendations for further research.

Chapter 5: Summary, Conclusion, and Recommendations

Introduction

The purpose of the study was to examine administrator and teacher attitudes towards inclusion in one LEA in the state of North Carolina. The study surveyed educators at the middle school level. In addition to the survey, administrative interviews and focus groups were conducted within each school. The study set out to establish the relationships and differences in perceptions between administrator and teacher attitudes towards inclusion and years of experience, gender, extent working with students with disabilities, role in education, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

Discussion

Data from the previous chapters will be used to help answer the research questions. The research questions this study sought to answer were as follows.

1. What are the current attitudes among administrators and teachers towards inclusion as measured by the ATTAS-mm?

2. What is the relationship among the variables of attitude among teachers and principals about inclusion related to level of education, certification area, years of teaching, gender, subject taught, and age as measured by the ATTAS-mm?

3. What factors impact administrator and teacher attitudes towards including students with disabilities in the general education setting as measured by the ATTAS-mm?

The research sought to address the above questions by administering the ATTAS-mm to middle school administrators and teachers. The ATTAS-mm was broken down

into demographics and dimensions of attitude (cognitive, behavioral, and affirmative). The demographic portion consisted of participant roles in education, gender, age, highest degree completed, years of experience in education, number of special education courses completed while in college, extent of working with students with disabilities, expected length in education, and wanting to become an administrator.

Role in education. Based on the ATTAS-mm, participants were comprised of 46% content teachers, 21% special education teachers, 18% elective teachers, 9% intervention teachers, and 6% administrators. Participant responses were similar for the three dimensions of attitude. The greatest difference between participant roles in education was in reference to (a) students with mild to moderate disabilities can be more effectively educated in a regular education classroom as opposed to a special education classroom, administration agreed 67% more than intervention teachers; (b) I want to emulate teachers who know how to design appropriate academic interventions, special education teachers agreed 28% more than elective teachers; and (c) I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities, special education teachers agreed 21% more than intervention teachers. According to one special education teacher, "I may be a special education teacher, but when I am pushing into a regular education classroom, it is my responsibility to ensure that all students feel welcome, and are receive the instruction they need and deserve" (Participant C, personal communication, March 29, 2016). Intervention teachers answered with an average of 26% more neutral responses compared to the other roles in education.

The findings from this study support previous research findings in that there were no statistically significant correlations among roles in education. Similarly to Parker

(2009) and Morris (2013), it was found that special education teachers hold a more positive attitude towards inclusion than general education teachers. Therefore, if this is true, special education teachers are more likely to place students with disabilities in the inclusive classroom for their academics and to learn proper social skills (Hoffman, 2006). In addition, findings support Praisner's (2000) study that principals who had more positive attitudes towards inclusion were more likely to place students with disabilities in a less restrictive environment.

     Gender. Although there was a 52% difference between male and female participants, both samples were represented. Moreover, females represented 76% of responses, while males represented 24% of responses. With the exception of one question, males and females had an agree difference of 8% between the three dimensions of attitude. Furthermore, in the behavior dimension of attitude, males agreed 18% more that students with mild to moderate disabilities should be educated in the regular education classroom as opposed to a special education classroom.

     Neither Praisner's (2000), Parker's (2009), Pritchard's (2014), nor Chandler's (2015) studies found statistically significant correlations between participant gender and educator attitudes towards inclusion. The finding from this study supports previous research in that gender was not related to educator attitudes towards inclusion.

     Age. The majority of participants fell in the age range of 45-54 (32%). The age range of 65-74 had the fewest number of participants, two (2%). The age group of 18-24 had the highest agree rate for all questions in the behavioral, cognitive, and affirmative dimensions. The age range of 65-74 had the highest disagree rate for all questions in the behavioral, cognitive, and affirmative dimensions. Per Participant E,

     I have given 28 years to education. During this time, administrators have come

and gone. With each administrator comes new initiatives that we are expected to

follow. Inclusion is just one of these initiatives that are here right now. I am

going to be 66 in three months and I am not about to learn something new.

(Participant M, personal communication, May 5, 2016).

One hundred percent of participants between the ages of 18-25 would like to be mentored

by teachers who can model effective differentiated instruction, would like to emulate

teachers who know how to design appropriate academic interventions, believe students

with disabilities can learn social skills necessary for success within the regular education

classroom, want people to think they can create a welcoming classroom environment for

students with disabilities, believe students with disabilities can be trusted with classroom

responsibilities, and believe students with disabilities should be educated to the fullest

extent possible with their nondisabled peers. If this is true, teachers will have more

confidence in their instructional abilities; more confidence in their abilities to deal with

daily interactions between parents, colleagues; and students; and feel better prepared for

their profession going forward (Fluckiger, McGlamery & Edick, 2006). One participant

between the ages of 18-25 stated, "there are several teachers in this school that I feel are

very effective with teaching students with disabilities. I have tried hard to model their

teaching style so that I can meet the needs of all my students" (Participant B, personal

communication, March 29, 2016).

With the exception of the behavioral dimension, participants had a more favorable

attitude towards Questions 4-9; moreover, not one question or age range fell below an

average agree rate of 50%. In contrast, the behavioral dimension yielded two groups that

had an average agree rate of 50% or greater for all three questions: 18-24 (66%) and 45-

54 (52%). The age range of 25-34 had an average agree rate of 33%; the age range of 35-

44 had an agree rate of 37%; 55-64 had an agree rate of 39%; and the age range of 65-74 had an agree rate of 33%.

The findings from this study correlate with findings from studies conducted by Praisner (2000), Hoffman (2006), Slone (2007), and Chandler (2015); moreover, no statistically significant correlations were found. In contrast, this study found a moderate positive correlation between teacher age and wanting to emulate teachers who know how to design appropriate academic intervention, wanting the belief of a welcoming classroom environment, and being able to trust students with mild to moderate disabilities with responsibilities within the regular classroom setting. If this is correct, younger teachers are more inclined than older teachers to adapt their instructional practice to meet the needs of their classroom (Pritchard, 2014).

Highest degree completed. All degree categories were represented in this study. Master's degree represented the most participants with 45%, bachelor's degree represented 44%, master's sixth-year degree represented 11%, and doctorate degree represented less than 1%. With the exception of the doctorate degree, respondents showed little difference in agree responses based on degree completed; however, they did vary by approximately 10% for all dimensions. Participants with a doctorate degree had a difference of approximately 25% in the behavioral dimension, 18% in the cognitive dimension, and 29% in the affective dimension.

No statistically significant correlations were found. While there is a clear lack of research regarding degree completion and attitude towards inclusion, there was evidence in the study that shows greater degree obtained can have a positive impact on attitude towards inclusion.

Years of experience in education. All years of experience ranges were

represented in the study: 0-4 years of experiences accounted for 14%; 5-9 years, 13%; 10-14 years, 30%; 15-19, 20%; and 20 or more years, 23%. Educators with 15-19 years of experience had the highest disagree percentage for wanting to eliminate classrooms that exclusively serve students with mild to moderate disabilities, 65%. Educators with 20+ years of experience disagreed the least with eliminating special education classrooms, 28%. Ninety-three percent of educators with 5-9 years of experience agree the most that students with mild to moderate disabilities should be educated to the fullest extent possible with their non-handicapped peers; while, 31% of educators with 15-19 years of experience disagreed that students with mild to moderate disabilities should be educated to the fullest extent possible with their nondisabled peers. One hundred percent of responders with 0-4 years and 5-9 years of experience believe students with mild to moderate disabilities can be trusted with responsibilities in the regular education classroom. "A disability does not define an individual. Why wouldn't I give them the benefit of the doubt and trust them" (Participant K, personal communication, May 5, 2016).

Studies conducted by Pritchard (2014) and Barnes (2008) found that the more experienced teachers had, the more negative attitudes they exemplified towards inclusion. Unlike Pritchard and Barnes, this study found no correlations or similarities between educator years of experience and attitudes towards inclusion.

Number of special education courses completed while in college. Of all participants, 50% responded to taking one to three special education courses while in college. Educators who have taken one to three special education courses disagreed the most with the belief that students with mild to moderate disabilities can be more effectively educated in the regular classroom, 44%. Educators who had no college

special education experience had the highest average agree percentage (54%) for eliminating classrooms that exclusively serve students with mild to moderate disabilities, the belief that students with mild to moderate disabilities should be taught in the regular education setting because they will not require too much teacher time, and students with mild to moderate disabilities can be more effectively educated in the regular education setting.

There was a variance of agreement within the cognitive dimension. Forty percent of educators who had no formal college training responded to wanting to be mentored by teachers who model effective differentiated instruction, compared to 74% of educators who had four or more college courses. Educators who took four or more courses had the highest percentage of agreement (89%) for wanting to emulate teachers who know how to design appropriate academic intervention.

Results in the affective dimension were similar; participants with zero special education courses had the lowest agree percentage of 66%, while participants with four or more courses completed had the highest agree percentage of 82% for the belief that students with mild to moderate disabilities should be educated to the fullest extent possible with their nondisabled peers.

Extent of working with students with disabilities. Of the respondents, 6% spent 1 hour or fewer a month working with students with disabilities (minimal level), 23% spent 2-4 hours a month working with students with disabilities (some level), 30% spent more than 80 hours a month working with students with disabilities (extensive level), and 41% spent 11-80 hours a month working with students with disabilities (considerable level).

The behavioral dimension average agree percentages for all three questions fell

within 12% of each group: minimal, 38%; some, 36%; considerable, 48%; and extensive, 41%. Fifty percent of participants who worked with students with disabilities at a considerable level felt students with mild to moderate disabilities will not require too much teacher time and should be taught in a regular education classroom; and 53% believed students with mild to moderate disabilities can be educated more effectively in the regular education setting. Educators who worked with special education students between 2-4 hours a month disagreed at 70% that most or all classrooms that exclusively serve special education students should be eliminated. One participant who seldom worked with students with disabilities stated, "My experience is limited with working with students with disabilities; however, wouldn't it make sense to have students with special needs be instructed by special educating teachers in a special education classroom" (Participant N, personal communication, May 5, 2016).

The cognitive dimension exhibited disparities between all groups and questions. Forty-seven percent of participants in the "some" category agreed with wanting to be mentored by teachers who model effective differentiated instruction. This is a difference of 29% compared to educators working with students with disabilities at the extensive level. Ninety-seven percent of educators in the extensive group agreed that they would like to be mentored by teachers who know how to design appropriate academic interventions; this is a difference of 34% for educators working with students with disabilities sometimes. Educators in the "considerable" group disagreed at 39% that the regular education classroom is more effective for teaching social skills vital to student success.

With the exception of two questions, the affirmative dimension yielded similar results for all groups and questions. Participants in the "some" category (60%) and

participants in the "considerable" category (69%) had the lowest agree percentage for the belief that students with mild to moderate disabilities should be educated to the fullest extent possible with their nondisabled peers.

The findings from this study correlate with findings from Hoffman (2006). Hoffman's study suggested that the more time educators worked with students with disabilities, the more positive their attitudes were towards inclusion.

Expected length in education. The majority of participants (50%) expected to stay in education greater than 20 years, with 6% expected to remain less than 5 years. With the exception of Questions 2, 4, and 6, respondent agree percentages for all questions and dimensions were similar.

In the behavioral dimension, participants expecting to be in education between 11-20 years had the greatest agree response rate of 61% for believing that students with mild to moderate disabilities should be taught in the regular education setting because they will not require much support from the teacher, while 17% of educators in the 5-10 years of expected length of teaching felt the same. This was an agree difference of 44%.

In the cognitive dimension, 73% of respondents expecting to teach for less than 5 years wanted to be mentored by teachers who model effective differentiated instruction. This is a difference of 27% compared to respondents expecting to teach between 5-10 years. Educators expecting to be in education between 11-20 years (82%) believe students with mild to moderate disabilities can learn appropriate social skills. Educators expecting to teach for less than 5 years agreed at 51%.

No correlations were found within this area. Moreover, there is a lack of research looking at relationships between educator years in education and attitudes towards inclusion.

Wanting to be an administrator. Of the all the participants, 83% responded to not wanting to become an administrator, 13% responded to wanting to become an administrator, and 6% responded to already becoming an administrator.

A significant correlation was found between "wanting to be an administrator" and Question 1, "most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated" (.022) and Question 2, "students with mild to moderate disabilities should be taught in regular classes with nondisabled students because they will not require too much of the teacher's time" (.040).

Additional Qualitative Findings

The purpose of the qualitative portion of the study was to provide additional insight into administrator and teacher attitudes towards inclusion. Additionally, the data obtained from the administrative interviews and focus groups provided the researcher with themes that were important in assessing administrator and teacher attitudes towards inclusion.

The analysis of administrator interviews revealed that administrators have a more open mindset than teachers towards the concept of including students with disabilities in the regular education setting. In addition, administrators believe that common planning time is essential in fostering strong working relationships among their staff. Additionally, administrators agree that co-teaching was important and that teachers needed ongoing professional development in order for classrooms to benefit from this type of instructional model.

The analysis of focus group data revealed a similar belief in that common planning time was fundamental for the differentiation of academic intervention for all students and professional development was necessary for effective co-teaching. Teachers

were almost evenly split with their opinion on administrative support. About half of the teachers interviewed felt their building administrator was supportive and was there for them. The other half of teachers felt administrators lacked the proper knowledge for implementing inclusion and relied on their special education staff who did not have the necessary knowledge either.

Implications

Building-level and district-level administrators can use the information obtained from this study to determine which variables are important for determining the placement of co-teachers in inclusive settings.

The findings from the interviews and focus groups suggest there are many schools utilizing the inclusion model without adequate preparation or training. Furthermore, administrators and teachers similarly reported that there is little training offered schoolwide or countywide that supports the growing demand of meeting the needs of students with disabilities in the regular education setting. Districts and schools can use this information to design professional development that focuses on inclusive practices. More specifically, professional development should be tailored specifically towards co-teaching and differentiation of instructions for both administrators and teachers.

Limitations of the Study

Although the limitations did not impact the study negatively, there were several that presented themselves throughout the study.

1. According to Creswell (2012), to help generalize the findings of a correlational study, a minimum of 30 participants are recommended. Although 128 people participated in this study, only content teachers received the recommended 30 participants.

2. The study was conducted in one LEA in the state of North Carolina. Generalizability for this study may be limited.

3. The three participating schools are from an urban setting; therefore, results from this study may not be reflective of a more diverse population.

Recommendations

The following recommendations for further research can be made based on the findings from this study. The results from this study and previous studies should be used to support or grow administrator and teacher attitudes towards including students in the regular education setting. Recommendations are as follows.

1. Positive relationships were noted in the areas of age, years of experience, and number of special education courses taken in college. Future research on these topics should be conducted to expand the knowledge base of inclusion and factors that influence educator attitudes.

2. Further research looking at relationships between class size and special education percentage should be conducted. This study did not look at the percentage of special education students in the general education classroom; however, the findings from this study suggest that general education classrooms contain a wide variation of special needs students. Having a large number of special needs students in the regular placement raises issues regarding whether general education classrooms retain their characteristics and are providing proper social skills for students with disabilities.

3. Though the study was conducted in one of the largest LEAs in North Carolina, participating schools were limited to three middle schools. To further validate or build upon the findings of this study, additional research should be

undertaken with a larger sample size consisting of greater diversity. In addition, more teacher focus groups and administrator interviews should be conducted.

4. While this study did not look at professional development for inclusive practices, the findings suggest that administrator and teacher attitudes could be improved by providing ongoing professional development on co-teaching. Further research is needed to validate this finding.

5. Data from administrative interviews and focus groups suggested that further research is needed in the areas of common planning time and attitude towards inclusion. This study did not directly look at this topic, but administrators and teachers majorly agreed that common planning was pivotal for establishing a successful inclusive classroom.

Conclusion

The goal of this research was to identify factors that contribute to administrator and teacher attitudes towards inclusion. Although several moderate correlations were noted, the findings from this mixed-method study indicate there is not a statistically significant correlation between administrator and teacher attitudes towards inclusion and years of experience, extent working with students with disabilities, age, highest degree obtained, number of special education courses taken in college, and expected length in education.

A statistical significant correlation was found between participants wanting to be an administrator and attitude towards inclusion. Moreover, significance was found in the areas of eliminating classrooms that exclusively serve students with mild to moderate disabilities, and students with moderate to mild disabilities should be taught in the regular

education setting.

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Appendix A

Attitude Towards Teaching All Students Instrument

Attitudes Towards Teaching All Students
ATTAS-mm

Lori A. Noto   Jess L. Gregory
University of Bridgeport   Southern CT State University

Directions: The purpose of this survey is to obtain an accurate and valid appraisal of your perceptions of teaching all students including students identified with mild to moderate disabilities. Because there are no "right" or "wrong" answers to these items, please respond candidly.

Definition of Full Inclusion: For the purposes of this survey, fill inclusion is defined as the integration of students with mild to moderate disabilities into regular classrooms for 80% or more of the school day. Under federal special education law, mild to moderate disabilities include: learning disabilities; hearing impairments; visual impairments; physical handicaps; attention deficit disorder; speech/language impairments; and mild/moderate emotional disturbance, mental retardation, autism, or traumatic brain injury.

Respondent Information:

1. What is your current role in education?
- ○ Student not yet in the field
- ○ Intern
- ○ Substitute Teacher/DSAP
- ○ Paraprofessional
- ○ Certified Teacher
- ○ Other _____

2. What is your gender?
- ○ Male
- ○ Female

3. What is the highest degree you have completed?
- ○ Associates
- ○ Bachelors
- ○ Masters
- ○ Masters +30 (6th year)
- ○ Doctorate

4. How many years of experience do you have as an educator?
- ○ 0-4 years
- ○ 5-9 years
- ○ 10-14 years
- ○ 15-19 years
- ○ 20 years or more

5. How would you describe the community in which you work/intern?
- ○ Rural
- ○ Suburban
- ○ Urban
- ○ N/A (not currently in the field)

6. How many college (or higher) courses have you completed in special education?
- ○ None
- ○ 1-3
- ○ 4 or more courses

7. Describe the extent of your experience working with individuals with disabilities in schools and/or human service agencies.
- ○ Minimal (1 hour of fewer per month)
- ○ Some (2-10 hours per month)
- ○ Considerable (11-80 hours per month)
- ○ Extensive (more than 80 hours per month)

8. Which of the following best describes the school in which you work/intern?
- ○ Elementary (k-2, k-3, k-4, k-5, or k-6)
- ○ Middle (4-6, 5-6, 4-8, 6-8, 7-8)
- ○ High (7-12, 8-12, 9-12)
- ○ Other _____

9. How would you describe the socioeconomic status of the community in which you work/intern?
- ○ Poor (income/education in the lowest 20%)
- ○ Moderate (income/education in the middle 60%)
- ○ Affluent (income/education in the highest 20%)

10. How long do you plan to teach?
- ○ fewer than 5 years
- ○ 5-10 years
- ○ 11-20 years
- ○ Greater than 20 years

11. I want to become an administrator. ○ yes   ○ no

Attitudes Towards Teaching All Students
ATTAS-mm

Jess L. Gregory
Southern CT State University

Lori A. Noto
University of Bridgeport

The purpose of this survey is to obtain an accurate and valid appraisal of your perceptions of teaching all students including students identified with mild to moderate disabilities. Because there are no "right" or "wrong" answers to these items, please respond candidly.

	Agree Very Strongly	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Disagree Very Strongly
1. Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
2. Students with mild to moderate disabilities should be taught in regular classes with non-disabled students because they will not require too much of the teacher's time.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
3. Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
4. I would like to be mentored by a teacher who models effective differentiated instruction.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
5. I want to emulate teachers who know how to design appropriate academic interventions.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
6. I believe including students with mild/moderate disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ
9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	ⓐ	ⓑ	ⓒ	ⓓ	ⓔ	ⓕ	ⓖ

Appendix B

Permission to Use Survey

To: William Kimble
From: "Gregory, Jess L."
Date: 10/01/2014 08:10AM
Subject: Re: Permission to use Survey

Hi there Bill,

I can't give you permission to use the TATIS because Lori and I found psychometric problems with it. We fixed those in the ATTASmm. I have attached that here. In return for permission, we ask a couple things, please tell me where you are earning your EdD, and when you are done with your research, please send me a copy of the raw data (spreadsheet attaches) so that I can include it in the larger sample to refine the psychometric properties of the instrument. The full technical manual is available on ERIC.

Happy research,

Jess Gregory, Ed.D.
Assistant Professor
Educational Leadership and Policy Studies
Southern Connecticut State University
TE-6, Room 123

Appendix C

Focus Group and Interview Questions

Question 1:
Do you believe students with mild to moderate disabilities can be more effectively educated in regular classrooms or special education classrooms? Why or why not?

Question 2:
To what extent should students with mild to moderate disabilities be educated in regular classrooms with non-handicapped peers to the fullest extent possible? What factors contribute towards your beliefs?

Question 3:
What are some ways regular educations and special education teachers can work together effectively?

Question 4:
What challenges have you encountered in implementing inclusion?

Question 5:
What are the most significant challenges you face in including students with disabilities?

Question 6:
What is the most important factor you would attribute to the success of the inclusive practice?

Question 7:
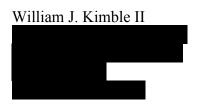What suggestion do you have to make the inclusive classroom more successful for both the teachers and the students?

Question 8:
Is there anything else about this topic that you would like to share?

Appendix D

District Approval Letter

January 29, 2016

William J. Kimble II

██████████████████
█
█████████

RE: Application No. 1217

Dear Mr. Kimble:

Your request to conduct research in the ████████████████████████████ has been approved. We wish you well in conducting your study, "Middle School Administrator and Teacher Attitude towards Students with Mild to Moderate Disabilities in the Inclusive Classroom."

This letter serves as evidence of project approval and you are free to share it with relevant staff and supervisors as needed. Remember that in accordance with ████████████ █████ approved research must at all times be conducted in a manner that is consistent with your original application and you must provide us with interim and final results as they become available. Please refer to the following link to read more about the district's policies, rules, and procedures: ████████████████████ ████████████████

 In any future correspondence with us, please refer to your application number (1217). We look forward to learning about your findings.

Let us know if you have any questions as you conduct your research.

Sincerely,

████████████
External Research Committee

Appendix E

Site School Approval Letter

To: XXXXXXXXXX
From: William Kimble/
Date: 05/15/2015 01:58PM
Subject: Request

Dear XXXXX,

My name is William Kimble and I am a Special Education Teacher in XXXXX and a Doctoral student at Gardner-Webb University in Boiling Springs, NC. I am seeking your consent to conduct doctoral research within your school. The research I wish to conduct for my thesis involves "Administrators and Teachers Perceptions towards Inclusion of Students with Disabilities in the general education setting." This project will be conducted under the supervision of Dr. Jenny Sabin (Gardner-Webb University Dissertation Chair).

The research would consist of administering the, <u>Attitudes Towards Teaching all Students Instrument</u> (ATTAS-mm) to teachers and administrators. The ATTAS-mm is broken down into an eleven question demographic section and a section consisting of nine Likert questions ranging from agree very strongly to disagree very strongly. It is my plan to administer the survey sometime this fall or early spring. All participating school names and locations will be kept anonymous and survey data will be confidential.

Upon completion of the study, I undertake to provide the [District] with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me at XXXXXXXX and/or XXXXXXXXXXXXXXX.

Thank you for your time and consideration in this matter.

William J. Kimble II
Gardner-Webb University Doctoral Student

Site School Research Approval

To: William Kimble
From: XXXXXXXXXX
Date: 06/06/2015 07:26AM
Cc: XXXXXXXXXX

I approve for you to move forward at XXXXXX.

XXXXXXX

Principal
XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX

To: William Kimble
From: XXXXXXXXXX
Date: 06/08/2015 07:26AM

You have my permission to conduct your research within XXXXXXX.

XXXXXXXXXXX
Principal
XXXXXXXXXXX
XXXXXXXXXXXX

Mr. Kimble,

Thanks so much for reaching out to us.

Ms. XXXX, our 6th grade Assistant Principal, can help facilitate this for your. She is a wealth of Special Education knowledge and can easily arrange for certain requirements for your program. I have added Ms.XXXX to this email so you two can communicate.

Thanks for thinking of XXXXXXXXXX and good luck!

Have a great weekend.
XXXXXXXXX