

Special Education Awareness of UW Stout Student Teachers

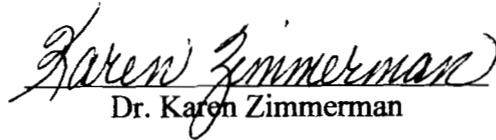
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Susan M. Justice

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Dr. Karen Zimmerman

The Graduate School

University of Wisconsin-Stout

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**The Graduate School
University of Wisconsin-Stout
Menomonie, WI**

Author: Justice, Susan M.

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The purpose of this study was to examine the attitudes and behaviors of pre-service student teachers towards inclusion. A total of 105 pre-service educators who attended UW-Stout in March of 2005 and were student teaching, participated in this study. These pre-service educators were from a variety of educational disciplines. Data was collected with two 5-point Likert scale group-administered surveys given to all educators at the same time.

Data from this study indicated that most pre-service educators had positive attitudes about inclusion. However, their reported inclusion behaviors were even higher than their attitudes about inclusion.

Another finding indicated that the number of students with special needs that student teachers expected was less than the number they actually had in class. This finding suggests that student teachers are not being presented with adequate information to make an accurate assessment of what to expect when they begin teaching.

The data suggests that discipline does affect student teacher attitudes and behavior but their behavior was more positive than their attitudes. Overall findings suggest that special education student teachers expressed consistently, significantly higher frequency of behavior than the other disciplines, which may be indicative of their education. Finally, the data indicates that student teachers who had numerous classroom strategies (behaviors) to choose from felt competent about inclusion.

The Graduate School
University of Wisconsin Stout
Menomonie, WI

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To my husband Howard and children Olivia and Dakota:

Thank you for giving up quality time with me so that I could get my master's degree and
finish this project.

To Dr. Gillette and Dr. Zimmerman: Your help and insight made this project a reality.

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TABLE OF CONTENTS

ABSTRACT.....	ii
List of Tables	vi
Chapter I: Introduction.....	1
<i>Statement of the Problem and Purpose</i>	6
<i>Assumptions of the Study</i>	7
<i>Definition of Terms</i>	8
Chapter II: Literature Review	10
Chapter III: Methodology	28
<i>Subject Selection and Description</i>	28
<i>Instrumentation</i>	28
<i>Data Collection Procedures</i>	30
<i>Data Analysis</i>	30
<i>Limitations</i>	31
Chapter IV: Results.....	32
Chapter V: Discussion	60
<i>Limitations</i>	65
<i>Conclusions</i>	65
<i>Recommendations</i>	67
References.....	69
Appendix A: Survey	74

List of Tables

Table 1: Gender.....	33
Table 2: Age Category of respondent.....	33
Table 3: Discipline area of respondent	34
Table 4: Respondent Number of Children.....	34
Table 5: Whether Respondents Knew Families With Disabilities.....	35
Table 6: Student Teaching Placement.....	35
Table 7: Prior Teaching Experience and Certification.....	36
Table 8: Special Education/ Inclusive Classes.....	36
Table 9: Courses.....	38
Table 10: Teaching Preference.....	39
Table 11: Expectations and Actuality	40
Table 12: Attitudes Towards Working with Students with Disabilities.....	41
Table 13: Behaviors Towards Students with Disabilities.....	43
Table 14: Comparison of Student Teachers' on Attitudes.....	46
Table 15: Comparison of Student Teachers' on Behaviors.....	50
Table 16: Comparison of Expected Number of SPED Students and Attitudes and Behavior	53
Table 17: Comparison of Actual Number of SPED Students and Attitudes and Behaviors	55

Chapter I: Introduction

Teachers today need to be able to interact and manage a wide variety of students, including those with disabilities (Brownlee & Carrington, 2000). Many educators are unprepared to handle the challenges of children with special needs in their classrooms. Inclusion is mandatory in the public schools in the United States. Because inclusion is not optional all educators will, eventually, feel its impact in their classroom.

Public law (PL) 94-142 is the Education for All Handicapped Children Act enacted in 1975. This law mandates that all children with disabilities, regardless of the nature and severity of their disability, were entitled to a free and appropriate public education in the least restrictive environment.

Public law 94-142 and IDEA (Individuals with Disabilities Education Act of 1990) require that students receive their education in the least restrictive environment. These laws also stipulate that supports and services accompany the student in this environment. The range of services within the local school can take many forms. (Bradley, King-Sears & Tessier-Switlick, 1997, p. 8)

PL94-142 mandates that the needs of students with disabilities should determine their placement.

One basic tenet of current special education practice is equity for students with disabilities (Rueda, Gallego, & Moll, 2000). As the number of students in special education continues to expand, the issue of least restrictive environment will become even more important. Recently, the number of students with disabilities has increased at a rate higher than the rate for general school enrollment (Rueda, Gallego, & Moll, 2000). If this trend continues, special education will be in dire straits. Many states are hiring

educators with emergency licenses and little or no training. The shortage of special education teachers is affecting the integrity of the field of special education (Nougaret, Scruggs, & Mastropieri, 2005). The attrition rate for special educators is extremely high; many special educators leave the field soon after they enter.

In the past, the public and the general education population within education has largely ignored the special education population. Prior to the enactment of PL 94-142, many children with special needs were not allowed to attend school. They often were institutionalized or grew up in their own homes with no formal education. Those that were allowed to attend were often delegated to a segregated classroom, whose population consisted only of children with special needs. Johnson (2004, p. 1) reports, “based on data from public schools across the country, Congress found that millions of American children with disabilities were not receiving even a satisfactory education.”

In this researcher’s experience, educators need to become more familiar with and feel more comfortable in the role of educating students. Pre-service education is lacking when it comes to giving beginning teachers the foundation for incorporating children with special needs into their classrooms. In one national survey, 90% of secondary education teachers indicated that their undergraduate education did not adequately prepare them to teach special populations (Rojewski & Pollard, 1993, as cited in Henning & Mitchell, 2002).

Many general educators are uncertain about their ability to meet the needs of all students in inclusive classrooms. Studies indicate that teachers feel neither confident nor competent about their training or ability to work with students with disabilities (Hardin & Hardin, 2002). In this researcher’s experience, typical classrooms are overcrowded and

understaffed. Many teachers are worried about getting the support that they will need for all of their students. “Supportive classroom teachers and administrators are critical to the successful teaching of students in inclusive settings” (Knight, 1999, p. 6).

The nature and severity of the special needs effect the classroom environment. In one study children who were viewed as having emotional and behavioral problems were seen as likely to have a more negative impact on other children, the teacher, and the school and classroom environment (Hastings & Oakford, 2003). Although the nature and severity of special needs greatly impact the classroom, it will not be addressed in this paper. It is, however, an area that would benefit from further research.

When children with special needs are educated with their typically developing peers they have more opportunities to develop important skills and children are better able to understand the needs of others (Dickson, 2000). There are a number of factors that affect the success of inclusion in the classroom. These include administrative policy and support, classroom environment, collaboration and team teaching, educator’s attitude and comfort level, pre-service and in-service education, methods and adaptations for meeting students’ needs, and classroom strategies.

Having administrative support is one step in ensuring the success of inclusion into any school setting. “Teachers need to be provided with planning time and with opportunities to learn new teaching strategies such as hands-on, experiential approaches that build upon ideas which emphasize the process of learning” (Vaidya, 1997 p. 624). Without the support of administrators, educators will not be as effective in the classroom.

A supportive classroom environment allows the educator to better meet the needs of all of the students in his/her classroom. A safe classroom environment promotes

learning. Children cannot effectively concentrate and will have difficulty learning if they do not perceive that they are safe. Brain research indicates that a peptide called cortisol is helpful to the response of fight or flight (Sprenger, 1999). However, prolonged exposure to stressful situations creates high levels of cortisol that can damage the brain, digestive, immune, and circulatory function as well as the transmission of neurons. An imbalance of this chemical can have serious effects on learning. Therefore, we can assume that building the classroom community benefits the entire class by promoting a low stress atmosphere and by promoting the feeling of safety within the classroom, allowing for children to learn.

Collaboration is a vital element in a productive inclusive environment. “Positive experiences in collaboration between special educators and regular educators may be more useful to teachers than additional training in adaptive methods or special education law” (Henning & Mitchell, 2002, p. 27).

The general educator should be comfortable with children with special needs and their attitudes must reinforce the inclusion principles. “Unlike their special education counterparts, many pre-service teachers entering ‘regular education’ do not have much experience with people with disabilities” (Hamre & Oyler, 2004, p. 157).

It is critical that pre-service and in-service training be useful and informative. It should address all of these issues and more since many general education teachers are not prepared for the needs of inclusive students. “That general educators will be asked to assume greater responsibility for teaching students with special needs is certain....Accumulated evidence suggests, however, that too few teachers have received sufficient preparation to undertake these new demands” (Gable & McLaughlin, 1993, p.

7). The ability for students with special needs to be accepted in general education classrooms depends on the general education students' attitudes and perceptions (Nemitz, 2001).

Methods and adaptations for meeting students' needs should be up to date and based on research and practical application. Educators need to utilize teaching concepts that reach all students such as Howard Gardner's multiple intelligences. "As students with significant disabilities enter regular classrooms, we must develop and implement instructional approaches that benefit all students" (Porter, as cited in Johnson, 1999, p. 73). Educators need to be flexible and knowledgeable, in order to make the adaptations necessary to their curricula to meet the needs of all of their students.

Practice using a large span of classroom tools, techniques, and strategies, coupled with a foundation in educational practices helps successful teachers to teach all of the students in their classrooms. This is especially important with children with special needs. Educators can base their beginning framework on Maslow's hierarchy of needs and build from there. "Teacher trainees spend hour after hour sitting in college classrooms learning more about education and how students learn, but little time actually engaged in the process of teaching others" (Reitz & Kerr, 1991, p. 362). Although this study will briefly discuss all of the aspects that encourage a positive inclusive environment, it will mainly be focusing on the issues of pre-service training and ways to build a better foundation for new educators towards inclusion. It will specifically target the benefits of classroom management skills and the skills of collaboration.

Educators face many challenges with inclusion. Some challenges this researcher has experienced include additional time needed to convey information, more preparation

time needed to deal with the widened gap of extremes in learning, and special attention given to address behaviors that detract from the classroom environment. Pre-service teachers usually are required to take one class on inclusion. After taking only one class, do they fully understand the extent of additional planning time, energy, and research that is involved with having several students with special needs in their classroom? Will they have the patience to continue to repeat directions even though they have already given them 10 times? Will they even understand why it is necessary to do so? Pre-service and new teachers have few strategies to pull from, so frustration and a feeling of a loss of control can be anticipated. If pre-service education better addressed this aspect of classroom strategies and gave students the knowledge and the practice required to excel in these strategies the pre-service teacher and the students would all benefit.

Statement of the Problem

The purpose of this study is to determine if pre-service teachers are being fully prepared to teach students with special needs in their classrooms. A survey conducted at the University of Wisconsin - Stout (UW-Stout) during the 2004/2005 school year was used to derive this information.

Research Objectives

Objectives for this research are such:

1. Collect data on pre-service educators attitudes and perceptions towards teaching in inclusive classrooms.
2. Identify pre-service educators attitudes and perceptions as they relate to six factors of inclusion, administrative policy and support, classroom environment,

collaboration and team teaching, educator attitude and comfort level, pre-service and in-service education, and classroom strategies.

Research Questions

There are four questions that this study will attempt to answer:

1. What are current pre-service educators' attitudes about inclusion in their classrooms?
2. What are pre-service educators' perceptions of educator behavior regarding inclusion in the classroom?
3. Does discipline affect how pre service teachers perceive attitude?
4. Does discipline affect how pre service teachers perceive behavior?

The researcher expects the feedback from these questions to lead to very valuable research. The purpose of this research is to collect data and identify pre-service teacher attitudes and behaviors concerning inclusion.

Assumptions and Limitations of the Study

The researcher assumed that the survey will be answered honestly, however, it may be partially biased because the respondents may feel a preconceived need to answer the questions the way they think the researcher would want them to instead of how they really feel.

It is anticipated that many pre-service teachers will cite a low number of students with special needs to be expected to be in their classes. It is further assumed that many pre-service teachers have a limited number of strategies to pull from in order to remain in control in their class.

The research instrument, a survey designed by the researcher, has no documented measures of reliability or validity. The survey was designed specifically for this study.

Definition of Terms

Following are some definitions which will assist the reader in understanding the terminology used in this study.

Inclusion. The practice of including students with special needs being educated with their peers in the least restrictive educational environment.

Special needs. Needs that are above and beyond ordinary needs. A child identified as having special needs has been evaluated or diagnosed to have one of many disabilities. There is a huge spectrum of special needs which could be cognitive or physical, ranging from mild to severe. A few examples include attention deficit disorder, oppositional defiant disorder, emotional disorders, cognitive disorders, autism, learning disorders, bipolar disorder, speech disorders, hearing disorders, and physical disorders.

Developmentally appropriate practice (DAP).

The National Association for the Education of Young Children was the front runner in the development of DAP. The concept of developmental appropriateness has three dimensions: age appropriateness, individual appropriateness and cultural appropriateness. Age appropriateness is based on research, which indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of

life. Individually appropriate recognizes that each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background. Cultural appropriateness recognizes the importance of the knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the children and their families. Both the curriculum and the adult's interaction with the child should be responsive to individual difference.

(<http://dpi.wi.gov/ec/ecdphome.html> p. 1. 06/28/06)

Chapter II: Literature Review

Introduction

This chapter will discuss six factors that have an impact on inclusion: administrative policy and support, classroom environment, collaboration and team teaching, educator attitude and comfort level, pre-service and in-service education, and classroom strategies. The review of the literature centers on these six factors, which affect the success of students in inclusive classrooms.

Administrative Policy and Support

The first factor is school and administration policy and support. “Support from the administration is critical for the teachers in a school that espouses a philosophy of inclusion” (Vaidya, 1997, p. 624). In order for inclusion to work in the classrooms, educators must have support for the program and extra service needs backed by administration. Some things that need to be addressed in administrative policy and support are attrition, extra service needs, additional resources, materials and staff, class size and planning time, co-teaching and collaborative models of teaching, and teacher requests.

For administration there is an immediate need to hire and retain more teachers (“A Better Beginning: Helping New Teachers Survive and Thrive,” n. d.). America will need two million new teachers by 2007. Attrition is a serious situation in the field of special education (Mitchell & Arnold, 2004). When combined, with the trend toward smaller class sizes, the need for hiring under qualified educators is creating serious problems. Having a qualified teacher in every room is indispensable and can create increased student achievement. One- way for administration to combat this problem is to

provide more support for first year teachers and teachers in general. With intensive support, new educators demonstrate increased job satisfaction, and greater competence and success with the children.

In one study (Austin, 2001) recommendations were to have administration develop collaborative or team teaching models; seek out and develop effective in-service training, perhaps in conjunction with state agencies or local universities; ensure adequate pre-service education; and strive to be supportive of the co-teachers needs, especially the logistical and administrative. School administrators need to address the issues of class size and planning time.

A smaller class size is helpful when inclusion practices are utilized. The National Educators Association (NEA) recommends a 15:1 teacher/student ratio in regular education and an even smaller ratio in programs for students with exceptional needs. Safety, discipline and general classroom order are greatly improved in smaller classrooms (“Class Size,” n. d.). Small class sizes help teachers to spend their time and energy ensuring student success. When discussing reduced class size, early intervention is a key factor. NEA suggests five rules for reducing class size. They include starting in kindergarten or first grade; ideal class sizes of 13-17; targeting at-risk students first; having children experience small classes all day, everyday; and continuing small class sizes for at least two years, but three to four for the maximum benefit (“Class Size - What Research Says,” n. d.).

The Wisconsin Student Achievement Guarantee in Education (SAGE) program has been helping low income children in their early years very successfully (“Reducing Class Size Brings Gains,” n. d.). One study concluded SAGE increased achievement,

upheld gains through third grade, was especially beneficial for African American students, narrowed the gap between African Americans and Caucasian students, and compensated for poor attendance.

Although many states have tried to implement programs to reduce class size, it is sometimes a practice that has not been embraced by administration, partly because of the additional costs involved and partly because of qualified teacher shortages. Recently 21 states and the federal government have implemented class-size reduction (CSR) initiatives (O'Connell & Smith 2000). When class sizes are reduced educators tend to still teach the same way. However, according to Lapsley and Daytner (2001), they are able to use strategies that maximize student learning. Specifically, the way teachers utilize grouping strategies changes. In one study, most teachers in classes that have instructional aides reported that they changed their strategies to promote a more favorable teacher-student ratio. In other words, they were able to work with smaller groups to individualize instruction.

Administrative support and staff motivation are two essential components needed when identifying and implementing structures for regularly scheduled planning time (West & Idol, as cited in Hunt, Soto, Maier, Liboiron, & Bae, 2004). Educators need more time to meet and plan for adaptive strategies for children with special needs. This has to be addressed and supported by administration in order for the teachers to be competent in meeting all of their children's needs. In one study, team members agreed that collaborative, consistent implementation of support and regularly scheduled team meetings contributed greatly to student progress as well as professional growth and effectiveness (Hunt, Soto, Maier, Liboiron, & Bae, 2004).

Frustration results from knowing that educators do not have the resources needed to provide the ability to plan appropriately for the additional adaptations they will need to make. When working with young children with significant issues, team members must bring together a complicated array of supports (Odom, as cited by Hunt, Soto, Maier, Liboiron, & Bae, 2004). Educators stress over concerns that they will be unable to meet the educational needs of the majority of children in their class when they need to focus on a specific child with a disability (Forlin, 2001). To provide maximum benefit for the child, it is necessary for administration to be sensitive to teacher requests for additional staff, when necessary (Dickson, 2000). One way to do this is to utilize team teaching methods.

Having two educators in one class is very effective, but it is costly. Hopefully, administrators and supervisors will be able to examine its effectiveness (Gately & Gately 2001). Administrative support and staff motivation are two essential components needed when identifying and implementing structures for regularly scheduled planning time (West & Idol as cited by Hunt, Soto, Maier, Liboiron, & Bae, 2004).

Classroom Environment

The second factor, which can affect the success of inclusion, is classroom environment.

The area of classroom environment includes the non-instructional, interpersonal interactions that occur within the classroom setting, and includes such features as creating an environment of respect and rapport, managing classroom procedures (including instructional groups as well as materials and supplies), managing

student behavior, and organizing physical space. (Nougaret, Scruggs, & Mastropieri, 2005, p. 219)

Additionally, classroom environment also encompasses classroom community: a safe physical and risk taking environment; rules, choices, consequences; and developmentally appropriate practices. Nougaret, Scruggs, and Mastropieri (2005) report that effective and positive interactions between the teacher and students can create an environment that supports learning and helps students feel safe enough to attempt risk taking. Brain research indicates that for the brain to access information and form new memories a feeling of security is vital (Sprenger, 1999). The abilities to access information and use memory are crucial for learning. Therefore, providing a safe nurturing environment is vital. “Excess cortisol can destroy brain cells and lesson synapse density in some parts of the brain; chronically high levels of cortisol have been associated with some developmental delays and neurological impairments” (Shore, 1997, p. 10). Cortisol, which can be produced by stressful and traumatic experiences, can impair brain function. Children who have significantly high levels of cortisol have been shown to have more developmental delays. The benefits of a stress free, safe environment are important.

According to Smith (2001), teachers can provide students with a variety of choices to reach an educational goal. When students have a sense of control over their work it can help to circumvent problems. “All classrooms have to have a positive culture that reinforces certain values, such as respect and fairness, and makes students feel welcome and successful” (Smith 2001, p. 32). This researcher believes that giving children choices and allowing them to take responsibility for their actions fosters social competence and responsible citizenship. According to Mitchem (2005), often students do

not realize the connection between how they respond to a situation and the consequence of the next action. When children realize that their choices have consequences, positive and negative, they can begin to behave wisely. It is beneficial to give students lots of practice choosing behaviors and consequences

Another way we can create a positive classroom environment is to use developmentally appropriate practices (DAP). “We need to use DAP as the foundation for successful inclusion” (Reeves & Stein, 1999, p. 6). Using DAP fosters acceptance and encourages interest in the curricula. This keeps children focused and helps them to stay on task which, in turn, reduces the amount of undesirable behaviors that are exhibited. Blenk and Fine (as cited in Johnson 1999, p. 75) stated, “Inclusive educators manage individualized and adaptive instruction by blending multilevel teaching, cooperative learning, and student directed activities.”

“A classroom play environment that is carefully planned to meet the developmental, sensorimotor, behavioral, social, and emotional needs of each child has the potential to enrich and extend the play possibilities for all children” (Doctoroff, 2001, p.109). Using care to make the space ready for the play environment is a powerful way to enhance and support development. Developmentally appropriate play environments create a foundation for prolonged and complex play for all children. Accessibility is of vital importance when designing play space. Other important issues are high noise levels, lighting considerations, clearly defined spaces for play, boundaries for play spaces, and educators’ ability to see and observe all areas of play. The rotation and balance of play items are significant. The additional value of the knowledge of diverse ability levels needs to be considered when selecting items for play. The social value of

play materials is also a valuable consideration to make. Children with conditions such as attention deficit hyperactivity disorder (ADHD) or fetal alcohol syndrome (FAS) are especially affected by a well-organized play environment. When devising a high quality play environment it must be based on the support of play that encompasses all young children.

Effective classroom management involves two aspects: structure and relationships (Gately & Gately, 2001). Structure, rules and routines are important to the learning environment. Teachers who have clear and high expectations and enforce them within the classroom are effective for the learning experience. According to Smith (2001), children need to know the classroom rules, so they can respond appropriately to the expectations in the classroom. Teachers can also ensure that positive consequences exist and are practiced for following the rules, too. Children need many opportunities to practice following the rules and receiving positive reinforcement.

One way to manage conflicts successfully is by using the LEAST approach, developed by the NEA. According to Carkhuff (1981) LEAST stands for leave it alone, end the action indirectly, attend more fully, spell out directions, and track student progress. Following this approach helps to handle conflicts with the least amount of intervention necessary.

Promoting classroom community is important. The development of relationships and community help with effective classroom management (Gately & Gately 2001). Smith (2001) suggests that being proactive rather than reactive can help to eliminate behavior problems. Part of classroom management involves community and relationship building (Gately & Gately, 2001). To promote classroom community, educators can add

a rule that says, “You can’t say you can’t play.” Paley (as cited in Peterson & Hittie, 2003, p. 334) states, “The rule helped children become more aware of ways in which they reject one another and helped some isolated students join in the classroom community.” All classes need a culture that embraces the values of respect and fairness to help children become successful (Smith, 2001).

Collaboration and Team Teaching

As inclusion becomes more prominent in schools, the need for educators to work together to plan, instruct and assess their students’ increases (Henning & Mitchell, 2002). Collaboration and team teaching are vital components of a successful inclusion program. However, there is no ideal model of collaboration (Austin, 2001). It takes a team of professionals to make this work. Collaboration uses effective skills in the areas of communication, behavior management, listening, time management, and planning as well as personal traits such as respect, trust, openness, and flexibility.

The ability to share knowledge, experience and skills is found within the structure of the collaborative process (Hunt, Soto, Maier, Liboiron, & Bae, 2004). Successful collaboration is based on mutual respect and trust (Mitchem, 2005). Sometimes co-teaching or collaborative efforts can allow for slightly larger class size.

Effective interpersonal communication skills are essential to co-teaching (Gately & Gately, 2001). It is this researcher’s experience that each part of the team - the educator, special educator, parent, speech and language specialist, occupational therapist, and physical therapist - is an expert in their respective fields and therefore, they all need to be part of the process. Specialists’ expertise should be called upon as the circumstances and needs of the child are discovered and addressed. For example, if the

child is having difficulty with fine motor skills the occupational therapist (OT) may be able to give parents and educators ideas they can implement into daily activities to help the child develop better dexterity as well as working directly with the child to improve fine motor coordination. Parents may be able to give valuable information about managing a difficult behavior that is effective at home, but that could also be used at school. It is important that each member of the team feels valued and respected. The quality of the collective experience often depends on the ability to form a cohesive collaborative group especially between the special and regular education educators (Henning & Mitchell, 2002).

“Team teaching involves the general education teacher and the collaborative teacher sharing responsibility for planning and teaching academic subject content to the class throughout the year” (Rainforth, & England, 1997, p. 92). One area that special educators often excel in is behavior management. Sometimes in the beginning, special educators will take on the role of behavior manager so the general educator can teach (Gately & Gately 2001). Special educators can share this behavioral knowledge with the general educator by helping with reinforcement strategies and behavioral contracts (Smith, 2001).

Openness is an essential quality in team teaching. The ability to take constructive criticism and to give positive feedback is important for team teachers. For teachers who are having several areas of disagreement, improving their listening skills and dealing directly and openly with issues can help (Gately & Gately, 2001). When discussing co-teaching strategies, educators must be flexible and willing to allow others to take charge in their classroom. If they are unwilling to do this, neither teacher will feel effective.

“When both general and special educators are responsible for the success of all students in the co-taught classroom the teachers need to discuss goals, accommodations, and modifications that will be necessary for specific students to be successful” (Gately & Gately, 2001. p. 43). Positive collaborative relationships can help improve feelings of competency for educators. “Teachers involved in collaborative partnerships often report increased feelings of worth, renewal, partnership, and creativity” (Friend & Cook, as cited by Gately & Gately, 2001 p. 41).

Extra time must be allowed for collaboration between these teachers to decide how to address each child’s unique needs. They can decide how to incorporate adaptations to the classroom to meet each need, as well as, decide who would be most effective at meeting those needs. Rainforth and England (1997) suggest several ideas to help structure a collaborative classroom. They feel teachers need: adequate time in the classrooms, to be consistent on a day-to-day basis, to work with natural proportions, realistic support by a collaborating teacher, scheduling to meet the needs of the students, and activity based instruction. These structures need to be in place to have a successful team teaching experience.

There are eight components of a co-teaching relationship and three stages educators go through when establishing a co-teaching relationship (Gately & Gately, 2001). The eight components of co-teaching include interpersonal communication, physical arrangement, familiarity with the curriculum, curriculum goals and modifications, instructional planning, instructional presentation, classroom management, and assessment. Being educated and open to discuss and share ideas about these components help co teachers succeed. The three stages are the beginning stage, the

compromise stage, and the collaborative stage. As educators progress through the three stages they become more respectful, trusting and proficient in their co-teaching abilities.

When developing the co-teaching relationship, educators go through predictable processes. Knowing what the stages are and what to expect can help to reduce the frustration and proceed to a productive partnership (Gately & Gately 2001). Austin (2001) found that students are generally accepting of collaborative teaching and are likely to benefit from it. Collaboration, for the sake of the children, is a process to grow with (Dickson, 2000).

Educator Attitude and Comfort Level

Another factor in determining how successfully inclusion is incorporated in the school is the educators' attitude and comfort level. "Positive interactions require positive attitudes towards children with disabilities" (Brownlee & Carrington, 2000). If the educator has not had much experience working with children with special needs they may be uncertain about their ability to effectively teach them. Educators understand that our self-confidence can change the classroom climate. As educators, we know if we are ill prepared or our own interest levels are low, we do not perform as well as we would like. Scruggs and Mastropieri (as cited in O'Shea, 1999, p. 179) stated, "Although most of the teachers supported the concept of inclusion, only a small number expressed willingness to accept students with disabilities in their classrooms." Teachers need additional support in order to make it a success.

Another aspect of teacher attitude is the degree of disability. Teachers' attitudes can be affected by the level of disability they are asked to teach (Campbell, Gilmore, & Cuskelly, 2003). Mild disabilities are easier to accommodate than severe disabilities.

When educators have students with emotional or behavioral difficulties in their classes they have more stress, and higher rates of attrition (Mitchell & Arnold, 2004).

“Teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs” (Campbell, Gilmore, & Cuskelly, 2003. p. 370). Teachers attitudes influence the effective implementation of inclusive policy (Campbell, Gilmore, & Cuskelly, 2003).

Pre-service and In-service Education

Another factor that will help determine the success of inclusion is additional education. Of the new teachers coming into the field of education, more than half leave within the first five years (“A Better Beginning: Helping New Teachers Survive and Thrive,” n. d.). The number one reason is lack of support followed closely by getting the most challenging assignments. When novice teachers are placed in inclusive classrooms, they report feeling totally unprepared for this experience (Sprague & Pennell, 2000).

Most new educators feel isolated (“A Better Beginning: Helping New Teachers Survive and Thrive,” n. d.). Teacher burnout is a huge factor in the high attrition rates, especially special education teachers. Being able to identify stressors in inclusion will help to ensure that more appropriate pre-service and relevant in-service training is developed (Forlin, 2001). These stressors could be addressed by providing better training and by giving more importance to the social skills of children with disabilities in regular education classes. In this researcher’s experience, pre-service and in-service education needs to be more intensive and needs to address children with special needs in more detail. One study indicated that the educators felt the current Bachelor of Education

program was not adequate to prepare them for teaching to diversity (Brownlee & Carrington, 2000). Another study Mitchell & Arnold (2004), relates that the number one concern of new teachers is their feelings of incompetence concerning effective behavior management. Also, education needs to address behavior management for inexperienced teachers . Education also needs to address collaboration between teachers. An implication from one study (Austin, 2001) states that there is a need to promote the importance of training in collaboration for all teachers. This study discovered that special education teachers found preparation in collaborative training more useful than their general education counterparts. Further, the majority of educators believed that co-teaching was beneficial for all of their students (Austin, 2001). Yet they lack awareness as to how to make inclusion practices work in their classroom (Richards & Clough, 2004). An overview of cross-categorical disabilities and effective classroom management are two areas that this researcher feels are not getting enough emphasis. All student teachers should be required to have some experience in a classroom with children with multiple special needs. Skills, resources, and support are needed to move from belief to practice successfully (Richards & Clough, 2004). Universities should address the amount and quality of time a pre-service teacher has in class management and with multiple disciplines to expose them to the rigors of the teaching profession (Mitchell & Arnold, 2004).

In-service training needs to focus on specific techniques to improve the abilities of teachers to adapt instruction methods to individual students. Training needs to address behavioral issues and management techniques. Speakers who can give information to educate about specific disabilities and how to make adaptations for the classroom should

be provided. Pre-service educators want training supplied by tutors experienced in inclusion, rather than lectures, and they want practical strategies taught.

In this researcher's experience, educators need to be better trained to assess children. This will help to identify the unique needs that children have. Teachers need to have a broad array of ideas to make adaptations and they need to continue to search for better and more effective modifications. Educators also want to find ways to incorporate these adaptations into the classroom without making the child feel singled out.

The challenge is to educate future teachers in ways that enable them to have an understanding of and ability to accept a continuum of disabilities and the ability to support children in inclusive classrooms (Campbell, Gilmore, & Cuskelly, 2003).

Classroom Strategies

The final factor is classroom strategies. Pre-service educators can start with a base of knowledge in Maslow's hierarchy of needs. Considering that self-actualization is the goal of all educators for their students, having all students strive for and reach their potential is essential. Cooperative learning and peer collaboration are two strategies that work well in inclusive classrooms. "Peer support is crucial to the successful completion of class activities for students with special needs" (O'Shea 1999, p. 180). Interaction and socialization within and outside of the classroom allows peers to understand the characteristics of a disability. Working in small groups and pairs allows for this interaction to develop naturally. Peer tutoring can be a very powerful addition for modifying the classroom, and boosting student confidence.

Teachers should find ways to put cooperative learning to use in the classrooms. "A competitive classroom climate and educational approaches based on comparing pupils

with a predetermined standard are not conducive to inclusive education” (Porter, & Meijer et al., as cited in Johnson 1999, p. 74). “Both learning methods are useful in inclusive classrooms” (Choate, as cited in Johnson 1999, p. 74). Further, cooperative learning allows students opportunities to practice the skills of patience, creativity, empathy, perseverance and acceptance of differences (Blenk & Fine, as cited in Johnson 1999).

Using constructivism in our classrooms supports inclusion by making each child feel he or she is an important part of the environment. “In a constructivist class, management flows from the spirit of community” (Bloom, Perlmutter & Burrell, 1999, p. 134). Using an experiential approach can help children to understand better what they are learning and transfer that knowledge to other areas of their lives. Hands on, interactive instructional approaches to a lesson appeal to the senses and provide a reason to learn (Choate, as cited in Johnson, 1999). The goal is to change learning to an activity where the student is engaged in active intellectual participation and not merely just watching (Nougaret, Scruggs, & Mastropieri, 2005). An educator who uses constructivism offers an alternative to the behavioral approach by having the social context and social activity in a classroom teach children how to manage their own behavior and be responsible members of a community (Bloom, Perlmutter, & Burrell, 1999). It supports a sense of belonging that all children need. Maslow’s hierarchy of needs can help to lay a foundation for greater classroom community. The hierarchy of needs states that if one satisfies the basic needs of physiological, safety, belongingness and love, esteem, cognitive, aesthetic and self actualization one will find self fulfillment and realize one’s potential.

Conducting class meetings help to give students a sense of ownership and belonging. Gibbs and Sapon-Shevin (as cited in Peterson & Hittie, 2003, p. 336) report that “most importantly, when the class makes a decision, action occurs.”

“Focus on the positive and interpret challenges as opportunities to grow” (Goodwin & Judd, 2005). Time management is a strategy that everyone can benefit from. Goodwin and Judd suggest some ideas to help educators prioritize tasks. They include planning your day, saying “no” to low priority responsibilities, learning to delegate, creating an absentee center, finding a quiet work area, and complaining effectively.

Special educators often deal with mixed levels of abilities, ages and grade levels (Goodwin & Judd, 2005). Differentiated instruction is essential when facing inclusive issues. Differentiated instruction is teaching designed to meet the needs of all levels of learning styles.

Students benefit when educators use a varied approach to learning styles such as Howard Gardner’s multiple intelligences. When lessons are designed using at least four of Gardner’s eight intelligences, learning is most successful (Goodwin & Judd, 2005). Gardner’s eight intelligences are linguistic, logical or mathematical, visual or spatial, musical, bodily or kinesthetic, interpersonal, intrapersonal, and naturalist.

Building relationships are important. When relationships are filled with trust and respect, they are much more likely to be influential (Mitchem, 2005). Being proactive is a useful classroom strategy to help build relationships. Mitchem gives the following suggestions for being proactive: build relationships; teach expectations; praise appropriate behaviors; establish routines; make opportunities to respond with feedback; use self management techniques; collaborate and cooperate with parents and teachers;

teach replacement behaviors; use individual instruction; visualize yourself elsewhere; and enjoy the experience.

According to Goodwin and Judd (2005), another strategy that is important to educators is to never stop looking for new resources to help you do a better job. Research innovative ideas to implement in the classroom to help you excel. Find professional journals, participate in conferences, and join professional organizations to stay informed.

To summarize, this chapter discussed six factors that have an impact on inclusion: administrative policy and support, classroom environment, collaboration and team teaching, educator attitude and comfort level, pre-service and in-service education, and classroom strategies. It reviewed research to determine how each of these components can strengthen inclusion in classrooms.

Administrative policy and support. Administration needs to be aware of and sensitive to issues of inclusion such as attrition, extra service needs, additional resources, materials and staff, class size and planning time, co-teaching and collaborative models of teaching, and teacher requests. When these needs are met educators are less frustrated and more satisfied with inclusion.

Classroom environment encompasses classroom community in its entire scope. This scope includes interpersonal communications, student behavior, discipline and consequences, classroom procedures, physical space, and an environment that promotes respect, risk taking, choices, and developmentally appropriate practices. When all the pieces of classroom environment are in place, inclusion is easier to implement and all students are more successful.

Collaboration and team teaching takes strong professional attributes to be successful. Professional attributes such as communication skills, behavior management skills, listening skills, time management skills, and the ability to plan well are necessary to ensure a strong and successful collaborative relationship. Personal traits such as respect, trust, openness, and flexibility can greatly enhance the relationship too.

Educator attitude and comfort level affects inclusive practices and success as well. Positive attitudes foster positive relationships. Educator self-confidence can impact the educators ability to support, adapt and implement inclusive programming.

Pre-service and in-service education needs to prepare student teachers for working in inclusive classrooms, with a continuum of disabilities, with collaborating educators, to understand the challenges and stressors involved. Teacher attrition and burnout are alarming trends that could be helped by giving new teachers more support and less challenging assignments.

Classroom strategies incorporate many ideas to build an effective classroom. Cooperative learning, differentiated instruction, peer collaboration and constructivism all work well in inclusive classes. A hands-on, experiential approach helps children to expand their knowledge and enjoyment. Class meetings help to build relationships, and classroom community Time management helps to prioritize tasks. Educators need to continue to look for new resources to help you do a better job.

Chapter III: Methodology

Introduction

The purpose of this study was to determine if pre-service teachers were fully prepared to teach students with special needs in their classrooms. A survey conducted at UW- Stout during the 2004/2005 school year was used to derive this information. This chapter describes the selection and description of the researcher's sample, the instrumentation, data collection methods, and statistical analysis used to analyze the data. Limitations specific to this method of data collection will conclude this chapter.

Subject Selection and Description

The selection and description of the sample used for this research was based upon the students attending UW - Stout, during the 2004-2005 school year. The researcher specifically targeted the students who were student teaching in a variety of teaching majors, in the spring semester. The selection process included asking all of the student teachers required to attend the student teaching seminar to participate.

Instrumentation

A survey designed by the researcher was the instrumentation for this research. . The researcher submitted the survey design and questions for review to the IRB and gained approval before administering the survey. The survey was designed to use a Likert scale for attitudes and behavior. Since this is the first time the survey has been used there were no measures of reliability or validity as of yet. See Appendix A for the survey

The survey was divided into three sections: demographics, attitudes and behaviors. The researcher wanted to discover some background information about demographics, and how the respondents felt and acted to various statements.

Section 1: Demographics. Participants for section one of this survey included education majors of various ages. The survey asked about gender, discipline, if the respondent had children of his or her own, if the respondent had children with special needs of his or her own, if the respondent knew of children with special needs, how much teaching experience the respondent had, if the respondent had experience related to children with special needs if the respondent had other certifications, how many special education classes the respondent had and what classes they were, what grade level they taught or wanted to teach, how many students with special needs they expected to have in their class prior to teaching and the actual number they had.

Section 2: Attitudes. Section two of the study focused on the attitudes of the student teachers. Attitudes were measured using a Likert scale with a numbering system from one to five. Respondents were asked to reply with a one if they strongly agree to the statement, a two if they agree to the statement, a three if they are neutral about the statement, a four if they disagree with the statement, or a five if they strongly disagree with the statement. The statements they were asked to reflect upon included attitudes about issues such as children with special needs with general education students, having children with special needs in your class taking time away from the general population, whether educators like to spend time with challenging students, if educators prefer emotional or behavioral issues in their classes, if they understand the difficulties of inclusion, whether the educators feel that behavioral issues are more frequent with classes

who have children with special needs, and finally whether the classroom environment becomes more tolerant when there are children with special needs in the class.

Section 3: Behaviors. Section three of the survey focused on behaviors. The respondents were asked to evaluate the frequency of behaviors using a Likert scale. Respondents were to reply with a one if they always behaved like the statement, a two if they very often behaved like the statement, a three if they often behaved like the statement, a four if they rarely behaved like with the statement, and a five if they never behaved like the statement. The behaviors they were asked to identify with included handling discipline problems, spending time with children with special needs, assessing individual strengths, interacting with students with special needs, whether students with special needs should be involved in pull-out programs, level of exhaustion, if they spend enough time with the general education students when they have special needs students in their classroom, research on special needs, working on individual goals, flexibility, utilizing inflexible routines, and looking for classroom management strategies.

Data Collection Procedures

Permission was requested and granted from the Dean of the School of Education to administer the survey to the student teachers. The researcher received permission and asked the students to participate during the student teaching seminar conducted in March, 2005. A statement of voluntary consent was included to the participants on the survey before they participated. The data was collected in March, 2005.

Data Analysis

Data was analyzed conducted using statistical analysis. Since the researcher used Likert scales, most of the data attained was ordinal. In addition, most of the data

was correlated using a one-way ANOVA testing. Nonparametric tests of significance were used to measure distributions of this data. A Student Newman-Keuls Multiple Range Test was used to reveal differences.

Limitations

There are several limitations that may have affected this study. The first is the fact that these students are pressed for time and may not want to take the time from their busy schedules to complete the survey. The second limitation is the fact that some of the participants may have chosen to answer the questions on the survey how they may perceived the researcher wanted them to answer the questions, instead of how they really felt about the questions. This could have potentially biased the survey results. Another limitation is the fact that there are no documented measures of the reliability or validity of this survey because this is the first time it has been used.

Chapter IV: Results and Discussion

Introduction

The purpose of this research was to investigate, and analyze the attitudes and behaviors of student teachers towards inclusive practices and classes in preparation towards teaching.

In this chapter, results of a special education awareness survey given to student teachers were determined and reviewed. This survey had three sections. In the first section (demographics) information was gathered concerning the group. The second section gathered information about the attitudes of pre-service teachers. The final section gathered information about the behaviors of pre-service teachers. Statistical information such as frequency and statistical difference of the data can be found in this chapter. A discussion of the findings in relation to the review of literature concludes this chapter.

Demographics

The purpose of the demographic section of the survey was to obtain information for comparison of specific groups. The survey solicited information about the characteristics of gender, age, number of children, associations with children with special needs, student teaching experience, prior teaching experience, additional certification, desired teaching position, expected number of students with special needs and actual number of students with special needs. Tables 1-11 are a compilation of the data reviewed from the demographic section of the survey. Tables 12-17 discuss specific attitudes and behaviors practiced by pre-service teachers.

The respondents were asked to identify their gender for the purpose of the survey. Fifty of the respondents answered male and 45 of the respondents answered female. See Table 1.

Table 1
Gender

Gender	Frequency	Valid Percent
Male	50	52.6
Female	45	47.4

Respondents were asked to identify their age for the purpose of the survey.

The majority of the respondents were between the ages of twenty-one and twenty-five years. Only fourteen respondents were over the age of twenty-five. See Table 2.

Table 2
Ages of Respondents

Age Range	Frequency	Valid Percent
21-25	80	85.1
26-30	11	11.7
31 and over	3	3.2

The respondents were asked to identify their discipline. There were eight disciplines represented by the respondents who took this survey: art education, early childhood education, family and consumer science education, marketing education, business education, special education, vocational rehabilitation, and technology education. For clarity and ease of discussion several like groups were combined. In this case, marketing education and business education were combined and special education

and vocational rehabilitation were combined. The largest number of respondents were technology education students. Seventy-two out of 94 respondents had either technology or early childhood education majors. See Table 3.

Table 3
Discipline Area of Respondents

Discipline	Frequency	Valid Percent
Art Education (AE)	1	1.1
Early Childhood Education (ECE)	31	33.0
Family and Consumer Science Education (FCSE)	4	4.3
Marketing & Business Education (MBE))	9	9.6
Special Education/ Vocational Rehabilitation (SPED)	8	8.5
Technology Education (TE)	41	43.6

The respondents were asked to identify the number of children they had as a parent. The majority of the respondents had no children. See Table 4.

Table 4
Respondents' Number of Children

Number of children	F
No children	87
1 child	3
2 children	4
3 children	1

The respondents were asked to identify whether or not they knew families of children with disabilities. Seventy-five respondents answered yes to this question. See Table 5.

Table 5

Whether Participants Knew Families of Children with Disabilities

Category	Frequency	Value Percent
Yes	75	83.3
No	15	16.7

The respondents were asked to identify which placement of their student teaching experience that they were in. The majority of the respondents were in their first placement. See Table 6.

Table 6

Student Teaching Placement

Placement	Yes
About to begin	21
First Placement	57
Second Placement	3
Final Placement	5
Full semester	11
Internship	3

The respondents were asked to identify their previous teaching experience. Twenty-nine of the respondents had prior teaching experience. However, the majority of the experience was from volunteering in schools, or pre-clinical experience. Of the respondents who had actual teaching experience most of it consisted of working in a daycare setting. See Table 7.

Table 7

Prior Teaching Experience and Certification

Experience	Yes
Prior teaching experience	29
Experience specific to disabilities	12
Additional certification	20

The respondents were asked to identify the number special education classes they received during their training. Eighty-seven respondents had either no classes or only one class. See Table 8.

Table 8

Special Education/Inclusive Classes

Number of Classes	Frequency	Valid Percent
None	28	29.5
1	59	62.1
2 or more	5	8.4

The respondents were asked to identify the special education courses that they had taken. The majority of the respondents who had taken a special education class took the inclusion class SPED 430/630. Some of the respondents included multiculturalism as a special education class. The variety of special education classes can be explained by the special education/vocational rehabilitation majors, which are included in the survey. See Table 9.

Table 9

Courses

Course	Name	Frequency
SPED 300	Intro. to Ind. w/ Cog. Dis.	3
SPED 305	Intro. To EC Special Needs	1
SPED 310	Meth./Mat./ Curr. For Exc. Child.	1
SPED 315	EC SPED Program	1
SPED 320	EC EEN Assess.	2
SPED 322	C&T Severely Dis.	1
SPED 430/630	Incl. Of St. w/ Exc. Needs	64
SPED 462	SPED	1
SPED 482	St. Teach. EC SPED	1
SPED 500	Intro to Ind. w/ Cog. Dis.	1
SPED 522	C&T Severely Dis.	1
SPED 523	Mild Dis. Soc. St. & Science	1
SPED 524	C&T Career and Trans. Ed.	1
SPED 528	Assess. For IEP	1
SPED 662	SPED	2
EDUC 336	Multiculturalism	1
EDUC 376	Cross Cult. Exp.	1

The respondents were asked to identify their teaching preferences. This data was compromised because some of the respondents answered more than one response.

However, the data revealed that the majority of the respondents would prefer to teach at the high school level. See Table 10.

Table 10

Teaching Preference

Preference	Yes	No
Birth to Three	2	93
Preschool	4	91
Kindergarten	15	80
First - third grade	25	70
Fourth- Middle school	31	64
High School	60	35
Other	4	91

The respondents were asked to identify the number of students with disabilities they expected to find in their classes and the number of students with disabilities they actually encountered while teaching. Respondents expected to have fewer students with disabilities in their classes than they actually had. See Table 11.

Table 11

Expectations and Actuality

Number of Students with Disabilities	Number of Students the Educators Expected to Have	Number of Students the Educators Actually Had
0-2	54	38
3-5	24	31
6-8	9	10
9 or more	8	13

The respondents were asked to identify their attitudes about various teaching concepts using a five point Likert scale. A review of the data from table 11 reveals that four statements had a mean of 3.75 or above indicating a higher consensus with these questions. Statement 20, "I understand the difficulties of inclusion," had a mean of 4.11. This was the statement that the majority of the pre-service teachers agreed. This statement was followed closely by statement 29 which stated "As a teacher, I prefer to bring all my students up to higher levels of individual achievement rather than to bring all the students to the same level," which had a mean of 3.87. Statement 15, "I believe children with special needs should be in regular classes," had a mean of 3.82. Statement 23, "schools are better places because of inclusion," had a mean of 3.81. The respondents in the survey agreed with these statements.

Two attitude statements had a mean of 2.50 or below which indicted that they disagreed with these statements. The statement that had the least amount of agreement from pre-service teachers was statement 18, "all children should be seen and not heard in

the classroom,” with a mean of 1.79. Followed closely, by statement 19, “I don’t want children with behavioral problems in my classroom,” With a mean of 2.22. See Table 12.

Table 12

Attitudes Toward Working with Students with Disabilities

Attitude Statement	Mean	Standard Deviation	Rank Order
20. I understand the difficulties of inclusion.	4.11	.577	1
29. As a teacher I prefer to bring all my students up to higher levels of individual achievement rather than to bring all the students to the same level.	3.87	.968	2
15. I believe children with special needs should be in regular classes.	3.82	.838	3
23. Schools are better places because of inclusion.	3.81	.752	4
22. Having students with special needs in my classroom is a positive experience for the other students in my classroom.	3.70	.865	5
27. I have more work to do when I have students with special needs in my classroom.	3.46	.886	6
17. I prefer to spend my time with challenging students	3.23	.663	7
21. It is easier to help students with intellectual needs rather than students with emotional difficulties.	3.21	.866	8
28. I feel my administrators support my extra needs when I have students with special needs in my classroom.	3.17	.738	9
25. The classroom environment is more tolerant when you have children with special needs in your classroom.	3.10	.680	10
24. There are more behavioral issues in a classroom with students who have special needs.	2.89	.898	11
26. As a teacher, I am more stressed when I have students with special needs in my classroom.	2.84	.885	12
16. I believe having children with special needs in my classroom severely limits the time I spend with the other children in my class	2.69	.904	13
19. I don’t want children with behavioral problems in my classroom.	2.22	.929	14
18. All children should be seen and not heard in the classroom.	1.79	1.015	15

The respondents were asked to identify their behaviors in relation to various teaching concepts. Four statements had a mean of 3.75 or above indicating a higher consensus with these questions. The statement with the highest amount of agreement was statement 39, "I am flexible," which had a mean of 4.26. The following statements were closely related. Statement 42, "I treat all of my students the same," had a mean of 3.96. Statement 38, "I work hard to meet my students' special needs," had a mean of 3.82. Statement 33, "I interact well with students with special needs," had a mean of 3.75.

Three statements had a mean of 2.50 or lower indicating a low level of agreement to the statements. The statement with the least amount of agreement was statement 35 "I leave work exhausted because of students with special needs," with a mean of 1.94. Followed closely by, statement 34 "Students with disabilities should be involved in pull out programs rather than be included in the classrooms," with a mean of 2.23 and statement 40, "My classroom routines are inflexible." with a mean of 2.28. See Table 13.

Table 13

Behaviors Toward Working with Students with Disabilities

Behavior Statement	Mean	Standard Deviation	Rank Order
39. I am flexible.	4.26	.750	1
42. I treat all of my students the same.	3.96	.873	2
38. I work hard to meet my students' special needs.	3.82	.810	3
33. I interact well with students with special needs.	3.75	.715	4
41. I look for better ideas to incorporate classroom management strategies in my class.	3.70	.970	5
46. I allow accommodations during testing for students with special needs.	3.58	1.273	6
31. I spend time with my students with special needs.	3.48	.729	7
30. I handle discipline problems effectively.	3.44	.602	8
32. I take time to assess my students' individual strengths.	3.43	.810	9
36. I spend enough time with other students when I have students with special needs in my classroom.	3.36	.801	10
44. I collaborate with the special education contact person at our school.	2.89	1.215	11
37. I research the areas of disabilities that my students have who are in my classroom.	2.86	1.048	12
45. I set up meetings with parents when needed.	2.63	1.249	13
43. I participate in IEP meetings.	2.60	1.414	14
40. My classroom routines are inflexible.	2.28	1.092	15
34. Students with special needs should be involved in pullout programs rather than be included in the classrooms.	2.23	.608	16
35. I leave work exhausted because of students with special needs.	1.94	.705	17

A comparison of the student teachers in relation to their disciplines and their attitudes was conducted on the respondents' answers. Several of the answers showed significant difference among majors.

The ANOVA revealed a significant difference at level .05 on item 17 "I prefer to spend my time with challenging students" among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. However, the difference among disciplines was not revealed.

The ANOVA revealed a significant difference among the different disciplines at level .01 on item 18, "all children should be seen and not heard in the classroom." Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. However, the difference among disciplines was not revealed.

The ANOVA revealed a significant difference at level .05 on item 21 "it is easier to help students with intellectual needs rather than students with emotional difficulties" among disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. AE/FCSE with a mean of 3.80 differed significantly from all the other disciplines. In addition, TE with a mean of 3.44 scored significantly higher than ECE with a mean of 3.00, MBE with a mean of 2.89 and SPED with a mean of 2.67. Furthermore, ECE with a mean of 3.00, scored significantly different than MBE with a mean of 2.89 and SPED with a mean of 2.67. And MBE with a mean of 2.89 scored significantly higher than SPED 2.67. The results indicate that student teachers agreed it was easier to help students with intellectual needs rather than students with emotional difficulties.

The ANOVA revealed a significant difference at level .05 on item 22, “having students with special needs in my classroom is a positive experience for the other students in my classroom” among the different disciplines of pre-service teachers. Using the Student Newman-Keuls multiple range test, a significant difference was found. In addition, AE/FCSE, with a mean of 3.60 scored significantly higher than all the other disciplines. See Table 14.

Table 14

Comparison of Student Teachers' Attitudes

Item	Mean for Each Discipline					F Value	Significant Difference
	a ECE	b TE	c MBE	d SPED	e AE/ FCSE		
17. I prefer to spend my time with challenging students	3.16	3.10	3.44	3.83	3.60	2.502	.048
18. All children should be seen and not heard in the classroom.	1.42	2.17	1.33	1.83	1.40	3.603	.009
21. It is easier to help students with intellectual needs rather than students with emotional difficulties.	3.00*	3.44*	2.89*	2.67	3.80*	2.831	.029
22. Having students with special needs in my classroom is a positive experience for the other students in my classroom.	3.97	3.39	3.67	4.33	3.60	3.157	.018

*Using the Student Newman Keuls Multiple Range test, means with subscripts are significantly different at a .05 level. "a" with a discipline of ECE, "b" with a discipline of TE, "c" with a discipline of MBE "d" with a discipline of SPED and "e" with a discipline of AE/ FCSE.

A comparison of the student teachers in relation to their disciplines and behavior was conducted on the respondents' answers. Several of the answers showed significant difference.

The ANOVA revealed a significant difference at level .05 on item 31, "I spend time with my students with special needs," among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. The discipline of SPED, with a mean of 4.33 scored higher than all the others. The results indicate that the discipline of SPED spend more time with students with special needs. This is to be expected, as it is what they are trained for.

The ANOVA revealed a significant difference at level .05 on item 37, "I research the areas of disabilities that the students in my classroom have," among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. However, the difference among disciplines was not revealed.

The ANOVA revealed a significant difference at level .01 on item 38, "I work hard to meet my students' special needs," among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. The discipline of SPED, with a mean of 4.67 scored significantly higher than AE/FCSE with a mean of 4.20, ECE with a mean of 3.96, and MBE with a mean of 3.67. Furthermore, AE/FCSE with a mean of 4.20, scored significantly different than ECE, with a mean of 3.96, and MBE with a mean of 3.67. And ECE with a mean of 3.96, scored significantly higher than MBE with a mean of 3.67. The results indicate that

student teachers in the discipline of SPED agreed that they work hard to meet their students' special needs. Again, this result is to be expected as they are trained specifically to do this.

The ANOVA revealed a significant difference at level .01 on item 43, "I participate in IEP meetings" among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. In addition, the discipline of SPED, with a mean of 4.67, scored significantly higher than all the others. The results indicate that student teachers in the discipline of SPED agree with this statement. Student teachers in this field would be trained and expected to work with IEPs.

The ANOVA revealed a significant difference at level .01 on item 44, "I collaborate with the special education contact person at our school" among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. In addition, SPED, with a mean of 4.50, scored significantly higher than all the others. The results indicated that student teachers in the discipline of SPED value the collaborative aspect of special education.

The ANOVA revealed a significant difference at level .05 on item 45, "I set up meetings with parents when needed" among the different disciplines of pre-service teachers. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. In addition, SPED, with a mean of 4.00, scored significantly higher than ECE with a mean of 2.78, MBE with a mean of 2.75, and TE with a mean of 2.27. Furthermore, ECE with a mean of 2.78 scored significantly different than MBE with a mean of 2.75 and TE with a mean of 2.27. And MBE scored significantly higher than

TE with a mean of 2.27 the results indicated that student teachers with in the discipline of SPED agreed that they set up meetings with parents. Part of the requirement of SPED student teachers is in part to set up meetings with parents. Some cooperative teachers prefer to contact parents instead of having student teachers do this. See Table 15.

Table 15

Comparison of Student Teachers' Behaviors

Item	Mean for Each Discipline					F Value	Significant Difference
	a	b	c	d	e		
	ECE	TE	MBE	SPED	AE/ FCSE		
31. I spend time with my students with special needs	3.37	3.46	3.25	4.33*	3.40	2.711	.036
				a/b/c/e			
37. I research the areas of disabilities that my students have who are in my classroom.	3.31	2.46	2.71	3.33	2.80	3.349	.014
38. I work hard to meet my students' special needs.	3.96**	3.54	3.67**	4.67**	4.20**	3.831	.007
	b/c		b	a/b/c/e	a/b/c		
43. I participate in IEP meetings.	2.46	2.45	2.38	4.67*	2.20	4.206	.004
				a/b/c/e			
44. I collaborate with the special education contact person at our school.	2.96	2.55	2.86	4.50**	3.20	4.187	.004
				a/b/c/e			
45. I set up meetings with parents when needed.	2.78*	2.27*	2.75*	4.00*	2.20	2.833	.030
	b/c/e	e	b/e	a/b/c/e			

Using the Student Newman Keuls Multiple Range test, means with subscripts are significantly different at a .05 level () or a .01 level (**). "a" refers to ECE, "b" refers to TE, "c" refers to MBE, "d" refers to SPED, and "e" refers to AE/ FCSE.

The ANOVA revealed a significant difference at level .05 on item 17, “I prefer to spend my time with challenging students” among the student teachers, who expected a number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. An expected number of 6 or more, with a mean of 3.63 scored higher than all the others. The results indicate that student teachers who, expected 6 or more students with special needs in their classes to also expect to spend time with challenging students.

The ANOVA revealed a significant difference at level .05 on item 31, “I spend time with my students with special needs,” among the student teachers, who expected a number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. An expected number of 6 or more, with a mean of 4.07 scored higher than all the others. The results indicate that student teachers who, expected 6 or more students in their classes to have special needs, spend time with students with special needs.

The ANOVA revealed a significant difference at level .01 on item 33, “I interact well with students with disabilities.” among the student teachers, who expected a number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. An expected number of 6 or more, with a mean of 4.27 scored higher than all the others. The results indicate student teachers who, expected 6 or more students in their classes to have special needs interact well with students with special needs.

The ANOVA revealed a significant difference at level .05 on item 36, “I spend enough time with other students when I have students with disabilities in my classroom,”

among the student teachers who, expected a number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. An expected number of 6 or more, with a mean of 3.92 scored higher than all the others. The results indicate that student teachers who, expected 6 or more students in their classes to have special needs, spend enough time with other students.

The ANOVA revealed a significant difference at level .05 on item 43, "I participate in IEP meetings," among the student teachers, who expected a number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. In addition, an expected number of 6 or more, with a mean of 3.33 scored significantly higher than 0-2 with a mean of 2.57 and 3-5 with a mean of 2.11. Furthermore, 0-2 with a mean of 2.57 scored significantly different than 3-5 with a mean of 2.11. The results indicate that student teachers, who expected 6 or more students with special needs in their classes participate in IEP meetings. This is to be expected as the more students with special needs that are in a class, the more IEP meetings would need to be scheduled.

A comparison of student teachers in relation to expected number of SPED students and student teacher attitudes and behaviors was conducted on the respondent's answers. See Table 16.

Table 16

Comparison of Expected Number of SPED Students and Attitudes and Behavior

Item	0-2	3-5	6+	F Value	Significant Difference
	a	b	c		
Attitudes:					
17. I prefer to spend my time with challenging students	3.13	3.21	3.63* a/b	3.671	.029
Behaviors:					
31. I spend time with my students with special needs	3.35	3.39	4.07* a/b	6.601	.002
33. I interact well with students with disabilities.	3.60	3.74	4.27** a/b	5.540	.005
36. I spend enough time with other students when I have students with disabilities in my classroom.	3.29	3.18	3.92* a/b	4.277	.017
43. I participate in IEP meetings	2.57* b	2.11	3.33* a/b	3.377	.039

Using the Student Newman Keuls Multiple Range test, means with subscripts are significantly different at a .05 level () or a .01 level (**). "a" = 0-2 expected SPED students, "b" = 3-5 expected SPED students, "c" = 6+ expected SPED students.

The ANOVA revealed a significant difference at level .05 on item 18, “All children should be seen and not heard in the classroom,” among the student teachers, who had an actual number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .05 was found. An actual number of 3-5 with a mean of 2.10 scored significantly higher than 6 +, with a mean of 1.91 and 0-2 with a mean of 1.47. Furthermore, 6+ with a mean of 1.91, scored significantly different than 0-2 with a mean of 1.47. The results indicate that student teachers, who had 3-5 or 6 or more felt students should be seen and not heard.

The ANOVA revealed a significant difference at level .01 on item 31, “I spend time with my students with special needs,” among the student teachers, who had an actual number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. An actual number of 6 +, with a mean of 3.95 scored higher than all the others. The results indicate that student teachers, with an actual number of 6 + students in their classes to have special needs, spend time with students with special needs.

The ANOVA revealed a significant difference at level .01 on item 45, “I set up meetings w/ parents when needed,” among the student teachers, who had an actual number of children with special needs in their classes. Using the Student-Newman-Keuls multiple range test, a significant difference at level .01 was found. In addition, an expected number of 0-2, with a mean of 3.03, scored significantly higher than 3-5, with a mean of 2.00. And 6+ with a mean of 2.90, scored significantly different than 3-5 with a mean of 2.00. The results indicate that student teachers, who actually had 6 + or 0-2 students in their classes to set up meetings with parents.

A comparison of student teachers in relation to actual number of SPED students and student teacher attitudes and behaviors was conducted on the respondent's answers. See Table 17.

Table 17

Comparison of Actual Number of SPED Students and Attitudes and Behaviors

Item	0-2 a	3-5 b	6+ c	F Value	Significant Difference
Attitudes:					
18. All children should be seen and not heard in the classroom.	1.47	2.10* a/c	1.91* a	3.597	.031
Behaviors:					
31. I spend time with my students with disabilities.	3.33	3.38	3.95** a/b	6.408	.003
45. I set up meetings w/ parents when needed.	3.03** b	2.00	2.90** b	6.289	.003

Using the Student Newman Keuls Multiple Range test, means with subscripts are significantly different at a .05 level (*) or a .01 level (**). "a" = 0-2 actual SPED students, "b" = 3-5 actual SPED students, "c" = 6+ actual SPED students.

Discussion.

The purpose of this study was to identify the behaviors and attitudes of pre-service teachers. The following results were used to make comparisons with the literature review conducted in chapter two. The information presented here discusses the results found in comparison to the attitudes and behaviors of student teachers.

The respondents in this survey were almost equally distributed between males and females with slightly more males. They were mostly, between 21-25 years of age. Eight disciplines were represented. Many respondents had no children of their own. Seventy-five percent knew families with children with special needs. Some educators reported having had prior teaching experience and most of the experience was in day care settings. The majority of the respondents preferred to teach at a high school level.

In this study we found that pre-service education is important. The survey showed that 87 respondents had one or no inclusion /SPED classes. The discipline of SPED had more positive behaviors overall. The research indicated that pre-service educators felt they were not adequately prepared to teach (Rojewski & Pollard, 1993, as cited in Henning & Mitchell, 2002) (Hardin & Hardin, 2002) (Mitchell & Arnold, 2004) (Gable & McLaughlin, 1993). Research also, suggests that having qualified teachers in the classrooms is essential to increased student achievement (Nougaret, Scruggs & Mastropieri, 2005; Table 9).

The respondents' answers about attitude statements were placed in rank order. Most student teachers agreed that they understood the difficulties of inclusion, want to bring all students up to their individualized achievement levels, believe in the concept of inclusion, believe schools are better places because of inclusion, and believe that children

with special needs bring positive experiences for the other children in the classrooms. These beliefs were supported by research that positive attitudes are important for successful inclusion (Nemitz 2001) (Brownlee & Carrington, 2004) (Campbell, Gilmore, & Cuskelly, 2003). Most student teachers disagreed with statements that they didn't want children with behavior problems in their classes and that all children should be seen and not heard. The results showed that overall most student teachers have positive attitudes about inclusion in the classroom (Table 12).

The respondents' answers about behavior statements were placed in rank order. The findings indicate that most student teachers use more positive behavior strategies than had positive attitudes. The survey shows that they are flexible, equitable in treatment of all students, they interact well and work hard to meet their students special needs, allow for accommodations for these students, and investigate classroom management strategies. The results indicate that overall most student teachers use positive classroom strategies within their classes. Research shows that building positive relationships definitely affect the success of inclusion (Mitchem, 2005). Research agrees with one particular aspect of this finding, equity. Equity for students is one valuable tenet of inclusive practice (Rueda, Gallego & Moll, 2000). Research also indicates strength in investigating new resources such as classroom management and specific disabilities (Goodwin & Judd, 2005; Table 13).

A comparison of student teacher attitudes by discipline shows that SPED majors prefer to spend time with challenging students. This could be expected because they have more education and experience with students with special needs. Also student teachers in Technology Education agreed that it was important that all children be seen and not heard

in the classroom. This finding was at first surprising, but after considering it in more depth, students would need to listen carefully and follow the safety rules in this class or risk getting hurt. Findings among all majors except SPED, showed that student teachers thought it was easier to help students with intellectual needs rather than with emotional difficulties. Research states that children with emotional or behavioral issues were viewed as having a negative impact on other children, students, classes and school environment (Hastings & Oakford, 2003; Table 14).

A comparison of student teacher behaviors by discipline shows that SPED majors rate significantly higher which is to be expected as they have had more education specific to SPED and special needs. As already stated, research indicates that pre-service educators would benefit from more education specifically instruction relating to classroom management, collaboration, and hands-on experience with students with specific disabilities (Mitchell & Arnold, 2004). Special education majors tend to behave with more competence in inclusive classrooms. It is assumed that because SPED student teachers get more specific and detailed instruction with inclusionary practices, they feel more confident about teaching (Table 15).

A comparison of the student teacher attitudes and behaviors with the expected number of students with special needs indicated that student teachers who expected 6 or more students with special needs spend time with challenging students and those with special needs, interact well with students with disabilities, spend enough time with other students and participate in IEP meetings. This finding was in contrast to research, which indicated that many teachers are concerned about being unable to meet the needs of the

majority of students when they have students with special needs in their classes (Forlin, 2001; Table 16).

A comparison of the student teacher attitudes and behaviors with the actual number of students with special needs indicated that student teachers who actually had 6 or more students with special needs in their classes agreed most to spending time with students with disabilities. Student teachers who had 0-2 or 6 or more set up IEP meetings more often than those who actually had 3-5 students with special needs in their classes. This was an interesting finding, but this researcher could not find any research to support or disclaim it (Table 17).

Another finding was that student teachers expected fewer students with special needs in their classrooms than they actually had (Tables 16 & 17). This was a finding that suggests that pre-service teachers are not as knowledgeable about the realities of class composition and inclusion as they could be.

Chapter V: Discussion

First, this chapter will summarize the findings of the survey. It will suggest implications for future educational benefit. Finally, it will provide recommendations for further research. The instrument for this research, a 46- item survey, was designed to investigate, explore and analyze the attitudes and behaviors of student teachers towards inclusive practices and classes in preparation for teaching. This survey was conducted in the spring of 2005.

Summary

The purpose of this study was to identify pre-service teacher attitudes and behaviors towards inclusion, and to determine the effect of discipline and classroom strategies on the attitudes and behavior of pre-service teachers. Methodology used was a survey designed to answer questions about the research questions. The survey was divided into three parts, demographics, attitudes and behaviors.

The first section of the survey was demographics. Demographics help to determine the characteristics of the specific groups of respondents. The results determined that there were slightly, more males than females who took the survey. Most of the respondents ranged in age from 21-25 years. The number of non-traditional pre-service students in this survey was low (Tables 1 & 2).

The respondents were asked to identify their discipline. There were eight disciplines represented by the respondents who took this survey. The disciplines represented were art education, early childhood education, family and consumer science education, marketing education, business education, special education, vocational rehabilitation, and technology education. For clarity and ease of discussion, several like

groups were combined. In this case, marketing education and business education were combined and special education and vocational education were combined. This researcher feels that the high number of technology education respondents (mostly male) and the high number of early childhood education respondents (mostly female) taking this survey impacted the results of the survey (Table 3).

Eighty-seven of the respondents had no children of their own. To this researcher, this means that they had less practical experience in the home on which to rely. They had less hands-on practice as a base for their attitudes and behaviors. It is assumed that the majority of the respondents' judgments were founded, therefore, on book learning and schooling. The rest of the respondents had a total of eight children. Of the eight children, only one had a disability. So the respondents did not have much in home experience with children with special needs (Table 4).

The respondents were asked if they knew families with children with special needs. Over three quarters of the respondents knew families with children with special needs (Table 5).

Over 75% of the respondents were about to begin or in their first student placement experience. They are only just getting their feet wet, so to speak. Should this survey be conducted at the end of the student teaching placement or in their first year of teaching, the outcomes may be quite different. It is further suggested that this statement was somewhat confusing to the respondents because some pre-service teachers had semester placements while others had quarter placements (Table 6).

Some of the respondents stated they had prior teaching experience. However, the majority of the experience was from volunteering in schools, or pre-clinical experience.

Of the respondents who had actual teaching experience, most of it consisted of working in a daycare setting. A number of respondents (20) had additional certification. This researcher surmises that intense competition in this geographical area leads to a higher incidence of seeking additional certification. A pre-service teacher with additional certification is simply more marketable (Table 7).

Over 90% of the respondents had either no inclusion classes or only one. The wide variety of Special Education classes depicted can be accounted for because of the disciplines of Special Education / Special Education Vocational Rehabilitation (Table 8).

Sixty-four of the respondents had the inclusion of students with disabilities course. The wide variety of other SPED courses can be accounted for by the SPED discipline (Table 9).

The majority of respondents preferred to teach at the high school level. This data may have been compromised because some of the respondents answered more than one response. This data is indicative of the high number of technology education respondents. The next highest category was third grade. This data is indicative of the high number of early childhood respondents that were surveyed (Table 10).

Based on the findings of the survey most of the respondents expected to have fewer students with special needs in their classes than they had in actuality. Most student teachers expected to have 0-2 students with disabilities in their classes yet; most of the student teachers actually had 3 or more. This researcher suggests that the discrepancy could be even higher because often student teachers are not privy to IEPs and cooperating teachers do not always inform student teachers of pupils with mild, yet relevant, special needs. Special education disciplines scored significantly higher on all behavior

statements. Early childhood special education certification student teachers and special education student teachers expected and actually had more students with special needs in their classes, alluding to the fact that more education gives them a more realistic outlook and that they feel more prepared and confident to meet student needs. (Table 11).

The second and third section of the survey dealt with the attitudes and behaviors of the pre-service teachers. The results show that overall respondents feel that they understand inclusion, care about their students levels of achievement, believe in inclusion, believe schools are better because of inclusion and believe children with special needs bring positive experiences to other children. Furthermore, the results indicate that respondents were flexible, equitable, interacted well, worked hard to meet special needs, allowed accommodations for special needs, and investigated resources (Tables 12 & 13).

A comparison of pre-service educators' attitudes by discipline indicated that special education majors preferred spending time with challenging students, and Technology Education educators agreed that it was important that all children be seen and not heard in the classroom. Findings among all majors except SPED, showed that student teachers thought it was easier to help students with intellectual needs rather than with emotional difficulties. Overall, the attitudes of pre-service educators were positive (Table 14).

The findings indicated that most student teachers have even more positive behavior strategies than attitudes. SPED majors rated significantly higher on all behaviors (Table 15).

The results of the survey in comparison to the expected number of students with special needs in classrooms indicated that those who expected six or more students with special needs spent more time with challenging student behaviors and students with special needs, yet spent enough time with other students and participated in IEP meetings.

The results of the survey in comparison to the actual number of students with special needs in classrooms indicated that those who actually had six or more students with special needs in their classes spent more time with challenging students. The study also indicated that those who had six or more or zero to two students with special needs in their classrooms set up IEP meetings more often than those who actually had three to five students with special needs in their classes.

Finally, the results of the survey indicated that pre-service educators had more students with special needs in their classes than they expected to have. Perhaps they need to be better informed about the realities of teaching before they get out into the field.

Limitations

There were several limitations that may have affected this study. The first was the fact that these student teachers were pressed for time and might not have wanted to take the time from their busy schedules to complete the survey. The second limitation was the fact that some of the participants may have chosen to answer the questions on the survey how they may perceived the researcher wanted them to answer the questions, instead of how they really felt about the questions. This could have potentially biased the survey results. Another limitation was the fact that there are no documented measures of the reliability or validity of this survey because this is the first time it has been used. Another

limitation in this study was the fact that only one university was used to conduct the research, therefore it is important to use the results with caution. However if the curricula of the universities are similar, the results could be more easily applicable.

Conclusions

What are current pre-service educators' attitudes about inclusion in their classrooms?

The findings on the attitudes of student teachers were basically positive, with most student teachers understanding the difficulties of inclusion, and the importance of inclusion. Current pre-service teachers agreed that they understood the difficulties of inclusion, and believed in the concept of inclusion. They believed that schools were better because of inclusion. Student teachers wanted to bring each student up to their own achievement levels. Most student teachers believed that children with special needs brought positive experiences for the other children in the classrooms. Furthermore, most student teachers disagreed that they didn't want children with behavior problems in their classes nor that all children should be seen and not heard.

What are pre-service educators' perceptions of educator behavior regarding inclusion in the classroom? The findings indicated that student teachers' behaviors were even more positive than their attitudes. The results indicated that most student teachers used more positive behavior strategies than attitudes. Most student teachers were flexible. They treated their students equitably. They interacted well and worked hard to meet their students' special needs, by making accommodations for them when necessary. Student teachers investigated classroom management strategies.

Does discipline affect how pre service teachers perceive attitude? The discipline did affect how pre-service teachers perceive attitudes, however, not as strongly as, it

affected how pre-service teachers frequently they exhibited the behavior. The attitudes of student teachers were similar across disciplines.

Does discipline affect how pre service teachers perceive behavior? Special education majors had realistic expectations about the number of students with special needs they had in their classes. Special education majors also had very high behavioral frequency ratings, which indicated knowledge of wide array of classroom management techniques and strategies. The discipline of special education had more positive behaviors overall. The majority of respondents preferred to teach at the high school level.

The results of the study began to illuminate the attitudes and behaviors of pre-service teachers towards inclusion. The findings of this study suggested that pre-service educators had positive attitudes toward the concept of inclusion. Student teachers from the special education discipline had more training and felt more competent when faced with inclusive classes. These students expected more students with special needs in their classes and they displayed more behaviors that support inclusive practices.

Finally data indicated that having a wide array of classroom strategies (behaviors) helped pre-service educators feel competent about inclusion. Most of the findings of this survey were consistent with recent research. Overall findings of this study revealed that pre-service education was important to successful inclusion and teacher satisfaction.

Recommendations and implications

A recommendation for further study would be to:

1. Change the design of the instrument to specifically target the six factors that impact inclusion.

2. Determine if early childhood special education pre- service educators score differently than ECE student teachers.
3. Determine if a minor or certification in special education impact pre-service educators ability to teach in inclusive classrooms.
4. Identify first year teachers' challenges of inclusion and if these challenges impact their decisions to continue teaching or to leave the field of education.
5. Identify the impact of building classroom community and responsible citizenship on pre-service and in-service teachers within their first three years of teaching.
6. Expand this study to a longitudinal study and follow educators as they continue teaching for one to five years.

The results of this research suggest that Universities could help pre-service educators feel more competent by requiring more specialized education. Courses need to emphasize more inclusion strategies, classroom management techniques, and pre-student teaching needs in-depth experience with children with specific disabilities. Having more emphasis in pre-service teaching for observation of students with special needs and participation with students with special needs would be beneficial.

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Appendix A: Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Demographics:

Please circle the correct answer or fill in a short answer.

1. My gender is: male female

2. My age is:
 - under 20
 - 21-25
 - 26-30
 - over 30

3. My discipline or field of study is: _____

4. I have _____ children.

5. I have _____ children with disabilities.

6. Do you know anyone who has children with disabilities? Yes No

7. What student teaching experience(s) have you completed? Circle all that apply.
 - About to begin
 - 1st placement
 - 2nd placement
 - Final placement
 - Full semester length
 - Internship

8. Do you have other prior teaching experience? Yes No

If yes, briefly explain _____

9. Do you have prior teaching experience that is specific to children with disabilities? Yes No

If yes, briefly explain _____

10. Do you have additional certification (s)? Yes No

If yes, in what? _____

11. How many Special Education/inclusion classes have you had? _____

Please list:

12. What grade level are you teaching/ do you want to teach? Circle one or all that apply.

- Birth to three
- Preschool
- Kindergarten
- 1st-3rd grade
- 4th- middle school
- High school
- Other please specify: _____

13. Prior to student teaching how many students with disabilities did you expect to have in your classroom? Circle one answer.

- 0-2
- 3-5
- 6-8
- 8 or more

14. If you are currently student teaching how many students with disabilities are currently in your classroom? Circle one answer.

- 0-2
- 3-5
- 6-8
- 8 or more

Attitudes

Please place the number you feel most accurately describes your feelings about the statements in the blanks.

Scale

1-----2-----3-----4-----5
 Strongly Agree Neutral Disagree Strongly disagree

15. I believe children with disabilities should be in regular education classes.

16. I believe having children with disabilities in my classroom severely limits the time I spend with the other children in my class.

17. I prefer to spend my time with challenging students.

18. All children should be seen and not heard in the classroom.

19. I don't want children with behavioral problems in my classroom.

20. I understand the difficulties of inclusion.

21. It is easier to help students with intellectual needs rather than students with emotional difficulties.

22. Having students with disabilities in my classroom is a positive experience for the other students in my classroom.

23. Schools are better places because of inclusion.

24. There are more behavioral issues in a classroom with students who have disabilities.

25. The classroom environment is more tolerant when you have children with disabilities in your classroom.

Please place the number you feel most accurately describes your feelings about the statements in the blanks.

Scale

1-----2-----3-----4-----5
Strongly Agree Neutral Disagree Strongly
agree disagree

26. As a teacher I am more stressed when I have students with disabilities in my classroom.

27. I have more work to do when I have students with disabilities in my classroom.

28. I feel my administrators support my extra needs when I have students with disabilities in my classroom.

29. As a teacher I prefer to bring all my students up to higher levels of individual achievement rather than to bring all the students to the same level of achievement.

Behaviors

Please place the number you feel most accurately describes your actions about the statements in the blanks.

Scale

1-----2-----3-----4-----5
Always Very often Often Rarely Never

30. I handle discipline problems effectively.
31. I spend time with my students with disabilities.
32. I take the time to assess my students' individual strengths.
33. I interact well with students with disabilities.
34. Students with disabilities should be involved in pull out programs rather than be included in the classrooms.
35. I leave work exhausted because of students with disabilities.
36. I spend enough time with other students when I have students with disabilities in my classroom.
37. I research the areas of disabilities that my students have who are in my classroom.
38. I work hard to meet my students' individual goals.
39. I am flexible.
40. My classroom routines are inflexible.

41. I look for better ideas to incorporate classroom management strategies in my class.

Please place the number you feel most accurately describes your actions about the statements in the blanks.

Scale

1-----2-----3-----4-----5
Always Very often Often Rarely Never

42. I treat all of my students the same.

43. I participate in IEP meetings.

44. I collaborate with the special education contact person at our school.

45. I set up meeting with parents when needed.

46. I allow accommodations during testing for students with disabilities.