

THE RELATIONSHIP BETWEEN EDUCATIONAL BACKGROUND OF
SECONDARY SCHOOL-BASED ADMINISTRATORS AND THEIR
PERCEIVED ROLE, KNOWLEDGE LEVEL, AND DEGREE OF
IMPLEMENTATION OF MAINSTREAMING OF HANDICAPPED STUDENTS

BY

RICHARD BURKE VOORNEVELD

A DISSERTATION PRESENTED TO THE GRADUATE
COUNCIL OF THE UNIVERSITY OF FLORIDA IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1982

ACKNOWLEDGEMENTS

I wish to acknowledge the assistance of several individuals who took an active interest in the preparation of this study. Sincere thanks are extended to my program committee members, Dr. Catherine Morsink and Dr. Edward Turner. Special thanks are expressed to Dr. Bob Algozzine for his assistance above and beyond the call of duty. His humor, professionalism, and friendship proved to be invaluable in the completion of this document.

A very special thank you is extended to my committee chairperson, Dr. Stuart Schwartz. His wit, perseverance, professional expertise, stamina, friendship, and clear insight into personal goals and objectives have taught me not only what it means to be a quality professional, but also what it means to be a quality human being.

To my friends, Charlie Hughes, Reid Linn, Alice Jones, John and Sue Beattie, and Lee Clark, a large debt of gratitude is expressed for their support in the completion of this dissertation. Without their friendship and camaraderie my doctoral program would have been missing a very important ingredient.

I would also like to thank Leila Cantara, the person who taught me the true meaning of self-reliance. Her professional assistance, personal advice, optimistic personality, and love for people have

been greatly admired. Her friendship and support throughout my doctoral program have been invaluable.

I would like to thank Dr. Cecil Mercer and Dr. Bill Reid for the support and encouragement during the many phases of my doctoral program. To my friend Ruth Brightwell, who long ago put me on the right track and kept me on task, I express my sincere thanks.

Special appreciation is expressed to my parents, Mr. and Mrs. Albert H. Voorneveld, Sr., for always believing in me and providing the environment which fostered the ability to reach for the stars. Most of all, I thank my wife, Susan, and children, Corrie and Brice, for their love and understanding. Without their support, sacrifices, encouragement, adaptability, independence, and forgiveness for my inattentiveness, I would never have attained my personal goals. Their support was without a doubt the number one contributing factor to the completion of my doctoral program.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
ABSTRACT	vii
CHAPTER I INTRODUCTION	1
Rationale	2
Statement of the Problem	6
Questions Under Investigation	6
Definition of Terms	7
Variables	10
Assumptions	11
Purpose	11
Delimitations	12
Limitations	12
Summary	13
CHAPTER II REVIEW OF RELATED LITERATURE	15
Introduction	16
Training of Administrators	17
Inservice Training	18
Preservice Training	21
Perceived Role of Administrators	23
Administrative Practices	23
Responsibilities of Administrators	27

Administration of Mainstream Programs	33
Concept of Mainstreaming	34
Implementation of Mainstreaming	36
Summary	42
CHAPTER III METHOD AND PROCEDURES	44
Subjects	44
Subject Selection	45
Description of Subjects	47
Instrumentation and Data Collection	48
Experimental Design	52
Design	52
Independent and Dependent Variables	53
Data Analysis	54
Summary	55
CHAPTER IV RESULTS	56
Perceived Role Comparisons	58
Comparisons of Knowledge of Handicapped Students	61
Comparisons of Degree of Mainstreaming in the Administrators' Respective School	63
Additional Analyses	65
Summary	66
CHAPTER V SUMMARY, CONCLUSIONS, AND IMPLICATIONS	68
Summary	68
Review of the Literature	68
Method	70
Design	71
Summary of Results	72

Conclusions	73
Implications	77
APPENDIX A LETTER OF INTRODUCTION AND INTERVIEW FORM	80
B QUESTIONNAIRE	83
C SUBSKILLS FOR COMPETENCY 24	91
D PUPIL ACCOUNTING OFFICE DATA FORM	108
E RAW DATA	111
F ADDITIONAL ANALYSIS	120
REFERENCES	125
BIOGRAPHICAL SKETCH	130

Abstract of Dissertation Presented to the Graduate
Council of the University of Florida in Partial Fulfillment
of the Requirements for the Degree of Doctor of Philosophy

THE RELATIONSHIP BETWEEN EDUCATIONAL BACKGROUND OF SECONDARY
SCHOOL-BASED ADMINISTRATORS AND THEIR PERCEIVED ROLE, KNOWLEDGE
LEVEL, AND DEGREE OF IMPLEMENTATION OF MAINSTREAMING OF
HANDICAPPED STUDENTS

By

Richard Burke Voorneveld

December, 1982

Chairperson: Stuart E. Schwartz
Major Department: Special Education

This research was conducted in an effort to describe any relationships among the educational background of secondary school-based administrators and their perceived role, knowledge level, and the degree of implementation of mainstreaming of handicapped students in their respective schools. The subjects in this investigation were 36 secondary school-based administrators who were selected from four categories of administrators, i.e., those who had preservice training in special education, those who had inservice training in special education, those who had both inservice and preservice training in special education, and those who had neither inservice nor preservice training in special education. A two-part questionnaire was administered to each subject to determine (1) the perceived role of the administrator in the mainstreaming process and (2) the administrator's tested knowledge level of the identification, evaluation, and placement of mainstreamed students. The actual degree of implementation

of mainstream programs in the participating administrators' respective schools was obtained from data provided by the Pupil Accounting Department of the school district.

An ex post facto design was used in this study. Comparisons were made among the four groups of subjects to describe any relationships which may exist relative to the level of training on the perceived role of the administrator, the knowledge level of the administrator, and the degree of mainstreaming implemented in each school. Differences among the scores on the four types of administrators were described by a series of one-way ANOVAs.

As a result of this study it can be concluded that the type of training received by secondary school-based administrators in special education was not associated with differences in their perceived administrative roles, tested knowledge of handicapping conditions, and actual degree of implementation of mainstreaming handicapped students in their schools. Some similarities found among the four groups are discussed in the study. Suggestions for future research are also presented.

CHAPTER I

INTRODUCTION

Among the responsibilities of the secondary school principal is a mandate for leadership in the area of implementation of special education programs. In order to appropriately serve handicapped secondary students, the principal must have the knowledge base and administrative skill to successfully implement program change (Gage, 1979; Robeson, 1977; Semmel, Gottlieb, & Robinson, 1979). As the ultimate success or failure of mainstreaming is dependent upon the leadership of school administrators, research regarding the education and training in special education received by building principals and the effect of such training on the implementation of mainstreaming programs is essential.

This research was conducted in an effort to describe any relationships that may exist among the educational background of secondary school-based administrators and their perceived role, knowledge level, and the degree of implementation of mainstreaming of handicapped students in their respective schools. In order to assist school administrators in the effective implementation of mainstream programs it is necessary to first determine what ingredients are required for successful programming for handicapped students.

This research will assist personnel at universities and colleges in the development of preservice and inservice training programs that will prepare school-based administrators who need a foundation of knowledge about exceptional students and mainstreaming in order to meet the mandate of P.L. 94-142 to provide an appropriate education for all students. In addition, information obtained from this study will provide those personnel with needed data to help them develop appropriate inservice and preservice training programs for administrators. Without identifying the role of the administrator in the implementation of mainstream programs it is impossible to expect that special needs students can and will be appropriately mainstreamed.

This chapter presents the framework for this research. The major sections included are (a) rationale, (b) statement of the problem, (c) question under investigation, (d) definition of terms, (e) variables, (f) related questions, (g) assumptions, (h) purpose, (i) delimitations, (j) limitations, and (k) a summary of the chapter.

Rationale

Concern and controversy have arisen over the concept of the least restrictive environment since the enactment of the Education for All Handicapped Children Act (P.L. 94-142) in 1975. Placement for many handicapped students in the least restrictive environment is mandated by P.L. 93-380. The question that has emerged from this mandate is not "why" a school should implement these policies, but "how" to implement these policies. The "why" of mainstreaming has been recognized as

(a) providing the most appropriate education for each child in the least restrictive environment;

(b) looking at the educational needs of children instead of clinical or diagnostic labels;

(c) looking for and creating alternatives that will help general educators serve children with learning or behavior problems in the regular setting; and

(d) uniting the skills of general education and special education so that all children may have equal educational opportunity (Council for Exceptional Children, 1975).

The "how" of mainstreaming is a more abstract concept. The principal is the key to successful implementation of program change and his/her administrative support is necessary for the success of any new process or program (Amos & Moody, 1977). The view of principals as leaders is not inconsistent with studies of effective schools and descriptive studies of principals' behaviors. Effective schools require a sense of purpose and direction provided by well developed and clearly articulated goals (Blumberg & Greenfield, 1980). It is the responsibility of the principal to effectively manage goal-setting activities for the school as a whole and to achieve some consensus among the staff about goals and priorities. Successful implementation of such goal setting requires that the principal have the analytic and intellectual skills to provide meaningful and specific operational guidance to the school staff. Also, the knowledge base and managerial skills necessary to resolve conflict and make the planning process work are essential (Blumberg & Greenfield, 1980).

Several researchers have attempted to determine what issues administrators should be concerned with in order to effectively mainstream handicapped students. Oaks (1979) suggested that administrators should be knowledgeable about handicapping conditions so they can properly program for special needs students. The results of a study by Davis (1981) indicated that principals considered a combination of regular class and part-time resource room to be the most effective placement for mildly handicapped students. Davis (1980) suggested that most administrative preservice programs do not address special education issues in their curriculum. However, empirical data are extremely limited regarding the administrative behaviors of school-based administrators in the support and implementation of mainstreaming programs (Leitz & Kaiser, 1979).

Additional research is essential in order to determine the roles and responsibilities of administrators in the implementation of mainstreaming programs. This study provides a foundation for the development of effective and efficient inservice and preservice training programs that will appropriately prepare secondary school-based administrators to mainstream programs that serve handicapped students.

Principals surveyed in a study by Davis (1980) indicated that formal training in special education was important and that their time involvement with special education issues increased as a result of recent legislation. The question arises as to how influential administrators can be regarding mainstream programs if they lack formal training in the area of special education. Educators and

administrators are becoming increasingly more concerned about the effects of placement of mildly handicapped students (learning disabled, emotionally handicapped, educable mentally retarded) in mainstream programs. Inappropriate mainstreaming can result in the most restrictive rather than the least restrictive environment (Hoben, 1980). Several reasons are thought to be contributing to this concern.

1. Regular education teachers and administrators have little or no knowledge about the methodology and theory of special education programs (Middleton, Morsink, & Cohen, 1979).

2. Regular education teachers have poor attitudes toward students who are labeled as needing special education (Ysseldyke & Algozzine, 1982).

3. Evidence is inconclusive as to whether being given inservice or preservice training relating to special education can affect teachers attitudes toward mainstreaming (McAdams, 1981).

Dozier (1979) indicated that principals who viewed handicapped students in an accepting, positive manner had fewer problems implementing mainstream programs. Gage (1979) suggested that the principal should provide the leadership in planning for the mainstreaming of handicapped students. The principal should inform the faculty about the mainstreaming process prior to implementation in that school.

Although previous research documents the need for the school-based administrator to be knowledgeable about special education in order to implement effective mainstream programs, few research studies

have addressed the type and/or amount of training received by administrators. The present study attempted to determine the type (inservice or preservice) of training received by administrators selected for the study, the administrator's perceived role in the mainstreaming process, and the degree of mainstreaming conducted. This information will assist researchers, educators, and administrators in the development of mainstream programs that will appropriately serve handicapped students.

Statement of the Problem

The principal is the key to successful implementation of program change and his/her administrative support is necessary for the success of any new program (Amos & Moody, 1977). School administrators receive different types of training. The affect of the differences in their training on their perceived role; knowledge of the identification, evaluation, and placement of mainstreamed students; and the degree of mainstreaming achieved in their respective schools is unknown.

Questions Under Investigation

1. Is there a difference in perceived role in the mainstreaming process among secondary school-based administrators who have received either preservice or inservice training, both preservice or inservice training, or neither preservice nor inservice training?

2. Is there a difference in knowledge of the identification, evaluation, and placement of mainstreamed students among secondary school-based administrators who have received either preservice or inservice training, both preservice or inservice training, or neither preservice nor inservice training?

3. Is there a difference in the degree of mainstreaming achieved in their respective schools among secondary school-based administrators who have received either preservice or inservice training, both preservice and inservice training, or neither preservice nor inservice training?

Answers to these questions will provide the groundwork for future research in this area. This information will describe the effect of training on the perceived role, knowledge about mainstreaming, and the degree of mainstreaming implemented by administrators.

Definition of Terms

Educational background—The educational background of a secondary school-based administrator represents the two major modes of administrator training (preservice or inservice) received in special education. Preservice training reflects the training received prior to becoming an administrator; inservice training reflects the training received while serving as a school administrator.

Preservice—The term preservice training generally means traditional four-year college coursework in special education and student teaching leading to teacher certification or five-year plus coursework leading

to administrative licensure (Morsink, 1981). Preservice education is exclusively the province of universities and colleges.

Inservice—Inservice training is defined as workshops, seminars, professional conferences, or institutes related to the education of special needs learners received by an individual while employed as a school administrator. While preservice education is exclusively the province of universities, other agencies, including school districts, professional associations, and state departments of education, as well as universities, provide inservice education for school administrators.

Knowledge—For the purposes of this study, knowledge will be determined by the score received by the secondary school-based administrator on the State of Florida Teacher Certification Test, Subskills for Competency #24. The Subskills for Competency #24 contains six narratives describing hypothetical situations involving handicapped children in public school settings. The questions following each narrative are multiple choice and the total score of correct answers was used to indicate knowledge level of each administrator.

Degree of Mainstreaming—This term refers to the percentage of time that students classified as mildly handicapped (learning disabled, emotionally handicapped, educable mentally retarded) spend in mainstream classrooms in each administrator's school.

Mainstream Classroom—Public school mainstream classrooms are related to variations of four administrative models. These are (a)

the resource room model where the child generally leaves the regular class for special instruction over certain periods of time, (b) the partial integration model where the child is assigned to the regular and special class for specific blocks of time, (c) the learning disability model where the child is usually a member of the regular classroom who is provided with additional assistance in the regular classroom, and (d) combination class model where handicapped children are placed in small-group regular classrooms with the availability of special materials (Semmel et al., 1979).

Role—A role can be defined as "the actual deeds performed by a person in a position" (Craze & Yanouzas, 1967, p. 142). For the purposes of this study, the role of the administrator is defined as the actions he/she undertakes in the identification, evaluation, and placement of handicapped students into mainstream programs.

Perceived Role—Perceived role, as defined for the purposes of this study, reflects the administrator's perception of his/her actual duties and responsibilities in the identification, evaluation, and placement of handicapped students into mainstream programs. The perceived role of the administrator was obtained from responses to the 23 items in Part One of the Questionnaire (grouped into three categories—staff, program, and legal issues).

Secondary School-Based Administrators—For the purposes of this study, these individuals are principals and assistant principals of junior and senior high schools, located in a school system in Florida. Each administrator met criteria for inclusion in one of the following four categories:

1. Administrators who had preservice training in special education.
2. Administrators who had inservice training in special education.
3. Administrators who had neither inservice nor preservice training in special education.
4. Administrators who had both inservice and preservice training in special education.

Variables

In this study one independent variable was addressed. This is the educational background of secondary school-based administrators at four different levels: (a) those who have had preservice training in special education, (b) those who have had inservice training in special education, (c) those who have had both inservice and preservice training in special education, and (d) those who have had neither preservice nor inservice training in special education. The three dependent variables in this study are (1) the secondary school-based administrators' perceived role in dealing with special education programming, (2) the secondary school-based administrators' level of knowledge regarding special education, and (3) the degree of implementation of mainstream programs achieved in the secondary school-based administrators' respective schools.

Assumptions

The following assumptions are made in this study:

1. The secondary school-based administrator's knowledge level about special education programs relates to teachers' and students' success with mainstreaming.
2. The secondary school-based administrator is a major impetus to effective mainstreaming programs.
3. Inservice and preservice training (as defined in this study) are appropriate ways of dispensing knowledge about special education/mainstreaming to administrators.

Purpose

The ultimate success of special education programming is highly dependent on the leadership of school principals. Principals provide the leadership which could make mainstreaming a success in their schools. This study attempted to determine whether preservice or inservice training in special education is associated with the principal's perception of his/her role, knowledge level of special education/mainstreaming, or the degree of mainstream programming in the schools administered by secondary level administrators. The research of Rebores (1980) and Gage (1979) indicated that the leadership of school administrators is critical if mainstreaming is to become an effective method for meeting the needs of handicapped students. Therefore, it is imperative that research be conducted which will assist administrators in the implementation of mainstream programs in their schools.

Delimitations

The subjects in this study were 36 secondary school-based administrators from a large metropolitan school district in Florida. This school district is located in northeast Florida and has approximately 100 school-based secondary level administrators in the school system. Subjects for this study were confined to those selected from the general secondary administrative population of this school district.

Limitations

One limitation of this study was the variance in the preservice or inservice training that the administrators received. These training programs may or may not have offered similar course content, and the style of presentation may have been different. A second limitation of this study was the amount of time between the administrators' preservice or inservice training and the present study. A third limitation of the study was the use of perceived role as a dependent variable. This reflects the administrator's own perception of his/her actual job activities and responsibilities in the identification, evaluation, and placement of handicapped students into mainstream programs. This, therefore, reflects only the individual administrator's views of his/her role and not how they are viewed by others or their actual roles and responsibilities as outlined on a job description. A fourth limitation of this study was the determination of knowledge of special education based on the six-item instrument developed from

the State of Florida Teacher Certification Test, Subskills for Competency #24. This cannot be inferred as determining total knowledge of special education, but only as a sampling of knowledge as suggested by the seven specific items. A final limitation of this study was the lack of generalizability from the target population to the entire population of secondary school-based administrators.

Summary

Since the enactment of The Education for All Handicapped Children Act in 1975, school administrators have been charged with the responsibility of providing equal educational opportunity for special needs students in the least restrictive environment. Some competencies general education administrators must have to implement mainstreaming programs were identified by Egner (1977) and are as follows:

1. assure due process for handicapped children,
2. resolve conflict among program personnel,
3. cause to establish (in consultation with appropriate groups) school district policies which lead to educational programs in the least restrictive alternative for every handicapped child,
4. determine staff functions and qualifications that will be required to conduct programs for the handicapped,
5. budget time for teachers, support staff, and administrators to create programs for individuals or groups of children with special needs,
6. design and maintain a student evaluation system that will reliably show student progress in instructional programs,
7. show with data that handicapped children are being educated in the least restrictive environment,
8. assist staff and faculty to redesign their programs to meet the needs of handicapped children,
9. establish activities for identifying, locating, and evaluating all children eligible for special education services,
10. demonstrate that the time handicapped students are educated with nonhandicapped age mates is well used,

11. lead multidisciplinary staffing for handicapped children. (pp. 82-86)

Special educators, general educators, parents, and children need principals/assistant principals who will assume the leadership role in the development and support of mainstream programs. As the ultimate success of mainstreaming programs is dependent on the leadership of school-based administrators, it would appear that research is warranted to study the educational background of these administrators in relation to their perceived roles, knowledge level, and the degree of mainstreaming utilized in their schools.

A comprehensive review of the literature revealed a paucity of research on the issue of educational background of administrators and effective mainstreaming practices. Mainstreaming as an independent variable has been treated in a very broad sense by investigators, with almost no attention given to specifying the educational planning or programming that defines the process (Semmel et al., 1979). If mainstreaming is to result in improved quality of education for handicapped students, administrators must consider alterations in educational programming in addition to placement of handicapped students with nonhandicapped peers. The present study was designed to assist the administrator and researcher in the development of the needed training of administrators.

CHAPTER II

REVIEW OF RELATED LITERATURE

An extensive review of the literature revealed a paucity of research on the effect of training in special education on the administrator's perceived role, knowledge level of special education, and the degree of implementation of mainstream programs. Administrators are charged with the responsibility of overseeing the placement and education of handicapped students in the least restrictive environment following the guidelines in Public Law 94-142, The Education for All Handicapped Children Act. The present study attempted to determine if preservice or inservice training in special education is associated with several aspects of the role of administrators regarding the mainstreaming of handicapped students.

The major areas reviewed in this chapter are (a) the training of administrators, (b) the perceived role of administrators, and (c) the implementation of mainstream programs. Information for this chapter was obtained from a review of books, reports, and journal articles covering topics on the role of the administrator in special education, knowledge of special education, and implementation of mainstreaming programs. The sources utilized were the Education

Index, the Cumulative Index of Journals in Education, and an ERIC computer search.

The literature review revealed a critical need for research regarding the role of the administrator and the training of the administrator in special education. Research in these areas is needed if administrators are to be provided with the tools they need to develop and implement effective mainstream programs.

Introduction

Leadership from building administrators is critical if least restrictive environment/mainstreaming, as mandated by P.L. 94-142, is to become an effective method in meeting individual student needs (Rebore, 1980). School administrators must have an understanding of the characteristics, needs, and educational provisions appropriate for each exceptional child in order to develop and administer adequate programs for children with special needs. The climate within a school is greatly influenced by the administrators and faculty. Students and parents will not be able to cope with ongoing changes such as mainstreaming if the faculty does not foster a growth producing atmosphere. Therefore, administrative leadership is a necessary ingredient.

The mainstreaming of handicapped students into the regular classroom is relatively easy; facilitating integration is the more challenging task (Hoben, 1980). Hoben stressed that the appropriately mainstreamed student will be an integral part of the class, acknowledged

by peers and teachers and incorporated into classroom activities. Integration rather than maintenance is the desired outcome. The purpose of educating handicapped students in the mainstream is more than having them merely present in regular classes.

Although goals established for handicapped children in mainstreamed environments encompass both academic and social/personal objectives, mainstreaming can be successful only to the extent that it integrates handicapped students into constructive relationships with nonhandicapped peers (Dunlop, Stoneman, & Cantrell, 1980; Johnson & Johnson, 1980). Principals should provide the leadership to make mainstreaming a success in their schools. In order to do so they need to have the skills required to make the concept of mainstreaming work. Special educators, regular educators, parents, and children need principals who will assume the leadership role in mainstream programs (Gage, 1979).

Training of Administrators

Due to the expanding role of principals regarding special education issues, a legitimate question of training of administrators arises. If the principal should be viewed as the catalyst for effective mainstreaming programs at the building level, this would appear to suggest that he/she should have some training in special education and the problems of educating handicapped children (Davis, 1980). The two major modes by which administrators and educators receive training in special education are (1) inservice and (2) preservice.

Inservice Training

Inservice education is the use of specified materials and planned activities to improve the instructional skills of practicing teachers (Schmid & McAdams, in press). "It is distinguished from preservice education only by time, sequence, and population" (Schmid & McAdams, in press, p. 2). The rationale for inservice education centers on two major points:

1. The preservice preparation of a teacher is an introduction to the world of teaching. Only basic skills and knowledge can be absorbed in the allotted time and limited environment of the college or university. The "complete teacher" is developed over time and through experience (Schmid & McAdams, in press).

2. The dynamic nature of society and an accelerating acquisition of knowledge sometimes make today's acceptable teaching practices ineffective or obsolete. This is true of methods, techniques, tools, and substantive knowledge (Schmid & McAdams, in press).

Inservice Training for Administrators. The provision of inservice training for administrators and educators is important to assist the administrator in satisfying the diverse needs of students. The school has evolved in recent years to a point where the need for renewal for service delivery personnel is critical. It is critical in the sense that state and federal mandates required organizational, managerial, attitudinal, and behavioral changes throughout the school. Many of the mandates and changes may not have previously been a part of the school's general practices. The traditional school organizational

patterns now must accommodate students with special needs in regular classrooms. Haring, Stern, and Cruickshank (1958) asserted that mainstreaming can be accomplished successfully only if, among other things, the teachers and principals with whom these children come in contact understand and accept them. Inservice training is a step toward accomplishing these goals.

Effects of inservice training. Several researchers have investigated the effects of inservice training on the mainstreaming of handicapped students (Hawasymiw & Horne, 1976; Payne & Murray, 1974; Yates, 1973). Hawasymiw and Horne (1976) conducted a study involving three groups of teachers. The groups included (a) teachers who taught in integrated schools (where handicapped students were placed in classes with nonhandicapped students); (b) teachers who completed practicals, participated in university conducted workshops and seminars during the academic year; and (c) teachers who neither participated in the training program nor acquired experience in an integrated setting. Hawasymiw and Horne (1976) reported that teachers who taught in integrated schools and teachers who participated in the training program endorsed mainstreaming more than teachers who neither participated in the program nor taught in integrated schools. In this study, however, the effect of inservice training was confounded with that of teaching in an integrated school.

In another study, Payne and Murray (1974) selected 50 urban principals and five suburban principals and solicited information regarding the principals' willingness to integrate handicapped children into their regular education programs. Results indicated

that 40.3 percent of the responding urban principals and 71.4 percent of the suburban principals accepted the concept of integration of the handicapped child. Both groups of principals perceived the need for inservice teacher training as the number one need of regular teachers.

Yates (1973), who has also studied inservice training, controlled for educational setting by investigating the effects of such training on teachers in nonintegrated schools. Yates reported gains in factual knowledge and greater willingness by teachers to integrate some categories of exceptional children into the regular classrooms.

Objectives of training. The objective of inservice training for special education personnel is to continually prepare and update with specific knowledge, skills, or the attitudes necessary to perform their roles (Kells, 1981). The inservice education program initiates and supports effective change. Such an approach begins with the "(1) identification of programmatic and individual needs; (2) planning, management, and implementation of inservice education programs; (3) ongoing evaluation; and (4) continuous needs assessment" (Kells, 1981, p. 117).

Importance of training. Providing inservice training for educators and administrators is important as they are informed about innovative programs which may assist them in meeting the needs of their students. Effectiveness, in the level of performance of educators who teach students exhibiting special needs, is of concern to policymakers, administrators, and parents (Mann, 1981). These educators must continue to improve their expertise as a part of the process of continuous professional self-development.

Preservice Training

The term preservice training generally means traditional four-year college coursework and student teaching leading to teacher certification or five-years plus coursework leading to administrative licensure (Morsink, 1981). All preservice education is exclusively the province of universities, while other agencies, including school districts, professional associations, and state departments of education, as well as universities, provide inservice education for school administrators.

Administrator preparation. Complaints about preservice graduate studies in educational administration are legion among school administrators (Pitner, Riley, & Giduk, 1981). In a survey of 500 school districts, school administrators ranked the usefulness of college and university training low (Pitner, Riley, & Giduk, 1981). Over half indicated that they preferred the services of the state education agency for assistance in professional development.

Thus, it is recognized that changes are needed in initial preparation programs that certify educators and administrators for public school employment. Some of the needed changes result from the need for regular teachers and administrators to educate handicapped children.

Effects of preservice training. Very few studies have investigated the effects of preservice training of regular educators or administrators in special education on the mainstreaming of handicapped students. Naor and Milgram (1980) conducted a study of 80 undergraduate women completing programs in regular education. A one semester preservice

training program increased knowledge about exceptional children and improved general attitudes toward them, with the majority of the student teachers acquiring a high level of factual knowledge and displaying positive attitudes toward exceptional children. Pre-service training that provides for contact with different kinds of exceptional children as well as for lecture-discussions about them was found to have an advantage over training limited to lecture-discussions in the realms of attitudes and behavioral intentions (Naor & Milgram, 1980).

Degree of training. In 1980, Davis investigated the degree of formal special education training of public school principals in Maine. Questionnaires were distributed to 345 public school principals. Three major areas were investigated.

1. The principals' amount of formal training, relative to special education.
2. The importance of formal training in special education in university training programs and courses for public school administrators.
3. The increase in the amount of professional time devoted to special education issues as a result of special education legislation requirements.

Results indicated that 95.4 percent of the respondents had no major or minor in special education. Further, 51.9 percent of the respondents had never taken even one course in special education. The data indicated that 58 percent of the respondents considered training in

the area of special education to be extremely important. Eighty-six percent of the respondents viewed the increase in time devoted to special education as moderate to extremely difficult.

Need for preservice. Higher education institutions which prepare educators and administrators for public school employment must keep pace with change. Recent legislation, P.L. 94-142, exerts pressure for changes in preservice education (Morsink, 1981). There is a need for preservice programs to prepare educators and administrators for responsibilities with handicapped students.

Perceived Role of Administrators

General school administrators responsible for special education programs in local school districts perform one of the most overlooked roles in special education. They are responsible for the placement of and educational planning for handicapped students in the least restrictive environment. Awareness of the operation, organization, and administration of special education programs by general school administrators has received limited attention from educational researchers (Raske, 1979).

Administrative Practices

Given the central role of the principal, it is important to determine crucial administrative practices which foster and maintain successful public school mainstream programs. Information obtained through this literature review generated a list of administrative

practices that effectively support mainstreaming programs. The review of administrative practices generated 90 articles, nine of which met the following criteria established for this study so that the appropriate literature is reviewed and reported.

1. The selection had to come from professional literature.
2. The selection had to focus on public school administrative practices in mainstreaming.
3. If data based, appropriate scientific design and procedures were needed.
4. The references that the author(s) cited had to be current.
5. The selections had to deal with public school administration.
6. The selections had to address the area of exceptional child education.
7. Selections published before the passage of P.L. 94-142 (November 1975) were not considered.

Administrative practices which were most frequently mentioned are included in Table 1. It appears there are specific administrative practices which help foster and maintain mainstream programs. The most frequently identified practice was for the principal to foster a "growth providing" atmosphere. This encourages the faculty to work as a team, and encourages team planning between special education and regular education teachers (Amos & Moody, 1977;

Cochrane & Westling, 1977; Gage, 1979; Mergler, 1979; Oaks, 1979; Rebore, 1979; Sivage, 1979).

Frequently noted practices. The six most frequently noted administrative practices were

(1) Foster a growth producing atmosphere and encourage the faculty to work as a team and develop a sense of team planning between general and special educators (Amos & Moody, 1977; Cochrane & Westling, 1977; Gage, 1979; Oaks, 1979; Rebore, 1979; Sivage, 1979).

(2) Provide for the careful planning and the possession of a clear conceptualization of mainstreaming (Mergler, 1979; Oaks, 1979; Tarrrier, 1978; Thomason & Arkell, 1980).

(3) Provide opportunities for familiarizing yourself and your staff with identification processes for securing special education assistance (Amos & Moody, 1977; Gage, 1979; Oaks, 1979; Sivage, 1979).

(4) Encourage expansion of activities in the mainstreaming effort, deal with attitudes and educate children about handicaps (Amos & Moody, 1977; Gage, 1979; Thomason & Arkell, 1980).

(5) Provide inservice educational opportunities to regular classroom teachers and become cognizant of the characteristics of the mildly handicapped and provide ongoing technical assistance (Amos & Moody, 1977; Cochrane & Westling, 1977; Oaks, 1979; Sivage, 1979; Thomason & Arkell, 1980).

(6) Use special education teachers as support personnel (Amos & Moody, 1977; Cochrane & Westling, 1977; Thomason & Arkell, 1980).

Table 1
Results of Studies Reviewed

Results	Studies									
	Cochrane & Amos (1977)	Moody (1977)	Gage (1979)	Hessler (1979)	Oaks (1979)	Rebozo (1979)	Slyvage (1979)	Tarrier (1979)	Thomson & Ackell (1980)	
Foster a growth producing atmosphere and encourage the faculty to work as a team and develop a sense of team planning between general and special education.	*	*	*			*	*	*		
Leadership should be concerned with innovation not maintenance.								*		
Careful planning and the possession of a clear conceptualization of mainstreaming.						*	*	*	*	
Familiarize yourself and your staff with identification processes for securing special education assistance.	*		*			*	*			
Avoid instant expertise. Good leadership does not require superior knowledge of all specialized issues.						*				
Become attuned to teachers' anxiety regarding special education students.						*				
Encourage expansion of activities in the effort and deal with attitudes to educate children about handicaps.	*		*							*
Inservice educational opportunities should be provided to help regular classroom teachers become cognizant of the characteristics of mildly handicapped children and ongoing technical assistance.	*		*			*	*			*
Special education teachers should be utilized as support personnel.	*		*							*
Community resources should be utilized in exceptional child education.	*									*
Being aware of structural capabilities of the individual school building.							*			
Planning the scheduling of the handicapped so that they can easily attend mainstream classes.							*			
Selecting staff whose attitudes toward the handicapped and working with them are positive.							*			*
Transportation considerations.			*				*			*
Parents of handicapped and nonhandicapped children.							*			
The principal should provide additional sources of information on exceptional child education.			*				*			
The principal should consider alternatives for support.								*		
Systemwide approach using the whole school.			*				*			
The principal should allow for special material funds for the regular educator.			*							
The principal should provide support for the exceptional child.			*							

Administrative concerns. Administrators have specific and distinct concerns regarding special education. The burdens of compliance with the laws and court decisions on education of the handicapped, coordinating staff schedules, finding and allocating funds for special education, and supervising the integration of handicapped children into regular programs are primarily the principal's responsibility (Wendel & Vasa, 1982). Changes in special education have brought considerable adjustment for those who are charged with the responsibility of organizing and administering programs for handicapped students.

Responsibilities of Administrators

According to Pitner, Riley, and Giduk (1981) the major commitments of the principal's time include (a) working with students who are discipline problems and with teachers who have noninstructional needs; (b) attending to logistics, external requirements, and social pleasantries; and (c) overseeing organizational maintenance, pupil control, and extracurricular activities. Recent legislation has impacted on the responsibilities of the building principal. The leadership role which the principal fills places him/her in a key position for the advancement of educational opportunities for the handicapped.

Current practices. An exploratory research case study was used by Raske (1979) to describe current practices at the local school district level with regard to the kinds of tasks that are performed and how much time is expended accomplishing these tasks. The significance of this study lies in the identification of special education

administrative responsibilities that are performed by general school administrators. Data were collected through questionnaire surveys from 29 local school districts within two intermediate school districts located in Michigan. The overall response-return rate for questionnaires was 95.5 percent.

The general school administrators identified 14.6 percent of their time as being allocated to the performance of special education administrative duties. Major responsibilities indicated by the general education administrators on special education administrative duties included

1. Participating in individual education planning (IEP) meetings.
2. Filling out special education forms.
3. Reviewing referrals for special education services.
4. Supervising and coordinating the annual review, individual education plan, and follow-up procedures.
5. Providing special education communications, either in written form or by telephone.
6. Attending special education staff meetings.
7. Preparing and monitoring special education budget.

Mainstreaming responsibilities. There is little research available regarding the regular administrator's required specific responsibilities as they relate to mainstreaming of handicapped children. Egner (1977) completed a study on special education competencies required of general education administrators using a combination of goal analysis

as applied to Public Law 94-142 and the jury model, using a group of administrators, to generate an initial set of competencies. Competencies were generated by a jury of administrators exemplifying excellent administration of special education within the general education system (as nominated by an advisory committee of persons in leadership positions in special education and educational administration organizations in Vermont). The jury revised competencies generated by the investigator and by the jury members through an analysis of Public Law 94-142. Forty-seven competency statements were subsequently submitted to all superintendents, all assistant superintendents, one principal from each of Vermont's 56 school districts, and faculty members of the special education and educational administration departments at the University of Vermont (Egner, 1977). The major focus of the competencies rated "essential" was advocacy and leadership related to handicapped children; assuring due process, interpreting federal and state mandates, using appropriate leadership styles, showing that records comply with due process and confidentiality, establishing policies to assure least restrictive alternatives, and determining functions/qualifications for personnel involved in educating the handicapped. Specifically, Egner's eight competencies ranked as essential were the following:

1. assure due process for handicapped children.
2. interpret to local district school board so that federal and state mandates are effectively implemented.
3. use appropriate leadership styles to enable better communication within various groups.
4. show that student and personnel records comply with due process and confidentiality requirements.
5. resolve conflict among program personnel.
6. utilize evaluation data to make decisions concerning needed revisions in program operation.

7. cause to establish (in consultation with appropriate groups) school district policies which lead to educational programs in the least restrictive alternative for every handicapped child.
8. determine staff functions and qualifications that will be required to conduct programs for handicapped children. (Robeson, 1977, p. 80)

Egner's competencies ranked as "desirable" focused on the following five areas: (1) personnel evaluation, (2) program compliance and assessment, (3) fiscal and accounting procedures, (4) federal guidelines, and (5) the development of individual educational plans.

Mainstreaming considerations. Birch (1975), following analysis of several school systems that were mainstreaming educable mentally handicapped children in the regular classroom, developed the following list of considerations involved in mainstreaming:

1. Regular class and special teacher concerns need consideration.
2. Regular class teachers talk about mainstreaming.
3. Teacher attitudes influence mainstream success.
4. Inservice education is a requirement.
5. Pupil placement calls for sensitive administration.
6. Keep newly identified pupils in regular grades and bring the support to the child.
7. Emphasize educational assessment and diagnostic teaching.
8. Local school autonomy of operation helps.
9. Line administrative support should be assured.
10. Informed parents can be helpful.

Gage (1979) discussed ways in which administrators can facilitate the mainstreaming of handicapped students. Encouraging respect for all

children and emphasizing positive self-concepts of the special needs learners were indicated by Gage as important steps in the mainstreaming process. Administrators should familiarize themselves with the identification process for securing special education assistance, encourage expansion of activities within the affective domain, and become attuned to teacher anxiety regarding special education students (Gage, 1979).

Robeson (1977) included the following listing of the responsibilities of a school principal in carrying out the mandates of Public Law 94-142:

Coordinate and administer special education services in the school.

Supervise educational personnel serving handicapped children in the school.

Designate and implement educational programs for handicapped children in the school, in accordance with approved policies, procedures, and guidelines of the Local Education Agency and of the state Department of Education.

Promote attitudes of school personnel and parents that encourage the acceptance and inclusion of handicapped children in regular classes and interaction with regular students.

Receive referrals of students with suspected handicapping conditions from teachers, parents, and others.

Arrange for appropriate evaluation for those students recommended for evaluation as a result of a screening procedure.

Supervise the maintenance of child records at the school level and protect the confidentiality of these records.

Receive teacher requests for assistance and provide or arrange for specialized assistance.

Implement due process hearings.

Plan for special education programs in the school and make budget recommendations to the superintendent.

Participate in Local Education Agency plan for special education services. (p. 18)

Concept of role. A role can be defined as "the actual deeds performed by a person in a position" (Craze & Yanouzas, 1967, p. 142). When a person carries out the duties or performs the tasks of his/her assigned job, that individual is playing a role. Roles in organizations tend to be highly elaborated, relatively stable, and defined to a considerable extent in explicit and even written terms (March & Simon, 1965). Not only is the role defined for the person who occupies the position, but it is known in detail to others in the organization who deal with the individual.

The first and primary function or goal of any manager in an educational or business environment is to ensure that the goals of the organization are clearly stated and understood (Craze & Yanouzas, 1967). "Effective organization is a mark of managerial intelligence and artistry" (Craze & Yanouzas, 1967, p. 6). Thus the role of establishing and clarifying goals is seen as critical.

Designing an effective and efficient arrangement of human and material resources constitutes an additional critical aspect of the role of the educational administrator (Bogue & Saunders, 1976). This task includes an obligation to "integrate individuals with organization and to match talent with task so that the most effective mix of individual needs and organizational purpose is achieved" (Bogue & Saunders, 1976, p. 5). When administrators try to alter behavior they almost instinctively search first for a new structure (Mingo & Burrello, 1982). A return to centralized authority has been prompted by "decreasing resources and requirements for centralized control over issues raised by 94-142 in order to insure program compliance" (Mingo & Burrello, 1982, p. 1).

Role of the administrator. The role of the administrator who is responsible for implementing mainstream programs has been reviewed and delineated by several researchers. However, no studies have focused on the administrator's perceived role regarding mainstreaming, his/her knowledge level of special education, and the degree of implementation of mainstream programs in their schools. Although research has indicated the need for administrators to foster a growth producing atmosphere and to develop a sense of team planning between general and special educators (Amos & Moody, 1977; Cochrane & Westling, 1977; Gage, 1979; Oaks, 1979; Rebore, 1979; Sivage, 1979) investigators have not provided information as to whether or not training in special education assists administrators in meeting this responsibility. As the responsibilities of administrators increase in the area of special education services the need for administrators to be knowledgeable about alternative programming for these students increases. If an administrator is to meet the requirements of P.L. 94-142, he/she needs a comprehensive working knowledge of the concept of mainstreaming.

Administration of Mainstream Programs

The specificity of the federal regulations regarding placement of all handicapped children in the least restrictive environment is indicative of the fact that the concept of mainstreaming has become a reality (Robeson, 1977). Recently, the concern for mainstreaming has accelerated as a result of the recognition that many of the needs

of mildly handicapped students can, indeed, be met within the framework of mainstream education.

Concept of Mainstreaming

The handicapped child is one who deviates from the normal child in mental characteristics, sensory abilities, neuromuscular or physical characteristics, social or emotional behavior, communication abilities or multiple handicaps such that he/she requires special educational services or modification of school practices in order to maximize growth (Semmel et al., 1979). The number of children receiving special education services averages about 8.5 percent of the school-age population (Comptroller General, 1981). Mainstreaming does not mean that all handicapped children will be retained in or returned to regular classrooms, but it does represent one aspect of the general principle of normalization, or the idea that the experiences of handicapped children should be as much like those of normal peers as possible (Ysseldyke & Algozzine, 1982). With the enactment of Public Law 94-142, free, appropriate education became a handicapped individual's right.

Administrative models. The majority of public school "mainstreaming programs" cited in the literature are related to variations of four administrative models (Semmel et al., 1979). These include (a) the resource room model where the child generally leaves the regular class for special instruction over a period of time until he/she can return full-time to the regular class, (b) the partial integration model where the child is assigned to the regular and special classes for specific periods of each day, (c) the learning disability model where

the child—usually a member of the regular classroom—is provided with additional assistance in the regular classroom, and (d) the combination class model where handicapped children are placed in small-group regular classrooms with the availability of special materials (Semmel et al., 1979).

Definition of mainstreaming. With the passage of P.L. 94-142, educators are required to implement and evaluate "mainstreaming" programs. However, there appears to be little agreement concerning the salient defining elements for a mainstreaming program. One of the more frequently cited definitions was posited by Kaufman, Gottlieb, Agard, and Kucic (1975):

Mainstreaming refers to the temporal, instructional and social integration of eligible exceptional children with normal peers. It is based on an ongoing individually determined educational needs assessment requiring clarification of responsibility for coordinated planning and programming by regular and special education administrative, instructional and support personnel. (pp. 40-41)

Mainstreaming has also been referred to as the educational synonym for the legal concept of least restrictive alternative (Semmel et al., 1979). The term is associated with a continuum of educational options available to the handicapped child. A realization of the least restrictive environment should result in a more appropriate match between the characteristics of the student and the educational environment in which the handicapped child is placed.

In an attempt to clarify issues surrounding the definition of mainstreaming the Council for Exceptional Children (1975) published the following clarifying statements:

Mainstreaming is:

- providing the most appropriate education for each child in the least restrictive setting.
- looking at the educational needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted.
- looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers and resource room teachers.
- uniting the skills of general education and special education so that all children may have equal educational opportunity.

Mainstreaming is not:

- wholesale return of all exceptional children in special classes to regular classes.
- permitting children with special needs to remain in regular classrooms without the support services that they need.
- ignoring the need of some children for a more specialized program than can be provided in the general education program.
- less costly than serving children in special self-contained classrooms. (Council for Exceptional Children, 1975, p. 174)

Implementation of Mainstreaming

Mainstreaming is operationalized within the context of a continuum of services such as that described by Deno (1970). Deno's array of services range from the placement of handicapped children in regular classes without supportive assistance of any kind through several descending levels of services each providing additional special

education intervention. The cascade is designed to allow for program alternatives for provision of the specific services needed for the handicapped child to be provided an appropriate education in the least restrictive environment (see Figure 1).

Reynolds (1962) developed a model of special education programs based on a hierarchical design (see Figure 2). Services move from serving the mildly handicapped to the most severely handicapped. The movement of a particular individual through the model is recommended to be "only as far as necessary" and to "return as soon as possible" to the lesser restricting programs (Reynolds, 1962). Additionally, Dunn (1973) based his model on those of Deno (1970) and Reynolds (1962). The inverted pyramid model presents 11 administrative plans for special education programming (see Figure 3). These are further subdivided into four divisions as to types of exceptional students served. Dunn (1973) recommended removing a student from the mainstream only as far as necessary and returning him/her as soon as possible.

Mainstreaming practices. Throughout the United States some large and small communities quietly and effectively merged the education of most children, handicapped and otherwise, years before state and federal courts and legislatures moved the concept into national awareness (Birch, 1975). However, most of the sound practice examples have yet to become widely known. When prototypes of progressive mainstreaming practices are studied, the following conditions that make mainstreaming work emerge (Birch, 1975):

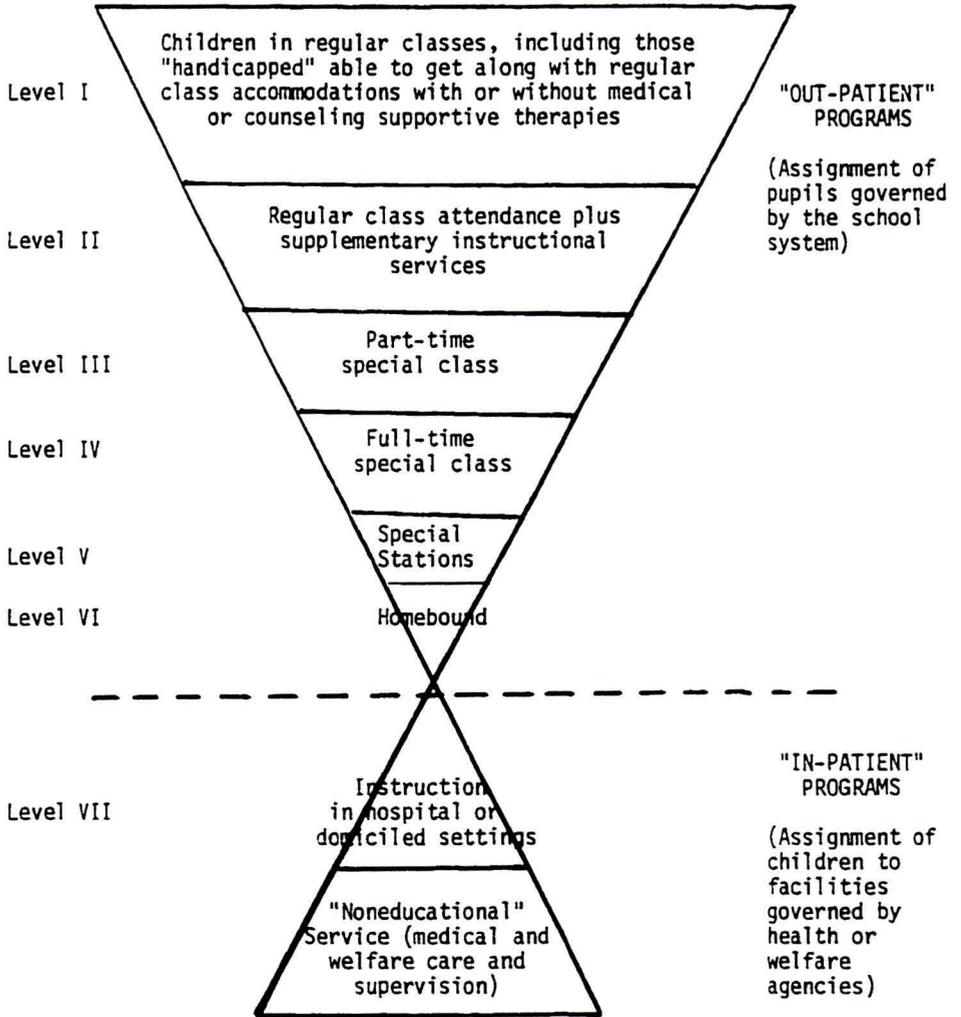


Figure 1

Cascade System of Special Education

Adapted from: Deno, E. Special education as developmental capital.
Exceptional Children, 1970, 37, 229-237.

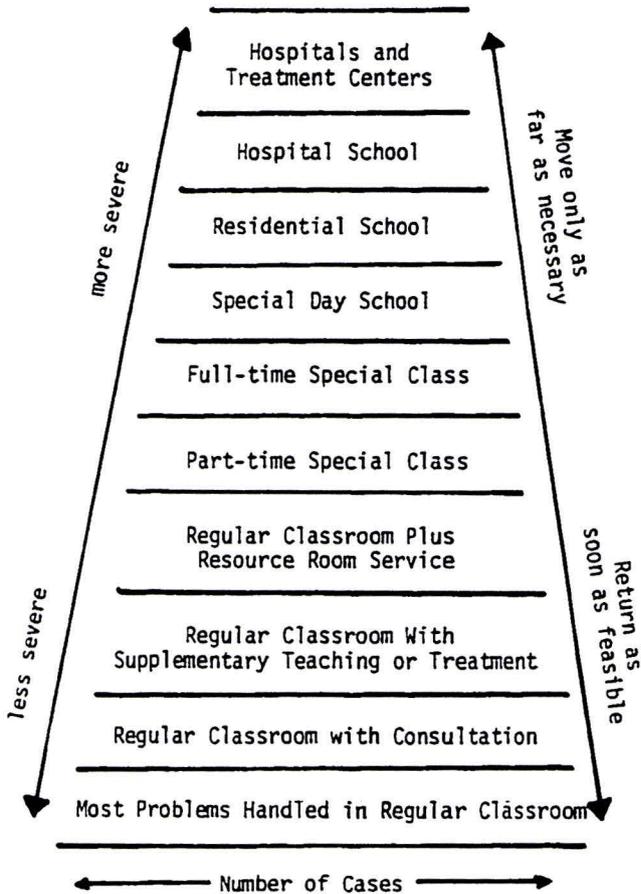


Figure 2
Special Education Programs

Adapted from: Reynolds, M. C. A framework for considering some issues in special education. Exceptional Children, 1962, 28, 367-370.

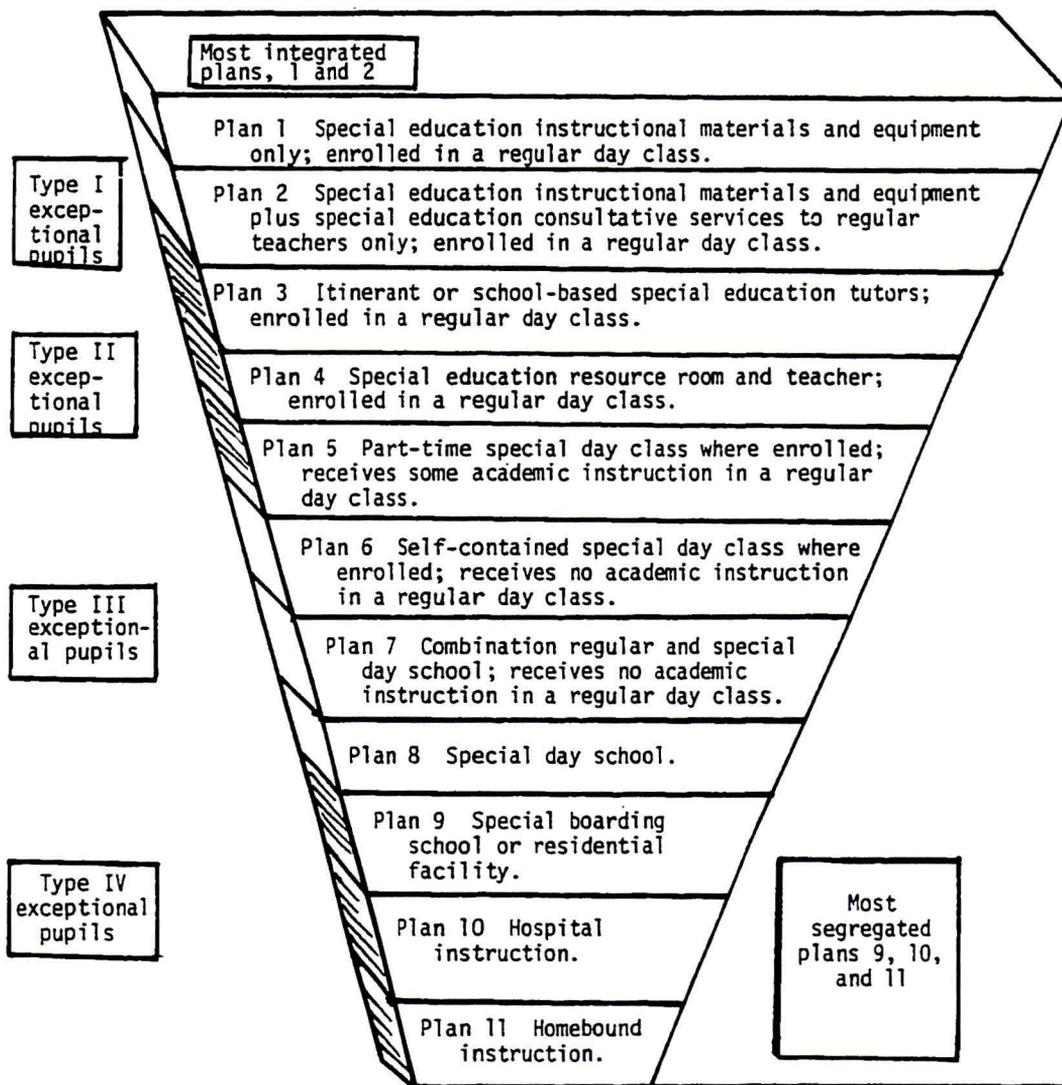


Figure 3

Inverted Pyramid of Special Education Programs

Adapted from: Dunn, L. M. Exceptional children in the schools (2nd ed.). New York: Holt, Rinehart and Winston, 1973.

1. Regular educators receive orientation to what adaptations, if any, the inclusion of handicapped pupils calls for.
2. All teachers learn to use the specialized instructional materials exceptional children may need.
3. An overt arrangement lets regular class teachers find help from special education teachers for pupils (whether identified as exceptional or not) who have needs beyond those the regular teacher can readily satisfy.
4. Regular class teachers get immediate assistance, with no loss of face, if a crisis in class or individual pupil management problem occurs.

The most commonly advocated model for the delivery of services to mainstreamed children is the resource teacher (MacMillan, Jones, & Meyers, 1976). Considerable faith is placed on the capability of the regular class teacher supported by the resource teacher to provide the needed services which will allow the child to succeed in the regular class. The attitudes of teachers toward mainstreamed children will, in large part, determine the success of any mainstreaming program. There is considerable variability among teachers as to the types and degree of deviance they can and will tolerate in their classrooms.

Concept of least restrictive environment. The full achievement of the concept of least restrictive environment will require

fundamental changes in individual and school district practices, including changes in traditional values, organizational structures, personnel roles, and decision-making patterns. The following statements reflect what must occur in all school districts in the nation (Schipper, 1981, p. 5):

1. Handicapped children must become the responsibility of all educators, not the sole responsibility of special educators;
2. Handicapped children must be viewed as individuals whose differences are enriching;
3. School districts must be organized and structured to integrate rather than segregate children with special needs;
4. Collaborative planning and shared decision making must occur between parents, teachers, and administrators;
5. Separate placement judgments must be made for each child based on an analysis of that child's individual needs.

Summary

School administrators have new and important roles and responsibilities for handicapped children as a result of P.L. 94-142. The challenges to be faced in developing responsive and comprehensive special education programs consistent with legal requirements seem overwhelming. It is estimated that approximately 30 percent of nearly eight million handicapped children in the United States will be assigned to regular classroom teachers for at least a portion of the school day if the least restrictive environment requirements of P.L. 94-142 are carried out in all school districts (Jones, 1981).

In response to the law some teachers and administrators have developed a positive attitude toward the concept of mainstreaming. Because educators tend to accept new ideas slowly, the full impact of the least restrictive environment mandate of Public Law 94-142 is being felt only gradually.

Most of today's regular school administrators have had little training or experience with the education of handicapped students (Jones, 1981). Comprehensive staff development programs designed to address the needs of administrators are probably the best and quickest solution to the problem (Jones, 1981). Few such programs have been planned and financed adequately to date (Jones, 1981).

It is necessary that principals provide the leadership to make mainstreaming a success in their schools. It has been suggested in this review of the literature that there are certain administrative practices that foster mainstream programs. It is obvious that specific information and knowledge about handicapped students is necessary for the success of mainstream programs. The ultimate success of mainstream programs is particularly dependent on the leadership of the building principals who are in charge of implementing and fostering growth in these programs.

CHAPTER III

METHOD AND PROCEDURES

The problem addressed in this investigation was to determine if there was a relationship between the type of special education training received by administrators and their perceived role, knowledge of handicapping conditions, and actual degree of implementation of mainstreaming in their respective schools. This information was obtained through direct telephone interviewing and the completion of a questionnaire by the administrators participating in this study.

In this chapter the method and procedures of this study are presented. The major sections of this chapter include a description of the (a) subjects, (b) instrumentation and data collection procedures, (c) experimental design, and (d) data analysis.

Subjects

The subjects in this investigation were principals and vice-principals who were selected from four categories of secondary school based administrators. In order to qualify for this study the subject met criteria for inclusion in one of the following four categories:

1. Administrators who had preservice training in special education.

2. Administrators who had inservice training in special education.
3. Administrators who had neither inservice nor preservice training in special education.
4. Administrators who had both inservice and preservice training in special education.

The 36 subjects were secondary principals and vice-principals employed by a school system in Florida. A list of all principals and vice-principals employed in the 36 schools in the district was obtained from the Pupil Accounting Department of the school district. The total population of administrators (72) was contacted by telephone to determine whether they qualified for the study by meeting the criteria for one of the four categories stated above.

Subject Selection

An initial telephone interview was utilized to determine subject qualification for this descriptive study. The telephone interview results established whether or not the administrator met one of the four stated criteria for inclusion in the study. All 72 potential subjects were contacted by telephone. As a "letter of introduction" from the General Director of Research and Evaluation had already been received by the administrators, they were expecting to be contacted by the researcher and knew the purpose of the proposed research (see Appendix A). After identifying himself, the researcher asked each

administrator 10 specific questions (see Appendix A for the list of questions used in the interview). Responses to these 10 questions enabled the researcher to determine (1) whether the administrator met criteria for the study and (2) whether he/she was willing to participate in the research by completing the questionnaire.

During this initial telephone screening three administrators were eliminated from the study because they had direct exposure to handicapped children or adults of a personal rather than professional nature. In addition, two administrators indicated they were not willing to participate in the study and were, therefore, eliminated. The remaining 67 administrators' responses to the 10 item interview were scrutinized to determine the administrators' eligibility for inclusion in one of the four categories related to training (preservice/in-service) in special education. As the intent was to obtain one subject from each of the 36 schools, subjects were eliminated if the other administrator at the same school met inclusion criteria. A total of nine administrators had received preservice training in special education, 10 administrators had received inservice training in special education, and nine administrators had received both inservice and preservice training. In the eight remaining schools, one administrator in each school met criteria for the study by having received neither inservice nor preservice training in special education.

Description of Subjects

Of the 36 subjects used in this study, 31 were male (86 percent) and five were female (14 percent). The mean age of the subjects was 45 years. The mean years of experience as a secondary school-based administrator was six years. The subjects in this study are representative of state and national statistics on secondary administrators (Longstreth, 1982; National Association of Secondary School Principals, 1982). The average percent of time the subjects indicated they spent on special education related matters was 11 percent. A breakdown indicating the number of subjects in each of the four categories can be found in Table 2.

Table 2
Breakdown of Subjects by Category

Category	Number of Subjects
Administrators who had preservice training in special education	9
Administrators who had inservice training in special education	10
Administrators who had neither inservice nor preservice training in special education	8
Administrators who had both inservice and preservice training in special education	9
Total number of subjects	36

Instrumentation and Data Collection

A two-part questionnaire was administered to each subject to determine (1) the perceived role of the administrator in the mainstreaming process and (2) the administrator's tested knowledge level of the identification, evaluation, and placement of mainstreamed students. The actual degree of implementation of mainstream programs in the participating administrators' respective schools was obtained from data provided by the Pupil Accounting Department of the school district.

The two-part questionnaire was hand delivered by the researcher to each administrator participating in the study (N=36). As the researcher had made an appointment with each administrator for the purpose of delivering the questionnaire, each participant understood the reason for the contact with the investigator. After introductions were made, the researcher thanked the administrator for taking the time to complete the questionnaire and waited in the reception area during the time (average 15 minutes) it took the administrator to complete the questionnaire. At no time did the researcher discuss the questionnaire of the research with the subject.

The first portion of the questionnaire consisted of 23 questions relative to the perceived role of the school-based administrator. The responses were checked on a Likert-type scale with the respondent indicating the most appropriate of six columns ranging from "very important" to "not very important." The second portion of the questionnaire addressed the administrator's level of knowledge of special education with a series of multiple-choice questions.

The questions in Part One of this study's Questionnaire were developed from the competency statements delineated by Egner (1977). A major outcome of Egner's study was the identification and prioritization of special education competencies required for general education administrators. Egner's 47 competency statements were generated by a jury of administrators exemplifying excellent administration of special education within the general education system. These were subsequently submitted to superintendents, assistant superintendents, principals, and faculty members of the special education and educational administration departments of a university. These respondents ranked eight competencies as "essential." The major focus of the competencies was advocacy and leadership related to handicapped children. An additional 12 items ranked as "desirable" were also delineated by the respondents. These eight "essential" items and the 12 "desirable" items were used to develop a 20-item questionnaire. The use of Egner's competencies in the development of this portion of the questionnaire was of particular importance as Egner developed these items through an analysis of P.L. 94-142.

Part One of the Questionnaire was validated by a panel of five experts. Members of the panel were representative of both regular and special education administration at the secondary level. They all had other secondary level administrative experience at local education agencies, state departments of education, or in special education. These individuals reviewed the questions to determine

the appropriateness of all items. Members of the panel were asked to respond to the question "Do you think this is a valid instrument to measure the perceived role of secondary school-based administrators regarding mainstreaming handicapped students?" The panel determined that each of Egner's 20 items was valid and added three additional items.

Using a logical approach, items were determined to be dealing with either legal, staff, or program issues. Items 1, 7, 9, 11, 12, 13, 14, 17, and 19 dealt with legal issues, e.g., assure due process for handicapped children, understand the procedures recommended in your district for staffings, etc. Items 2, 4, 5, 21, 22, and 23 were related to staff issues, e.g., resolve conflict among special and regular education personnel. Items 3, 6, 8, 10, 15, 16, 18, and 20 addressed program issues, e.g., participate in school district policy making which leads to educational programs in the least restrictive environment for every handicapped child.

Internal consistency reliability estimates were obtained for the total scores on Part One of the Questionnaire and each of the subsections. The subjects' responses to the nine items on the legal issues, the six items on the staff issues, and the eight items on the program issues were all analyzed as separate scales. Internal consistency (i.e., coefficient alpha) was .9 for the total scale, similar high reliabilities were obtained for the legal issues subscale, for the staff issues subscale, and for the program issues subscale (i.e., .8, .7, .8, respectively). Salvia and Ysseldyke (1978) indicated

that "if test scores are to be used for administrative purposes and are reported for groups, a reliability of .60 should probably be the minimum" (p. 92). For purposes of this study, the reliability of the scores obtained on Part One of the Questionnaire was judged to be appropriate.

Part Two of the Questionnaire was provided by the State of Florida. It consists of six sample test items for Competency #24 on the Florida Teacher Certification Examination. This section contains six narratives describing hypothetical situations involving handicapped children in public school settings. The questions following each narrative are multiple-choice and the total score of correct answers was used to indicate the knowledge level of each administrator. The possible total test score range was from 0-7 points. The Subskills for Competency #24 were developed and validated to meet the requirements of Section 231.17, Florida Statutes. The competency addressed in this section of the Florida Teacher Examination is the following:

The ability to recognize and be aware of the instructional needs of exceptional students.

The subskills for this competency are the following:

1. Identifies the characteristics of exceptional students that have implications for modifying the learning environment.
2. Demonstrates awareness and appropriate use of educational programs, support services, personnel and other resources available to meet the needs of exceptional students.
3. Demonstrates the ability to identify and appropriately refer students who may be in need of exceptional student education.

4. Demonstrates awareness of the roles of the parent, teacher, and other professional personnel as members of the educational team responsible for planning, implementing, and evaluating the exceptional student's program.
5. Demonstrates the ability to recognize and/or use alternate instructional strategies to implement that portion of the exceptional student's program for which the teacher has the responsibility.
6. Identifies and/or selects effective techniques and strategies for facilitating integration and social acceptance of exceptional students.

A general description of a classroom situation where the subskill may be utilized and a rationale for each subskill are included in the Subskills for Competency #24 of the Florida Teacher Examination. (See Appendix C for a complete copy of the Subskills for Competency #24.)

The Pupil Accounting Department provided data used to ascertain the degree of implementation of mainstream programs achieved in the administrators' respective schools. The data indicated the number of exceptional students being served, in which programs these students were served, and the percentage of time these students attended regular education and special education classes. (See Appendix D for the complete data regarding the degree of mainstreaming achieved.)

Experimental Design

Design

An ex post facto design was used in this descriptive study. This design allowed for an analysis of the differences in perceived role, tested knowledge level, and degree of implementation of mainstreaming

for administrators with different levels of training. The data analyzed were obtained from answers submitted by the subjects in this study on a two-part questionnaire. Additional data were obtained from the Pupil Accounting Department of the school district.

Independent and Dependent Variables

In this study the effect of one independent variable was addressed. This was the educational background of secondary school-based administrators at four different levels: (a) those who had preservice training in special education, (b) those who had inservice training in special education, (c) those who had both inservice and preservice training in special education, and (d) those who had neither preservice nor inservice training in special education. The three dependent variables in this study were (1) the administrators' perceived roles in dealing with special education programming as measured by the 23 items in Part One of the Questionnaire (grouped into three categories—staff, program, and legal issues); (2) the subjects' level of knowledge regarding special education as measured by the total score achieved on Part Two of the Questionnaire (scores ranged from 0-7); and (3) the degree of implementation of mainstream programs achieved in the secondary school-based administrators' respective schools as measured by the actual number of students being served (data provided by the Pupil Accounting Department).

Data Analysis

Comparisons were made among the four groups of subjects to determine differences in the perceived role of the administrator, the knowledge level of the administrator, and/or the degree of mainstreaming implemented in each school. Data were tabulated in percentages, means, and standard deviations for the responses to each item on the questionnaire. Scores were available for each of the four categories of administrators (i.e., those with preservice training, those with inservice training, those with neither inservice nor preservice training, those with both inservice and preservice training) and comparisons were drawn among the four groups.

Differences among the scores of the four types of administrators on perceived role, knowledge level, and degree of mainstreaming were analyzed by a series of one-way ANOVAs. The perceived role items were grouped into three categories; that is, questions regarding staff, questions regarding programming, and legal questions were grouped and analyzed separately. The administrator's knowledge level about the identification, evaluation, and placement of special education students was determined from the total score received on Part Two of the Questionnaire. The knowledge scores and level of mainstreaming data provided by the Pupil Accounting Department were also subjected to Analysis of Variance procedures to determine differences in knowledge and degree of implementation of mainstream programs in the schools of administrators with different training.

Summary

The purpose of this study was to determine if secondary school-based administrators with different training perceived their administrative roles differently; similarly, differences in tested knowledge of handicapping conditions and the actual degree of implementation of mainstreaming handicapped students in their respective schools were evaluated. The subjects in this investigation were 36 secondary school-based administrators employed by a large school district in Florida. The subjects were administered a two-part questionnaire designed to determine (1) the perceived role of the administrator in the mainstreaming process and (2) the administrator's tested knowledge level of mainstreamed students. Data were obtained from the Pupil Accounting Department on the actual number of students served in each administrator's respective school.

An ex post facto design was used in this study. This procedure allowed for an analysis of the differences in perceived role, tested knowledge level, and degree of implementation of mainstreaming for individuals in four different groups based on their training. Differences among the scores of the four types of administrators were analyzed by a series of one-way ANOVAs.

CHAPTER IV

RESULTS

The perceived administrative roles, tested knowledge of handicapping conditions, and actual degree of mainstreaming of handicapped students for school administrators with different types of training were compared in this descriptive study. Four levels of educational background of secondary school-based administrators were used to define the independent groups which were investigated; these included

1. those who had preservice training in special education,
2. those who had inservice training in special education,
3. those who had both inservice and preservice training in special education, and
4. those who had neither preservice nor inservice training in special education.

Three dependent variables were collected from each type of administrator; these variables were as follows:

1. The secondary school-based administrator's perceived role in dealing with special education programming as measured by the 23 items regarding the legal, staff, and programming aspects of school administration.

2. The secondary school-based administrators' level of knowledge regarding special education as measured by seven items dealing with the practice of special education.
3. The degree of implementation of mainstream programs achieved in the secondary school-based administrators' respective schools as measured by the data obtained from the Pupil Accounting Department of the school district.

A systematic analysis of the data collected from these measures is presented in this chapter.

Three related questions were under investigation in this study.

1. Is there a difference in perceived role in the mainstreaming process among secondary school-based administrators who have received either preservice or inservice training, both preservice or inservice training, or neither preservice nor inservice training.

2. Is there a difference in knowledge of the identification, evaluation, and placement of mainstreamed students among secondary school-based administrators who have received either preservice or inservice training, both preservice and inservice training, or neither preservice nor inservice training.

3. Is there a difference in the degree of mainstreaming achieved in their respective schools among secondary school-based administrators who have received either preservice or inservice training, both preservice and inservice training, or neither preservice nor inservice training?

An analysis of variance was conducted on data related to each of these questions; the type of training of the administrator served as the independent variable for each analysis. Scores for nine administrators who had preservice training in special education, 10 administrators who had inservice training in special education, eight administrators who had neither inservice nor preservice training in special education, and nine administrators who had both inservice and preservice training in special education were compared. All tests were completed using the .05 level of confidence.

Perceived Role Comparisons

The differences among responses of the secondary school-based administrators who have received either preservice or inservice training, both preservice and inservice training, or neither preservice nor inservice training and their perceived role in the mainstreaming process were investigated. Questions related to role were further grouped into staff, program, and legal considerations. The summary of results is presented in Table 3. Average scores across each subscale of Part One of the Questionnaire for the four types of administrators are presented.

An analysis of these data indicated that the four types of administrators varied less than three-tenths of a point on legal issues, less than four-tenths of a point on staff issues, and less than two-tenths of a point on program issues. The means and standard deviations can be compared by observing that all scores are very

similar; none differ by more than a one-half standard deviation. The similarity of these means and standard deviations indicates a high degree of agreement relative to the perceived importance of staff, legal, and program issues to administrators with different training. It is further observed that none of the mean scores are greater than 2.2 suggesting that all questions regarding perceived role were thought to be similarly important.

Table 3
Means and Standard Deviations of Responses to
Administrators' Perceived Role

Type of Training	Type of Role					
	Legal		Staff		Program	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
Preservice	1.9	.75	1.8	.82	2.0	.85
Inservice	1.7	.68	1.9	.72	2.0	.73
Preservice and Inservice	1.8	.46	2.2	.66	2.2	.64
Neither Pre-service or Inservice	2.0	.65	2.1	.71	2.2	.80

Note: 1=very important, 6=not very important

The analysis of variance summary tables for these data are reported in Tables 4-6. All 36 administrators answered all items regarding legal issues, one administrator failed to answer one item on staff issues, and one administrator failed to answer one item on program issues. All

Table 4
 Analysis of Variance Summary Table:
 Legal Issues

Source	Sum of Squares	df	Mean Square	F-Ratio
Between Groups	0.530	3	0.177	0.411
Within Groups	13.753	32	0.430	

Table 5
 Analysis of Variance Summary Table:
 Staff Issues

Source	Sum of Squares	df	Mean Square	F-Ratio
Between Groups	0.759	3	0.253	0.466
Within Groups	16.824	31	0.543	

Table 6
 Analysis of Variance Summary Table:
 Program Issues

Source	Sum of Squares	df	Mean Square	F-Ratio
Between Groups	0.254	3	0.085	0.145
Within Groups	18.021	31	0.581	

statistical comparisons reflect these adjusted samples sizes. No differences were indicated in subjects' responses to the legal aspects of their perceived roles ($F=0.411$) or their perceived roles relative to staffing ($F=0.466$) or programming ($F=0.145$) issues. The results of these analyses suggest that all four types of administrators have a high degree of general agreement as to their perceived role regarding staff, legal, and program issues.

Comparisons of Knowledge of Handicapped Students

Differences in knowledge of the secondary school-based administrators who have received either preservice or inservice training, both preservice and inservice training, or neither preservice nor inservice training were investigated by a series of questions dealing with identification, evaluation, and placement of mainstreamed students. A summary of these results is presented in Table 7. The mean knowledge level regarding handicapped students is reflected for the four types of administrators. The scores of the four types of administrators varied less than seven-tenths of a point on their knowledge of handicapped students. An analysis of these data indicated that all scores were very similar; none differed by more than a one-half standard deviation from any others. The similarity of these scores suggests that all four types of administrator demonstrated a similar amount of knowledge about handicapped students. It is further observed that the highest scores were obtained by those administrators who had inservice training only.

Table 7
Means and Standard Deviations of Responses on
Administrators' Knowledge Level

Type of Training	Mean	Standard Deviation
Preservice	4.5	.86
Inservice	5.2	.42
Preservice and Inservice	4.5	.75
Neither Preservice nor Inservice	4.9	.78

Note: 0=lowest score, 7=highest score

The analysis of variance of the group means reported in Table 8 indicated that there was no statistically significant difference in knowledge about handicapped students for administrators with different training. In general, the administrators' scores were high, indicating that regardless of type of previous training received by the subjects participating in this study, the administrators all demonstrated an adequate knowledge base about special education students.

Table 8
 Analysis of Variance Summary Table:
 Administrators' Knowledge About Handicapped Students

Source	Sum of Squares	df	Mean Squares	F-Ratio
Between Groups	2.511	3	0.837	1.624
Within Groups	16.489	32	0.515	

Comparisons of Degree of Mainstreaming in the
 Administrators' Respective School

Differences in degrees of mainstreaming achieved in their respective schools were compared for the secondary school-based administrators who had received either preservice or inservice training, both preservice and inservice training, or neither preservice nor inservice training. The summary of results, presented in Table 9, reflects the mean percentage of handicapped students mainstreamed in the respective schools of the four groups of administrators. The percentages of students mainstreamed in the four types of administrators' respective schools varied less than 20 percent. The similarity of these means is also evident in the fact that the four types of administrators have mainstreamed more than one-half of their handicapped students.

Table 9

Means and Standard Deviations of Responses Received
on the Actual Degree of Mainstreaming Implemented in
the Administrators' Respective Schools

Type of Training	Mean	Standard Deviation
Preservice	70	.11
Inservice	60	.15
Preservice and Inservice	60	.27
Neither Preservice or Inservice	50	.13

Note: Means reflect percentages of handicapped students mainstreamed.

The analysis of variance summary table for these data is presented in Table 10; no statistically significant difference at the .05 level as a function of the type of training is indicated. It should be pointed out, however, that the highest percentages of mainstreamed students were evident in schools in which the administrators had received preservice training in special education. It is also important to note that the percentage of mainstreamed students is lowest for those administrators who have received neither preservice nor inservice training in special education.

Table 10
 Analysis of Variance Summary Table:
 Degree of Mainstreaming

Source	Sum of Squares	df	Mean Squares	F-Ratio
Between Groups	0.125	3	0.042	1.309
Within Groups	1.017	32	0.032	

Additional Analyses

Raw data can be found in Appendix E; included are (a) sex, (b) years of experience, (c) age, (d) percentage of time spent on special education related matters, (e) type of administrative category, (f) item responses from Part One of the Questionnaire, (g) score on knowledge test, (h) percentage of students mainstreamed, (i) total number of special education students in school, and (j) the average percentage of time in regular education by the special education population. This information reflects the actual responses of the 36 secondary school-based administrators participating in this study.

Additional analyses of each perceived role item were completed to determine if there were any significant differences in responses to each item of the questionnaire. Similar results were obtained as concluded in the statistical analysis previously conducted; that is, no differences in responses to any role items were evident when different groups of administrators were compared. Frequency distributions for subjects'

responses to each item on Part One of the Questionnaire, means and standard deviations for each item reported by group (by type of training), and correlations among variables are presented in Appendix F. All additional analyses reinforced the similarities previously observed using the statistical procedure of analysis of variance.

Summary

In this study, comparisons of four different groups of secondary school-based administrators and their perceived administrative roles, tested knowledge of handicapping conditions, and actual degree of implementation of mainstreaming conducted in their respective schools were analyzed. Analysis of data obtained through completion of a two-part questionnaire by the subjects participating in the study indicated that there was no statistically significant difference in perceived role regarding legal, staff, and programming issues in the mainstreaming of handicapped students for administrators with different training. Further, the results indicate that there is no statistically significant difference in tested knowledge of handicapping conditions as reflected by the scores achieved by the administrators completing the questionnaire or in the percentage of students actually mainstreamed in each school.

The purpose of this investigation was to determine if differences in special education training received by secondary school-based administrators relate to their perception of their roles, tested knowledge of handicapping conditions, and actual degree of implementation of

mainstreaming in their respective schools. Analyses of the results of this study indicated that more similarities than differences existed in responses of the four groups of administrators regarding their perceived role, knowledge of special education, and degree of mainstreaming.

CHAPTER V
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

This research was conducted in an effort to determine if differences exist among administrators with different educational backgrounds relative to perceived role, special education knowledge level, and the degree of implementation of mainstreaming of handicapped students in their respective schools. As the school principal must have the knowledge base and administrative skill to successfully implement program change (Gage, 1979; Robeson, 1977; Semmel et al., 1979), research designed to assist administrators in the effective implementation of mainstream programs is needed. This descriptive study was conducted to provide a foundation for the development of research designed to determine the roles and responsibilities of administrators in the implementation of mainstream programs.

Review of the Literature

A review of the literature revealed a paucity of research on the issue of educational background of administrators and effective mainstreaming practices. Leadership from building administrators is critical if least restrictive environment, as mandated by law, is to

become an effective method in meeting individual student needs (Rebore, 1980). Hoben (1980) stressed that the appropriately mainstreamed student will be an integral part of the class, acknowledged by peers and teachers and incorporated into classroom activities. Although goals established for handicapped children in mainstreamed environments encompass both academic and social/personal objectives, mainstreaming can be successful only to the extent that it integrates handicapped students into constructive relationships with nonhandicapped peers (Dunlop et al., 1980).

Awareness of the operation, organization, and administration of special education programs by general school administrators has received limited attention from educational researchers (Raske, 1979). The burdens of compliance with the laws and court decisions on education of the handicapped, coordinating staff schedules, finding and allocating funds for special education, and supervising the integration of handicapped children into regular programs are primarily the principal's responsibility (Wendel & Vasa, 1982). The leadership role which the principal fills places him/her in a key position for the advancement of educational opportunities for the handicapped.

The challenges to be faced in developing responsive and comprehensive special education programs consistent with legal requirements seem overwhelming. It is estimated that approximately 30 percent of nearly eight million handicapped children in the United States will be assigned to regular classroom teachers for at least a portion of the school day if the least restrictive environment requirements of P.L.

94-142 are carried out in all school districts (Jones, 1981). Comprehensive staff development programs designed to address the needs of administrators are probably the best and quickest solution to the problem (Jones, 1981). As the ultimate success of mainstream programs is particularly dependent on the leadership of building principals, research which will provide administrators with knowledge and information necessary for successful implementation of mainstream programs is essential.

Method

The subjects in this investigation were 36 secondary school-based administrators who were selected from four categories of administrators (i.e., those who had preservice training in special education, those who had inservice training in special education, those who had both inservice and preservice training in special education, and those who had neither inservice nor preservice training in special education). A two-part questionnaire was administered to the subjects to determine (1) the perceived role of the administrator in the mainstreaming process and (2) the administrator's tested knowledge level of the identification, evaluation, and placement of mainstreamed students. The actual degree of implementation of mainstream programs in the participating administrators' respective schools was obtained from data provided by the Pupil Accounting Department of the school district.

The educational background of the secondary school-based administrators was the independent variable in this study. The three dependent variables in this study were (1) the secondary school-based

administrators' perceived roles in dealing with special education programming as measured by the 23 items in Part One of the Questionnaire (grouped into three categories—staff issues, program issues, and legal issues); (2) the secondary school-based administrators' level of knowledge regarding special education as measured by the total score achieved on Part Two of the Questionnaire (scores ranged from 0-7); and (3) the degree of implementation of mainstream programs achieved in the administrators' respective schools. Data in the first two areas were obtained through administration of a questionnaire and actual numbers of students in special programs were obtained from the Pupil Accounting Department of the school district.

Design

An ex post facto design was used in this study. Comparisons were made among the four groups of subjects to determine if any conclusions could be drawn regarding the relationship between the administrator's level of training on his/her perceived role, knowledge level, and the degree of mainstreaming implemented in his/her school. Differences among the scores of the four types of administrators on the 23 items in Part One of the Questionnaire were analyzed by a series of one-way ANOVAs. The ANOVA was used to describe the differences among groups. The administrator's knowledge level about the identification, evaluation, and placement of special education students was determined from the total score received on Part Two of the Questionnaire. Differences among the scores were analyzed by a one-way ANOVA. The data provided by the Pupil Accounting Office were analyzed by a one-way ANOVA to

describe the differences in the degrees of implementation of mainstream programs in each administrator's school.

Summary of Results

Analysis of data obtained through completion of a two-part questionnaire by the subjects participating in the study indicated that there was no statistically significant difference in perceived role regarding legal, staff, and programming issues in the mainstreaming of handicapped students for administrators with different training. Further, the results indicated that there was no statistically significant difference in tested knowledge of handicapping conditions as reflected by the scores achieved by the administrators completing the questionnaire or in the percentage of students actually mainstreamed in each school.

Results of this study revealed that many similarities existed among the four groups of administrators regardless of the type of training received by the administrator. The similarity of responses by the administrators to the perceived role questions in Part One of the Questionnaire suggests that all questions regarding role were thought to be similarly important by all the administrators. The mean scores obtained by all four groups of administrators on Part Two of the Questionnaire (knowledge of special education) were similar indicating general group similarity in the amount of knowledge all administrators had regarding special education. Analysis of the data obtained on the degree of mainstreaming implemented in the administrators' schools was similar for all four groups. Although it was observed

that the highest percentage of mainstreamed students was obtained by those administrators who had received preservice training in special education, the degree that the percentages differed was not statistically significant.

Conclusions

As a result of this study it can be concluded that the type of training received by secondary school-based administrators in special education was not associated with differences in their perceived administrative roles, tested knowledge of handicapping conditions, and actual degree of implementation of mainstreaming handicapped students in their schools. Although the data obtained indicated that there was no statistically significant difference between the type of training received by the secondary school-based administrators participating in this study and their perceived role regarding legal, staff, and programming issues in the mainstreaming of handicapped students, several individual items in Part One of the Questionnaire received very strong support from the respondents. Five questions on the questionnaire were ranked very important ("1") by 100 percent of the administrators participating in the study. These items were the following:

13. have knowledge of due process as it relates to the exceptional student program. (legal issue)
14. understand federal, state, and county regulations as they relate to exceptional student program. (legal issue)

15. have knowledge of the definition of each of the areas of exceptionality. (program issue)
16. understand the procedures involved in a referral. (program issue)
17. understand the procedures recommended in your district for staffings. (legal issue)

The similarity of responses by all four groups of administrators to Part One of the Questionnaire was reflected in a high degree of agreement relative to the importance of staff, legal, and program issues. The spread of responses by all groups of administrators to all sections of Part One was from 1.7 to 2.2 (1=very important, 6=not very important) indicating strong support for the 23 items in this section. These data strongly suggest that all administrators in this study had a high degree of general agreement relative to the importance of certain areas of their perceived roles regardless of their training in special education.

As a limitation of this study was the use of perceived role as a dependent variable, caution should be taken when reviewing the data obtained from Section of the Questionnaire. The 23 items selected for this portion of the Questionnaire may reflect only a portion of the areas involved in the role and responsibilities of an administrator regarding mainstreaming. Thus, it is possible that an administrator may respond differently to an expanded questionnaire that contained many more areas of concern. Also, as the questions were designed to determine the administrator's perception of his/her role, the responses reflect only his/her views of the role and not how they are viewed by significant others or as required by a job description. Without actual

observation of the day-to-day activities of the school administrator, it is not possible to determine if the perceived role reflects the actual role of the administrator.

There was no statistically significant difference in knowledge about handicapped students for administrators with different training as measured by the scores obtained by the administrators on Part Two of the Questionnaire. The mean test scores of the four groups ranged from 4.5 to 5.1 (0=lowest, 7=highest score) indicating that all four groups of administrators had a similar knowledge level of special education. The six items on Part Two of the Questionnaire can not, however, be viewed as addressing knowledge of the identification, evaluation, and placement of handicapped students by the administrators in the study without the realization that six items can only sample these information areas. Further, Part Two of the Questionnaire (Subskills for Competency #24) was originally developed to measure teachers' knowledge about special education matters. Although all administrators were first certified as classroom teachers, their knowledge of special education issues may only be suggested by the use of an instrument initially developed for testing of teachers.

The percentages of students mainstreamed in the four types of administrators' respective schools varied less than 20 percent. The highest percentage of mainstreamed students (70 percent) was found in schools where administrators had received preservice training in special education although the degree to which this percent varied from the others was not statistically significant. It should be noted

that there appeared to be a trend indicating that preservice training in special education may be indicative of a higher degree of mainstreaming. Results indicated that the lowest percentage of students mainstreamed were those in schools where the administrators had received neither inservice nor preservice training (50 percent). Thus, the data suggests that a lower level of mainstreaming may be related to a lack of administrators' training. Those administrators receiving both preservice and inservice training and those administrators receiving inservice training only mainstreamed 60 percent of their handicapped students.

Although this research indicated no significant differences between the type of training received by the administrators and their perceived role, knowledge level, and degree of mainstreaming, it can be noted that more similarities than differences existed in the responses of the four groups of administrators. Results of this study imply directionality of percent of time students are mainstreamed and the type of training administrators receive. However, true experimental research needs to be conducted in order to infer causality. The information obtained in this study should be utilized in the development of future research studies designed to investigate the role of the school administrator in the implementation of mainstream programs for handicapped students.

Implications

This research was conducted in an effort to determine if any relationships exist between the educational background of secondary school-based administrators and their perceived role, knowledge level, and the degree of implementation of mainstreaming of handicapped students in their respective schools. Analyses of the results of this study indicated that more similarities than differences existed in responses of the four groups of administrators participating in the study regarding their perceived role, knowledge level, and degree of mainstreaming. Future research investigating the role of the school administrator and the implementation of mainstream programs for handicapped students is warranted.

Recommendations for future research based on the results of this study include the following:

1. A replication of this study should be conducted with modifications to the instruments used in this investigation. As the Questionnaire only sampled knowledge level in particular areas of special education, it would be appropriate to develop (or adopt) an instrument that would more fully assess actual knowledge of handicapping conditions. Also, an instrument should be developed that would require the administrator or his/her supervisor to document actual responsibilities and activities regarding mainstreaming as opposed to the instrument in this study that addressed the "perceived" role of the administrator. Revisions in the instrumentation of this study should provide data that could more clearly demonstrate a relationship between type of training and degree of mainstreaming of handicapped students.

2. Ethnographic research on mainstreaming within the school needs to be conducted. Observations need to be conducted within the school setting to determine the actual degree of integration of handicapped students into the regular education program. This type of research would yield information indicating actual integration of handicapped students in classroom situations as opposed to percentages of time as documented by school administrators. Information on actual integration of handicapped students may be used as one measure of "successful" mainstreaming practices in the schools. Once this is determined, an investigation delineating variables involved in "successful" mainstreaming needs to be completed.

3. Research should be conducted to investigate the importance of the variables of perceived role, knowledge level, and degree of mainstreaming to the mainstreaming process. If these variables are not found to be pertinent to the role of the administrator, their importance to the significant others in the school system or district level personnel for effective mainstreaming needs to be considered.

4. Ethnographic research needs to be conducted with administrators to determine if what the administrator perceives as his/her actual duties are, in fact, the duties he/she is carrying out. This research should also address the specific amount of time administrators actually spend involved in mainstreaming issues. This type of observational study should reveal any differences among school administrators' actual responsibilities and whether or not these differences relate to the degree of mainstreaming achieved in their respective schools.

5. Research should be conducted to determine how administrators are gaining knowledge about exceptional student education, e.g., through district procedures and federal regulations, through information provided by special education teachers. Determination of the source from which administrators draw to keep informed regarding the evaluation and placement of special education students could aid in the training or retraining of administrators who do not have successful mainstream programs in their schools.

Continued research efforts designed to determine what issues administrators should be concerned with in order to effectively mainstream handicapped students is essential. If mainstreaming is to result in improved quality of education for handicapped students, administrators must consider alterations in educational programming and placement of handicapped students with nonhandicapped peers. As the ultimate success or failure of this effort is dependent on the school administrator, it is imperative that information and assistance be provided to the administrator to assist him/her in the development of successful mainstream programs.

APPENDIX A

LETTER OF INTRODUCTION AND INTERVIEW FORM

TO: Secondary School Principals and Vice-Principals
FROM: John O. Gillespie, General Director
Research and Evaluation
SUBJECT: PROPOSED RESEARCH BY RICHARD B. VOORNEVELD
DATE: August 24, 1982

This letter is to introduce Richard B. Voorneveld, doctoral candidate at the University of Florida, who wishes your cooperation in this research project.

Mr. Voorneveld will be contacting you during the week of August 30th to assist him by completing a questionnaire. Your responses will indicate your perceived role, knowledge level, and degree of implementation of mainstreaming of handicapped students.

All information collected is to be kept anonymous and confidential.

He will be responsible for absorbing any and all costs pertaining to this data collection.

Your assistance in this study is voluntary.

Initial Telephone Interview With Administrators

Administrator's Name: _____

School: _____

Address: _____

Phone Number: _____ DOB _____ Sex _____

Questions:

1. Prior to becoming a principal, had you had any coursework dealing with special education, handicapping conditions, or Public Law 94-142? Yes _____ No _____
2. If yes, how many courses (write actual number of credit hours)?

3. How long have you been in your current position? _____
4. Since you have become a principal have you attended any inservice programs dealing with special education, handicapping conditions, or Public Law 94-142? Yes _____ No _____
5. If yes, where (i.e., conferences, workshops, etc.)? _____

6. How many sessions (hours)? _____
7. What special education populations do you serve in your school (e.g., LD, ED, MR, Gifted, Speech, etc.)? _____

8. What percent of your time would you estimate you spend on special education matters? _____%
9. Would you be willing to participate in a study that would require you to complete a short questionnaire in the area of special education? Yes _____ No _____

10. Have you had any personal contact with the handicapped, i.e., member of family, taught handicapped students, etc.?
Yes _____ No _____

Populations

Preservice: Administrators who have answered YES to Question #1.

Inservice: Administrators who have answered YES to Question #4.

Preservice and Inservice: Administrators who have answered YES to Questions #1 and #4.

Neither Preservice or Inservice: Administrators who have answered NO to Questions #1 and #4.

APPENDIX B
QUESTIONNAIRE

Part One

Please check the most appropriate response.

Very Important					Not Very Important
1	2	3	4	5	6

As a general education administrator, you perceive your role as part of the mainstreaming process to:

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 1. assure due process for handicapped children. | --- | --- | --- | --- | --- | --- |
| 2. resolve conflict among special and regular education personnel. | --- | --- | --- | --- | --- | --- |
| 3. participate in school district policy making which leads to educational programs in the least restrictive environment for every handicapped child. | --- | --- | --- | --- | --- | --- |
| 4. determine staff functions and qualifications that will be required to conduct programs for the handicapped. | --- | --- | --- | --- | --- | --- |
| 5. budget time for teachers, support staff, and administrators to create programs for individuals or groups of students with special needs. | --- | --- | --- | --- | --- | --- |
| 6. design and maintain a student evaluation system that will reliably show student progress in instructional programs. | --- | --- | --- | --- | --- | --- |
| 7. show with data that handicapped children are being educated in the least restrictive environment. | --- | --- | --- | --- | --- | --- |

	Very Important		3	4	Not Very Important	
	1	2			5	6
8. assist staff and faculty to redesign their programs to meet the needs of handicapped students.	—	—	—	—	—	—
9. establish activities for identifying, locating, and evaluating all children eligible for special education services.	—	—	—	—	—	—
10. demonstrate that the time handicapped students are educated with nonhandicapped age mates are well used.	—	—	—	—	—	—
11. lead multidisciplinary staffing for handicapped children.	—	—	—	—	—	—
12. understand school law as it relates to locating, identifying, and evaluating exceptional students.	—	—	—	—	—	—
13. have knowledge of due process as it relates to the exceptional student program.	—	—	—	—	—	—
14. understand federal, state, and county regulations as they relate to exceptional student program.	—	—	—	—	—	—
15. have knowledge of the definition of each of the areas of exceptionality.	—	—	—	—	—	—
16. understand the procedures involved in a referral.	—	—	—	—	—	—
17. understand the procedures recommended in your district for staffings.	—	—	—	—	—	—
18. be aware of or know the least restrictive environment that can help the exceptional student.	—	—	—	—	—	—
19. know the requirements involved in providing an individual education plan.	—	—	—	—	—	—
20. maintain current knowledge of trends in curricula and management strategies appropriate for use with the various exceptionalities.	—	—	—	—	—	—

	Very Important					Not Very Important	
	1	2	3	4	5	6	
21. promote positive attitudes of school and community for special programs and mainstreaming.	—	—	—	—	—	—	
22. encourage active involvement of special teachers in programs or activities with regular students.	—	—	—	—	—	—	
23. budget time for ongoing inservice related to mainstreaming for regular and special teachers.	—	—	—	—	—	—	

Adapted from: Egner, A. Special education competencies required of general education administrators in Vermont school districts (Doctoral dissertation, University of Michigan, 1977). Dissertation Abstracts International, 1977, 38, 3170A-71A. (University Microfilms No. 77-26-141)

Part Two

Please read each narrative carefully and check the most appropriate response.

1. Mr. Brown has observed that Dana, a new student in his class, often seems to drop her books and pencils. Her written work is always sloppy. When Dana is asked to work in one of the activity lab centers in the classroom, she often bumps other students' desks, sending their books and papers to the floor. Sometimes desks are pushed out of place or a student is jostled. These incidents usually are followed by an outburst from an irate classmate. Dana always seems to be extremely embarrassed, quickly apologizes, and tries to rearrange things. The first few times she attempted to use the slide viewer in one of the centers, she needed help to set it up, even though the directions were presented clearly.

Select the option that best describes which of Dana's behaviors or characteristics indicates a need to modify the learning environment.

- A. Dana's poor motor coordination.
- B. Dana's physical aggression.
- C. Dana's inability to follow directions.
- D. Dana's extreme embarrassment.

Select the recommendation which is most appropriate.

- A. Mr. Brown should use an appropriate technique to modify Dana's aggressive behavior.
- B. Mr. Brown should not require Dana to work independently in the activity lab centers.
- C. Mr. Brown should ensure that Dana receives special training in motor skills.
- D. Mr. Brown should not change anything about the learning environment.

2. Mr. Carson, the sixth-grade teacher, is notified during the second week of school that he and his class will be receiving a new student on Monday of the following week. The notification indicates that Paul, the new student, is orthopedically handicapped, confined to a wheelchair, and has minor convulsive seizures once or twice each week. Paul's academic achievement records indicate that he is performing at or above the sixth grade level in all areas. Mr. Carson wants to influence classroom acceptance and adjustment to Paul in a positive manner.

Select the most appropriate action for Mr. Carson to take.

- ___ A. He should tell the class immediately that a handicapped student in a wheelchair is coming. Then he and the class should work together to rearrange the classroom environment and design a carrel or cubicle area for Paul.
- ___ B. He should talk with Bill and Marie, two students who seem to be the most popular, describe Paul's characteristics, and enlist their support. Then he should share information with the rest of the class, focusing on some of Paul's strengths and limitations.
- ___ C. He should confirm receipt of the notification with the principal. Then he should plan to implement an inter-action strategy on Tuesday of the following week, after Paul's arrival, in an effort not to prejudice or frighten the class.
- ___ D. He should immediately describe to the class Paul's physical disability and the consequences of his convulsive seizures. Then he should have the students work together to make a "Welcome, Paul" banner.

3. Mrs. Collins, the second-grade teacher, noted during the second week of class that Jake, a seven-year-old boy, was repeatedly disrupting other classmates during writing, spelling, and art-related activities. His behavior during these activities included temper tantrums and destruction of school property. Further classroom observation and review of Jake's cumulative folder noted that his intelligence quotient was low average when he was tested in first grade. It was also noted that he has missed nine weeks of school because of a variety of illnesses. Mrs. Collins is meeting with the Special Services Team to discuss appropriate placement and services for Jake.

Select the recommendation below which is most appropriate for Mrs. Collins to support on the basis of her knowledge of Jake.

- A. Jake should be placed in another second-grade class, and should return to first grade each day for writing, spelling, and art-related activities.
- B. Jake should be sent to the district's special school for the rest of the semester, and then returned to Mrs. Collins' class for the second semester.
- C. Jake should remain in Mrs. Collins' class, since there are no programs for students like him, and maturation will take care of his problems.
- D. Jake should remain in Mrs. Collins' class, but receive daily (20-30 minute) resource room assistance in the appropriate social and academic areas.

4. Mr. Banner has observed that Leslie doesn't pay attention during class discussions and often seems to be staring into space. Most of the time, instructions must be repeated for her, or Mr. Banner sometimes has to write them out. All of her written work is excellent, but when she reads aloud, she frequently stumbles over or mispronounces words. When she is working independently, she attends well and stays on task until she completes the assignment. In fact, it is very difficult to distract her. Mr. Banner has called her name several times, and finally has had to get her attention, which seemed to startle her.

Select the most appropriate action for Mr. Banner to take.

- A. He should alert the guidance counselor that Leslie's behavior indicates emotional problems.
- B. He should have a talk with Leslie about trying harder and paying attention in class.
- C. He should refer Leslie for evaluation for the district's learning disabilities program.
- D. He should use an informal hearing screening technique before he refers Leslie for further evaluation.
5. Natasha, a sixth-grader, has been identified as learning disabled (LD) and a special program has been designed for her. She receives reading instruction from the LD resource teacher. Classroom activities involving reading have been modified for her. She also is receiving counseling to improve her poor self-concept. Natasha's parents recently have separated. Lately, she has been complaining of headaches and stomach aches only during P.E. class and asking to be excused from P.E. activities. Other students have begun to report that Natasha has been taking their things without permission.

Select the most appropriate course of action related to Natasha's recent behavior.

- A. The school principal should take disciplinary action to deal with Natasha's stealing behaviors.
- B. Natasha's counselor should work with her to reduce her attention-getting behavior and determine underlying problems.
- C. The school nurse should recommend to Natasha's parent(s) that Natasha have a physical examination.
- D. The LD resource teacher should work with Natasha to reduce her attention-getting behavior and determine underlying problems.

6. During the period set aside for her fifth-grade class to read the assigned social studies chapter, Ms. Grant notices that Pat is consistently off-task and disruptive. Upon further investigation, she realizes that the text selected is too difficult for Pat, who has a learning disability, to read independently. His reading skills are approximately two years below grade level.

Select the most appropriate alternative for Ms. Grant to use with Pat.

- A. Have Pat read a social studies book that covers similar material on a lower reading level during that period.
- B. Tell Pat to try his best to read the material during that period and that she will review it with him during recess time.
- C. Allow Pat to work on an art project related to the social studies topic.
- D. Give Pat more time to read the assigned social studies chapter.

APPENDIX C

SUBSKILLS FOR COMPETENCY 24

Competency: The Ability to Recognize and Be Aware of the Instructional Needs of Exceptional Students.

Subskill: Identifies the characteristics of exceptional students that have implications for modifying the learning environment.

General Description: Given a description of a student that includes physical, cognitive, sensory, and/or social/emotional characteristics and information concerning the physical and educational environment, the examinee will identify either: (a) those characteristics of the student described which imply a need to modify the learning environment, or (b) aspects of the learning environment which are inappropriate for the student described.

Rationale: In order for learning to take place, the learning environment must be appropriate to the needs of the learner. Teacher candidates must be able to determine objectively the limitations of an exceptionality and assess incongruities between various aspects of the learning environment and student characteristics

Stimulus Attributes

A. Format

1. The item will consist of a narrative passage followed by a statement setting the task.
2. The scenario may contain up to 100 words.

B. Content

1. The scenario will include a description of the elements of the learning environment including: physical environment, aspects of the curriculum, instructional objective, characteristics of media/materials available and used, and/or instructional procedures used.
2. The scenario will include a description of physical, cognitive, sensory, or social/emotional behavior(s) and/or characteristic(s) of a student. At least one behavior/characteristic which does not represent a significant departure from the norm must be included.

3. The scenario will not name a classification or category of student exceptionality.
4. The scenario may include description of student behavior(s) or characteristic(s) that may be culturally based.
5. At least one aspect of the learning environment will be inappropriate to at least one of the student characteristics described.
6. The scenario may be specific to a particular age and/or grade level. If so, the age and/or grade level will be specified in the scenario.
7. General information about the class/school/community population may be provided in the scenario.
8. The stem for Item Type A will direct the examinee to select the option which best describes the student behavior(s) or characteristic(s) that indicate a need to modify the learning environment. The stem for Item Type B will direct the examinee to select the recommendation that is most appropriate on the basis of the information presented in the passage.

Response Attributes

- A. Format—The response options will be four: (a) descriptions of student behavior(s) and/or characteristic(s) (Item Type A), or (b) recommendations related to modifying the learning environment (Item Type B).

B. Options

Item Type A

1. The correct option will describe at least one student behavior/characteristic which implies a need to modify at least one aspect of the learning environment.
2. Each incorrect option will describe at least one student behavior or characteristic which:
 - a. may be culturally based; and/or
 - b. may indicate a mere lack of adequate experience with some aspect of the learning environment; and/or
 - c. is based on an improper or inappropriate inference from at least one behavior/characteristic described in the stimulus scenario or
 - d. does not represent a significant departure from the norm.

Item Type B

1. The correct option will be a recommendation to modify the aspect(s) of the learning environment which is (are) inappropriate to the student behaviors/characteristics described in the stimulus scenario.
2. Each incorrect option will be a statement that recommends:
 - a. modifying at least one aspect of the learning environment which is appropriate to all student characteristics described; and/or
 - b. modifying at least one aspect of the learning environment in an appropriate manner; or
 - c. that no modifications of the learning environment be made.

SAMPLE ITEMS

Mr. Brown has observed that Dana, a new student in his class, often seems to drop her books and pencils. Her written work is always sloppy. When Dana is asked to work in one of the activity lab centers in the classroom, she often bumps other students' desks, sending their books and papers to the floor. Sometimes desks are pushed out of place or a student is jostled. These incidents usually are followed by an outburst from an irate classmate. Dana always seems to be extremely embarrassed, quickly apologizes, and tries to rearrange things. The first few times she attempted to use the slide viewer in one of the centers, she needed help to set it up, even though the directions were presented clearly.

Item Type A

Select the option that best describes which of Dana's behaviors or characteristics indicates a need to modify the learning environment.

- (1a) A. Dana's poor motor coordination
- (2c) B. Dana's physical aggression
- (2b) C. Dana's inability to follow directions
- (2d) D. Dana's extreme embarrassment

Item Type B

Select the recommendation which is most appropriate.

- (2c) A. Mr. Brown should use an appropriate technique to modify Dana's aggressive behavior.
- (2a) B. Mr. Brown should not require Dana to work independently in the activity lab centers.
- (1) C. Mr. Brown should ensure that Dana receives special training in motor skills.
- (2b) D. Mr. Brown should not change anything about the learning environment.

Competency: The Ability to Recognize and Be Aware of the Instructional Needs of Exceptional Students.

Subskill: Demonstrates awareness and appropriate use of educational programs, support services, personnel and other resources available to meet the needs of exceptional students.

General Description: Given a description of student behavior(s)/ characteristic(s) which indicate a need for exceptional student program(s) and/or service(s), the examinee will identify the appropriate alternative(s) available to meet the specialized needs of the student.

Rationale: Evaluation, placement, and planning procedures for exceptional students must include teacher recommendation. The student's regular teacher generally is the initiator of the referral process whereby a request for special assessment is made. The classroom teacher is likely to have the most in-depth knowledge of a student's functional classroom behavior, and also is likely to serve as a member of a multi-disciplinary evaluation and planning team. Teacher candidates should be aware of the range and objectives of specialized programs and services for exceptional students in order to facilitate the design of the most appropriate educational environment for an exceptional student which is not unduly restrictive.

Stimulus Attributes

A. Format

1. The item will consist of a narrative passage followed by a statement setting the task.
2. The scenario may contain up to 100 words.

B. Content

1. The scenario will include a description of physical, sensory, social/emotional, cognitive, and/or academic behavior(s) characteristic(s) of a student that clearly indicate(s) the need for particular type(s) of exceptional student program(s) and/or service(s).
2. The scenario will not name a classification of student exceptionality.
3. The scenario may be specific to a particular age and/or grade level. If so, the age and/or grade level will be specified in the scenario.
4. The scenario will not delineate the range of available alternatives.
5. The scenario will indicate that the student's teacher is serving as a member of a team that will discuss appropriate placement and services for the student.
6. The scenario will not delineate the range of available alternatives.

7. The stem will direct the examinee to select the most appropriate recommendation for the teacher to support on the basis of the teacher's knowledge of the student.

Response Attributes

- A. Format—The response options will be four descriptions of teacher recommendations.
- B. Options
 1. The correct option will specify one or more educational programs, support services, personnel, and/or other resources appropriate to the specialized student needs indicated by information provided in the scenario.
 2. Each incorrect option will:
 - a. specify one or more educational program(s), support services, personnel, and/or other resources not appropriate to the specialized needs indicated by information provided in the scenario. The alternative(s) specified in an option will be inappropriate because it is (they are): (1) too restrictive; or (2) are not designed to address the particular type(s) of student needs indicated; and/or (3) are designed to address some of the student needs indicated, but are not adequately specialized; or
 - b. state that there are no alternatives available to meet the student's needs.

SAMPLE ITEM

Mrs. Collins, the second-grade teacher, noted during the second week of class that Jake, a seven-year-old boy, was repeatedly disrupting other classmates during writing, spelling, and art-related activities. His behavior during these activities included temper tantrums and destruction of school property. Further classroom observation and review of Jake's cumulative folder noted that his intelligence quotient was low average when he was tested in first grade. It was also noted that he has missed nine weeks of school because of a variety of illnesses. Mrs. Collins is meeting with the Special Services Team to discuss appropriate placement and services for Jake.

Select the recommendation below which is most appropriate for Mrs. Collins to support on the basis of her knowledge of Jake.

- (2a-3) A. Jake should be placed in another second-grade class, and should return to first grade each day for writing, spelling, and art-related activities.
- (2a-1) B. Jake should be sent to the district's special school for the rest of the semester, and then returned to Mrs. Collins' class for the second semester.
- (2b) C. Jake should remain in Mrs. Collins' class, since there are no programs for students like him, and maturation will take care of his problems.
- (1) D. Jake should remain in Mrs. Collins' class, but receive daily (20-30 minute) resource room assistance in the appropriate social and academic areas.

Competency: The Ability to Recognize and Be Aware of the Instructional Needs of Exceptional Students.

Subskill: Demonstrates the ability to identify and appropriately refer students who may be in need of exceptional student education.

General Description: Given a description of student behaviors and characteristics which indicate a potential need for exceptional student education, the examinee will identify an appropriate course of action that is either: (a) gathering additional data prior to initiating a formal referral for further evaluation to determine whether exceptional student education is needed, or (b) referring the student for further evaluation.

Rationale: Teacher candidates must be sensitive to student needs and whether those needs are being met in the current learning environment. They must be able to identify those students who have specialized needs that are not being met through the programs and services in which they are participating. Teacher candidates must be able to determine when there is a need for further evaluation to determine whether a student is in need of specialized educational services, and to follow appropriate referral procedures.

Stimulus Attributes

A. Format

1. The item will consist of a narrative passage followed by a statement setting the task.
2. The scenario may contain up to 120 words.

B. Content

1. The scenario will include a description of physical, sensory, social/emotional, cognitive, and/or academic student behaviors and characteristics that indicate a potential need for exceptional student education.
2. The scenario will describe some behaviors which are not clear departures from normal variance among students.
3. The scenario will not be specific to an age or grade level.
4. The stem will direct the examinee to select an appropriate action for the teacher to take.

Response Attributes

A. Format—Response options will be four statements of courses of teacher action.

B. Options

1. The correct response is for the teacher to:

- a. gather additional information prior to initiating a formal referral for further evaluation (e.g., implement a greater variety of alternative strategies and observe the student's behavior); or
 - b. refer the student for evaluation to determine whether there is a need for exceptional student education.
- The type of program or service may or may not be named.
- 2. Each incorrect option will describe teacher action based on:
 - a. over-interpreting the data presented; or
 - b. under-interpreting the data presented (e.g., identifying the problem(s) as being motivational or cultural); or
 - c. interpreting the data correctly, but making improper recommendations; or
 - d. interpreting the data incorrectly, thus drawing an inappropriate conclusion about the nature of the problem(s); and/or
 - e. interpreting the data incorrectly, thus drawing an inappropriate conclusion about the type of program(s) or service(s) that may be needed.

SAMPLE ITEM

Mr. Banner has observed that Leslie doesn't pay attention during class discussions and often seems to be staring into space. Most of the time, instructions must be repeated for her, or Mr. Banner sometimes has to write them out. All of her written work is excellent, but when she reads aloud, she frequently stumbles over or mispronounces words. When she is working independently, she attends well and stays on task until she completes the assignment. In fact, it is very difficult to distract her. Mr. Banner has called her name several times, and finally has had to touch her to get her attention, which seemed to startle her.

Select the most appropriate action for Mr. Banner to take.

- (2d) A. He should alert the guidance counselor that Leslie's behavior indicates emotional problems.
- (2b) B. He should have a talk with Leslie about trying harder and paying attention in class.
- (2e) C. He should refer Leslie for evaluation for the district's learning disabilities program.
- (1a) D. He should use an informal hearing screening technique before he refers Leslie for further evaluation.

Competency: The Ability to Recognize and Be Aware of the Instructional Needs of Exceptional Students.

Subskill: Demonstrates awareness of the roles of the parent, teacher, and other professional personnel as members of the educational team responsible for planning, implementing, and evaluating the exceptional student's program.

General Description: Given a description of a situation related to some aspect of planning, implementing, or evaluating an exceptional student's program, the examinee will select a statement which identifies the appropriate member of the educational team and describes that member's role in addressing the issue.

Rationale: Developing, implementing, and evaluating an exceptional student's educational program requires the coordinated efforts of parents and several different professionals. Teacher candidates must be aware of the roles and expertise of these individuals in order to follow appropriate procedures in planning, implementing, and evaluating the exceptional student's program.

Stimulus Attributes

A. Format

1. The item will consist of a narrative passage followed by a statement setting the task.
2. The scenario may contain up to 100 words.

B. Content

1. The scenario will describe a situation in which some aspect of planning, implementing or evaluating an exceptional student's educational program must be addressed by a particular member of the educational team.
2. The scenario will specify the student's exceptionality.
3. The scenario may be specific to a particular age and/or grade level. If so, the age and/or grade level will be specified in the scenario.
4. The scenario will indicate the current stage in planning, implementing, or evaluating the student's educational program by specifying the nature of prior decisions that have been made regarding the student's educational program.
5. The stem will direct the examinee to select the most appropriate course of action related to the issue described in the stimulus scenario.

Response Attributes

- A. Format—The response options will be four statements of courses of action.
- B. Options
1. The correct option will be a statement that names the appropriate member of the educational team and describes the member's role relative to addressing the issue described in the stimulus scenario.
 2. Each incorrect option will be a statement that names:
 - a. an inappropriate member of the educational team, and describes a role that is appropriate or inappropriate for addressing the issue described in the stimulus scenario; or
 - b. the appropriate member of the educational team, but describes a role not appropriate for addressing the issue described in the stimulus scenario.

SAMPLE ITEM

Natasha, a sixth-grader, has been identified as learning disabled (LD) and a special program has been designed for her. She receives reading instruction from the LD resource teacher. Classroom activities involving reading have been modified for her. She also is receiving counseling to improve her poor self-concept. Natasha's parents recently have separated. Lately, she has been complaining of headaches and stomach aches only during P.E. class and asking to be excused from P.E. activities. Other students have begun to report that Natasha has been taking their things without permission.

Select the most appropriate course of action related to Natasha's recent behavior.

- (2a) A. The school principal should take disciplinary action to deal with Natasha's stealing behaviors.
- (1) B. Natasha's counselor should work with her to reduce her attention-getting behavior and determine underlying problems.
- (2a) C. The school nurse should recommend to Natasha's parent(s) that Natasha have a physical examination.
- (2a) D. The LD resource teacher should work with Natasha to reduce her attention-getting behavior and determine underlying problems.

Competency: The Ability to Recognize and Be Aware of the Instructional Needs of Exceptional Students.

Subskill: Demonstrates the ability to recognize and/or use alternate instructional strategies to implement that portion of the exceptional student's program for which the teacher has the responsibility.

General Description: Given a description of a situation in which a teacher has determined that a specific instructional strategy is inappropriate for an exceptional student in the class, the examinee will select an appropriate alternative instructional strategy.

Rationale: It often is necessary to modify or change the instructional strategies typically used in a regular classroom to enable an exceptional student to benefit from instruction in that setting. Teacher candidates should be familiar with the availability and use of alternative instructional strategies.

Stimulus Attributes

A. Format

1. The item will consist of a narrative passage followed by a statement setting the task.
2. The scenario may contain up to 100 words.

B. Content

1. The scenario will specify the student's exceptionality.
2. The scenario will include a description of the instructional strategy that has been used with the student and at least one student behavior which indicates that the strategy was inappropriate for the student.
3. The scenario will indicate that the teacher recognizes the need to implement an alternative strategy and wishes to select a strategy that is likely to be more appropriate.
4. The scenario may specify an age, grade level, or subject area.
5. The stem will direct the examinee to select the most appropriate alternative strategy.

Response Attributes

A. **Format**—The response options will be four descriptions of alternative instructional strategies consistent with the data presented in the scenario.

B. Options

1. The correct option will describe a strategy that takes into account the student behavior(s) which indicates the need for modification. Appropriate alternative strategies must be selected from among the following:

- a. use of specialized equipment;
 - b. use of specialized materials;
 - c. alternative time usage;
 - d. alternative space usage;
 - e. alternative level of difficulty;
 - f. alternative behavior structure;
 - g. alternative content presentation technique.
2. Each incorrect option will describe one or more strategies which are not likely to modify the source of difficulty indicated by the problem behavior(s). At least one incorrect option will be selected from 1a-g above, but will be inappropriate for the situation described in the scenario.

SAMPLE ITEM

During the period set aside for her fifth-grade class to read the assigned social studies chapter, Ms. Grant notices that Pat is consistently off-task and disruptive. Upon further investigation, she realizes that the text selected is too difficult for Pat, who has a learning disability, to read independently. His reading skills are approximately two years below grade level.

Select the most appropriate alternative for Ms. Grant to use with Pat.

- (1b) A. Have Pat read a social studies book that covers similar material on a lower reading level during that period.
- (2) B. Tell Pat to try his best to read the material during that period and that she will review it with him during recess time.
- (2) C. Allow Pat to work on an art project related to the social studies topic.
- (2c) D. Give Pat more time to read the assigned social studies chapter.

Competency: The Ability to Recognize and be Aware of the Instructional Needs of Exceptional Students.

Subskill: Identifies and/or selects effective techniques and strategies for facilitating integration and social acceptance of exceptional students.

General Description: Given a description of a classroom situation in which there is evidence of a potential for social isolation of an exceptional student in the class, the examinee will select an appropriate strategy for promoting acceptance and positive interaction among the students.

Rationale: Teacher candidates should be sensitive to students' needs for social acceptance and to the potential for social isolation of an exceptional student in the regular classroom. They should be aware of various types of interaction strategies that have been utilized successfully in environments having both exceptional and non-exceptional students.

Stimulus Attributes

A. Format

1. The item will consist of a narrative passage followed by a statement setting the task.
2. The scenario may contain up to 100 words.

B. Content

1. The scenario will describe a situation in which at least one exceptional student is included in a class with non-exceptional students.
2. The scenario may be specific to a developmental stage or age group of students. If so, age and grade level will be described.
3. The scenario may be specific to a type or degree of exceptionality of the student(s), or may include more than one type or degree of exceptionality.
4. The scenario will include a description of the exceptionality(ies) of the student(s).
5. The stem will direct the examinee to select the most appropriate teacher action.

Response Attributes

- A. Format—The response options will be four descriptions of strategies for dealing with the situation.

B. Options

1. The correct response will describe an interaction strategy that has been used successfully in learning environments including both exceptional and non-exceptional students (e.g., a "buddy" system arrangement, peer tutoring, cooperative goal structuring, peer facilitation).
2. Each incorrect option will describe:
 - a. a strategy that may cause embarrassment to the exceptional student(s) by singling out the exceptional student(s) and focusing negative attention on differences; and/or
 - b. a strategy that will promote only social or academic interaction, but not integration or acceptance; and/or
 - c. a strategy that will promote a type or level of social or academic interaction that may significantly impair the self-concept of the exceptional student(s) because it is inappropriate to the maturity level of the exceptional student(s); and/or
 - d. a strategy that addresses immediate symptoms, but will not promote continuing interaction, integration or social acceptance; and/or
 - e. a strategy that may threaten or shame the non-exceptional students in the class; and/or
 - f. a recommendation to ignore the situation perhaps giving a plausible rationalization for such behavior.

SAMPLE ITEM

Mr. Carson, the sixth-grade teacher, is notified during the second week of school that he and his class will be receiving a new student on Monday of the following week. The notification indicates that Paul, the new student, is orthopedically handicapped, confined to a wheelchair, and has minor convulsive seizures which cause him to lose bladder control once or twice each week. Paul's academic achievement records indicate that he is performing at or above the sixth-grade level in all areas. Mr. Carson wants to influence classroom acceptance and adjustment to Paul in a positive manner.

Select the most appropriate action for Mr. Carson to take.

- (2a) A. He should tell the class immediately that a handicapped student in a wheelchair is coming. Then he and the class should work together to rearrange the classroom environment and design a carrel or cubicle area for Paul.
- (1) B. He should talk with Bill and Marie, two students who seem to be the most popular, describe Paul's characteristics, and enlist their support. Then he should share information with the rest of the class, focusing on some of Paul's strengths and limitations.

- (2f) C. He should confirm receipt of the notification with the principal. Then he should plan to implement an interaction strategy on Tuesday of the following week, after Paul's arrival, in an effort not to prejudice or frighten the class.
- (2a,e) D. He should immediately describe to the class Paul's physical disability and the consequences of his convulsive seizures. Then he should have the students work together to make a "Welcome, Paul" banner.

Letter to State Department of Education

July 26, 1982

Dr. Thomas Fischer
State Department of Education
Knott Building Room 580
Tallahassee, FL 32301

Dear Dr. Fischer:

Attached please find a copy of the sample items from the "Subskills for Competency #24" which I am proposing to use in my dissertation research. I will be using these items to test the knowledge level of secondary school-based administrators about special education.

I would very much appreciate receiving your written permission for me to use this instrument. Thank you for your support and assistance with this matter.

Sincerely,

Richard B. Voorneveld
Department of Special Education
University of Florida
Gainesville, Florida 32611

Letter from State Department of Education

August 12, 1982

Mr. Richard B. Voorneveld
University of Florida
Department of Special Education
Gainesville, FL 32611

Dear Mr. Voorneveld:

In reply to your recent letter to Mr. Thomas Fischer, you have the permission of this office to use the enclosed sample items for Competency #24 as a test instrument.

Best wishes in your dissertation efforts.

Sincerely,

Maria Pitner, Ph.D.
Consultant, Assessment Section
Department of Education

APPENDIX D

PUPIL ACCOUNTING OFFICE DATA FORM

1. The exceptional student education programs that are currently operating and the number of students in each program:

<u>Program</u>	<u>Number of Students</u>
___ Educable Mentally Retarded	_____
___ Trainable Mentally Retarded	_____
___ Emotionally Handicapped	_____
___ Learning Disabilities	_____
___ Speech	_____
___ Gifted	_____
___ Deaf/Blind	_____
___ Physically Handicapped	_____
___ Vision Resource	_____
___ Hearing Impaired	_____

2. Indicate the average percent of time these students spend in regular education and in special education.

	<u>Regular Education</u>	<u>Special Education</u>
Educable Mentally Retarded	_____%	_____%
Trainable Mentally Retarded	_____	_____
Emotionally Handicapped	_____	_____
Learning Disabilities	_____	_____
Speech	_____	_____
Gifted	_____	_____
Deaf/Blind	_____	_____
Physically Handicapped	_____	_____
Vision Resource	_____	_____
Hearing Impaired	_____	_____

APPENDIX E

RAW DATA

Information Obtained from Telephone Interview

ID Number	Sex	Years of Experience	Years of Age	Percent of time on Special Ed.	Type of Administrator
022	Male	04	54	10	4
025	Male	02	34	25	4
031	Female	02	51	30	4
033	Male	12	59	12	1
035	Male	02	56	05	2
038	Male	03	34	03	1
062	Male	03	37	05	1
063	Female	06	49	25	2
066	Male	07	47	05	1
069	Male	02	31	20	1
075	Male	06	51	05	3
086	Male	11	59	10	3
090	Male	04	34	05	4
092	Male	12	49	10	4
107	Female	03	42	12	2
146	Male	03	28	05	3

ID Number	Sex	Years of Experience	Years of Age	Percent of time on Special Ed.	Type of Administrator
152	Male	10	38	30	3
153	Female	04	40	02	3
154	Male	12	50	10	3
155	Male	04	45	20	3
165	Male	03	49	03	3
207	Male	11	51	25	2
211	Male	06	50	20	4
212	Male	05	38	10	4
213	Male	02	42	10	4
216	Male	02	32	10	2
219	Male	02	46	10	2
223	Male	02	56	03	1
224	Female	08	51	02	1
236	Male	15	52	12	2
237	Male	04	36	05	2
238	Male	04	47	05	4
241	Male	04	44	10	2

ID Number	Sex	Years of Experience	Years of Age	Percent of time on Special Ed.	Type of Administrator
244	Male	02	36	08	2
248	Male	13	48	04	1
254	Male	14	45	05	1

Type of Administrator:

1 = Preservice training

2 = Inservice training

3 = Preservice and inservice training

4 = Neither preservice or inservice training

Responses to Part One

ID Number	Question																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
022	1	1	3	2	3	3	3	2	1	1	2	1	1	1	1	1	1	1	1	2	1	1	1
025	1	4	2	2	2	2	3	1	3	3	2	2	1	1	2	1	1	2	1	2	1	2	3
031	1	1	6	6	1	1	6	1	1	6	6	1	1	1	1	1	1	1	1	1	6	1	1
033	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
035	2	3	3	5	2	2	3	3	3	4	4	2	2	2	2	2	2	3	3	2	3	2	3
038	6	1	3	5	3	3	6	5	3	3	4	2	3	3	3	2	2	3	1	3	3	3	3
062	1	1	1	1	1	2	2	2	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1
063	1	1	2	5	3	4	3	3	4	3	4	2	2	2	3	3	3	2	4	3	1	1	1
066	1	1	6	1	2	4	3	2	4	1	4	1	1	1	1	1	2	1	2	2	1	1	1
069	2	1	4	5	4	4	3	2	2	3	3	2	1	1	2	1	2	3	2	2	1	4	3
075	2	3	5	4	4	5	2	4	3	3	6	1	1	1	1	1	1	4	3	4	3	3	3
086	2	3	2	1	2	1	2	2	1	2	2	1	1	1	1	2	1	2	2	2	1	2	2
090	3	3	6	6	3	6	1	3	6	3	6	2	1	1	2	1	1	1	2	4	2	1	5
092	1	1	6	3	2	5	6	5	6	3	3	5	1	2	2	1	3	1	1	3	2	3	4
107	1	1	5	5	1	5	1	4	2	2	2	1	1	1	1	1	1	1	1	3	2	3	3
146	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

ID Number	Question																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
152	1	3	3	4	3	4	2	1	1	3	3	1	1	1	1	1	1	2	2	2	1	2	2
153	2	4	3	3	2	3	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	1	2
154	1	3	2	1	1	2	2	1	2	3	2	1	2	2	3	3	3	2	2	1	1	3	3
155	1	2	1	3	2	2	2	3	3	3	3	2	2	2	2	3	3	3	3	3	2	3	3
165	1	1	3	3	4	4	2	1	2	2	2	2	1	2	2	1	3	1	1	2	1	1	2
207	1	1	1	2	1	2	2	1	1	1	1	1	1	1	2	1	1	1	1	2	2	1	2
211	1	1	1	0	2	2	1	1	1	1	2	1	1	1	1	1	2	1	1	2	1	1	1
212	1	2	1	1	2	1	1	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1
213	1	1	2	2	1	2	3	3	3	2	3	1	1	2	2	2	2	2	2	2	1	1	2
216	1	2	5	5	2	2	3	1	3	1	4	1	1	1	2	2	3	2	1	2	3	1	2
219	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
223	2	3	2	3	2	2	3	3	1	2	3	2	2	2	2	2	2	3	3	2	1	2	2
224	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
236	1	6	2	2	1	2	3	3	1	3	2	1	1	1	1	1	1	2	1	2	1	1	2
237	1	1	2	2	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1	2	1	1	1
238	1	2	2	3	3	5	5	3	2	5	3	2	2	2	2	2	2	2	2	3	1	1	2
241	1	3	3	3	3	5	3	1	3	2	4	3	1	1	2	3	3	3	2	3	2	2	2
244	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
248	2	2	5	2	2	3	3	2	2	3	3	2	2	2	2	2	3	3	2	3	2	2	2
254	2	2	2	1	2	2	1	1	2	2	2	3	2	2	2	0	3	1	2	3	2	3	2

Test Scores and Student Data

ID Number	Test Score	% of Students Mainstreamed	Total Population of Special Ed. Students	Average % of Time in Regular Education
022	5	59	224	84
025	5	48	200	85
031	4	84	202	81
033	4	79	78	88
035	5	68	105	88
038	5	68	77	81
062	4	82	87	85
063	5	90	184	73
066	6	100	107	63
069	5	71	106	84
075	4	50	140	88
086	4	96	85	85
090	4	33	138	85
092	6	64	224	83
107	5	86	156	73
146	4	89	101	78

ID Number	Test Score	% of Students Mainstreamed	Total Population of Special Ed. Students	Average % of Time in Regular Education
152	6	100	118	69
153	5	100	240	79
154	4	100	7	0
155	5	61	206	75
165	4	94	49	85
207	6	69	142	74
211	4	59	177	84
212	5	64	140	77
213	6	93	130	79
216	6	57	210	78
219	5	100	167	72
223	5	90	115	85
224	5	100	61	88
236	5	40	230	77
237	5	97	208	72
238	5	77	161	79
241	5	67	192	66

ID Number	Test Score	% of Students Mainstreamed	Total Population of Special Ed. Students	Average % of Time in Regular Education
244	5	100	176	84
248	5	91	33	88
254	3	75	177	78

APPENDIX E
ADDITIONAL ANALYSIS

Section One: Perceived Role

Frequency/Percent

Questions	Responses					
	1	2	3	4	5	6
1	26 72.2	8 22.2	1 2.8			1 2.8
2	19 52.8	6 16.7	8 22.2	2 5.6		1 2.8
3	8 22.2	12 33.3	7 19.4	1 2.8	4 11.1	4 11.1
4 1 sub=0/2.8%	11 30.6	7 19.4	7 19.4	2 5.6	6 16.7	2 5.6
5	13 36.1	13 36.1	7 19.4	3 8.3		
6	9 25.0	12 33.3	4 11.1	5 13.9	5 13.9	1 2.8
7	11 30.6	9 25.0	12 33.3		1 2.8	3 8.3
8	16 44.4	8 22.2	8 22.2	2 5.6	2 5.6	
9	16 44.4	7 19.4	8 22.2	3 8.3		2 5.6
10	12 33.3	9 25.0	12 33.3	1 2.8	1 2.8	1 2.8
11	6 16.7	13 36.1	8 22.2	6 16.7		3 8.3
12	21 58.3	12 33.3	2 5.6		1 2.8	
13	26 72.2	9 25.0	1 2.8			

Questions	Responses					
	1	2	3	4	5	6
14	22 61.1	13 36.1	1 2.8			
15	17 47.2	16 44.4	3 8.3			
16 1 sub=0/2.8%	22 61.1	9 25.0	4 11.1			
17	17 47.2	10 27.8	9 25.0			
18	18 50.0	10 27.8	7 19.4	1 2.8		
19	19 52.8	12 33.3	4 11.1	1 2.8		
20	9 25.0	16 44.4	9 25.0	2 5.6		
21	22 61.1	9 25.0	4 11.1	1 2.8		
22	21 58.3	7 19.4	7 19.4	1 2.8		
23	13 36.1	13 36.1	8 22.2	1 2.8	1 2.8	

Means and Standard Deviations
by Type of Administrator

Question	Groups							
	Preservice		Inservice		Both		Neither	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	2.0	1.6	1.1	.3	1.4	.5	1.2	.7
2	1.4	.7	2.0	1.6	2.5	1.1	1.7	1.1
3	2.8	1.9	2.6	1.4	2.6	1.2	3.2	2.2
4	2.2	1.7	3.1	1.7	2.5	1.3	3.1	1.9
5	2.0	1.0	1.6	.8	2.3	1.2	2.1	.8
6	2.4	1.1	2.5	1.5	2.8	1.5	3.0	1.9
7	2.5	1.5	2.1	1.0	1.9	.4	3.2	2.0
8	2.1	1.3	1.9	1.2	1.9	1.1	2.3	1.3
9	1.9	1.1	2.0	1.2	2.1	1.1	2.7	2.1
10	1.9	1.0	2.0	1.1	2.4	.8	2.8	1.8
11	2.5	1.1	2.5	1.3	2.6	1.5	3.2	1.6
12	1.7	.7	1.4	.7	1.4	.5	1.8	1.3
13	1.6	.7	1.2	.4	1.4	.5	1.1	.3
14	1.5	.7	1.3	.5	1.5	.5	1.3	.5
15	1.7	.7	1.6	.7	1.6	.7	1.6	.5
16	1.4	.5	1.6	.8	1.8	.9	1.2	.4
17	1.9	.8	1.7	1.0	1.9	1.0	1.7	.7
18	1.9	1.0	1.7	.9	2.1	1.0	1.3	.5
19	1.7	.7	1.6	1.1	2.0	.8	1.3	.5
20	2.0	.9	2.1	.7	2.1	1.0	2.2	1.0
21	1.4	.7	1.7	.8	1.5	.8	1.8	1.6
22	2.0	1.1	1.4	.7	2.0	.9	1.3	.7
23	1.8	.8	1.8	.8	2.3	.7	2.2	1.5

Total Population

Question	Very Important 1-3 on scale	Not Very Important 4-6 on scale
1	97.2	2.8
2	91.7	8.3
3	75.0	25.0
4	71.4	28.6
5	91.7	8.3
6	69.4	30.6
7	88.9	11.1
8	88.9	11.1
9	86.1	13.9
10	91.7	8.3
11	75.0	25.0
12	97.2	2.8
13	100.0	
14	100.0	
15	100.0	
16	100.0	
17	100.0	
18	97.2	2.8
19	97.2	2.8
20	94.4	5.6
21	97.2	2.8
22	97.2	2.8
23	94.4	5.6

Correlations

Group	Test/ Legal	Test/ Staff	Test/ Prog	Test/ Mstrmg	Legal/ Staff	Legal/ Prog	Legal/ Mstrmg	Staff/ Prog	Staff/ Mstrmg	Program/ Mstrmg
Preservice	0.2774 p=0.235	0.1072 p=0.392	0.5350 p=0.086	0.1765 p=0.325	0.7950 p=0.005	0.9411 p=0.000	-0.5317 p=0.070	0.8433 p=0.004	-0.5170 p=0.077	-0.4863 p=0.111
Inservice	-0.0764 p=0.417	0.0487 p=0.447	-0.1796 p=0.310	-0.3565 p=0.156	0.6893 p=0.014	0.7928 p=0.003	-0.2501 p=0.243	0.8710 p=0.001	-0.5844 p=0.038	-0.3861 p=0.135
Both	0.119 p=0.396	0.3059 p=0.231	0.1107 p=0.397	0.1927 p=0.324	0.7570 p=0.015	0.8175 p=0.007	-0.3345 p=0.209	0.9710 p=0.000	-0.2185 p=0.302	-0.3414 p=0.204
Neither	0.2872 p=0.227	-0.5712 p=0.070	0.1650 p=0.336	0.3890 p=0.150	0.6505 p=0.040	0.9504 p=0.000	0.0316 p=0.468	0.6993 p=0.027	-0.4975 p=0.105	-0.0875 p=0.411
Total Population	0.1259 p=0.232	-0.0359 p=0.419	0.1350 p=0.220	0.0751 p=0.332	0.6945 p=0.000	0.8739 p=0.000	-0.2116 p=0.108	0.8342 p=0.000	-0.4160 p=0.006	-0.2920 p=0.044

REFERENCES

- Amos, N. G., & Moody, L. Comparisons among principals, regular classroom teachers, and special education teachers of their perceptions of the extent of implementation of administrative practices pertaining to mainstreaming mildly handicapped students. Mississippi State, MS: Mississippi State University, 1977. (ERIC Document Reproduction Service No. ED 168 241)
- Birch, J. Mainstreaming: Educable mentally retarded children in regular classes. Reston, VA: Council for Exceptional Children, 1975.
- Blumberg, A., & Greenfield, W. The effective principal: Perspectives on school leadership. Boston: Allyn and Bacon, 1980.
- Bogue, E., & Saunders, R. The educational manager: Artist and practitioner. Worthington, OH: Charles A. Jones, 1976.
- Cochrane, P. V., & Westling, D. L. The principal and mainstreaming: Ten suggestions for success. Educational Leadership, 1977, 34 (7), 506-510.
- Comptroller General. Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives of the United States. Disparities still exist in who gets special education. Gaithersburg, MD: U.S. General Accounting Office, 1981.
- Council for Exceptional Children. What is mainstreaming? Exceptional Children, 1975, 42(3), 175.
- Craze, R., & Yanouzas, J. Formal organizations: A systems approach. Homewood, IL: Richard D. Irwin and the Dorsey Press, 1967.
- Davis, W. E. An analysis of principals' formal training in special education. Education, 1980, 101(1), 89-94.
- Davis, W. E. Principals' attitudes toward placement of mildly and moderately handicapped pupils. Journal of Special Education, 1981, 17(3), 265-269.
- Deno, E. Special education as developmental capital. Exceptional Children, 1970, 37, 229-237.

- Dozier, A. R. Facilitating the education of handicapped children in the regular classroom: The principal's responsibility. Ann Arbor, MI: University of Michigan, 1979. (ERIC Document Reproduction Service No. EC 132 198)
- Dunlop, K. H., Stoneman, Z., & Cantrell, M. L. Social interaction of exceptional and other children in a mainstreamed preschool classroom. Exceptional Children, 1980, 47(2), 132-141.
- Dunn, L. M. (Ed.). Exceptional children in the schools (2nd ed.). New York: Holt, Rinehart and Winston, 1973.
- Egner, A. Special education competencies required of general education administrators in Vermont school districts (Doctoral dissertation, University of Michigan, 1977). Dissertation Abstracts International, 1977, 38, 3170A-3171A. (University Microfilms No. 77-26-141)
- Gage, K. H. The principal's role in implementing mainstreaming. Educational Leadership, 1979, 36(8), 575-577.
- Harasymiw, S. J., & Horne, M. D. Teacher attitudes toward handicapped children and regular class integration. The Journal of Special Education, 1976, 10, 393-400.
- Haring, N. G., Stern, G. G., & Cruickshank, W. M. Attitudes of educators toward exceptional children. Syracuse, NY: Syracuse University Press, 1958.
- Hoben, M. Toward integration in the mainstream. Exceptional Children, 1980, 47(2), 100-105.
- Johnson, D. W., & Johnson, R. T. Integrating handicapped students into the mainstream. Exceptional Children, 1980, 47(2), 90-98.
- Jones, N. Response of educators to Public Law 94-142. In D. P. Turner (Ed.), Preparing regular educators for new responsibilities in educating handicapped children: A guide to implementation strategies for policymakers. Washington, DC: National Association of State Boards of Education, 1981.
- Kaufman, M., Gottlieb, J., Agard, J., & Kukic, M. Mainstreaming: Toward an explication of the construct. In E. Meyen, G. Vergason, & R. Whelan (Eds.), Alternatives for teaching exceptional children. Denver: Love, 1975.
- Kells, P. P. Delivery of quality inservice education programs. In D. P. Turner (Ed.), Preparing regular educators for new responsibilities in educating handicapped children: A guide to implementation strategies for policymakers. Washington, DC: National Association of State Boards of Education, 1981.
- Leitz, J., & Kaiser, J. S. The principal's role in administering programs for exceptional children. Education, 1979, 100(1), 31-40.

- Longstreth, J. W. Personal communication, September 29, 1982.
- MacMillan, D. L., Jones, R. L., & Meyers, C. E. Mainstreaming the mildly retarded: Some questions, cautions, and guidelines. Mental Retardation, 1976, 14(1), 3-10.
- Mann, P. H. Inservice training. In D. P. Turner (Ed.), Preparing regular educators for new responsibilities in educating handicapped children: A guide to implementation strategies for policymakers. Washington, DC: National Association of State Boards of Education, 1981.
- March, J., & Simon, H. Organizations. New York: John Wiley & Sons, 1958.
- McAdams, M. L. The effects of regular educators' inservice training on teacher anxiety, knowledge about individualization, and attitudes toward mainstreaming (Doctoral dissertation, University of Florida, 1981). Dissertation Abstracts International, 1981, 40, 139A-140A. (University Microfilms No. 82-13678)
- Mergler, R. So, site administrator, you want to mainstream. Thrust for Educational Leadership, 1979, 9(2), 8-9. (ERIC Document Reproduction Service No. EJ 213 730)
- Middleton, E., Morsink, C., & Cohen, S. Program graduates' perception of need for training in mainstreaming. Exceptional Children, 1979, 45, 256-261.
- Mingo, J., & Burrello, L. Determining the relationship between special education administrator, supervisor, and building principal role and responsibilities in the administration of educational programs for the handicapped. Reston, VA: Council of Administrators of Special Education, 1982.
- Morsink, C. Preservice training programs for teachers and administrators. In B. P. Turner (Ed.), Preparing regular educators for new responsibilities in educating handicapped children: A guide to implementation strategies for policymakers. Washington, DC: National Association of State Boards of Education, 1981.
- Naor, M., & Milgram, R. M. Two preservice strategies for preparing regular class teachers for mainstreaming. Exceptional Children, 1980, 47(2), 126-129.
- National Association of Secondary School Principals. Personal communication, October 1, 1982.
- Oaks, C. A. Considerations in the integration of behaviorally disordered students into the regular classroom: Implications for the school principal. Paper presented at the Annual International Convention of the Council for Exceptional Children, Dallas, Texas, April 22-27, 1979. (ERIC Document Reproduction Service No. ED 171 096)

- Payne, R., & Murray, C. Principals' attitudes toward integration of the handicapped. Exceptional Children, 1974, 41(2), 123-125.
- Pitner, N. J., Riley, R. M., & Giduk, A. K. Training of the school administrator: State of the art. Eugene, OR: Center for Educational Policy and Management, University of Oregon, November 1981.
- Public Law 93-380; U.S. Code Section 1413 (13). Congressional Record, November 14, 1975.
- Public Law 94-142. The Education for All Handicapped Children Act. Congressional Record, November 1975.
- Raske, D. E. The role of general school administrators responsible for special education programs. Exceptional Children, 1979, 45(8), 645-646.
- Rebore, R. W. Public Law 94-142 and the building principal. NASSP Bulletin, April 1979, 26-30.
- Rebore, R. W. Faculty leadership in implementing Public Law 94-142. Education, 1980, 100(4), 395-397.
- Reynolds, M. C. A framework for considering some issues in special education. Exceptional Children, 1962, 28, 367-370.
- Robeson, T. Mainstreaming and the role of the regular administrator: A review of the literature, existing materials, and needed competencies. In G. Denmark & C. Morsink, Developing competencies for teaching handicapped students among regular classroom teachers and other professional personnel (Grant proposal submitted to the Bureau of Education for the Handicapped). Lexington, KY: University of Kentucky, 1977.
- Salvia, J., & Ysseldyke, J. E. Assessment in special and remedial education. Boston: Houghton Mifflin, 1978.
- Schipper, W. V. An overview of special education personnel development for general educators. In D. P. Turner (Ed.), Preparing regular educators for new responsibilities in educating handicapped children: A guide to implementation strategies for policymakers. Washington, DC: National Association of State Boards of Education, 1981.
- Schmid, R., & McAdams, M. In-service education. In A. H. Fink & C. Kokaska, Career education for the behaviorally disordered. Reston, VA: Council for Exceptional Children, in press.
- Semmel, M. I., Gottlieb, J., & Robinson, N. Mainstreaming: Perspectives on educating handicapped children in public school. Bloomington, IN: Center for Innovation in Teaching the Handicapped, School of Education, Indiana University, 1979.

- Sivage, C. A. Implementing Public Law 94-142: A case for organizational readiness. Eugene, OR: Oregon University, College of Education, 1979.
- Tarrier, R. B. Mainstreamed handicapped students in occupational education: Exemplary administrative practices. New York: Institute for Research and Development in Occupational Education, City University of New York, 1978.
- Thomason, J., & Arkell, C. Educating the severely/profoundly handicapped in the public schools: A side-by-side approach. Exceptional Children, 1980, 47(2), 114-122.
- Wendel, F. C., & Vasa, S. F. Administrators' perceptions of issues in special education. The Journal of Professional Studies, 1982, 7(3), 31-35.
- Yates, J. R. Model for preparing regular classroom teachers for mainstreaming. Exceptional Children, 1973, 39, 471-472.
- Ysseldyke, J. E., & Algozzine, B. Critical issues in special and remedial education. Boston: Houghton Mifflin, 1982.

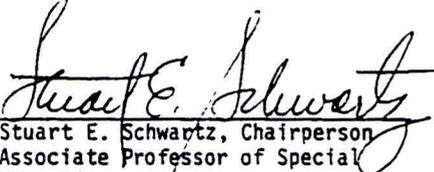
BIOGRAPHICAL SKETCH

Richard Burke Voorneveld is the son of Albert H. Voorneveld, Sr. and Margaret Burke Voorneveld. Born at Rockville Center, Long Island, New York, on November 16, 1949, he received a parochial school elementary and high school education and graduated in 1969. He graduated from Saint Leo College, St. Leo, Florida, with a B.A. degree in elementary education in 1972. At that time he was offered a graduate assistantship to the University of South Florida. In 1973, upon completion of a M.A. program in gifted education, he assumed a position as a resource teacher for elementary/middle school gifted programs with the Alachua County school system in Gainesville, Florida. In 1979, he was the president of the Gatorland Chapter of the Council for Exceptional Children. He became coordinator of the high school gifted programs in Alachua County from 1979 to 1981.

In January 1980, Mr. Voorneveld was admitted to the University of Florida doctoral program in the Department of Special Education. He is a member of the Florida Association for the Gifted, the Council for Exceptional Children, and the Association for Retarded Citizens.

Mr. Voorneveld is married to the former Susan Monroe Straus. They have two children, Edward Corrie, age six, and Margaret Brice, age one.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Stuart E. Schwartz, Chairperson
Associate Professor of Special
Education

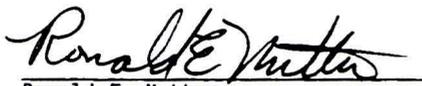
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Robert F. Algozzine
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Catherine Morsink
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Ronald E. Nutter
Assistant Professor of Special
Education

i certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Edward C. Turner
Assistant Professor Instructional
Leadership and Support

This dissertation was submitted to the Graduate Faculty of the Department of Special Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 1982



Dean for Graduate Studies and
Research