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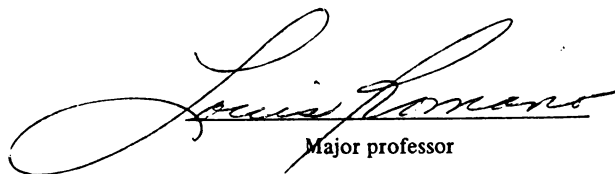
OPINIONS OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS
TOWARD MAINSTREAMING OF HANDICAPPED STUDENTS IN
THE GREEN BAY, WISCONSIN, SCHOOL DISTRICT

presented by

Ronald P. Houle

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TOWARD MAINSTREAMING OF HANDICAPPED STUDENTS IN
THE GREEN BAY, WISCONSIN, SCHOOL DISTRICT

By

Ronald P. Houle

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ABSTRACT

OPINIONS OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS
TOWARD MAINSTREAMING OF HANDICAPPED STUDENTS IN
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By

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The primary purpose of this study was to determine the opinions of elementary and secondary school principals in the Green Bay, Wisconsin, School District toward mainstreaming handicapped students into the regular classroom. The study focused on the following five variables: (1) the opinion of elementary and secondary school principals toward mainstreaming, (2) the opinion of elementary and secondary school principals toward the type of handicapped being mainstreamed, (3) the opinion of elementary and secondary school principals concerning the level of knowledge about mainstreaming possessed by the principal, (4) the present status of mainstreaming in each principal's building, and (5) what additional competencies in the area of mainstreaming are needed.

The opinions of the principals were reported by a questionnaire designed especially for this study and also from this instrument the answers to six research questions were determined.

A chi-square analysis was also made to determine if any relationship existed between the opinions of the school principals

and certain demographic information associated with each principal. Finally, the principals were asked to list obstacles they saw as detrimental to mainstreaming.

The conclusions drawn from this study were:

1. The general opinions of the principals indicated that they were supportive of mainstreaming handicapped students into the regular classroom.

2. The category of handicapped most recommended to be mainstreamed by both elementary and secondary principals was the learning disabled. The emotionally impaired and the physically impaired categories ranked as second and third choice by both groups of administrators but not in the same order of preference.

3. The category of handicapped least likely to be recommended for mainstreaming by the elementary principals was the hearing impaired, with the visually impaired second. The secondary principals, however, selected the visually impaired as the category least likely to be recommended, with the educable mentally impaired as their second choice.

4. The principals were uncertain about whether school principals in general have sufficient knowledge about the concept of mainstreaming. They also felt that most school principals do not understand the laws and regulations governing mainstreaming.

5. At the time of this study, approximately 86 percent of the principals were implementing mainstreaming in their respective buildings.

6. Of the eight competencies listed, the principals indicated that all of them were needed to facilitate mainstreaming. The two highest areas of needs reported were understanding the nature of handicaps and curriculum areas for the handicapped.

There was no significant relationship found between the opinions principals held toward mainstreaming and the demographic data associated with each principal.

In their response to the open-ended question, the principals felt that the lack of teacher acceptance toward handicapped students, plus the teacher's attitude toward the concept of mainstreaming, were the most detrimental to successful mainstreaming.

ACKNOWLEDGMENTS

I wish to state my appreciation to the individuals who have contributed to the completion of this dissertation. Especially Dr. Billie T. Rader, who served as chairman of the dissertation and provided the major influence into the development of this thesis and research skills necessary for its completion. His support and encouragement will be long remembered.

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Finally, I must share the honor of this degree with my loving wife, Marilou, who gave unselfishly of herself so that I could complete my studies. Her faith in my ability made the completion of this dissertation possible.

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CHAPTER I

INTRODUCTION

Mainstreaming, the placement of handicapped students into the regular classroom, has generated more public comment than any other aspect of special education. Some consider mainstreaming one of the most controversial issues in the public schools today. The emergence of mainstreaming is the result of basically two social movements: (1) the human rights movement and (2) a recognition of the substantial human capital resource involved with the handicapped persons (Phelps, 1977, p. 1). Through the human rights movement the legal rights of students became important issues as in the case of *Mills vs. Washington, D.C., Board of Education*.

The court holds that the constitution requires individually appropriate public education for every child. No longer can handicapped children be rejected--thrown away--by the schools. Placing a child on a school waiting list is no longer acceptable. Every child has a right to a share of the educational pie (*Mills vs. Board of Education of District of Columbia*, 1972).

Martin (1971) stated, "There are considerable economic liabilities associated with overlooking the school-age handicapped population who are about to enter the work force" (p. 4).

Over the next four years, 2.5 million handicapped children will be school leavers either by graduation or by drop-out route. Of that number, less than one in four will be fully employed or going on to college. Another 40%, that is one million handicapped people, will be underemployed. Another

25% of this population will probably require welfare assistance. If each of these youngsters is faced with institutionalization as an alternative to public school programming, the cost will be at least 4,000 dollars per year. Over a life-time of 60 years, that is approximately one-quarter million dollars per student. Because of their deviation from what is considered normal physical appearance or behavior, handicapped individuals tend to be devalued by others, and subsequently are viewed as being far less capable or competent than is really the case (Gold, 1974, p. 3).

Definition of Mainstreaming

Although the concept of mainstreaming seems simple enough, there is much confusion over its meaning to both regular and special educators. Simply defined, mainstreaming is high-quality special education for handicapped children while they remain in the regular classes. Handicapped in this definition refers to those who are mentally, emotionally, or physically impaired; it includes impairments to hearing, sight, speech, and those with special learning problems (learning disabled), as well as the gifted. To further clarify what mainstreaming is, the Council for Exceptional Children, the professional organization for special educators, offers the following definition:

Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of education settings which may, at a given time, be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with nonexceptional children; and that special classes, separate schooling or other removal of an exceptional child from education with non-exceptional children should occur only when the intensity of the child's special

education and related needs is such that they cannot be satisfied in an environment including non-exceptional children, even with the provision of supplementary aids and services (Michigan Federated Chapters of the Council of Exceptional Children, 1976).

The Council also lists four basic themes that help to explain the intent of mainstreaming:

1. Providing the most appropriate education for each child in the least restrictive setting;
2. Looking at the educational needs of children instead of clinical and diagnostic labels such as mentally handicapped, hearing impaired, or gifted.
3. 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 consultant teachers, methods and materials specialists, itinerant teachers and resource room teachers;
4. Uniting the skills of general education and special education so that all children may have equal educational opportunity (Michigan Federated Chapters of the Council of Exceptional Children, 1976).

They go on to clarify still further by stating that mainstreaming is not:

1. Wholesale return of all exceptional children in special classes to regular classes.
2. Permitting children with special needs to remain in regular classrooms without the support services that they need.
3. Ignoring the need of some children for a more specialized program than can be provided in the general education program.
4. Less costly than serving children in special self-contained classroom (Michigan Federated Chapters of the Council of Exceptional Children, 1976).

There is, however, no one definition of mainstreaming advocated by all proponents of the concept. Birch (1974) presented the

most comprehensive definition found. He listed 14 elements of mainstreaming:

1. Mainstreaming refers to assigning handicapped pupils to regular classes and providing special education for them.
2. In mainstreaming, regular class teachers broaden and adapt instructional procedures and content so all children are incorporated into a regular program at levels manageable for each child and teachers.
3. Mainstreaming may be done at any level, preschool through secondary level.
4. In mainstreaming, the handicapped pupil reports to the regular class teachers.
5. In conventionally organized schools or in open space schools the handicapped pupils being mainstreamed spend half or more of the day in regular classes.
6. In conventionally organized schools the special education teacher has a headquarters room to which pupils can come for periods of time from the mainstream rooms to which they are assigned.
7. In open space schools the special education teacher may be a member of the team serving in the open space setting or may have a separate room as headquarters.
8. Mainstreamed handicapped pupils leave the main group only for essential small group or individual instruction, educational assessment, and the pick up or delivery of assignments prepared by the special education teachers.
9. The regular class teachers and the special education teachers agree upon individual schedules and assignments as needed for children being mainstreamed.
10. Regular class teachers are responsible for grades and report cards for the mainstreamed handicapped pupils but they may consult with special education teachers on the grading.
11. Special education teachers help regular class teachers also by providing educational assessments and instructional consultation for regular class pupils who may not be eligible for special education in the usual sense.
12. Mainstreaming implies the following operating principle: Handicapped pupils usually begin their education in regular

regular kindergarten or first grade groups with special education support, and they are removed to special classes or special schools only when the necessity to do so is shown and only for the periods required to prepare the pupils for return to regular classes.

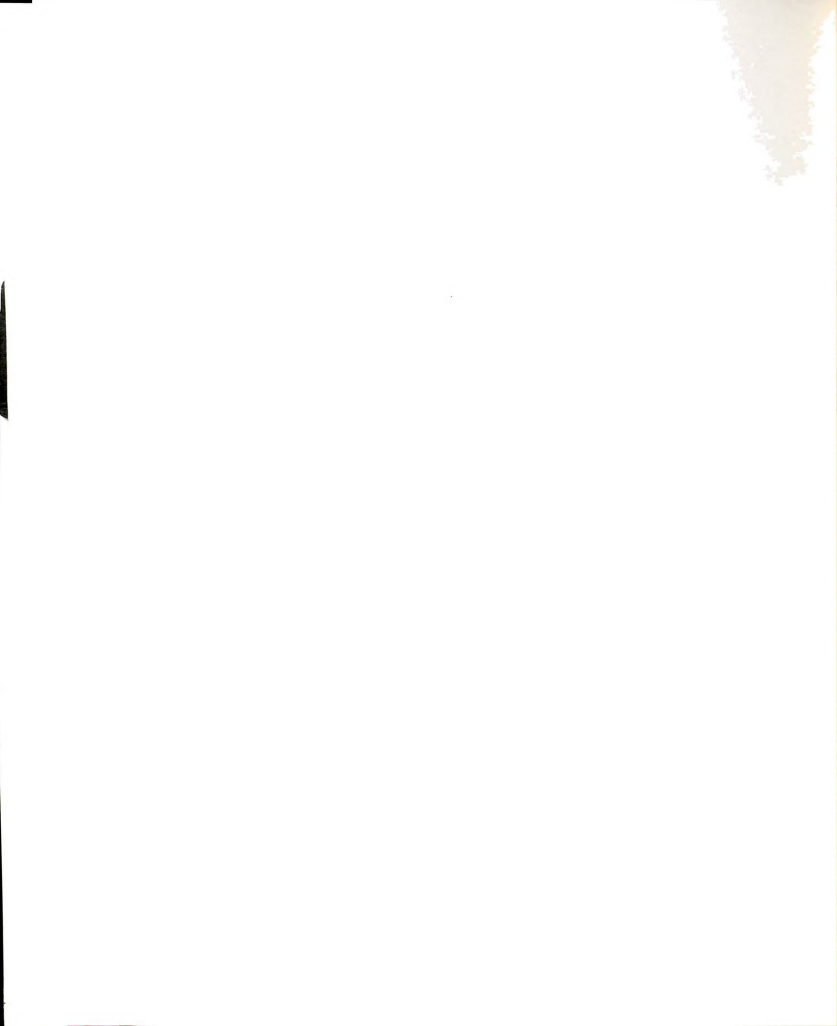
13. Criteria for selecting handicapped pupils for mainstreaming are in terms of matching pupils' educational needs and the capability of a mainstream program to meet those needs, rather than in terms of the severity of the pupil's physical, mental, emotional, or other handicap.
14. Mainstreaming has a place in the spectrum of plans for organizing instruction, space, and facilities to accommodate the educational needs of handicapped pupils (pp. 12-13).

In 1975, Public Law 94-142, the Education of All Handicapped Children Act, was passed. This law requires all school districts to provide a free public education to all handicapped children between the ages of 3 and 19, in an environment that will best meet their needs in the regular classroom with nonhandicapped children (least restrictive environment).

But many educators are expressing concern that in the rush to comply with the new law, the barriers to successful mainstreaming will be ignored. Among these barriers are the negative attitudes, fears, anxieties, and possibly overt rejection toward the handicapped, not just from their peers but also from the adults in the schools--the teachers and principals.

Principal's Role in Mainstreaming

A variety of studies have been reported from the educational research community on problems confronting the schools. One point on which they most agree is the principal is the key figure for change in the schools. A million-dollar study conducted on school violence



reported that the role of the principal appears to be a critical factor in schools that solve problems involving student violence. Other studies have found that a principal's leadership and personal commitment can spell the difference in whether a school and its community adjust well to desegregation, and whether a school achieves academic excellence.

The school principal's role is often central in the success or failure of a mainstreaming program. Marr and Kohl (1972) stated:

Many areas of education are currently undergoing rapid change, and since the administrator may well be one of the most important change agents, his concerns, opinions, and the level of information deserve special attention if he is to inform his fellow administrators, teachers and constituents about the current trends and issues.

Administrative opinions and the implications for administering programs with regard to mainstreaming of handicapped students in the regular classroom are important. As a United States Office of Education official stated:

Probably the most important factor to be considered "in the mainstreaming concept" are the attitudes of the educators, parents and the community toward the handicapped as a group, since these attitudes can affect the success of any mainstreaming effort. Fears and misconceptions need to be assuaged by current, accurate information before any positive gains in mainstreaming can be achieved. This most difficult aspect of achieving change requires a unified effort, in the most basic sense, from those who are trying to initiate mutual responsibility role delineating toward a mainstream effort (Mann, 1976, p. 36).

In many studies across the nation, it has been pointed out that a competent school administrator is the single most important person in a school system. Without a strong administrator who stood up as an advocate for the education of the students and a buffer

against those who aggressively pursued policies that gratified their own desires regardless of the boys and girls, the quality of the education would erode (Gold, 1975, p. 3).

The success or failure of mainstreaming in the schools depends in large measure on the competence of the resource room teacher and the regular teacher, plus the attitude of those two professionals toward each other and toward the student. However, as equally crucial is the role of the school principal or administrator (Mitchell, 1976, p. 305). The principal, due to his position of leadership, is the crucial person in integrating a retarded child into a regular classroom (Murray & Payne, 1974, p. 124). Beery (1974) stated, "Belief in self and others leads to creation of a democratic environment in which principal growth facilitates teacher growth which, in turn facilitates pupil growth."

The point to stress is that administrative attitudes influence administrative decisions. This also implies that decisions made by administrators can affect the outcome of the educational programs within their jurisdiction. Hence, the direction of educational programs plus the quality of those programs are greatly dependent upon the attitudes and leadership ability of the administrator.

Statement of the Problem

A review of the literature brings to light many of the factors contributing to the success and failure of previous efforts to mainstream handicapped students. Much of the success of mainstreaming is dependent upon the involvement of the total educational community

(Hewett, 1971, p. 76). Bertness (1976) stated that the key to success seems to be the total commitment of teachers, administrators, parents, and student to the mainstream concept.

Many authors, whether approving or opposing the mainstreaming movement, advocate very strongly the adequate preparation of "educational personnel," teachers and administrators, to the greatest possible extent (Bruiniks, Gross, & Rynders, 1974, p. 379). Factors contributing to the success or failure of mainstreaming include modification of curricula, physical facilities, and equipment. However, the factor that is stressed in the literature that does promote successful mainstreaming is the development of positive attitudes toward the handicapped and the mainstreaming process.

A review of the literature also indicates a number of studies have been conducted dealing with teachers' attitudes toward handicapped students and mainstreaming. However, few studies have been conducted which address themselves to the attitudes of elementary and secondary school administrators toward mainstreaming of handicapped children into regular classrooms. If the building principal were to be supportive of mainstreaming of handicapped children, then as educational leader he could help insure the success of a mainstream program. On the other hand, should the building principal be reluctant to mainstream, the chances of achieving success would be severely limited. Even official mandates from the central office will not easily circumvent the effects of such a negative outlook.

Dr. Cosealla, at the 1973 AASA conference, implied that if the building principal rejects mainstreaming of the handicapped child,

how can we expect acceptance by the classroom teachers? Since the opinions of the school principal are an important factor contributing to the success of a mainstreaming program, then identification of opinions toward mainstreaming is necessary.

Purpose of the Study

The purpose of this study was to determine the opinions of elementary and secondary school principals in the Green Bay School District toward mainstreaming of handicapped students into the regular classroom. The following four variables were considered in the study:

1. The opinion of elementary and secondary school principals toward mainstreaming,
2. The opinion of elementary and secondary school principals toward the type of handicapped being mainstreamed,
3. The opinion of elementary and secondary school principals concerning the level of knowledge about mainstreaming possessed by the principal involved in mainstreaming, and
4. The present status of mainstreaming in each principal's building.

In addition to the four variables, principals were asked to list obstacles they see as detrimental to mainstreaming.

An analysis was made to determine if any relationship exists between the opinions of the school principals and certain demographic information associated with each principal. In order to examine this relationship, the following demographic information about the school principal was collected:



1. Age of the principal
2. Years of experience as a school administrator
3. Academic preparation
4. Size of school
5. Sex of administrator

Research Questions

As a result of this study, answers to the following questions were sought.

1. What are the opinions of the school principals toward mainstreaming?
2. What categories of handicapped students would be recommended by the principal to be mainstreamed?
3. What categories of handicapped students would be least recommended by the principals to be mainstreamed?
4. What are the opinions about the level of knowledge about mainstreaming possessed by school principals?
5. Is mainstreaming occurring presently in the principal's building?
6. What competencies in mainstreaming are needed by principals?

Definition of Terms

Mainstreaming: Although no one definition of mainstreaming is advocated by all, there are common elements. For the purpose of this study mainstreaming is defined as the placement of handicapped pupils in regular classrooms for all or some portion of the day. It

is providing the most appropriate educational setting for each child in the least restrictive environment.

Handicapped person: Persons identified by an educational planning and placement committee as educable mentally impaired; emotionally disturbed; learning disabled; physically impaired; or hearing, speech, or otherwise health impaired who, by reason of their handicapping condition, cannot succeed in an educational program designed for persons without such handicaps and who, for that reason, require special education assistance.

Elementary level: The elementary level as referred to in this study includes kindergarten through grade six.

Secondary level: The secondary level as referred to in this study includes grades seven through twelve.

Limitations of Study

The following limitations should be considered in interpreting the results of this study:

1. The information is limited to responses on a questionnaire and it is therefore subject to the difficulties inherent in this type of an instrument. The confidence which could be placed in the opinions of those principals responding to the questionnaire and the reliability of the questionnaire itself are not above question.

2. This study is concerned with one selected school district; thus the results should not be used to generalize to all school districts.

Overview of the Dissertation

The organization of this study involves five major chapters. The first chapter serves as the basis for identification of the problem and a rationale for the purpose of the study.

In Chapter II the literature review provides an overview of two areas: a review of mainstreaming legislation and a historic perspective of the development of mainstreaming. The review of mainstreaming legislation describes both the state and federal legislation mandating mainstreaming for the handicapped, while the historic perspective gives a brief review of the history of special education and how the mainstreaming movement came into existence.

Chapter III presents the methods and procedures used in the study, as well as certain demographic information about the population of principals in the Green Bay School District.

Chapter IV is an analysis of the survey data as it related to the research questions presented in Chapter I.

Chapter V presents the summary, conclusions, and implications of this study. Recommendations for future research are also presented.

Summary

Mainstreaming, which is simply defined as providing high-quality special education for handicapped children while they remain in the regular classroom, is considered by some to be one of the most controversial issues facing the public schools today. In 1975, Public Law 94-142, the Education of All Handicapped Children Act, passed requiring all school districts to provide a free public education to

all handicapped children between the ages 3 to 19, in the least restrictive environment. However, in the attempt to comply with this new law, many educators feel that the barriers to successful mainstreaming will be ignored. Among the barriers are the negative attitudes toward the handicapped that can be held by peers, teachers, and school administrators. It is the purpose of this research to study the attitudes of all the elementary and secondary principals in the Green Bay, Wisconsin, School District toward mainstreaming handicapped children into the regular classroom.

It is the contention of this researcher that the success of a mainstreaming program depends in large part upon the attitudes and leadership ability of the school principal.

A questionnaire was developed and administered to all the principals and assistant principals in the Green Bay School District, and the answers to six research questions were sought. Definitions of all the terms used in this study were stated, as well as the limitations inherent in this research.

CHAPTER II

REVIEW OF THE LITERATURE

The greatest challenge in education today according to Birch and Johnstone (1975) is ensuring that all schools are as readily and fully accessible to handicapped children as to the nonhandicapped. From every standpoint, whether that of human rights, economic efficiency, educational effectiveness, or social desirability, the national interest is to serve handicapped children equally with all others. Putting this concept into practice means turning away from the traditional segregation of the handicapped.

Many of the authors reviewed stress the importance of changes in attitudes, behaviors, and socio-educational structure. Critical to the mainstream efforts is the necessity of change, not only on the part of the individual, but also in the social and cultural atmosphere which promotes helplessness on the part of the handicapped individual. Those labeled "handicapped" are treated differently by our society which seemingly emphasizes the disability of the individual rather than the ability which works against the individual (Birch, 1974, pp. 12-13).

Mainstreaming Legislation

An analysis of literature related to the research topic has produced a category which requires an analysis so that the urgency of

mainstreaming handicapped children is better understood. This related area is the legislation, both state and federal, mandating mainstreaming for handicapped children.

Public Law 94-142, The Education of
All Handicapped Children Act of 1975

The primary factor requiring the urgent attention of school administrators toward mainstreaming is the legislation concerning the education of the handicapped. In Wisconsin, there are two legislative acts that directly affect the mainstreaming movement--one federal and one state. The federal act, the Education for All Handicapped Children Act of 1975 (PL 94-142), provides for the educational assistance of all handicapped children in the United States.

It is the purpose of this act to assure that all handicapped children have available to them within the time periods specified, a free appropriate public education which emphasizes special education and related services designed to meet their unique needs to assure that the rights of the handicapped children and their parents or guardians are protected to assist states and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children (Public Law 94-142, 1975).

Public Law 94-142 mandates publicly supported education for all handicapped children ages 3 to 18 by September 1, 1978, and ages 3 to 21 by September 1, 1980, unless it is inconsistent with current state law. Also, the law requires school officials to draw upon individualized education programs for every handicapped child. Numerous procedural safeguards such as the following are guaranteed: due process procedures, all education and training to be provided through an individual plan, all education and training to be provided

in the least restrictive environment to the individual, use of non-discriminatory testing and evaluation procedures, and assuring confidentiality of information.

Wisconsin Statute 115

Statute 115, Subchapter IV, of the state of Wisconsin establishes the right of each handicapped person in this state to such educational opportunities as will fully develop his maximum potential (Rules Implementing Sub-Chapter IV of Chapter 115 Wisconsin Statutes, 1975). The legislature recognized that many children and youth, 3 to 21 years of age, have not experienced appropriate educational opportunities because comprehensive services were not available through all public schools which were commensurate with their exceptional education needs. This statute was enacted to ensure the identification of such needs and the development of services for children to appropriately serve these needs.

Statute 115 defines children and youth with exceptional education needs as:

. . . any child who has a mental, physical, emotional or learning disability which, if the full potential of the child is to be attained, requires educational services to the child to supplement or replace regular education. Children with the following conditions, in addition to children with such other conditions as the state superintendent determines, may require educational services to supplement or replace regular education:

- a. Physical, crippling or orthopedic disability,
- b. Mental retardation or other developmental disabilities,
- c. Hearing impairment,
- d. Visual disability,
- e. Speech or language disability,
- f. Emotional disturbance,
- g. Learning disability (Sub-Chapter IV of Chapter 115 Wisconsin Statutes, 1975).

Section 504 of the Rehabilitation
Act of 1973

This set of regulations prohibits discrimination on the basis of the handicap to any program or activity receiving federal funds or financial assistance.

The proposed rules and regulations, which were published in 1976, contained six major sections. Subpart A outlines the purpose, intent, definitions, and specific discriminatory practices that are prohibited. The basic provision states that: No qualified handicapped person shall, on the basis of handicap, be excluded from participation in or be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. Among the discriminatory actions which are prohibited are the following:

1. Denying handicapped individuals the opportunity to participate in or benefit from aides, benefits, or services which are not equal to the opportunities afforded others;
2. Providing aides, benefits, services to handicapped individuals which are not as effective as was provided to others;
3. Providing different or separate aides, benefits, or services to handicapped individuals unless such an action is necessary to insure the effectiveness of such aides, benefits, or services;
4. Selecting location for facilities which may have the effect of excluding handicapped persons or otherwise denying them benefits or services (Rehabilitation Act, 1973).

Subsection C of this act speaks to the needs for barrier-free environments to ensure program accessibility by the handicapped. It outlines how existing facilities and new construction must have accessible facilities to service handicapped individuals.

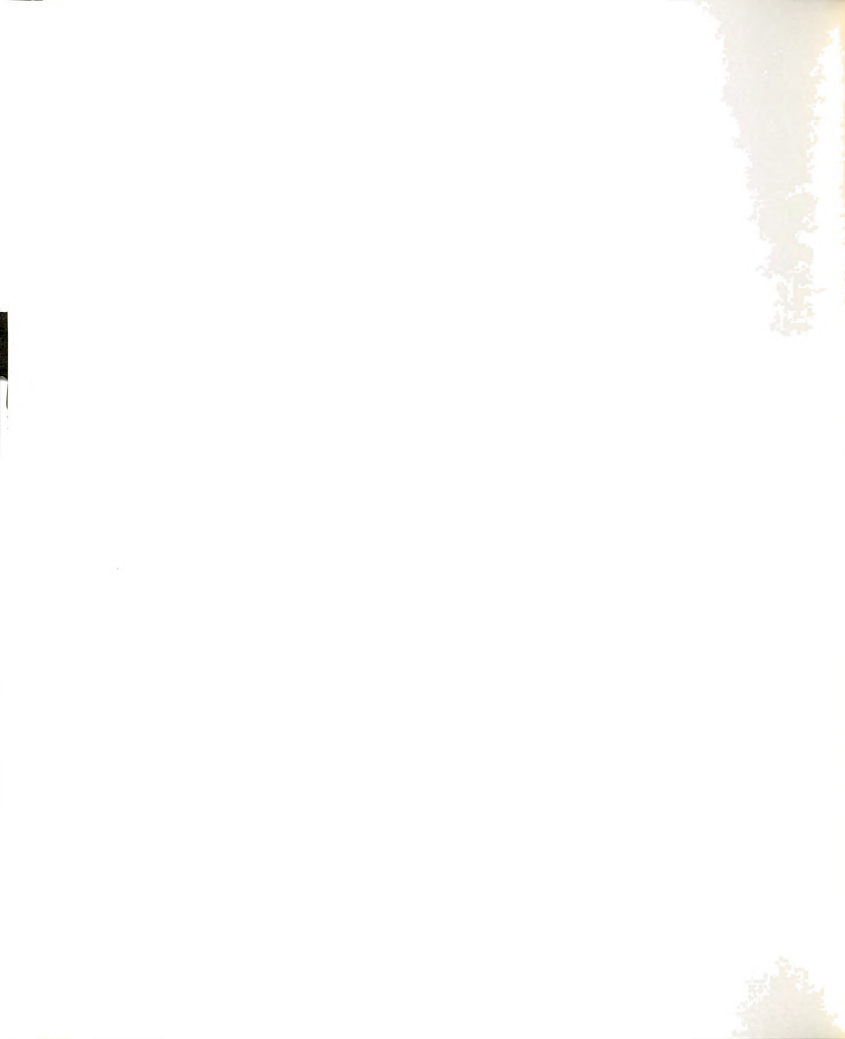
Subpart D speaks to federally supported programs for preschool, elementary, secondary, and adult education. Many of the provisions in this section are identical or similar to the assurances provided in Public Law 94-142 and speak to providing free and appropriate educational programs in the most normal setting feasible.

Historical Background of Mainstreaming

In order to understand how the mainstreaming movement came into existence, a brief review of the history of special education will be helpful. The history of special education in the United States can be grouped into three distinct periods. The first period begins in the 16th century and extends approximately to 1875. During this period handicapped people were institutionalized but seldom treated. The next period, from 1875 to the beginning of World War II, saw the development of special schools and special classes for the handicapped in the public school system. In the third, World War II, parents' groups and legislation changed people's attitudes toward the handicapped and the treatment of them.

1500-1875

In the past and in some instances today, the handicapped have been relegated to a low position in our society. Many viewed the handicapped as possessing strange and mystical powers and linked them with the occult. As a result, they were often feared, ridiculed, or avoided. Further, there was no scientific basis upon which to realistically deal with the handicapped; research into these areas did not develop until after the 1800s.



In the early history of the United States, the political life and the religious life were closely related. Many times the political leaders of a community were also the religious leaders. This factor oftentimes hindered the development of positive attitudes toward the handicapped. Early religious beliefs viewed man as being created in God's own image. Since God was considered to be perfect in a physical and mental sense, man should also be physically and mentally perfect. Therefore, since the handicapped were not perfect, they were rejected not only by the religious leaders, but the political leaders as well.

The first form of treatment for the handicapped in the United States was institutionalization. Before this time, the mentally ill had been kept chiefly in monasteries and prisons. San Hipolito, built by Bernardino Alvares in Mexico, in 1544, was the first such institution established in the Americas (Cruickshank, 1967, p. 69). In the United States the first such institution was the Pennsylvania Hospital established in 1756 by Benjamin Franklin (Cruickshank, 1967, p. 71). These early institutions, however, cared for patients little better than the earlier penal institutions. Mental patients were treated more like animals than human beings, and there was no attempt to classify them according to types of disability. The records of the early poorhouses, county jails, and mental hospitals abound with reports of inmates who had epilepsy, were crippled, had "fits," and were chained to a stake in the yard. In sum, the early attitudes toward the handicapped were partly reflected in the terms used to

describe them--atypical, lunatics, deviates--and partly reflected by the lack of compassion shown them.

The changes in attitudes toward handicapped people can be credited to a few outspoken people. In the early part of the 19th century, Horace Mann and Samuel Gridley Howe pleaded for more humane treatment of retarded children. As a result of these efforts, schools for the blind, the deaf, and the mentally retarded were built. The Massachusetts School for the Blind and Perkins Institution was incorporated in 1821 (Cruickshank, 1967, p. 75). The New York Institute for the Education of the Blind was opened in New York City in 1832 (Cruickshank, 1967, p. 76). These institutions reflected a change in the attitude of society and especially the state legislatures. Society began to recognize that some people needed special care, training, or treatment. Eventually the residential school for the handicapped became a familiar American institution.

The growth of the residential school was rapid from 1850 to 1920. Every territory that became a state up through 1920 either established some type of residential school for some group of handicapped children before statehood or shortly thereafter.

During the middle decade of the 19th century in America, treatment of the mentally ill took on a different form. Many educators felt that such environmental factors as adequate diets, health, training, and education could help prevent or treat retardation. With this approach, institutions for the retarded tended to be educational instead of custodial. It was believed, for example, that the retarded could be restored to the general community through education.

1875-1940

From 1875 to the start of World War II, special education for the handicapped did not progress, and in some instances it deteriorated. Such social factors as compulsory education, the popularity of Darwin's theory, and the Great Depression had considerable impact on special education. The most significant of these was compulsory education.

During the last quarter of the 19th century, special education classes were established largely as a result of compulsory education. With the advent of compulsory education, handicapped children were forced to attend school. The schools, realizing they were unable to handle this influx of handicapped students, began the establishment of special classes not for humanitarian reasons, but because these students were not wanted in the regular public school classroom. And the feelings against mainstreaming, or keeping the handicapped children in the regular classroom, were strong.

To better understand why there was a strong feeling against mainstreaming during this period, a brief explanation of how compulsory attendance laws came into being is in order.

This period was characterized by large waves of immigrants from Europe coming to America. The new immigrants congregated in self-contained neighborhoods in the cities trying to preserve their cultural heritages and customs. Some feared that in order to preserve our language and even our government, schools needed to teach all children of immigrants about laws, order, and government. As a result, teachers were delegated the responsibility of Americanizing the immigrants (Curti, 1971). The immigrants were perceived as a threat to

American society and Americanization was America's response. It took the form of compulsory school attendance. As Hoffman (1974) stated,

The huge influx of foreign-speaking immigrants with their children provoked a societal effort to maintain stability, which was a primary factor in the enactment and enforcement of compulsory school attendance laws. . . .

Between 1852 and 1918, all the states passed compulsory attendance laws. Mississippi was the last to pass such laws (Cremin, 1961, p. 196). It was also around this time that special education classes for the handicapped began to be established. Compulsory school attendance led to the development of special education classes. In 1909 the superintendent of Baltimore schools wrote,

Under the operation of school attendance laws, instead of easily getting rid of dullards and laggards, as we too often formerly did, we are undertaking to hold them and teach them; and it is an easy problem to discover who they are, for they force themselves upon our attention. We cannot be ignorant of their presence (Gossard, 1940, p. 16).

Later, Hoffman (1974) noted this same relation between compulsory school attendance and the establishment of special classes. He stated that compulsory school attendance brought an increasing number of individuals into the school which the regular classroom could not handle. Handicapped children who for various reasons had previously been eliminated from schools could no longer be disregarded (Cremin, 1961, p. 201).

By the end of the 19th century, a growing pessimism began to overshadow special education. Institutions founded to educate and treat the handicapped began to be more simply custodial. Katz (1968) believed that this transformation resulted from the bureaucratization

of these facilities. As they expanded and grew, they began to be governed by wardens and assistants who were unable to maintain the warmth and family-style atmosphere that had characterized many of these institutions when they were smaller. It was also at this time that educators came to the realization that training retarded individuals was not going to result in their normalcy (Dunn, 1963).

The idea of classification of handicapping conditions was beginning to become popular in the educational circles around 1920 and 1930. The increasing use of the intelligence test developed in 1914 by Alfred Binet was important in developing the concept of individual differences. Residential school administrators, particularly in schools and hospitals for retarded children, began to see how much easier and how much more appropriately a school could be operated if homogeneous grouping was obtained. Michigan presents a good example of this development.

The Michigan House of Correction for Juvenile Offenders was established in 1855. Almost immediately the superintendent indicated the difficulty of maintaining an institution for boys and girls together. Within a relatively few years, an institution for boys and another for girls were placed in operation. The Lapeer State Home and Training School for retarded children of all classifications was initially the single facility in the state of Michigan. To this institution was later added a series of others which were geared to meet the needs of particular groups of mentally retarded children (Cruickshank, 1967, p. 69).

Thus, one sees the idea of how classification and specialization based upon individual differences affected the residential school development.

Provisions for crippled children also developed around 1920. Here the policy was not to build large residential facilities as had

been the practice earlier, but to build decentralized hospital-school facilities and local clinics. The main purpose was to keep the crippled child near his home community. Such developments helped to influence local educators in rethinking their responsibilities to handicapped children.

1940-Present

World War II caused people in the United States to accept handicapped far more readily than ever before. The number of disabled American men, discovered through physical examination and judged unfit to serve in the Armed Forces, was great; although tens of thousands of men were rejected at induction centers because of physical or mental impairments or both, the majority of these men were treated as normal citizens by their peers. After the war, thousands of men returned injured and disabled. Although some were not totally accepted in their communities because of their disabilities, most were. This acceptance was extended, consciously or unconsciously, to physically and mentally handicapped children. Partly as a result of this acceptance, the period after World War II saw the greatest advances in special education for the handicapped: in the number of children served, the number of programs established, and money appropriated for funding programs, research, and teacher-training programs. It was also during this period that programs for handicapped children were really built into the schools.

Although special programs for the handicapped declined during World War II, they increased steadily after 1948. Much of this

increase can be attributed to parents. The year 1940 marked the beginning of parental action on behalf of handicapped children. Since then, a number of powerful organizations have been created throughout the United States to represent most areas of handicapped. Parental organizations have had their greatest impact on state legislatures, local school boards, and Congress; they have been instrumental in establishing local school programs and the passing of federal and state legislation. In addition, parental organizations and parents of minority-group children have joined forces in seeking assistance to reduce the over-representation of minority children in classes for the mentally and behaviorally handicapped (Reynolds, 1975, pp. 16-17).

The expansion of services during the late 1950s and 1960s can be attributed to federal legislation. The federal government intervened in the care and treatment of the handicapped, and grants were provided to state and local school districts for their education. Such legislative acts as the Mental Retardation Facilities Act, signed by President Kennedy in 1963, helped to stress the importance of federal legislation. This particular act appropriated over \$50 million for the education of the handicapped, established the Division of Handicapped Children and Youth under the Office of Education, and appropriated \$11 million during 1964-65 for scholarships and fellowships for people entering the field of education for the handicapped (Connor, 1964, pp. 206-209). Much of the federal legislation passed between 1957 and 1967 provided money funds for such areas as research for the mentally retarded, training of professional personnel for the handicapped, and research in physical education and recreation for the handicapped.

The states also began to initiate similar legislation. By 1955, 48 states had provided either advisory or financial assistance. In most of these states such assistance meant some reimbursement for expenses incurred by the local school districts in providing education programs for the handicapped.

In 1955, only seven states provided educational programs in the schools for the physically handicapped, the educable mentally handicapped, the trainable, and the socially or emotionally maladjusted. But the following year, the number of states that provided these programs increased to 15. This momentum for legislation continued to increase so that by 1958, 13 states had mandatory legislation requiring local school districts to provide educational services for the handicapped.

Although special education experienced its greatest growth between 1955 and 1958, programs and services for the handicapped were still needed. For some the programs were not available, and for others residential institutions were the only facilities open to them. Programs for the multiple handicapped, preschool-aged handicapped, autistic, and brain injured were practically nonexistent. The quality of services also needed improvements. Programs varied from school to school and state to state; and the number of programs existing in a state meant nothing in terms of quality of services.

Just prior to the mid-1960s, special education was enjoying a new popularity. But an article written by L. M. Dunn in 1968 started a splitting of the ranks of special educators and caused a radical

change in special education. Dunn stated that special education practices were wrong, and as special educators

we have been generally ill prepared and ineffective in education of these children. Let us stop being pressured into continuing and expanding a special education program that we know to be undesirable for many of the children we are dedicated to serve.

Immediately after Dunn's challenge of special education practices, a proliferation of articles supporting him appeared in the literature: Lilly, Deno, Anderson, Trippe, and other critics, citing research studies, stated that handicapped children in special classes did more poorly in physical, personal, and academic areas than handicapped children in regular classes (Lilly, 1970, pp. 43-49). Therefore, many called for abolition of special classes for all except the most severely impaired.

As a result of that growing disenchantment, special education now emphasizes mainstreaming. This new movement, aimed at providing quality education to exceptional children in the regular classroom, is perceived by some to be the solution to the problems of the exceptional child. Mainstreaming has the support of the federal government in the form of Public Law 94-142, the Education for All Handicapped Children Act, passed in 1975. Most states also have passed laws mandating mainstreaming for handicapped children.

Summary

This chapter presented a literature overview of two areas: a review of the mainstreaming legislation and a historic perspective of the development of mainstreaming. The legislation described

included both state and federal laws mandating mainstreaming for the handicapped.

In order to better understand how the mainstreaming movement came into being, a brief review of the history of special education was discussed. The history of special education in the United States can be grouped into three distinct periods. The first period begins in the 16th century and extends approximately to 1875. During this period handicapped individuals had been through an ordeal. The only form of treatment available to them was through institutional facilities that were ill prepared to handle their needs.

The next period, from 1875 to the beginning of World War II, saw the advent of compulsory public education and the development of special schools and special classes for the handicapped. With compulsory school laws, handicapped children were forced to attend schools. The schools, realizing they were unable to handle the needs of these special individuals, argued for the organization of the special class. These special classes, however, floundered for years because of inadequate funds and ill-prepared staffs.

In the third period, World War II, parents' groups and legislation changed people's attitudes toward the handicapped and the treatment of them. During this time special classes for the handicapped enjoyed periods of popularity and increased support, as well as periods of doubt and opposition. Presently, handicapped children are being placed back into the regular classroom. Mainstreaming has advanced very fast with the help of state and federal laws. It is

still questioned, however, whether mainstreaming is providing the most effective education for handicapped children.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to determine the opinions of elementary and secondary school administrators in the Green Bay School District toward mainstreaming of handicapped students into the regular classroom. The following five variables were considered in the study: (1) the opinion of elementary and secondary school principals toward mainstreaming, (2) the opinion of elementary and secondary school principals toward the type of handicapped being mainstreamed, (3) the opinion of elementary and secondary school principals concerning the level of knowledge about mainstreaming possessed by the principal involved in mainstreaming, (4) the present status of mainstreaming in each principal's building, and (5) what additional competencies in the area of mainstreaming are needed by school principals. In addition to the four variables, the following demographic information about each principal was collected: (1) age of principal, (2) years of experience as a school administrator, (3) academic preparation, (4) size of school, (5) sex of administrator, (6) years of experience as a full-time teacher, and (7) grade level of present assignment.

This study was designed to obtain the opinions of all the principals and assistant principals in one school district. The data collected, therefore, represent the opinions of the total population

defined for this study. Because the sample included the total population, the need for a pilot study and the use of inferential statistics was not necessary.

Description of Population

The population included in this study consists of all the elementary and secondary school principals and assistant principals in the Green Bay Public School District, Green Bay, Wisconsin. Of the 44 principals in the district, 26 are at the elementary level, 8 are at the secondary school level, and 10 are assistant principals at the secondary level. There are no assistant principals employed at the elementary level.

The Green Bay Public Schools have 26 elementary schools and 8 secondary schools, 4 junior highs (grades 7 through 9), and 4 senior highs (grades 10 through 12). The Special Education Services in the district serve students in the following programs: physically handicapped, visually impaired, emotionally disturbed, educable and trainable mentally retarded, learning disabled, pregnant girls, and homebound plus speech therapy. For the school year 1977-1978, the total school enrollment was 20,757 with 1,197 certified and 535 non-certified staff members.

The school district covers a geographic area of 92 square miles with more than half of it outside the Green Bay city limits. Financially, the 1978 operating budget was approximately \$39 million with an assessed valuation of \$1.6 billion.

The population of the city, approximately 90,000, is mainly white, middle class with less than 1 percent racial-ethnic minority group representation in the schools (Bureau of the Census, 1972, p. 32).

Instrumentation

In order to obtain information necessary to answer specific questions asked in this study, a questionnaire was developed and administered to all elementary and secondary school principals in the Green Bay Public School District.

The development of the questionnaire took approximately six months, during which time an extensive national search of mainstreaming projects was conducted. After reviewing many research projects which included, but was not limited to, studies conducted at the Universities of Michigan, Tennessee, Arkansas, Minnesota, and Wisconsin, a large list of specific questions was compiled that would be appropriate for this study. From this list, 20 of the most appropriate questions were selected to be included in this study. After consultation with experts in the areas of tests and measurements and questionnaire development, one of the experts, Dr. William Mehrens of Michigan State University, recommended designing the instrument so that it could be completed by an individual in less than 10 minutes. This design would increase the percentage of those completing and returning it.

Upon completion of the first draft, the instrument was then given to experts in the area of mainstreaming and school administration

to examine it for both content and face validity. From these recommendations the final draft of the questionnaire was developed. It was also advised by the experts in research methodology that a pilot study of the questionnaire would not be necessary since the study included the total population of the study and since the content and face validity had been established.

The design of the questionnaire included the following categories:

1. Demographic: This category includes such information about school principals as years of experience as an administrator, size of principal's school, age, and sex.
2. General Opinions: This category includes general opinions of school principals toward the mainstreaming concept, plus opinions about the principal's knowledge level of mainstreaming.
3. Types of Handicaps Being Mainstreamed: This category includes whether or not mainstreaming is occurring and the numbers of handicapped being mainstreamed. This category also includes opinions regarding type of handicapped the principals feel should be mainstreamed in particular curriculum areas.
4. Additional Competencies Needed by Principals: This category includes what additional competencies are needed by school principals in certain areas of mainstreaming.

There was also a section included for the principals to list what they view as major obstacles to successful mainstreaming. The results of this open-ended question are compiled and included in the Appendix. Where opinions were sought, a Likert-type scale was used

with five responses ranging from "strongly agree" to "strongly disagree."

Data Collection

The data-collection process was greatly facilitated by the superintendent and assistant superintendent in the Green Bay School District. After several contacts with the central office administration, the assistant superintendent in charge of personnel agreed to distribute the questionnaires to all the school principals and assistant principals and assist in collecting them after their completion. The total collection process took approximately four weeks, but a 100 percent return was obtained, thus representing the total population of all school principals in the district.

Data Analysis

The data from the questionnaire were completed and keypunched on computer cards and analyzed by the computer program--Statistical Package for Social Science (SPSS) at Michigan State University. The specific analysis included the subprograms of condensive and descriptive data, and cross-tabulation yielding the Chi-Square statistic.

All of the data were reported in the form of descriptive statistics--percentages, frequencies, and mode when applicable. A Chi-Square analysis was also used to determine if any relationship existed between the opinions of the school principals and certain demographic information associated with each principal--age, years of experience as an administrator, sex, size of school, etc.

Summary

This study was designed to obtain the opinions of all the elementary and secondary principals, as well as assistant principals, in the Green Bay School District. Since the data collected represented the opinions of the total population defined for this study, statements about sampling procedures and the need for a pilot study were not necessary.

The population of principals for this research came from a predominantly white, middle-class city with a population of approximately 90,000 with a school enrollment of 20,757.

In order to obtain the data to answer the six research questions, a questionnaire was developed and administered to the 44 principals in the district. The questionnaires were collected by the assistant superintendent in the personnel department of the school district, and he assisted in seeing that everyone completed and returned the questionnaires. A 100 percent return was obtained.

The data were then computer analyzed and reported in the form of descriptive statistics, frequencies, percentages, means, and mode. A Chi-Square analysis was also used to determine if any relationship existed between the opinions of the principal and certain demographic characteristics.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to report the data collected in this study. The data are reported in three sections, the first describing the demographic characteristics about each principal, the second including testing for association of the demographic variables with the opinions of the principals, plus answering the six research questions as stated in Chapter I. The third section contains the responses to the open-ended question posed to the principals, "What do you view as major obstacles to successful mainstreaming?"

Demographic Information

As previously stated, the population of this study included all of the 44 elementary and secondary principals and assistant principals in the Green Bay School District. The following demographic information was collected on each of the principals and is listed below in the following seven categories:

Age Range of Principals

As shown in Table 1, only 3 or 6.8 percent of the principals are in the age range of 35 years or younger, while 17 or 38.7 percent are in the range of 46 years or older: Only 5, or 11.4 percent, were older than 56 years of age. The age range of 36-45 was the mode, or

most frequent, representing 24 individuals and 54.5 percent of the population.

Table 1.--Age range of principals.

Age Range (Years)	Number	Percent
26-35	3	6.8
36-45	24	54.5
46-55	12	27.3
Over 56	5	11.4
Totals	44	99.0

Sex of Principals

As can be seen from Table 2, the sex of the population is predominantly male--40 and only 4 females; this represents 91 percent and 9 percent, respectively. This uneven distribution of males and females among the administrative population can have a definite influence on the interpretation of the findings concerning this variable.

Table 2.--Sex of principals.

Sex	Number	Percent
Male	40	90.0
Female	4	9.0
Totals	44	99.0

Level of Education

While all the principals had obtained degrees higher than baccalaureate, only five advanced past the masters level as shown in Table 3: three with doctorates and two with specialists. The majority, 39 or 88 percent, completed the masters degree.

Table 3.--Level of education attained by principal.

Degree	Number	Percent
Masters	39	88.6
Specialist	2	4.6
Doctorate	3	6.8
Totals	44	100.0

Experience as Administrator

Table 4 shows that one-half of the principals have 7 to 15 years' experience as a school administrator, while 13 or 39.5 percent had under 7 years of experience and 9 or 20.5 percent had over 15 years' experience.

Experience as a Teacher

According to Table 5, 34 percent of the principals had over 15 years of teaching experience before entering the administrators ranks, whereas 47.8 percent had 7 to 15 years of teaching experience.

Table 4.--Years of experience as school administrator.

Years of Experience	Number	Percent
0-3	6	13.6
4-6	7	15.9
7-10	10	22.7
11-15	12	27.3
Over 15	9	20.5
Totals	44	100.0

Table 5.--Years of experience as a teacher.

Years of Experience	Number	Percent
0-3	1	2.3
4-6	7	15.9
7-10	16	36.4
11-15	5	11.4
Over 15	15	34.1
Totals	44	100.1

Size of School

As indicated by Table 6, 45.5 percent of the principals worked in buildings with school enrollments from 200 to 500, and 34 percent were assigned to schools with enrollments of 1,000 or more.

Table 6.--Size of school.

Enrollment	Number	Percent
0-200	3	6.8
201-500	21	45.5
501-1000	5	11.4
Over 1000	15	34.1
Totals	44	97.8

Grade Level

Table 7 points out that 54.5 percent of the principals are in the K-6 category, while 20.5 percent are assigned to both 7-9 and 10-12 grade levels. Two principals worked in an ungraded special education school.

Table 7.--Grade level.

Grade Level	Number	Percent
K-6	24	54.5
7-9	9	20.5
10-12	9	20.5
Other	2	4.5
Totals	44	100.0

Chi-Square Analysis

This section includes the results of the testing to determine if there was any association between the demographic variables and the opinions of the principal.

A Chi-Square analysis was made to determine if any relationship exists between the opinions of the school principals toward mainstreaming and certain demographic information associated with each principal. With the significance level set at .05, the results of the analysis are listed below:

1. Age of the principal--No significant relationship was found between the age of the principals and their opinions toward mainstreaming.

2. Years of experience as a school administrator--A significant relationship was found between the number of years of experience as a school administrator and the opinions of whether mainstreaming can be successfully implemented at both the elementary and secondary level. The raw Chi-Square score was 22.1 with a significance level of .03. In this variable 50 percent of the principals had from 7 to 15 years' administrative experience, while only 20 percent had more and 30 percent had less. Of the 50 percent who had 7 to 15 years' experience, all but two agree that mainstreaming could be successfully implemented at both the elementary and secondary levels. Similarly, of those in the category with over 15 years of administrative experience, 75 percent support this belief. With those who had six years' experience or less, approximately one-half felt mainstreaming could occur successfully at both levels, and the other half were undecided.

3. Academic preparation--Since 88.6 percent of the principals are at the master degree level, any interpretation of significance would be meaningless.

4. Size of school--No significant relationship was found between size of the school and the principals' opinion toward mainstreaming.

5. Sex of administrators--Since 90 percent of the principals were male, any interpretation of significance would be meaningless.

Research Questions

The six research questions that were set out in Chapter I are presented below.

Research Question 1: What are the opinions of school principals toward mainstreaming handicapped children?

The data collected on the general opinions of all school principals toward mainstreaming show that they are supportive of mainstreaming handicapped students into the regular classroom. According to Table 8, question number 1 shows that 89.1 percent of the principals agreed that handicapped students should be mainstreamed (combined "strongly agree" and "agree" classification). Question 2 shows that 90.9 percent felt that mainstreaming could improve the quality of education for the handicapped students with no one disagreeing. And question 4 points out that 86.4 percent of the principals agree that the contact between the nonhandicapped and handicapped student in a regular classroom can be beneficial to the average student.

Table 8.--General opinions of all school principals toward mainstreaming.

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The handicapped student should be mainstreamed into the regular classroom.	38.6	50.5	4.5	6.8	0
2. Mainstreaming can improve the quality of education for the handicapped student.	36.4	54.5	9.1	0	0
3. Mainstreaming can improve the quality of education for the nonhandicapped student.	22.7	40.9	25.0	11.4	0
4. I believe that the average student needs the experience of being in contact with handicapped students in an academic setting.	20.5	65.9	11.4	2.3	0
5. Self-contained special education classrooms do not meet the needs of handicapped students.	9.1	22.7	27.3	38.6	2.3

Note: Data reported in percentages.

While most of the principals support the concept of mainstreaming, 40.9 percent still indicate that self-contained special education classrooms meet the needs of handicapped students as shown by question 5, while 31.8 percent feel they do not. The remaining 27.3 percent are undecided.

The opinions of whether mainstreaming can improve the quality of education for the handicapped students was generally supported by both elementary and secondary principals as indicated by question 1 in Table 9. In fact, no one disagreed with this statement. However, there was not complete agreement on whether mainstreaming would be as beneficial for the nonhandicapped student. Question 2 reports that while 75 percent of the elementary principals feel mainstreaming can improve the quality of education for the nonhandicapped, only 44 percent of the secondary principals feel this way. Moreover, it can be noted from question 2 that 22 percent of the secondary principals disagree with this statement while only 4.2 percent of the elementary principals disagreed.

Although the principals indicate that they feel mainstreaming can occur successfully at both the elementary and secondary level, question 3 points out that the secondary principals are more uncertain of this since 33 percent are either undecided or disagree; whereas with the elementary principals only 16.7 percent are undecided and no one disagreed.

The opinion of whether mainstreaming was supported by the general teaching staff differed between the elementary and secondary principals. Question 4 reports that only 20.9 percent of the elementary

Table 9.--General opinions of the elementary and secondary school principals toward mainstreaming.

Question		Strongly Agree				Disagree		Strongly Disagree
		Agree	Undecided	Disagree	Strongly Disagree			
1. Mainstreaming can improve the quality of education for the handicapped student.	Elem. Sec.	41.7 28.0	54.2 55.0	4.2 17.0	0 0	0 0	0 0	
2. Mainstreaming can improve the quality of education for the nonhandicapped student.	Elem. Sec.	33.3 11.0	41.7 33.0	20.8 34.0	4.2 22.0	0 0	0 0	
3. Mainstreaming can be successfully implemented at both the elementary and secondary level.	Elem. Sec.	20.8 17.0	62.5 50.0	16.7 27.0	0 6.0	0 0	0 0	
4. Mainstreaming is supported by the general teaching staff.	Elem. Sec.	4.2 0	16.7 50.0	16.7 27.7	62.5 16.7	0 0	0 0	
5. The teaching staff is adequately prepared to implement mainstreaming.	Elem. Sec.	0 0	20.8 22.0	12.5 33.0	54.2 39.0	12.5 6.0	0 0	
6. In-service programs are needed to prepare teachers for mainstreaming.	Elem. Sec.	45.8 22.2	50.0 72.2	0 6.0	4.2 0	0 0	0 0	
7. A special educator and a classroom teacher would probably work well together in integrating handicapped and nonhandicapped students.	Elem. Sec.	0 17.0	83.3 72.0	16.7 11.0	0 0	0 0	0 0	

Note: Data reported in percentages.

administrators agreed that the general teaching staff was supportive of mainstreaming and 62.5 percent disagreed; whereas the secondary principals felt more strongly that their staffs were supportive of this view with 50 percent agreeing and 16.7 percent disagreeing.

Both groups of principals viewed their staffs as not adequately prepared to implement mainstreaming (question 5 shows that once again the elementary administrators feel more strongly about this). However, question 6 states that both groups overwhelmingly agree that in-service programs are needed to help prepare teachers for mainstreaming.

Similarly, another interesting finding and one that is considered to be a major hurdle to successful mainstreaming is that of the relationship between the special educator and the classroom teacher. Review of literature has shown that many teachers and principals feel there could be some problems with the special educator and the regular classroom teacher working harmoniously together in the classroom. However, this does not seem to be the case in this study. Question 7 shows that both elementary and secondary principals feel that there would be no problems with these two types of teachers working together and that they would probably work well together in integrating handicapped and nonhandicapped students.

Research Question 2: What categories of handicapped students would be recommended by the principals to be mainstreamed?

According to Table 10, approximately 87 of the elementary principals indicated that the category of handicapped most recommended

to be mainstreamed is the learning disabled. The emotionally impaired category ranked second with 73.3 percent, and the physically impaired third with 61.7 percent.

Table 10.--Categories of handicapped students recommended to be mainstreamed.

Category	Elementary	Secondary		
		Junior	Senior	Average
Learning disabled	86.7	80.9	82.6	81.6
Educable mentally impaired	57.5	69.9	52.4	61.1
Visually impaired	55.8	47.6	44.4	46.0
Hearing impaired	54.2	73.0	63.5	73.8
Emotionally impaired	73.3	65.1	82.6	73.8
Physically impaired	61.7	76.2	76.2	76.2

Note: Data reported in percentages.

Similarly, at the secondary level 81.6 percent of the principals selected the learning disabled as their first choice for mainstreaming, with 76.2 percent selecting the physically impaired as their second choice; the third choice included both educable mentally impaired and hearing impaired with 73.8 percent agreeing. A further breakdown of the secondary administrators found that the junior high principals also recommended the learning disabled category for mainstreaming with 80.9 percent agreeing; while 76.2 percent chose the physically impaired second and 73.0 percent selected the hearing impaired third. Meanwhile, 82.6 percent of the senior high principals



recommended both the learning disabled and emotionally impaired as the categories of handicapped most favored to be mainstreamed, with 76.2 percent indicating their third choice as the physically impaired.

When comparing the junior and senior high principals, it can be seen that both are in agreement on who should be mainstreamed and their order of priority except for the category of the emotionally impaired. Table 10 shows that the senior high principals selected both the learning disabled and emotionally impaired as their first choice to be mainstreamed, while the junior high principals placed the emotionally impaired next to last in their priority rating.

As stated previously, the principals at both the elementary and secondary levels recommended the learning disabled as the category of handicapped most likely to be mainstreamed. It is also worthwhile to note that this category of handicapped presently has the largest number being mainstreamed in the Green Bay Public Schools.

Research Question 3: What categories of handicapped would least likely be recommended by the principals to be mainstreamed?

As shown in Table 11, the categories of handicapped least likely to be recommended for mainstreaming by the elementary principals are the hearing impaired with 45.8 percent concurring, followed by the visually impaired with the educable mentally impaired third with 44.2 percent and 42.5 percent agreeing, respectively.

On the average, 54 percent of the secondary principals indicated the categories least likely to be recommended for mainstreaming into the regular classroom are the visually impaired, with the educable

mentally impaired second with 38.9 percent agreeing, and the hearing impaired third at 31.8 percent. It can be noted that both the elementary and secondary administrators selected the same categories of handicapped but in different order of priority.

Table 11.--Categories of handicapped students least likely to be recommended to be mainstreamed.

Category	Elementary	Secondary		
		Junior	Senior	Average
Learning disabled	13.3	19.1	27.4	23.3
Educable mentally impaired	42.5	30.1	47.6	38.9
Visually impaired	44.2	52.4	55.6	54.0
Hearing impaired	45.8	27.0	36.5	31.8
Emotionally impaired	26.7	34.9	17.4	26.2
Physically impaired	38.3	23.8	23.8	23.8

Note: Data reported in percentages.

In addition to answering research questions number 2 and 3, it was further attempted to determine what categories of handicapped students would be most and least recommended to be mainstreamed according to specific curriculum areas. What the data on this topic revealed was that no one curriculum area lends itself more to mainstreaming than did any other. A close examination of Table 12 shows that of the handicapped students recommended to be mainstreamed, Home Economics has the highest average percentage in both the junior and senior high with 75.9 and 74.1 percent, respectively. At the

Table 12.--Categories of handicapped students recommended to be mainstreamed by curriculum areas.

	Learning Disabled	Educable Mentally Impaired	Visually Impaired	Hearing Impaired	Emotionally Impaired	Physically Impaired	Ave.
<u>Elementary</u>							
Language Arts	79.2	62.5	58.3	45.8	79.2	70.8	66.0
Mathematics	75.0	45.8	54.2	54.2	70.8	66.7	61.1
Science	95.8	50.0	58.3	58.3	70.8	66.7	66.6
Social Studies	100.0	54.2	58.3	58.3	70.8	66.7	68.0
Physical Education	83.3	75.0	50.0	54.2	75.0	37.5	62.5
<u>Junior High</u>							
Social Studies	77.8	55.6	55.6	77.8	66.7	88.9	70.4
Mathematics	55.6	44.4	44.4	66.7	55.6	77.8	57.4
Science	77.8	55.6	55.6	66.7	66.7	77.8	66.7
Physical Education	88.9	88.9	44.4	77.8	66.7	66.7	72.2
Industrial Arts	88.9	88.9	44.4	77.8	66.7	66.7	72.2
Home Economics	100.0	77.8	44.4	77.8	66.7	88.9	75.9
Other voc. programs	77.8	77.8	44.4	66.7	66.7	66.7	66.7
<u>Senior High</u>							
Social Studies	66.7	44.4	66.7	66.7	88.9	88.9	70.4
Mathematics	66.7	22.2	55.6	77.8	88.9	88.9	66.7
Science	55.6	22.2	55.6	77.8	88.9	88.9	64.8
Physical Education	100.0	77.8	33.3	66.7	77.8	66.7	70.4
Home Economics	100.0	66.7	33.3	77.8	100.0	66.7	74.1
Industrial Arts	100.0	66.7	33.3	77.8	66.7	66.7	68.5
Other voc. programs	88.9	66.7	33.3	77.8	66.7	66.7	66.7

Note: Data reported in percentages.

junior high level, Mathematics is the least recommended for mainstreaming at 57.4 percent. At the senior high level, Science was the least recommended area for mainstreaming.

At the elementary level, the curriculum area that had the highest average percentage recommended to be mainstreamed was Social Studies, while Mathematics was the least recommended area.

To help better understand these opinions, one must keep in mind the nature of the curriculum at the secondary level. Courses such as Physical Education, Home Economics, Industrial Arts, and other vocational programs have equipment and class activities that could be dangerous to students with certain handicaps such as mentally impaired, hearing impaired, and especially visually impaired. The data in Table 12 seem to support this view. Of the four curriculum areas mentioned previously, 66.7 percent of the principals felt that mainstreaming for the visually impaired should not occur in these areas.

Research Question 4: What is the opinion about the level of knowledge about mainstreaming possessed by school principals?

Overall, the principals surveyed are ambivalent about whether school principals in general have sufficient knowledge about the concept of mainstreaming, and they do not feel that most school principals understand the laws and regulations governing mainstreaming. In Table 13, question 1 shows that 43.2 percent agree and an equal 43.2 percent disagree that most principals have sufficient knowledge about mainstreaming. Question 2 indicates that while 36.4 percent agree that most principals understand the laws and regulations

Table 13.--Opinions of all school principals about knowledge of mainstreaming.

Opinions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most school principals have sufficient knowledge about the concept of mainstreaming.	2.3	40.9	11.4	40.9	2.3
2. Most school principals understand the laws and regulations governing mainstreaming.	0	36.4	18.2	43.2	0
	Very Familiar	Familiar	Undecided	Somewhat Familiar	Unfamiliar
3. How familiar are you with the mainstreaming concept?	20.5	56.8	2.3	18.2	0
4. How familiar are you with Wisconsin Statute 115 (mandating mainstreaming)?	13.6	52.3	2.3	22.7	6.8
5. How familiar are you with Public Law 94-142 (Education of All Handicapped Children Act of 1975)?	18.2	47.7	6.8	13.6	11.4

Note: Data reported in percentages.



governing mainstreaming a larger 43.2 percent disagree. The remaining 18.2 percent are undecided.

Further, when asked specifically how familiar they are with the mainstreaming concept, approximately 77 percent responded that they were either familiar or very familiar; and about 66 percent claimed they were familiar with the state and federal laws regulating mainstreaming. These opinions are indicated by questions 3, 4, and 5, respectively. These data, however, do point out that a discrepancy exists between what they feel others know about mainstreaming and what they themselves profess to know. In short, most feel that school principals in general possess a limited amount of knowledge about the concept of mainstreaming as well as the rules and regulations governing them. But these principals feel they personally are quite familiar with the mainstreaming concept and the state and federal laws governing it.

A closer examination of Table 14 shows that the principals on the secondary level are more optimistic about other school principals and their knowledge regarding mainstreaming, as well as the laws and regulations governing it. The data from Table 14 point out that not only are they optimistic about the knowledge level of other school principals, but they themselves understand the concept and the laws of mainstreaming. However, their counterparts, the elementary principals, feel that while they understand the concept and the laws regulating mainstreaming, they do not feel that most of the other principals possess the same knowledge.



Table 14.--Opinions of school principals about knowledge level of mainstreaming.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most school principals have sufficient knowledge about the concept of mainstreaming.	Elem. Sec.	4.2 0	25.0 61.1	12.5 11.1	50.0 27.8	4.2 0
2. Most school principals understand the laws and regulations governing mainstreaming.	Elem. Sec.	0 0	25.0 50.0	20.8 16.7	50.0 33.3	0 0
3. How familiar are you with the mainstreaming concept?	Elem. Sec.	Very Familiar 16.7 16.7	Familiar 54.2 66.7	Undecided 4.2 0	Somewhat Familiar 20.8 16.7	Unfamiliar 0 0
4. How familiar are you with Wisconsin Statute 115 (mandating mainstreaming)?	Elem. Sec.	4.2 16.7	58.3 50.0	4.2 0	25.0 22.2	4.2 11.1
5. How familiar are you with Public Law 94-142 (Education for All Handicapped Children Act of 1975)?	Elem. Sec.	8.3 22.2	58.3 38.9	8.3 5.6	8.3 22.2	12.5 11.1

Note: Data reported in percentages.



Research Question 5: Is mainstreaming occurring in the principal's building?

At the time of this study, 86.4 percent of the principals were mainstreaming handicapped children in their respective buildings; only 9.1 percent were not. It was not possible to determine from those data whether the reason for those not mainstreaming was due to the lack of handicapped students in their buildings or some other reasons.

Table 15 indicates the types of handicaps and the number being mainstreamed into the regular classroom.

Table 15.--Number of handicapped students currently being mainstreamed.

Type of Handicap	Number	Percent of School Population (20,000)
Learning disabilities	651	3.3
Educable mentally retarded	434	2.2
Emotionally handicapped	329	1.6
Hard of hearing	69	.35
Physically handicapped	30	.15
Visually handicapped	17	.09
Totals	1530	7.65

As shown in Table 15, the top three categories with the greatest number of students presently being mainstreamed in the Green Bay district are the learning disabled (N = 651), the educable mentally impaired (N = 434), and the emotionally impaired (N = 329). The visually handicapped represent the smallest category with 17 students mainstreamed.

Similar findings have also been reported in other studies (Shotel, Iano, & McGettigan, 1972, pp. 677-83). For example, learning disabled is the category with the largest number mainstreamed, the educable mentally retarded second, with the visually handicapped having the smallest enrollments mainstreamed.

Table 16 shows that the categories of handicapped having the highest occurrence in Wisconsin's school population are the learning disabled with 1.75 percent, followed by educable mentally impaired at 1.0 percent. The visually impaired has the smallest occurrence at .05 percent.

Table 16.--Selected handicaps represented in Wisconsin school population and the Green Bay School District.

Type of Handicap	Green Bay District	State of Wisconsin
Learning disabled	3.3	1.75
Educable mentally impaired	2.2	1.00
Emotionally impaired	1.6	.73
Physically impaired	.15	.21
Hearing impaired	.35	.15
Visually impaired	.09	.05

Note: Data reported in percentages.

Research Question 6: What additional competencies in mainstreaming are needed by principals?

The following eight competency areas listed in Table 17 were developed through the Dean's Project at Michigan State University,

with assistance of Leadership Training Institute personnel (Rader, 1978, pp. 293-304). After a thorough search of the literature, it was determined that there was no comprehensive listing of competencies available. Therefore, the staff of the Dean's Project undertook to conduct a nationwide search for mainstreaming competencies. While 13 competency areas were developed, only eight of them were selected for inclusion in this study.

Generally, the principals overwhelmingly agreed that all eight competencies listed are needed by school principals either through in-service training or special classes to assist them in implementation of mainstreaming. The two competencies, as reported by the principals, with the highest priority of needs as shown in Table 17 are item (2) nature of handicaps--an understanding of the characteristics and special needs of the handicapped--with 93 percent agreeing and only 2.3 percent disagreeing; and (6) curriculum--knowledge of specific curricular materials which enable the handicapped student to participate as an active member in the classroom. Ninety-one percent agreed and only 4.5 percent disagreed.

The two lowest priorities of need as indicated by the principals are item (5) learning environments--knowledge of the physical arrangements of classrooms and the school building to accommodate the handicapped; and item (7) assessing student needs--knowledge of assessment techniques in order to determine the academic and personal needs of handicapped students. For both these two areas 79.6 percent agreed, while 13.6 percent and 11.4 percent disagreed, respectively. However, it should be noted that although items 5 and 7 are the lowest in

Table 17.--Competencies needed by school principals for mainstreaming.

Competencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Defining the concept of mainstreaming--identifying what mainstreaming is and how it works.	11.4	70.5	11.4	6.8	0
2. Nature of handicaps--an understanding of the characteristics and special needs of the handicapped.	18.2	75.0	4.5	2.3	0
3. Attitudes--knowledge of existing attitudes of students (handicapped and non-handicapped), parents, teachers, and administrators within the school system.	20.9	61.4	9.1	6.8	2.3
4. Resource and support systems--knowledge of the duties and responsibilities of the various human resource and support systems, including: paraprofessionals, resource-room teachers, special education teachers, social workers, school psychologists, school counselors, speech-physical-occupational therapists, and such organizations as parents, community, and handicapped.	20.5	65.9	2.3	11.4	0
5. Learning environments--knowledge of the physical arrangements of classrooms and the school building to accommodate the handicapped.	20.5	59.1	6.8	13.6	0



Table 17.--Continued.

Competencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. Curriculum--knowledge of specific curricular materials which enable the handicapped student to participate as an active member in the classroom.	13.6	77.3	4.5	4.5	0
7. Assessing student needs--knowledge of assessment techniques in order to determine the academic and personal needs of handicapped students.	20.5	59.1	9.1	11.4	0
8. Administration of mainstreaming programs--knowledge of the various special programs for delivering services to the handicapped, and on financing of mainstreaming programs.	27.3	59.1	9.1	4.5	0

Note: Data reported in percentages.



priority of the competencies, approximately 80 percent of the principals indicated that these two competencies are still important toward facilitating the principal's role in mainstreaming.

Administrators' Response to Open-Ended Question

The last section of the questionnaire asked the principals to state what they viewed as major obstacles to successful mainstreaming. Below is a list of those comments arranged in order from highest to lowest in frequency as determined by the principals. As indicated by Table 18, the major detriments to successful mainstreaming are the teacher attitudes toward the concept of mainstreaming and the concern about the lack of acceptance on the part of teachers toward handicapped students.

Other areas of concern expressed by the principals as obstacles to mainstreaming are the possibilities of conflicts arising with the negotiated contracts and teacher work loads, need for classroom help or aides, and student-teacher ratios. Moreover, many principals have expressed concern about the funds necessary to accommodate a proper mainstreaming program. An equal number also view the importance of communication and working together between the regular classroom teacher and the special education teacher.

Fourteen of the principals also indicated that a major concern was the lack of knowledge by teachers and principals in handling handicapped students. Along with this concern was the need for inservice to inform staff about mainstreaming.

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Table 18.--Principals' opinion of major obstacles to successful mainstreaming.

Comment	Frequency
1. Teacher's attitude toward mainstreaming	15
2. Lack of teacher acceptance toward handicapped students	10
3. Conflicts with the negotiated teacher contract	9
4. Lack of knowledge by teachers and administrators in handling handicapped students	7
5. Lack of necessary inservice to inform staff about mainstreaming	7
6. Lack of communication between the special education and regular classroom teachers	6
7. The availability of funds to accommodate mainstreaming	6
8. Lack of assistance for the classroom teacher	6
9. Increasing of the student-teacher ratio	6

Summary

The purpose of this chapter is to analyze and report the data collected in this study. The data are reported in three sections: demographic information about each principal, Chi-Square testing for association of the demographic variables with the opinions of the principals plus answering the six research questions, response to the open-ended question.

The demographic information characterized the principals in the following seven categories: age, sex, level of education, years of experience as an administrator, years of experience as a teacher, size of school, and grade level of school.

A Chi-Square analysis was made to determine if a relationship existed between the opinions held by the principals toward mainstreaming and the demographic data associated with each principal. The only significant relationship found was with the years of experience as an administrator and the opinion of whether mainstreaming can be successfully implemented at both the elementary and secondary levels. Also, the six research questions that were stated in Chapter I were discussed.

The last section asked the principals to state what they viewed as major obstacles to successful mainstreaming. The responses indicated that teacher attitudes toward mainstreaming and toward the handicapped themselves were the major concern.



CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND REFLECTIONS

This final chapter contains five sections. The first section reviews the purpose of the study and the procedures used to complete this research. Section two includes the major conclusions of the study. In the third and fourth sections, discussion of the findings and major implications of this study are presented. The final section contains a list of recommendations for further research on the topic of mainstreaming handicapped children.

Summary

In this study the author sought to determine the opinions of all the elementary and secondary school principals in the Green Bay School District toward mainstreaming handicapped students into the regular classroom.

The opinions of the principals were obtained by a questionnaire designed specifically for this study. The questionnaire reported opinions of the school principals in the following areas: (1) general opinions toward mainstreaming, (2) opinions about knowledge level of mainstreaming, (3) the present status of mainstreaming in each principal's building, (4) the opinions of the type of handicapped that should be mainstreamed, and (5) what additional competencies in the area of



mainstreaming are needed by school principals. In addition to these areas, the following demographic information about each principal was collected: (1) age of principal, (2) years of experience as a school administrator, (3) academic preparation, (4) size of school, (5) sex of administrator, (6) years of experience as a full-time teacher, and (7) grade level of present assignment.

The data collected were evaluated by using descriptive and Chi Square statistical procedures. Results were deemed significant at the .05 level.

Relevant literature was discussed in Chapter II, which included a review of the legislation pertaining to mainstreaming and a historical perspective of the development of mainstreaming. The legislation described includes both state and federal laws mandating mainstreaming for the handicapped. Also, in order to better understand how the mainstreaming movement came into being, a brief review of the history of special education was discussed.

In Chapters III and IV, a description of the principals in the Green Bay District based upon certain demographic information collected was presented. Also presented was the Chi-Square analysis between certain demographic data and the opinions of the principals toward mainstreaming, and the findings to six research questions as stated in Chapter I. The last section of Chapter IV presented the comments by the principals stating what they viewed as obstacles to successful mainstreaming.

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Conclusions

Demographic Information

The following demographic information was collected from each of the principals and is reported below. The percentages have been rounded off; thus a total of 100 percent may not always occur.

1. Age: Twenty-four of the principals or 54.5 percent are in the age range 36 to 45 years. While 38.7 percent are 46 or older, only 6.8 percent are younger than 36 years of age. As can be concluded, the overall age of the principals is relatively young. Approximately 60 percent of this group is under 45 years of age.

2. Sex: Ninety percent, or 40, of the population is male, with 10 percent, or 4, being female. Because of this uneven distribution in the population, caution must be exercised when interpreting data involving this variable.

3. Level of education: The level of education attained by 88.6 percent of the principals was the master's degree. Only 11.4 percent, or 5, attained degrees on a higher level.

4. Experience as administrator: Approximately 71 percent of the principals have seven or more years' experience as a school administrator, while only 29.5 percent have six years or less experience. Although most of the staff is relatively young, they have acquired a great deal of experience as school administrators.

5. Experience as a teacher: Similar to the previous statement, 81.9 percent, or 36, of the principals have seven or more years' experience as classroom teachers.



6. Size of school: Twenty of the principals or 45.5 percent work in schools with enrollments of 201-500. And 15, or 34.1 percent of them, work in schools where enrollments are over 1,000.

7. Grade level: Twenty-four, or 54.5 percent, of the principals are in the K-6 category, while 18 or 41.0 percent are assigned to the secondary level.

Chi-Square Analysis

An analysis was made to determine if any relationship exists between the opinions of the school principals and certain demographic information associated with each principal. A Chi-Square analysis was performed with the significance level set at .05. The results are listed below.

1. Age of the principal: There was no significant relationship between the age of the principals and their opinions toward mainstreaming.

2. Years of experience as a school administrator: There was a significant relationship between the number of years of experience as a school administrator and the opinions of whether mainstreaming can be successfully implemented at both the elementary and secondary levels. However, since there was a significance in only 1 of 20 variables, one can conclude that years of experience as a school administrator is not a significant finding.

3. Academic preparation: Since 88.6 percent of the principals are at the master's degree level, any interpretation of significance would be meaningless.



4. Size of school: There was no significant relationship between size of the school and the principals' opinion toward mainstreaming.

5. Sex of administrator: Since 90 percent of the principals were male, any interpretation of significance would be meaningless.

Research Questions

Research Question 1: What are the opinions of school principals toward handicapped children?

The general opinions of the school principals in this study indicate that they are supportive of mainstreaming handicapped students into the regular classrooms. The data showed that 88.6 percent of the principals agree that handicapped students should be mainstreamed.

Research Question 2: What categories of handicapped students would be recommended by the principal to be mainstreamed?

The elementary principals indicated that the category of handicapped most recommended to be mainstreamed is the learning disabled with 86.7 percent. The emotionally impaired category ranked second with 73.3 percent and the physically impaired third with 61.7 percent.

Similarly, 81.6 percent of the secondary principals' first choice is for mainstreaming the learning disabled, with the physically impaired at 76.2 percent as second choice; and both the emotionally impaired and hearing impaired were their third choice with 73.8 percent.



Research Question 3: What categories of handicapped would least likely be recommended by the principals to be mainstreamed?

Elementary principals indicated that the categories of handicapped least likely to be mainstreamed are the hearing impaired with 45.8 percent agreeing, followed by the visually impaired with 44.2 percent agreeing and educable mentally impaired with 42.5 percent agreeing.

Fifty-four percent of the secondary principals agree that the category least likely to be recommended for mainstreaming is the visually impaired, while 38.9 percent selected the educable mentally impaired as their second choice.

Research Question 4: What is the opinion about the level of knowledge about mainstreaming possessed by school principals?

The principals are ambivalent about whether school principals in general have sufficient knowledge about the concept of mainstreaming; 43.2 percent agree and 43.2 percent disagree, with the remainder undecided. They also feel that most school principals do not understand the laws and regulations governing mainstreaming.

Research Question 5: Is mainstreaming occurring in the principal's building?

At the time of this study, 86.4 percent of the principals were mainstreaming handicapped children in their respective buildings; only 9.1 percent were not.

Research Question 6: What additional competencies in mainstreaming are needed by principals?



Of the eight competencies listed, the principals indicated that all of them were needed. However, the two highest areas of needs were reported as: (1) the nature of handicaps, 93 percent agreeing; and (2) curriculum areas, 91 percent agreeing.

Administrators' Responses to Open-Ended Question

The last section of the questionnaire asked the principals to state what they viewed as major obstacles to successful mainstreaming. Overall, the principals felt that lack of teacher acceptance toward handicapped students and teachers' attitudes toward the concept of mainstreaming were the most detrimental to successful mainstreaming. Other concerns listed by the principals were: conflicts with the negotiated teacher contract, student-teacher ratios, help for the regular classroom teacher, and the need for teacher aides.

Principals also expressed concern about the lack of knowledge by teachers and administrators in handling handicapped students. Also stated was the need for necessary inservice to inform all staff members about mainstreaming.

Discussion of Findings

The main focus of this study was to determine the opinions of school principals toward the concept of mainstreaming. As indicated in Chapter I, the principals' leadership role is instrumental in insuring the success of programs, new and old. This condition implies that in order to institute effective mainstreaming in the regular classrooms, the principal has to feel that mainstreaming is needed and be willing to support this type of program.

In the following section, a discussion of the findings resulting from this study is presented.

Demographic Information

Some important implications concerning the demographic data about the population of this study need to be emphasized. As reported earlier, the overall age of the principals is relatively young, with approximately 60 percent under the age of 45. Because of this, caution needs to be exercised in generalizing any findings to the other age groups. Moreover, since 90 percent of this population is male, caution must also be used in any interpretation of the data with regard to this variable.

As far as years of experience as a school administrator is concerned, 71 percent of the principals have ten years or more on the job. Thus this population should be representative of an experienced group. Similarly, 81.9 percent of this population has taught ten years or more in the classroom, thus representing a group with solid, practical background in education.

Chi-Square Analysis

As a result of the Chi-Square analysis made to determine if any relationship exists between the opinions of the school principals and certain demographic data associated with each principal, the following findings were obtained.

There was a significant relationship between the number of years of experience as a school administrator and the opinions of whether mainstreaming can be successfully implemented in the regular



classroom. The analysis showed that principals with over seven years' administrative experience felt that mainstreaming could be successfully implemented at both the elementary and secondary levels. However, since there was significance in only 1 of the 20 variables tested, it can be concluded that years of experience as a school administrator is not a significant finding. If this were significant, it would suggest that the older principals are more supportive of the mainstreaming idea and could be used when establishing programs of this type. This conclusion, however, would need to be researched further. A review of the literature does not find any studies to confirm this result with school administrators, but the reverse was reported in a study on teacher opinions toward mainstreaming (Harasymiw & Horne, 1976). In this study, younger teachers were found to have significantly more favorable opinions toward the mainstreaming of handicapped students than did older, more experienced teachers.

Research Questions

Research Question 1: What are the opinions of school principals toward mainstreaming handicapped children?

The data collected on the general opinions of all the principals in the Green Bay School District show that 91 percent are supportive of mainstreaming handicapped students in the regular classroom. This support is reflected in their opinions that mainstreaming can improve the quality of education for the handicapped, as well as improve the quality of education for the nonhandicapped, with 64 percent agreeing. Moreover, 86 percent of the principals feel that the

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contact between handicapped and nonhandicapped in the regular classroom can be beneficial to all.

Although both the elementary and secondary principals support the concept of mainstreaming, 40.9 percent still feel that self-contained special education classrooms meet the needs of handicapped students, while 27.3 percent remain undecided. This suggests that most of the principals are either unwilling or reluctant to completely disband the traditional self-contained education classroom in favor of the new mainstreaming approach. Similar results were also reported in a study by Gickling and Theobald (1975) on regular and special education personnel in Tennessee. While most of the personnel in this study were in favor of mainstreaming, they did express a definite bias toward self-contained classes.

This finding is not uncommon since there presently seems to be a controversy in the method of delivering instruction for handicapped children. While the new movement of mainstreaming is now popular, it is not without its critics, who claim that the traditional approach to special education, with its special separate classes, is still the most effective delivery system.

The opinion of whether mainstreaming was supported by the general teaching staff found that the secondary principals feel their staffs are more supportive of this idea than are the elementary administrators. Both groups of principals, however, viewed their staffs as not adequately prepared to implement mainstreaming and suggested that inservice programs are needed to prepare their teachers for mainstreaming.



Another interesting finding and one that is considered to be a major hurdle to successful mainstreaming is that of the relationship between the special educator and the classroom teacher. Some teachers and principals feel there could be problems with the special educators and the regular classroom teacher working harmoniously together in the classroom. However, in this study both elementary and secondary principals feel that there would be no problems with these two types of teachers working together and that they would probably work well together in integrating handicapped and nonhandicapped students.

Research Question 2: What categories of handicapped students would be recommended by the principals to be mainstreamed?

The category most recommended for mainstreaming by both the elementary and secondary principals is the learning disabled. This opinion does hold true with the category of handicapped actually being mainstreamed in the Green Bay district. At the time of this study, learning disabled represents the largest category being mainstreamed with 651 students. This finding is also similar to that in a study conducted by Shotel, Iano, & McGettigan (1972) to determine teachers' attitudes toward mainstreaming handicapped children. Here the teachers overwhelmingly favored the learning disabled category for mainstreaming into the regular classroom.

The other categories recommended for mainstreaming are the emotionally impaired with 73 percent and physically impaired with 62 percent, for the elementary level; and physically impaired with 76 percent and emotionally impaired and hearing impaired both at



74 percent at the secondary level. It is interesting to note that both the elementary and secondary principals selected the same categories for mainstreaming although not in the same order.

It is also interesting to note that no one curriculum area lends itself more to mainstreaming of handicapped students than does any other. Home Economics has the highest average percentage of mainstreamed students in both the junior high, 75.9 percent, and senior high, 74.1 percent.

Research Question 3: What categories of handicapped would least likely be recommended by the principal to be mainstreamed?

The categories of handicapped least likely to be recommended by the elementary principals are hearing impaired, visually impaired, and the educable mentally impaired. While the secondary principals also indicated visually impaired and the educable mentally impaired, they did not occur in the same order as their elementary counterparts.

It is also of interest to note that both the elementary and secondary principals list the educable mentally impaired (EMI) as a category least likely to be recommended for mainstreaming, yet this category represents the second largest ($N = 434$) number of students presently being mainstreamed in the district. Similarly, other studies have also questioned the feasibility of mainstreaming EMI students into the regular classroom (Shotel, Iano, & McGettigan, 1972, p. 682). This could suggest the need for a better understanding of the nature of this particular handicap by principals and teachers.

Research Question 4: What is the opinion about the level of knowledge about mainstreaming possessed by school principals?

The principals in this study seem to be uncertain whether school principals in general have sufficient knowledge about the concept of mainstreaming. While 43.2 percent feel school principals are knowledgeable, an equal number feel they are not, with 11.4 percent of them undecided. They also do not feel that most school principals understand the laws and regulations governing mainstreaming. Yet, when asked specifically how familiar they are with the mainstreaming concept, 77.5 percent responded they sufficiently understand the concept. There seems to be some discrepancy between what they feel others know about mainstreaming and what they themselves profess to know.

Research Question 5: Is mainstreaming occurring in the principal's building?

As a result of this study, it was found that 86.4 percent of the principals were mainstreaming handicapped children into the regular classroom. Again, it should be noted that the category of handicaps which has the largest number mainstreamed is the learning disabled (N = 651), with the educable mentally retarded next (N = 434). The visually handicapped represent the smallest number with only 17 students mainstreamed. These findings are similar to others reported in the literature.

Research Question 6: What additional competencies in mainstreaming are needed by principals?



through inservice training or special classes. Of the eight competencies listed, the two with the highest priorities are (1) nature of handicaps and (2) curriculum. Similar results have also been found in the literature review (Shotel, Iano, & McGettigan, 1972, pp. 682-83). In these studies the need for special instructional materials plus appropriate suggestions for teaching techniques for the handicapped were emphasized by both teachers and principals.

The importance of the curriculum area as a needed competency becomes evident when the principal is viewed as the instructional leader of the school. Here the ability to provide leadership for the development and implementation of programs for students with different types of handicaps could depend upon his knowledge of specific curricular materials which will enable the handicapped student to participate as an active member in the classroom.

Administrators' Responses to Open-Ended Question

Some of the major implications resulting from the open-ended question regarding what the principals view as obstacles to successful mainstreaming are stated below:

1. The attitudes of teachers toward mainstreaming is foremost, and in order for the mainstreaming concept to be effective, full teacher support is necessary.

2. Similar to teacher attitudes is the concern for teacher acceptance especially toward the handicapped students. If this is not obtained, mainstreaming will not work.

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3. Another area of concern is the understanding and knowledge possessed by teacher and administrator in working with handicapped students. Related to this topic is the need for effective inservice to inform all staff members about the needs of the handicapped and how they can be met.

Other areas of concern stated by the principals are the conflicts that may arise as a result of the negotiated teacher's contract. Many felt this could place certain restrictions on the administering of a mainstreaming program (i.e., unnecessary limits on class size and overall workloads, requirements for teacher aides, etc.). These restrictions were viewed as possibly making this type of program too expensive for most school districts to afford.

Last, the need for good communication between the special education and regular classroom teachers in working together. The principals' comments indicated that without the proper interchange of necessary information, and without total cooperation, the handicapped would suffer, thus rendering this type of program ineffective.

Implications

1. A significant relationship was found between the number of years of experience as a school administrator and the opinion of whether mainstreaming can be successfully implemented at both the elementary and secondary levels. Approximately 61 percent who had seven or more years' experience were supportive of mainstreaming at both levels, whereas less than half of those with six or fewer years' experience approved. This could signify that the more experienced



administrators would give more support to a mainstreaming program, and that the less experienced principals could use some form of inservice training to help improve their attitudes toward this issue.

2. It was noted that while most of the principals support the concept of mainstreaming, approximately 41 percent believed that self-contained special education classrooms still met the needs of handicapped students, with a large 27 percent remaining undecided. This implies that a large proportion of principals still are not sure that mainstreaming is the way to provide instructional services for the handicapped. This further implies that the issue of mainstreaming versus self-contained special education classrooms still needs to be resolved. Further research in this area is definitely needed.

3. There was a definite disparity between the elementary and secondary principals as to whether their general teaching staffs support mainstreaming. According to the data, the secondary principals view their staffs as more supportive than do the elementary principals. In fact, 63 percent of the elementary administrators view their staffs as not supportive of the concept. These data would certainly suggest taking a closer look at why the elementary staffs are so disapproving. Perhaps more time trying to improve teacher attitudes through inservice training is in order for all elementary teachers. Or this could imply that just the principals at this level are skeptical and the inservice should be directed at them.

4. Since both groups of principals viewed their staffs as not adequately prepared to implement mainstreaming, the implication would be that more inservice programs are needed to better prepare all



staff members for mainstreaming. If a district makes the commitment to the implementation of mainstreaming programs, then well-planned training sessions are needed to insure the success of such plans.

5. As indicated in this study, both the elementary and secondary principals selected the same categories of handicapped least likely to be mainstreamed, namely, visually impaired, hearing impaired, and the educable mentally impaired. This could imply that the needs of these three handicaps need special attention in that they are least recommended. If they are to be successfully mainstreamed, special attention would be necessary (i.e., tutors for visual and hearing impaired and modification in the curriculum for educable mentally impaired). A cost factor could be the underlying cause for the selection of these categories as least likely to be recommended for mainstreaming.

6. The data in this study indicate that a discrepancy exists between what the principals feel their knowledge level is about mainstreaming and what they feel other principals know about the concept. The participants in this study feel that school principals in general have a limited understanding of mainstreaming and the rules and regulations governing it. However, these individual principals feel they are quite familiar with the concept and the state and federal laws mandating it.

The obvious implication here is that some form of inservice session would be appropriate in developing a better understanding for school principals. Another implication, however, could be that if principals are reluctant to admit they are not familiar with the



new mandate, or are threatened by this movement, for whatever reasons, then any inservice sessions aimed at improving their knowledge would have to come from outside their own ranks, central office administration for example.

7. According to the administrators' responses to the open-ended question regarding what they viewed as major obstacles to successful mainstreaming, the major detriments are the teacher attitudes toward mainstreaming and the concern about the lack of acceptance on the part of the teachers toward the handicapped.

This implies that the principals may view teacher attitudes as major obstacles to successful mainstreaming, thereby discounting the effect of their own attitudes. This further could imply that inservice programs will be directed at teachers alone and not at administrators. Thus any failure for a program of this type could be placed only with the teachers.

8. As reflected in the results of research questions 3 and 5, the data indicated that the nature of the emotionally mentally impaired (EMI) handicap is not fully understood, but needs to be. Question 3 points out that the EMI category is one that is least recommended for mainstreaming; but question 5 indicates that the number of students in this category is the second highest in the district. Here the implication is that the principals can not fail to recognize the need of a handicap that has such a high occurrence, and yet feel they are sufficiently meeting the needs of all the students in their schools. Therefore, in order to meet the needs of these students, the principals,

and ultimately the teachers, must have a better understanding of the nature of this particular handicap.

Recommendations

In addition to the recommendations mentioned throughout this chapter, a number of suggestions are offered to future researchers of this topic.

1. In the review of the literature there was only one other study that addressed itself to the area of school principals' opinions toward mainstreaming (Payne & Murray, 1974), thus indicating the need for substantive research into this area. While the scope of this study was limited to a large city school district, a larger view of principals' opinions, both elementary and secondary, rural and urban, would lend more insight into this area.

2. The efficacy of mainstreaming needs to be clearly established. Thus, more research dealing with the merits of mainstreaming as a method of delivering instruction for the handicapped versus the self-contained special education classroom needs to be done.

3. A glaring need which seemed to surface in this study is a way to prepare principals and teachers for mainstreaming. Areas which need special attention are (1) nature of handicaps--an understanding of the characteristics and special needs of the handicapped, and (2) curriculum--knowledge of specific curricular materials which enable the handicapped student to participate as an active member in the classroom.



4. Another need for inservice is in the area of laws and regulations governing mainstreaming. Again, this should be given to both principals and teachers in order to communicate the need for compliance to mainstreaming. The transition from self-contained special education to mainstreaming can occur more smoothly if the knowledge of this requirement is made available.

5. In order for successful mainstreaming to occur, it has to happen in the classroom; the principal, the regular classroom teacher, and the special education teacher will make it happen. Therefore, it is necessary to study this triadic relationship in order to better understand the role that each will play in the total process.

6. Since the educable mentally impaired has a high occurrence in the school population, and since the principals and teachers both view this category of handicapped as the least recommended to be mainstreamed, a better understanding of the nature of this particular handicap as well as how to deal effectively with them in the classroom needs to be learned. This, too, could be accomplished through inservice sessions or special classes; nevertheless, it is needed.

7. In order for mainstreaming to be effective, support of the total staff is necessary. Therefore, methods to improve upon the attitudes of the staff, especially those of teachers and principals, are needed. When this is accomplished, methods to improve upon the delivery of instruction to the handicapped can be developed.



Reflections

I would like to use this section to express some views I have toward this thesis. It has been approximately one and one-half years since I collected the data for this study, and I have since taken an administrative position in a public school system. Since my departure from the university as a graduate student, I have had the opportunity to talk with other educators, principals, superintendents, and teachers about their opinions on mainstreaming and the implications it has for them and their districts. During my many conversations, one element seemed to always be present when eliciting opinions from these different groups of people. Most gave opinions which reflected a guarded theoretical view toward mainstreaming, but they also presented a pragmatic approach that they felt should be considered.

It is, therefore, my intention here to discuss some of these common theoretical views along with the practical views held by these educators. The concerns discussed below not only represent major concerns others have about PL 94-142, but also items I feel are very important.

Most principals and teachers agreed that the mainstreaming concept is good and has value for all students. However, the impression that I got when talking to educators was that mainstreaming is a sensitive issue and that most educators do not want to be against programs for the handicapped; there seems to be a sense of obligation to them. Therefore, these guarded feelings tend to show that there is a much greater support for mainstreaming than actually exists. This



was especially true when these types of opinions were elicited through a questionnaire rather than in direct personal questioning. One advantage of the direct personal contact was that after I became better acquainted with the other educators truer and very legitimate feelings did surface.

Some of these feelings revealed that many administrators are subject to additional pressures and in many cases are ill-prepared to respond effectively. This new requirement for mainstreaming has caught many principals unprepared, confused, and in some cases has made them angry. What has resulted is that most principals lack the necessary special education training or experience to deal with mainstreaming programs. In the past, most special education programs and services were implemented with little direct input from the building principal. This lack of involvement on the part of the principal makes it very difficult to measure the success of programs and to evaluate the staff involved. Nevertheless, mainstreaming is expected to be implemented and the building principal is responsible to see that it is.

Another major concern is that of mainstreaming the severely handicapped as opposed to the mildly handicapped students. Most principals stated that integrating the mildly handicapped would be difficult enough, but mainstreaming of the severely handicapped would be another thing. Problems inherent in this type of placement would be the high costs of programs and the inability of staff to deal with the needs of this type of student. One administrator related the story where a totally deaf girl was mainstreamed into a regular classroom.

In order for this student to participate in the classroom, a full-time tutor was assigned for the purpose of interpreting what the classroom teacher was saying. Although this example may not represent the norm, it does illustrate that tutors and other resource people will be needed, thus lowering the student-teacher ratio and thereby increasing the cost of instruction which many school districts can not afford.

Another cost-related concern deals with the removal or architectural barriers in order to make buildings accessible for all people. This requirement is contained in Section 504 of the Vocational Rehabilitation Act of 1973. Most administrators agree with this requirement for any new construction but feel that the cost of making their old buildings and programs accessible is too costly. An example of this case came from a principal of a school district which had an old building with three floors. According to the regulations stated in Section 504, the school would be required to install an elevator in order to make the building accessible. This still holds true, even though there are no handicapped students enrolled in this district. What many of the administrators are saying is that there have to be exceptions to the law, provided that the welfare of the student is not jeopardized. In fact, compliance with these laws could financially harm a district by spending their funds in areas where they are not needed, thereby financially limiting programs for all students.

Also in my conversations with administrators and teachers the topic of inservice training and college preparatory courses to help

educators better implement the mainstreaming mandate always came up. At the present time there is an absence of training to prepare teachers and administrators to implement PL 94-142 although there is evidence that these skills are badly needed. What seems to be lacking are centrally unified training programs to provide educators with the right kind of assistance. It seems that too many of the inservice sessions aim at the not-so-important aspects of how to fill out forms and the like, rather than the hands-on or "how to" sessions wanted by the practitioner. As a result, many teachers and administrators do not have the skills to work with the handicapped and are frustrated and threatened by this type of student as well as any programs involving them. This condition, I feel, can be very detrimental to the intention of PL 94-142, since the teachers and administrators are instrumental in the success or failure of these programs.

Along with the need for inservice training for teachers currently in the field, colleges with teacher preparatory programs need to provide the opportunity for all aspiring teachers to acquire skills or teaching techniques for handicapped students.

This situation is similar to the proposed requirement by some state departments of education requiring that all teachers have a minimum number of academic credits in the instruction of reading. This would apply for both elementary and secondary teachers. Perhaps a similar requirement for teachers to have a minimum amount of coursework dealing with techniques for teaching the handicapped is needed.

In providing training for educators it should be emphasized that the competencies needed by regular and special education teachers

are not that different. Rader (1978) conducted a survey to determine what competencies were important for "mainstreaming" teachers and found that most skills were identical to those already required for "regular" teachers. Thus the dichotomy between regular and special education should be minimized, and this could be accomplished by restructuring teacher education programs and redefining teachers' roles.



APPENDICES



APPENDIX A

COMPLETE TABULATION OF DATA FROM QUESTIONNAIRE



Table A1.--General opinions of all school administrators toward mainstreaming.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The handicapped student should be mainstreamed into the regular classroom.	38.6	50.5	4.5	6.8	0
2. Mainstreaming can improve the quality of education for the handicapped student.	36.4	54.5	9.1	0	0
3. Mainstreaming can improve the quality of education for the nonhandicapped student.	22.7	40.9	25.0	11.4	0
4. Self-contained special education classrooms do not meet the needs of handicapped students.	9.1	22.7	27.3	38.6	2.3
5. Mainstreaming is supported by the general teaching staff.	2.3	31.8	20.5	43.2	0
6. The teaching staff is adequately prepared to implement mainstreaming.	0	22.7	20.5	47.7	9.1
7. Inservice programs are needed to prepare teachers for mainstreaming.	36.4	59.1	2.3	2.3	0



Table A1.--Continued.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The central office administration is supportive of implementing mainstreaming.	15.9	75.0	6.8	2.3	0
9. Mainstreaming can best be accomplished at the elementary school level.	13.6	29.5	34.1	20.5	2.3
10. Mainstreaming can best be accomplished at the secondary school level.	4.5	25.0	34.1	34.1	2.3
11. I believe that the average student needs the experience of being in contact with handicapped students in an academic setting.	20.5	65.9	11.4	2.3	0
12. A special educator and a classroom teacher would probably work well together in integrating handicapped and nonhandicapped students.	6.8	79.5	13.6	0	0
13. Mainstreaming can be successfully implemented at both the elementary and secondary level.	18.2	59.1	20.5	2.3	0
14. It is not a good idea to have separate classes for handicapped and nonhandicapped students.	11.4	38.6	18.2	29.5	2.3

Note: Data reported in percentages.



Table A2.--General opinions of the secondary principals toward mainstreaming.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The handicapped student should be mainstreamed into the regular classroom.	33.0	55.0	0	12.0	0
2. Mainstreaming can improve the quality of education for the handicapped student.	28.0	55.0	17.0	0	0
3. Mainstreaming can improve the quality of education for the nonhandicapped student.	11.0	33.0	34.0	22.0	0
4. Self-contained special education classrooms do not meet the needs of handicapped students.	11.2	16.7	27.2	45.0	0
5. Mainstreaming is supported by the general teaching staff.	0	50.0	27.7	16.7	0
6. The teaching staff is adequately prepared to implement mainstreaming.	0	22.0	33.0	39.0	6.0
7. Inservice programs are needed to prepare teachers for mainstreaming.	22.2	72.2	6.0	0	0



Table A2.--Continued.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The central office administration is supportive of implementing mainstreaming.	22.0	66.0	6.0	6.0	0
9. Mainstreaming can best be accomplished at the elementary school level.	6.0	22.0	55.0	17.0	0
10. Mainstreaming can best be accomplished at the secondary school level.	6.0	44.0	33.0	17.0	0
11. I believe that the average student needs the experience of being in contact with handicapped students in an academic setting.	27.0	56.0	11.0	6.0	0
12. A special educator and a classroom teacher would probably work well together in integrating handicapped and nonhandicapped students.	17.0	72.0	11.0	0	0
13. Mainstreaming can be successfully implemented at both the elementary and secondary level.	17.0	50.0	27.0	6.0	0
14. It is not a good idea to have separate classes for handicapped and nonhandicapped students.	17.0	33.0	17.0	33.0	0

Note: Data reported in percentages.

Table A3.--General opinions of the elementary principals toward mainstreaming.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The handicapped student should be mainstreamed into the regular classroom.	41.7	45.8	8.3	4.2	0
2. Mainstreaming can improve the quality of education for the handicapped student.	41.7	54.2	4.2	0	0
3. Mainstreaming can improve the quality of education for the nonhandicapped student.	33.3	41.7	20.8	4.2	0
4. Self-contained special education classrooms do not meet the needs of handicapped students.	4.2	29.2	29.2	33.3	4.2
5. Mainstreaming is supported by the general teaching staff.	4.2	16.7	16.7	62.5	0
6. The teaching staff is adequately prepared to implement mainstreaming.	0	20.8	12.5	54.2	12.5
7. Inservice programs are needed to prepare teachers for mainstreaming.	45.8	50.0	0	4.2	0



Table A3.--Continued.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The central office administration is supportive of implementing mainstreaming.	12.5	79.2	8.3	0	0
9. Mainstreaming can best be accomplished at the elementary school level.	20.8	37.5	16.7	20.8	4.2
10. Mainstreaming can best be accomplished at the secondary school level.	4.2	8.3	37.5	45.8	4.2
11. I believe that the average student needs the experience of being in contact with handicapped students in an academic setting.	12.5	79.2	8.3	0	0
12. A special educator and a classroom teacher would probably work well together in integrating handicapped and nonhandicapped students.	0	83.3	16.7	0	0
13. Mainstreaming can be successfully implemented at both the elementary and secondary level.	20.8	62.5	16.7	0	0
14. It is not a good idea to have separate classes for handicapped and nonhandicapped students.	8.3	41.7	20.8	25.0	4.2

Note: Data reported in percentages.

Table A4.--Opinions of all school principals about knowledge level of mainstreaming.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most school principals have sufficient knowledge about the concept of mainstreaming.	2.3	40.9	11.4	40.9	2.3
2. Most school principals understand the laws and regulations governing mainstreaming.	0	36.4	18.2	43.2	0
	Very Familiar	Familiar	Undecided	Somewhat Familiar	Unfamiliar
3. How familiar are you with the mainstreaming concept?	20.5	56.8	2.3	18.2	0
4. How familiar are you with Wisconsin Statute 115 (mandating mainstreaming)?	13.6	52.3	2.3	22.7	6.8
5. How familiar are you with Public Law 94-142 (Education of All Handicapped Children Act of 1975)?	18.2	47.7	6.8	13.6	11.4
6. How familiar are you with the "least restrictive alternative" concept in the new federal legislation?	13.6	31.8	11.4	22.7	18.2

Note: Data reported in percentages.

Table A5.--Opinions of secondary school principals about knowledge level of mainstreaming.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most school principals have sufficient knowledge about the concept of mainstreaming.	0	61.1	11.1	27.8	0
2. Most school principals understand the laws and regulations governing mainstreaming.	0	50.0	16.7	33.3	0
	Very Familiar	Familiar	Undecided	Somewhat Familiar	Unfamiliar
3. How familiar are you with the mainstreaming concept?	16.7	66.7	0	16.7	0
4. How familiar are you with Wisconsin Statute 115 (mandating mainstreaming)?	16.7	50.0	0	22.2	11.1
5. How familiar are you with Public Law 94-142 (Education of All Handicapped Children Act of 1975)?	22.2	38.9	5.6	22.2	11.1
6. How familiar are you with the "least restrictive alternative" concept in the new federal legislation?	16.7	11.1	22.2	27.8	22.2

Note: Data reported in percentages.



Table A6.--Opinions of elementary school principals about knowledge level of mainstreaming.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most school principals have sufficient knowledge about the concept of mainstreaming.	4.2	25.0	12.5	50.0	4.2
2. Most school principals understand the laws and regulations governing mainstreaming.	0	25.0	20.8	50.0	0
	Very Familiar	Familiar	Undecided	Somewhat Familiar	Unfamiliar
3. How familiar are you with the mainstreaming concept?	16.7	54.2	4.2	20.8	0
4. How familiar are you with Wisconsin Statute 115 (mandating mainstreaming)?	4.2	58.3	4.2	25.0	4.2
5. How familiar are you with Public Law 94-142 (Education of All Handicapped Children Act of 1975)?	8.3	58.3	8.3	8.3	12.5
6. How familiar are you with the "least restrictive alternative" concept in the new federal legislation?	4.2	50.0	4.2	20.8	16.7

Note: Data reported in percentages.



APPENDIX B

COVER LETTER AND QUESTIONNAIRE SENT TO SCHOOL DISTRICT



1204-C University Village
East Lansing, Michigan
October 3, 1977

Dr. E. S. Grant
Superintendent--Green Bay Public Schools
Green Bay, Wisconsin 54301

Dear Dr. Grant,

I am in the process of completing a doctoral dissertation dealing with opinions of school principals towards mainstreaming handicapped students into the regular classroom. My intention is to conduct a study within a large school district by having all of the elementary and secondary principals and assistant principals complete a questionnaire regarding their opinions toward mainstreaming.

Therefore, at this time I am requesting your permission to allow me to conduct this study in the Green Bay School District. I will be in Green Bay on October 17 and would like to make an appointment to discuss this matter with you.

Sincerely,

Ronald P. Houle

MAINSTREAMING QUESTIONNAIRE

Directions: This questionnaire is designed to obtain the opinions and feelings of all elementary and secondary school principals and assistant principals in the Green Bay Public School System about mainstreaming. What is wanted in this questionnaire is your own feeling or point of view about each of the statements. Your answers will be kept strictly confidential and at no time will individuals or schools be identified.

Thank you for taking the time to fill out this questionnaire.
Your assistance is greatly appreciated.



Questionnaire

Questions one through seven are requested for demographic information. Please check the appropriate response.

1. Age:

- ☐ 25 or under
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56 or older

2. Sex:

- ☐ Male
- ☐ Female

3. Level of education (check highest degree held):

- ☐ Baccalaureate
- ☐ Masters
- ☐ Specialist
- ☐ Doctorate

4. Number of years of full-time school administrator:

- ☐ 0-3
- ☐ 4-6
- ☐ 7-10
- ☐ 11-15
- ☐ over 15

5. Number of years of full-time teaching experience:

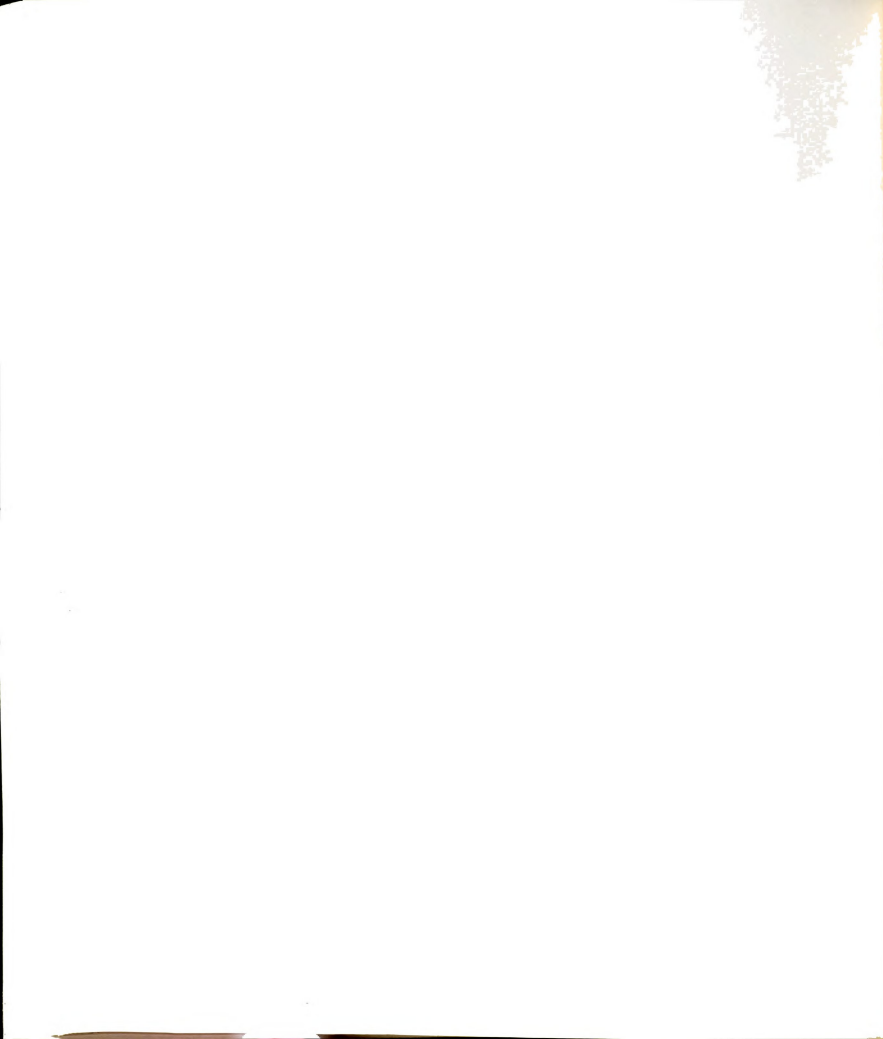
- ☐ 0-3
- ☐ 4-6
- ☐ 7-10
- ☐ 11-15
- ☐ over 15

6. Number of students enrolled in your building:

- ☐ 200 or less
- ☐ 201-500
- ☐ 501-1000
- ☐ 1000 or more

7. Indicate the category which best describes your school:

- ☐ K-6
- ☐ 7-9
- ☐ 10-12
- ☐ Other Explain:



<u>General opinions toward mainstreaming:</u>		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The handicapped student should be mainstreamed into the regular classroom.	SA	A	U	D	SD
2.	Mainstreaming can improve the quality of education for the handicapped student.	SA	A	U	D	SD
3.	Mainstreaming can improve the quality of education for the nonhandicapped student.	SA	A	U	D	SD
4.	Self-contained special education classrooms do not meet the needs of handicapped students.	SA	A	U	D	SD
5.	Mainstreaming is supported by the general teaching staff.	SA	A	U	D	SD
6.	The teaching staff is adequately prepared to implement mainstreaming.	SA	A	U	D	SD
7.	In-service programs are needed to prepare teachers for mainstreaming.	SA	A	U	D	SD
8.	The central office administration is supportive of implementing mainstreaming.	SA	A	U	D	SD
9.	Mainstreaming can best be accomplished at the elementary school level.	SA	A	U	D	SD
10.	Mainstreaming can best be accomplished at the secondary school level.	SA	A	U	D	SD
11.	I believe that the average student needs the experience of being in contact with handicapped students in an academic setting.	SA	A	U	D	SD

11/10/20
11/10/20
11/10/20

General opinions toward mainstreaming:

12. A special educator and a classroom teacher would probably work well together in integrating handicapped and nonhandicapped students.
13. Mainstreaming can be successfully implemented at both the elementary and secondary level.
14. It is not a good idea to have separate classes for handicapped and nonhandicapped students.

Opinions about knowledge level of mainstreaming:

1. Most school principals have sufficient knowledge about the concept of mainstreaming.
2. Most school principals understand the laws and regulations governing mainstreaming.

Very Familiar	Familiar	Undecided	Somewhat Familiar	Unfamiliar
VF	F	U	SF	UF
VF	F	U	SF	UF

3. How familiar are you with the mainstreaming concept?
4. How familiar are you with Wisconsin Statute 115 (mandating mainstreaming)?

Opinions about knowledge level of mainstreaming:	Very Familiar	Familiar	Undecided	Somewhat Familiar	Unfamiliar
5. How familiar are you with Public Law 94-142 (Education of All Handicapped Children Act of 1975)?	VF	F	U	SF	UF
6. How familiar are you with the "least restrictive alternative" concept in the new federal legislation?	VF	F	U	SF	UF

Additional information

1. Is there any mainstreaming of handicapped children occurring in your building?

Yes _____ No _____

If yes, please give approximate numbers of handicapped being mainstreamed.

Emotionally Handicapped _____	Learning Disabilities _____
Educable Mentally Retarded _____	Physically Handicapped _____
Visually Handicapped _____	Hard of Hearing _____



This question seeks your opinion regarding whether or not students in each category of handicap should be mainstreamed in each of the curriculum areas. Please mark an X in each box in the appropriate grade level (Elementary, Junior High, Senior High) that represents your area of responsibility.

	Learning Disabled	Educable Mentally Impaired	Visually Impaired	Hearing Impaired	Emotionally Impaired	Physically Impaired
<u>ELEMENTARY</u>						
Language Arts						
Mathematics						
Science						
Social Studies						
Physical Education						
<u>JUNIOR HIGH</u>						
Social Studies						
Mathematics						
Science						
Physical Education						
Industrial Arts						
Home Economics						
Other voc. programs						
<u>SENIOR HIGH</u>						
Social Studies						
Mathematics						
Science						
Physical Education						
Home Economics						
Industrial Arts						
Other voc. programs						

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ADMINISTRATIVE COMPETENCIES

Please indicate whether you feel additional competencies are needed for school principals either through inservice training or special classes in the following areas of mainstreaming.

1. Defining the concept of mainstreaming--identifying what mainstreaming is and how it works.

SA A U D SD

2. Nature of handicaps--an understanding of the characteristics and special needs of the handicapped.

SA A U D SD

3. Attitudes--knowledge of existing attitudes of students (handicapped and nonhandicapped), parents, teachers, and administrators within the school system.

SA A U D SD

4. Resource and support systems--knowledge of the duties and responsibilities of the various human resource and support systems, including: paraprofessionals, resource-room teachers, special education teachers, social workers, school psychologists, school counselors, speech-physical-occupational therapists, and such organizations as parents, community, and handicapped.

SA A U D SD

5. Learning environments--knowledge of the physical arrangements of classrooms and the school building to accommodate the handicapped.

SA A U D SD

6. Curriculum--knowledge of specific curricular materials which enable the handicapped student to participate as an active member in the classroom.

SA A U D SD

7. Assessing student needs--knowledge of assessment techniques in order to determine the academic and personal needs of handicapped students.

SA A U D SD

8. Administration of mainstreaming programs--knowledge of the various special programs for delivering services to the handicapped, and on the financing of mainstreaming programs.

SA A U D SD

APPENDIX C

TABULATION OF ALL RESPONSES FROM PRINCIPALS
ON OPEN-ENDED QUESTION



Table C1.--Principals' opinions of major obstacles to successful mainstreaming.

Comment	Frequency
1. Teacher's attitude toward mainstreaming	15
2. Lack of teacher acceptance toward handicapped students	10
3. Conflicts with the negotiated teacher contract	9
4. Lack of knowledge by teachers and administrators in handling handicapped students	7
5. Lack of necessary inservice to inform staff about mainstreaming	7
6. Lack of communication between the special education and regular classroom teachers	6
7. The availability of funds to accommodate mainstreaming	6
8. Lack of assistance for the classroom teacher	6
9. Increasing of the student-teacher ratio	6
10. Lack of proper curriculum and materials for the handicapped	4
11. Lack of understanding of the special needs of handicapped students	3
12. Lack of acceptance by other students toward the handicapped	3

Table C1.--Continued.

Comment	Frequency
13. Administrator's attitudes toward mainstreaming	2
14. Restrictions placed on the handicapped by the building and equipment	2
15. Not enough teacher preparation time	2
16. Improper placement and assignment of handicapped students	1
17. Concern about safety due to the nature of certain curriculum areas (i.e., industrial arts shops, science laboratory)	1
18. Trying to overcome the tradition of the self-contained special education classroom	1
19. Parents objecting to the mainstreaming concept	1
20. Lack of planning time to implement and evaluate mainstreaming programs	1



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