SUPPORTS FOR GENERAL EDUCATION TEACHERS TO SUCCESSFULLY INCLUDE
STUDENTS WITH DISABILITIES IN THEIR CLASSROOMS

A Thesis Presented to

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Masters of Arts

by

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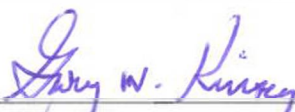_____ 5/6/2015
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Supports for General Education Teachers to Successfully Include Students with Disabilities in Their classrooms

Title of Item

Action Research Project to Support Teachers

3 to 5 keywords or phrases to describe the item

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Supports for General Education Teachers to Successfully Include

Students with Disabilities in Their Classrooms

Currently, I am a Special Education Support Teacher, formerly titled Inclusion Specialist, with Moorpark Unified School District. I have held this position since September 1997. I have mostly case-management responsibilities; ensuring that students' IEP goals and accommodations are addressed in the general education classroom, consulting with teachers and service providers, monitoring students' progress, and supervising supports for students. I hold a fundamental belief that all students should have equal access to an appropriate public education, along with the necessary supports to reach a reasonable measure of success in their education. My job is to oversee the programs and services for the inclusion students, so I am often speculating, and considering, if the general education teachers are receiving sufficient supports to help them successfully teach inclusion students. That leads to my research question **"What supports are needed for general education teachers to successfully include students with disabilities in their classrooms?"** This question addresses what teachers consider to be important to know, or have access to, in order to teach inclusion students. I hope to identify what supports are most helpful, and find out if general education teachers feel adequately prepared and equipped to successfully teach students with disabilities. I also want to know what supports and services should be provided in order to achieve the expectations of inclusive education in public schools.

Literature Review

Federal Law

Prior to the enactment of federal legislation, children with disabilities were educated in separate schools or separate classrooms. In 1975, a monumental federal law passed guaranteeing free and appropriate public education for all children regardless of the type or degree of disability (Itkonen, 2013). This new law, PL 94-142 (later renamed the Individuals with Disabilities Act in 1990, and then codified as the Individuals with Disabilities Education Act in 2004), established the rights of students with disabilities to receive a "free, appropriate public education" in the least restrictive environment or "LRE". In accordance with the Individuals with Disabilities Education Act (IDEA, 2004), the least restrictive environment, requires:

> To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Act was intended to improve opportunities in education for handicapped children and adults ages 3-21 by requiring their education in the "least restrictive environment", mandating students with disabilities to be educated with children who are not handicapped.

Inclusion

By the late 1980's and early 1990's, interpretation of the LRE evolved into the approach now known as inclusion, which supports the principle and practice of considering general education as the placement of first choice for all learners (Villa & Thousand, 2003). Inclusion is a term which expresses commitment to educate each child to the maximum extent appropriate, regardless of handicapping condition or severity, in the regular classroom (Wisconsin Education

Association Council, 2007). "The inclusion movement began as an attempt to create equality in education for students with disabilities and integration into the school community" (Allday, Neilsen-Gatti, & Hudson, 2013). Over the last 35 years, groundbreaking litigation, political events, and parental advocacy have shaped the current system of inclusive practices in the United States. Premised on the notion that all students, regardless of the level or type of disability, should be educated entirely in the same educational classrooms as their same-age peers, inclusion typically brings supplemental supports, aids, and services to the child in the general education classroom rather than placing a child in a separate, special education setting. Inclusion is a philosophical movement based upon the notion that all students, regardless of the level or type of disability, should be educated entirely in the same educational classrooms as their same-age peers. Inclusive classrooms provide students with disabilities the opportunity to learn alongside their typical peers and experience equal access to public education, usually in their home schools. The IDEA considers the general education classroom to be the least restrictive environment (IDEA, 2004).

Studies

Numerous studies on how to prepare educators to foster the type of education envisioned by the IDEA have been conducted. Surveys show that while teachers generally accept the idea of teaching students with disabilities, they do not always feel prepared to do so effectively (Doorn, 2003). This literature review attempts to better understand what prospective teachers need to know, or be able to do, in order to effectively teach in inclusive classrooms and identify what resources general education teachers need to successfully include students with disabilities in their classrooms.

The literature recognizes that inclusion can only be as effective as the resources,

personnel, and trainings that are available. Effective inclusive practices require collaboration and communication with special education staff, pre-service education, staff development and trainings, strong administrative support, positive attitudes, allowances of time, and paraprofessionals/extra adults to support the child with special needs. A review of the literature reveals a large percentage of teachers feel they have insufficient training, time or assistance to carry out inclusive practices. Doorn's work demonstrates only one-fourth or less of the teachers surveyed feel they have had sufficient time, training, or assistance to undertake inclusive practices (2003).

Collaboration and communication. When looking at successful models of inclusive practices, researchers most often note the importance of collaboration and communication. Richard Villa, et al (2005) identified "collaboration and communication" as two of the six "Best Practice" themes for successful inclusion.

Collaboration has been described as "…a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (Wallace, Anderson, & Bartholomay, 2002). Possible teaching models for collaboration include: consultation between teachers (enabling the general education teacher to teach all students), parallel teaching (the 2 teachers/staff member rotate among groups), supportive teaching (general education teacher takes the lead role and the special education teacher/staff member rotates among groups), complementary teaching (special education teacher/staff member takes notes, paraphrases the teacher's statements, etc.), and co-teaching (2 teachers/staff member teach side-by-side). Collaboration can be between general education teachers and special education teachers, support service providers (e.g. speech and language pathologists, occupational therapists, adaptive PE specialists), administrators, state agencies, and parents.

With the expectation of a multidisciplinary team approach to best serve students with special

needs, IDEA (2004) specifies an education for all students, including children with disabilities,

"requires the involvement of States, local educational agencies, parents, individuals with

disabilities and their families, teachers and other service providers, and other interested

individuals and organizations to develop and implement comprehensive strategies that improve

educational results for children with disabilities".

Successful promotion and implementation of inclusive education requires collaboration

and communication (Villa & Thousand, 2003). In a study of more than 600 educators,

collaboration emerged as the only variable that predicted positive attitudes toward inclusion

among general and special educators, as well as administrators. Successful promotion and

implementation of inclusive education requires additional adult support, presented as the teaming

of a general education teacher with a special education teacher or special education support staff

member. A collaborative approach to teaching and support for collaborative practices are an

essential part of successful inclusion. A study by Wallace, Anderson, and Bartholomay (2002),

examined collaboration and communication practices among general education and special

education teachers in four high schools that were successful in including students with

disabilities. Their findings indicate that establishing a structure to support collaboration

contributed to the success of these four high schools. Creating a school-wide culture of sharing

and serving all students, with a focus on establishing planning time for instructional teams,

ensuring frequent communication through meetings, and supporting teaching and learning in all

classrooms, was essential to successful inclusive environments. Collaboration between general

and special education teachers creates a positive and open flow of communication and makes for

a well-rounded support system. Collaboration is a key factor associated with a school's success

for achieving good results when including students with disabilities in general education. An open dialogue between general education and special education teachers allows for a shared vision for student learning and teaching, and an enduring and shared commitment to the collaborative process (Wallace, Anderson, & Bartholomay, 2002). Frequent, extended, and positive interactions between teachers and administrators unify the school's common vision and/or perspective and promote a community of caring professionals.

In a study by Ko and Boswell (2013), general education physical education teachers stated that communicating with other teachers was beneficial for learning to teach inclusive classes. Collaboration offers the sharing of ideas about how to address students' individual needs and other teachers often provide valuable insights about adaptations, especially for general education teachers with limited experience and lack of expertise working with students with special needs. Even so, opportunities for collaboration were not always readily available. The teachers participating in this study felt strongly about the need for what they called "sharing sessions" to strengthen inclusion practices. Ongoing discussions with colleagues provide opportunities to share, analyze ideas, and reflect on teaching, which leads to mastery of skills and teaching with confidence (Ko &Boswell, 2013). Ko and Boswell concluded teachers' beliefs and perceptions about inclusion directly impact the success of their inclusion classes and the quality of the environment for their students.

There are varying empirical findings about collaboration. Conderman and Johnston-Rodriguez (2009) used a survey to measure beginning general education and special education teachers' perceptions of their preparation and the importance of skills associated collaborative roles. The results from a 3-part peer validated survey found that elementary teachers felt mostly prepared in using effective communication skills with colleagues and team members and co-

planning with colleagues to meet the needs of students with disabilities, and rated this area with a "high importance" score. This data sharply contrasts with earlier investigations which found infrequent and ineffective communication between special education and general education teachers, difficulties for special education teachers to collaborate with general education teachers, and limited pre-service coursework in collaboration (Conderman and Johnston-Rodriguez, 2009). In a study by Hammond and Ingalls (2003), the majority of teachers surveyed in three rural school districts (82%) believed that special education teachers and general education teachers do not collaborate to provide services to students. The results suggest that while collaboration can be a complex process, teachers must practice successful collaboration in order to create a successful model of inclusion.

Pre-service training and staff development. According to the literature, other key issues for successful inclusive practices include pre-service education, teacher training, and on-going staff development. Pre-service preparation and in-service training that address collaboration, teaming, communication, modifying curriculum, managing behavior, and instructional strategies are essential (Wallace, Anderson, & Bartholomay, 2002). Doorn (2003) suggests that teacher credentialing programs in colleges and universities should rethink their teacher training, classroom practices, and administrative structures for determining who is taught, what is taught, and how teaching is done. Other researchers agreed. Titone (2005) notes a lack of effective preparation for both general and special education teachers and therefore a great need to transform teacher education. Following interviews with a focus group of 53 individuals including general education faculty, special education faculty, undergraduate teacher candidates in both special and general education programs, parents of students with special needs, and administrators, Titone determined there is a great need to teach and enact competent

inclusive teaching practices. The emphasis should be on improving teacher training models to better prepare future teachers to work with students with disabilities, establishing team-teaching systems, and providing opportunities for pre-service teachers and special education teachers to talk and work together in courses, field work, and educational settings. Ko and Boswell (2013) found insufficient training during teacher preparation programs can result in negative outlooks towards inclusion. Their study indicates that teachers felt their pre-service experiences were inadequate and professional development learning opportunities were limited and ineffective. Due to a lack of hands-on experiences, participating general education PE teachers learned how to make accommodations and adaptations by a trial-and-error process.

Historically, teacher education programs have not been responsive to the inclusion movement (Allday et al, 2013). In the 1990's, teacher preparation coursework lacked information related to working with students with disabilities, with limited content on methodologies for inclusive practices. To Allday et al, teaching in todays' classroom requires a wide range of skills and views to meet the needs of diverse populations. Their study examined the required coursework at 109 universities and colleges that offered certification in elementary education within the United States. Course names and catalog descriptions were analyzed to determine the number of credit hours related to the following four areas: characteristics of disabilities, differentiation of instruction, classroom and behavior management, and collaboration. The purpose of the study was to determine the training received by general education teachers at the pre-service level for including students with disabilities. Even though inclusion of students with disabilities in general education classrooms is widespread, the researchers found an clear disconnect between what teachers in pre-service programs are learning and what they face as practicing teachers. Of the colleges and universities included in

the study, course requirements were very limited in instruction of characteristics of disabilities, behavior management, and differentiating instruction. Despite the rising academic and behavioral challenges that teachers face in their classrooms, this study discovered most elementary education preparation programs do not offer or require extensive coursework on working with students with disabilities in inclusive environments (Allday et al, 2013).

In addition to collaboration and communication, Villa, Thousand, Nevin, and Liston (2005) named "on-going professional development" as one of the six "Best Practice" themes for successful inclusion. Components of professional development should include inclusive educational practices, universal lesson plan design, differentiated instruction, methods for resolving differences, and opportunities for visiting other school sites as a way to gain/exchange instructional and organizational strategies. Universal design for learning (UDL), formerly referred to as differentiation of learning experiences, minimizes the needs for modification and decreases the segregation of students based on their different performance levels or perceived abilities. Differentiated instruction and UDL meet the unique learning characteristics of each student and facilitates meaningful and effective instruction regardless of their background or individual learning style.

To best support general education teachers who have students with disabilities in their classrooms, the literature recommends teachers be familiar with the characteristics of the disability and have a base knowledge of successful teaching strategies including academic modifications, and social, communication, and behavioral strategies (Flynn, 2010). It is critical for teachers to understand the child's disability and how the disability affects the child as a whole, and not put blame on the child for their behavior and responses to their environment (Titone, 2005). Teachers can learn supportive strategies to increase active engagement in

instructional lessons. Leach and Duffy (2009) endorse strategies and techniques to improve academic engagement, as well as social integration, improved communication, and enhanced positive behaviors to support students with autism spectrum disorders in the classroom. Supportive strategies include (a) setting clear behavioral and social expectations, (b) differentiating instruction and assessment, and (c) increasing physical participation/active engagement, with activities such as role-playing, group responses, and incorporating special interests into the lessons and activities. Teachers can also learn corrective and preventative strategies. Corrective strategies support differentiated reinforcement, positive reinforcement, and prompting-fading procedures. Preventive strategies/measures provide a variety of instructional formats that may include social stories, Picture Exchange Communication System (PECS), visual schedules, and environmental arrangements. For an inclusive experience to be successful for students with disabilities, the teachers may often need to make curricular adaptations and utilize inclusive teaching strategies (Titone, 2005). Adaptations may include finding alternate textbooks and materials to teach a certain subject, or be able to break down tasks into smaller chunks, or slow down the lessons completely and "pull the lesson apart". Villa, Thousand, Nevin, and Liston (2005) assert that professional development should include trainings in instructional responsiveness and expanded authentic assessment. Instructional responsiveness looks at how students engage with each other, looking at individual needs, using hands-on experiences where students help each other. Expanded authentic assessment looks at the whole child, not using just one singular assessment, using project-based assessments, and alternative assessments. It is important to keep in mind that successful implementation of any new strategies requires commitment and creative thinking.

Technical supports. Another theme for successful implementation of inclusive

education is the requirement of technical assistance. A study of programs for students with

autism in rural communities in Montana showed that providing technical supports benefitted

teachers in using evidence-based practices (EBPs) to teach children with autism (Young-Pelton

& Doty, 2013). The Montana Autism Education Project enlisted Autism Training Solutions

(www.autismtrainingsolutions.com) to provide professional development to teachers through

video training. This technology-based company highlights techniques and provides

demonstrations of EBPs using video training to teach skills using EBPs. They also provide

trouble-shooting techniques for common challenges as needed and give feedback for evaluation

and accountability. The results of the study were that teachers felt more competent implementing

EBPs for students with autism through the technical dissemination of information and training

efforts.

      Administrative supports. Successful promotion and implementation of inclusive

education requires visionary leadership and administrative support. The literature establishes

that the degree of administrative support and vision is one of the most powerful predictors of a

general educator's attitude toward inclusion (Villa, Thousand, Nevin, & Liston, 2005).

According to Praisner (2003), administrators are expected to design, lead, manage, and

implement programs for all students, including students with disabilities. They must model

behaviors that advance the integration, acceptance, and success of students with disabilities in

general education classrooms. As school leaders, their attitudes about inclusion can have a great

impact on the attitudes and commitment of staff. Praisner (2003) surveyed 408 elementary

school administrators about their attitudes towards inclusion, how their training and prior

experience impacts their attitude, and their perceptions about placement of students with

disabilities. The majority of administrators surveyed (76%) were within the uncertain range in

their attitudes about inclusion. There was a significant correlation between the number of special

education courses taken, in-service hours, specific topics on students with disabilities studied,

and prior experience with administrator's attitudes towards inclusion. The study found that the

more hours and credits taken (in special education classes), the more positive the attitude toward

inclusion, and subsequently, the more positive the attitude, the more inclusive placements were

selected for students with disabilities (Praisner, 2003). Even though a student's placement is a

decision made by the IEP team, the administrator's attitude and perceptions can strongly

influence a placement decision. Administrative support is necessary for the successful

implementation of inclusion programs at any given school. According to Villa et al (2005),

administrators must build consensus for a vision of inclusive schooling and develop educators'

skills and confidence to be strong inclusive educators. This can be accomplished by arranging

on-going meaningful professional development and providing incentives, including time to meet,

training, listening to staff concerns, and collaborative decision-making. The degree of support is

a powerful predictor of general education teachers' positive feelings towards inclusive education.

Administrators must also reorganize and expand human and other teaching resources and plan

for and take actions to help the community see and get excited about a new vision of inclusion.

According to Doorn (2003), educational administrators could learn from more efficient models

like those found in Italy where inclusion has been mandated for almost 30 years. In Italy,

classrooms do not have more than one student with disabilities (not counting students with

learning disabilities) and when there is a full inclusion student, there are no more than 20

students in a class.

Attitudes. Teachers' attitudes towards inclusion play an important role in the success of

inclusion. The literature shows that teachers value inclusive settings because they can offer

environments where students can fit (Villa, Thousand, Nevin, & Liston, 2005). Inclusive classrooms can increase compassion and reduce stereotypes and stigmas; students do not always know who has special needs. Other benefits include superior academic impact for students with mild special needs, acceptance of diversity among fellow students, appropriate role models, appropriate preparation for future community living, establishing a network of community supports, higher teacher expectations for mainstream behaviors and skills, and greater social gains for students with disabilities (Hammond & Ingalls, 2003). Successful promotion and implementation of inclusive education may require redefining roles and relinquishing traditional roles for general education teachers. Doorn (2003) states with the legal responsibilities for meeting the needs of learners with disabilities in the LRE, teachers can feel stressed, unsupported, and overwhelmed by the demands that inclusion places on them. Teachers often do not have a sense of ownership or of empowerment due to their minimal role on determining the nature of the students in their classes. According to Doorn (2003), teachers want to be more involved in decisions concerning how students are assigned, disciplined, and promoted. Titone (2005) believes that teachers should monitor their own attitude; they must believe that they are capable of teaching all children in inclusive ways, feel comfortable, empathetic, and be respectful towards students with disabilities. Thinking about students with diverse needs is as important as the lessons and activities used to teach them; teachers must have a positive attitude about inclusion and students with disabilities, and make inclusion part of one's educational philosophy. Teachers' attitudes towards toward innovative educational practices, such as inclusion, are one of the most important factors in determining the success of the practice (Hammond & Ingalls, 2003). Hammond and Ingalls developed questionnaires for elementary teachers in three rural school districts in the southwestern region of the United States for the

purpose of surveying teachers' attitudes towards inclusion and determining the level or degree of

inclusive practices occurring in their rural schools. The researchers know that teachers face

many challenges in providing appropriate educational experiences for students with disabilities.

They were concerned that teachers in rural districts faced additional challenges specific to their

region. These unique challenges include high numbers of teachers on emergency credentials,

limited access to teacher training programs, and high numbers of students living within poverty

levels. The results of their surveys indicate that although a majority of teachers stated that they

had inclusionary programs in operation at their schools, a very high percentage had either

negative attitudes or uncertainty toward inclusionary programs and their benefits, and were not

fully committed to the concept of inclusion (Hammond & Ingalls, 2003). Perceptions of teachers

must be positive in order to improve the success of inclusive practices. Hammond and Ingalls

believe that this can be accomplished by increased opportunities to collaborate on inclusive

programs, adequate training from pre-service and inservice programs, ongoing support from

fellow teachers and administrators, and increased levels of teacher involvement in planning and

implementing an inclusionary program. Ko and Boswell (2013) concluded from their study that

teachers' beliefs and perceptions about inclusion directly impact the success of their inclusion

classes and the quality of the environment for their students.

Time. Another frequent theme in the literature is that teachers do not have enough time

to do what they need to properly support their students with disabilities. There is a great burden

on teachers to ensure a successful inclusive experience for their students with disabilities. Time

is a huge factor for teachers when including students in their classrooms. Teachers need

sufficient time for taking special education training, adapting and modifying programs, and

meeting with parents, special education teachers, and support providers (Doorn, 2003). Teachers

need time to address the needs of inclusion students, including preparing and adapting lessons,

helping students meet the academic demands, and dealing with behavioral issues. General

education and special education teachers must have opportunities to plan together, and

administrators must find scheduling models that create that time (Wallace, Anderson,

Bartholomay, 2002).

     Paraprofessional supports. The literature also addresses the use of paraprofessionals in

inclusive classrooms. In a report by Susan Flynn (2010), paraprofessionals are a vital component

to a student's success in the general education classroom and can be a tremendous support to the

general education teacher. A paraprofessional can work with a student in a one-to-one format, in

small-group instruction, and in large-group instruction. He or she should be very familiar with

the student's behavior plan and can implement strategies and accommodations consistently. In a

study by Wallace, Anderson, and Bartholomay (2002), the general education and special

education teachers must have skills to effectively work with paraprofessionals and in turn,

paraprofessionals need to be appropriately prepared for their roles. Teachers are responsible for

making instructional modifications and decisions, and although paraprofessionals may be the

staff member who best knows the student with disabilities, he or she should not be expected to

have the same amount of responsibility as the teacher. It is important to note that in this study,

special education teachers reported less communication with general education teachers when a

paraprofessional is providing classroom support for inclusion. Paraprofessionals, special

educators and other related service personnel are there to enable students to access the general

education curriculum, not to supplant curriculum access by pulling the student out of the

instructional activities in which other students are engaged (Villa, Thousand, Nevin, & Liston,

2005). Paraprofessionals should be a co-teacher and a support to the class, not a "velcroed"

personal assistant to one lone student.

Limitations

The studies in this review acknowledged limitations in their research. Young-Pelton and Doty (2013) expressed concerns about the self-reporting of data by participants and limited resources to conduct the study. Hammond and Ingalls (2203) stated their study only surveyed teachers in a small geographic region and lacked biographical information on the participants. Wallace, Anderson, and Bartholomay (2002) expressed concerns over the small number of schools (four) included in the study that limited the ability to generalize results to other settings, the fact that the results are based on the perceptions of those in the focus groups/interviews/surveys, and that the surveys did not include the perspectives of the general education teachers or paraprofessionals. Praisner's study (2003) surveyed principals in one state, only at the elementary level, and made the assumption that all principals work under the same conditions. Allday, Neilsen-Gatti and Hudson (2013) expressed concerns their study included a limited range of universities and colleges with elementary education preparation programs, and did not include universities that offered dual certification of elementary education and special education programs.

Summary

Now, more than ever, students with disabilities are being included in general education classrooms in public schools. The types of disabilities vary, crossing a range of severity of Autism Spectrum Disorders and including, but not limited to, students with significant attention issues, emotional disorders, and physical handicapping conditions. With the increasing influx of students with disabilities into general education classrooms, there are growing expectations and

demands on a general education teacher to include and support these students in their classrooms and attain a certain level of academic, social, and behavioral success. The results of legal mandates have accelerated the placement of students with disabilities in general education classrooms, and intensified the need for educator training and collaboration in an effort to improve achievement of all students (Allday et al, 2013).

The literature depicts consistent themes for what is important or necessary to effectively teach in inclusive classrooms. The studies and articles emphasize major themes that include the importance of collaboration and communication between general education and special education teachers, pre-service education in college and university credentialing programs, ongoing staff development and trainings for teachers, administrative support for school-wide positive inclusive environments, adequate time for planning and collaborating, personal positive attitudes of staff and faculty, and paraprofessional support.

It is evident that further research is needed to understand the relationship between how teachers work together and the impact various forms of collaboration have on the teachers themselves as well as the students with disabilities in inclusive environments. Several of the researchers included in this literature review not only recommended more extensive pre-service coursework at the university and college level to learn more about best practices for teaching students with disabilities, but they also emphasized the need for increased hands-on field work in inclusive classrooms with students with disabilities. There is a widespread belief that guided field experiences build confidence in student teachers. Further research on how to effectively deliver instruction to meet the unique needs of students in inclusive classrooms to include differentiation of lessons, accommodations, and adaptations is also needed.

Methodology

Participants

In an effort to discover what supports are needed and considered to be most helpful for general education teachers to successfully include students with disabilities in their classrooms, I chose to examine two elementary schools within Moorpark Unified School District: Campus Canyon College Preparatory Academy and Mountain Meadows 21st Century Learning Academy. Both schools are located in Moorpark, California, a suburban area northwest of Los Angeles.

Schools. The first school in the study, Campus Canyon College Preparatory Academy (hereafter referred to as CC) serves students from transitional kindergarten through grade eight, with an enrollment of approximately 670 students. CC is a Title I school and the performance of some of its subpopulations has deemed it a school for Program Improvement (PI). Of the 542 elementary students I focused on, 30% are considered English Learners and 45% of the students receive free/reduced lunches. Ten percent of the students receive special education services. Currently, there are 23 elementary general education teachers and one full-time Specialized Academic Instruction (SAI) teacher for an English-Language Arts and Math pull-out program. As of January 2015, there were twelve elementary students considered to be fully included in general education settings at CC, enrolled in ten separate classrooms. Their disabilities included four students with Autism Spectrum Disorders, five students with Other Health Impairments for significant attention disorders, two students with a significant learning disability, and one student with an emotional disorder.

The second school in the study, Mountain Meadows 21st Century Learning Academy (hereafter referred to as MM) serves students from transitional kindergarten through grade five, with an enrollment of approximately 487 students. MM is a Title I school. Of the population at MM, 47% are considered English Learners and 31% of the students receive free/reduced

lunches. MM houses 3 self-contained special education classes. Two of these classes are specifically designated for students with autism, with the third identified as a non-categorical class. Approximtely18% of the student population receives special education services. There are 19 elementary general education teachers and two Specialized Academic Instruction (SAI) teachers for English-Language Arts and Math pull-out programs. As of January 2015, there were twelve elementary students considered to be fully included in general education settings at MM, enrolled in 8 separate general education classrooms. Their disabilities include students with Autism Spectrum Disorders, Other Health Impairments for significant attention disorders, emotional disorders, intellectual impairments, and orthopedic impairments.

Teachers. Surveys were given to a total of forty-two general education teachers (see Appendix A for sample surveys). Of these, 28 teachers returned complete surveys. The requested demographic variables included age, number of years teaching, level of education, special pre-service training, and experiences with teaching students with disabilities. The majority of the teachers participating in the study are over 40 years old (80%). The breakdown of age groups is as follows: 3 teachers are in the 20-29 age range, 3 teachers are in the 30-39 age range, 12 teachers are in the 40-49 age range, 8 teachers are in the 50-59 age range, and 5 teachers are 60 and over. The number of years teaching was widespread. More than half of the teachers surveyed have been teaching for more than 20 years. The breakdown of teaching experience in years is as follows: 5 teachers have taught less than 5 years, 11 teachers have taught between 11-20 years, 11 teachers have taught between 21-30 years, and 4 teachers have taught more than 30 years. Twelve teachers (39%) hold masters' degrees. A large majority of the teachers (97%) have had students with disabilities fully included in their classrooms. (See Appendix B1 for specific demographic data).

Procedure and Materials

This study received formal approval from the Institutional Review Board (I.R.B.) of the Research and Sponsored Programs Department at California State University Channel Islands. In order to assess teachers' opinions and attitudes on successful inclusive supports, I formulated a written survey to disseminate to general education teachers (See Appendix A2 and A3). In a cover letter to the teachers, I asked for their assistance in my project to find out what types of supports a general education teacher would need to have a successful inclusion experience with students with disabilities in their classrooms. I explained that their participation was voluntary, but that I was truly looking forward to their input and contributions to my Research Project. The surveys were to be completed anonymously, with a consent form submitted separately. I also included a demographics questionnaire in order to acquire background information on the teachers. The first page of the survey consisted of ten statements related to the opportunities that teachers are currently receiving or have received in the past in regard to having students with disabilities in their classrooms, referred to as the "Opportunities Survey". Teachers were asked to rate each statement from 1–5, with one being "Highly Disagree' and five being "Highly Agree". The statements in this survey were based on information derived from the literature review regarding supports for teachers. The second page of the survey consisted of 10 statements of possible supports that teachers may need to make the inclusion experience successful, referred to as "Teacher Support Survey". Prior to handing out the surveys to teachers, I first shared a copy of the surveys with both principals to get acceptance and approval of my research project. I then distributed the surveys to the general education elementary teachers working at the two schools. I gave a week's time to complete the survey and set a deadline to return the surveys in an envelope that I provided to a designated receptacle (large

envelopes labeled "consent form" and "surveys") in the teachers' lounges.

Analysis

Responses

Once the completed surveys were collected, the results were compiled and analyzed. Sixteen teachers from CC and 15 teachers from MM returned the consent forms and surveys, for a total number of 31 teachers. Thirty-one teachers signed the consent form to participate in the study and completed the demographics survey. A total of 28 teachers returned the first page (rating a series of 10 statements) of the survey completed appropriately. Twenty-eight teachers returned the second page (ranking a series of 10 statements) completed appropriately. The raw data of the surveys is attached in Appendix B.

Findings

Opportunities survey. The "Opportunities Survey" used a Likert scale to specify respondents' level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements. Ratings of "5 and 4" indicated "Highly Agree and Agree", respectively. Ratings of "1 and 2" indicated "Highly Disagree and Disagree", respectively. A rating of "3" was considered "Neutral". On this survey, my findings show that the majority of teachers surveyed "Highly Agree/Agree" that they have an administrator that supports inclusive practices at their school site (93%) and they have sufficient opportunities to collaborate with general education teachers (89%). More than half of the teachers surveyed "Highly Agree/Agree" that they receive sufficient on-site support from their inclusion students' special education support staff (75%), have sufficient opportunities to communicate and/or collaborate with special education support staff (71%), and feel confident in their abilities to make accommodations for students (53%).

Less than 10% percent of teachers "Highly Disagree/Disagree" with these five statements.

Twenty-one percent of the teachers "Highly Agree/Agree" that they have received sufficient pre-

service training for including students with disabilities in their classrooms; while 60% percent

"Highly Disagree/Disagree" with that statement. Twenty-five percent of teachers "Highly

Agree/Agree" that they are generally more overwhelmed and/or stressed by their inclusion

student; while 46% "Highly Disagree/Disagree". Teachers were closely divided on having

sufficient time to plan or attend IEP meetings specifically for their inclusion student; 41% of

teachers "Highly Agree/Agree", while 39% "Highly Disagree/Disagree" with this statement.

Thirty-six percent of the teachers "Highly Agree/Agree" that they have sufficient opportunities

to be involved in a collaborative decision-making process to place inclusion students in their

classrooms; 32% disagree with this statement. Zero teachers "Highly Agree/Agree" that the

district provides sufficient staff development for including students with disabilities, compared to

86% who "Highly Disagree/Disagree" with this statement. (See Table 1)

Table 1 Opportunities Survey: Results of Respondents' Level of Agreement or Disagreement

Statements of Support	Highly Agree/ Agree	Highly Disagree/ Disagree
Positive school-site administrative support	93%	0%
Sufficient opportunities to collaborate with general education teachers	89%	4%
Sufficient on-site support from special education team	75%	4%
Sufficient opportunities to communicate/collaborate with special education staff	71%	7%
Feel confident in abilities to make accommodations	53%	4%
Sufficient pre-serving training	21%	60%
Overwhelmed/stressed by demands of inclusion student	25%	46%
Sufficient time to for planning and attending IEP meetings	42%	39%
Sufficient opportunities to be involved with decision-making process to include students	36%	32%
District provides sufficient staff development for including students with disabilities	0%	86%

Teacher support survey. On the second survey, 10 items of support were to be ranked in

order of most important to least important. Supports were considered highly important if they

were marked as a "9" or "10" on the rating scale, while those that were marked as a "1" or "2"

were considered least important. My findings show that teachers favored instructional aide

support (54%) and collaboration/communication with special education support staff (43%).

Staff development on instructional strategies and accommodations (29%) was important but with

lower significance, as were the following supports, which tied with 21% of teachers attaching

some importance: pre-service education for working with students with specials needs and staff

development on behavior management techniques. The least important support according to the

teachers surveyed was school-wide positive attitudes about inclusion (54%). Release time for

instructional planning and administrative support for inclusion each garnered 32% of teachers

Most Important		Least Important	
Instructional Aide Support	54%	School-Wide Positive Attitude	54%
Collaboration/Communication with Special Education Support Staff	43%	Release Time for Instructional Planning	32%
Most Important		Least Important	
Instructional Aide Support	54%	School-Wide Positive Attitude	54%
Collaboration/Communication with Special Education Support Staff	43%	Release Time for Instructional Planning	32%

feeling that they were less important. Teachers were neutral on release time for IEP related

meetings, and staff development on disability characteristics. (See Table 2)

Table 2 Teacher Support Survey: Results of Respondents' Preferred and Less Preferred Supports

Trends. Data compilation showed which supports teachers found most important and

which supports they considered to be less important. It was revealing to see the disparity

between which supports teachers value, as compared to the supports they have been able to

access.

Twenty-one percent of the teachers surveyed stated that both pre-service education was

very important and felt that they received sufficient pre-serve education to prepare themselves to

work with students with special needs. More than half of the teachers (60%) agree that their pre-

service education was less than sufficient. Both staff development on instructional strategies

and behavior management techniques was ranked as relatively important (29% and 21% respectively); while teachers stated that the district did not offer sufficient trainings. Zero percent of teachers agree that the district provides training for working with students with disabilities; 86% of the teachers disagree that the district provides sufficient training. On a positive note, collaboration/communication with special education support staff ranked high on the list of important supports and almost half of the teachers stated that they have sufficient opportunities for this (75%). More than half of teachers surveyed (53%) stated that administrative support was one of the least important supports for including students with disabilities in their classrooms, yet 93% of those teachers felt that their administrator was highly supportive of inclusion at their school. About half of the teachers surveyed (53%) feel that having an instructional aide to support their student with special needs was important.

Compare and contrast. When comparing the results of my surveys and the preferences of the general education teachers at both CC and MM to the major themes found in the research literature, there are some common areas and some surprises in regard to which supports teachers need most to successfully include students with disabilities in their classrooms. The major themes that come across in the literature are that teachers feel that they have insufficient training, time, or assistance to undertake inclusive practices. They also feel that effective inclusion practices are best supported by collaboration and communication with special education staff, pre-service education, staff development and trainings, strong administrative support, school-wide positive attitudes, and instructional aide support. The teachers I surveyed highly agree with the need for collaboration and communication with special education support staff and more pre-service training. They did feel the need for on-going staff development or time for planning for instruction and accommodations as the literature suggests. Even though they want more staff

development opportunities, they mostly felt that the district did not provide it. The study

participants at both schools felt very strongly about the need for instructional aide support,

whereas the literature seemed to present that as a lesser factor in the success of including

students with special needs in a general education classroom. This study was limited by the

small sample size of teachers from only two school sites in a small suburban school district,

while the overall literature included a wider range of subjects and geographical areas.

 Significant results. The information gathered from my research and data collection

includes noteworthy observations. My findings show that the majority of the participating

teachers are between the ages of 40 – 49, with a larger number of teachers above age 40 than

below. Female teachers significantly outnumber male teachers.   Almost all of the teachers

(97%) have had students with special needs in their classrooms; while few (6%) have had any

specific special education training, whether in their pre-service education prior to teaching or

provided through district-wide staff development opportunities. Overall, teachers were neutral in

having confidence in their abilities to teach and make accommodations for their students with

special needs, despite the number of years of teaching experience.

 Additional findings show that the majority of the participating teachers feel that their

school site, including fellow teachers and administrators, emanate a positive attitude about

including students with disabilities, yet this quality was ranked low on the importance level.

Teachers did not express concerns over having enough time for IEP related meetings, planning

for instruction, and collaboration with specialists and other teachers. Teachers stated that they

were, for the most part, not overwhelmed by having students with disabilities in their classrooms.

Teachers did strongly state the need for instructional aide support, although not all felt this way,

and the research does not suggest that this type of support is essential for successfully including

students with special needs in general education classrooms. Only a small number of teachers

stated that training on behavioral strategies was of importance.

Discussion

"What supports are needed for general education teachers to successfully include

students with disabilities in their classrooms?" This is the question that I often ask myself as I

contemplate how best to fulfill my professional duties, which prompted my current project.

This action research study increased my knowledge and opened my eyes to the supports that

teachers feel they need in order to successfully include students with disabilities in their

classrooms and their attitudes about inclusion of students with special needs. As I began this

study, I was earnest in my quest to learn what was important to teachers and determined to find

ways to improve my support to them, and ultimately to the students in their classrooms. With

the cooperation of my fellow teachers and administrators, I was able to conduct this study and

explore the viewpoints and ideas of a group of general education teachers. The data that I

collected successfully answered my research question. About 50% of teachers feel instructional

aide support is important.   My data does not indicate the reason behind this but my professional

experience leads to possibilities involving shared responsibilities for behavior management and

meeting individual needs, additional supervision, or clerical support. Teachers seem to

appreciate having someone else in the classroom to help address specific individual needs

without taking away significant teaching time from the entire class. Unfortunately some

instructional aides are used more for making copies, correcting student work, or preparing

materials than working with children. I was surprised that only half of the teachers ranked

instructional aide as important; I expected it to be much higher. This is usually the first thing

that teachers ask for upon learning that an inclusion student will be placed in their classroom.

Teachers want opportunities to collaborate with their professional peers, from both special and general education arenas. Support from other professionals is critical and collaboration provides alternate ideas, fresh strategies, and emotional support. Historically, teaching has been an isolated profession; teachers were on their own, in their own classrooms. Currently, teachers often work as collaborative teams, whether by grade level or ideologies. Teachers want information on how to best include students through knowledge of using accommodations and modifications, and defining their instructional strategies to meet the specific needs of a student. They take pride in their accomplishments and want to use the latest and proven techniques to support their students. Moorpark Unified School District encourages the schools to develop and set aside time for collaboration through Professional Learning Communities (PLC's) on a monthly basis. Staff meetings alternate whole group with small group/grade level meetings. Special education support staff at each school always participates in these meetings.

Teachers did not necessarily want to learn more about behavior management for students with disabilities. This is in contrast to what I encounter on a regular basis where teachers express significant concerns about students' challenging behaviors and frequently ask for help and advice. I think that time is a big factor here. Many teachers don't want to take time to learn positive behavioral support strategies and maybe they don't realize that with more knowledge, they could potentially save time addressing challenging behaviors. Some teachers feel responsible to manage students with special needs in their classrooms and others want someone else to handle the behaviors and let them stay on track teaching their daily lessons. Even for teachers who do take ownership of students with special needs and their behavioral challenges, they often struggle with the demands to teach a full curriculum and staying on schedule. Many

teachers that I work with grapple with the idea of what is fair to the rest of their students and how students with special needs impact their learning.

The data shows that teachers were neutral about being given opportunities to be involved in decisions about placing students with disabilities in their classrooms. This was somewhat surprising as teachers regularly tell me at the start of a new school year that they wished that they had had opportunities to observe the child in their previous placement or had more information about the academic and behavioral needs to better prepare for their arrival. The decision to involve a potential teacher in the decision making process lies with the school's principal. It is an individual preference at each particular site. I feel that when a teacher is a part of the decision, the more likely he/she is to be accepting instead of questioning the placement.

Conclusions and Future Studies

I believe that the results of this study align with the findings in the published research, although with slight variations of importance. I feel the project reflects a reasonable sampling of attitudes in Moorpark Unified Schools. Now that I know what supports teachers need to include students with disabilities in their classrooms, new questions have emerged. The next step is to figure out how to support teachers in the areas that are being insufficiently addressed. For example, how can we reach teachers who don't feel that they have adequate on-site support to help teach students with disabilities? How can we help to increase and strengthen opportunities for communication and collaboration with either specialists or peer teachers? How do we go about providing teachers with more opportunities to be involved with decision-making for placing students with disabilities in their classrooms? Lastly, and most relevant to my position, can I work with my school district to offer staff development trainings for successfully including students with disabilities in general education classrooms?

If I were to continue this research project, I would like the study to include a larger or more wide-spread sample of teachers. I only included two of the five elementary schools in the district. With Moorpark being a relatively small town, the diversity of teachers could be considered somewhat limited. A larger area would likely include more varied backgrounds. Another district could offer a completely different perspective. I would also like to conduct oral interviews with teachers. This would provide opportunities for in-depth questioning and detailed answers and information. Rating and ranking scales restrict responses.

This action research study brought attention to, and focuses on what teachers need to successfully teach students with disabilities. In the field of education, the emphasis is usually on what is necessary for students and how best can we meet their individual needs. This study awakened my enthusiasm for finding out what supports teachers need. I believe that if teachers get the support they need, then it is expected that students are going to get what they need, too. I look forward to sharing my results with both school site principals and district level special education administrators. I am hopeful that change can occur to further meet the needs of general education teachers as they include students with disabilities in their classrooms.

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Appendix A

Samples of Teacher Questionnaire and Surveys

Table A1 Sample of Teacher Demographic Questionnaire

Teacher Demographic Questionnaire

1. School Name: _____

2. Age range: ___ 20-29   ___ 30-39   ___ 40-49   ___ 50-59   ___ 60+

3. Gender: Male   Female   Other

4. What grade(s) do you teach? _____

5. How many years have you been teaching? _____

6. How many years have you been in your current position? _____

7. What is your current position?

    ___General Education Teacher   ____Special Education Teacher

8. Have you ever taught special education?   YES   NO

    If yes, for how many years/describe? _____

9. Do you have specialized training working with students with disabilities, such as autism spectrum disorders, emotional disorders, ADHD/ADD, physical disabilities, or specific learning disabilities?

    YES   NO   If yes, describe your training experience:

    _____

    _____

10. Your highest level of education:

    _____ Bachelor's degree   _____ Master's degree   _____ Doctorate degree

11. Please indicate your certifications

    _____

12. Have you had students with disabilities in your classroom that were considered Full Inclusion students?

    YES   NO

Table A2 Sample of Teacher Survey

Teacher Opportunities Rating Survey

Topic: Supports needed for general education teachers to have successful inclusion experiences with students with special needs. Your inclusion experience can be current or in the past.

Please rate the following statements 1-5, with 1 being "Highly Disagree" and 5 being "Highly Agree".

I have received sufficient on-site support from my inclusion student's special education support staff (i.e. inclusion specialist, speech & language therapist, and/or occupational therapist) in order to effectively include my student with disabilities.

    1   2   3   4   5

I have sufficient opportunities to communicate and/or collaborate with my special education support staff.

    1   2   3   4   5

I have sufficient opportunities to be involved in a collaborative decision-making process to place inclusion students in general education classes.

    1   2   3   4   5

I am generally more overwhelmed and/or stressed by the demands of my inclusion student as compared to the demands of typical students.

    1   2   3   4   5

I have sufficient time for planning and attending IEP meetings for my inclusion student.

    1   2   3   4   5

I have received sufficient pre-service training for including students with disabilities in my classroom.

    1   2   3   4   5

My district provides sufficient staff development/on-site training for including students with disabilities in my classroom.

    1   2   3   4   5

My school-site administrator supports inclusive practices and placing students with disabilities in general education classrooms.

    1   2   3   4   5

I feel confident in my abilities to make accommodations to support students with disabilities in my classroom.

    1   2   3   4   5

Table A3 Sample of Teacher Survey

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Teacher Support Ranking Survey

I'd like to know what you feel is important, and necessary, in order to have a successful experience teaching and including students with disabilities in your classroom.

Rank the following statements from 10-1, with 10 being "Most Important" and 1 being "Least Important".

Use each number only once.

_____ Collaboration/communication with special education support staff

_____ Pre-service education for working with students with special needs

_____ Staff development on instructional strategies and accommodations

_____ Staff development on behavior management techniques

_____ Staff development on disability characteristics

_____ Administrative support for inclusion

_____ School-wide positive attitudes about inclusion

_____ Instructional aide support

_____ Release time for instructional planning

_____ Release time for IEP-related meetings (pre-planning, attending IEPs, follow-up discussions)

Thank you very much for participating in my master's research project!!

</div>

Appendix B

Teacher Questionnaire and Survey Response Summaries

Table B1   Demographic Information

Table B1.1   School Name

	Frequency	Percent	Cumulative Percent
Campus Canyon	15	53.6	53.6
Mountain Meadows	13	46.4	100.0
Total	28	100.0	

Table B1.2   Age Range

	Frequency	Percent	Cumulative Percent
20-29	3	10.7	10.7
30-39	2	7.1	17.9
40-49	12	42.9	60.7
50-59	6	21.4	82.1
60+	5	17.9	100.0
Total	28	100.0	

Table B1.3   Gender

	Frequency	Percent	Cumulative Percent
Female	27	96.4	96.4
Male	1	3.6	100.0
Total	28	100.0	

Table B1.4   Level of Education

	Frequency	Percent	Cumulative Percent
Bachelor's Degree	17	60.7	60.7
Masters' Degree	11	39.3	100.0
Total	28	100.0	

Table B1.5   Years of Teaching

	Frequency	Percent	Cumulative Percent
2	2	7.1	7.1
3	2	7.1	14.3
11	1	3.6	17.9
13	1	3.6	21.4
14	2	7.1	28.6
15	2	7.1	35.7
17	1	3.6	39.3
19	1	3.6	42.9
20	3	10.7	53.6
21	1	3.6	57.1
22	1	3.6	60.7
23	1	3.6	64.3
25	3	10.7	75.0
26	1	3.6	78.6
27	2	7.1	85.7
29	1	3.6	89.3
32	1	3.6	92.9
34	1	3.6	96.4
41	1	3.6	100.0
Total	28	100.0	

Table B1.6   Special Ed Teaching Experience

	Frequency	Percent	Cumulative Percent
No	27	96.4	96.4
Yes	1	3.6	100.0
Total	28	100.0	

Table B1.7   Special Ed Training

	Frequency	Percent	Cumulative Percent
No	23	82.1	82.1
Yes	5	17.9	100.0
Total	28	100.0	

Table B1.8   Inclusion Students in Classroom

	Frequency	Percent	Cumulative Percent
No	1	3.6	3.6
Yes	27	96.4	100.0
Total	28	100.0	

Table B2   Survey Page 1: Teacher Opportunities Rating Survey Data

Statement #1: I have received sufficient on-site support from my inclusion student's special education support staff (i.e. inclusion specialist, speech & language therapist, and/or occupational therapist) in order to effectively include my student with disabilities.

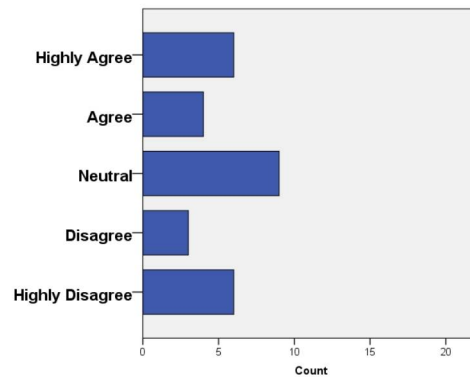|	Count	Table N %
5 Highly Agree	6	21.4%
4 Agree	15	53.6%
3 Neutral	6	21.4%
2 Disagree	0	0.0%
1 Highly Disagree	1	3.6%
Total	28	100.0%
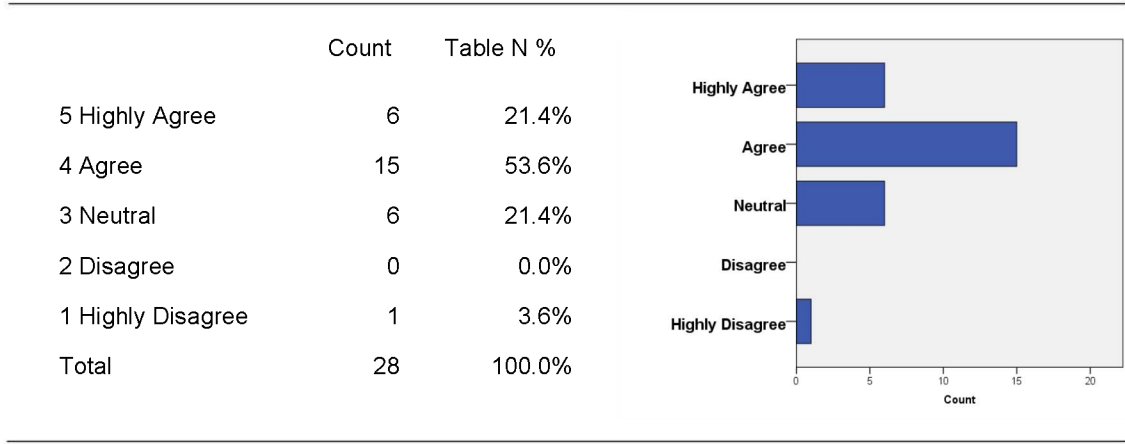
Statement #2: I have sufficient opportunities to communicate and/or collaborate with my special education support staff.

	Count	Table N %
5 Highly Agree	9	32.1%
4 Agree	11	39.3%
3 Neutral	6	21.4%
2 Disagree	2	7.1%
1 Highly Disagree	0	0.0%
Total	28	100.0%
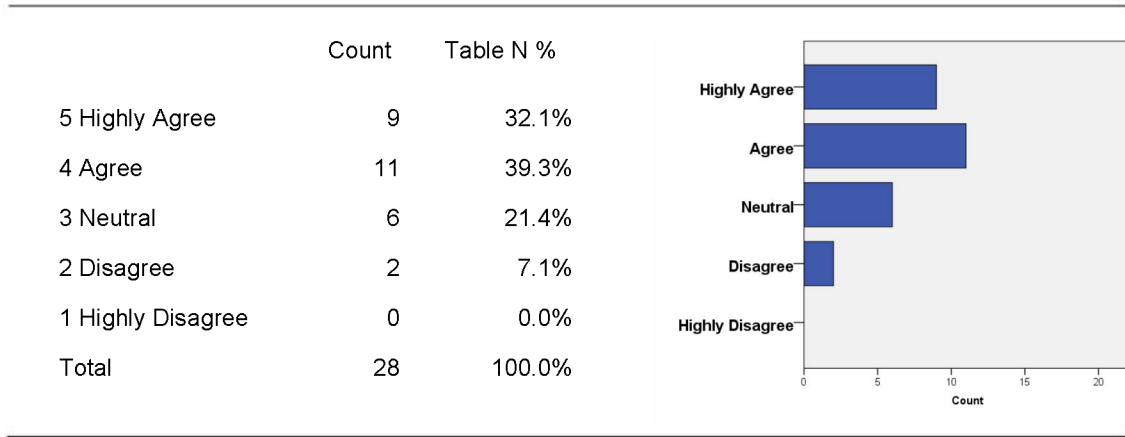
Statement #3: I have sufficient opportunities to be involved in a collaborative decision-making process to place inclusion students in general education classes.

	Count	Table N %
5 Highly Agree	6	21.4%
4 Agree	4	14.3%
3 Neutral	9	32.1%
2 Disagree	3	10.7%
1 Highly Disagree	6	21.4%
Total	28	100.0%

Statement #4: I am generally more overwhelmed and/or stressed by the demands of my inclusion student as compared to the demands of typical students.

	Count	Table N %
5 Highly Agree	3	10.7%
4 Agree	4	14.3%
3 Neutral	8	28.6%
2 Disagree	12	42.9%
1 Highly Disagree	1	3.6%
Total	28	100.0%
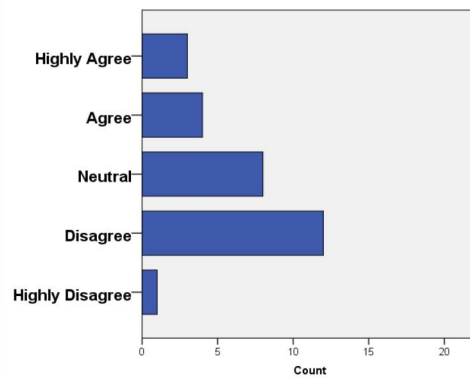
Statement #5: I have sufficient time for planning and attending IEP meetings for my inclusion student.

	Count	Table N %
5 Highly Agree	2	7.1%
4 Agree	10	35.7%
3 Neutral	5	17.9%
2 Disagree	10	35.7%
1 Highly Disagree	1	3.6%
Total	28	100.0%
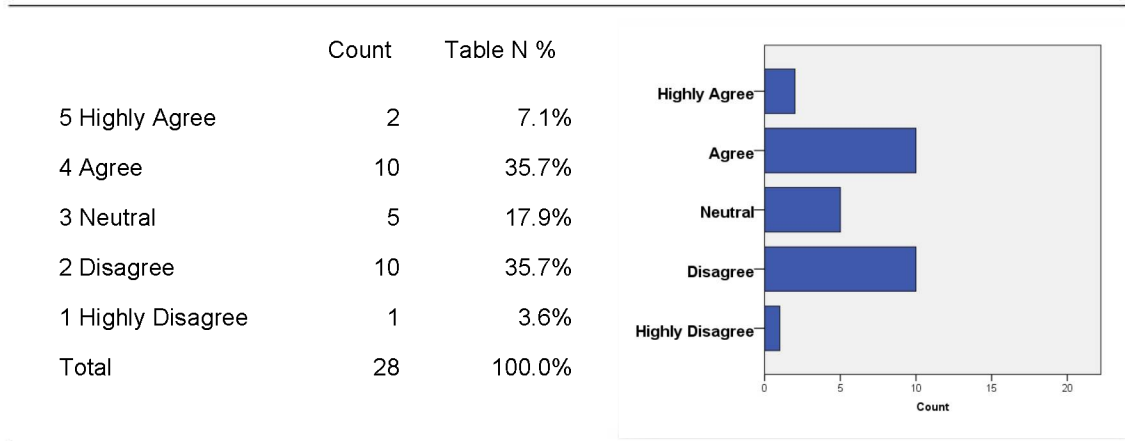
Statement #6: I have received sufficient pre-service training for including students with disabilities in my classroom.

	Count	Table N %
5 Highly Agree	1	3.6%
4 Agree	5	17.9%
3 Neutral	5	17.9%
2 Disagree	11	39.3%
1 Highly Disagree	6	21.4%
Total	28	100.0%
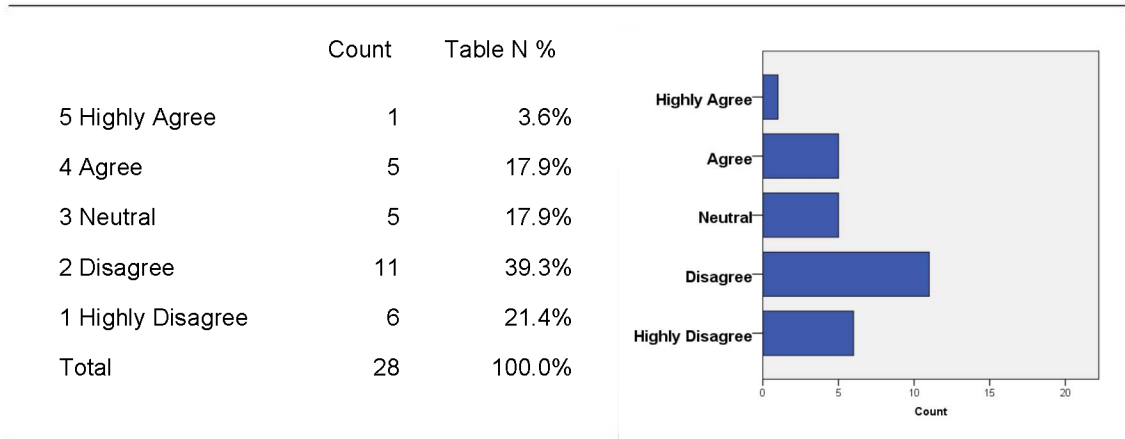
Statement #7: My district provides sufficient staff development/on-site training for including students with disabilities in my classroom.

	Count	Table N %
5 Highly Agree	0	0.0%
4 Agree	0	0.0%
3 Neutral	4	14.3%
2 Disagree	14	50.0%
1 Highly Disagree	10	35.7%
Total	28	100.0%
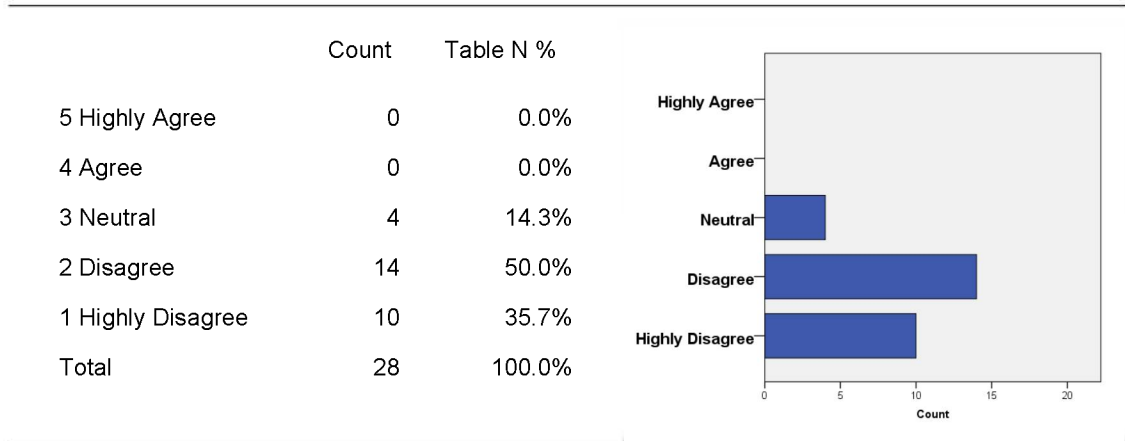
Statement #8: My school-site administrator supports inclusive practices and placing students with disabilities in general education classrooms.

	Count	Table N %
5 Highly Agree	14	50.0%
4 Agree	12	42.9%
3 Neutral	2	7.1%
2 Disagree	0	0.0%
1 Highly Disagree	0	0.0%
Total	28	100.0%
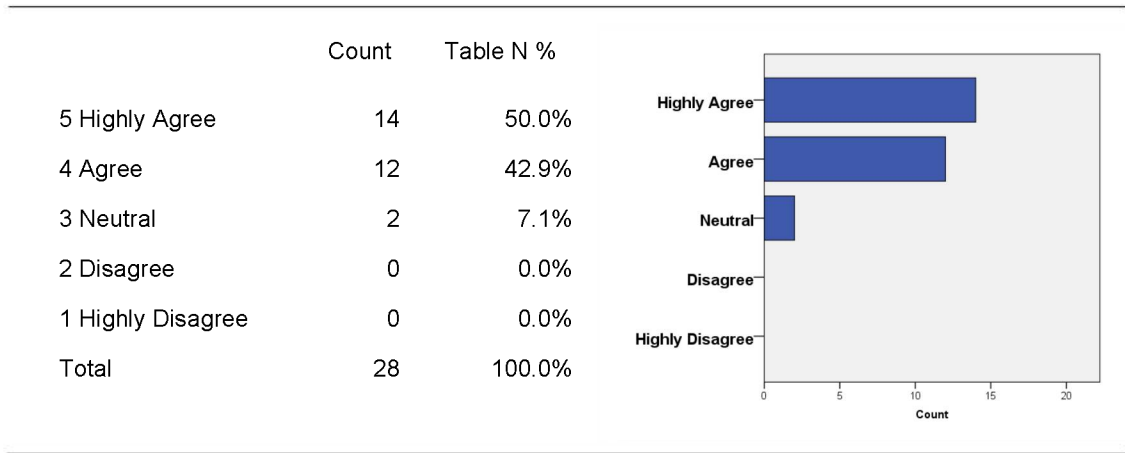
Statement #9: I feel confident in my abilities to make accommodations to support students with disabilities in my classroom.

	Count	Table N %
5 Highly Agree	2	7.1%
4 Agree	13	46.4%
3 Neutral	12	42.9%
2 Disagree	1	3.6%
1 Highly Disagree	0	0.0%
Total	28	100.0%
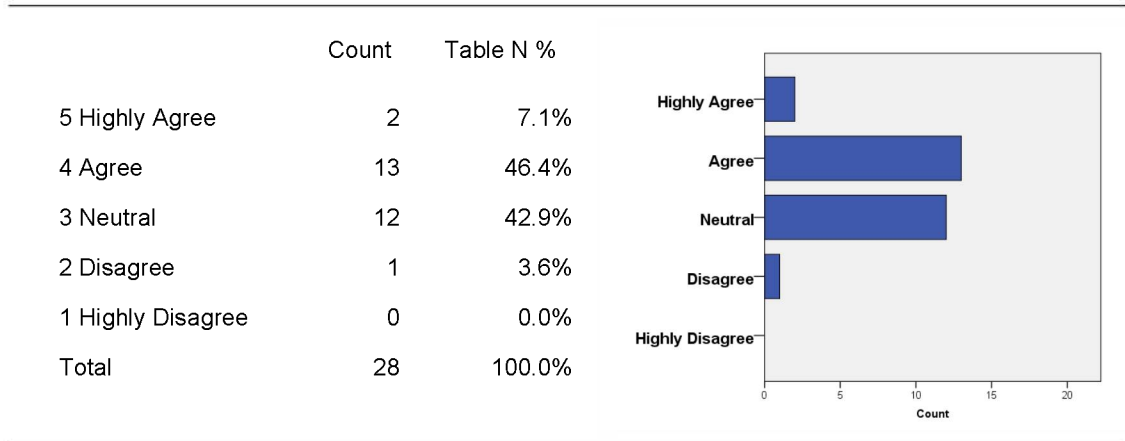
Statement #10: I collaborate with my general education teachers/staff to help me support my students with disabilities.

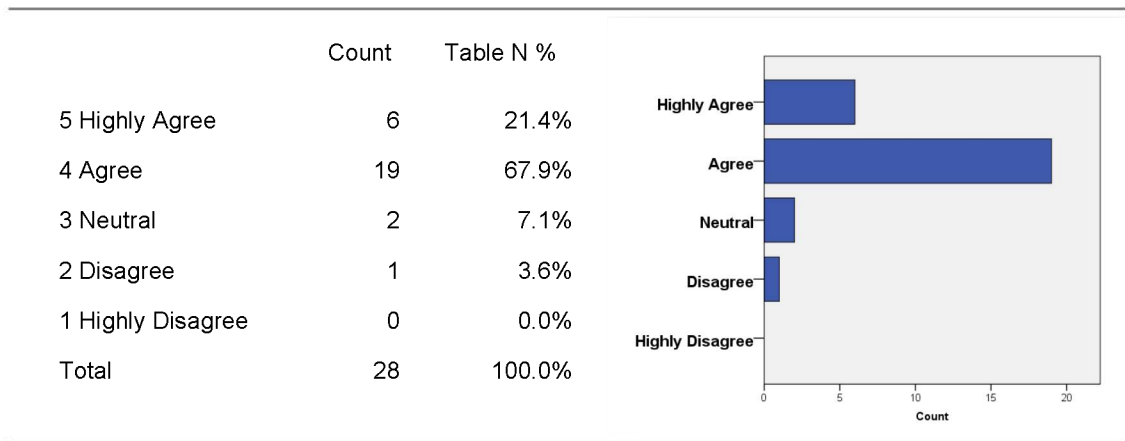|	Count	Table N %
5 Highly Agree	6	21.4%
4 Agree	19	67.9%
3 Neutral	2	7.1%
2 Disagree	1	3.6%
1 Highly Disagree	0	0.0%
Total	28	100.0%

Table B3   Survey Page 2: Teacher Support Ranking Survey Data

Respondant	collaboration / communication with special education support staff	pre-service education for working with students with special needs	staff development on instructional strategies and accomadations	staff development on behavior management techniques	staff development on disability characteristics	administrative support for inclusion	school-wide positive attitudes about inclusion	instructional aide support	release time for instructional planning	release time for IEP-related meetings
1	10	7	8	4	3	2	5	9	1	6
2	10	4	9	6	2	1	3	8	5	7
3	10	9	8	7	5	4	3	6	2	1
4	4	9	3	7	10	8	1	6	5	2
5	3	10	9	7	8	6	5	4	2	1
6	10	6	4	5	2	3	1	7	9	8
7	7	3	4	5	2	8	1	9	6	10
8	8	5	4	7	3	9	6	10	1	2
9	2	8	7	6	9	4	5	1	3	10
10	9	2	5	6	1	8	3	10	4	7
11	9	7	4	5	3	8	2	10	1	6
12	9	7	8	2	3	6	5	10	1	4
13	3	5	4	7	8	1	2	10	6	9
14	9	10	5	4	6	2	1	8	3	7
15	6	10	9	8	4	5	1	7	3	2
16	2	3	9	8	7	6	1	10	5	4
17	3	6	10	9	8	2	1	7	5	4
18	3	8	5	4	10	7	9	1	6	2
19	10	8	6	7	4	5	3	9	2	1
20	5	6	10	9	4	3	1	8	7	2
21	7	8	3	6	5	2	1	10	4	9
22	6	10	9	8	7	2	1	5	4	3
23	5	7	6	1	2	4	3	10	8	9
24	9	6	5	4	1	8	7	10	2	3
25	3	8	7	4	6	2	1	10	5	9
26	7	8	10	9	6	4	3	5	1	2
27	9	6	7	1	5	8	2	10	4	3
28	9	8	4	6	5	2	1	10	3	7
Total N	28	28	28	28	28	28	28	28	28	28
Mean	6.68	6.93	6.50	5.79	4.96	4.64	2.79	7.86	3.86	5.00
Median	7.00	7.00	6.50	6.00	5.00	4.00	2.00	9.00	4.00	4.00
Minimum	2	2	3	1	1	1	1	1	1	1
Maximum	10	10	10	9	10	9	9	10	9	10