

Running Head: EDUCATORS AND SEVERELY DISABLED STUDENTS

Educators and Severely Disabled Students Perspectives on Inclusions in General

Education Classrooms

Victoria Gay

Salisbury University

Submitted in Partial Fulfillment of the Master of Education Degree
May 1, 2006



Diana Wagner, Ed.D., Thesis Supervisor



Nomca Geleta, Ph.D., Director of Graduate Studies

**Educators and Severely Disabled Students Perspectives
On Inclusions in General Education Classrooms**

By

Victoria Gay

Masters Project No. 226

**Salisbury University
Salisbury, Maryland**

2006

Abstract

The purpose of this study was to investigate through surveys, observations, and interviews, educators' and severely disabled students' perspectives on inclusion in general education classrooms. The results of the study show that although some educators feel positively about inclusion, some feel inclusion would not prove beneficial for all students. Students' attitudes toward inclusion were generally positive. The discussion focuses on strategies to foster a positive attitude about inclusion. This study concluded that inclusion would be more successful if educators had more expertise in how to work with severely disabled children.

Educators and Severely Disabled Students Perspectives on Inclusion in General
Education Classrooms

“Over the last two decades, inclusion has become a critical part of the reform effort to improve the delivery of services to students with disabilities by focusing on the placement of these students in the general education setting” (Praisner, 2003, p. 135).

“Research has suggested that inclusive educational programs have a number of potential educational and social benefits for this group of students and their peers without disabilities” (McDonnell, Thorson, Disher, Mathot-Buckner, Mendel, and Ray, 2003, p. 225).

Inclusion of severely disabled children into general education is a controversial issue that has been debated for numerous years. According to Lipsky and Gartner (1997), “since the mid-1800s, the nation has struggled to accord to the public the responsibility for educating children with disabilities” (p. 73) Full inclusion means that all students, regardless of handicapping condition or severity, will be in a regular full time program or classroom. All services must be taken to the child in the specific setting. The question then becomes *whether including severely disabled children in general education classrooms is a benefit from their perspective, as well as educators’*.

Haskell (2000) states that the passage of P.L. 94-142, the Education for All Handicapped Children Act of 1975 (in 1990 renamed the Individuals with Disabilities Education Act – IDEA), legislated the right of all children to receive a free appropriate public education. Due to this law, children with severe disabilities are being placed in general education classes. The difficulty with this is that the general education classroom may not always be the least restrictive environment for each child. The least

restrictive environment is an educational setting in which children with disabilities receive a free appropriate public education (FAPE) with their non-disabled peers for the maximum time possible. When FAPE is given, it means providing children with disabilities an education that is appropriate, at no cost to their parents. This education should provide children with disabilities all the information necessary to be successful in a school system. General education teachers sometimes complain that they are not trained to work with severely disabled children in their classes. Meanwhile, special educators sometimes feel they do not get to teach the students. Special educators do not provide the lessons for the students; they only make accommodations to the lessons prepared by the general educator. When a special educator is in the classroom, they monitor students' progress, but they do not stand in front of the class and deliver the lesson. A survey of 400 teachers who belong to the American Federation of Teachers and who reported that their schools either had or were moving toward a policy of full inclusion showed that more than 77% opposed the practice (Murphy, 1996).

“Part of developing a fully inclusive classroom is recognizing that many of the inhibitions, uncertainties or difficulties people have with working with special needs children are the result of unchallenged values, practices and situations” (Lang & Berberich, 1995, p. 20). This is because educators are not given experiences with special needs children before they become teachers. For instance, classes are given to inform educators about special needs children, but very little hands-on experiences are given. Since educators are not challenged before becoming a teacher, there are numerous uncertainties. Once educators are willing to admit that they are uncomfortable or

uncertain, then they are more likely to be prepared to receive guidance which will allow for a more suitable classroom for all children.

In a research study completed by Susan Ross (2002), the competency feelings of general and special educators with regard to educating special education students were examined. When asked a question about their feeling of competency in educating students with severe disabilities, only 37 percent felt competent in educating students with severe disabilities. Ross states, "As the severity of the child's disabilities increases the teachers' feelings of competency decreases" (p. 20). Ross also noted that teachers felt if they had more training with special needs children in an inclusive setting, they felt more competent.

Kavale and Forness' (2000) research relates well to Ross's. They concluded that two factors appeared to influence perceptions of educators' attitudes toward inclusion. These factors include the level of student disability and the amount of additional teacher responsibility required. It appears that educators are not trained well enough to work with severely disabled children. This is one of the largest reasons that inclusion is such a controversial issue.

The research done by Heflin and Bullock (1999) also shows that educator's feel that severely disabled children should not be included in general education. If the majority of educators have a negative feeling about inclusion, more instruction about this type of setting should be required. If educators are not trained to teach students with disabilities there is more likely to be a negative atmosphere in the general education classroom. With a negative atmosphere, general and special needs children will not be given the opportunity to be educated to their greatest abilities. This would mean that we

are not following the law because children with disabilities are to be educated in the least restrictive environment. If more training is provided to general educators, it will remove their uncertainties and offer children with disabilities a more conducive classroom environment. It will also provide general and special educators opportunities to collaborate. Collaboration with the special education teacher results in the opportunity to design lessons using alternative instructional strategies (Haskell, 2000).

If general educators were given the opportunity to learn more about educating severely disabled children, it would be beneficial for both them and the children. It would also be helpful for general and special educators to have collaborative professional development training. This would promote educators collaborating in an inclusive setting. It would also be beneficial to start general educators with more classes when they are going through their teaching degree. This way they can be prepared to work in an inclusive setting. It may also change the view that educators have about working with severely disabled children. Being more prepared to work with these children may change this negative aspect. Also, learning more about how to handle these difficulties and have some extra help will allow some of these negative aspects to fade away. If everyone brings to the group a commitment to give and to help others to learn, then each person receives much more in return (Lang & Berberich, 1995).

Perspectives of parents about inclusion of severely disabled children have been considered when discussing children's least restrictive environment. After all, they are the decision makers of whether or not their child can be placed into special education. Palmer and Fuller (2001) conducted a study on parents' perspectives of inclusion of their severely disabled children, who were diagnosed with mental retardation. Some parents in

this study did agree with inclusion, while others were very against it. One parent who was for inclusion of severely disabled children stated, “It is my strong opinion Joshua is not progressing in a special education classroom because he is not challenged enough. I believe he regresses due to the fact the children in his class are considerably more handicapped when compared to Joshua” (p.474).

One parent states, “My daughter cannot walk, talk, sit, or crawl. She wears diapers and must be spoon fed. Every time the possibility of her placement on a high school campus arises, I panic! I would keep Sarah at home rather than exposing her to such an environment” (p. 475). Parents’ feelings about inclusion are similar to those of educators’ in Ross’s (2002) research. Educators and parents’ feel that the more severe the disability, the less likely their child will be successful in inclusion. In Palmer and Fuller’s (2001) research, some parents also tended to feel that students should be grouped into classes based on similar disabilities. This would appear to help students because they would be functioning at or around the same academic level. Parents play a huge role in the decision making process of placing their severely disabled child into special education. Since their role is so important during this decision making process, shouldn’t they also have a decision in what environment is best for their child?

Students’ perspectives of inclusion should be considered when determining the least restrictive environment for severely disabled children. In a report by Vaughn and Klingner (1998) discussing student perspectives of inclusion and resource room settings most students’ preferred instruction outside the general education classroom for part of the day (pull-out time). These students liked the inclusion setting, but mostly for

socialization purposes. When discussing one study, Vaughn and Klingner (1998) said the following:

When students with *high-incidence disabilities* were asked their perceptions of in-class assistance (inclusion) versus pull-out assistance, the majority preferred resource room support. In a second study of students with *high-incidence disabilities* in inclusive settings, 76% liked having special education services in what was previously a pull-out resource room setting and remedial and special education students' preferred pull-out services (72%). In a study of students in an inclusion setting, 7 of the 9 special education students preferred to receive help in a room other than the general education classroom. Fourteen of 16 students with disabilities perceived that they learned more in the resource room than in the general education classroom, and all 16 students responded that they liked going to the pull-out resource room for assistance. (p. 84).

When students were studied on their perspectives of full inclusion, they chose to have pull-out time. If the students feel that pull-out time is the most helpful for their learning, then we should be considering this as part of the inclusion program. Educating severely disabled children in the least restrictive environment is crucial for their success. If this is the end goal of educating these students, then it is also important to take their perspectives into consideration.

Inclusion has been controversial over many years and will continue to be for years to come. As educators and other important persons in education work together to find the best environment for severely disabled children, parents need to be included in this decision. Inclusion may become the least restrictive environment for most disabled children, but when making such a major decision, the most accommodating *and* least restrictive environment should always be the major goal.

Method

Participants

The convenience sample consisted of 50 special and general educators from two elementary schools in the Maryland public school system. A survey (Appendix A) was administered to all 50 participants. Forty-two teachers responded, for an 84 percent response rate. Thirty-five general educators and seven special educators completed the survey. The survey consisted of multiple choice, Likert Scale, and open-ended questions (narrative responses). See Appendix B for the narrative responses, which were transcribed exactly as they were submitted. Permission to administer the survey from the principals of both schools was granted before the surveys were provided to the educators.

The second method involved classroom observations. A sample observation log is in Appendix C. Educators whose rooms I observed in signed a permission to observe form. Observation notes taken by the researcher were gathered during observations in various settings. Interactions between severely disabled children and their educators were observed. Some interactions between the severely disabled child and the general education child were also recorded.

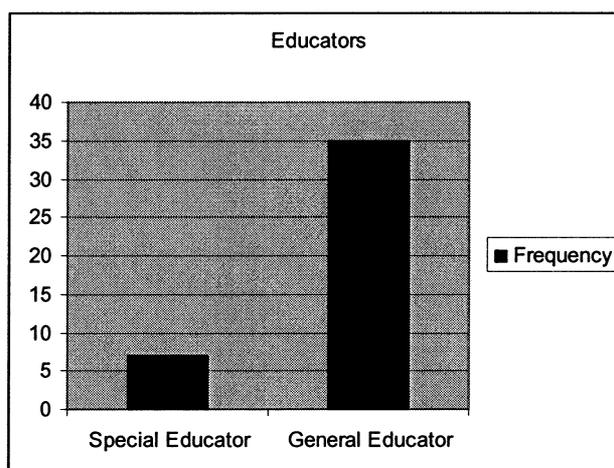
The third method involved interviews with three severely disabled children. Permission from the parents was granted before the interviews took place. The diagnoses of these severely disabled students are multiple disabilities, mental retardation, and Asperger's syndrome. All students were asked the same eight questions from the researcher's interview protocol (Appendix D). These questions provided information about the students' attitudes towards their general educators, their general educators' attitudes towards them, and how they felt they were treated in their inclusion classrooms.

Results

Characteristics of Respondents

Figure 1 represents the number of educators who were involved in the survey. Forty-two general and special educators responded to the survey. As the figure shows, seven special educators and 35 general educators participated in the survey.

Figure 1. Participants Involved in the Survey



Respondents were asked to report if they currently teach in an inclusive setting. Table 1 shows the frequency in which educators currently teach and do not teach in an inclusive setting. 83 % of respondents teach in an inclusive setting and 14 % do not.

Table 1. Inclusion Setting

Teach Inclusion	n	%
Yes	35	83.3
No	6	14.3
No Answer	1	2.4

Respondents were asked to report the grade level in which they are currently teaching. The results show that several educators teach more than one grade level, with most teaching grades 3-5. Table 2 reflects the number of educators who currently teach in elementary grade levels.

Table 2. Grade Level

Grade	n	%
Pre-Kindergarten	2	4.7
Kindergarten	4	9.5
Grade 1	7	16.6
Grade 2	4	9.5
Grade 3	17	40.4
Grade 4	17	40.4
Grade 5	16	38.0
Grade 7	1	2.3

Respondents were asked to report the length of time in which they have been teaching. Educators were provided with four different answer choices. Table 3 shows the frequency of the answer choices based on the number of years teaching. Most of the respondents have taught for 10 years or more. Of the educators surveyed, more than 70% have been teaching for at least seven years.

Table 3. Time Teaching

Time	n	%
1-3 Years	9	21.4
4-6 Years	2	4.8
7-9 Years	8	19.0
10 Years or more	22	52.4
No Answer	1	2.4

Educators Attitudes

Respondents were asked to report if they agree that severely disabled children should be included in regular education classrooms. The answer choices provided were in a Likert scale format. A small number of educators provided two answer choices. As reflected in table 4, 45 % of educators agree with severely disabled children being included in regular education. A small number of educators provided two answer choices because they felt it depended on the severity of the disability.

Table 4. Support of Inclusion

Support of Inclusion	n	%
Strongly Agree	6	14.3
Agree	19	45.2
Disagree	17	40.4
Strongly Disagree	1	2.4
No Answer	3	7.1

Respondents were asked what benefits there were to including severely disabled children in their classroom. Table 5 shows the selections that educators provided about the benefits of having severely disabled children in their general education classroom.

Table 5. Benefits of Inclusion

Benefits of Inclusion	n	%
Provides social interactions	34	81.0
Provides the Least Restrictive Environment	16	38.1
Better educates these students	3	7.1
None of the above	4	9.5
Other	4	9.5

Respondents were asked about the difficulties they have had when working with severely disabled children in an inclusive setting. They were given five answer choices to select from. Educators were able to select any of the answers that they felt applied. 91 % of educators selected behavioral difficulties as the major difficulty when working with severely disabled students. Table 6 represents the selections that educators provided about the difficulties of educating severely disabled children in regular education.

Table 6. Difficulties of Having Severely Disable Children in Inclusion

Difficulties	n	%
Behavioral	38	90.5
Emotional	29	69.0
Physical	16	38.1
Instructional	34	81.0
Other	3	7.1

Respondents were to report the number of students with severe disabilities currently in their classrooms or caseloads. They also were to report the nature of the students' disabilities. This question was in an open-ended format, in order for educators to provide all the information they felt was necessary. Not all educators provided information for this question. Table 7 represents the number of severely disabled students educators currently have in their classrooms/caseloads. Thirteen of the respondents have no severely disabled children in their classroom or caseload.

Table 7. Number of Severely Disabled Students in Classroom or Caseload.

Number of Students	Educators
0	13
1	4
2	8
3	3
4	1
5	1
6	1
11	1
13	1
15	1
30	1

Respondents were to report the nature of the disabilities of severely disabled students currently in their classroom. Numerous disabilities were listed, but some disabilities were listed more than once. Some educators provided the number of students, but not the disability. From the data provided, mentally retarded was the most frequently chosen disability.

Table 8. Nature of Disabilities

Nature of Disabilities	Frequency	%
1. Multiple Disabilities	4	9.5
2. Mentally Retarded	18	42.8
3. Language Impaired	2	4.7
4. Learning Disabled	2	4.7
5. Asperger's Syndrome	1	2.3
6. Behavioral	1	2.3
7. Attention Deficit Hyperactivity Disorder	2	4.7
8. Autism	10	23.8
9. Speech Impaired	1	2.3
10. Environmental Disability	1	2.3
11. Visually Impaired	7	16.6
12. Hearing Impaired	7	16.6
13. Severely Emotional Disturbed	1	2.3
14. Attention Deficit Disorder	1	2.3
15. Mathematics Disability	1	2.3
16. Educable Mental Retardation	1	2.3

Observations

First Setting

The first setting observed was in a special educators' classroom. There were a total of fourteen special education students in this room at one time. Observation notes (Appendix E) were taken that included interactions between the special educator and the students. Having the extra assistants in the room to help with the special education students made the classroom run efficiently. The special education teacher stated, "I consider them teachers; I don't know what I do without them (in reference to her teaching assistants)." Both negative and positive interactions were recorded. For example, the special educator said to one of the special education children, "I can see you are not going to start your Monday off good." This was a negative way to talk to a special education child who had just come into class and forgotten his homework. Then on a more positive note, the special education teacher said to another teacher, about a special education child, "Tommy is on the ball today. He did so great in reading; I thought he was a different kid!" This was after he had finished reading a passage to the class. The student smiled at the teacher when she said this about him. Overall, from the researcher's point of view, the students appeared to have mixed feelings about this teacher. For instance, some students would raise their hand to share answers and provided their answers with confidence. Then, other students had to be called on, and were hesitant to share their work. The researcher also noticed that some students had their heads down most of the time, while others were always very attentive. On the whole, they seemed to enjoy working with her, but did not enjoy the type of discipline she used. She was assertive in her discipline, which appeared to make some students uncomfortable. If

students did an assignment incorrectly or were not paying attention, she would let them know in a direct and somewhat negative manner. This appeared to make some students uncomfortable, but this was her teaching style.

Notes were also taken that included interactions between the teaching assistants and special education students. For instance, a special education student was asked to answer a question and when he responded, the assistant said, "Very good!" This terminology was used quite often by this teacher to reward her students who answered questions correctly. This teacher also gave the students a lot of one-to-one attention, which appeared to work well for each of these students. It should be noted that this group with the teaching assistant was a smaller group, which allowed for this type of interaction. From the researchers' point of view, these students were comfortable working with the teaching assistant.

Another teaching assistant was in the room with a group of five children. The researcher did not have a chance to observe this group closely. This group was not observed as closely because these students were not severely disabled children.

The other teaching assistant worked on a one-to-one basis with a special education student. This appeared to be the best setting for this student. The assistant and this student sat at a desk together. He sat on one side of the desk and she sat on the other. He needed hands-on assistance with his work. He also needed to be in close proximity to the teacher, which a one-to-one setting allowed for. This teacher was very helpful with this student, providing intense one-to-one assistance and giving him plenty of praise. Praise consisted of words such as "good job, very good, and excellent." It also consisted

of a pat on the shoulder, a pat on the back, or a soft touch to his hand. It appeared that the assistant and student had a great working relationship.

Second Setting

The second setting that was observed was an inclusion reading classroom. There was one general educator and one special educator in this classroom. There were 20 general education students and four special education students in this class. Observation notes (Appendix F) were taken on two different occasions; one day with the special educator in the classroom and one day without. The general educator provided the lesson for the class and the special educator provided in class support for the special education students. For example, the general education teacher would stand in front of the classroom and teach the lesson. While she was doing this, the special educator walked around to each student and provided the necessary help for each special education student. If the special education students needed direct instruction, the special educator would pull them to the back of the classroom for more individualized help. During independent work, the general educator would help the special education students as well. For instance, the special educator was sitting with one student reading the short story and the general educator approached another student to do the same.

The second time I observed in this classroom, the special education teacher was not able to be present. This appeared to make teaching the lesson more difficult for the general education teacher because she could not provide the individualized attention that the special education students required. For instance, she would stand in front of the classroom to explain the lesson, but the special education students needed someone to point to the directions while they were being read. Some students needed the directions

read to them more than once, which also made it difficult because the general educator needed to tend to all students in the room. Difficulties were also shown when the general educator placed the class into groups. Special education students were in a variety of different groups, all over the classroom. She was not able to spend the same amount of time with each group because some required more attention. The researcher saw that some of the special education students needed more assistance. For example, one student looked around the classroom while his group was working on the project. During this time, the researcher was invited by the general education teacher to provide assistance to the groups. This showed the researcher that it would have been helpful to have the special educator in the classroom.

Third Setting

The third setting was in an art inclusion class. There was one special education student in this classroom and 22 general education students. Observation notes (Appendix G) were taken to record interactions between the special education student and art teacher. One of the most frequent observations the researcher noticed was that the art teacher was having a difficult time guiding the class and providing more specialized instruction to the severely disabled student at the same time. One time the art teacher said to the student, "I'll be right back to help you. Did you write your name on the paper?" She said this while she was walking past the student to help a different student. Having one special education student in such a large class was a difficult task for the art teacher. She stated to me, "I asked for an assistant to help this child, but I was denied this option. It is really hard to give him all of the attention he needs and he would do better with extra help." This student did require a lot of attention, which does make it hard on

one teacher. It did not seem like there were any issues except that the educator would like to provide him with more one-to-one attention.

Observations between the special education student and general education students were also noted. The special education student appeared to be treated well by his classmates. For example, at the end of class, the special education student was helping to clean up the table. The special education student put his hand up in the air when he was done and a general education student told him, "Good job" and gave him a high-five. It was very positive to see such great interactions between general and special education students.

It should also be noted that the special education student was very nice to the researcher during this class. He was continuously waving and smiling at the researcher. At the end of class, he even brought his painting to the researcher and showed her it. The researcher was able to ask him a couple questions about his painting and the student shared what his painting involved. This student appears to have great interaction skills with all different people.

Fourth Setting

The fourth setting that was observed in was an inclusion classroom, where all subjects were taught and in which a reading course was observed. There was one general educator, a general education intern, and a special education one-to-one. There were 11 general education students and two special education children observed. Observation notes (Appendix H) discuss interactions with the special education student and the various people they worked with throughout the time observed. These interactions were with their general educator, student intern, special educator, and two one-to-one

assistants. During the observations, some student-to-student interaction was recorded. Interactions between the special education students and the people they worked with were generally positive. The researcher did find that some interactions between all of the educators and one of the special education students were negative. More specifically, the researcher found the intern's interactions with the student to be negative.

Some of the positive interactions were between one of the special education students and his one-to-one assistant. She would encourage him to do his work and praise him when he did well. She sat with him almost all of the time while observations were occurring. She also appeared to know a lot about this student. This showed when the student would start to get upset and she would take him out of the classroom for a "break." There were also negative interactions that occurred between this student and his one-to-one. The most important one that was noted was that the one-to-one would leave the classroom without telling the other teachers, which meant this student was alone with no assistance. Most times when the one-to-one left, the student appeared to be uncomfortable. One time the one-to-one said, "I am going to leave the room, if you do not change your behavior." This made the student change his behavior in a positive manner. The assistant leaving the classroom was used as a tool to help change this student's behavior to be more positive. Overall, the interactions between the one-to-one and the student were positive. He seemed to like her and enjoyed her company. He told the researcher that his one-to-one was helpful and patient, and that he liked working with her.

Some of the positive interactions between the general educator and both special education students were observed as well. The general educator said to one of the special

education students, “Wow, you’re doing a good job. Very good!” She also told the other special education student how nice she looked every morning and would praise her for answering questions. Both students appeared to be comfortable working with the general educator. The general educator seemed as though she knew how to work with both of these children and tried to keep them involved in the lessons.

Other positive interactions that were observed were between one of the special education students and the special educator. The special educator would come in the classroom each day to pull this child out and was always helping her to be organized. The child would be getting her papers out and the special educator would help put them in order. The special educator was always talking very quietly to this student and asking her about her day. This appeared to be a very positive relationship.

On a different day, one of the most positive interactions the researcher observed during this class was the interaction between one special education student and the substitute assistant. The regular one-to one was absent. This assistant was continuously telling the student how well he was doing, even if he was just sitting quietly. She would say things such as, “High-five!”, “You’re doing great!”, “Good job,” and “Very good!” She was also very hands-on with this student. She would pat him on the back or give him a tap on the arm when he was doing well. She used a very soft tone with this student throughout the observation. One time she said, “Look at me, I want you to know I’m proud of you. You’re doing a good job.” The student and this assistant appeared to have a great relationship. The techniques she used during the researcher’s observation worked very well for this student.

The researcher was also able to observe negative interactions with one of the special education students. These interactions were between the general education intern and the special education student. From the researcher's point of view, the intern rarely called on this student when he was trying to provide answers. The intern also failed to call on the student when he raised his hand. At one time, the one-to-one told the intern, "He has the answer. Call on him." The researcher felt this showed the intern's uneasiness with working with severely disabled children because the one-to-one had to remind her to call on this student. The intern was also observed being negative toward him, which led to a behavior issue. The one-to-one had stepped out of the room and the intern noticed the student holding pencils in his hand. She felt that he was not paying attention, so she grabbed his pencils from his hand. She said to him, "Since you are not paying attention, I took your pencils." The student got very upset and started to yell and get red in the face. The general educator came over to intervene and told him, "Take out your book." While the student was doing this, the general educator stepped out of the room to get the one-to-one. When the one-to-one came in, she took the student for a walk to stop the behavior issue from getting worse. It was interesting to see the interactions between a future general educator and special education students that she may be working with in a few years.

From the observer's point of view, this means that inclusion of special education students is still an unresolved issue and in order for them to receive the best education, more training needs to be done. Even though internships are a preparation for becoming a teacher, the researcher feels more one-to-one training with severely disabled students is important for all persons who will work with them in the future.

Interviews

Lastly, three interviews were conducted with three severely disabled students. Each of these students has been diagnosed with a different disability.

Interview One: Frank

The first student has been diagnosed with mental retardation. This student also has been diagnosed with moderate microcephaly, an abnormally small head from brain growth failure. Another diagnosis of this student's is agenesis of the corpus callosum, absence of the corpus callosum, the area of the brain which connects the two cerebral hemispheres. The part of his brain that is missing serves as the communication link between the left and right side. His brain does not have all of the necessary parts to function at a "normal" level. It was thought that he was a product of fetal alcohol syndrome (FAS), but his abnormalities are more severe than those typically found in an FAS baby. He will continue to grow and develop, but just at a slower than normal rate.

At times during the interview, the student was hard to understand because his speech was not clear. There were also times during the interview when the student repeated what I said, instead of answering the question. There were also some questions that did not get a response, possibly because he did not understand the question I was asking. It is hard for the researcher to draw a conclusion of this child's feelings on inclusion of severely disabled children. It did appear that this child does like drawing and creating art pieces. For example, at the end of the interview the researcher asked the student to draw a picture. He took a pencil and paper and drew a simple picture for the researcher. Throughout this drawing, the child had a smile on his face and kept making eye contact with the researcher. During the interview this child had a soft tone, very

brilliant smile, and great personality. He appeared to be enjoying the circumstances he was in. When the researcher walked the child back to his classroom, he lightly grabbed the researchers' hand (as if he wanted to hold it), which appeared to be a thank you and a great sign of affection. This is the complete first interview:

VG: Okay! My name is Victoria, what's your name?

F: Frank!

VG: Frank! How are you doing today?

F: Fine.....

VG: Fine.....

(pause)

Now I'm going to ask you some questions about your teacher and your classmates, okay?

(pause)

Tell me what you like about Mrs. Neil, your art teacher?

(pause)

Is she nice?

F: Nice!

VG: She is nice?! (pause) You think she's friendly?

F: Friendly! [Indecipherable]

VG: Do you think she's helpful?

F: Help. [Indecipherable]

VG: Does she help you when you make paintings? No?

(pause)

Are there things that you don't like about Mrs. Neil?

F: Yes. [Indecipherable]

VG: What don't you like? (pause) Is she mean sometimes?

F: No response

VG: Do you think that maybe she's impatient?

F: No response

VG: Is she patient with you? Does she take her time and let you do your drawings?

F: No response

VG: What types of nice things does Mrs. Neil say to you? Does she tell you that you do a good job?

F: (Head nod).

VG: Yeah...(pause) Does she tell you that you're great?

F: No response

VG: Does she ever tell you, "Nice job!"?

F: (Head nod).

VG: Yeah..... (pause) What types of things does she say that aren't so nice? Does she ever tell you to, "Stop that!"?

F: No response.

VG: How would you like your art class to be different?

F: [Inaudible]

VG: Yeah. Would you like to make different kinds of paintings?

F: Yeah.

VG: And drawings?

F: No response

VG: Do you like art class?

F: No response.

VG: Do you feel that Mrs. Neil treats you different than other students in your class?

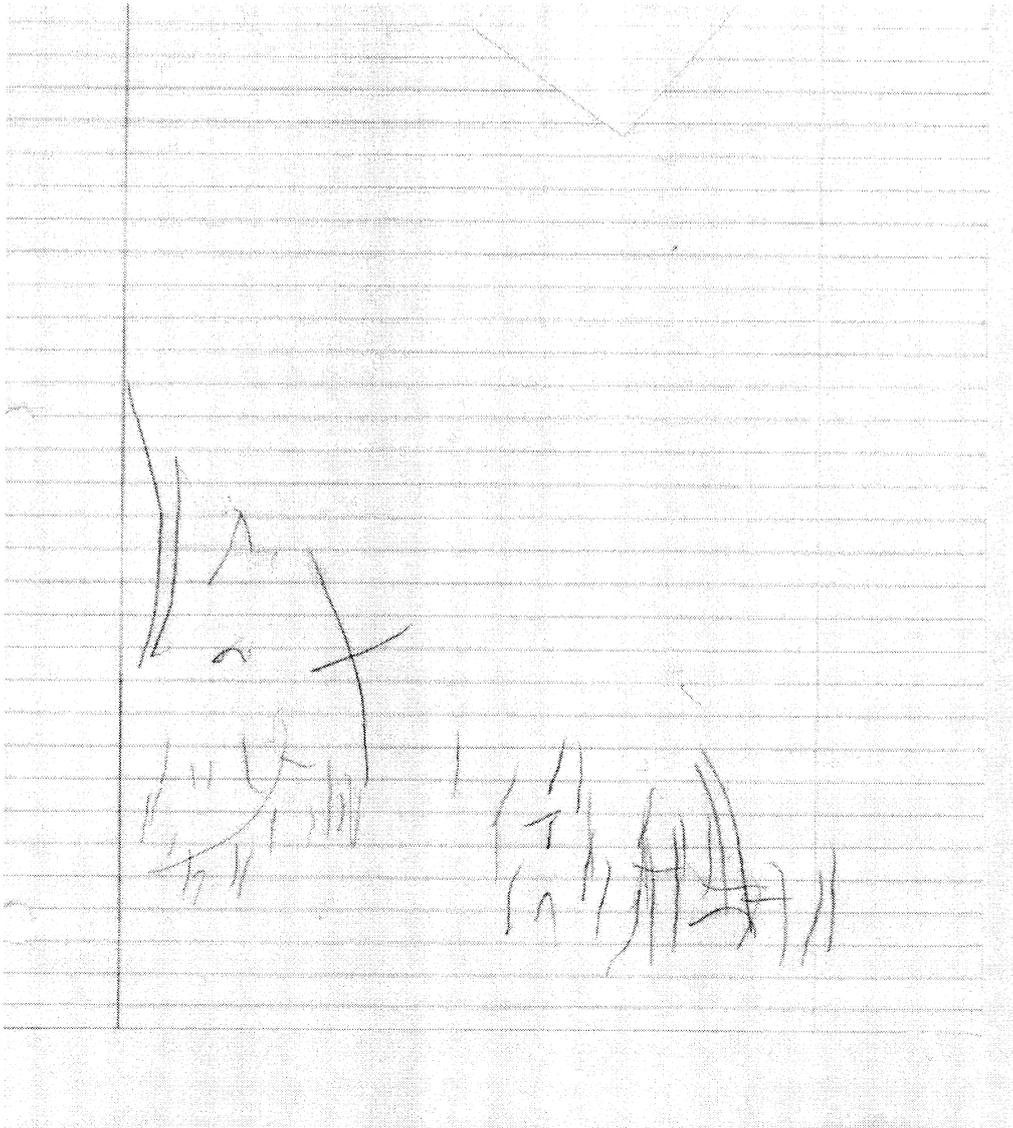
F: No response

VG: Yeah. What do you like to make in art?

F: (Indecipherable).

VG: You draw? Yeah.

Student Drawing:



Interview Two: Jonathan

The second student interviewed has been diagnosed with multiple disabilities. He also has a deletion of the long arm of chromosome 18 (missing chromosome 18). Some abnormalities commonly associated with this chromosome deletion have been mental retardation, growth failure, and developmental retardation. His IQ ranges from 25 to 75 (severe to mild mental deficiency).

At times during the interview, the student was hard to understand because his speech was not clear. This student was very excited from the moment we left his classroom, with a huge smile on his face throughout the whole interview. He giggled, moved around in his seat, and kept touching the tape recorder. He was so excited because he had never seen a tape recorder before and wanted to know what it did. Before we started the interview, the researcher explained what the tape recorder was. As soon as we started the interview, he wanted the researcher to stop the tape so he could hear the talking. He was quite intrigued by the way the tape recorder worked. Each time the researcher played the tape back for him; he would giggle and have a huge grin on his face. At the end of the interview the child asked me if he could bring the tape recorder back to his classroom to show his teacher and classmates. We recorded some information that wasn't from the interview protocol and then brought the tape recorder to his classroom to share. This made the child excited and as his class went on, he continued to smile at me. This is the complete second interview:

VG: Okay. My name is Victoria, what is your name?

J: My name's Jonathan.

VG: Your name's Jonathan.

J: I wanna hear it, I wanna hear it! [talking about the tape recorder]. [Indecipherable].

VG: That's a tape recorder.

J: Wanna hear it!

VG: You wanna hear it?

J: Yeah.

VG: Okay!

(I stopped the tape recorder for Jonathan to listen to the conversation we were having)

VG: So hear we go. (Pause). So, how are you doing today?

J: Uh, Fine.

VG: Fine....(Pause). Now I'm going to ask you some questions about your teacher and your art class. (Pause).

J: [Inaudible]

VG: Okay. Tell me what you like about Mrs. Neil?

J: [Indecipherable]

VG: Mrs. Neil, your art teacher. Is she nice to you?

J: Yup!

VG: She is? Is she friendly?

J: Yeah!

VG: Is she patient? Does she take her time and let you do your work?

J: Yup!

VG: Yeah! Are there things that you don't like about Mrs. Neil?

J: (Pause). Yeah!

VG: Yeah. Maybe she's a little boring? Yes? No?

J: [Indecipherable]

VG: You think so?

J: Yup!

VG: Yeah. (pause). Does she ever yell at you?

J: No.

VG: No. Good! That's good. Can she be mean sometimes?

J: Yes!

VG: Yeah.....

J: Everybody _____. [Indecipherable]

VG: Yeah. (pause). Okay. (pause). What types of things does Mrs. Neil say to you that are very nice? (pause). Does she tell you that you do a good job?

J: Yup.

VG: Yeah. (pause). Does she tell you that she likes your work?

J: Yup!

VG: Does she ever tell you that you do a nice job?

J: Yup.

VG: Very good! (pause). What types of things does she say to you that aren't so nice? (pause). Does she ever tell you that you should stop doing what you're doing?

J: Yup.

VG: Yeah. (pause). Does she ever tell you that you don't do a good job?

J: (Very long pause). Noooooo.

VG: No. (pause). Well that's good! Does she ever tell you to hurry up and rush you?

J: Yeah.

VG: Yeah. (quietly). (pause). How would you like your art class to be different? (short pause). Would you like a new teacher or do you like Mrs. Neil?

J: (pause). I like Mrs. Neil. [Indecipherable]

VG: You like her?

J: Yup!

VG: Good!

J: [Indecipherable]

VG: Okay. Would you ever like a smaller class?

J: (pause). Yeah.

VG: Are there too many of you in there? (pause). Maybe some extra time with just Jonathan.

J: Yup.

VG: Yeah. (pause). Do you feel that you are treated differently then other students in your class?

J: No.

VG: No. Very Good!

J: (Interrupting my last statement). I gotta tell you something.

VG: What?

J: Lonnie.

VG: Lonnie?

J: I can't work with her.

VG: Oh.

(At this time, Jonathan requested to hear what he had just said to me on the tape. So I stopped the tape and played it back for him to hear what he had just said into the recorder).

VG: Ok. (pause). Go ahead! Go ahead, talk! Tell me.

J: I like Blues Clues.

VG: (Laughs).

J: [Indecipherable], and I wanna hear it now.

VG: You can hear it, if you talk.

J: Hi! (talking to the tape recorder).

VG: You can say Hi! (pause). You can say what your name is.

J: I like Blues Clues, I like Blues Clues. [Indecipherable]

VG: A book group?

J: Blues Clues.

VG: Oh. (Pause).

J: I'll turn it.

VG: Oh. Oh!!

J: Lonnie.

(We stopped the tape at this time for Jonathan to listen to it).

J: My name's Jonathan. I like Blues Clues.

VG: Oh, you like Blues Clues.

J: Yeah!

VG: Ah! Who's your favorite character?

J: Uh, Steve and Blue.

VG: Ah! Steve and Blue.

J: And the notebook.

VG: And the notebook?

J: You get to find clues.

VG: And you get to find clues.

J: Yup!

VG: Very cool!

J: Uh, uh, uh.....I wanna hear it!

VG: You wanna hear it, push that button.

(We stopped the tape at this time, so Jonathan could listen to what he had just talked about. Next, we walked down to the classroom to show his teacher and classmates the tape recorder and how it worked).

Interview Three: Kevin

The third student who was interviewed has been diagnosed with Asperger's syndrome. Asperger's syndrome is a developmental disorder in which people have difficulties understanding how to interact socially. People with Asperger's are quite similar to those diagnosed with Autism. They are similar because they have weak social skills and need to have routines everyday. This student is on target academically with his general education peers (which is common among people diagnosed with Asperger's syndrome), but has severe behavior issues that impede his learning.

At times during the interview, the student appeared to be uninterested and ready to depart. He also seemed a little distracted, like he had something else on his mind. This was noticed when we entered the classroom and he was just wandering around the room. When he was asked questions, however, he was very cooperative and answered the questions asked. As the interview was near the end, he appeared to be really uninterested and wanted to leave the room. He stated, "Are we done yet?" The researcher assured him that we were almost done and that he could go back to class. As we walked back to his classroom, the researcher noticed a cut on his head. When he was asked about the cut he did not provide any information about it. The conclusions the

researcher drew from this interview was that this child liked his inclusion classroom and was quite comfortable in it. He believed that his teachers were hard on him at times because he has outbursts in the classroom. Overall, he felt his teachers were nice. Whenever he was asked if he felt they were negative toward him, he would say, “Only when I am bad.” He appeared to understand that his behavior issues were the reason for negative actions toward him. When he was observed, it also appeared that he liked the classroom he was in. Overall, he is a happy child, smiles a lot, and appears to have a good time. Academically, he is at the same level as his general education peers. He does well in class, when he is not having behavior difficulties. In general, this student was polite and answered each of the researcher’s questions. This is the complete third interview:

VG: And then if you want we can go back to what we were talking about, okay?

K: Okay.

VG: Okay. (pause). So my name is Victoria, what’s your name?

K: Kevin.

VG: Kevin. (pause). How are you doing today?

K: Good.

VG: Are you excited about the two hour delay?

K: Yeah.

VG: (Announcements were going on). Can you tell me what you like about Mrs. Johnson?

K: I like that we do math homework.

VG: You like that you do math?

K: Yup!

VG: Okay. (pause). Do you think she's friendly? (pause). Is she patient with you?

K: Yup.

VG: That's good. (pause). Are there things that you don't like about Mrs. Johnson?

K: (made a noise).

VG: (long pause). Is she ever mean to you?

K: Only when I'm bad.

VG: Only when your bad (with a little laugh)? (pause). Does she ever yell at you?

K: mmmmm.....When I'm bad.

VG: When you're bad. What types of nice things does Mrs. Johnson say to you?

K: Ummmm. She says that...ummm....I can't do, do stuff that I'm doing.

VG: That you can do it or you can't?

K: I can't.

VG: You can't. (pause). Does she ever tell you that you do a good job?

K: Yup.

VG: Yeah. (pause). What types of things does she, does she say to you that aren't so nice?

K: ummm.....nothing.

VG: Nothing? She's pretty good to you?

K: (head nod).

VG: That's awesome. How would you like for your class to be different? (pause). The class that you're in with Mrs. Johnson. Would you like it to be different in any way?

K: No.

VG: No. You like it? Okay. (pause). Do you feel that you are treated differently than other students in your class?

K: (Head nod).

VG: You do? Why is that?

K: Because. (long pause). I don't(said a few things, but I could not understand him).

VG: You think it's cause of the way you act?

K: (quietly). Yup.

VG: Yeah. Okay. Um. Tell me about Mrs. Andy, your assistant, that's always with you. Do you think that she tells you nice things?

K: Yup.

VG: That's awesome. (pause). Is she patient with you and very helpful?

K: Yeah.

VG: Yeah. (pause). Does she ever say mean things to you?

K: Ummm....no, not really.

VG: Not really?! Well that's good. (pause). Do you like working with her in class?

K: Yeah.

VG: Yeah. Is she helpful?

K: Yup.

VG: Well, that's good.

K: Are we done yet?

VG: Yup! (pause). What happened to your head? You have a little scratch on your head.

K: [Inaudible]

Discussion and Recommendations

The results from the surveys show that there is still a feeling of uneasiness among educators about inclusion of severely disabled children. Some educators' feel that students with severe disabilities should not be included in general education classrooms, while some feel they should. In order to help educators gain a better understanding of the benefits of inclusion, more professional development training should be enacted.

Overall, educators seemed as though they felt general education was appropriate for severely disabled children as long as they were "pulled out" of the classroom for a portion of the day. From this study and other research, there appears to be a large consensus of people who feel inclusion with "pull out" time would be the least restrictive environments for severely disabled children. Fortunately, I was able to see this type of setting and it appeared to be the most appropriate for the students who were observed. If people (educators, administrators, assistants, and other school staff) who are working on a daily basis with severely disabled children feel that inclusion with "pull out" time is the best setting, *this should be taken into consideration when placing a student in the least restrictive environment.*

When reading over the narrative responses it was interesting to see that one teacher made a list of "things to do" on the survey. The educator wrote:

-Car

-let Kelly out

-look for keys

-Get Jen

Mc-Seafood

This could show that this educator was not interested in the survey. This was very interesting to see because with inclusion being such a controversial issue today, I would think all educators would be concerned about it.

Also, during the research it was interesting to find out that a student intern (a future teacher) was hesitant to work with severely disabled children. It was as if she had expected only the one-to-one to work with this student, which should not be the case in an inclusion classroom. Children are included to be part of the group and they should not be treated as an “outcast.” This shows that even today, more training is needed in order for all educational personnel to be prepared to work with severely disabled children. But it is also important to get the training and hands-on experience to better prepare each of us to work with severely disabled children. There are varying types of training that can help current and future teacher to work more comfortable with severely disabled children. Training such as one-to-one time between the educator and a severely disabled student would be great experience. Another type of training would be to have the general educator and special educator work together, to learn more about severely disabled children. One other type of training would be more specialized classes on how to work with severely disabled children. With the proper training and extra support, all educators will be able to work with severely disabled children.

From observations, it was great to see that the general educator and intern had a healthy working relationship. For example, they would help one another throughout the day with teaching lessons and disciplinary problems. Then, it was interesting to see how the relationship between the general educator, intern, and one-to-one assistant were not always healthy relationships. For example, the intern and general education teacher

explained to the researcher about some difficulties they were having with the one-to-one. There were times when the general educator and intern would be frustrated with the one-to-one because of her actions with the student she was working with. For instance, they were frustrated when the one-to-one would leave the classroom without notifying anyone. Interestingly however, there was never a time when the general educator would display frustrations about the intern and her relationship with this same student. This does appear to show that the better the relationship is between the educators, the better the classroom setting is for severely disabled children.

From the observations, inclusion does not appear to be the best setting for all severely disabled students. There were students who were observed in the general education setting, needing assistance at all times. If there is only one general education teacher, one special education teacher, and seven students who need assistance, how are they all going to receive the assistance they need? Also, what will happen when the special education teacher is absent and the general education teacher does not have any extra assistance? During the observations, this was seen and it was difficult for the general education teacher to help each of the special education students and the general education students. If the setting for severely disabled children is not determined in the most appropriate manner, unfortunately they will begin to fail. During observations, inclusion did appear to be the best setting for certain severely disabled children. Since this was the case, these students were getting their free and appropriate public education in the least restrictive environment. The decision to place them into an inclusion classroom was an appropriate one, which is allowing them to be successful.

Lastly, from the interview perspective there was not a complete negative or positive attitude toward inclusion. From the students' perspectives, one of the students was too hard to understand, to gain his complete perspective. The other two students appeared to like the inclusion classrooms that we discussed. Since the researcher could not gain feedback on the inclusion setting from the one student, it would appear that he would need a lot of "pull out" time. Overall, full inclusion does not appear to be the best setting for all severely disabled children. Pull out time (taking the children out of the classroom for certain subjects or circumstances) appears to be a really large necessity when it comes to inclusion.

There are varying degrees of disabilities which must be considered when making such an important decision. This is why inclusion cannot be the only location for all severely disabled children. If inclusion is the only option, then we are not giving them the best education needed. In order to give students with disabilities the best education possible we need to work together to change disadvantages into advantages and make inclusion beneficial for all. This will also help to create a sense of ease for educators when teaching students with disabilities.

It is also important to note that many new questions and ideas have formed from my research and a follow up study on a similar topic would be useful. Overall, I believe that I have gained more knowledge about educators and severely disabled students' perspectives on inclusion in general education classrooms.

To enhance the research study completed, a more current reviewed definition of "severely disabled" should have been in the survey. For a larger sample size and a way to find out more information from personnel who work closely with these severely

disabled children students, assistants should have been surveyed as well. Since the answer of “depends” was a frequent answer among educators, it should have been an answer choice provided on the survey. Another way to lessen the frequency of the answer “depends” would have been to refine the survey questions. Having more open-ended questions may have been helpful to get teachers’ points of view on the inclusion setting and why they feel we should or should not have it.

As for the observations, observing in numerous classrooms appears to be helpful when learning about inclusion. If I were to complete this study again, I would make sure I was in various classrooms to learn more about the inclusion setting. Also, observing more teachers with severely disabled children in their classrooms may have been helpful. This would have given a wider range of teacher and student perspectives and experiences.

A recommendation for the interview would be to revise some of the questions. It would be useful to revise the questions to ask more specific questions about inclusion and the students’ feelings toward it. I asked a lot of questions about how the teacher treats the student. I would like to find out more about how the students would like a different setting (self-contained, smaller setting, or special education classroom). Finding out how the students feel about the type of classroom they are in would help to find out their point of view on inclusion. It may have also been helpful to have more follow-up questions during the interview. For example, the one student wanted to talk about this friend “Lonnie” and this was not discussed further. With the student perspectives, it may be interesting to interview general education students to find out their perspectives on inclusion and how it is affected them.

In general, this was a successful research. There are still questions about inclusion, which will need to be addressed in the future. Inclusion should not be a “one size fits all” program because there are such varying degrees of disabilities. When completing a follow-up study, more research should be comparing full inclusion to inclusion with “pull out” time.

References

- Haskell, D. H. (2000). Building bridges between science and special education: inclusion in the science classroom. *Electronic Journal of Science Education*. Retrieved March 2, 2005, from <http://unr.edu/homepage/crowther/ejse/haskell.html>
- Heflin, L. J. & Bullock, L.M. (1999). Inclusion of students with emotional/behavioral disorders: A survey of teachers in general and special education. *Preventing School Failure*, 43, (3), 103-112.
- Kavale, K. A. & Forness, S. R. (2000). History, rhetoric, and reality: analysis of the inclusion debate. *Remedial and Special Education*, 21, (5), 279-296.
- Lang, G. & Berberich, C. (1995). *All children are special: Creating an inclusive classroom*. (pp. 16-22). York, ME: Stenhouse Publishers.
- Lipsky, D. K. & Gartner, A. (1997). *Inclusion and school reform: Transforming America's classrooms*. (pp. 73-83). York, PA: The Maple Press Company.
- McDonnell, J., Thorson, N., Disher, S., Mathot-Buckner, C., Mendel, J., & Ray, L. (2003). The achievement of students with developmental disabilities and their peers without disabilities in inclusive settings: an exploratory study. *Education and Treatment of Children*, 26, (3), 224-236.
- Murphy, D. (1996). Implications of inclusion for general and special education. *The Elementary School Journal*, 96, (5), 469-493.
- Palmer, D.S. & Fuller, K. (2001). Taking sides: Parent views on inclusion for their children with severe disabilities. *The Council for Exceptional Children*, 67 (4), 467-484.

Praisner, C. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Council for Exceptional Children*, 69 (2), 135-145.

Ross, S. (2002). Teachers' feelings of competency in educating children with special needs in the general education setting. Retrieved March 30, 2006, from http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=ED468322&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80176f85. (ERIC Document Reproduction Service No. ED468322)

Vaughn, S. & Klingner, J.K. (1998). Students' perceptions of inclusion and resource room setting. *Journal of Special Education*. Retrieved March 30, 2006, from <http://search.epnet.com/login.aspx?direct=true&db=eric&an=EJ571858>. (ERIC Document Reproduction Service No. EJ571858)

Appendix A
Survey

Special Education Inclusion Survey

Full Inclusion

Full inclusion means that all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. All services must be taken to the child in that setting.

Severely Disabled Child

The severely disabled individual is one whose ability to provide for his or her own basic life sustaining and safety needs is so limited, relative to the proficiency expected on the basis of chronological age, that it could pose a serious threat to his or her survival. This might include those with a diagnosis of mental retardation, schizophrenia, autism, or cerebral palsy. Further behavioral, sensory, or orthopedic problems may also be involved. An example would be a child who may be severely mentally retarded and have little or no physical control of his body. He may also be blind or deaf, have seizures, or have difficulty swallowing. Or he may have any combination of these disabilities and perhaps develop severe behavior problems (Baker, 1979). The severely disabled individual may also include students with cognitive disabilities, traumatic brain injuries, and communication difficulties.

1.) Which type of educator are you?

- A) Special Educator
- B) General Educator

2.) Do you teach in an Inclusion setting?

- A) Yes
- B) No

3.) What grade level(s) do you teach?

4.) How long have you been teaching?

- A) 1-3 years
- B) 4-6 years
- C) 7-9 years
- D) 10 years or more

- 5.) Do you agree that severely disabled children should be included in regular education classrooms?
- A) Strongly Agree
 - B) Agree
 - C) Disagree
 - D) Strongly Disagree
- 6.) Having students with severe disabilities in the general education classroom: (Circle all that apply.)
- A) Provides social interactions
 - B) Provides the Least Restrictive Environment
 - C) Better educates these students
 - D) None of the above
 - E) Other (Please specify)
- 7.) What difficulties have you had when working with severely disabled children in an inclusive setting? (Circle all that apply)
- A) Behavioral Difficulties
 - B) Emotional Difficulties
 - C) Physical Difficulties
 - D) Instructional Difficulties
 - E) Other (Please specify)
- 8.) Please list the **number** of students with severe disabilities you currently have in your classroom/case load and the **nature** of their disability.
- 9.) When was your last course or training about children with disabilities? (Please include the year and the specific type of training you had.)

10.) If there is any other information you feel is necessary for me to know, please write it here:

Appendix B

NARRATIVE SURVEY RESPONSES

The responses below are transcribed exactly as submitted. No corrections to grammar, mechanics, or content have been made.

The definitions for this survey are not cited from current peer reviewed journals or textbooks. The “full inclusion” definition has no citation and “Severely Disabled” is cited Baker, 1979 that’s 27 years old. I do not know how valuable the data collected using this instrument will be to the researcher.

Previously taught 16 years in program for severely learning disabled students and felt that it was a good way to educate this population.

This survey is very vague. How can you get a valid measure with this survey?

Professional Dev. Days with training for Spec. Ed. Would be nice.

Thanks for being an educator!!

I feel very guilt ridden when I cannot meet the needs of my students. If my child was severely (mentally) disabled I would not want her in a regular ed. classroom!

NA

none

-Car

-let Kelly out

-look for keys

-Get Jen

Mc-Seaford

Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education
Classrooms
Observation Log
Appendix C

<u>Time Check</u>	<u>Student Actions</u>	<u>Teacher Actions</u>

Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education
Classrooms
Interview Protocol
Appendix D

<p>1. Hello my name is Victoria, what is your name?</p> <p>2. How are you doing today?</p> <p>Now I am going to ask you some questions about your teacher and your class:</p> <p>1. Tell me what you like about your teacher?</p> <p>2. Are there things you don't like about your teacher?</p> <p>3. What types of nice things does your teacher say to you?</p> <p>4. What types of things does he or she say that aren't so nice?</p> <p>5. How would you like your class to be different?</p> <p>6. Do you feel you are treated differently than other students in your class?</p>	<ul style="list-style-type: none"> • Warm-up questions • Likes • Dislikes • Positive Statements • Negative Statements • Different Class • Treatment
--	---

Appendix E
Observation Notes

Teaching Assistant

2/6/06

Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education Classrooms (Observation Log)

<u>Time</u>	<u>Student Actions</u>	<u>Teacher Actions</u>
9:07	① Answering question ex - ag (student says bag)	① Very good.
9:11	② Tag.	② there's a game you play that ends in - ag. (very good.)
9:14	③ What is the date?	③ You tell me, what is the date.
9:15-9:18	④ Writing down spelling words and heading.	④ Teacher helping, by correcting students, repeating what they heard + do, and reassuring students.
9:24	⑤ Writing homework assignment	⑤ Telling student each letter he needs to write + correcting incorrect letters.
9:26	⑥ one student playing w/ hands, 1 - finishing writing, one- looking through h.w pad.	⑥ Teacher speaking with another teacher.
9:34	⑦ 1 - student was upset because he couldn't go first.	⑦ Teacher said, "get happy!"
9:36	⑧ grabbing book she was not supposed to use.	⑧ "I can see you are not going to start your Monday off good."
9:35	⑨ Smiling student	⑨ "_____ is on the ball today. He did so great in reading, I think he was a different kid!"
9:45	⑩ reads sentences	⑩ points to each word in the sentence
9:50	⑪ playing with a ball	⑪ quietly asking questions about where he got the ball.
9:56	⑫ placing letter on board paint stick (Kinesthetics)	⑫ telling students to make words from - old.
	⑬ writing in cursive	⑬ "no writing in cursive." "do you know why? Because you may write the wrong word."

Appendix E
Observation Notes

Special Education Teacher.
Educators' and Severely Disabled Students' Perspectives on Inclusion in General
Education Classrooms
(Observation Log)

Continued: 2/9/06

Time Check	Student Actions	Teacher Actions
9:50	② Each student telling how they think the sentences should be written	② Writing scrambled sentence
9:55	③ Telling where "upper case" letter goes. → student smiles	③ Told student she didn't know what to do the other day, but a miracle happened because she answered the question correctly. "Perfect!"
9:58	④ Students finishing worksheet on their own	④ Teacher talked (told me IAs → one student - IQ - 50 → one - IQ - 70 (should be high) → one - IQ - 70 (should be low)
10:00	⑤ IQ 50 - (usually cannot do this). Answered question correctly (fixing sentence) - when telling it to teacher, but had it wrong on her worksheet.	⑤ Told student - "Great job!" "Wow!" "Impressive."
10:15	⑥ didn't do homework → said he couldn't do h.w because dad didn't help. → student just sat + watched (no other students in room)	⑥ Asked student if he's willing to give up every recess? → said he can do this work without help. → Getting called Mother and left her a message about him not doing h.w & not bringing it in his folder.

Special Education teachers are treated poorly by some general education teachers.

Appendix F
Observation Notes

Gen. ed classroom + "Pull out" with spec ed teacher
Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education Classrooms
 (Observation Log) 2/7/06

Time Check	Student Actions	Teacher Actions
9:08	① listening + following reading	① 3 teachers read to students who needed "readers."
9:11	② reading aloud	② teacher seated next to student helping with reading.
9:13	③ listening + following reading	③ teachers read to students + then had class read aloud. (read twice)
9:20	④ listening + pointing to reading (couldn't really follow along).	④ teacher reads aloud, but very fast
9:24	⑤ listening + following reading	⑤ teachers read to students who need help (slower pace).
9:26	⑥ spec ed students; read packed up and left room	⑥ gen. ed teacher continued teaching; spec ed teacher walked spec ed kids to her class. (these children cannot perform the next activities in gen. ed).
9:30-9:35	⑦ writing homework, getting lost nights hwi out.	⑦ checking hwi assignments + write new h.w. (waiting for 3 other students to come in/their from diff classes).
9:46	⑧ writing sentences	⑧ explaining numerous times that students are to write sentences + make capitalization + punctuation errors. (over 15 times)
9:53	⑨ struggling with sentences (lots of erasing and sad faces). → 3 students just did NOT understand!!!	⑨ re-telling students what to do and explaining they're incorrect. (many times).
9:56	⑩ 1 student was not writing	⑩ Teacher asked if she understood what to do (?)
9:57	⑪ student said "Answer questions" (which wasn't the directions).	⑪ teacher explained punctuation + had student rephrase + then explained capital letters.
9:59	⑫ student understood punctuation, but had no idea what a capital letter was.	

Appendix F
Observation Notes

Educators' and Severely Disabled Students' Perspectives on Inclusion in General 2/8/06
Education Classrooms
(Observation Log)

(1 teacher, no spec. ed teacher)

Time Check	Student Actions	Teacher Actions
9:11	① Sitting with book open, but not paying attention (cannot read)	① Asking students to tell similarities + differences between characters in a story read yesterday.
9:15	② raising hand + answers question with teacher's guidance.	② called on spec ed student + guided him (giving hints) to come up with correct answer.
9:20	③ ^{A couple of kids} looking at me / unsure.	③ Told students they were getting into groups to answer questions about the story.
9:25	④ working in groups in the	④ I worked with one spec ed student, gen. ed teacher walked around.
9:30	⑤ getting ready to leave to go to spec. ed room	⑤ gen. ed teacher told them to sit back down + get in their groups. (they leave @ 9:30 everyday)
9:50	① getting out books + turning to page A9	① Assistant walking around helping them to find the page.
9:50	② 1 spec ed student writing down work from the book.	② Assistant helping in finding answers.
10:01	③ one writing, one sitting + looking one watching overhead.	③ assistant walking around helping them. Teacher writing on overhead,
10:05	④ Talking with another ^{one student}	only calling on students who raise their hands.
10:08	⑤ Working on same work ^{kid-}	④ assistant snaps in his face and says "e'mon"
10:12	⑥ Raising hand	⑤ Assistant helping. Teacher moved on to a new project sheet. ⑥ called on spec ed kid, who raised her hand.

Assistant
Disapimarian

Appendix G
Observation Notes

- Assistant
Art Class
Educators' and Severely Disabled Students' Perspectives on Inclusion in General
Education Classrooms
(Observation Log) 2/14/06

<u>Time Check</u>	<u>Student Actions</u>	<u>Teacher Actions</u>
2:19	(sits @ front of room) ① Kids were being very disruptive (boy, sitting quietly). ② class being loud again	① Teacher states, "I'm getting grumpy with this class." ② That was unbelievable. - "I guess I'll make a list for recess."
2:21	③ Boy sitting quietly with hands on the table ← →	③ Boy —, looks like he's ready to paint." (boy being observed).
2:29	④ boy sitting quietly.	④ Asking questions about painting.
2:33	⑤ boy sitting quietly, watching teacher (listening).	⑤ Talking about "backgrounds" + showing pictures of them. Explaining directions. (doing painting - taking primary colors + making secondary colors)
2:38	⑥ Boy trying to get teachers attention, raised his hand.	⑥ Teacher had her back turned (didn't see it). (By the time she turned around his hand was down.)
2:40	⑦ boy recognized me (smiled + waved twice).	⑦ I smiled + waved back.
2:41	⑧ Boy asked for help. - He showed her where he wrote his name.	⑧ Teacher said, " —, I'll be right back to help you. Did you write your name on the paper?"
2:44	⑨ He tapped her. - He started to do some work.	⑨ waited near — again. He ⑩ - she talked to another student quickly + then sat with him.
2:47	⑩ Talking to teacher, hugged her, asking her questions	⑩ very polite, smiling, and answering his questions.

(refers to modify curriculum) → ~~the appears to only ask questions~~
He appears to need assistance.

Appendix G
Observation Notes

Art

ART CLASS

Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education Classrooms (Observation Log)

2/14/06

Time Check	Student Actions	Teacher Actions
2:49	(1) student say, "—, can I borrow your pencil." — boy gives him the pencil. — other student says "Thank you!"	
2:52	(2) Raised his hand	(12) Teacher said "yes" and went over, then said "yes, very good job." (walked away)
2:53	(13) student working	(13) teacher went over and said, "how we doing?" + sat with him.
2:54	(14) He said "I got orange!" (with enthusiasm).	(14) said to boy, "see what happens when you mix this color + this color."
2:55	(15) Painting made a comment to the teacher	(15) "Yes, —, that's very colorful... good."
2:57	(16) Boy came over + talked to me toward the end of class (showed me his painting) + talked about this girl who had been sitting next to me.	(16) I asked him questions about his painting and told him "a great job."
2:59	(17) A student asked the boy what my name was. He came over + asked me. — He went + told the boy at his table.	(17) I replied, "MS. Gay"

"you did great"
"—" (at end of class)

Boy kept smiling + waving at me

3:01

(18) Boys cleaning table, when they were done. The one I am observing put his hand up + the other

Appendix H
Observation Notes

one-to-one + gen. ed teacher Interactions

Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education Classrooms (Observation Log)

2/17/06

certified one-to-one

<u>Time</u>	<u>Student Actions</u>	<u>Teacher Actions</u>
9:05	① Assistant teacher telling (boy) to pay attention.	① Going over morning intro. (today/yesterday was)
9:08	② Boy raising his hand, getting frustrated that teacher hasn't called on him.	② Assistant said, "Remember, if she doesn't call on you, it's not your turn."
9:09	③ Boy raising hand.	③ Assistant pointing at him so that student will pick him to go to the board.
9:16	④ Writing her letters on a worksheet that the spec. ed teacher brought in for her.	④ Going over words + how many sounds they have.
9:17	⑤ Boy - overly excited, not paying attention.	⑤ Assistant took his hands, had him look at her, told him to calm down and breathe. (gave him something to squeeze in his hand).
9:20	⑥ Talking; making noise.	⑥ Took him for a walk (said he needs to get some energy out) - so he can jump around.
9:25	⑦ girl got up (hesitantly) because she was still working on worksheets. (sits @ front of group).	⑦ Teacher called students up to front of the room for reading time.
9:30-9:38	Fire drill -	
9:38	⑧ Talking with spec. ed teacher about the work at her desk.	⑧ Spec. ed teacher said, "Wow, your doing a good job; very good."
9:39	⑨ boy came in + looked at me + said, "Fire drill, there was a fire drill."	⑨ I smiled and said "I know," and nodded nodded my head.
9:44	⑩ boy playing with eraser.	⑩ one-to-one said, "___, do you know what's going on in the story?" "Pay attention!"
	- He said, "I know about this story."	

Appendix H
Observation Notes

one-to-one + gen. ed teacher Interactions
Educators' and Severely Disabled Students' Perspectives on Inclusion in General Education Classrooms
(Observation Log) 2/27/06

Time Check	Student Actions	Teacher Actions
9:47	⑪ Making noise; turned around in his seat; banging pencil. - "Five minutes at recess."	⑪ one-to-one, "Five minutes, —, you owe five minutes at recess."
9:49	⑫ — said, "mommy" and ran over + hugged her.	⑫ mom came in to visit.
9:50	⑬ Excited and farking	⑬ Assistant said, "Just because your mom's here doesn't mean you can talk."
9:53	⑭ Raised hand and said "cake" to answer teachers question.	⑭ teacher called on him and said, "good, cake!"
9:56	⑮ Raising hand (other students getting the wrong answer). Answered "date".	⑮ "very good —!"
9:59	⑯ Raised hand and answered question correctly. (very excited + moved around)	⑯ "Good job!"
<p>(Mother visitation)</p>		<p>a bit, but did very well while his mom was here — Raising hand, paying attention, answering questions correctly.)</p>

Appendix H
Observation Notes

one-to-one, Intern, teacher interactions

Educators' and Severely Disabled Students' Perspectives on Inclusion in General
Education Classrooms
(Observation Log)

2/16/05

<u>Time Check</u>	<u>Student Actions</u>	<u>Teacher Actions</u>
9:37	(10) Playing with pencils → he said, "no, no, no!" → He punched his book!	(10) other teacher (intern) came by + took his pencils → she stood by him for a second → Teacher told him "since your not paying attention, I took your pencils."
9:39	(11) He's very upset + refuses to take out his book.	(11) Teacher says, "Take out your book." → she goes outside to get his assistant - (who was outside taking
9:40	(12) He takes out his book, stands up, rips out the page.	(12) Assistant comes in + talks to him.
9:41	(13) He , follows her + they leave the room with his work.	(13) Assistant says, "let's go!"
9:41-9:56	(14) out of the room/ he came back with his work.	(14) Assistant said, "You need to do your work or your going to lose time at recess."
9:56	(14) made a face when he was told what work he had to do.	(15) Teacher called on boy to share his answer. -good.
9:59	(15) He said, "If I had a red-eyed tree frog I would take care of it."	(16) Assistant, "what did I tell you to do." "Do not yell to me, get out of your seat + come over here."
10:00	(16) "what do I do?" "I know, but I forgot." - "okay!" "How do you spell ___?"	(17) Teacher - "I like How your sitt
10:02	(17) "I don't want to go up there." (very sad, sounded like he was going to cry.)	there, but why are you going to come up here?"
10:05	(18) He got up + ran to	(18) Assistant said, "I'm

Appendix H
Observation Notes

* Every time he got a certain amount of cheers for doing good during "time period" (using sand timer), H
Educators' and Severely Disabled Students' Perspectives on Inclusion in General got a sticker on a box
Education Classrooms
 Other assistant (Observation Log) and no interaction (Intern + boy) 8/22/06

<u>Time</u> <u>Check</u>	<u>Student Actions</u>	<u>Teacher Actions</u>
9:25	(10) Boy raised his hand + got upset that teacher wasn't calling on him. ("ohhhh!") started to cry.	(10) Teacher called on a student. - Assistant said, "There's more times, she'll call on you; it's OK." (Got up) and said "let's go!"
9:27	(11) Writing down answer, but making noise + getting frustrated.	(11) " — . — . look at me. I want you to know I'm proud of you. Your doing a good job." (Assistant).
9:29	(12) Raised hand... slammed hand down on desk.	(12) Teacher called on a different student. - Assistant said, "You'll get a chance."
9:31	(13) "Yes, I had the right answer."	- Assistant "High Five, your doing good!"
9:32	(14) He answered the question correctly. - He smiled, looked at assistant + gave her "five."	(13) Assistant put her hand up and he gave her "five!" (14) Teacher called on him. -> "good job!"
9:33	(15) Sitting quietly.	(15) " — , your making very good choices." "I'm proud of you."
9:34	(16) He jumped up out of his seat + went to make copies. - came back in + said, "It's gonna be a few minutes."	(16) "Come on — , you have to bring them (copies) back to the room." Come on, come on -> Teacher said, "Thank you — !"

When they came back, the assistant had him pass out the papers, telling him who to give them to - + said "good job!" to him.