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**A COMPARISON STUDY ON COLLABORATION BETWEEN REGULAR AND
SPECIAL EDUCATION TEACHERS**

by
Beverly L. Johnson

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree
of
The Graduate School
at
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Approved by _____
Professor

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ABSTRACT

Beverly L. Johnson
A COMPARISON STUDY ON COLLABORATION BETWEEN REGULAR AND
SPECIAL EDUCATION TEACHERS
2002/03
Dr. Joy Xin
Master of Arts in Special Education

The purpose of this study was to examine the collaboration between regular and special education teachers in a South New Jersey School District. A secondary purpose of the study was to evaluate the current inclusion program in the district where an inclusion program was implemented approximately 5 years ago.

A survey was distributed to approximately 50 teachers in this particular district. Thirty-two of the fifty teachers participating in an inclusion program completed the survey with 26 questions. Four categories were analyzed: Training/Preparation, Role of the Special Education Teacher, Role of the Regular Education Teacher and Improvements.

The results indicated that the participants have a clear understanding of both the role of the regular and special education teacher. However, as noted by many teachers in the section of Training/Preparation 56% of respondents agreed that teachers would benefit from training in order to provide appropriate instructional strategies to teach diverse students in an inclusion program. Sixty-three percent of the respondents strongly agreed that the role of the special education teacher should include modifying the same lessons the regular education teacher presents to the class to meet the needs of the classified student. Overall, the participants appear to give many comments on inclusion such as more planning time, training and selection of students to improve the existing inclusion program.

MINI-ABSTRACT

Beverly L. Johnson

A COMPARISON STUDY ON COLLABORATION BETWEEN REGULAR AND
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2002/03

Dr. Joy Xin

Master of Arts in Special Education

A survey developed to evaluate the current inclusion program regarding collaboration between regular and special education teachers was delivered to teachers in a South New Jersey School District. Thirty-two teachers responded to the 26 questions. A Frequency table was created to present percentage of responses on each question based on the participants responses. The results showed that the participants have a clear understanding of both the role of the regular and special education teacher. Furthermore, the results indicated 59% of the respondents strongly agreed that the role of the special education teacher is to facilitate the implementation of the IEP for a classified student(s) in the classroom.

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Chapter 1

Statement of Problems

As the movement of inclusion continues to increase, teachers are confronted with many challenges to teach students at various learning levels including students with disabilities. One of the challenges will be working with another teacher in the same classroom. This is called collaborative teaching, cooperative teaching or team teaching that is a move toward a collaborative approach to instructing students. This major shift could be difficult for some teachers who are secure in their own classroom to change to work with an instructional team of several colleagues. It is essential that general and special educators work together to teach all learners in an inclusive setting (Johnston, 1994). By doing so, not only will the learners with disabilities benefit by becoming active participants in the class activities, but other learners who are deemed at risk for school success will benefit.

Collaboration among regular and special educators is essential for the success of inclusion (Hasbrouck & Christen, 1997). However, traditional teacher education programs are not preparing their students, Future Teachers for working in an inclusive classroom (Stanovich, 1996). Often, when these graduates become new teachers they have little understanding of inclusion. For example, some teachers in an inclusive classroom have a lack of multiple teaching techniques in all subject areas. Some teachers are not aware of the Individualized Education Program (IEP) goals and objectives of students with disabilities. Therefore, the adaptation of curricula, modification of instructional materials as well as appropriate teaching strategies are not implemented

toward a successful inclusion. Cooperative instruction or team teaching are regarded as efficient ways to teach students with diverse needs in inclusive classrooms (Hines 1994). The distinctive feature of cooperative teaching is that it is a direct collaboration between the general education and special education teachers in the same classroom (Ripley, 1997). Collaboration means the joint planning, decision making, and problem solving directed toward a common goal (Friend & Cook, 1992). It can occur in dyads or groups (Laycock, Gable, & Korinek, 1991) and can be formal or informal (Cook & Friend, 1991). Cook and Friend (1991) listed the defining characteristics of successful collaboration as follows: Collaboration is voluntary; Collaboration requires parity among participants; Collaboration is based on mutual goals; Collaboration depends on shared responsibility for participation and decision making; Individuals who collaborate share their resources; and Individuals who collaborate share accountability for outcomes . These features may require teachers to redefine their roles in the classroom, and re-think their responsibilities shared with their colleagues.

Administrators play a vital role in the success of collaboration in inclusive settings (Simon, 1987). According to Simon (1987), lack of support from administration is a definite formula for failure. Teachers may be reluctant to share their confusion over inclusion because they are afraid their confusion may be regarded as incompetence (Simon 1997). They need to be supported by their Principal, Supervisor, Director of Special Services and Superintendent (Simon, 1987). With support from administrators a reasonable schedule can be established which allows special education and regular education teachers to have a common planning time. Meanwhile, for continuous support from administrators teachers may consistently inform them of their collaborative activities including procedures, perceived benefits and potential pitfalls. For example, it

would be positive if a principal would participate in a teachers group meeting. Thus, the principal would be aware of needs regarding collaboration, schedules, location of program, equipment, and supplies. Ripley (1997) suggested planning must take place at least once a week. The planning must be ongoing to allow teachers to review progress on a regular basis, making judgments, evaluating students, and developing strategies to address problems either in class discipline or student learning (Walter-Thomas, Bryant, & Land, 1996)

The question remains what are teachers attitude toward collaboration in inclusive classrooms? Teachers attitude may greatly impact the success of inclusion. If a teacher has a negative feeling toward inclusion, it will be difficult to have productive planning sessions. The inclusion of students in this particular classroom will in all likelihood be separated, meaning the special education teacher only teaches the special education students and the regular education teacher only teaches the regular education students. This model would not be true representation of inclusion but yet we see it in many schools through out the country. This study focused on variables that may impact successful collaboration and explore ways to change teachers perceptions from a negative feeling to a positive feeling.

Background

In the past decades, most students with disabilities placed in segregated special education classrooms (Snyder, 1999). In 1975, Public Law 94-142, the Education for All Handicapped Children Act, was passed, which mandated a free public education for students with disabilities. In 1990, this law was reauthorized and renamed to be the Individuals with Disabilities Act (IDEA) (Snyder, 1999). Parents and educators advocated to include students with disabilities in neighborhood schools with their age

appropriate peers (Snyder, 1999). This was regarded as the inclusion movement. It was assumed that inclusion may reduce the stigma of students with disabilities, and encourage collaboration between the special education and general education teachers, and increase interaction between students with disabilities and their nondisabled peers (Huefner, 1988).

In order for the inclusion movement to be successful the general education teacher and special education teacher must communicate effectively with one another (Davis, 1989). Collaboration between the special education and regular education teacher as indicated as cooperative teaching would be essential for the success of inclusion. Cooperative teaching was described in the late 1980 s as an educational approach in which general and special educators work in co-active and coordinated fashion to jointly teach heterogeneous groups of students in inclusive settings (Bauwens, Hourcade, & Friend, 1989). In cooperative teaching both the general and special educators are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction to diverse students in the classroom (Bauwens, Hourade, & Friend, 1989). For successful cooperative teaching, five planning themes have been identified (Walther-Thomas, Bryant, & Land, 1996). These include: 1) confidence in partner s skills; 2) design of learning environments for both the educators and students that require active involvement; 3) creation of learning and teaching environments in which each person s contributions are valued; 4) development of effective routines to facilitate in-depth planning and finally, 5) increased productivity, creativity, and collaboration over time (Walther-Thomas, Bryant, & Land, 1996). Participants in collaborative programs have to agree that the time required for planning does not decrease during the year, but the quality of instruction continues to improve (Walter-Thomas, Bryant & Land, 1996).

Successful collaboration could help strengthen the bond between regular and special education teachers. Classroom teachers could learn useful techniques for helping students with difficulty, special educators would be exposed to the realities of trying to meet individual student needs in a large regular class. Both individuals would become more aware of both the promise and the limitations of mainstreaming.

Significance of Study

Collaboration means joint planning, decision making, and problem solving directed toward a common goal (Cook & Friend, 1991). Research has addressed the importance of collaboration between regular education and special education teachers for teaching students with diverse needs (Walter-Thomas, Bryant & Land, 1996). However, there is limited research conducted to evaluate efficiency of collaboration and attitudes of both regular and special education teachers toward collaboration in class. This study ascertained the strengths and deficiencies regarding collaboration among special education and regular education teachers in a particular South New Jersey School District. The information obtained through this study may help the district review at their own inclusion program and evaluate their strengths and any identified weaknesses. In addition, it may also give administrators an understanding of teachers' needs such as inservice training, planning time, team meeting etc., understanding of the inclusion process and help teachers to truly understand that inclusion is very important to students socially, emotionally and academically.

Statement of the Purpose

The purposes of this study are: (a) to evaluate the need for collaboration between the regular and special education teachers; (b) to identify and examine components needed in order for inclusion to be successful from the perspectives of the regular and special

education teachers; (c) to identify roles of both the regular education and special education teachers in collaborative teaching.

Research Questions

The research questions of this study are as follows:

1. What are the attitudes of the regular education teacher toward collaboration in an inclusive classroom?
2. What are the attitudes of the special education teacher toward collaboration in an inclusive classroom?
3. What are the roles and responsibilities of both regular and special education teachers in collaborative teaching?
4. What support do the regular and special education teacher need for a successful collaboration?

Chapter 2

This chapter will review related research articles regarding essential components of collaboration by focusing on collaboration in schools, collaborative instruction and teacher s attitude toward collaboration.

Collaboration in Schools

The Council for Exceptional Children (1993) indicated the need for increased collaboration and a greater emphasis on inclusive practices. Inclusion itself is not a legal mandate; however, implementing the Individual Education Plan (IEP) in the least restrictive environment is a component of the Individuals with Disabilities Act (IDEA) of 1990. Full inclusion programs typically offer students with disabilities services in the general education classroom with little or no time in special education settings (The Council for Exceptional Children, 1993). IDEA mandates that placement decisions be made by a multidisciplinary team and that a continuum of service delivery options be maintained (Doelling, Bryde, Brunner, Martin, 1998). The current paradigm shift to less restrictive models for educating students with disabilities requires collaborative planning, routine modification of instructional materials, and inclusion of parents as important components of the educational process (Bradley & Fisher 1995).

Collaboration involves the commitment by the teachers who will be working together, their school administrators, the school system, and the community (Ripley, 1997). It involves time, support, resources, monitoring, and above all persistence. However, the biggest issue is time, for example, time for planning, time for professional development, and time for evaluation. Collaboration itself must be inclusive,

encompassing general education teachers, special education teachers, principal and other administrators, parents (of students with and without disabilities), students with special needs and their nondisabled peers, paraprofessionals, ancillary professionals (e.g., physical therapist, nurse, orientation and mobility specialist, behavior management specialist, and outside consultants (e.g., physician) (Stanovich, 1996). According to Stanovich (1996), the use of a collaborative model in a classroom that includes students with special needs has many benefits. For example, in a truly collaborative environment, general education teachers do not need to be experts on every aspect of a child s educational needs (Stanovich, 1996). Special education teachers will use various strategies to assist students in their learning. Through collaboration, general education teachers can expand their repertoires so that they become more adept at dealing with a broader range of student abilities and behaviors (Laycock, Gable, Korinek, 1991).

Walther-Thomas, Bryant, & Land, (1996) indicated that planning should take place at the district and the building levels, as well as at the classroom level . District planning helps to ensure that all resources will be available, including time, money, and professional assistance. It also will take into consideration that the effect change in one place will have on other settings. Building level planning will assist the teams to ensure that adequate support is in place to sustain new initiatives. Principals play an extremely important leadership role in facilitating teachers collaboration (Ripley, 1997). They also play an important role in supporting the collaborative activities of their staff. Gerber (1991) outlined three ways that administrators can aid their teachers collaborative efforts: program advocacy, visible participation, and support for maintenance. With a principal s effort a school climate should be built on trust with positive communication and provide time for staff to engage in collaboration. According to Stanovich (1996),

teachers engaged in collaborative activities must include their principal in several ways:

1). keep the principal informed of collaborative activities (including purposes, perceived benefits, and potential pitfalls); 2). include the principal in group meetings whenever appropriate (e.g., multidisciplinary team meetings); 3). make the principal aware of needs that arise as a result of collaboration (e.g., scheduling arrangements, caseload assignments, location of program, equipment, and supplies); and 4). encourage the principal to drop in to see the team in action.

Both district and building level planning should provide staff development opportunities to encourage teachers and administrators to participate in classes, workshops, seminars, and/or professional conferences on collaboration. Motivation is an important ingredient for success, but additional skills will be needed to realize the goals for teachers and their classes (Ripley, 1997). It is important that teachers receive preparation and classroom support. It is also important that planning time continues to be available throughout the school year. Most importantly, all students win by being challenged by collaborating teachers who believe that they are responsible for all children in the classroom (Angle, 1996).

Promoting achievement in inclusive classrooms is based on the same principles associated with achievement for all students. Three major points were raised by Hines & Johnston (1996), which consisted of: 1). providing teachers and students with a learning environment that is safe, stable, comfortable, and business-like; 2). supporting teachers who are using appropriate methods and attempting innovation and change and 3). being certain that teachers are prepared to work in inclusionary classrooms and we must be prepared to give them feedback and offer coaching. Finally, principals who support inclusion are also fostering the educational achievement of all students in the school

(Hines & Johnston, 1996).

Co-teaching (i.e. two teachers planning and delivering instruction) by special and general educators has become a popular instructional model for inclusive schools. Research has shown that co-teachers need an efficient planning process to maximize time available (Deay-Berridge, 1996). Planning for inclusion is key for regular and special educators (Dyck, Sundbye & Pemberton, 1997). Differing perspectives regarding teaching content is a potential barrier in co-teaching relationships (Reinhiller, 1996). The regular education teachers are usually concerned about students mastering district and state competencies with stakes high for their classes to score well on achievement tests. The special education teachers are concerned about addressing the individualized goals and objectives on their students IEP s. Communication is the one major requirement for success in co-teaching (Dieker & Barnett, 1996).

However, collaboration between professional colleagues in schools is often impeded by prevailing cultural expectations that teachers should handle all problems related to their own students independently (Goodlad, 1984). One consequence of this culture of isolation is that teachers begin to feel that they are somehow not measuring up to their colleagues (Lieberman & Miller, 1984) and that asking for assistance or even admitting to having a problem is a sign of incompetence (Caccia, 1996).

Peer coaching has been shown to facilitate the collaboration necessary for positive change by breaking down the isolation of teachers and instilling a climate of trust and collegiality (Robbins, 1991). When collaboration is enhanced through peer coaching, teacher and student performance may be improved (Hasbrouck & Christen, 1997).

Collaborative Instruction

In Pennsylvania, increasing numbers of special needs students are experiencing

success in regular classrooms (Kovaleski, Tucker & Stevens, 1996). The credit goes to an innovative program known as the Instructional Support Team (Kovaleski, Tucker & Stevens, 1996). There are five components of the Instructional Support Team Program: 1). collaboration and team building which consist of team building, problem solving and team maintenance; 2). instructional assessment used to identify gaps between the demands of the curriculum and the student s skill level and to determine appropriate instructional techniques; 3). instructional adaptation which include study guides, information organizers and skeletal outlines; 4). student discipline procedures that emphasize establishing effective interaction patterns between adults and students; 5). student assistance strategies focusing on behavior problems by helping school staff to help students develop decision making, problem solving and socialization strategies. These five components have led to a positive collaborative program for both students and teachers (Kovaleski, Tucker & Stevens, 1996).

In 1997, Boudah, Schumacher and Deshler studied the effects of the Collaborative Instructive Model. There were two major goals which the study focused on: 1). to determine the effects of a teacher training program in the Collaborative Instruction Model on teacher performance in the classroom; 2). to determine the effects of teacher implementation of the Collaborative Instruction Model on student engagement and academic outcomes. The study took place in four experimental and four comparison classes in secondary schools within a large, multicultural, midwestern metropolitan area during the 1993-1994 school year. These classes were selected because of instruction on subject-matter content. They were being taught by a general education teacher. A least four students with mild disabilities were enrolled in each class, none of the enrolled students were receiving formal instruction in learning strategies in any other class, and all

enrolled students were taking the same quizzes and unit/chapter tests. The participants consisted of both teachers and students. The study included eight experimental teachers (four teams of two) volunteered to participate in the training and implementation of the Collaborative Instruction Model.

Four of the participants were general education teachers and the other four were special education teachers. Their ages ranged from 26 to 50. Their total years of teaching experience ranged from 1 to 13 years. All held Bachelor s degrees without a Master s Degree. Eight additional teachers (four teams of two) volunteered to participate as comparison teachers. Four were general education and four were special education teachers. None of the eight participating teacher teams had received prior training on collaborative instruction. The students in the experimental teachers classes served as the experimental group; students in the comparison teachers class served as the comparison group. A total of 32 students participated across the four experimental classes, and 32 students participated across the four comparison classes.

The Collaborative Instruction Model designed for this study was defined as an instructional environment that includes two teachers, one general education teacher and one special education teacher, who work in the environment simultaneously to enable students to be more successful learners (Boudah, 1995). The Collaborative Instruction Model is founded on the premise that, if students with disabilities are not going to be served in pull-out service settings (where they can receive intensive instruction in learning strategies), strategy instruction needs to be integrated with the enhanced content instruction in general education classes so that these students can still learn to meet the demands of those settings.

Within a collaborative instructional arrangement, the two teachers in the general

education classroom need to understand what their roles are with regard to providing the integrated instruction, how they are to interact and relate to each other, and how they are to interact with the students during class. There were two primary roles of the teachers within an inclusive classroom according to Boudah, Schmacher and Deschler, (1997). These are: presenter and mediator. During whole group instruction, the presenter presents content information such as facts, rules, concepts, and themes in a subject area such as social studies, math, science, or English. Meanwhile, the mediator arbitrates between students and the content material being presented in class. Some outcomes associated with the collaborative instructional process and the teaching of strategic skills were that students learn how to learn more effectively. Students also become more independent learners who can mediate their own learning of subject-matter content by using strategic skills. This, in turn may result in greater success in school.

However, the results of the study were as followed: the teachers spent more instructional time mediating the learning of students in their classes and exchanged instructional roles more frequently. Despite two teachers presence in the classroom and an increase in the amount of teacher s time devoted to mediating student learning, the number of engagement per student per class period was low (Boudah, Schmacher & Deschler, 1997). It is suggested to establish collaborative instruction, teachers must set expectations for student work and assignments, set expectations for student behavior, develop systems for monitoring student performance and determining grades, determine team members classroom roles, share workload and responsibilities, share expertise, follow through, celebrate the succeeded and share failures together and finally keep lines of communication open (Stump & Wilson, 1996).

Cooperative Teaching

There are several models of collaborative instruction in an inclusive environment. One is called cooperative teaching. It means that two (or more) educators possessing distinct sets of skills work in a coordinated fashion to teach academically heterogeneous groups of students together in the general classroom (Bauwens & Hourade, 1995). The critical feature of cooperative teaching is that two educators are simultaneously present in the general education classroom for a scheduled part of the instructional day. The essential philosophy based on this arrangement is that all educators are responsible for all students. In this model, the initial presentation of new content is shared between two teachers who jointly plan and present the targeted academic subject content to all students as clearly and concisely as possible (Bauwens & Hourade, 1995). At various times each might assume primary responsibility for specific types of instruction or portions of the curriculum. In supportive learning activities, cooperative teaching partners identify, develop, and lead student activities designed to reinforce, enrich, and/or enhance learning for all students. These activities can precede the primary instruction, follow it, or be integrated throughout it. In complementary instruction one instructor typically maintains primary responsibility for teaching the specific content matter. The cooperative teaching partner takes responsibility for teaching students the functional how-to-skills necessary to acquire the material, including such learning and study skills as taking notes, identifying main ideas, and analyzing information (Bauwens & Hourcade, 1995).

According to Bauwens & Hourade, (1997) cooperative teaching clearly has demonstrated itself to be an impressively powerful instructional strategy for providing success for students with special needs in general education classrooms. This success is

due in large part to an accurate analysis and determination of those fundamental and practical strategies most critical to successful cooperative teaching (Bauwens & Hourade, 1997).

Collaboration encourages individuals to share goals and objectives, and to sublimate their own interests for the greater good (Lasley, Matczynski & Williams, 1992). Second, collaboration allows participants to learn from one another and to establish long lasting and trusting professional relationships (Lieberman, 1992). Teachers benefit from exposure to other s diverse philosophies, training and experience; the stimulation of new ideas and the increased communication among professionals at all levels (Brookhart & Loadman, 1990). Third, collaboration gives teachers an opportunity to work together to bring about school change (Brookhart & Loadman, 1990).

Typically the primary responsibility of general education teachers is to use their skills to instruct students in curricula dictated by the school system. Typically the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each student. In special education situations, individual learners needs often dictate the curricula. General educators bring content specialization, special education teachers bring assessment and adaptation. Both bring training and experiences in teaching techniques and learning processes. Their collaborative goal is that all students in their class are provided with appropriate classroom and homework assignments so that each is learning, is challenged, and is participating in the classroom process (Bauwens & Hourade, 1995).

Cooperative teaching, the most prevalent form of direct collaboration, brings two teachers together to share equal responsibility for planning and instructing a heterogeneous group of students in the regular classroom (Bauwens & Hourade, 1989).

Teachers choose from a variety of cooperative teaching options. Selection of a co-teaching arrangement normally hinges on the following criteria: 1). the participant s prior training and experience with co-teaching; 2). the student s needs, 3). the amount of available planning time, 4). the teachers common knowledge of the subject matter; and 5). the nature of the relationship between the teaching partners (Gable, Korinek & McLaughlin, 1997).

In Cooks and Friend s study, (1991), 8 Cooperative Teaching Options were highlighted: 1). **shadow teaching**, the general educator is primarily responsible for teaching specific subject matter, while the special educator works directly with one or two target students on academics and or behavior, 2). **one teach/one assist**, the general educator is primarily responsible for teaching specific subject matter, while the special educator circulates around the classroom and offers individual students assistance, 3). **station teaching**, general educator and special educator teach different subject matter to subgroups of students, who rotate among the learning stations, 4). **complementary teaching**, general educator is primarily responsible for teaching specific subject matter, while the special educator assumes responsibility for teaching associated academic skills or school survival skills, 5). **parallel teaching**, general educator and special educator divide the class into smaller groups to provide more individualized instruction, 6). **supplementary teaching activities**, general educator is primarily responsible for teaching specific subject-matter, while the special educator assumes responsibility for giving students content-specific assistance, 7). **team teaching**, general and special educator share equal responsibility for planning, carrying out and evaluating the lesson and 8). **alternative teaching**, general educator is responsible, while the special educator assumes responsibility for teaching a selected group of students who require significant

curricular accommodations.

Gable, Korinek and McLaughlin (1997) have addressed 4 cooperative instructional techniques: 1). *same*, students with special needs participate in regular class instruction and pursue the same content objectives within the same instructional material. When teaching all students the same content, consider team teaching, station teaching, parallel teaching or supplemental teaching. 2). *multi-level*, students with special needs participate in regular class instruction, but pursue different content objectives, based on their individual needs. 3). *curriculum overlapping*, students with special needs participate in the same large group instruction, but pursue objectives from academic and/or social skills areas. 4). *alternative*, students with special needs pursue different activities/content objectives from the rest of the class.

General and special education teachers can collaborate effectively in the development of classroom modifications for exceptional students. According to Thousand and Villa, (1990). the general education teacher may have expertise in the area of curriculum planning and development, whereas the special education teacher may be better able to devise an alternative plan for delivery of that curriculum, perhaps through multilevel instruction or curriculum overlapping (Thousand & Villa, 1990). Friend and Cook (1992) offered several tips for successful co-teaching: 1). planning is the key, 2). discuss your views on teaching and learning with your co-teacher, 3). attend to details, 4). prepare parents, 5). make the special education teacher feel welcome in your classroom, 6). avoid using the special educator as a paraprofessional, 7). when disagreements occur, talk them out and 8). go slowly. Future generations of teachers would be helped by the addition to their preservice teacher education programs of a component on collaboration and consultation (Friend & Cook, 1992). In cooperative teaching the general education

and special education teachers each bring their skills, training and perspectives to the team. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness (Dieker & Barnett, 1996).

Research findings on schools where collaborative teaching has been practiced indicate student benefits for both special education students and their typical peers (Walther-Thomas, Bryant & Land, 1996). Walther-Thomas, Bryant and Land (1996) conducted a study on inclusion and teaming to assess collaboration between general education and special education teachers. They found that improvements were attributed to more teacher time and attention, reduced pupil teacher ratios generally, and more opportunities for individual assistance (Walther-Thomas, Bryant & Land, 1996). Students with disabilities developed better self-images, became less critical and more motivated, and recognized their own academic and social strengths. Their social skills improved and positive peer relationships developed, according to Walther-Thomas, Bryant and Land, 1996. Low achieving students showed academic and social skills improvements. All students gained a greater understanding of differences and acceptance of others. All developed a stronger sense of self, a new appreciation of their own skills and accomplishments, and all learned to value themselves and others as unique individuals (Walther-Thomas, Bryant & Land 1996). Staff reported professional growth, personal support, and enhanced teaching motivation. Collaboration brought complementary professional skills to planning, preparation, and delivery of classroom instruction (Walther-Thomas, Bryant & Land, 1996). The concepts of individualized instruction, multiple learning styles, team teaching, weekly evaluation, and detailed planning are all of direct benefit to students.

Typically, co-teachers use their district s curriculum guides as the framework for

instructional units, weekly plans, and daily lessons developed together. They look for commonalities in the content goals and the IEP goals of the identified students through careful and analytical co-planning. The teachers must decide how the content learning goals need to be modified, if at all, for students with disabilities (Bryant & Land, 1998). In addition to subject area content, many co-teachers instruct their students to use effective study skills and strategies. During co-planning sessions, co-teachers determine the learning strategies and study skills that students need, and coordinate their instructional plans to weave the content and strategies together (Bryant & Land, 1998). Instructional roles of co-teachers are dynamic. For example both teachers present to the large group, both monitor group and individual work, clarify concepts, supervise, and participate in maintaining the classroom flow. This helps ensure greater equity and respect between professionals (Bauwens & Hourade, 1995; Friend & Cook, 1992; Korinek & Walther-Thomas, 1994).

An important finding from the literature on inclusion of students with disabilities in mainstream classrooms is that a collaborative model provides instructional benefits for all students in the classroom, not just those with special needs, (Phillips, Sapona & Lubic, 1995). Some additional benefits of the collaborative model were presented as well. These were for teachers who learn from observing each other, engage in mutual problem solving, and have a sense of support and shared experiences.

Teachers Attitude Toward Collaboration

The general education teacher in an inclusive classroom interacts with many people who either have an interest in, or can assist the education of his or her students. Each of these people represents a possible collaborative partnership, and the development and nurturing of the partnership can lead to a variety of benefits (Stanovich,

1996). The biggest change for educators is to share the responsibility that has traditionally been individual: to share the goals, decisions, classroom instruction, responsibility for students, assessment of student learning, problem solving, and classroom management. The teachers must begin to think of it as our class.

Teachers might resist working in a close relationship with another teacher due to fear of losing control of their classroom. According to Stanovich (1996), for some general education teachers maintaining traditions becomes a professional goal therefore the reason for resistance may be prompted by an affinity for sameness (Parsons & Meyers, 1984), or it may be motivated by the fear of the unknown (Powell & Posner, 1978). Maintaining the status quo may be attractive to general education teachers for an additional reason. Some teachers may have a vested interest in no changes. They may feel that they will lose some value if they participate in a consultation program. Another reason why teachers may resist is due to concerns of failure and frustration at teaching (Hakes & Dedrick, 1983). Teachers who are resistant to inclusion programs may make their feeling known in a wide variety of ways.

Karp (1984) created six resistance techniques: 1). The Block, in many ways the most easily managed form of resistance because it is immediately obvious and includes a clear statement of what the resistant teachers want; 2). The Stall, this type of resistance may be demonstrated when teachers repeatedly delay implementing collaboratively developed interventions or chronically cancel planned meetings; 3). The Reverse, teachers sometimes resist by giving wholehearted verbal support to consultation programs and planned interventions, but then failing to follow through in their classrooms; 4). The Projected Threat, resistance of this sort usually takes the form, The principal won't like this, with any other influential individual or group possibly named. It is a common

expression of resistance usually motivated by a need to maintain the status quo; 5). The Guilt Trip, guilt is another tactic teachers may use to shape others' behavior and 6). Tradition, a final manifestation of resistance involves appeals for sameness. In many cases, teachers who resist on the basis of tradition tend to avoid risk and may question their own ability to change. Regular education teachers may have negative attitudes toward students with special needs, believing that the full-time placement of students with mild disabilities in the regular classroom could negatively affect the amount of attention they can give the regular students and thereby impede learning and achievement (Hines & Johnston, 1996). Hines and Johnston (1996) indicated that understanding roles in the inclusive classroom has been a problem for many teachers. For example, the regular educator may hesitate to open the classroom to another adult that may foster uneasiness. For special educators, adjusting to a completely different role in the school may lead to wonder, "Where do I fit in?". According to Hines and Johnston, (1996) co-teaching pairs should also discuss how they will explain the presence of two teachers in the regular education class and what they will do in a crisis situation with a special education student whether the special education teacher is present in the classroom or not.

Collaborative teaching can be an effective vehicle for enhancing the academic and social education of both disabled and regular education students- a vehicle that helps teachers bring all students through the learning process together (Johnston, 1994). The cooperative teaching of both special educators and general educators, using collaborative learning techniques, helps to eliminate some of the common concerns teachers may have to place special education learners in general education classrooms (Jones & Carlier, 1995). By using a collaborative method of problem solving, these teachers feel they have been better prepared to find solutions to these difficulties than trying to solve the

problem alone. Cooperative teaching requires a commitment to the evolution of the collaborative process. The overall success of co-teaching hinges on one major factor: Communication Between Teachers (Dieker & Barnett, 1996). If both teachers are committed to the process, co-teaching has the potential for increased achievement for students and continued professional growth for both general and special educators (Dieker & Barnett, 1996).

Summary

Many studies have addressed the topic of collaboration between special and regular education teachers. However, the main theme concerning collaboration has been the importance of planning, support from administration and teachers who volunteer to be included in a collaborative environment in schools. Collaborative instruction is constantly changing with the creative of various collaborative instruction models. The special education and regular education teachers must be aware of their possible roles in the collaborative process but also understand how those roles change due to the needs of the students. Respect between both the regular and special education teachers is a must for an incorporation of a successful collaborative program. The collaborative process may be challenging for educators, however it has great benefits for special education students (Dieker & Barnett, 1996). Some research has been conducted on collaboration between special educators and regular educators but results are varied. Furthermore research is needed to verify the efficiency of collaborative teaching pertaining to the outcomes of students with and without disabilities. The present study strives to understand teachers attitudes regarding the collaboration. This present research was conducted in a particular school district where an expanded inclusion program will be implemented in classrooms in the future. The data collected would provide the district information regarding

collaboration, and its need to be successful.

Chapter 3

Participants

A total of 32 regular and special education teachers participated in the study. All teachers were selected from schools containing an inclusion program that are located in a rural area of Southern New Jersey. The teachers were questioned regarding the degree of a Master s or Bachelor s Degree. The teachers identity were kept confidential and a coding system was set in place. There were 16 regular and 16 special education participating teachers in the study.

Measurement

A survey was used in this study. There were 4 sections in the survey. They were: Training/Preparation, Role of the Special Education Teacher, Role of the Regular Education Teacher, and Improvements. The first 3 sections have a Likert Scale while the fourth section requires short written responses. The questions ranged from the success of the inclusion program in the school to the importance of planning time to the success of the inclusion program. They are listed as follows: Section I: Training and Preparation, 7 questions, Section II: Role of the Special Education Teacher, 9 questions, Section III: Role of the Regular Education Teacher, 6 questions, and Section IV: Improvements, 3 questions for short answers. The development of the survey was based on computer generated survey from the internet website: Profile and Gable and Manning s study in 1997.

Research Design

A descriptive research design was used. Responses of the self-reported survey

were analyzed/charts using the Microsoft Computer Program Excel for percentages.

Procedures

The survey took approximately 15 minutes to be completed. Participating teachers were encouraged to complete section 4 for short answer responses. A total of approximately 3 questions in this section focused on planning time, feelings regarding inclusion and benefits for students. When the survey was completed the participating teachers turned their survey into their principal or supervisor. The principal or supervisor mailed it directly to the researcher. The participants were issued a survey which focused on their attitudes regarding inclusion in their particular classrooms. Prior to the delivery of the survey, an approval by the Board of Education in the district was needed. The surveys were distributed by various Supervisors as well as Principals throughout the district. The procedure in the district for board approval in the district are as followed:

1. A letter was sent to the Superintendent requesting that the survey be placed on the boards agenda for the next month.
2. A letter was sent to the Director of Special Education to inform them of the survey and topic of the research project.
3. The board of education will had a meeting and approved the survey.
4. Once the board approved the survey, the survey was distributed to teachers.

Data Analysis

Each response was tallied and Descriptive Statistics were used. The Descriptive Statistics focused on the number of years the teacher has been teaching overall, number of years in inclusion, Masters or Bachelors Degree. The answers to these questions helped to establish comparison as well as differences. The Microsoft Computer Program Excel

was used to represent data. A frequency table was established to identify a percentage of responses for each question. Various pie charts were created to illustrate the data from the survey as well as responses. Percentages were established to represent what the data illustrates. Once all the information was evaluated and analyzed, a summary of the survey was written.

The summary focused on what does the data show about the inclusion program in this district. The summary gave insight about teachers attitude toward the collaborative process. The data established identified needs and problems teachers feel are important. Finally, the summary of the data will assist the district in any prospective planning for teachers regarding the inclusion program.

Chapter 4

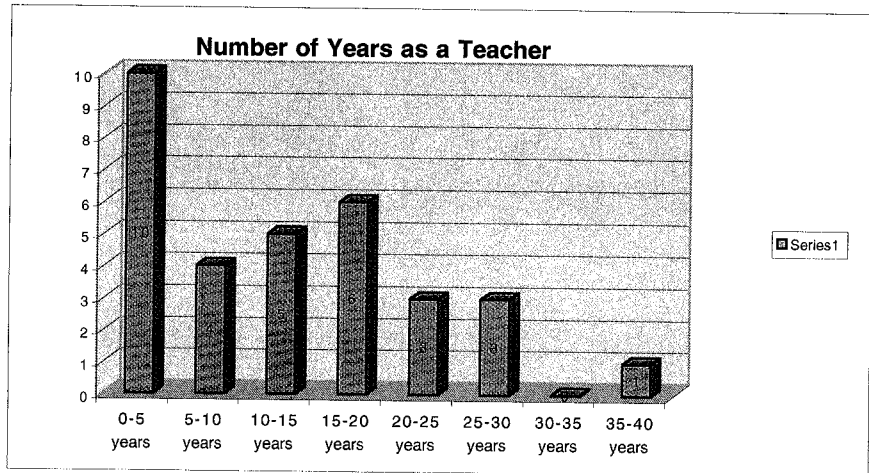
Results of the Survey

The results of the survey were analyzed using the Microsoft Computer Program Excel. The responses of each question were analyzed using percents to record the frequency. The results of the background information of the participants were analyzed using a Bar Graph (See Table 1). The additional sections of the survey were broken down into 3 categories including: Training/Preparation, Role of the Special Education Teacher and Role of the Regular Education Teacher. These sections were analyzed using a Frequency Table (See Table 2). Various Pie Charts were created to identify percentages (See Table 3-10).

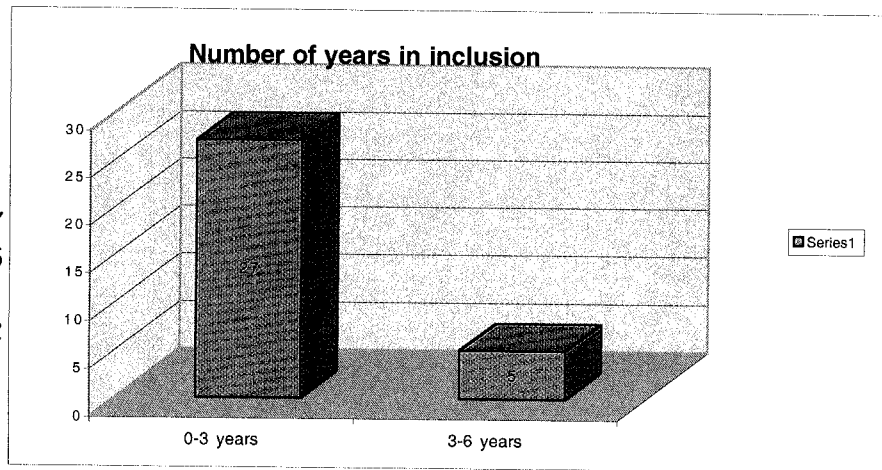
Table 1
The General Information
of the Participating Teachers
February, 2002

Background

0-5 years	10
5-10 years	4
10-15 years	5
15-20 years	6
20-25 years	3
25-30 years	3
30-35 years	0
35-40 years	1
Total	32



0-3 years	27
3-6 years	5
Total	32



Masters Degree	3
Bachelor's Degree	29
Total	32

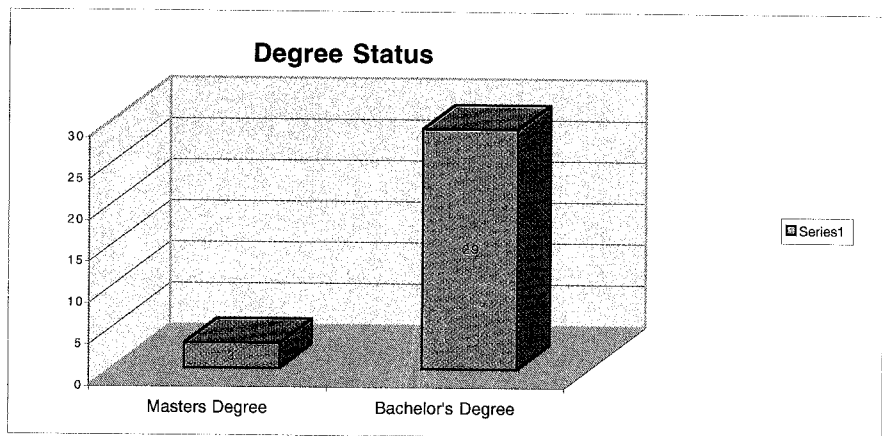


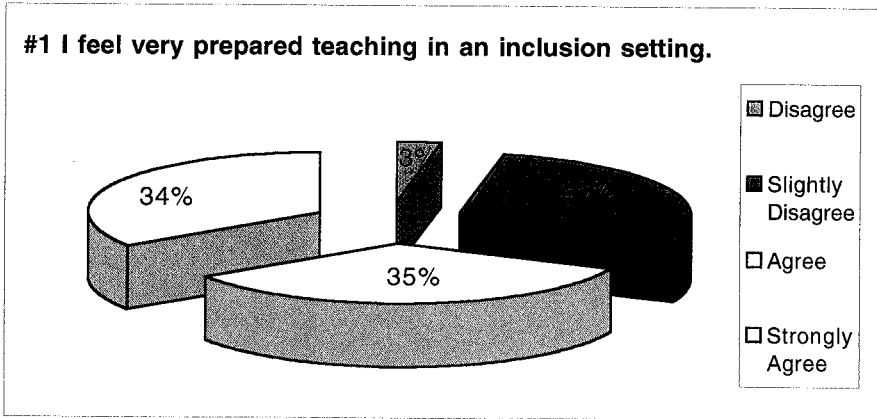
Table 2: Percentage of Teacher Responses on the Survey Questions

<u>Survey Items</u>	PERCENTAGE OF RESPONSES PER QUESTION			
	Disagree	Slightly Disagree	Agree	Strongly Agree
Training / Preparation				
1. I feel very prepared teaching in an inclusion setting.	3%	28%	35%	34%
2. I wanted to teach in an inclusion setting	3%	19%	44%	34%
3. I was given official training on inclusion through a workshop sponsored through the school district.	19%	16%	43%	22%
4. I think enough planning time is given for inclusion.	31%	16%	50%	3%
5. I often have to plan lessons/discuss a student's progress after school with my colleague.	19%	19%	43%	19%
6. I think inclusion is working successfully in our school.	13%	16%	55%	16%
7. I think teachers would benefit from training which specifically would be on making inclusion work in the classroom.	0%	6%	38%	56%
Role of Special Education Teacher				
8. I think every teacher in the district should be trained in inclusion practices.	13%	6%	50%	31%
9. To plan different lessons for students with disabilities.	25%	31%	32%	13%
10. To modify the same lessons the regular education teacher presents to the class to meet the needs of the classified student.	3%	3%	31%	63%
11. Similar to that of a clerical aide ex. make copies, check papers.	78%	13%	6%	3%
12. To teach only classified students in the classroom.	88%	6%	6%	0%
13. Communicate with parents regularly discussing the classified students success/problems.	0%	3%	56%	41%
14. To communicate regularly with the regular education teacher regarding the progress of a classified student.	0%	0%	41%	59%
15. To support the regular education teacher during the instruction of a lesson.	0%	3%	41%	56%
16. I think inclusion in my classroom is a success.	6%	9%	41%	44%
17. Facilitate the implementation of the IEP for a classified student(s) in the classroom.	3%	0%	38%	59%
Role of Regular Education Teacher				
18. Modify the curriculum to meet the needs of students with disabilities.	25%	13%	59%	3%
19. "Tell" the special education teacher what to do.	94%	3%	3%	0%
20. Teach only the regular education students in the classroom.	97%	0%	0%	3%
21. Implement the IEP of the students with disabilities effectively.	9%	6%	66%	19%
22. Have high expectations for students with disabilities and expect them to achieve commensurate success along with their general education peers.	16%	13%	49%	22%
23. Participate in the planning of the IEP for students with disabilities.	6%	6%	63%	25%

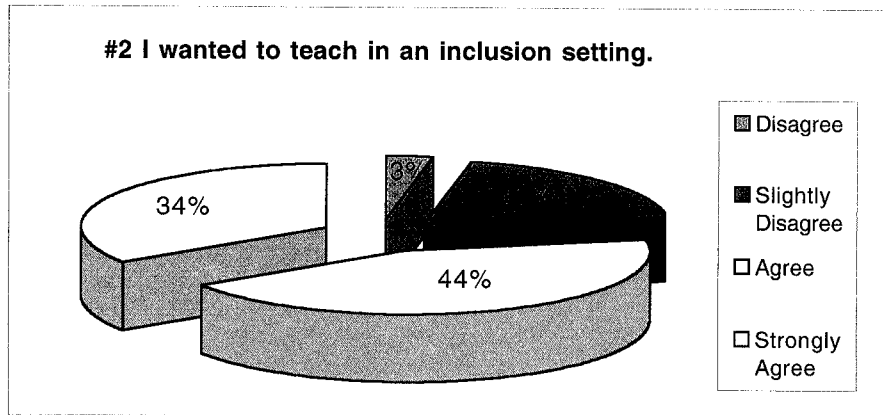
**Collaboration Between Regular and Special
Education Teachers (Table 3)**
South Jersey School District
February, 2002

Training/Preparation

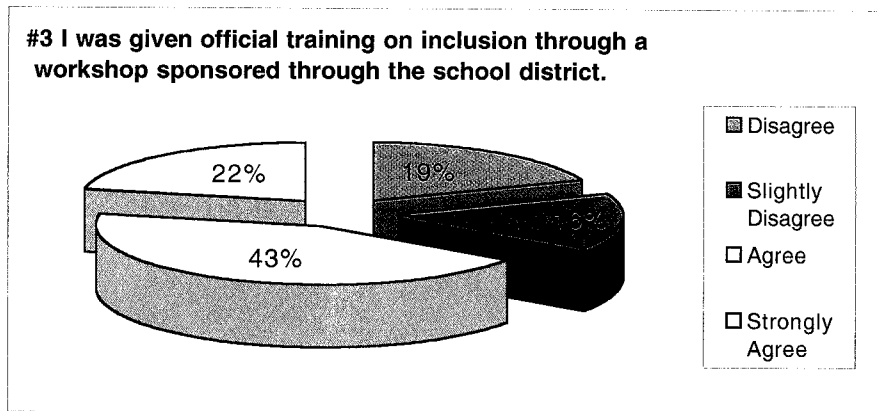
Disagree	1
Slightly Disagree	9
Agree	11
Strongly Agree	11
Total	32



Disagree	1
Slightly Disagree	6
Agree	14
Strongly Agree	11
Total	32



Disagree	6
Slightly Disagree	5
Agree	14
Strongly Agree	7
Total	32



**Collaboration Between Regular and Special
Education Teachers (Table 4)**
South Jersey School District
February, 2002

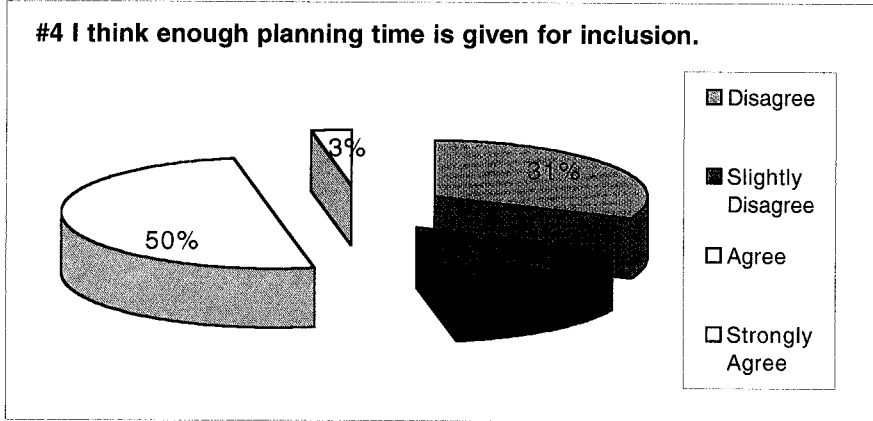
Training/Preparation

Disagree
Slightly Disagree
Agree
Strongly Agree

Total

10
5
16
1

32

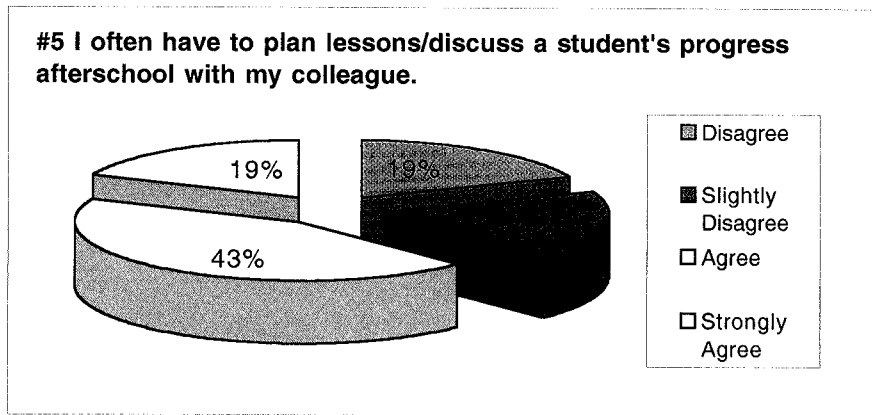


Disagree
Slightly Disagree
Agree
Strongly Agree

Total

6
6
14
6

32

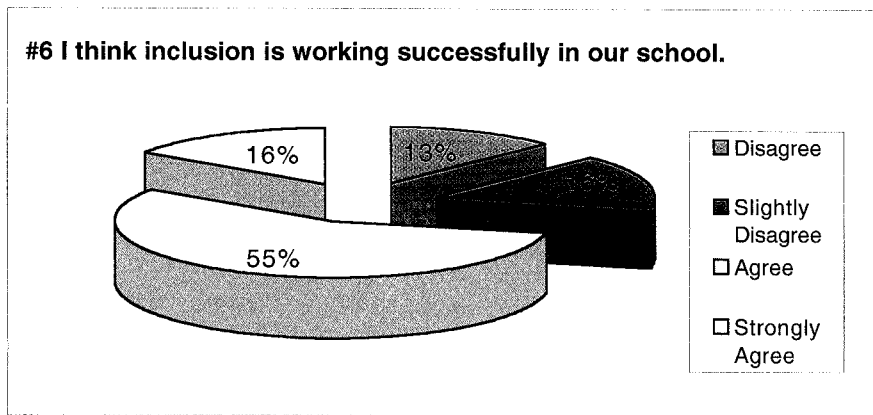


Disagree
Slightly Disagree
Agree
Strongly Agree

Total

4
5
18
5

32

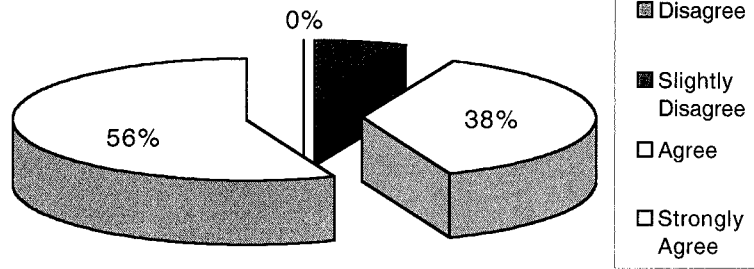


**Collaboration Between Regular and Special
Education Teachers (Table 5)**
South Jersey School District
February, 2002

Training/Preparation

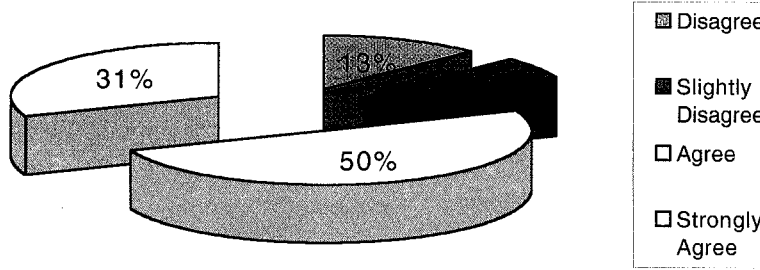
Disagree	0
Slightly Disagree	2
Agree	12
Strongly Agree	18
Total	32

#7 I think teachers would benefit from training which specifically would be on making inclusion work in the classroom.



Disagree	4
Slightly Disagree	2
Agree	16
Strongly Agree	10
Total	32

#8 I think every teacher in the district should be trained in inclusion practices.



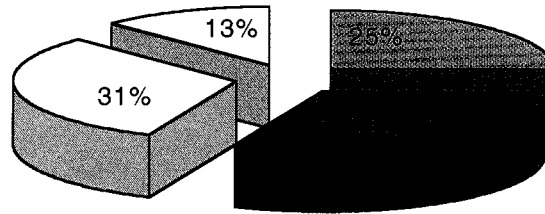
**Collaboration Between Regular and Special
Education Teachers (Table 6)**
South Jersey School District
February, 2002

**Role of Special Education
Teacher**

Disagree 8
Slightly Disagree 10
Agree 10
Strongly Agree 4

Total 32

#9 To plan different lessons for students with disabilities.

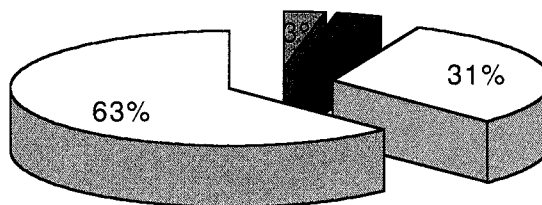


■ Disagree
■ Slightly Disagree
□ Agree
□ Strongly Agree

#10 To modify the same lessons the regular education teacher presents to the class to meet the needs of the classified student.

Disagree 1
Slightly Disagree 1
Agree 10
Strongly Agree 20

Total 32

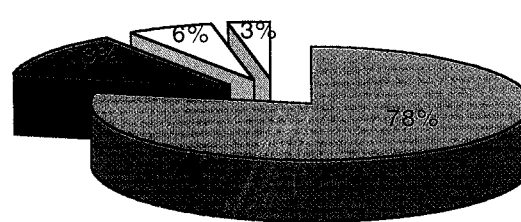


■ Disagree
■ Slightly Disagree
□ Agree
□ Strongly Agree

#11 Similar to that of a clerical aide ex. make copies check papers.

Disagree 25
Slightly Disagree 4
Agree 2
Strongly Agree 1

Total 32



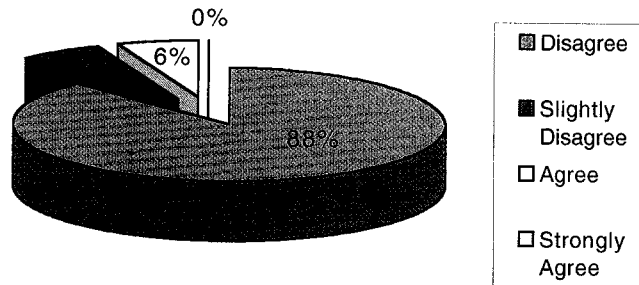
■ Disagree
■ Slightly Disagree
□ Agree
□ Strongly Agree

**Collaboration Between Regular and Special
Education Teachers (Table 7)**
South Jersey School District
February, 2002

**Role of Special Education
Teacher**

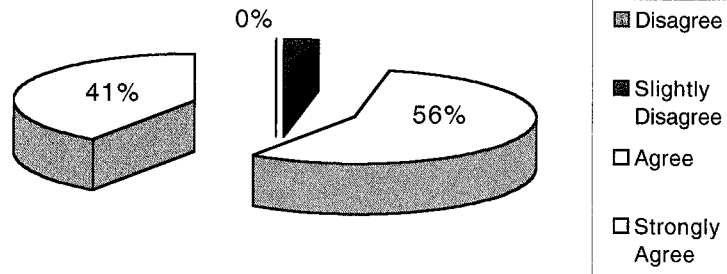
Disagree	28
Slightly Disagree	2
Agree	2
Strongly Agree	0
Total	32

#12 To teach only the classified students in the classroom.



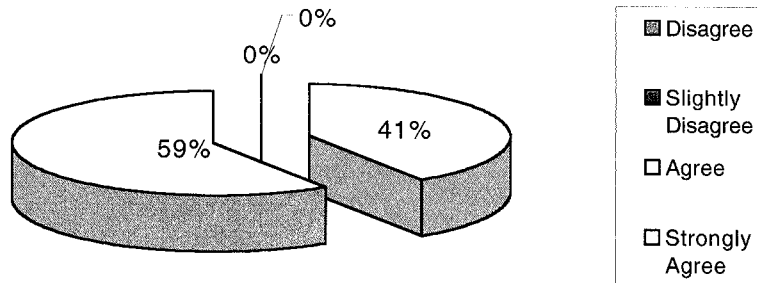
Disagree	0
Slightly Disagree	1
Agree	18
Strongly Agree	13
Total	32

**#13 Communicate with parents regularly discussing
the classified students success/problems.**



Disagree	0
Slightly Disagree	0
Agree	13
Strongly Agree	19
Total	32

**#14 To communicate regularly with the regular education
teacher regarding the progress of a classified student.**



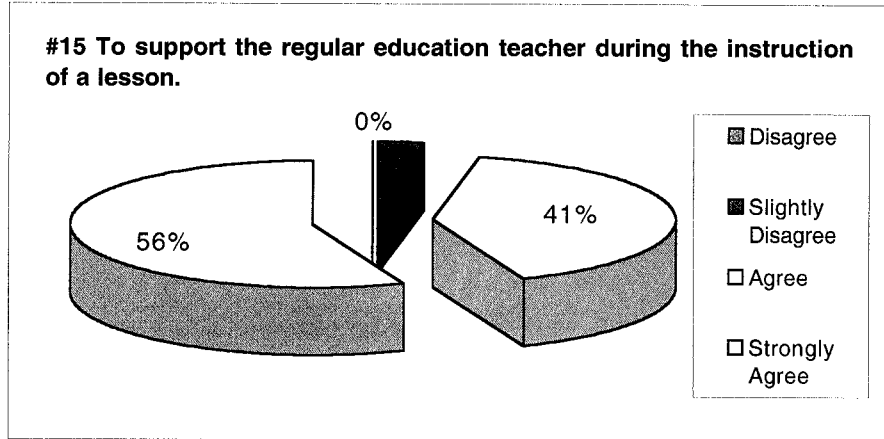
**Collaboration Between Regular and Special
Education Teachers (Table 8)**
South Jersey School District
February, 2002

**Role of Special Education
Teacher**

Disagree
Slightly Disagree
Agree
Strongly Agree

Total

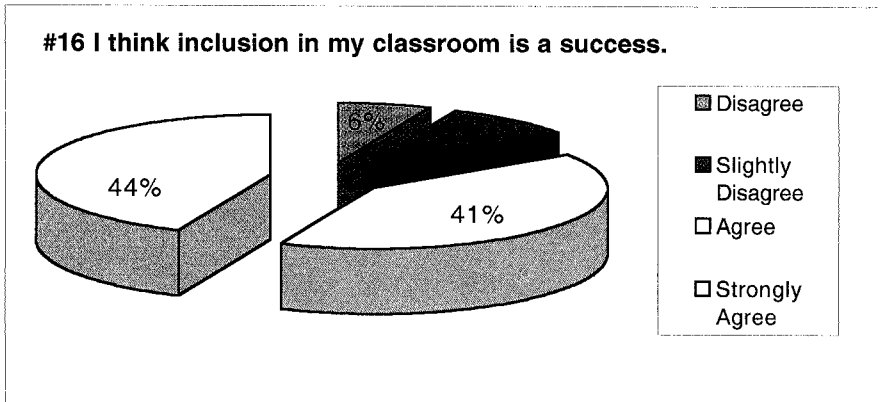
0
1
13
18
32



Disagree
Slightly Disagree
Agree
Strongly Agree

Total

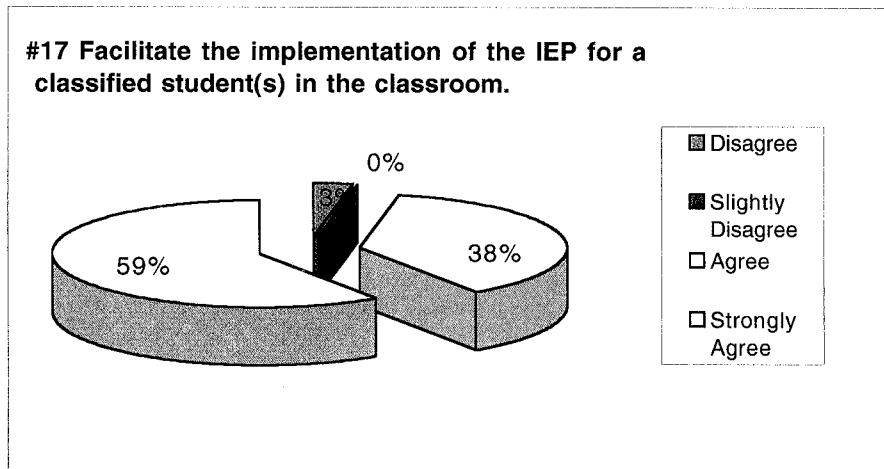
2
3
13
14
32



Disagree
Slightly Disagree
Agree
Strongly Agree

Total

1
0
12
19
32

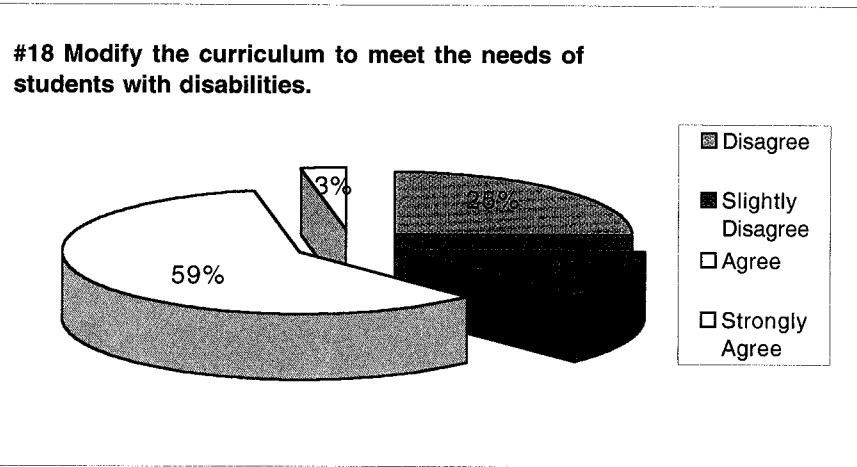


**Collaboration Between Regular and Special
Education Teachers (Table 9)**
South Jersey School District
February, 2002

Role of Regular Education
Teacher

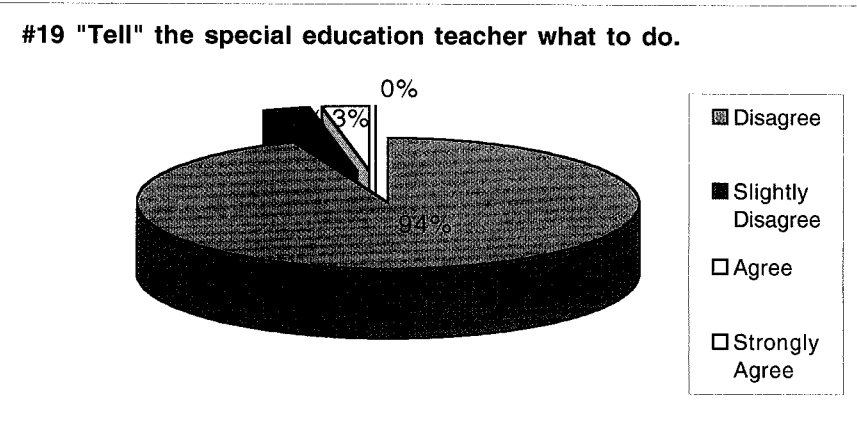
Disagree 8
Slightly Disagree 4
Agree 19
Strongly Agree 1

Total 32



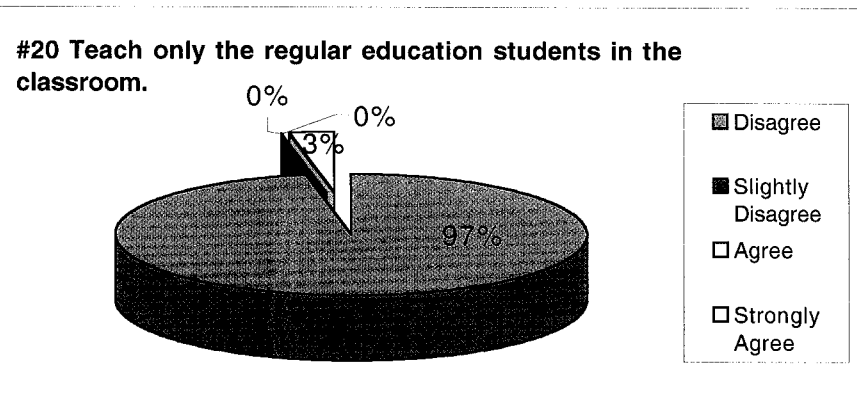
Disagree 30
Slightly Disagree 1
Agree 1
Strongly Agree 0

Total 32



Disagree 31
Slightly Disagree 0
Agree 0
Strongly Agree 1

Total 32

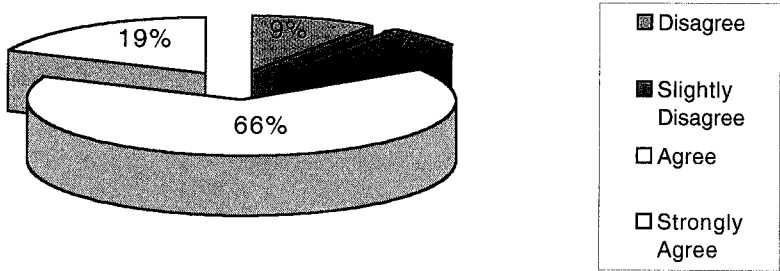


**Collaboration Between Regular and Special
Education Teachers (Table 10)**
South Jersey School District
February, 2002

**Role of Regular Education
Teacher**

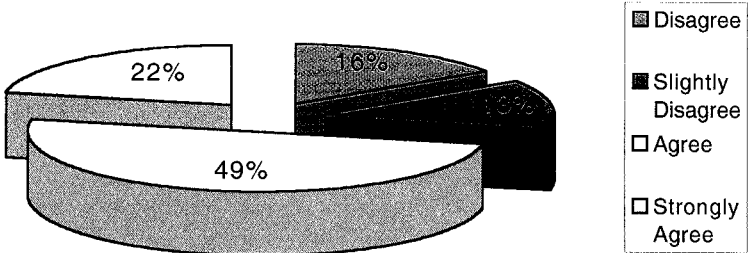
Disagree	3
Slightly Disagree	2
Agree	21
Strongly Agree	6
Total	32

#21 Implement the IEP of the students with disabilities effectively.



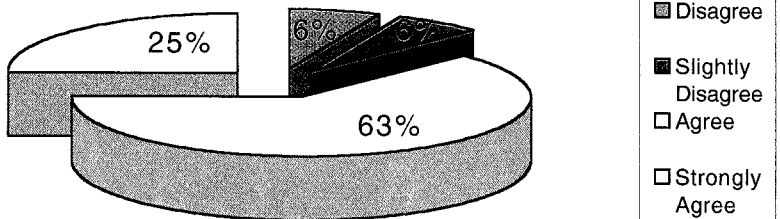
Disagree	5
Slightly Disagree	4
Agree	16
Strongly Agree	7
Total	32

#22 Have high expectations for students with disabilities and expect them to achieve commensurable success along with their general education peers.



Disagree	2
Slightly Disagree	2
Agree	20
Strongly Agree	8
Total	32

#23 Participate in the planning of the IEP for students with disabilities.



Chapter 5

Discussion

The purpose of the present research was to examine the collaboration between regular and special education teachers in an urban school district located in Southern New Jersey. The study was limited to only the teachers who were currently working in an inclusive setting. Each teacher completed a survey which consisted of 23 questions. The questions were split into 4 categories: 1). Training/Preparation, 2). Role of Special Education Teacher and 3). Role of Regular Education Teacher and 4). Improvements.

Results of the survey demonstrated that in the area of Training/Preparation, 55% of teachers agreed that inclusion is working successfully in their school, while only 13% disagreed that inclusion is working successfully in their school. However, it was surprising that 56% of the participants thought teachers would benefit from training that specifically would make inclusion work in the classroom. None of the participants thought that teachers would not benefit from training on inclusion. It indicates that training is needed to improve inclusive education, as well as teachers instructional strategies, collaboration to plan lessons.

Results of of the category, Role of the Special Education Teacher, showed that 59% of responses strongly agreed that the role of the special education teacher was to communicate regularly with the regular education teacher regarding the progress of a classified student, while 0% of the participants strongly agreed that special education teachers should only teach classified students in the classroom, 88% disagreed that special education teachers should only teach classified students, and 44% strongly agreed that

inclusion in their classroom was a success. It appears that the participants have a clear understanding of the role of special education teachers in such an environment.

The responses on Role of the Regular Education Teacher showed 59% of the participants agreed that the regular education teachers need to modify the curriculum to meet the needs of students with disabilities, however 25% disagreed and 13 % slightly disagreed. Ninety-four percent of the responses disagreed with the statement that the role of the regular education teacher should include telling the special education teacher what to do; 97% disagreed that the role of the regular education teacher should not include teaching only the regular education students in the classroom. It is evident that the role of regular education and special education teachers are clearly understood. The follow up comments also showed that the administrators in the district as well as teaching personnel appear to have a good understanding of the collaboration between the regular and special education teachers.

The finding of the study basically supported the current special education program in the urban school district. The results support the findings as in Gable and Manning s study (1997). The most interesting result is the need to train all teachers on the philosophy of inclusion.

The results focus on the need for more training in the area of successful inclusion in classrooms. There are some limitations in this study. The return of 32 completed surveys is a small number. One reason for this may be the manner in which the surveys were collected, was administered by various supervisors as well as principals. The responses may be biased in the form of being favorable to the district due to the survey having a place for the participant to put their name. Another limitation may be that some participants may have felt that possible backlash could occur based on their responses to

the survey. In the future, the district may want to offer all teachers training on inclusion to better understand what inclusion is, why this type of program is important to special education students. Teachers may also need support to adequately implement the students IEP objectives in an inclusive setting.

In conclusion, more research may be needed in the future on collaboration between the regular and special education teachers. Often, the day to day structure of an inclusion program may need to be evaluated and identify strengths and weakness. The evaluation can provide the district an opportunity to analyze the effects and to improve the program implementation. This study has provided our school district some important information regarding teachers attitude and their perspectives on inclusion and collaboration with other professionals in school. It may add information to our districts program evaluation to improve our implementation of best practice for all schools.

Appendix

Title of Survey:
Collaboration Between Regular and Special Education Teachers

Background:

1. Name _____
 2. Total number of years as a teacher _____
 3. Number of years in an inclusive classroom _____
 4. School _____
 5. Masters or Bachelors Degree _____
-

Please rate the following questions/statements according to the scale below by circling the number which best represents your opinion/feeling.

Training/Preparation

1. I feel very prepared teaching in an inclusion setting.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

2. I wanted to teach in an inclusion setting.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

3. I was given official training on inclusion through a workshop sponsored through the school district.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

Title of Survey:
Collaboration Between Regular and Special Education Teachers

4. I think enough planning time is given for inclusion.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

5. I often have to plan lessons/ discuss a student s progress afterschool with my colleague.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

6. I think inclusion is working successfully in our school.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

7. I think teachers would benefit from training which specifically would be on making inclusion work in the classroom.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

Title of Survey:
Collaboration Between Regular and Special Education Teachers

8. I think every teacher in the district should be trained in inclusion practices.

- 1= Disagree
 - 2= Slightly Disagree
 - 3= Agree
 - 4= Strongly Agree
-

Role of the Special Education Teacher

9. To plan different lessons for students with disabilities.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

10. To modify the same lessons the regular education teacher presents to the class to meet the needs of the classified student.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

11. Similar to that of a clerical aide ex. make copies, check papers.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

12. To teach only the classified students in the classroom.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

Title of Survey:
Collaboration Between Regular and Special Education Teachers

13. Communicate with parents regularly discussing the classified students success/problems.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

14. To communicate regularly with the regular education teacher regarding the progress of a classified student.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

15. To support the regular education teacher during the instruction of a lesson

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

16. I think inclusion in my classroom is a success.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

17. Facilitate the implementation of the IEP for a classified students(s) in the classroom.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

Title of Survey:
Collaboration Between Regular and Special Education Teachers

Role of the Regular Education Teacher

18. Modify the curriculum to meet the needs of students with disabilities.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

19. Tell the special education teacher what to do.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

20. Teach only the regular education students in the classroom.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

21. Implement the IEP of the students with disabilities effectively.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

22. Have high expectations for students with disabilities and expect them to achieve commensurable success along with their general education peers.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

Title of Survey:
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23. Participate in the planning of the IEP for students with disabilities.

- 1= Disagree
- 2= Slightly Disagree
- 3= Agree
- 4= Strongly Agree

Please answer the following questions with written responses.

Improvements

24. What do you think could be done to improve the inclusion program in the Bridgeton Public School District?

25. Would having more planning time for collaboration have an effect on the inclusion program in your school? Explain

26. Any further information you would like to share regarding the inclusion program in Bridgeton: _____

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