

1995

An Evaluation of Special Education and Remedial Services Within South Wisconsin District - Lutheran Church-Missouri Synod Elementary Schools

Jennifer S. Pflueger

This research is a product of the graduate program in [School Psychology](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Pflueger, Jennifer S., "An Evaluation of Special Education and Remedial Services Within South Wisconsin District - Lutheran Church-Missouri Synod Elementary Schools" (1995). *Masters Theses*. 2003.
<https://thekeep.eiu.edu/theses/2003>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

7-19-95
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis to be reproduced because:

Author

Date

An Evaluation of Special Education and Remedial Services

Within South Wisconsin District -
Lutheran Church-Missouri Synod Elementary Schools

(TITLE)

BY

Jennifer S. Pflueger

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in School Psychology

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1995
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

7/19/95
DATE

7/19/95
DATE

An Evaluation of the Availability of Special
Education and Remedial Services in South Wisconsin
District - Lutheran Church-Missouri Synod Elementary Schools
Jennifer S. Pflueger
Eastern Illinois University

TABLE OF CONTENTS

	Page
ABSTRACT	3
ACKNOWLEDGMENTS	4
LIST OF TABLES	5
CHAPTER	
I. Introduction	6
Statement of the Problem	6
Definition of Terms	8
Review of Related Literature	9
Purpose of the Study	23
Hypotheses	25
II. Method	26
Subjects	26
Instruments	26
Procedure	27
III. Results	29
IV. Discussion	35
REFERENCES	44
TABLES	47
APPENDICES	
A. South Wisconsin District-Lutheran Church Missouri-Synod Elementary Schools	
B. Principal Questionnaire	
C. Teacher Questionnaire	

ABSTRACT

The availability of special education and remedial services within the South Wisconsin District-Lutheran Church-Missouri Synod elementary schools was investigated. A teacher and the principal from fifty-three schools were surveyed. The schools represented urban, suburban, and rural areas. Thirty-eight principals and thirty-seven teachers responded to the questionnaire. The principal questionnaire consisted of fifteen fill-in-the-blank questions and addressed information regarding remedial and exceptional education programs. The teacher questionnaire was a thirteen item rating format addressing the teacher's perceptions of his/her skills in remediation and exceptional education. The results indicated that a higher percentage of students received remedial services than exceptional education services. Additionally, statewide statistics show that the state serves a larger number of students with identified disabilities per student population than South Wisconsin District - Lutheran Church-Missouri Synod elementary schools. Many of the teachers felt that they had average skills in their ability to identify disabilities or provide appropriate services. Teachers who either had a masters degree or had training in the area of special education rated their skills as "very adequate". This suggests that the South Wisconsin District-Lutheran Church-Missouri Synod needs to provide its regular education teachers with more training in this area or begin providing more exceptional education services for its students.

ACKNOWLEDGMENTS

I dedicate this paper to all the students attending South Wisconsin District-Lutheran Church-Missouri Synod elementary schools.

I would like to thank my advisor, Dr. Mike Havey, for his supervision as I completed my thesis and pursued my educational goals. Much appreciation and thanks are also given to Dr. Judy Oehler-Stinnett and Dr. John Rearden for participating on my committee and offering valuable suggestions on my paper. I gained a better understanding of how to do research, as well as being a well-rounded school psychologist from their example.

I extend my thanks to all of the principals and teachers from SWD-LCMS schools. I appreciate the time they took to complete the questionnaires. Without their cooperation this study could not have been done.

I would especially like to thank my parents. Thank you to my mom for the many hours she put into formatting my questionnaires and paper. I could not have done that without her. Thank you to my dad for his example which inspired me to give a little back to the parochial schools who educated me through high school. Finally, a sincere thank you is extended to Todd Knutson who offers me unconditional support and encouragement. I love all of you.

LIST OF TABLES

Table 1: Number of Schools Having Remedial Programs by Area of
 Remediation 47

Table 2: Percentage of the Total Enrollment Involved in Remedial
 Programs 48

Table 3: Methods of Administering Remedial Programs 49

Table 4: Sources Used to Assist Remedial Programs 50

Table 5: Success of Remedial Programs 50

Table 6: Number of Students Involved in Exceptional Education Programs. . . . 51

Table 7: Wisconsin Reported Child Counts and Prevalence Rates by Primary
 Disability as of December 1, 1993 52

Table 8: Organizational Structures Through Which Identified Exceptionalities
 are Served 53

Table 9: Success of Exceptional Education Programs 53

Table 10: Teacher Perception of Their Ability to Perform Certain Functions
 With Remedial or Special Education Programs 54

CHAPTER I

INTRODUCTION

Statement of the Problem

The Education for All Handicapped Children Act of 1975: Public Law 94-142 was developed to assure that children with special needs and their parents' rights are protected. The passing of P.L. 94-142 required "that the public educational agency make special education and related services available to handicapped children attending private schools or facilities" (sec. 300.403). Therefore, children with special needs enrolled in a parochial school are entitled to publicly funded special education services according to P.L. 94-142. The problem arises when public services are provided at parochial schools. This is due to the content of the establishment clause of the first amendment which states, "congress shall make no laws respecting an establishment of religion or prohibiting the free exercise thereof." Public school personnel trying to implement P.L. 94-142 within the parochial school setting are in danger of violating the establishment clause. Children with special needs attending parochial schools have two other options that are not in violation of the establishment clause. First, these children can receive special education services

at a public school. Under this circumstance, there is no entanglement of church and state, and religion is neither encouraged nor supported. A second option is for the parochial schools to provide on-site services without the assistance of public resources or personnel. The latter raises the question, to what extent do parochial schools provide their own special education services?

There is little research documenting the availability of special education in Lutheran elementary schools. Therefore, this research study addresses the issue of service availability for children with special needs enrolled in parochial schools, particularly elementary schools of the South Wisconsin District - Lutheran Church-Missouri Synod (SWD-LCMS). Overall, the number of children enrolled in parochial schools needing special education has increased steadily since 1980 (McKinney, 1991). A survey of Lutheran elementary and secondary school administrators conducted by Preuss (1992) indicated an increase in the number of students with handicaps enrolled in Lutheran schools during the last five years. As a result of this increase, parochial schools need to provide appropriate programming for students with special needs and it is important to determine whether or not students with special needs enrolled in parochial schools are receiving special education services and what services are available to them.

Definition of Terms

SWD - South Wisconsin District

LCMS - Lutheran Church-Missouri Synod

WELS - Wisconsin Evangelical Lutheran Synod

P.L. 94-142 - The Education for All Handicapped Children Act of 1975: Public

Law 94-142/IDEA

Establishment clause of the first amendment - Congress shall make no laws

respecting an establishment of religion or prohibiting the free exercise thereof.

Exceptional needs - Exceptional needs refers to a child whose disability has an

academic, social, or emotional effect on the child's learning ability. The following

would be disabilities of children with exceptional needs:

- Deaf
- Hard of hearing
- Blind
- Visually Impaired
- Mentally Retarded
- Orthopedically Impaired
- Other Health Impairment
- Serious Emotionally Disturbed
- Specific Learning Disability
- Behavior Disorder
- Attention Deficit Hyperactivity Disorder
- Multi-Disabilities (any combination of the above)
- Traumatic Brain Injury (TBI)
- Autism

Exceptional/special education program - The school has adopted a program for providing appropriate education for children in school with special needs.

Remedial programs - Refers to any type of unique teaching methods or specific material to help the child or children, who are having learning difficulties in a classroom, to improve their learning.

Special needs - Refers to any disability which requires either exceptional services or remedial services.

Review of Related Literature

Education has progressed in providing special education services since the enactment of The Education for All Handicapped Children Act of 1975: P.L. 94-142. The U.S. Office of Education conducted a series of studies on educational neglect (Zettel and Ballard, 1979). It was reported that in 1948 only 12% of the children with disabilities in this country were receiving special education. This percentage increased to 21% by 1963. The data indicate that prior to the enactment of P.L. 94-142 many children with disabilities were excluded from receiving publicly supported education. Zettel and Ballard (1979) also identified significant variation among the states in the percentage of children with disabilities served in 1968-1969. Thirty states were providing publicly

supported education to 31% of the children with disabilities. The number of children with disabilities attending private schools was not separately identified in the previous study. However, the statistics do include these children. We can therefore assume from the data that prior to P.L. 94-142 private schools also displayed a general educational neglect for children with disabilities.

According to Zettel and Ballard (1979), "the fourteenth amendment prohibits any state from denying a governmental benefit to any individual or group of individuals because of specific unalterable or controllable characteristics, such as race, sex, age, or handicap" (p. 7). This amendment sparked litigation during the years preceding P.L. 94-142. In 1972, the Pennsylvania Association for Retarded Children (PARC) brought a class action suit against the Commonwealth of Pennsylvania for its alleged failure to provide all of its school-age children with mental retardation a publicly supported education (Zettel and Ballard, 1979). This case was resolved by a consent agreement whereby the State agreed to stop denying children with mental retardation access to publicly supported education. Furthermore, all the children who were excluded from public schools were to be identified and placed in a "free public program of education and training appropriate to their capacity" (p. 9). During the next two and a half years 46 similar right-to-education cases took place in 28 different

states (Zettel and Ballard, 1979). Thus, by 1975 the right of a child with special needs to participate in publicly supported educational programs was established by case law in the majority of states.

The passage of the Education for All Handicapped Children Act in 1975 affirmed the right to education as previously determined by the courts and state legislatures. Subsequently, P.L. 94-142 mandated the following: the right to nondiscriminatory testing, evaluation, and placement procedures; the right to be educated in the least restrictive environment; and the right to an appropriate education.

The purpose of P.L. 94-142 is "to insure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs" (sec. 300.1). This act also protects the rights of children with special needs and their parents, and provides guidelines to the State and local school districts for providing an effective education for all children with handicaps. Subpart D of P.L. 94-142 addresses the special needs of children enrolled in private schools. According to the act, "each local education agency shall provide special education and related services designed to meet the needs of private school handicapped children residing in the jurisdiction of the agency" (sec. 300.452a). Therefore, P.L. 94-142

not only protects children with special needs attending public school; it also protects the special needs of children attending private school.

The Education for All Handicapped Children Act represents standards by which children with special needs should be served. In essence, the act represents the federal responsibility to provide an equal educational opportunity to all children. This act set the pace for public schools to serve children with special needs. This includes children with learning disabilities, behavior disorders, and social-emotional disorders to name a few. While the law protects children enrolled in private schools, it does not mandate that private schools provide special education services for their students. Rather, it serves as a reminder to private schools that all children, including those with special needs, are entitled to an appropriate education.

P.L. 94-142 also ensures the rights of parents who choose to place their child in a parochial school. Parents who request special education services for their child sometimes do not receive the help they are looking for in the public school system for a variety of reasons, including administrative convenience (e.g., fitting children into existing categories for cost effectiveness) and limited financial resources (Mawdsley, 1989). As a result, more parents are turning to private or parochial schools to meet their children's needs. Traditionally,

parochial schools have not provided readily available special education services. With the increase in children needing such services, parochial schools need to take a closer look at which students may need special education services. If a parochial school student is referred and found eligible, the public agency must go through a three-step process (Osborne, 1988). First, the public agency must develop an individualized education program (IEP) for the child. Second, they must make sure that a representative from the parochial school is present at the meetings. Third, the local public school district must provide special education and related services for parochial school students. P.L. 94-142 requires that the public school system adapt to the needs of the students (Mawdsley, 1989). Conflict arises with step three of this process. Do federal and state regulations require special education services be provided at the parochial school? Would providing services at a parochial school violate the establishment clause of the first amendment? The court system has played an active role in determining where parochial school students should receive special education services.

In *Thornock v. Boise Ind. School District*, the Idaho Supreme Court upheld reimbursement to the parents for a one-to-one aide in a parochial school (Mawdsley, 1989). The court felt this would lessen the responsibility of the public agency in developing an IEP and providing a free and appropriate public

education. It is still of some concern to many as to whether a child receiving special education services in a parochial school should receive those services at the public's expense, especially when placement in the parochial school is because of parental choice. Two criteria have been established by the courts for such an event (Mawdsley, 1989). First, placement has to be appropriate under P.L. 94-142. Second, an IEP must specify that public school special education is inappropriate. These conditions were developed in order to clarify whether the public system should provide special education services in the parochial school.

The issue of who pays for special education services in parochial schools is controversial. When public funds support a parochial school there is the possibility of violating the establishment clause. In *Lemon v. Kutzman*, 1971, the U.S. Supreme Court determined that the Pennsylvania statute involving reimbursement of non-public schools for teachers' salaries, textbooks, and instructional materials in secular subjects was unconstitutional (Whitted, 1992). The decision was based on the violation of the establishment clause of the first amendment, where support of the advancement of religion was a possibility. As a result of *Lemon v. Kutzman*, a three-part test was developed (Wagner, 1991). Anyone requesting special education services from a public agency in a parochial school must pass all three parts. The first part states that the original purpose of

the action must be secular. Second, the main effect of the action must neither inhibit nor encourage religion. The third part prohibits government entanglement with religion. Wagner (1991) points out that exclusion from special education due to the entanglement criteria of the Lemon test, makes it difficult for children who would benefit most from the different environment of parochial schools to receive special education services. Even though courts usually find that special education in parochial schools violates the establishment clause, such education can be constitutional if it meets the criteria of the Lemon test. Whitted (1991) expresses the opinion that failure to provide special education services in parochial schools may violate the student's constitutional right to free exercise of religion.

One case fueling this argument is *Aguilar v. Felton*, 1985 (Osborne, 1988). This case dealt with Title I (Chapter I) funds for educationally disadvantaged children from low income families. The U.S. Supreme Court found that Title I services in parochial schools were in violation of the establishment clause. They also based their decision on the fact that it did not clear the third criteria of the Lemon test, excessive entanglement between church and state. The *Aguilar* decision prohibited on-site Title I services for parochial schools (Osborne, 1988). Off-site special education services did not violate federal or state laws because it

was not associated with the parochial school. The public system must provide transportation to the off-site facility for parochial school students under P.L. 94-142. Because of the complications involved in providing on-site public services, parochial schools need to consider providing their own special education services.

Overall, parochial schools look at each student as a unique and special child of God (Koeller, 1992b). The public school cannot offer the same comfort and support that can be offered in a parochial school (Koeller, 1992a). Parochial schools have attempted to meet the needs of special children within the regular classroom. Because of smaller class size and the fact that they do not function under a set and unified curriculum, parochial schools have the flexibility for remediation within the regular classroom. This idea of mainstreaming is not a new concept within the parochial schools. Some parochial schools have taken mainstreaming a step further to inclusive education. One such school is Zeeland Christian School in Grand Rapids, Michigan (Verseput, 1990). The Christian Learning Center became a part of Zeeland Christian in the fall of 1989. The students with special needs range from severely learning disabled to physically and multiply impaired. Inclusion is different from mainstreaming in that students with special needs are in the regular classroom following the same rules and

interacting with regular education students. Therefore, special needs students are in the regular classroom and only periodically taken out for special education.

The educator's time is spent in a tutoring and small group setting to meet the varying goals of each student. Additionally, the number of students in each room is small to effectively meet the goals of inclusive education. Verseput (1990) had positive comments about inclusive education at Zeeland Christian. He states, "We began with a program, and it has extended to a community..." (p. 3) and "Inclusive education, in our opinion, is the best way to educate most of God's children" (p. 3).

The Lutheran church has educated some of its students with special needs through such organizations as the Lutheran Special Education Ministries, St. Louis Lutheran Special Education District, and various other institutions throughout the country (Schmidt, Rogalski, Schrader, & Schluckebier, 1992). One such program is the Lutheran Special School (LSS), which has provided special education services in the Milwaukee area for 32 years. Out of 12,167 students enrolled in SWD-LCMS schools during the 1993-94 school year, 23 students attended LSS (Laesch, 1994). LSS is a non-profit, non-residential Lutheran exceptional education agency (Schultz, 1993). In 1986 LSS's program consisted of one self-contained classroom, twelve children, two part-time

teachers, and one aide. From 1987 to 1993 the program has expanded and includes one elementary self-contained classroom, one elementary resource room, two high school classrooms, and one teacher consultant serving seven schools. LSS has served 36 students in the self-contained program, 27 students in the resource room since 1989, more than 52 students in the high school, and over 94 students have been tested by the teacher consultant. LSS has served and continues to serve many students within the Milwaukee area.

As the need for special services has moved from self-contained schools to a regular education level, Lutheran schools have slowly begun to move in the same direction. One model, based on the Christian day school and congregation providing special education services to the church and community, is in operation at Christ The King Lutheran School, Memphis, Tennessee (Schmidt et. al., 1992). Their goal is to serve a wider variety of students within the school. The program includes resource services, a self-contained classroom with an emphasis on mainstreaming, and a resource gifted program. The model at Christ The King is nearly self-funded by the fees charged for the program. Schmidt et. al. (1992) report that the participation in the special education program has been successful. Additionally, they have noted benefits to students' self-esteem and attitude about learning, as well as parental benefits through gaining a better understanding of

their children and their children's needs. The Lutheran schools have attempted to meet the needs of its students with varying degrees of success.

The SWD-LCMS has begun to address the issue of providing on-site services for children with special needs. However, LSS cannot meet the special educational needs of all 53 schools within the district. More programs like those at Zeeland Christian School and Christ The King Lutheran School are needed within the SWD-LCMS. This is where the attitude and philosophy of the Lutheran schools must be examined. How important is serving children with special needs in LCMS elementary schools? What is the attitude of the LCMS toward educating children?

One SWD-LCMS church maintains the philosophy that a person is valued, regardless of intellect or social status, because his/her educational and spiritual future is in the hands of the church with the help of God (Immanuel Board of Day School, 1993). This is reflective of the LCMS philosophy of education in its schools. The objectives for education in these schools specify that, "there should be no limits on the scope of education..." (Immanuel Board of Day School, 1993, p.1). However, the attitude of school personnel and congregation members does not always reflect the philosophy of the school.

A joint study of LCMS and Wisconsin Evangelical Lutheran Synod

(WELS) schools in southeast Wisconsin examined the attitudes about Lutheran schools (LCMS & WELS, 1992). A survey was distributed to 122 elementary schools, 6 secondary schools, and 154 association congregations in southeast Wisconsin. One item on the survey presented the question, "In your opinion, during the next ten years, which of the following features of Lutheran schools will have the greatest appeal to parents who are thinking about enrolling their children in Lutheran schools?" (LCMS & WELS, 1992). LCMS respondents indicated that special education programs would appeal to 2% of elementary school parents and 3% of secondary school parents. These statistics demonstrate that the Lutheran schools and congregations do not feel that special education programming is a high priority for parents when choosing to send their child to a parochial school. Additionally, these data may reflect the minimal special education services offered by many LCMS schools. Two issues were brought up in this study (LCMS & WELS, 1992). First, "Lutheran schools are thought of as 'good' schools, but are often not seen by parents as providing programs for exceptional children" (p.46). Second, "Classroom teachers in Lutheran elementary schools must handle a wide range of child behavior and a wide range of academic abilities, with limited special staff and program assistance" (p.46). Only the second statement is indirectly addressed in the recommendations. The study

recommended that funding should be available for teachers to pursue masters degrees and professional growth programs. The recommendations do not specifically address the need for special education services within the Lutheran schools or the training of future teachers in areas of special education.

Aside from services offered by LSS it has been established that parents do not see Lutheran schools as providing programs for exceptional children. Because of limited exceptional programs, regular education teachers must address a wide range of abilities with limited assistance. LCMS teachers provide remedial services within the classroom to meet the needs of some students. However, sometimes remediation is not enough and exceptional services are required. Do regular education teachers generally have the training and/or the resources to provide help to children with special needs? Many authors have indicated that Lutheran school teachers need to make adjustments in their awareness and preparation for identifying and teaching students with special needs (Schultz, A.J, 1992; James, A. Beversdorf, 1993; Schultz, 1993; LCMS & WELS, 1992). It was reported, in a proposal by Schultz (1993), that the State of Wisconsin requires all teachers to take a course in *Understanding the Exceptional Child* as a prerequisite to certification. However, she indicated that about 80% of Lutheran school teachers have not taken even one course in this subject area. Therefore, few

teachers in LCMS elementary schools are formally trained to appropriately identify and educate students with special needs.

Lack of teacher training in special education coupled with the minimal number of special education professionals in the SWD-LCMS school (i.e., special education teachers, speech pathologists, school psychologists, social workers, etc.) may result in a low referral rate for case study evaluations and, ultimately, a low number of children receiving the most appropriate service. Lerner (1971) reports that it is estimated that approximately 10% of elementary-age children have a type of handicapping condition that requires remedial or exceptional education services (cited in Juern, 1982). When this percentage is applied to the 1993-94 student enrollment of SWD-LCMS schools the following estimates are obtained (Laesch, 1994). Out of 12,167 enrolled in preschool, elementary schools, secondary schools, and the special school, approximately 1,216 students were in need of remedial or exceptional services. Out of the total enrollment, 9,447 students were enrolled in elementary schools. Applying the 10% rule, this would result in approximately 944 students needing some type of special services. Schultz (1993) reported that during that same year approximately 115 students were being served and approximately 94 students had been tested by the teacher consultant. That leaves a large number of students who may need services.

Further research is warranted to address this potential problem.

Purpose of the Study

For a variety of reasons, such as administrative decisions and public sector cutbacks in special education services, many parents are turning to private and parochial schools for assistance. Many SWD-LCMS schools are able to offer curriculum remediation, smaller class size, and individualized instruction to its students with special needs. However, as previously stated, the number of children requiring formalized special education services (e.g., learning disabilities, behavior disorders, etc.) is increasing. While Lutheran school administrators and teachers strongly believe in the value of Christian education for all their children, they have difficulties teaching students with special needs because they have not been trained in this area. Therefore, the Lutheran church is presented with the dilemma of being obligated to serve students with special needs, but not having financial or educational resources to do so.

Up to this point there has been no known systematic investigation of the special education programs in the elementary schools of the SWD-LCMS. There are articles available that stress the importance of special education programs, as well as articles addressing the litigation of whether or not parochial school

students with special needs should receive services from publicly funded programs. It may be assumed that the elementary schools of the SWD-LCMS are adequately meeting the special needs of its students, but there is little evidence that this assumption has been adequately tested.

The purpose of this study was to determine the availability of special education and remedial services within a parochial school system. The type of remedial programs and exceptional education along with the number of students receiving these services were determined. Additionally, SWD-LCMS teachers' perceptions were measured to determine whether or not they felt adequately trained and had the resources available to educate students with special needs. The scope of this study was confined to 53 SWD-LCMS elementary schools. However, it is felt that the findings generalized to the entire LCMS school system because of the diversity of the sample population. The study answered the following questions:

1. How many children attending SWD-LCMS elementary schools receive remedial or exceptional education services?
2. What types of special education services, both remedial and exceptional, are available to students attending SWD-LCMS elementary schools?
3. How does the number of public elementary school students receiving

special education services compare to the number of parochial (SWD-LCMS) elementary school students receiving special education services in southeast Wisconsin?

4. How do SWD-LCMS elementary school teachers perceive themselves as possessing the ability to adequately provide help to children with special needs?

Hypotheses

Based upon the previous review of the literature, it was hypothesized that a larger percentage of students attending SWD-LCMS elementary schools receive remedial services than exceptional education services. In conjunction with this hypothesis, SWD-LCMS elementary schools offer a larger percentage of remedial services than exceptional education services. Additionally, it was hypothesized that a higher percentage of public school students receive special education services than SWD-LCMS students per student population. When surveying SWD-LCMS teachers regarding their abilities to adequately provide help to children with special needs, it was hypothesized that they do not perceive themselves to possess adequate to above adequate ability. The following study was designed to test these hypotheses.

CHAPTER II

METHOD

Subjects

A non-random sample was obtained from fifty-three SWD-LCMS elementary schools. The SWD represents urban, suburban, and rural communities within southeast Wisconsin. Both principals and teachers participated. Fifty-three elementary school principals, one from each school in the SWD, were sent a questionnaire addressing the availability of special education services at their schools. The principal distributed the questionnaire to a teacher in his/her school regarding teacher perception of training and the resources available when working with children with special needs. A total of 38 principals and 37 teachers served as subjects for the study (See Appendix A).

Instruments

The study utilized versions of principal and teacher questionnaires developed by Juern (1982). The principal questionnaire was a 15-item, short-answer, fill-in-the-blank format (See Appendix B). Information was obtained regarding remedial and exceptional education programs available at each school. Specifically, items addressed grade levels, number of students and teachers

involved in programs, program service models, available resources, and program evaluation. The teacher questionnaire was a 13-item, short-answer, and rating format (See Appendix C). The items addressed teachers' perceptions of their ability, through training and resources, to work with children with special needs. A letter explaining the study, as well as defining remedial and exceptional education services accompanied each questionnaire.

Procedure

The questionnaires were piloted on four schools located in Lansing, Illinois, Lansing, Michigan, and Evansville, Indiana. Four principal questionnaires and three teacher questionnaires were returned. The pilot questionnaires indicated that both teachers and principals confused remedial services and exceptional education services. Therefore, these different types of services were defined in the introductory letter, as well as the questionnaire.

Following the pilot study, questionnaire packets were mailed to fifty-three LCMS elementary schools in the SWD. Four weeks following the distribution of the questionnaire packets, a reminder letter along with another set of questionnaires were sent to those who did not respond. Three sources of data were utilized in the study: the principal questionnaire, the teacher questionnaire,

and enrollment and special education statistics for the state of Wisconsin to be used as a comparison. The data were analyzed using descriptive statistics (percentages).

CHAPTER III

RESULTS

Fifty-three SWD-LCMS schools served as the sample pool. Thirty-one principals responded within four weeks. Nine principals responded after the follow-up packets were sent. This resulted in a return rate of 72%. Additionally, thirty teachers responded following the first round of questionnaires and eight teachers responded after the second round. The teacher questionnaire had a return rate of 70%. Due to incorrectly completed questionnaires, one teacher questionnaire and two principal questionnaires were not included in the sample pool. A total of 38 principals and 37 teachers served as subjects for the study.

Principal Questionnaire

Enrollment for the thirty-eight schools surveyed, grades kindergarten through eight, was 7,216 students. Principals reported a total of 401 teachers employed within these schools.

Remedial Programs

Out of thirty-eight schools, thirty-four (89%) report either having remedial programs or remediation within the classroom. This leaves four schools not utilizing remediation. The data in Table 1 identify the number of schools that

Insert Table 1 about here

have remedial programs. The data are classified by grade and remediation area. Students in grades K-2, 3-5, and 6-8 receive the most remediation in the areas of reading, math and spelling. Word of God, memory work, and coordination and motor skills were reported to be remediated the least. It should be noted that 18% of the principals indicated remediation in all areas for every grade level as it is needed. It was reported that a total of 493 students (7%) receive remedial services. Two hundred twenty-two students in grades K-2,

Insert Table 2 about here

187 students in grades 3-5, and 84 students in grades 6-8 receive remediation. Seven schools report that the number varies depending upon the need.

The SWD-LCMS principals reported a variety of methods used in

Insert Table 3 about here

administering remedial programs. The most frequent methods were one-to-one remediation during school (76%) and each teacher being responsible for remediation in his/her own classroom (73%). All areas investigated were utilized to some extent. Furthermore, local public schools were utilized by 62% of the schools to assist remedial programs. The Lutheran Special School

Insert Table 4 about here

and other LCMS teachers were used by 23% and 21% of the schools, respectively. Local mental health clinics were only used by 6 % of the schools.

Overall, 24% of the principals rated the remedial programs as being

Insert Table 5 about here

“very successful”, 47% rated them as “sufficiently successful” and 26% rated remedial programs as “minimally successful”. No one rated the programs as “not successful”.

Exceptional Education Programs

Out of thirty-eight schools, four (12%) have formal exceptional education programs. A total of twenty-seven students (.37%) were reported to be receiving services. It was reported that nineteen students (.26%) were receiving learning

Insert Table 6 about here

disabilities services, 7 students (.10%) were receiving speech and language services, and 1 student (.01%) was receiving visually impaired services.

Wisconsin's statewide enrollment as of December 1, 1993, was 844,001 in public schools and 149,782 in private schools. The total prevalence rate for

Insert Table 7 about here

was 10% of the student population. Four percent of the students had learning disabilities and 2.60% of the students were receiving speech and language services. It should be noted that the statewide statistics include parochial schools. Therefore, the number of SWD-LCMS students receiving exceptional services is included within the state statistics.

There were many organizational structures surveyed through which

Insert Table 8 about here

identified exceptionalities were served. Two of the four schools offered these services through a special education consultant or the public school. One school uses mainstreaming within the regular classroom and one school meets the students' needs through a resource room. Of the four schools offering exceptional education programs, three rated those services as "sufficiently successful" and one school rated the services as "not successful".

Insert Table 9 about here

Teacher Questionnaire

The respondents to the teacher questionnaire taught in the following grade categories: 49% taught within grades K-2, 21% taught within grades 3-5, 9% taught within grades 6-8, 21% taught inclusive grades K-5, and 18% were

specialists for all grade levels.

The data in Table 10 indicate teachers' perception of their ability and

Insert Table 10 about here

training in the areas of remediation and exceptional education. Questions eight through thirteen were rated on a five point scale with one being "very adequate", three being "average" and five being "very inadequate". The majority of the teachers rated each ability as "average" for him/herself.

CHAPTER IV

DISCUSSION

The general purpose of this research was to determine the availability of special education within the SWD-LCMS elementary schools. Four questions and hypotheses were posed. Those questions will now be discussed in relation to the results.

1. How many children attending SWD-LCMS elementary schools receive remedial or exceptional services? A total of 493 students (7%) were identified as receiving remedial help (Table 2). The majority of the students receiving remediation were in the grade classifications K-2 and 3-5. Only 1% of the students receiving remedial services were within the grade classification 6-8. Therefore, it can be assumed that especially, the early elementary teachers need to have the skills to identify problem areas and provide remediation before the students get to late elementary school. Furthermore, principals indicated whether their school provided remedial services in the following areas: reading, math, spelling, coordination and motor skills, memory work, Word of God, social studies, science, and other study skills (Table 1). Some schools indicated that they use remediation as needed for all grade levels. However, most of the areas of remediation were in reading, math, and spelling.

A total of 27 students, out of 7,216 enrolled in the schools sampled, were receiving exceptional education services (Table 6). Thus, .37% of the students were receiving such services. The majority of these students received learning disabilities services, with the rest receiving either speech and language or visually impaired services. Combining the totals from Table 2 and Table 6 revealed that a reported 520 students within 38 SWD-LCMS elementary schools received remedial or exceptional education services. Overall, 7.20% of the students received some type of help either through remediation or a formal exceptional education program. Lerner's (1971) (cited in Juern, 1982) estimate that approximately 10% of elementary-age children have a type of handicapping condition that requires remedial or exceptional education services suggests that perhaps not all of the SWD-LCMS students' needs are being met. It can be inferred from the results of the questionnaire that there may be many students who are in need special services and are being overlooked within the classroom. Furthermore, out of the thirty-eight schools served, thirty-four offer remedial programs and only four offer exceptional education programs. Due to the lack of exceptional education programs, many of the students who need special education may only be receiving remedial services to address their difficulties within the classroom.

2. What types of special education services, both remedial and exceptional, are available to students attending SWD-LCMS elementary schools?

The principals responded to various methods of administering remedial programs (Table 3). Many of the schools utilized the following methods most often: one-to-one remediation during school, each teacher being responsible for remediation in his/her own classroom, and remediation in small groups during school. A variety of other methods, such as after school programs, volunteers, remedial teachers, and peer tutoring were also utilized, but to a lesser degree. This confirms the belief that parochial schools offer a larger percentage of remedial services within the classroom and regular education teachers offer this remediation to meet the needs of their students. Principals also reported the use of outside programs to assist in remedial services (Table 4). Sixty-two percent of the schools use the local public school as an outside source and 23% use the Lutheran Special School. In the area of remediation the SWD-LCMS make every attempt within each school and with the help of outside resources to meet students' needs. Overall, the majority (47%) of principals rated the remedial services offered as sufficiently successful. Some commented that the remediation is good but could be improved.

Only four schools offered exceptional education programs. The organized structures through which the majority of exceptionalities are served in these

schools are special education consultants and public schools. One school utilized mainstreaming and another school used a resource room. Again, outside sources tend to be used within the SWD-LCMS schools to meet both the remedial and exceptional needs of its students. This suggests that in order to meet the needs of more students, more special education programs should be offered at the parochial schools. Three of the schools offering exceptional education rated their program as “sufficiently successful” and one school rated it as “not successful”. Based upon the number of school offering such services, the number of students receiving exceptional services, and the success ratings, there is room for improvement in the area of special education within the SWD-LCMS schools.

3. How does the number of public elementary school students receiving special education services compare to the number of SWD-LCMS elementary school students receiving special education services in southeast Wisconsin?

SWD-LCMS principals reported 27 students (.37%) receiving exceptional education services out of an enrollment of 7,216 students. This can be compared to December 1993 statistics from the state of Wisconsin. Out of an enrollment of both public (844,001) and private (149,782) schools, 99,414 students (10%) received exceptional education services (Table 7). This is comparable to Lerner’s (1971) 10% estimate. It should be noted that these data include parochial school

students identified with a disability under P.L. 94-142. Taking this under consideration when comparing the two populations, SWD-LCMS schools are lower in the number of students identified with a disability. Additionally, there is an extreme difference in the number of students identified with a learning disability. Wisconsin reports a 4.04% prevalence rate as compared to .26% for SWD-LCMS schools. This suggests that the public school is identifying and placing more students in special education programs than the SWD-LCMS schools.

4. To what degree do SWD-LCMS elementary school teachers perceive themselves as possessing the ability to adequately provide help to children with special needs? The majority of the teachers who responded to the questionnaire indicated that they perceive themselves to have average ability when identifying and working with students with special needs. Few teachers rated their ability as "very inadequate"; however, the category that was most frequently rated as "very inadequate" was the ability to design a remedial program. Overall, teachers felt they had average ability, but there was room for improvement. The majority of the teachers who responded to items as "very adequate", either had a special education background or had obtained a masters degree. The teachers who had obtained a masters degree often indicated that prior to their graduate studies they

did not feel adequate in identifying students or meeting their special needs within the classroom. Both teachers with a special education background and those who had a masters degree had additional training to help them identify, design, and evaluate programs for children with special needs.

Most of the hypotheses were supported through the results of the research. It was shown that more students received remediation than exceptional education services. Consistent with this finding was that SWD-LCMS schools offer a larger number of remedial services than exceptional education services. When exceptional education was offered many outside sources, such as the public schools were utilized to aid in providing these services. When compared to the Wisconsin statewide statistics on special education, the state services a considerably higher percentage of students than the SWD-LCMS schools per student population. The public schools have the personnel, resources, funding and training to do so. The parochial schools often lack a combination of these; an inability to fully meet the special needs of its students through exceptional education results. However, the SWD-LCMS schools attempt to educate some of their students with special needs through extensive remediation. Teachers rated themselves as possessing average ability in identifying and providing help to children with special needs. However, 27% of the teachers who responded had a

special education background or had received a masters degree.

One limitation of the study was that the information obtained regarding remedial and exceptional programs was based on self-report information from the principal questionnaire. Although remedial and exceptional programs were defined both in the introductory letter and questionnaire, some principals confused the two. Secondly, the principals distributed the teacher questionnaire, possibly resulting in more experienced teachers responding. Some of the teachers who responded to the teacher questionnaire were special education teachers which may have skewed perception ratings. Finally, many of the teachers and principals responded to questions asking for number of students with a check mark rather than a number. Therefore, some of the data had to be analyzed in reference to the number of schools rather than number of students.

Because this is the first known systematic study of the availability of special education and remedial services in the SWD-LCMS elementary schools, many questions arise and provide a basis for further research. It can be assumed from the results that there is a need for more exceptional education services in SWD-LCMS elementary schools. There are students who are not being identified as needing exceptional services. Therefore, further investigation into whether parents, teachers, and principals are aware of services offered through P.L. 94-142

is warranted. A lack of knowledge of special education rights and services available through the public school may be one reason for the low number of students in SWD-LCMS schools identified and receiving services. Parents, teachers, and principals might feel that in order to receive such services the students have to attend public school. They may not be aware that they are entitled to a “free and appropriate education.” Many times a parochial school student could receive special education services at the end of the school day at a public school. This would still allow that student to attend the parochial school. Additionally, parents and school personnel may not know that students are entitled to a free full case study evaluation. Therefore, it is worth investigating the knowledge that parochial school parents, teachers, and principals have regarding P.L. 94-142.

Schools reporting to have their own programs may also use public schools. Based upon whether or not services reported are off-site, the data may underestimate services provided by parochial schools. Therefore, further research is needed to address whether or not remedial and exceptional education services are on-site or off-site and the effectiveness of those services.

The teacher questionnaire raised the point of whether further education would give teachers the training and resources to meet the special needs of their

students. Some of the respondents noted that they felt graduate work helped them to obtain the skills to work with students with special needs. Encouraging teachers or even requiring teachers to continue in their education and obtain a masters degree would be one alternative in giving teachers the skills to meet the needs of all of their students. A comparison of teachers' skills before and after graduate training needs further investigation.

This study, along with future work in the area of special education within parochial schools, is necessary to help every student achieve his/her best.

Parochial schools especially, offer a unique approach to educating students. With the help of further research and a commitment to meet the needs of every child, the SWD-LCMS schools will continue to find new means of effectively educating all their students.

CHAPTER V

REFERENCES

- Immanuel Board of Day School (1993). Immanuel Lutheran School parent handbook. Unpublished manuscript.
- Koeller, A. (1992a, June). Starting special education in your classroom. Exceptional Education, 4-6.
- Koeller, A. (1992b, June). Special needs of children: In the mainstream of God's love. Exceptional Education, 6-12.
- James, A. Beversdorf (1993). Don't send that child away. Lutheran Education, 161, 5-21.
- Juern, J. J. (1982). An evaluation of special education programs in the metropolitan Milwaukee area: Elementary schools of the WELS. Unpublished doctoral dissertation, Marquette University, Milwaukee, WI.
- Laesch, R. C. (1994). Statistics for South Wisconsin District-LCMS preschool, elementary, secondary, and special schools: 1993-94 school year. Unpublished manuscript.
- LCMS, & WELS (1992). Attitudes about Lutheran schools: Joint study of LCMS & WELS schools. Meitler Consultants. Hales Corner, WI.

- Mawdsley, R. D. (1989). EHA and parochial schools: Legal and policy consideration. West's Education Law Reporter, 52, 353-364.
- Mckinney, J. R. (1991). Special education and the establishment clause. West's Education Law Reporter, 65, 1-22.
- Osborne, A. G. Jr. (1988). Providing special education services to handicapped parochial school students. West's Education Law Reporter, 42, 1041-1046.
- Preuss, J. (1992). Lutheran special education: Where are we? Issues in Christian Education, 26(2), 5-8.
- Schmidt, L., Rogalski, S., Schrader, J., Schluckelbier, L. (1992). Special education: A school/ congregational model. Issues in Christian Education, 26, 12-17.
- Schultz, A. J. (1992, June). Helping at-risk students. Exceptional Education, 1-2.
- Schultz, J. (1993). Lutheran Special School. Unpublished manuscript.
- U.S. Congress, Public Law 94-142, Education for All Handicapped Children Act (November 29, 1975).
- Verseput, T. (1990). Inclusive education: Putting faith into action. Christian Companions, 21, 2-3.

Wagner, E. N. (1991). Public responsibility for special education and related services in private school. Journal of Law and Education, 20, 43-62.

Whitted, B. R. (1992). Related services for parochial/ private school students.

Unpublished manuscript.

Zettel, J. J., & Ballard, J. (1979). The Education for All Handicapped Children

Act of 1975, P.L. 94-142: Its history, origins, & concepts. Journal of

Education, 161, 5-21.

Table 1

Number of Schools Having Remedial Programs by Area of Remediation (n=38)

Areas of Remediation	<u>Grade Classification</u>		
	K - 2	3 - 5	6 - 8
Reading	26 (68%)	27 (71%)	13 (34%)
Math	21 (62%)	24 (63%)	13 (34%)
Spelling	9 (24%)	13 (34%)	5 (13%)
Coordination & Motor Skills	1 (3%)	0	0
Memory Work	2 (5%)	2 (5%)	1 (3%)
Word of God	2 (5%)	2 (5%)	1 (3%)
Social Studies	2 (5%)	7 (18%)	4 (10%)
Science	2 (5%)	7 (18%)	3 (8%)
Other Study Skills	5 (13%)	5 (13%)	3 (8%)

Note: All areas marked as needed for all grade levels 6 (18%)

Table 2

Percentage of the Total Enrollment Involved in Remedial Programs (n=7216)

	<u>Grade Classification</u>			Total
	K - 2	3 - 5	6 - 8	
Number of Students in Remedial Programs	222	187	84	493
% of Students in Remedial Programs	3%	3%	1%	7%

Note: 7 schools report that the number varies as needed.

Table 3

Methods of Administering Remedial Programs (n=34)

Type of Teacher Involvement	Frequency
Each teacher responsible for remediation in his/her own classroom	25 (73%)
One-to-one remediation during school	26 (76%)
Remediation in small groups during school	21 (62%)
One-to-one remediation after school	18 (53%)
Remediation by volunteers on a regular basis	17 (50%)
Remedial teacher from school	13 (38%)
Pier tutoring	11 (32%)
Other (M-team; computer assistance; tutors)	10 (29%)

Table 4

Sources Used to Assist Remedial Programs (n = 34)

Source	Frequency
Local Public School	21 (62%)
Lutheran Special School	8 (23%)
Other LCMS teachers	7 (21%)
Local mental health clinic	2 (6%)
Others (private tutors, textbook publisher consultant)	2 (6%)

Table 5

Success of Remedial Programs (n=34)

Response	Frequency
Very successful	8 (24%)
Sufficiently successful	16 (47%)
Minimally successful	9 (26%)
Not successful	0

Table 6

Number of Students Involved in Exceptional Education Programs (n=7216)

Category	<u>Grade Classification</u>			Total
	K - 2	3 - 5	6 - 8	
Deaf	---	---	---	---
Deaf/Blind	---	---	---	---
Hard of Hearing	---	---	---	---
Mentally Retarded	---	---	---	---
Multi Handicapped	---	---	---	---
Orthopedically Impaired	---	---	---	---
Other Health Impaired	---	---	---	---
Traumatic Brain Injury	---	---	---	---
Socially Emot. Dis.	---	---	---	---
Specific Learning Dis.	3 (.04%)	5 (.07%)	11 (.15%)	19 (.26%)
Autism	---	---	---	---
Speech Impaired	6 (.08%)	1 (.01%)	---	7 (.01%)
Visually Impaired	1 (.01%)	---	---	<u>1 (.01%)</u>
Total				27 (.37%)

Table 7

Wisconsin Reported Child Counts and Prevalence Rates by Primary Disability as of
December 1, 1993

Primary Disability	Frequency	Prevalence Rate
Autism	303	0.03%
Deaf/Blind	6	0.00%
Emotional Disturbance	16,215	1.63%
Hearing Handicap	1,356	0.14%
Learning Disability	40,148	4.04%
Cognitive Disability - Mild	8,669	0.87%
Cognitive Disability - Severe	3,574	0.36%
Other Health Impairment	1,066	0.11%
Orthopedic Impairment	1,680	0.17%
Speech and Language	25,879	2.60%
Traumatic Brain Injury	105	0.01%
Vision Handicap	413	0.04%
TOTAL	99,414	10.00%

Note: Statistics obtained for the Wisconsin Dept. of Public Instruction.

Table 8

Organizational Structures Through Which Identified Exceptionalities are Served (n = 4)

Source	Frequency
Mainstreamed in Regular Class	1 (25%)
Self-Contained Excep. Ed. Class	0
Resource Rm./ Regular Class	1 (25%)
Itinerant	0
Special Ed. Consultant	2 (50%)
Other (Public School)	2 (50%)

Table 9

Success of Exceptional Education Programs (n=4)

Response	Frequency
Very Successful	0
Sufficiently Successful	3 (75%)
Minimally Successful	0
Not Successful	1 (25%)

Table 10

Teacher Perception of Their Ability to Perform Certain Functions With Remedial orSpecial Education Programs (n = 37)

Question	1 (Very Adequate)	2 (Adequate)	3 (Ave.)	4 (Inadeq.)	5 (Very Inadeq.)
8. Training for identifying and teaching child with special needs	3(8%)	9(24%)	14(38%)	11(30%)	0
9. Ability to identify a learning problem	5(13%)	12(32%)	15(40%)	5(13%)	0
10. Ability to design a remedial program	5(13%)	8(22%)	13(35%)	7(19%)	4(11%)
11. Ability to select materials	4(11%)	11(30%)	16(43%)	6(16%)	0
12. Teaching ability with special ed. students	3(8%)	10(27%)	15(40%)	8(22%)	1(3%)
13. Ability to evaluate the effectiveness of a special education program	5(13%)	7(19%)	13(35%)	9(24%)	3(8%)

Appendix A

St. John Lutheran 146 Mound St. Berlin WI 54923 (P/T)	Immanuel Lutheran 13445 W. Hampton Rd. Brookfield WI 53005 (P/T)	1st Immanuel Lutheran W67 N622 Evergreen Blvd. Cedarburg WI 53012 (P/T)
Our Redeemer Lutheran 416W. Geneva St. Delavan WI 53115 (P/T)	Good Shepherd Lutheran 1936 Emery St. East Troy WI 53120 (P/T)	Elm Grove Lutheran 945 N. Terrace Dr. Elm Grove WI 53122 (P/T)
St. John's Lutheran 7877 N. Port Washington Glendale WI 53217 (P/T)	St. Paul Lutheran 701 Washington St. Grafton WI 53024 (P/T)	Our Father's Lutheran 6023 S. 27th St. Greenfield WI 53221 (P/T)
St. Stephen Lutheran 505N. Palmatory St. Horicon WI 53032 (P/T)	St. Paul Lutheran 210 S. Ringold St. Janesville WI 53545 (P/T)	Lebanon Lutheran N534 Hwy. 109 Watertown WI 53098 (P/T)
Grace Lutheran N87 W16173 Kenwood Men. Falls WI 53051 (T)	Zion Lutheran W188 N4868 Emerald Hills Menomonee Falls WI 5305 (P/T)	Trinity Lutheran 10729 W. Freistadt Mequon WI 53097 (P/T)
Christ Memorial Luth. 5719 N. Teutonia Ave. Milwaukee WI 53209 (P/T)	Gospel Lutheran 3965 N. 15 St. Milwaukee WI 53206 (P)	Northwest Lutheran 419 N. 81 st. Milwaukee WI 53222 (P/T)
Oklahoma Ave Lutheran 5335 W. Oklahoma Ave. Milwaukee WI 53219 (P/T)	St. Peter-Immanuel Luth. 7801 W. Acacia Milwaukee WI 53223 (P)	Grace Lutheran 3401E. Puetz Rd. Oak Creek WI 53154 (P/T)
St. Paul's Lutheran 210 E. Pleasant St. Oconomowoc WI 53066 (P/T)	Trinity Lutheran 2035-65 Geneva St. Racine WI 53402 (P/T)	Bethlehem Lutheran 1121 Georgia Ave Sheboygan WI 53081 (P/T)
Immanuel Lutheran 1626 Illinois Ave. Sheboygan WI 53081 (P/T)	St. Paul Lutheran 1819 N. 13 St. Sheboygan WI 53081 (P/T)	Our Redeemer Lutheran 10025 W. Noth Ave. Wauwatosa WI 53226 (P/T)

Pilgrim Lutheran
6717 W. Center St.
Wauwatosa WI 53210
(P)

St. John's Lutheran
899 S. 6 Ave.
West Bend WI 53095
(P/T)

Christ Lutheran
HCR 1 Box 34
Weyauwega WI 54983
(P/T)

Trinity Lutheran
728 Church St.
Wisconsin Dells WI 53965
(P/T)

Trinity Lutheran
N6081 W. River Rd.
Hilbert WI 54129
(P/T)

Immanuel Lutheran
N8076 Cty. Hwy. AY
Mayville WI 53050
(T)

St. John Lutheran
520 Bridge St.
Mayville WI 53050
(P/T)

Trinity Lutheran
300 Broad St.
Menasha WI 54952
(P/T)

Mt. Calvary Lutheran
2862 N. 53 St.
Milwaukee WI 53210
(P/T)

Mt. Olive Lutheran
5301 W. Washington Blvd.
Milwaukee, WI 53208
(P/T)

St. Paul's Lutheran
7821 W. Lincoln Ave.
West Allis WI 5329
(P/T)

Trinity Lutheran
2500 S. 68 St.
West Allis WI 53219
(P/T)

Divine Redeemer Lutheran
31385 W. Hill Rd.
Hartland WI 53029
(P/T)

Note:

P = Principal questionnaire returned

T = Teacher questionnaire returned

December 27, 1994

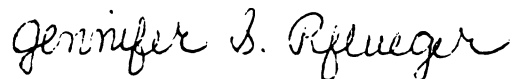
Dear Principal:

I am a graduate student from Eastern Illinois University in the process of obtaining my Specialist Degree in School Psychology. I am currently working on my thesis which is entitled, The Availability of Special Education in Elementary Schools of the South Wisconsin District - Lutheran Church-Missouri Synod. The purpose of my study is to determine the availability of special education programs within parochial schools. I am distributing these questionnaires to the 54 LCMS elementary schools of the SWD. I am interested in obtaining information from you regarding: the types of remedial and exceptional programs offered, the number of children receiving these services, and teacher's perception of their training and resources available when working with children with special needs. It is important to note the difference between remedial and exceptional programs while filling out the questionnaire. Remedial programs are any type of teaching methods or materials to help children who are having difficulties in the classroom, to improve their learning. Exceptional programs are school adopted for providing appropriate education for children with special needs (e.g., learning disabilities resource class).

The questionnaire is primarily fill in the blank. It only requires a small amount of your time to complete. There are two questionnaires to be completed. The yellow questionnaire is for you, the principal, to complete, and the pink questionnaire is for one of your teachers to fill out. Please select the teacher you feel has the time and would not be inconvenienced by doing so. When you are finished filling it out, just staple it closed and drop it in the mail at your earliest convenience.

I appreciate you and your teacher taking the time to participate in the study. I pray that the results of the study will benefit the young students in our Lutheran schools who are in need of special education. Thank you again, and if you have any questions, please contact me at (708)816-6056.

Sincerely,



Jennifer S. Pflueger
School Psychologist Intern
Eastern Illinois University

2. What procedures do you typically use in your remedial program? Check those that apply.

- Each teacher is responsible for any remediation needs of his or her students.
- Remediation is done by the classroom teacher on a one-to-one basis during the school day.
- Remediation is done by the classroom teacher in small groups during the school day.
- Remediation is done by the classroom teacher on a one-to-one basis after school.
- Remediation is done by volunteers who come in on a regular basis.
- Remediation is done primarily by a teacher on the staff who is responsible for the school's remedial program.
- Remediation is carried out by peer tutoring.
- Please describe any other remedial procedures used in your school. _____

3. What kinds of materials do you use in your remedial programs?

- Regular classroom material
- Regular classroom material from lower grades
- Specifically designed remedial programs
- Teacher-made programs
- Regular classroom supplementary material
- Other (Please specify) _____

4. How many and what type of people conduct your remedial program?

CLASSROOM TEACHERS	#	PAID TEACHER AIDES	#	VOLUNTEERS	#
Full-time		1-5 Hrs. per week		1-5 Hrs. per week	
Part-time		5-15 Hrs. per week		5-15 Hrs. per week	

9. Through which organizational structure are these exceptionalities served?

	Deaf	Deaf/Blind	Hard of Hearing	Mentally Retarded	Multi Handicapped	Orthopedically Impaired	Other Health Impaired	Seriously Emotionally Disturbed	Traumatic Brain Injury	Specific Learning Disability	Autism	Speech Impaired	Visually Handicapped
Mainstreamed in Regular Classroom													
Self-Contained Exceptional Ed Classroom													
Resource Rm. & Regular Classroom													
Itinerant Personnel													
Special Ed. Consultant													
Other --- Specify													

10. Approximately how much time do these students spend in the exceptional education services outside of the regular classroom?

Hours per week:	Number of students
1 - 2 hrs.	
3 - 4 hrs.	
5 -10 hrs.	
11-20 hrs.	
21 or more	

11. If the exceptional education program in your school receives services from an agency outside of your school, please indicate the service received, the source of the service, and the number of pupils receiving the service (per year).

Agency Source:	Speech Therapy	Hearing Assistance	Psychological Services	Physical or Occupational Therapy	Counseling	Other (Specify)
Public School						
Public Agency (Non-School)						
Private Agency (Please Specify)						
Other (Specify)						

12. If your school receives special educational services from the local public school, please indicate your feelings about the degree of availability of these services.

_____ Generally, they are quite available.
 _____ They are available, but difficult to obtain.
 _____ Very difficult to obtain.
 _____ We do not use any services from the public school.

13. What kinds of materials do you use in your exceptional educational program?

_____ Regular classroom material
 _____ Regular classroom materials from lower grades
 _____ Specifically designed remedial programs
 _____ Teacher-made programs
 _____ Regular classroom supplementary material
 _____ Other (Please specify) _____

14. How many and what type of people conduct your exceptional educational program?

Classroom Teachers	#	Paid Teacher-aides	#	Volunteers	#
Full-time		1-5 hrs. per week		1-5 hrs. per week	
Part-time		5-15 hrs. per week		5-15 hrs. per week	

15. How successful do you feel your exceptional education program has been?

_____ Very Successful

_____ Minimally successful

_____ Sufficiently successful

_____ Not successful

Appendix C

December 27, 1994

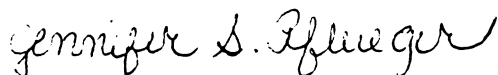
Dear Teacher:

I am a graduate student from Eastern Illinois University in the process of obtaining my Specialist Degree in School Psychology. I am currently working on my thesis which is entitled, The Availability of Special Education in Elementary Schools of the South Wisconsin District - Lutheran Church-Missouri Synod. The purpose of my study is to determine the availability of special education programs within parochial schools. I am distributing these questionnaires to the 54 LCMS elementary schools of the SWD. I am interested in obtaining information from you regarding your perception of your training and the resources available when working with children with special needs. It is important to note the difference between remedial and exceptional programs while filling out the questionnaire. Remedial programs are any type of teaching methods or materials to help children who are having difficulties in the classroom, to improve their learning. Exceptional programs are school adopted for providing appropriate education for children with special needs (e.g., learning disabilities resource class).

The questionnaire is fill in the blank and ratings. It only requires a small amount of your time to complete. When you are finished filling it out, just staple it closed and drop it in the mail at your earliest convenience.

I appreciate you taking the time to participate in the study. I pray that the results of the study will benefit the young students in our Lutheran schools who are in need of special education. Thank you again, and if you have any questions, please contact me at (708)816-6056.

Sincerely,



Jennifer S. Pflueger
School Psychologist Intern
Eastern Illinois University

TEACHER QUESTIONNAIRE

Name of School _____

City of School _____

(Please answer the following questions. When you are finished, simply tape the form shut and drop it in the mail)

★★★★

1. What college or university did you attend for training? _____
2. What grade or grades are you teaching this year?

3. Including this current school year, how many years of teaching experience do you have? _____
4. How many children in your classroom receive remedial programming? _____
5. How many children in your classroom do you feel should have some type of remedial programming? _____
6. How many children in your classroom receive exceptional programming? _____
7. How many children in your classroom do you feel should have some type of exceptional programming? _____

In order to determine how adequate or inadequate you feel about your abilities to perform certain functions in your special education program use one of the following responses for each question:

Very Adequate	1
Adequate	2
Average	3
Inadequate	4
Very Inadequate	5

- 8 . How do you perceive your training in helping prepare you for diagnosing and teaching children with special needs? _____
9. How do you perceive your ability to diagnose a student's learning problems? _____
10. How do you perceive your ability to design a remedial program based on the particular needs of a student? _____
11. How do you perceive your ability to select remedial materials and incorporate them into your program? _____
12. How do you perceive your teaching ability or procedures as being appropriate for special education students? _____
13. How do you perceive your ability to evaluate the effectiveness of your special education programs? _____