

1981

The impact upon the role of the elementary principal due to the development and administration of individualized education plans in compliance with Public Law 94-142, The Education for All Handicapped Act of 1975

Marianne Ranson Giangreco
Iowa State University

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**THE IMPACT UPON THE ROLE OF THE ELEMENTARY PRINCIPAL DUE
TO THE DEVELOPMENT AND ADMINISTRATION OF INDIVIDUALIZED
EDUCATION PLANS IN COMPLIANCE WITH PUBLIC LAW 94-142, THE
EDUCATION FOR ALL HANDICAPPED ACT OF 1975**

Iowa State University

PH.D. 1981

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**The impact upon the role of the elementary principal due to
the development and administration of individualized
education plans in compliance with Public Law 94-142,
The Education for All Handicapped Act of 1975**

by

Marianne Ranson Giangreco

**A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY**

**Department: Professional Studies in Education
Major: Education (Educational Administration)**

Approved:

Signature was redacted for privacy.

In Charge of Major Work

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For the Major Department

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For the Graduate College

**Iowa State University
Ames, Iowa**

1981

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CHAPTER I. INTRODUCTION

The American education system has been evolving since the early days of our nation. The system has matured on its own momentum with little outside interference until relatively recently. Although the states have the legal responsibility to provide public education, much discretionary authority has been granted to the local school district.

The implication of civil rights decisions and ensuing legislation beginning in 1954 (*Brown vs. the Board of Education*), and Sputnik, in 1957, became major turning points for increased educational activity and the need to try to educate children better in more ideal social situations. Not only did states get more actively involved with programs and money, but the federal government, traditionally not a viable force in education, began passing legislation and handing down court decisions with strong mandates for schools.

Schools which had previously been quietly functioning without outside intervention were bombarded from many directions. Administrators have since found themselves in an ever-changing role that seems not to take away previous responsibilities but, instead, tends to add and compound the duties that need to be accomplished.

One of the most farreaching items of federal legislation is The Education for All Handicapped Act of 1975 (Public Law 94-142, 111). All schools in the nation are affected by the requirements of the law pertaining to the handicapped. While the law is very complex, the present study deals with only one segment that has a direct effect on school administrators.

This requirement of the law is that each child in special education will have an individualized education plan (IEP) which must be developed and written in a meeting which includes the teacher, parents or guardians, perhaps the child, and a person representing the local schools.

Since the enactment of P.L. 94-142, schools have been actively involved in implementation. General comment has indicated that the law has created quantities of extra work for school administrators. The one item in the law requiring IEPs is the source of widespread anxiety and concern. The ensuing study is a response to an awareness of these comments and concerns.

Statement of the Problem

It has been a little more than five years since Public Law 94-142, The Education for All Handicapped Act of 1975, became law. Many changes have taken place during that time concerning the education of handicapped children. The development of an individual education plan (IEP) for all handicapped children is one of the most important aspects of the act which affects school administrators. It is important that a study be conducted to ascertain the impact upon the role of the administrator in the development of the IEP. These new demands may affect the entire role expectations for such an administrator.

The law explains the IEP as a written statement outlining the educational program for each handicapped child that is developed in a meeting which includes the teacher, parents or guardians, possibly the child and "a representative of the local education agency" (LEA). Weintraub,

Abeson, Ballard and LaVon (118) identify the representative of the local education agency as the building principal. Thus, it seems appropriate to investigate, analyze and assess the role of Iowa elementary principals in the development and administration of individualized education plans in compliance with Public Law 94-142. Government guidelines and the exposition of a number of relevant writers identify specific responsibilities that such a principal should meet.

It is the intent of this study to see if Iowa elementary principals perceive and are meeting their responsibilities in a similar manner and to assess the impact of these new demands relative to the elementary principal's role expectations, past and present. Further, the study encompasses the thinking of elementary teachers in regard to how the elementary principal appears to be accomplishing these duties, also past and present.

Purpose of the Study

Building principals should assume an important role in the development of the IEPs as principals are explicitly mentioned by Weintraub, Abeson, Ballard and LaVon (118) in several references, and principals are probably implicated when the word administration or administrator is used. To assess these expectations one must logically consider the perceptions of principals in relationship to the implementation of the IEPs and the larger scope of P.L. 94-142. Rather specific responsibilities have been itemized by Weintraub (117), Edgar (cited in Haring, 42), Torres (108, 109), Strickland, Turnbull and Brantly (103), Barbacovi and

Clelland (6), Ballard, Nazzero and Weintraub (5), and Dougherty (25, 26). These were the bases for the concerns about which elementary principals were queried in an attempt to discern their place in the principal's administrative duties. How have these relatively new responsibilities changed or added to the role of the elementary principal?

The purpose of the present study was to consider the development and administration of the IEP and the role of a representative sample of elementary principals in Iowa in relationship to perceived roles before and after the implementation of P.L. 94-142.

Objectives of the Study

The objectives of this study were to elaborate on the stated purpose through attempting to ascertain the following:

1. What is the current role of the elementary principal in the development of IEPs?
2. What is the elementary principal's perception of his/her role in the development of IEPs and the worthiness of the process?
3. What is the staff's perception of the elementary principal's role in the development of IEPs and the worthiness of the process?
4. What demographic and personal factors appear to be related to the elementary principal's perception of his/her role?
5. What other administrative functions suffer because of the elementary principal's role in the IEP process?

Hypotheses to be Tested

The hypotheses for the study were:

Ho: There is no difference in the perception of the role of the elementary principal in regard to IEP development when considering the perceptions of elementary principals and their staffs.

Ho: The elementary principals' perceptions of their role in IEPs is independent of the following factors:

- a) Years of experience
- b) Age
- c) Sex
- d) Educational level
- e) Educational background in special education through college credits
- f) Educational background in special education through workshops and/or inservice experiences
- g) Association with exceptional individuals.

Ho: There is no difference before and after the implementation of IEPs when considering the perceptions of elementary principals and elementary teachers regarding the amount of time spent on the duties of elementary principals.

Basic Assumptions

Two basic assumptions were made in the study. They are:

1. The respondent groups have sufficient experience and insight to make accurate judgments about the role of the elementary principal in regard to the IEP development.
2. The responding elementary principals are involved members of the IEP process.

Definitions

Terms that are used in this study are defined as follows:

1. IEP - Individualized Educational Plan as required in P.L. 94-142.
2. P.L. 94-142 - The Education for All Handicapped Act of 1975 - Federal Law.
3. Elementary Principal - Usually the building administrator of a given level in a school system. In this study, the levels were kindergarten through grade six.
4. Local Education Agency (LEA) administrator usually implies the building principal at the local school district level.
5. AEA - Area Education Agency. There are 15 geographic divisions in Iowa whose administrative units are responsible for special education and for providing media/library services to the public schools in each area.

Delimitations

The following factors narrow the field of investigation:

1. The study pertained only to selected public elementary schools in the state of Iowa.
2. A random sample included elementary principals and elementary teachers from selected Iowa public school districts.
3. Principals and teachers selected must have been serving in their respective capacities before and after P.L. 94-142; therefore, respondents were selected from elementary principals and teachers who had been in their respective district six years or longer.

Outline of Procedure

In order to gain information, the elementary principals were asked to complete and return a questionnaire. Further, each elementary teacher was queried in a similar manner to secure his/her opinion of the elementary principal's role in administering his/her responsibilities before and after P.L. 94-142.

Appropriate descriptive analyses were applied to the data as well as t-tests, and chi-square procedures.

The sources of data were a selected set of Iowa school districts. Data were secured from a random sample of elementary principals who met the eligibility requirements of six years in the district and from a random sample of elementary teachers in the state. All instrumentation were developed by the researcher. The instruments include sections pertaining to personal and demographic information as well as role responsibilities and perceptions.

Organization of Study

This study has been organized into five chapters. Chapter One presents the problem, hypotheses and an overview of the investigative procedure. Chapter Two provides background to the current role of elementary principals. The development of P.L. 94-142 was explored and related literature and research into the development of IEPs were also presented in this chapter. In Chapter Three, the development of the necessary instruments and the methods and procedures for collecting and analyzing the resulting data can be found. The results of the data collection

are presented in Chapter Four while Chapter Five focuses upon conclusions and recommendations.

Summary

American education has evolved into a viable force in society. One of the farreaching pieces of federal legislation is Public Law 94-142, The Education for All Handicapped Act of 1975. A major aspect of the law is the requirement for individual education plans (IEPs) for every special education student. The IEP is essentially a management tool that may require additional responsibilities of the principal. The present study delves into the role of Iowa elementary principals before and after the implementation of P.L. 94-142, considering the development and administration of IEPs.

CHAPTER II. REVIEW OF LITERATURE

Introduction

Three areas of information are pertinent to the literature related to this study. They are the concept of the elementary principalship, the growth of special education and the emergence of individual education plans as the mandate of P.L. 94-142.

The Elementary Principalship

The elementary principalship was stimulated by growing urbanization in the United States. Cities established graded schools and there was a need to have a division of educational responsibilities.

Early duties

Duties of principals were originally largely clerical in nature, including such things as keeping attendance records, reporting enrollment and attendance to the central office, and accounting for school funds and supplies. As schools became larger, graded, and departmentalized the managerial aspects of the job began to assume importance. The principal had to classify pupils by grades, assign pupils and teachers to rooms, and coordinate the efforts of several teachers. Toward the end of the nineteenth century, the principal began to assume responsibility for supervision and the improvement of instruction. (27, p. 210)

During the present century the elementary principal has been assigned classified tasks under the five categories of administration, supervision, teaching, clerical duties and community responsibilities. As early as the 1920s, elementary principals believed that they "should make a genuine contribution toward improving the quality of education" (21, p. 2).

Time studies

A study was conducted in 1919-1920 on three aspects of the elementary principal's work-supervision, administration and clerical duties. Superintendents were asked to evaluate the importance of these areas by giving a percentage of time their principals should try to devote to each. Supervision was reported with a median percentage of fifty; administration, twenty percent; and, clerical duties as ten percent.

The principal's time allotment in reality was discerned. As Cooper (21) related,

Instead of devoting two and one-half times as much attention to supervision as to administration, principals spent one-third more time in administration! Rather than the recommended twenty percent, they devoted almost eighty percent as much time to clerical duties as they did to supervision. (21, p. 3)

By 1958, time allotments for various school functions were charted by Cooper (21) as follows:

Table 1. Percent of time that elementary supervising principals devote to different school functions in an average week and their estimates of how they would like to allot their time: 1928, 1948, and 1958 (21, p. 7)

Function	1928		1948		1958	
	Actual	Ideal	Actual	Ideal	Actual	Ideal
Administration	30	25	29	24	30	25
Supervision	34	51	39	55	35	49
Clerical work	19	6	15	3	14	4
Teaching	4	6	2	3	3	2
Community work	13	12	15	15	18	20
Combined difference of actual and ideal time allotments		38		34		32

Extension of responsibilities

As time has passed, changes have indicated that leadership ability and the role of change agent are new duty requirements of the elementary principal. Activities include policy-making, staff selection, preparing budgets, selecting instructional materials, curriculum development, pupil placement, planning or remodeling physical facilities, and community involvement.

To be more specific about duties and responsibilities, a listing was made by the National Education Association in 1948 (cited in Jacobson, Reavis and Logsdon, 58, p. 11).

Mandatory and Discretionary Duties
of Elementary School Principals

(As found in a sampling of published rulebooks of local schoolboards in fifty cities of over 30,000 population.)

Mandatory ministerial duties^a

- To be present in building between specific hours
- To keep certain records and accounts
- To receipt for delivered supplies
- To check school census
- To inventory equipment, books and supplies
- To check payroll list
- To report injuries to pupils and employees
- To fly American flag

Discretionary ministerial duties^b

- To conduct fire drills
- To supervise janitors
- To report needed building and equipment repairs
- To supervise building at recess and noon hour
- To notify parents of unsatisfactory work of pupils
- To regulate, permit, or refuse entrance to visitors
- To requisition and dispense supplies and equipment.

Discretionary powers^c

To classify pupils
 To keep personnel records of teachers
 To keep personnel records of pupils
 To assign teachers
 To make curriculum schedules
 To conduct teachers' meetings
 To allocate funds made available for building, according to budget
 To obtain substitutes for teachers who are absent
 To evaluate teachers' efficiency
 To supervise instruction
 To co-operate with juvenile court and other law enforcement agencies
 To regulate or abolish activities of teachers and pupils in buildings
 To handle complaints of patrons
 To discipline pupils

-
- a. Duties classified as mandatory ministerial are those which are required of the principal not only as to performance but also as to how and when performed.
- b. Duties classified discretionary ministerial are those which are discretionary only as to how the required end is achieved.
- c. Discretionary powers are those in which the principal may use his judgment as to how, when, and sometimes whether a certain matter is done. In some cities elementary school principals have more discretion in some of those matters than in other cities.

In Jacobson, Reavis and Logsdon's 1950 edition (57), two tables indicate additional duties. The first table identifies duties of principals that were specified fifty or more times in 150 cities.

The second table of Jacobson, Reavis and Logsdon's (57) identifies supervisory activities performed by principals.

Goldman (36) identified the principal's role as twofold. The "intra-organizational role calls for the principal to bring together materials, resource persons, teachers, and pupils in a positive relationship so as

Table 2. Duties of principals specified 50 times or more in Rules and Regulations of Boards of Education in 150 cities (57, p. 210)

Duty	Number of cities specifying	Percentage
Assume charge of buildings, grounds and equipment	103	68.7
Hold fire drills	93	62.0
Suspend pupils	89	59.3
Witness and inflict corporal punishment	86	57.3
Requisition books and supplies	78	52.0
Record and report suspensions	69	46.0
Enforce rules and regulations	67	44.6
Direct and control janitors	65	43.3
Record and report as the law provides, or as the superintendent demands	63	42.0
Record and report teachers' attendance	60	40.0
Assume responsibility for classifications and promotions	60	40.0
Supervise students outside classrooms	59	39.3
Counsel and aid teachers	57	38.0
Record and report corporal punishment	51	34.0
Assume charge of distribution of supplies	50	33.3

Table 3. Supervisory activities within the school performed by supervisory and teaching principals (57, p. 493)

Supervisory activity	Supervising principals	Teaching principals
1. By helping each teacher with her problems	97%	94%
2. By interviewing, study, and adjusting individual pupils	84%	74%
3. By visiting classes to observe the teaching	79%	52%
4. By interviewing and planning with parents	77%	70%
5. By leading general discussion at teachers meetings	71%	55%
6. By providing teachers with extensive instructional materials	70%	50%
7. By working with groups of teachers on problems of their own choosing	51%	37%
8. By asking individual teachers to report at teachers meetings	51%	36%
9. By appointing committees of teachers to report at teachers meetings	51%	28%
10. By giving tests to classes	41%	38%
11. By giving or arranging for demonstration lessons	36%	17%
12. By conducting and applying research studies of instruction and learning	30%	18%
13. By asking supervisors to examine and to report on classes	27%	16%
14. By teaching or coaching groups of pupils	19%	23%
15. By giving lectures on instructional problems at teachers meetings	14%	8%

to effect intellectual development and social growth in the learners" (36, p. 14). The extraorganizational role required the principal to be a communicator between the school, parents and community. The school should reflect the interests of the community and also be an instrument of desired social change.

The range of tasks is broad. The Southern States Cooperative Program in Educational Administration developed this list of critical task areas in 1955 (as cited in Goldman, 36, pp. 29-31):

1. Critical Task Area: Instruction and Curriculum Development
 - a. Providing for the formulation of curriculum objectives;
 - b. Providing for the determination of curriculum content and organization;
 - c. Relating the desired curriculum to the time, physical facilities, and personnel available;
 - d. Providing materials and methods for the instructional process;
 - e. Providing for the selection and training of instructional personnel;
 - f. Providing for the selection and training of administrative personnel.

2. Critical Task Area: School Administration
 - a. Initiating and maintaining effective administrative procedures and policies;
 - b. Initiating and maintaining effective instructional procedures and policies;
 - c. Providing for the selection and training of administrative personnel;
 - d. Providing for the selection and training of instructional personnel;
 - e. Providing for the selection and training of support personnel;
 - f. Providing for the selection and training of community personnel;
 - g. Providing for the selection and training of parent personnel;
 - h. Arranging for the maintenance of school facilities;
 - i. Establishing and maintaining effective financial procedures and policies;
 - j. Developing and maintaining effective public relations.

3. Critical Task Area: Community Relations
 - a. Helping to develop and maintain effective public relations;
 - b. Assisting in the development and improvement of community life;
 - c. Determining the needs of the community;
 - d. Helping to develop and maintain effective public relations and the improvement of community life;

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 - b. Providing for the determination of curriculum content and organization;
 - c. Relating the desired curriculum to available time, physical facilities, and personnel;
 - d. Providing materials, resources, and equipment for the instructional program;
 - e. Providing for the supervision of instruction;
 - f. Providing for in-service education of instructional personnel.

2. Critical Task Area: Pupil Personnel
 - a. Initiating and maintaining a system of child accounting and attendance;
 - b. Instituting measures for the orientation of pupils;
 - c. Providing counseling services;
 - d. Providing health services;
 - e. Providing for individual inventory service;
 - f. Providing occupational and educational information services;
 - g. Providing placement and follow-up services for pupils;
 - h. Arranging systematic procedures for the continual assessment and interpretation of pupil growth;
 - i. Establishing means of dealing with pupil irregularities;
 - j. Developing and coordinating pupil activity programs.

3. Critical Task Area: Community School Leadership
 - a. Helping provide an opportunity for a community to recognize its composition;
 - b. Assisting a community to identify its potential for improvement through the use of natural and human resources;
 - c. Determining the educational services;
 - d. Helping to develop and implement plans for the improvement of community life;

- e. Determining and rendering services which the school can best provide in community improvement with and through the cooperation of other agencies;
 - f. Making possible the continual re-examination of acceptable plans and policies for community improvement with particular reference to the services which the schools are rendering.
4. Critical Task Area: Staff Personnel
- a. Providing for the formulation of staff personnel policies;
 - b. Providing for the recruitment of staff personnel;
 - c. Selecting and assigning staff personnel;
 - d. Promoting the general welfare of the staff;
 - e. Developing a system of staff personnel records;
 - f. Stimulating and providing opportunities for professional growth of staff personnel.
5. Critical Task Area: School Plant
- a. Determining the physical plant needs of the community and the resources which can be marshaled to meet those needs;
 - b. Developing a comprehensive plan for the orderly growth and improvement of school plant facilities;
 - c. Initiating and implementing plans for the orderly growth and improvement of school plant facilities;
 - d. Developing an efficient program of operation and maintenance of the physical plant.
6. Critical Task Area: School Transportation
- a. Determining school transportation needs and conditions (roads, location of schools, and so on) under which transportation services must be rendered;
 - b. Procuring equipment and supplies through approved methods of purchase and contract;
 - c. Organizing and providing an efficient system of school transportation maintenance;
 - d. Providing for the safety of pupils, personnel, and equipment;
 - e. Developing an understanding and use of the legal provisions under which the transportation system operates.
7. Critical Task Area: Organization and Structure
- a. Establishing working relationships with local, state, and federal agencies to provide services needed by the school system;
 - b. Working with the board of education in the formulation of school policy and plans;
 - c. Designating appropriate operational units within the school system;
 - d. Developing a staff organization as a means of implementing the educational objectives of the school program;
 - e. Organizing lay and professional groups for participation in educational planning and other educational activities.

8. **Critical Task Area: School Finance and Business Management**
- a. Organizing the business staff;
 - b. Determining sources of school revenues;
 - c. Formulating a salary schedule;
 - d. Preparing the school budget;
 - e. Administering capital outlay and debt service;
 - f. Administering school purchasing;
 - g. Accounting for school movies;
 - h. Accounting for school property;
 - i. Providing for a school insurance program;
 - j. Providing for a system of internal accounting.

Gross and Herriott (cited in Goldman, 36) listed these nine items as extremely or very important parts of the elementary principal's job.

1. Working on the improvement of curriculum;
2. Planning and conducting teacher's meetings;
3. Dealing with classroom problems of teachers;
4. Evaluating the performance of teachers;
5. Conferring with individual teachers;
6. Introducing new teaching methods;
7. Observing teachers in the classroom;
8. Coordinating the work of teachers;
9. In-service training. (36, pp. 33-34)

An updated critical task list was the Southern States Cooperative Program in Educational Administration appeared in 1965 (cited in Faber and Shearron, 27, pp. 212-213).

Critical Task Area: Instruction and Curriculum Development

1. Providing for the formulation of curriculum objectives
2. Providing for the determination of curriculum content and organization
3. Relating the desired curriculum to available time, physical facilities, and personnel
4. Providing materials, resources, and equipment for the instructional program
5. Providing for the supervision of instruction
6. Providing for in-service education of instructional personnel

Critical Task Area: Pupil Personnel

1. Initiating and maintaining a system of child accounting and attendance
2. Instituting measures for the orientation of pupils
3. Providing counseling services

4. Providing health services
5. Providing for individual inventory service
6. Arranging systematic procedures for the continual assessment and interpretation of pupil growth
7. Establishing means of dealing with pupil irregularities

Critical Task Area: Staff Personnel

1. Providing for the recruitment of staff personnel
2. Selecting and assigning staff personnel
3. Developing a system of staff personnel records
4. Stimulating and providing opportunities for professional growth of staff personnel

Critical Task Area: Community-School Leadership

1. Determining the educational services the school renders and how such services are conditioned by community force
2. Helping to develop and implement plans for the improvement of community life

Critical Task Areas: School Plant and School Transportation

1. Developing an efficient program of operation and maintenance of the physical plant
2. Providing for the safety of pupils, personnel, and equipment

Critical Task Area: Organization and Structure

1. Developing a staff organization as a means of implementing the educational objectives of the school program
2. Organizing lay and professional groups for participation in educational planning and other educational activities

Critical Task Area: School Finance and Business Management

1. Preparing the school budget
2. Accounting for school monies
3. Accounting for school property.

Faber and Shearron (27) have contributed the following diagram to explain the elementary principalship (Figure 1).

Teachers, too, play an important role in the life and work of the principal. A number of investigators have produced lists of those qualities, characteristics and behavior which teachers expect in the

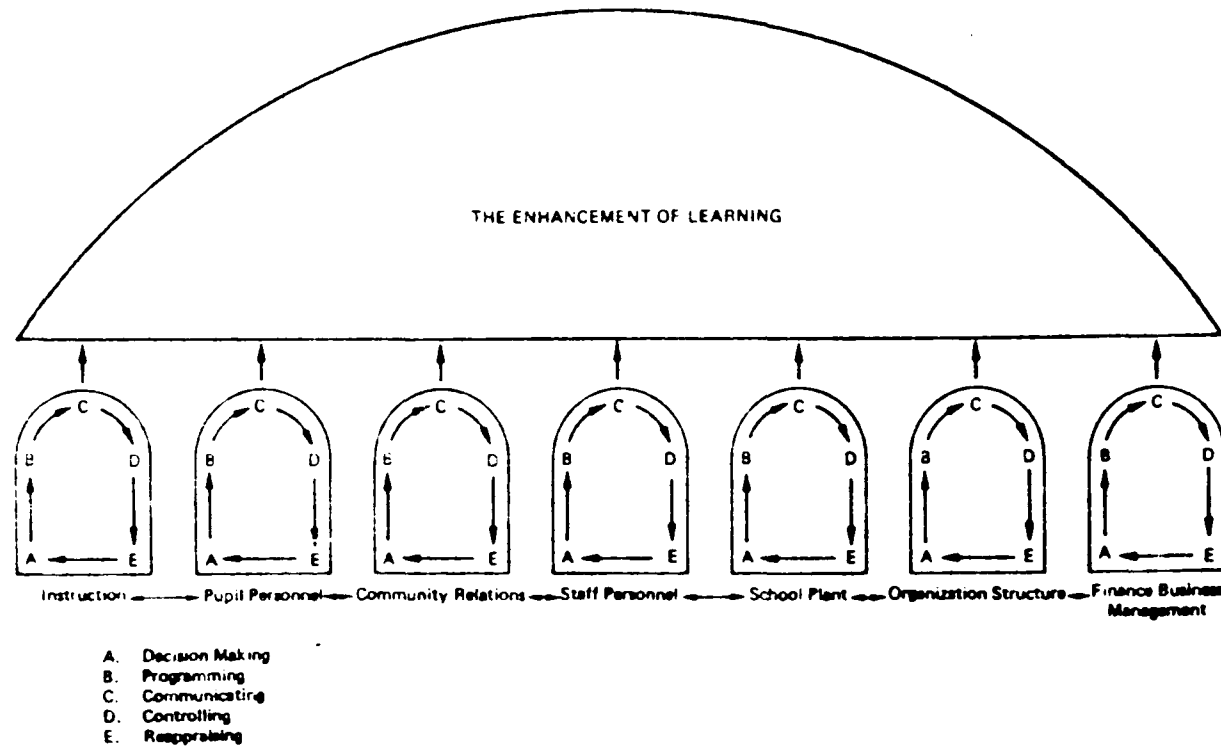


Figure 1. A way of looking at the elementary school principalship
(27, p. 223)

principal. Saxe (99, pp. 86-87) lists the following:

Teachers expect the following from their principal.

1. Consistent, clearly formed policies.
2. Efficient handling of administrative details.
3. An aura of confidence and courage.
4. Consultation with staff in planning program.
5. Accurate interpretation of views, both up and down, between teachers and central administration.
6. The ability to evaluate and rate teachers without "threat."
7. A deep understanding of the needs of children.
8. Ample help for the beginning teacher.
9. Recognition of teacher achievements.
10. Delegated authority commensurate with the execution of assigned responsibility.
11. Tolerance, kindness and respect for the individual.
12. Ready availability for conferences.
13. Support or backing of teachers in their dealings with pupils and parents.
14. Provision for relief from routine, clerical duties.
15. Firm but constructive control of the faculty resulting in adherence to regulations.
16. Intelligent use of faculty meetings.
17. Special provisions for atypical children.
18. Skill and calmness in dealing with irate parents.
19. Correct social distance - impersonal but friendly relationship to staff.
20. A high degree of skill in human relations.
21. Fair and impartial allocation of rights and duties.
22. Facilitation of instruction - provision of materials, supplies, auxiliary services, etc.

For a school to function effectively, the principal and the superintendent must work together very closely. Saxe (99) points out the following responsibilities of principals as perceived by the superintendent:

1. Be responsible to the superintendent for all supervision, organization and administration within the building.
2. Assist the administrative assistants in planning and carrying out procedures and policies pertaining to the instructional program.
3. Delegate all except the major administrative and clerical duties to staff members and assume the principal's function to be mainly one of supervision.

4. View supervision as a cooperative process involving classroom teachers.
5. Complete supervision reports for teachers not on tenure as frequently as possible and on all other teachers at least once per semester.
6. Recommend whether or not teachers shall be reemployed.
7. Constantly appraise and evaluate the instructional program and make provisions for its continuous improvement.
8. Be responsible for the teacher staff utilizing fully the community resources to enrich the learning process.
9. Through democratic administration and high professional standards, work cooperatively with the teaching staff for the best interests of the students.
10. Be responsible for the assignment of teaching staff within the building.
11. Be responsible for the health and welfare of the students and the teachers.
12. Be responsible for the evaluation of growth, classification and guidance of students within the building.
13. Be responsible for organizing the supervision of playgrounds, corridors and lunchrooms.
14. Oversee the attendance and conduct of the students.
15. Be responsible for determining the needs of the schools and for the requisitioning of the materials through the appropriate channels.
16. See that the janitorial services and the work related to the maintenance of building and grounds are accomplished.
17. Be responsible for maintaining good public relations with the community.
18. Take an active interest in local, state and national organizations.
19. Perform such other duties as may be assigned by the superintendent. (99, pp. 109-110)

Current functions and time usage

Hughes and Ubben (50, p. 2) identify five functions of the principal as

school-community relations; staff personnel development, pupil personnel development; educational program development; and business and building management.

Moreover, the principalship has two dimensions. One of these dimensions has to do with effectively managing the enterprise. It is composed of those activities concerned with procuring, coordinating and deploying the material and personnel needed to accomplish the goals of the school.

The other dimension is somewhat more difficult to define but can be summed up in one word: leadership. This is a dimension of quality. It is distinguished by the ways a principal uses himself/herself to create a school climate characterized by staff productivity, creative thought, and efficient and effective movement toward the goals of the school organization.

Since some time usage data are included for the early part of the twentieth century, the next three tables give Hughes and Ubben's 1978 rendition of ideal, perceived and real use of time by elementary principals.

Table 4. A typical group of elementary school principals' responses to the statement: If it were the best of all possible worlds, I would allocate my time as follows^a (50, p. 347)

	Mode	Avg.	High	Low
Community-school relations	15%	16%	20%	10%
Staff personnel	20	26	45	20
Pupil personnel	25	22	35	4
Educational programming	25	21	25	15
Building management	10	10	15	5
Unoccupied	5	3	5	0
Other ^b	0	2	7	0

^aN=12 (all were from the same district).

^bStatements: Attendance at workshops; graduate work; visiting classrooms.

Table 5. A typical group of elementary school principals' responses to the statement: Alas, it's not the best of all worlds and here's how I think I actually spend my time^a (50, p. 348)

	Mode	Avg.	High	Low
Community-school relations	10%	14%	25%	20%
Staff personnel	20	19	25	15
Pupil personnel	20	17	30	4
Educational programming	10 & 20	15	20	10
Building management	25	27	45	15
Unoccupied	5	3	10	0
Other ^b	5	5	10	0

^aN=12 (all were from the same district).

^bSelf-renewal: Attendance at workshops out-of-district.

Table 6. Real use of time by elementary principals^a (50, p. 348)

Function	Average % of time
Community-school relations	8%
Staff personnel	15
Pupil personnel	25
Educational programming	10
Building management	35
Unoccupied	5
Other	

^aN=12 (all were from the same district).

Roe and Drake (cited in Blumberg and Greenfield) divide the principal's role into two areas of emphasis (8, p. 18).

Administrative-Managerial Emphasis

- a. Maintaining adequate school records of all types
- b. Preparing reports for the central office and other agencies
- c. Budget development and budget control

- d. Personnel administration
- e. Student discipline
- f. Scheduling and maintaining a schedule
- g. Building administration
- h. Administering supplies and equipment
- i. Pupil accounting
- j. Monitoring programs and instructional processes prescribed by the central office.

Educational Leadership Emphasis

- a. Stimulate and motivate staff to maximum performance
- b. Develop with the staff a realistic and objective system of accountability for learning (as contrasted to merely monitoring programs and instructional processes in input terms as prescribed by the central office)
- c. Develop cooperatively operable assessment procedures for on-going programs to identify and suggest alternatives for improving weak areas
- d. Work with staff in developing and implementing the evaluation of the staff
- e. Work with staff in formulating plans for evaluating and reporting student progress
- f. Provide channels for the involvement of the community in the operation of the school
- g. Encourage continuous study of curricular and instructional innovations
- h. Provide leadership to students in helping them to develop a meaningful but responsible student government
- i. Establish a professional learning resources center and expedite its use.

Lipham and Hoeh (cited in Blumberg and Greenfield, 8) identified five functional areas of responsibility with leadership being a major concern. Blumberg and Greenfield provide an abbreviated range of activities within Lipham and Hoeh's functional framework (8, p. 20).

- 1. **Instructional Improvement**
 - Assessing Program Relevance
 - Planning Program Improvements
 - Implementing Program Improvements
 - Evaluating Program Change
- 2. **Staff Personnel Services**
 - Identification of New Staff
 - Orientation of Staff
 - Assignment of Staff

**Staff Improvement
Evaluation of Staff**

3. **Student Personnel Services**
 - Student Values
 - Student Involvement
 - Student Guidance Services
4. **Finances and Facilities**
 - Financial Resources
 - School Plant Resources
5. **School-Community Relations**
 - Community Analysis
 - Communicating with the Community
 - Utilizing Community Resources.

Summary of the elementary principalship

The role and duties or functions of the elementary principal in the United States began with simplistic responsibilities. Keeping attendance records and accounting for school funds and supplies were essentially the extent of the position's requirements.

Through the years, the lists of responsibilities have been extended and rearranged to cover a broad range of activities. Today, elementary principals find their job descriptions varied and complex. Delegation of tasks has become a necessity. Time is of essence. Yet, there seems to be no limit to what such a person is required to do. Ultimately the responsibility for all duties rests with the principal and the role reflects changes.

Bean and Clemes (7) provide definitions that help clarify current terminology.

Function - a definable task that a person performs, which can often be part of a job description. Any specific function may have subfunctions, i.e., a reading resource teacher has one function,

the diagnosing of reading problems. As a result of this, other functions, such as having meetings with teachers or other resource people, completing reports, etc., are necessary.

Role - a collection of often related functions which are given to one person to perform. The person colors the way in which the functions are performed by:

- a. Deciding about the relative importance of each.
- b. Determining time allotted to each.
- c. Performing them in a certain style.
- d. Influencing them with personal mannerisms

Role Change - a role changes when any of the following events occur:

- a. Functions are added or deleted.
- b. The relative importance of any function changes because of changing conditions.
- c. New conditions require altering the time allotted to a function.
- d. A new person assumes the role, so that style and personal mannerisms change.
- e. The person performing the role changes in his view of the role.
- f. Persons influenced by the role change in their perception of it. (7, p. 222)

The origin of tasks for the elementary principal is from outside as well as from inside the educational system. One of the most recent influences has come from the federal government in the form of legislation known as Public Law 94-142, The Education for All Handicapped Act of 1975. The job of finding room in the elementary principal's schedule for all that this law demands is a monumental exercise. The impact of only one part of the law, the development and management of individual education plans (IEPs) is the focus of this study. To fully understand the reason for IEPs, a chronology of special education and the evolution of the law ensue.

Special Education

Special Education in the United States has progressed significantly in recent years reaching a pinnacle with Public Law 94-142, The Education for All Handicapped Act of 1975. P.L. 94-142 has had a profound effect on education as public schools attempt to meet the intent of the law in providing appropriate services to specified exceptional children. Arriving at this propitious point in time is the result of parent involvement, court decisions, legislation, and social consciousness. However, the history of special education has often been sporadic.

States were originally given the responsibility for education within their borders more by what was not explicitly stated in the United States Constitution than by what was expressed in that document. There are implied references in the "general welfare" clause of the preamble. Liberties receive attention in the First Amendment's statement referring to freedom of religion. The Fourteenth Amendment guarantees all people protection under the law. The provision of three branches of government acknowledges the ability of Congress to enact laws to provide money for education; the new Department of Education (connected to the executive branch) imposes regulations; and, the judicial branch interprets the laws.

States have reacted to the generalizations of the federal government's interest in education by making provisions for education in state constitutions. In these documents, twenty-one states have indicated education should be for "all children" while the remaining twenty-nine states provide for systems of public education without signifying for

whom it is intended.

Iowa and special education

An example of state involvement in special education, previous to 1975, is the following brief outline of Iowa, where the state constitution states that education is for "ALL."

1849 - Legislature provided per capita support for children in local area.

1953 - Asylum for Blind provided.

1955 - Private school for deaf was funded by the state. The law of 1849 was repealed and ALL deaf and blind were to attend these two schools.

1876 - Asylum for feebleminded children was established.

1902 - Compulsory education for all children 7-14 in "proper physical and mental condition" was mandated. (Code 2823-9 Supp. 1907) (19)

1913 - "Colony" for epileptics established.

1945 - Special Education division of the Department of Public Instruction was established "for the promotion, direction, and supervision of special education."
"Certification for special education teachers was created."
(Code 281.1 1946) (19)

1974 - Parents MUST enroll children in special programs unless they have a medical certificate to the contrary. Senate File 1163 provided for special education for all children from birth to 21 with Area Education Agencies given the responsibility for implementation.

Federal legislation

The federal legislative history includes the following significant dates:

Land grants provided:

1827 - Schools for the deaf in Kentucky and Florida.

- 1855 - St. Elizabeth's Hospital in Washington, D.C. for mentally retarded.
- 1857 - Gallaudet College (for the deaf) in Washington, D.C.
- 1879 - American Printing House for the Blind, Louisville, Kentucky.
- Other relevant legislation includes:
- 1957 - P.L. 83-531 authorized cooperative research for the retarded.
- 1958 - P.L. 85-905 authorized captioned films and other specialized media for the deaf.
- 1958 - P.L. 85-926 authorized funds for training teachers of the mentally retarded.
- 1961 - P.L. 87-276 authorized funds for training teachers of the deaf.
- 1962 - P.L. 87-415, Manpower Development and Training Act, authorized skill training for the unemployed and underemployed. It was directed toward the disadvantaged and was a step toward the fullest possible creative use of human resources. It was amended in 1963 and 1965.
- 1963 - P.L. 88-164, Mental Health Center Construction Act, augmented previous laws in this category to include hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled and otherwise impaired as well as the mentally retarded and deaf. Further, grants were made for research and projects in these areas.
- 1963 - P.L. 88-210, Vocational Education Act, made provisions for those who have handicaps that prevent their effective participation in regular vocational education programs as well as a number of other provisions.
- 1965 - P.L. 89-36 created a new source of higher education in the establishment of the National Technical Institute for the Deaf.
- 1965 - P.L. 89-313, The Elementary and Secondary Education Act was amended to provide assistance to state programs or schools for the handicapped.
- 1966 - P.L. 89-694 created a model secondary school for the deaf in Washington, D.C.

- 1966 - P.L. 89-750 added grants for preschool, elementary and secondary handicapped children under the Elementary and Secondary Education Act of 1965.
- 1967 - P.L. 90-170 updated and extended mental retardation needs.
- 1967 - P.L. 90-247 established regional resource media centers for the handicapped and amended The Elementary and Secondary Education Act.
- 1968 - P.L. 90-538, Handicapped Children's Early Education Assistance Act, encouraged experimentation in preschools and federal money went to local levels.
- 1974 - Amendments were extended "for the purpose of . . . initiation, expansion, and improvement of programs and projects for the education of the handicapped children at the preschool, elementary school, and secondary school levels in order to provide full educational opportunities to all handicapped children." (8, pp. 62, 118)

It can be recognized that federal and state histories indicate growth in awareness and the need for education of the handicapped through the legislative process.

Court cases

The courts provide another area where forces have been at work which enhance the position of the handicapped in the schools. Significant cases include:

Brown vs. Board of Education (1954)

The famous desegregation case states, "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made to all on equal terms." (95, p. 3)

The Brown vs. Board of Education case had a wider impact than was at first realized. The rights of the handicapped were an area that surfaced as a result of the case. Handicapped groups are often referred to

as minorities. While there were several court cases that hold relevance because of this connotation of being a minority, two cases dealing directly with education of the handicapped became especially noteworthy.

Pennsylvania Association for Retarded Children (PARC) (102) vs. the Commonwealth of Pennsylvania (1971)

This was a lawsuit against the state in behalf of 13 mentally retarded children over the failure of the state to provide a free public education for all mentally retarded children in the state. The results were a mandate to the state to provide such an education.

This case resurfaced and was expanded to include all handicaps in the following case.

Mills vs. Board of Education (1972) (72)

A class action suit was pursued by parents of seven handicapped children against the Washington, D.C. Board of Education, Department of Human Relations and mayor for failure to provide all handicapped children a public education. Results were a free and appropriate education for all as lack of funds was not an acceptable excuse.

Parent activists

In recent times, parents have become program organizers and political activists. They have put pressures on the local schools to provide for exceptional children. Parents have been involved in lobbying for legislation and, further, they have been instrumental in taking causes through the courts. Parents being able to rally through large groups, such as the National Association of Retarded Citizens, the United Cerebral Palsy Foundation and the Association for Children with Learning Disabilities, had all the resources necessary to pursue desired goals.

Public Law 94-142

The setting was appropriate for the congressional action that culminated in P.L. 94-142, The Education for All Handicapped Act of 1975, which was to become effective in 1977. The purpose of the act was to assure the provision of needed services to all handicapped children.

As stated more precisely,

To assure that all handicapped children have available to them . . . a free, appropriate public education which emphasized special education and related services to meet their unique needs, . . . to assist states and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children. (86, p. 3)

Detailing the purpose of the act the following four points are included:

1. To assure that all handicapped children have the opportunity for a free education especially designed for them, age 3-21.
2. To assure that their rights and the rights of their parents or guardians are protected.
3. To help the states and localities provide for the education of all handicapped children.
4. To insure that the educational program provided by the state or locality is effective.

Definitions which the law provides include the following that are relevant to the present investigation:

Special Education - "Specially designed instruction, at no cost to parents, or guardians to meet the unique needs of a handicapped child." (111, 89 Stat. 775)

"Free appropriate education" - requires that "special and related services . . . (be) provided in conformity with the required

individualized education program." (111, 89 Stat. 775)

"Individualized education program" means a "written statement for each handicapped child developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate; such child, which statement shall include:

1. A statement of the present levels of educational performance of such child,
 2. A statement of annual goals, including short-term instructional objectives,
 3. A statement of the specific educational services to be provided to such child and the extent to which such child will be able to participate in regular educational programs,
 4. The projected date for initiation and anticipated duration of such services, and
 5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."
- (111, 89 Stat. 776)

Civil Rights guaranteed by P.L. 94-142 are listed below:

1. Right to education
2. Right to free education
3. Right to an appropriate education
4. Right to least restrictive environment
5. Right to due process
6. Right to confidentiality
7. Right to nondiscriminatory testing

The law further has provisions on fiscal authority, local authority, state advisory panel, relationships to other legislation, inservice training, employment of the handicapped, architectural barriers, native language and noncompliance (111).

Summary of special education

From sporadic beginnings, special education has more recently had direction from federal and state governments. The people of the United States have functioned through the various avenues available to them to gain desired results. The awareness of needs of the handicapped has been forthcoming. Action has been taken and implementation has been required of schools in the form of P.L. 94-142.

The full recognition and understanding of P.L. 94-142 are still in the beginning stages. An enormous amount of planning and implementation are required. The law reflects a giant step by the federal government into the operation of educational programs. It is also evidence of a kind of social revolution as all handicapped people strive toward full acceptance as citizens of the United States.

Individualized Education

As a result of P.L. 94-142, all students who are identified as in need of special educational services are required to be served in appropriate educational settings. One aspect of achieving a suitable education for exceptional children is the requirement of an individual education program (IEP) to be developed for each student meeting certain criteria.

History of individualized instruction

In seeking the beginnings of individualized instruction, some refer to the early days of education in this country. In the one teacher school, continuous progress learning was a reality. These schools were

multi-aged, with levels of learning ranging from beginning students upward to usually eighth grade. Students were exposed to various content information. There was flexibility of time in lessons and recitations. Help was available from other students as well as the teacher or lessons could be done alone.

Moving into larger schools changed much of the older format for learning. Students and teachers were divided so that usually one teacher had one grade level of students in a room. This resulted in an age-graded, lock-step system in which all students, regardless of differences among them, were constrained to study the same way for the same length of time. The formal development of individualized instruction programs probably was a reaction to these developments in mass education. By the end of the 19th century, there were attempts to make schooling more adaptable to the differences among students. Also, instruments for measuring human abilities were available in the early twentieth century. These helped emphasize the need for less uniformity.

A list of programs indicates that individualizing in some form has been part of American formal schooling almost from its inception.

- 1) Tutoring - This original individual program was once exclusively for the rich but it can be employed in contemporary public schools.
- 2) Correspondence Courses - One of the first efforts to individualize instruction was available as early as 1873.
- 3) Self-paced Unit Plans - Preston Search initiated the Pueblo Plan in 1888. It was a laboratory scheme permitting a student to

pace his own coverage of the course rather than await his turn in daily recitation. Other plans have been initiated through the years.

- 4) Programmed and Computerized Instruction - Programmed teaching by text and machine emerged in the early 1960s. By 1965, the adaptive teaching machine was available. This gives or withdraws assistance and changes the difficulty of the materials according to a running computation of the student's performance.
- 5) Independent Study Programs also were a product of the 1960s. These are any program that for some portion of the school day has some freedom from supervision. Two elements included in these programs are: 1) individual study (study by one's self), and 2) self-directed study (study independent from a regularly structured curricula).
- 6) Grouping for Individualization - Subgrouping for teaching (ability groups, interest and activity groups, teachability groups) and group work as a method (nondirective group teaching, sensitivity group work) have both been suggested as means of individualizing instruction, the first by reducing the differences among students, the second by encouraging development through controlled social interaction.
- 7) Administrative Plans - There are numerous plans for removing the age-grade barrier, permitting students to advance through the levels of schooling at more individual rates. And there are numerous plans for dividing students into classes according

to their intelligence, ability, or achievement. Team teaching was introduced, in part, to free teachers for small groups and individual consultation by having one teacher lecture to several classes at once.

- 8) Personal Programs - In this type of program, students take part in all decisions concerning themselves, rules are minimized, and students attend only those classes they wish to attend.
- 9) Remediation and Teaching Exceptional Children - Progress has been made in the clinical diagnosis and specific treatment of individual learning problems (35).

Complete individualization, unless qualified, underlies this attempt by Gibbons (35) to develop a descriptive system:

1. Percentage of the student body
2. Percentage of the school day
3. Attendance
4. Materials for study
5. Method by which the materials are to be studied
6. Pace at which the materials are to be studied
7. Activity that accompanies or follows study
8. Decision making
9. Teaching function
10. Teaching focus
11. Teaching method
12. Environment
13. Time structure
14. Evaluation
15. Objectives or purpose. (35, pp. 32-33)

Three individualized programs presently in use

Educators have recognized that each person's uniqueness should be identified and addressed for optimum learning to take place. Therefore, a number of individualized programs have been developed in regular school settings. Psychological testing and studies have been instrumental in

advocating these variations in mass education. The recognition of the special needs essential for handicapping conditions further prodded educators into developing creative approaches to learning. While public schools were primarily focusing on individual differences in the nonhandcapped or mildly handicapped school population, the implications had merit for those students generally classified as in need of special education.

Three individualized programs which have gained much significance and popularity are the IPI, IGE, and PLAN. A brief description of each follows.

IPI

IPI means Individually Prescribed Instruction. The idea behind this program is to fit a student into the program at the point along the series of skills where he fits best.

IPI lesson materials are written to permit pupils to proceed quite independently and with a minimum of direct teacher instruction. The basic aspect of IPI is a provision for detailed diagnosis of pupil skills and abilities and the continuous monitoring of pupil progress.

The student's role: The student's responsibility for his own learning often extends to self-correction of his written work. Self-prescription is the next step of independence.

The teacher's role: The teacher guides each student through diagnosis, prescription, and learning according to the student's needs. The teacher also makes decisions by looking at the pretest, and his/her own observation of the child.

The IPI staff is a team of professional educators and nonprofessional

aides. They are trained to guide students in their learning tasks and to support the IPI system. This staff consists of: administrator, who is the manager and instructional leader; teacher, who evaluates pupil's records, diagnoses their needs, and prepares individual learning prescriptions; aide, who scores tests, helps students obtain materials, and keep skill sheets current (29).

IGE

The IGE, or Individually Guided Education, originated in 1965 and is conceptualized as a comprehensive alternative system of schooling designed to produce higher educational achievements by providing effectively for differences among students in rate of learning, learning style, and other characteristics.

At the heart of IGE is the instructional programming model (IPM) for the individual student. It specifically takes into account each pupil's beginning level of performance, rate of progress, style of learning, motivational level, and others. Instructional programming for the individual student is appropriately carried out in any area in the cognitive, psychomotor, or affective domains. There are six steps in this model:

Step 1 - Setting general objectives

Step 2 - Identification of a subset of specific instructional objectives appropriate for a group of children

Step 3 - Actual assessment of each child's level of development of skills (observing or administering a test)

Step 4 - Setting up instructional objectives for each child in the unit

Step 5 - a) Plan an instructional program whereby the child attains his objectives

b) An individual teacher completes the detailed plan and carries it out for certain children

Step 6 - Pupils are assessed to determine their attainment of objectives.

Evaluation provides information at three times: the beginning, to set up the objectives; middle, to facilitate student progress; and the end, to determine student's progress and aid decision-making (105).

PLAN

PLAN is an acronym, Program for Learning in Accordance with Needs. The basic building block in PLAN is the TLU (Teaching-Learning Unit), which includes instructional objectives associated with recommended learning activities and criterion tests. A guidance system uses data on students and draws upon a bank of available TLUs to recommend an individualized program of studies (POS) for each student. The POS is individualized on the basis of both the number and type of activities the student pursues.

A computer facility is used to collect information concerning progress and performance of students.

For this type of educational program to be functional, the individual student must take the responsibility for formulating goals, making decisions and plans with respect to his educational development, and managing the learning program required to achieve the goals he has set. Developed between 1967 and 1970, PLAN was founded on the belief that an

educational program should use the individual student and his needs as the basis for a complete educational system. It is based on the philosophy of individual planning, individualized instruction, and continuous evaluation, and requires the support and cooperative efforts of teachers, administrators, and students.

The student's typical learning cycle is as follows: The student's POS is recalled from the computer; the student, with the teacher's help, selects TLUs on which he/she will work, and he/she sets the schedule for completion; the student interacts with various learning materials and with resource personnel; the student takes a test; the computer scores the test and adds data to the student's file. If the TLU is mastered, the teacher and the student confer on the next portion of the POS to be assigned. If the TLU is not mastered, the student is recycled with additional learning activities until he/she achieves his mastery.

PLAN is directed toward the long-range educational goal of developing independent learners or teaching youngsters how to learn by themselves. And the best part, for teachers, is: The computer does the paper work (105).

Present situation

These individualized programs, and many others, were developed and available when the idea of individualized instruction became more widespread. In 1975, Public Law 94-142 was established as the Education for All Handicapped Children Act. At the core of this law is the guarantee that every child in a special education program will be provided with an individual education plan and program.

Within the law, the term "individual education program" is strictly defined as:

A written statement for each handicapped child developed in a meeting by a representative of the local education agency or intermediate educational unit who shall be qualified to provide or administer the delivery of specially designed instruction to meet the unique need of handicapped children; the teacher; the parents or guardian of such child; and, whenever appropriate, such a child; which statement shall include: 1. A statement of present levels of educational performance of such child; 2. A statement of annual goals, including short-term instructional objectives; 3. A statement of the specific educational services to be provided to such child and the extent to which such child will be able to participate in regular educational programs; 4. The projected date for initiation and anticipated duration of such services, and; 5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. (111, 89 Stat., 776)

Administrative responsibility for IEPs

The administrative personnel involvement is the primary concern of the present study. To iterate the law on this point, the law requires the following people for the staffing of children:

a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child. . . . (111, 89 Stat., 776)

Interpretation of this segment is ongoing. Limiting the topic, consider only the phrase, ". . . a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of handicapped children, . . ."

Gearhart and Wright (32) identified the local education agency

representative as the "LEA administrator (assistant superintendent, principal, supervisor, etc.)" (32, p. 75).

The Midwest Regional Resource Center (Des Moines, Iowa) and Nebraska Department of Education (71) indicated that the LEA is an administrator of the local school district or a supervisor of special education. Weintraub (117) also referred to this role by the word "administrators".

The booklet Educating All the Handicapped, (77) identified the principal as the LEA. Dougherty (25) referred to the principal in the LEA position.

In attempting to implement the process of IEPs, literature indicates clarification of the law has ascertained that an administrator is the appropriate person to fill this position. The administrator has further been defined as one who is in charge of special education or the building principal or someone who has authority to make administrative decisions for the schools. In practice, the building principal is usually called upon to function in this capacity. Johnson and Gold (59) describe responsibilities which confront the building principal as a result of P.L. 94-142. Some of these duties include: 1) providing accessibility of appropriate public education and the related support services; 2) aiding in the IEP process through formulation of the IEP and coordination of the related planning sessions; 3) developing channels of communication between parents and the school; and 4) coordinating mainstreaming efforts.

IEP as a management tool

Since the IEP is a management tool to program the needs of special education children, certain administrative responsibilities emerge. Concerns of building space, appropriate staff and financing the IEP program must be addressed with appropriate decisions forthcoming (Edgar, cited in Haring, 42; Weintraub, 117; and others). The mechanics of drawing the team members together for meetings is another item of relevance to the system (Zettel and Weintraub, 124). School administrators must do everything to involve parents in the meetings. Knowing what resources exist beyond the school and how they can be utilized is another need for administrative presence at the team staffings (Weintraub, 117). Making certain that the appropriate significant others (such as assessment or identification personnel) for each child are present is a duty, also.

Edgar (cited in Haring, 42) and Torres (108, 109) note that when the child study team gathers, a chairperson should probably be the administrator. Being in an administrative position makes it logical to help with the coordination of committees within the committee/team. The administrator has the authority to convene such groups as well. The administrator has access to parent contact procedures. If an interpreter is needed for the parents inclusion into the procedure, that, too, can be arranged for in an orderly manner by the administrator. Making arrangements for data collection and storage and place of meetings is likewise facilitated by the administrator.

Strickland, Turnbull and Brantly (103) list chairpersons and

administrative responsibilities as follows:

1. Coordinate committee
2. Communicate with parents
3. Facilitate group decision-making
4. Supervise record keeping procedures
5. Insure due process procedures
6. Chair committee meetings
7. Provide input on capabilities of the school system
8. Provide support for implementation
9. Make scheduling arrangements for committee members

Barbacovi and Clelland (6) sequence the placement activities in this order:

Assessment Report and Recommendation Received
 Placement Team Identified
 Parents Notified
 Placement Meeting Scheduled
 Eligibility and Determination Made
 Individual Education Program Developed
 Parental Permission Obtained for Placement
 Placement Made (6, p. 56)

When the sequence of activities is made relative to the administrative duties of planning, programming and evaluation, the following list of items evolve as being responsibilities of the administrator:

- Specifying personnel and delineating responsibilities for (a) receiving the assessment committee's report and recommendations, (b) notifying parents relative to participation in the individualized education program development and subsequent placement decisions, (c) determining eligibility, (d) determining placement, (e) developing and revising the IEP, and (f) reviewing evaluation information;
- Specifying special education and related services personnel necessary for the placement committee;
- Determining the placement committee's composition of mandated and consulting members;
- Delineating administrative issues and procedures for the functioning of the placement committee, including specifications of decision-making style and rules of order;

- Delineating placement issues and questions to be addressed by the placement committee.
- Determining effectiveness of placement committee, including the number of children placed, the effectiveness of operation, and the quality of administrative planning. Included in this effectiveness examination is: (a) how completely the committee met requirements for contents of the IEP, (b) how well the assigned responsibilities were accomplished, (c) success of children for whom programs have been planned, (d) evidence of communication between committee and implementers, (e) records of decisions, (f) appropriateness of placement decisions, (g) time spent in developing programs, and (h) time from referral to IEP completion to placement;
- Specifying and delineating interdepartmental cooperation and responsibilities;
- Scheduling times for meetings and determining locations, and
- Developing individualized education programs, including; (a) outlining areas of concern or need, (b) prioritizing long-term goals, (c) writing/selecting short-term objectives for prioritizing goals, (d) specifying services needed, (e) specifying persons responsible for implementing IEP, (f) specifying percentage of time in various aspects of program, (g) setting timelines, (h) specifying percentage of time in regular classroom, (i) making a placement recommendation, and (j) establishing objective evaluation criteria. (6, pp. 57-58)

Dougherty (25) noted that the school principal has the responsibility of seeing that each child is educated in as equitable a fashion as possible.

Models

In essence, the IEP process is a never-ending process that may be diagrammed very simply as follows in Figure 2.

Strickland, Turnbull, and Brantly (103) provide the following model that gives the sequence and functions of committee activities in Figure 3.

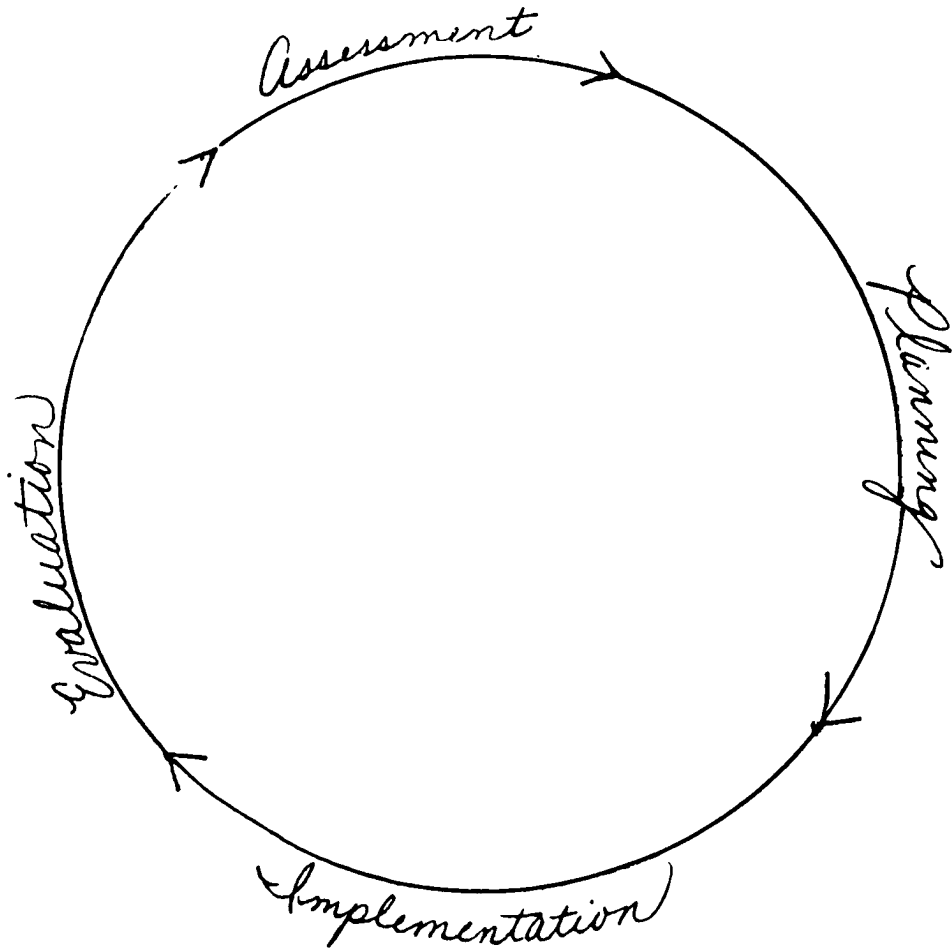


Figure 2. Model of IEP process

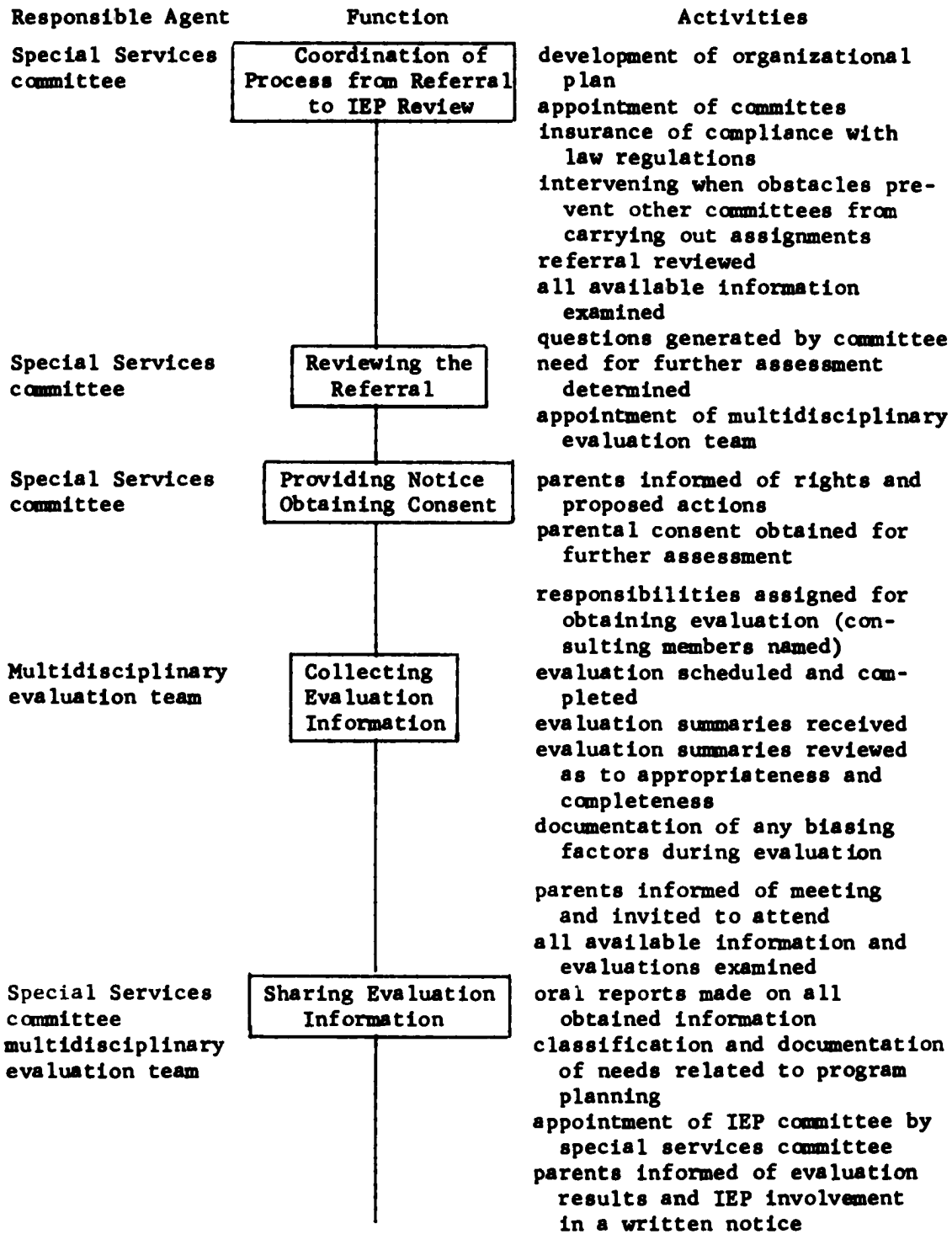


Figure 3. Sequence and functions of committee activities (103, p. 38)

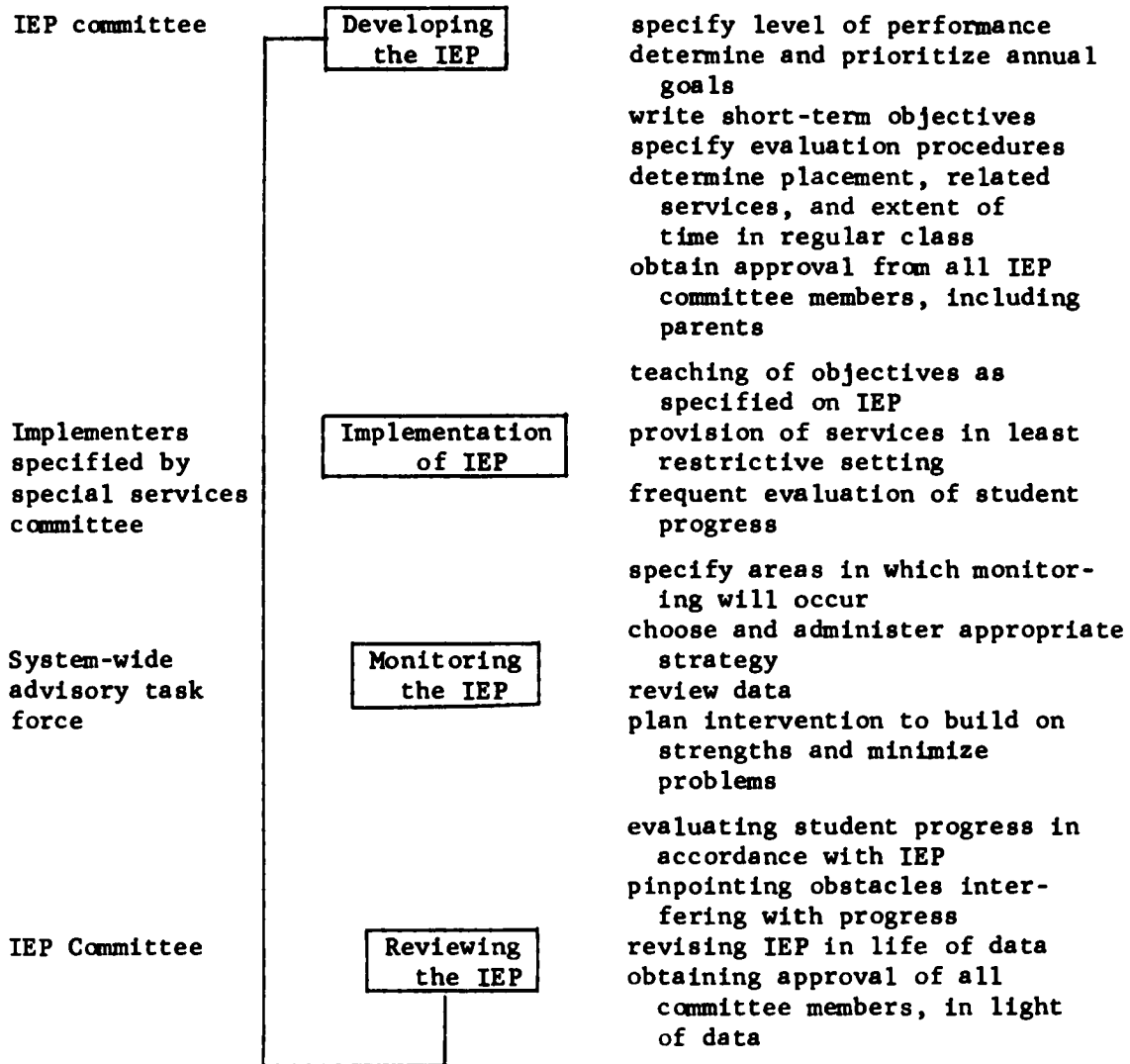


Figure 3 (Continued)

Torres (109) developed another model to expedite the IEP process from evaluation and referral to implementation (Figure 4).

Still a third model of the programming process (Figure 5) was offered by Pasanella and Volknor (83).

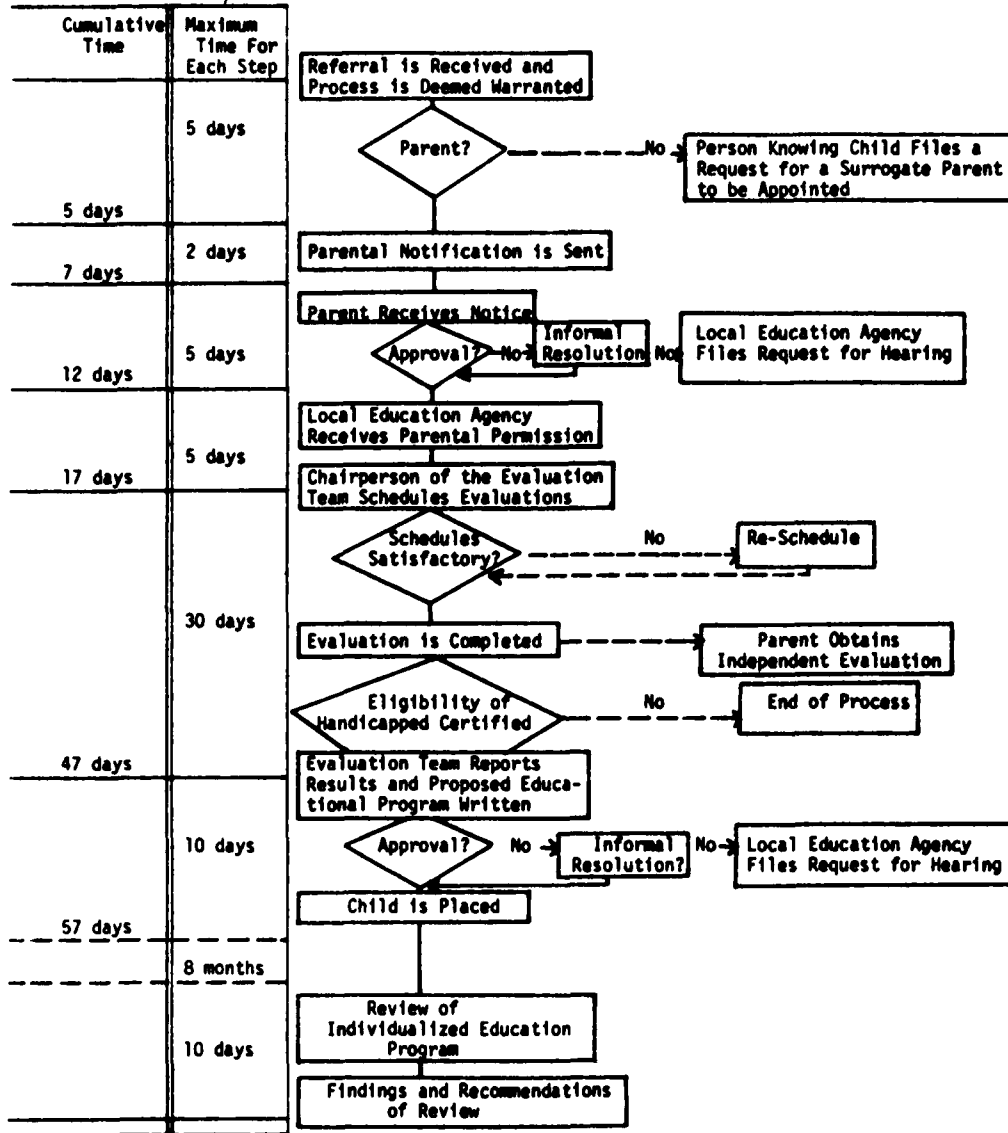


Figure 4. Evaluation and placement (109, p. E)

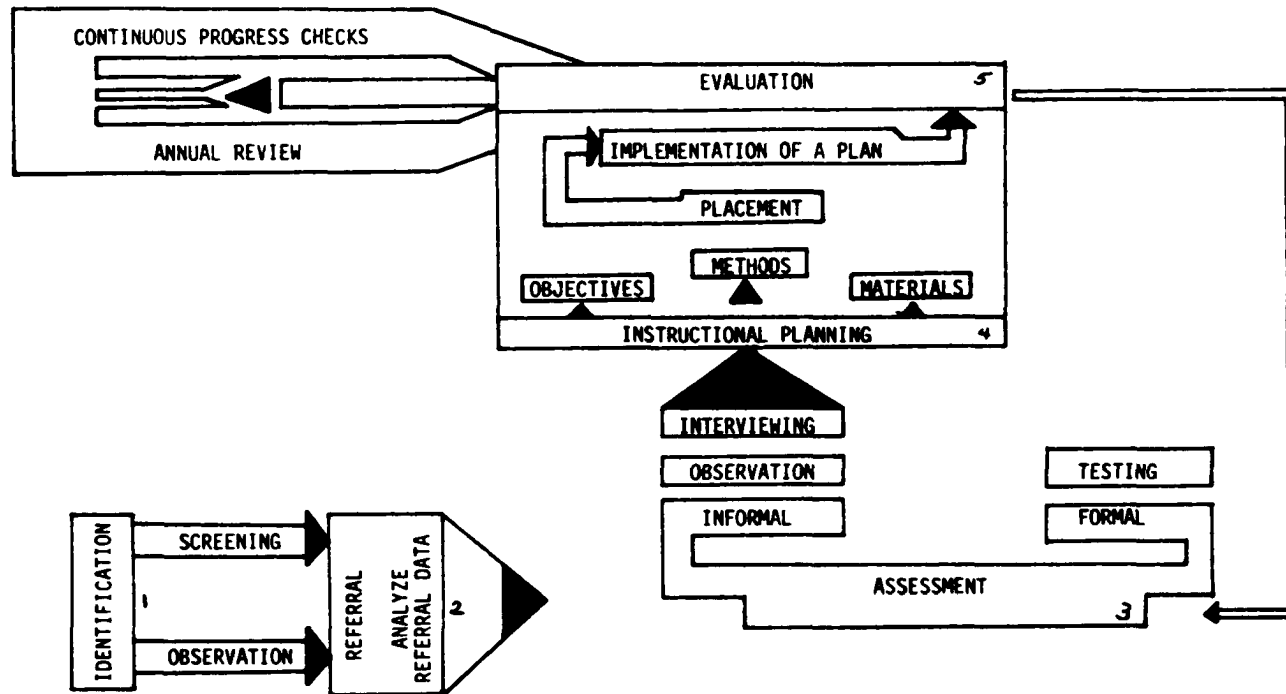


Figure 5. Instructional programming process (83, p. 3)

Barbacovi and Clelland (6) identified a sequence of full service delivery system components as follows (p. 50):

Identification
Component

Assessment
Component

Placement
Component

Instructional
Component

Monitoring/
Evaluation
Component

They proceed to combine these program components with the administrative activities of planning, programming and monitoring/evaluating.

The following matrix emerges:

Matrix of Full Service Delivery Model with Administrative Responsibilities

	Administrative Responsibilities		
	Planning	Programming	Evaluation
Identification			
Assessment	X	X	X
Placement	X	X	X
Instructional	X	X	X
Monitoring/ Evaluating	X	X	X

X indicates primary points of impact (6, p. 51).

Seeing the models and matrix helps to provide a perspective of what the IEP process involves.

Criticisms of IEPs

Since implementation of the IEP process in schools, some criticisms have arisen. General observations such as the following have been noted:

1. There are serious disagreements about the additional responsibilities created by the rules and regulations of the IEP process;
2. Questions arise about the validity of the amount of time and effort principals must utilize in conquering the required paper work and conferences with staff members, students and parents.

Ballard et al. (5) refer to more problems:

3. Even after staffings have occurred principals are not comfortable signing a program that the principal feels is not ideal or is not leading in the proper direction;
4. The principal can become a "person in the middle" between a parent's wishes and the child's needs when they do not concur;
5. Insufficient funds that limit programs or prevent services, though not a viable reason for not providing services, create genuine problems;
6. Staff orientation to the IEP process is usually not a smooth procedure;

AFT Vice-President, Walter Tice (107) indicates:

7. Negative feelings run high against the IEP;
8. Time is shifted away from children in favor of paperwork resulting in less education of children instead of more;

Dale (cited in Ballard et al., 5) adds:

9. The number of meetings/conferences can become an "administrative nightmare" ranging from the required ones to an unknown quantity.

Research

Research into the administrative aspects of the IEP include the following findings.

Yoshida, Fenton and Kaufman (123) reported that in Connecticut 1) administrators and appraisal personnel were dominating members of the IEP team meetings, 2) teachers felt inhibited by the presence of principals, 3) because teachers were disenchanted with the meetings, administrators need to find more ways to increase teacher participation, 4) administrators know more about the scope of activities involved in the IEP process than do support personnel. This was especially true in the areas of programming and evaluation.

From studies in North Carolina, Goldstein, Strickland, Turnbull and Curry (37) noted that 1) when IEP teams did not have full representation, it was the representative of the public agency who was most likely to be absent from the staffing, 2) the local school representative was present at only 36 percent of the conferences, 3) principals rated the IEP committee meetings as being satisfactory (4.5 on a scale of 5) overall.

General school administrators identified 14.6 percent of their time as being spent in the performance of special education administrative duties according to the Michigan study completed by Raske (91). The time spent participating in IEP meetings consumed the most time of the fifteen special education duties Raske identified.

Related research includes Brown (13) who indicated that: 1) administrators such as superintendents and principals and regular classroom

teachers tended to take a neutral to supportive position toward mainstreaming, 2) these people also agreed with the idea of cooperative planning and cooperative staffing.

Nuschy (80) discerned that Texas superintendents were in almost complete agreement in their attitudes that the "full mainstreaming" concept for 1) severely handicapped students was not supported, but, 2) it will help the mildly handicapped student.

The amount of specialized education in a large midwestern school district was studied by Bullock (14) and he found that 65 percent of the elementary school administrators had not taken courses that could be identified as related to exceptional children.

Payne and Murray (cited in Brown, 13) found that urban principals are less supportive of the integration of handicapped students into schools than are suburban principals.

Studying attitudes of administrators toward the mainstreaming of handicapped children in regular classrooms, DeLeo (22) discovered that 1) directors of special education had more positive attitudes followed by special education teachers, principals, and regular classroom teachers, 2) larger districts have less favorable attitudes than smaller districts in regard to integration.

Continuing an interest in attitudes, Jackson (55) surveyed attitudes of administrators and teachers in regard to mainstreaming. In the study, administrators were especially concerned about special education students being included in regular classrooms.

Attempting to determine factors that influence principals into

acceptance of special education in their building, Marsh (67) discovered that the principal's desires includes indepth orientation programs about placement procedures and program options.

Symons (104) like Bullock (14) noted there is lack of special education training by principals.

In Iowa, Hollinger (45) indicated that there is general support for special education by general education administrators.

Hubbard (49) found that present college coursework does not relate to placement decisions, attitudes or years of experience in regard to integration of handicapped students.

No significant differences regarding mainstreaming before and after training programs of principals was a conclusion reached by two separate researchers in 1976, Myers and Kyers (74) and Carpenter (16).

Summary of recent research

There is interest in the education and administrative role in the general area of special education. Authors Brown (13); Nuschy (80); Payne and Murray (cited in Brown, 13); DeLeo (22); Jackson (55) and Hollinger (45) have surveyed attitudes toward handicapped students. Training components and their effectiveness have been investigated by Bullock (14), Marsh (67), Symons (104), Myers and Kyers (74) and Carpenter (16). However, though somewhat related, the reviewed literature does not address itself directly to the elementary principal and the IEP process. Only the studies done by a) Yoshida, Fenton and Kaufman (123); b) Goldstein, Strickland, Turnbull and Curry (37); and c) Raske (91) have direct references to the administrator in the IEP process.

Summary of individualized education

Individualized education began as early as the one-teacher school, although it was not identified by name. Through the years, a variety of individualized concepts have been tried. Some of the very early forms, such as tutoring, still exist. However, three current plans known as IPI, IGE and PLAN are much more complex.

The existence of many types of programs to individualize was known when Congress formulated P.L. 94-142. The law mandates individual education plans (IEPs) for each special education student. Perhaps the IEP for special education students is a peak of achievement in the individualization movement of public education.

Summary of the Chapter

Beginning with the changing role of the elementary school principal, Chapter II has continued to unfold the development of special education culminating with P.L. 94-142 noting especially the growth and development of individualized education. Because of the implementation of P.L. 94-142, elementary principals are probably involved in the development and administration of IEPs. Research indicated very little attention has been given to the role of elementary principals in the IEP process. To this end, Chapter III will explain research procedure for the present study.

CHAPTER III. METHODS AND PROCEDURES

This study examined the role of elementary principals in selected public school districts in Iowa. The thrust of the study was to investigate the impact on the duties of these administrators due to the federal mandate to have individualized education plans for all special education students as a result of P.L. 94-142, The Education for All Handicapped Act of 1975. A researcher-made questionnaire was used to ascertain the information. The concern was targeted toward what duties the elementary principal traditionally performs and how these were affected by the addition of the management responsibilities caused by IEPs.

The Questionnaire

The instrument used consists of three parts. A portion of the questionnaire addressed specific duties that have been identified as relevant to the elementary principal's domain. Some of these are traditional responsibilities. Others have been listed as appropriate because of the requirements of P.L. 94-142 related to IEPs. Another portion of the questionnaire concerned itself with attitudes toward IEPs that the elementary principal perceives or the teacher perceives as the elementary principal's role. The last part of the questionnaire sought demographic information. The purpose of it was to gather pertinent information from the elementary principals and elementary teachers. Responses were requested regarding years of experience, age, sex, professional preparation in special education and association with exceptional individuals.

(The entire questionnaire is in Appendix B.) The questionnaire was not checked for reliability and the validity was not ascertained. Pretesting of the questionnaire was done by elementary teachers at the Iowa School for the Deaf.

Population

The population used in the study included randomly selected elementary principals and elementary teachers in Iowa public schools. All have been in their respective districts for at least six years. They, therefore, have knowledge of their districts both before and after the implementation of P.L. 94-142 regulations concerning IEPs. The sample includes 100 elementary principals and 300 elementary teachers in 100 Iowa school districts. Approximately 10% of all the public school elementary principals were selected as an appropriate sample size. Then, it was determined an adequate match was three of each principal's teachers. The Iowa Department of Public Instruction provided a computer printout of all the elementary principals and teachers (K-6) who had been in their respective districts for six or more years as of December 12, 1980. One hundred districts were randomly selected. Then the elementary principals and elementary teachers used in the research were randomly chosen from those districts.

Procedure

The questionnaire (Appendix B) was devised to identify duties with which elementary principals are traditionally occupied. Also, new responsibilities delegated to them as a result of IEPs were included. Some personal attitude questions were included along with certain demographic items. In responding, the elementary principals were to indicate the degree of involvement and attitude they have with or about each item as well as the estimated amount of time a task requires by marking a choice on a Likert-type scale. The elementary teachers' responses were similarly acquired.

The individuals used in the sample were all mailed the instrument with a cover letter (Appendix A). There were complete directions and a return self-addressed stamped envelope. The entire mailing was sent April 8, 1981.

A week later a follow-up phone call was made to those who had not replied asking them to please complete the survey and return it. To secure the remaining nonrespondents' input, another copy of the questionnaire and appropriate letter (Appendix C) were sent April 29, 1981. The final total response was from 79 elementary principals and 177 teachers from across the state of Iowa for a total of 256.

Methods of Statistical Analysis

The statistical analyses used for securing information included appropriate descriptive analyses, t-tests and chi-square procedures.

The data from individual questionnaires were all scored and placed

on IBM cards. The hypotheses were examined through tests performed using the Statistical Package for Social Sciences (SPSS) and the facilities of the Computer Center on the campus of Iowa State University.

Hypotheses for the Study

The three hypotheses for the study are:

Ho: There is no difference in the perception of the role of the elementary principal in regard to IEP development when considering the perceptions of elementary principals and their staffs.

Ho: The elementary principals' perceptions of their role in IEPs is independent of the following factors:

- a) Years of experience
- b) Age
- c) Sex
- d) Educational level
- e) Educational background in special education through college credits
- f) Educational background in special education through workshops and/or inservice experiences.
- g) Association with exceptional individuals.

Ho: There is no difference before and after the implementation of IEPs when considering the perceptions of elementary principals and elementary teachers regarding the amount of time spent on the duties of elementary principals.

Summary

The study consists of an original random sample of 100 elementary principals and 300 elementary teachers in 100 randomly chosen Iowa public school districts. The participants were all from an Iowa Department of Public Instruction listing of individuals who had served in their districts for at least six years.

The instrument used was made expressly for the study by the researcher. It contains demographic material as well as job-related information.

The statistical procedure included appropriate descriptive analyses, t-tests and chi-square procedures at the .05 significance level.

CHAPTER IV. RESULTS OF DATA COLLECTION

The major purpose of this study was to identify the impact upon the role of Iowa elementary principals because of the required development of individual education plans (IEPs) as mandated in P.L. 94-142. Therefore, a sample of one hundred elementary principals and three hundred elementary teachers who had been in their respective school districts prior to and following the enactment of P.L. 94-142 for a minimum of six years was randomly chosen. Three teachers were selected from each principal's school within the selected district.

Each group was asked to respond to a questionnaire that included three parts. Respondents reacted to Part I concerning areas of responsibility and Part II on attitudes by identifying preferred responses for before and after P.L. 94-142 on a Likert-type five-point scale. The only exception was section H of Part I which had blanks which called for percentage responses to activities performed before and after October, 1977. Part III of the questionnaire called for data which were demographic in nature and required blanks to be filled or answers to be chosen from given response options (see Appendix B).

A total of four hundred questionnaires were sent to the principals and teachers and two hundred and fifty-six were returned. Of those, seventy-nine elementary principals responded representing seventy-nine percent of the one hundred principals sampled. One hundred seventy-seven of the three hundred elementary teachers returned their questionnaires for a response percentage of fifty-nine. Ideally, the larger the response

the better, but after the initial mailing, telephone contacts and a second mailing of the questionnaire, the timeliness of the research encouraged completion of the study based on these returns.

A description of demographic and other information is presented first. Following that, the inferential statistical items are presented. All respondents did not answer all of the questions. Therefore, there were variations in the numbers utilized for each item. The tabulations were done using the Statistical Package for the Social Sciences (SPSS) through the facilities of the Iowa State University Computer Center.

Description of Demographic Information

Each demographic item collected was tallied. Table 7 is a summary table of the frequencies and percentages of data regarding the elementary principals and elementary teachers who responded to Part III of the questionnaire.

The elementary principals and teachers were asked to report their total years of experience. Elementary principals' experiences ranged from two to thirty-five years while elementary teachers indicated their years of service to be as long as forty years. It was possible for individuals in the sample to have been in the present district six years but not in the specific job of elementary principal or elementary teacher for that time. The Department of Public Instruction could only identify length of time in the district, not the specific jobs held by persons in the sample.

Table 7. A summary of demographic information regarding the elementary principals and elementary teachers who participated in this study

	Elementary Principals number	Principals %	Elementary Teachers number	Teachers %
Years of experience as principal:				
Less than 10 years	16	28.2		
11-20	40	51.3		
21-35	16	20.5		
Years of experience as teacher:				
Less than 10 years			45	37.1
11-20			70	39.3
21-35			41	23.0
40			1	.6
Age:				
28-35	4	5.6	31	26.5
36-50	36	50.0	58	49.6
51-66	32	44.4	28	23.9
Sex:				
Female	15	20.5	137	87.7
Male	58	79.5	21	13.3
Educational level:				
Bachelors degree			23	14.5
Bachelors + 15			77	48.4
Masters degree	21	28.8	46	28.9
Masters + 30	44	60.3	12	7.5

Table 7 (Continued)

	Elementary number	Principals %	Elementary number	Teachers %
Educational level:				
Specialist	7	9.6	1	.6
Doctorate	1	1.4		
College credits (semester hours) in special education:				
Less than 5 hours	30	41.1	89	56.3
5-10	26	35.6	57	36.1
11-20	13	17.8	8	5.1
21-30	3	4.1	1	.6
31 or more	1	1.4	3	1.9
Professional growth in special education other than earned college credits (workshop and/or inservice experience):				
None	1	1.4	60	37.7
Some	51	69.9	84	52.8
Numerous	21	28.8	15	9.4
Association with handicapped individuals:^a				
No contact	15	19.2	65	36.5
A relative	22	28.2	28	15.7
A close friend	15	19.2	20	11.2
An acquaintance	32	41.0	29	16.3
Teach or work with	33	42.3	46	25.8

^aResponses in this category could be and often were in more than one category.

The elementary principals were categorized for descriptive purposes into three groups according to length of experience. There were sixteen who had less than ten years of experience. Forty elementary principals had between eleven and twenty years experience while sixteen had between twenty-one and thirty-five years of experience.

Elementary teachers had as many as forty years of experience. Categorizing teachers into groups revealed that forty-five had under ten years; seventy had eleven to twenty years; forty-one had twenty-one to thirty-five years; and one had forty years experience.

Age was also reported and the range was from twenty-eight to sixty-six. To better describe the ages, age was categorized. Group I was identified as between twenty-eight and thirty-five. Thirty-six through fifty was considered Group II. Group III ranged in age from fifty-one through sixty-six.

Separating the respondents into the groups, elementary principals and elementary teachers by age yielded the following information: there were four elementary principals between twenty-eight and thirty-five years of age; thirty-six principals were thirty-six through fifty years of age; and thirty-two principals were fifty-one through sixty-six years of age. There were thirty-one elementary teachers included in the Group I category; fifty-eight in Group II; and twenty-eight people in Group III.

Information regarding the sex of the respondents was collected. There were fifteen female principals and fifty-eight male principals who responded. The elementary teachers were predominantly women, one hundred thirty-seven. Twenty-one men identified themselves as elementary

teachers.

The elementary principals' educational level data indicated that elementary principals had at least a master's degree. For twenty-one, the master's level most accurately described their educational level. Forty-four principals responded with a master's plus thirty hours level while seven had specialist work. One principal has a doctorate.

The elementary teachers' educational level tended to be less than that of the elementary principals. Twenty-three elementary teachers indicated the bachelor's level as the one that describes their background. Seventy-seven teachers had an additional fifteen hours. A master's was checked by forty-six respondents, but only twelve held a master's plus thirty hours. One teacher had specialist level work.

When coursework in special education was considered, about forty-one percent of the elementary principals had less than five hours of college work. Twenty-six respondents had between five and ten hours of courses in special education. In the eleven to twenty hour group only thirteen had done work in the area. Three had between twenty-one and thirty hours and only one had more than that.

The elementary teachers' responses paralleled the elementary principals to the extent that most of them had less than ten hours of college credit in special education. Eighty-nine teachers had less than five hours of work while another fifty-seven had no more than ten. But only twelve had more than ten hours; eight were in the eleven to twenty hour bracket; one in the twenty-one to thirty hour bracket; and three had more than thirty hours in special education.

The respondents' professional growth other than college credits showed the extent to which elementary principals and elementary teachers have participated in workshop and/or inservice experiences related to special education.

Elementary principals have availed themselves of opportunities for at least "some" growth as ninety-eight percent of the respondents marked they had "some" or "numerous" workshop and/or inservice experiences in special education.

The teachers also indicated that they have attended workshop and/or inservice experiences in special education. About one-half of the respondents had been to some workshops and/or inservice meetings, but only fifteen had been to numerous meetings. However, as many as thirty-seven percent of the teachers had not been involved in workshop and/or inservice activities.

When asked about contact with handicapped individuals, the options for responding were:

I have had no contact with handicapped people

I have a relative who is handicapped

I have a close friend who is handicapped

I have an acquaintance who is handicapped

I teach or work with a person who is handicapped

It was possible for respondents to mark more than one answer on this section of the questionnaire.

The elementary principals indicated that almost one-fifth of them had no contact with the handicapped. Twenty-two elementary principals

have a handicapped relative. Only fifteen have close friends who are handicapped but thirty-two have acquaintances who have a handicap. Mostly, however, elementary principals have contact with the handicapped through their work as thirty-three responded to this category.

The responses from elementary teachers were similar to those of the principals. Sixty-five teachers reported no contact with the handicapped. Twenty-eight had relatives who are handicapped. The smallest number (twenty) reported having a close friend who is handicapped. An acquaintance with the handicapped was indicated by twenty-nine teachers. Association through teaching or working was marked by forty-six teachers.

In attempting to develop statements about the hypothesis,
Ho: The elementary principals' perceptions of their role in IEPs is independent of the following factors:

- a) Years of experience
- b) Age
- c) Sex
- d) Educational level
- e) College courses in special education

f) Professional growth through workshop and/or inservice experience, the computer runs utilizing chi-square technique provided initial frequency tables with percentages (see Appendix D). A brief general discussion of them is included in the demographic information because in many instances useful inferential statistical outcomes were not achieved. Those items where a statistically significant result was reached are addressed in the discussion of inferential statistics which is in the

later part of this chapter.

The elementary principals responded to twenty-five IEP-type activities. The choices for their responses were "never", "rarely", "sometimes", "usually" and "always". These were examined in regard to the independent variables of years of experience (Appendix D, Table A), age (Appendix D, Table B), sex (Appendix D, Table C), educational level (Appendix D, Table D), college courses in special education (Appendix D, Table E), and professional growth through workshop and/or inservice experiences (Appendix D, Table F).

Those responses which totaled eighty-five percent or more for the "usually" and "always" columns were reviewed. Further, there were instances when elementary principals appeared "never" to attend to IEP responsibilities. Those responses that totaled over fifteen percent were itemized as well.

When considering these six independent variables, four IEP-type activities received highly positive responses to indicate that these are usually or always done by elementary principals. The activities were: involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings, provide input into IEP meetings on the capabilities of the school system, provide for the appropriate development of IEPs according to P.L. 94-142 requirements, and being responsible for seeing that each child is educated in as equitable a fashion as possible.

In contrast, arranging for financing for special education, arranging for an interpreter, if needed, and devising and filling out IEP

related forms were IEP-type activities that many elementary principals do not do regardless of their years of experience, age, sex, educational level, college courses in special education or participation in workshops and/or inservice experiences concerning special education.

Other IEP-type activities that received at least two-thirds of the responses in the "usually" and "always" columns follow and demonstrate the positive perceptions elementary principals have for IEP-type activities. These nine were marked for all of the variables under discussion. They were: 1) provide building space for special education, 2) arrange for parent involvement in special education meetings about IEPs, 3) arrange for parent involvement, 4) arrange for data collection and storage for special education student files, 5) arrange a place for IEP meetings, 6) publicize and insure due process procedures, 7) provide for the implementation of IEPs, 8) specify personnel to be involved in IEP implementation, and 9) oversee the record-keeping required by IEPs.

The variable of association with the handicapped which was also a part of this hypothesis was examined utilizing the t-test procedure and so does not enter into the present discussion, but it is a part of the later section on inferential statistics.

Inferential Data

This section presents the analyses of data assembled to test the three hypotheses of this study. First, differences in perceptions of the elementary principal's role comparing elementary teachers views with that of their principals were examined. The independence of the elementary

principal's perception of the role in IEPs and certain other factors, related to years of experience, sex, age, educational background, special education background both in college courses and workshop/in-service experiences and association with handicapped individuals, was explored. Lastly, the perception of the effect on traditional elementary principal roles due to the elementary principal's new role in IEP development was analyzed. It should be noted that there were some variations in the number of responses because, while each respondent was requested to answer all of the questions, some did not.

First hypothesis

Ho: There is no difference in the perception of the role of the elementary principal in regard to IEP development when considering the perceptions of elementary principals and their staffs.

Table Eight itemizes the IEP-type activities that were used as the basis for comparison between perceptions of elementary principals and elementary teachers on a matched t-test. The number, mean, standard deviation, degrees of freedom and t-value for each item along with notation of which are significant at the .05 and .01 levels are found in this table.

Three elementary teachers were paired with their elementary principal in order to obtain the data. The teachers and principals responded to IEP-type activities so a comparison could be made about the perceived role of the elementary principal in this new area of responsibility. The two groups seemed to have similar perceptions on seventeen of the IEP-type activities. However, eight of the IEP-type activities were

Table 8. Perceptions of elementary principals and their teachers regarding IEP-type activities

IEP-type activity		Number	Mean	Standard deviation	Degrees of freedom	t-value
Provide building space for special education	Principal Teacher	62	4.21 3.87	1.10 0.81	61	2.15*
Provide for staff for special education	Principal Teacher	62	3.81 3.43	1.46 1.29	61	1.59
Arrange for financing for special education	Principal Teacher	59	2.78 2.83	1.44 1.32	58	-0.21
Arrange for IEP meetings	Principal Teacher	61	3.95 3.58	1.07 0.95	60	2.60**
Arrange for parent involvement in special education meetings about IEPs	Principal Teacher	62	3.98 3.70	0.93 0.77	61	2.06*
Arrange for utilization of resources beyond the school for special education	Principal Teacher	61	3.62 3.40	1.14 0.85	60	1.47
Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings	Principal Teacher	74	4.35 4.20	0.87 0.59	73	1.77
Serve as chairperson of IEP team	Principal Teacher	74	3.76 3.68	1.20 0.83	73	0.79

Coordinate and convene committees within the IEP team	Principal Teacher	75	3.68 3.61	1.15 0.79	74	0.73
Arrange for parent involvement	Principal Teacher	75	4.07 3.94	0.94 0.61	74	1.67
Arrange for an interpreter, if needed	Principal Teacher	68	2.88 3.18	1.61 1.11	67	-2.59**
Arrange for student involvement, if needed	Principal Teacher	75	3.60	1.03	74	-0.53
Arrange for data collection and storage for special education student files	Principal Teacher	61	4.15 3.97	0.96 0.74	60	1.43
Arrange place of IEP meeting	Principal Teacher	61	4.20 3.78	0.85 0.85	60	2.78**
Publicize and insure due process procedures	Principal Teacher	60	4.83 3.65	0.98 0.75	59	3.34**
Provide for implementation of IEP	Principal Teacher	61	4.18 4.00	0.92 0.62	60	1.47
Provide input into IEP meetings on the capabilities of the school system	Principal Teacher	59	4.31 3.81	0.79 0.73	58	3.74**
Specify personnel to be involved in IEP implementation	Principal Teacher	61	4.07 3.85	0.93 0.65	60	1.50

*Value is significant at the .05 level.

**Value is significant at the .01 level.

Table 8 (Continued)

IEP-type activity		Number	Mean	Standard deviation	Degrees of freedom	t-value
Provide decision-making style and rules of order for IEP meetings	Principal Teacher	75	3.83 3.83	1.06 0.77	74	0.04
Delineate placement issues and questions to be addressed to the placement committee	Principal Teacher	74	3.66 3.77	1.13 0.76	73	-1.21
Evaluate the effectiveness of the IEP process	Principal Teacher	75	3.75 3.76	0.97 0.67	74	-0.14
Devise and fill out IEP-related forms	Principal Teacher	75	3.08 3.43	1.39 1.00	74	-3.45**
Oversee the record-keeping required by IEPs	Principal Teacher	74	3.84 3.86	1.16 0.86	73	-0.23
Provide for the appropriate development of IEPs according to FL. 94-142 requirements	Principal Teacher	74	4.18 4.13	0.96 0.78	73	0.50
Responsible for seeing that each child is educated in as equitable a fashion as is possible	Principal Teacher	75	4.56 4.56	0.79 0.46	74	0.04

significant at the .05 or .01 level to indicate there were differences in perceptions between the elementary principal and their elementary teachers on these items.

1) Providing building space for special education, 2) arranging for IEP meetings, 3) arranging for parent involvement in special education meetings about IEPs, 4) arranging a place for IEP meetings, 5) publicizing and insuring due process procedures, and 6) providing input into IEP meetings on the capabilities of the school system were IEP-type activities that had higher means by the elementary principals than the elementary teachers. The means were significant at the .01 level for four of the six activities. The two that were significant at the .05 level were providing building space for special education and arranging for parent involvement in special education meetings about IEPs.

The means were higher for the elementary teachers on two IEP-type activities. Both were significant at the .01 level. They were arranging for an interpreter, if needed, and devising and filling out IEP-related forms.

There is a difference in the way elementary principals and their teachers perceive the elementary principal's role in the IEP process when considering eight of the IEP-type activities. However, seventeen other IEP-type activities were considered by elementary principals and their teachers. The elementary principals and their elementary teachers' responses to these concurred with the hypotheses that there is no difference in the perception of the role of the elementary principal in regard to IEPs when comparing elementary principals and their staffs.

Second hypothesis

Ho: The elementary principal's perception of the role of IEPs is independent of the following factors:

- a) Years of experience
- b) Age
- c) Sex
- d) Educational level
- e) Educational background in special education with college credits
- f) Educational background in special education in workshop and/or inservice experiences
- g) Association with handicapped individuals in one or more of the following ways:
 - 1) no contact
 - 2) relationship
 - 3) an acquaintance
 - 4) a close friend
 - 5) teach or work with

Each of these independent variables except association with the handicapped was to be examined using the chi-square statistical test. (The original frequency distribution tables are in Appendix D.) Most of the factors were nontestable because, even after computer runs to collapse the data, too many of the contingency table cells failed to qualify for useful chi-square statistical tests.

For contingency tables larger than 2 x 2, the lack of continuity in the X^2 distribution resulting from small expected frequencies is of lesser consequence. However, it is suggested that when more than 20 percent of the cells have expected frequencies

less than 5 and/or any cell has an expected frequency less than 1, it may be possible to combine adjacent rows and/or columns without distorting the data. (44, p. 348)

The independent variables of years of experience, age, and educational level were not testable or were not significant when considering the independence of the elementary principals' perceptions and IEP-type activities. However, the following chi-square results were valid and significant. These are individually described.

The sex of the elementary principal was a variable used to determine if it was independent of IEP-type activities when considering the elementary principals' perceptions. Of the twenty-five IEP-type activities, one of them was a valid test and significant.

Specifying personnel to be involved in IEP implementation emerged as significant at the .05 level when the original frequencies were combined. The elementary principals' responses of "never", "rarely" and "sometimes" were combined so that these three columns were tallied together as "sometimes or less". The "usually" and "always" responses remained separate. The two by three contingency table is in Table Nine. Twenty-three male elementary principals always assume responsibility for this IEP-type activity. Another nineteen of them usually do this. "Specifying personnel to be involved in IEP implementation" could be considered dependent on maleness.

College credits in special education was an independent variable within the elementary principal's background that was considered. Elementary principals responded by indicating their choice which best described their credit hours earned in special education. The choices were less

Table 9. The sex of the elementary principal and the elementary principals' perceptions when the IEP-type activity is specifying personnel to be involved in IEP implementation

Sex	<u>Responses of elementary principals</u>					
	<u>Sometimes or less</u>		<u>Usually</u>		<u>Always</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Female	1	(1.4)	10	(13.9)	4	(5.6)
Male	15	(20.8)	19	(26.4)	23	(31.9)
Chi square	5.93*					

*Significant at the .05 level.

than five, five through ten hours, eleven through twenty, twenty-one through thirty and thirty-one or more. In order to try to obtain a testable contingency table, the responses in the three categories above ten hours of credit were combined into one group. Further, the responses to the IEP-type activities were collapsed into three groups. The responses of "never", "rarely", and "sometimes" were tabulated together. The "usually" and "always" responses remained as separate columns. The contingency table, therefore, was three by three with four degrees of freedom.

A single IEP-type activity became testable and significant at the .05 level. It was "arranging for student involvement, if appropriate". As Table Ten indicates, eighteen elementary principals "never", "rarely", or "sometimes" attend to this responsibility if they have had less than five semester hours in college courses pertaining to special education. When the elementary principals had five through eleven hours in special

Table 10. The number of college credit hours in special education earned by elementary principals and the elementary principals' perceptions when the IEP-type activity is arranging for student involvement, if appropriate

Hours in special education	<u>Responses of elementary principals</u>					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Less than 5	18	(25.0)	4	(5.6)	7	(9.7)
5-10	11	(15.3)	12	(16.7)	3	(4.2)
11 or more	5	(6.9)	6	(8.3)	6	(8.3)
Chi square	10.18*					

*Significant at the .05 level.

education, eleven "never", "rarely", or "sometimes" arrange for student involvement, but another twelve "usually" do. Six responses each were tabulated in the "usually" and "always" columns when more than ten hours had been earned in special education by elementary principals. However, the table is dominated by those elementary principals who have less than five credit hours who arrange for student involvement, if appropriate, "never", "rarely" or "sometimes". There is a likelihood that the fewer college-level courses in special education that elementary principals have the less likely they are to "arrange for student involvement, if appropriate".

Professional growth in special education other than earned college credits was ascertained by asking the elementary principals to indicate which choice best described their situation when the options were "no", "some" or "numerous" workshops and/or inservice experiences. For

securing statistical information, the data were collapsed into a two by three contingency table with two degrees of freedom. The single elementary principal who had no workshop and/or inservice experience was dropped so that only the categories of "some" and "numerous" workshop and/or inservice experiences remained. The IEP-type activities were collapsed into three groups. The responses of "never", "rarely", and "sometimes" were put together into one category. The "usually" and "always" responses remained as separate categories. Two of the IEP-type activities seemed to be noteworthy.

Table Eleven portrays the data for the IEP-type activity of providing for staff for special education which was significant at the .05 level. Always twenty-four of the elementary principals with some workshop and/or inservice experience in special education arrange for special education staffing.

Table 11. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is providing for staff for special education

Workshop/ inservice experience	<u>Responses of elementary principals</u>					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	21	(29.6)	5	(7.0)	24	(33.8)
Numerous	2	(2.8)	3	(4.2)	16	(22.5)
Chi square	7.14*					

* Significant at the .05 level.

Usually twenty-two of the elementary principals with some workshop and/or inservice experience in special education arrange for parent involvement in special education meetings about IEPs. As shown in Table Twelve, this IEP-type activity was significant at the .01 level.

Table 12. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is arranging for parent involvement in special education meetings about IEPs

Workshop/ inservice experience	Responses of elementary principals					
	Sometimes of less		Usually		Always	
	n	%	n	%	n	%
Some	19	(26.8)	22	(31.0)	9	(12.7)
Numerous	1	(1.4)	8	(11.3)	12	(16.9)
Chi square	13.58**					

** Significant at the .01 level.

Arranging for utilization of resources beyond the school for special education was an IEP-type activity that was significant at the .01 level as well. Identical frequencies of twenty-one in the "sometimes or less" and "usually" columns were tallied for elementary principals with some workshop and/or inservice experiences (see Table Thirteen).

Again, elementary principals with some workshop and/or inservice experience dominate the contingency table for another IEP-type activity. At the .05 level of significance was coordinating and convening committees within the IEP team. Table Fourteen indicates twenty-two elementary principals usually attend to this activity. Another twenty coordinate

Table 13. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is arranging for utilization of resources beyond the school for special education

Workshop/ inservice experience	<u>Responses of elementary principals</u>					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	21	(30.0)	21	(30.0)	8	(11.4)
Numerous	5	(7.1)	4	(5.7)	11	(15.7)
Chi square	11.05**					

** Significant at the .01 level.

Table 14. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is coordinate and convene committees within the IEP team

Workshop/ inservice experience	<u>Responses of elementary principals</u>					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	20	(28.2)	22	(31.0)	8	(11.3)
Numerous	6	(8.5)	6	(8.5)	9	(12.7)
Chi square	5.88*					

* Significant at the .05 level.

and convene committees within the IEP team "sometimes or less".

Arranging for parent involvement was an IEP-type activity that was testable and significant at the .05 level. As shown in Table Fifteen, twenty-six of the elementary principals with some workshop and/or inservice experience in special education usually involve parents.

Table 15. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is arranging for parent involvement

Workshop/ inservice experience	<u>Responses of elementary principals</u>					
	<u>Sometimes or less</u>		<u>Usually</u>		<u>Always</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Some	12	(16.9)	26	(36.6)	12	(16.9)
Numerous	3	(4.2)	6	(8.5)	12	(16.9)
Chi square	7.27*					

*Significant at the .05 level.

The IEP-type activity of arranging for student involvement, if appropriate, was considered. Data are in Table Sixteen. Twenty-five of the elementary principals with some workshop and/or inservice experience in special education indicated that they perform this activity "sometimes or less". This was true when the significance level was .05.

Table Seventeen provides the data for the IEP-type activity of arranging a place for IEP meetings, which was significant at .01. "Usually" twenty of those elementary principals with some workshop and/or inservice experience find places for IEP meetings.

Table 16. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is arranging for student involvement, if appropriate

Workshop/ inservice experience	<u>Responses of elementary principals</u>					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	25	(35.2)	18	(25.4)	7	(9.9)
Numerous	8	(11.3)	4	(5.6)	9	(12.7)
Chi square	7.29*					

* Significant at the .05 level.

Table 17. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is arranging place of IEP meetings

Workshop/ inservice experience	<u>Responses of elementary principals</u>					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	13	(18.3)	20	(28.2)	17	(23.9)
Numerous	1	(1.4)	4	(5.6)	16	(22.5)
Chi square	10.97**					

** Significant at the .01 level.

Publicizing and insuring due process procedures was an IEP-type activity significant at the .01 level. Twenty of the elementary principals with some workshop and/or inservice experience usually assume this responsibility. Of those elementary principals with numerous workshop and/or inservice experiences, eighteen always do this IEP-type activity (see Table Eighteen).

Table 18. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is publicizing and insuring due process procedures

Workshop/ inservice experience	Responses of elementary principals					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	13	(18.3)	20	(28.2)	17	(23.9)
Numerous	1	(1.4)	2	(2.8)	18	(25.4)
Chi square	15.84**					

** Significant at the .01 level.

Usually elementary principals with some workshop and/or inservice experience in special education specify personnel to be involved in IEP implementation. Twenty-six of the elementary principals in the "some" group responded this way as shown in Table Nineteen. These data were significant at the .01 level.

The last IEP-type activity that was significant at the .01 level was providing decision-making style and rules of order for IEP meetings. The twenty-two elementary principals who had experiences in some workshop

and/or inservice activities responded similarly to this responsibility. They "never", "rarely" or "sometimes" assume this duty (see Table Twenty).

Table 19. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is specify personnel to be involved in IEP implementation

Workshop/ inservice experience	Responses of elementary principals					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	13	(18.3)	26	(36.6)	11	(15.5)
Numerous	3	(4.2)	2	(2.8)	16	(22.5)
Chi square	19.09**					

** Significant at the .01 level.

Table 20. The elementary principals' workshop and/or inservice experience in special education and the elementary principals' perceptions when the IEP-type activity is to provide decision-making style and rules of order for IEP meetings

Workshop/ inservice experience	Responses of elementary principals					
	Sometimes or less		Usually		Always	
	n	%	n	%	n	%
Some	22	(31.0)	19	(26.8)	9	(12.7)
Numerous	3	(4.2)	5	(7.0)	13	(18.3)
Chi square	13.79**					

** Significant at the .01 level.

Some workshop and/or inservice experiences by elementary principals seemed to indicate elementary principals were perceived as generally not being totally involved in certain IEP-type activities. Except for providing staff for special education which these elementary principals always do, responses were "usually" or less.

Association with the handicapped was treated in a different way from the other independent variables in this hypothesis. A chi-square crossing of the itemized ways for association with the handicapped with the IEP-type activity responses was not possible because responses could be to more than one kind of association. Individual chi-square tests using the categories of association and not being associated did not provide information that seemed particularly meaningful to this study. Therefore, t-tests were run on IEP-type activities to try to determine if there were differences between those having association with the handicapped in the ways itemized and those having no association with the handicapped. Table Twenty-one presents the resulting data. The response choices of having a relative, close friend, acquaintance and teaching and/or working with the handicapped were combined to indicate some association as contrasted with those who responded they had no contact with the handicapped.

The results revealed that the following IEP-type activities were significantly different when the more powerful pooled t-test was utilized: 1) provide building space for special education (.01), 2) involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings (.01), 3) arrange for data collection and

Table 21. Perceptions of elementary principals regarding IEP-type activities and their association with the handicapped

IEP-type activity		Number	Mean
Provide building space for special education	No association	15	3.60
	Some association	60	4.45
Provide for staff for special education	No association	15	2.87
	Some association	60	4.15
Arrange for financing for special education	No association	15	2.40
	Some association	58	2.98
Arrange for IEP meetings	No association	15	3.60
	Some association	59	4.02
Arrange for parent involvement in special education meetings about IEPs	No association	15	3.67
	Some association	60	4.00
Arrange for utilization of resources beyond the school for special education	No association	15	3.87
	Some association	59	3.68
Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings	No association	15	3.80
	Some association	59	4.51
Serve as chairperson of IEP team	No association	15	3.80
	Some association	59	3.73
Coordinate and convene committees within the IEP team	No association	15	4.13
	Some association	60	3.55
Arrange for parent involvement	No association	15	3.93
	Some association	60	4.10
Arrange for an interpreter, if needed	No association	15	3.53
	Some association	53	2.75

*Value is significant at the .05 level.

**Value is significant at the .01 level.

Standard deviation	F-value	Degrees of freedom	Pooled t-value	Degrees of freedom	Separate t-value
0.83 1.05	1.60	73	2.92**		
1.36 1.36	1.01**			21.64	-3.28**
1.30 1.55	1.43	71	-1.34		
0.74 1.14	2.38	72	-1.35		
0.72 1.03	2.01	73	-1.18		
0.52 1.22	5.62**			55.31	0.91
1.01 0.77	1.72	72	-2.97**		
0.77 1.28	2.75*			36.14	0.27
0.52 1.23	5.65**			55.29	2.82**
0.59 0.99	2.76*			35.93	-0.84
1.13 1.72	2.34	66	1.65		

Table 21 (Continued)

IEP-type activity		Number	Mean
Arrange for student involvement, if needed	No association	15	3.07
	Some association	60	3.75
Arrange for data collection and storage for special education student files	No association	15	3.60
	Some association	60	4.35
Arrange place of IEP meeting	No association	15	3.73
	Some association	60	4.32
Publicize and insure due process procedures	No association	15	3.87
	Some association	60	4.25
Provide for implementation of IEP	No association	15	3.80
	Some association	59	4.29
Provide input into IEP meetings on the capabilities of the school system	No association	15	3.80
	Some association	59	4.47
Specify personnel to be involved in IEP implementation	No association	15	3.80
	Some association	60	4.15
Provide decision-making style and rules of order for IEP meetings	No association	15	3.80
	Some association	60	3.83
Delineate placement issues and questions to be addressed to the placement committee	No association	15	3.53
	Some association	59	3.69
Evaluate the effectiveness of the IEP process	No association	15	3.80
	Some association	60	3.73
Devise and fill out IEP-related forms	No association	15	3.67
	Some association	60	2.93
Oversee the record-keeping required by IEPs	No association	15	1.73
	Some association	60	2.48

Standard deviation	F-value	Degrees of freedom	Pooled t-value	Degrees of freedom	Separate t-value
0.54 1.07	3.23**			39.65	-3.32**
0.83 0.92	1.23	73	-2.88**		
0.59 0.93	2.45	73	-2.31*		
0.83 1.04	1.54	73	-1.33		
0.68 0.95	1.97	72	-1.87		
0.56 0.82	2.12	72	-3.01**		
0.56 0.97	3.00*			37.84	-1.83
0.68 1.12	2.76*			35.89	-0.15
0.64 1.22	3.64**			54.73	-0.70
0.56 1.06	3.54**			41.99	0.34
0.49 1.51	9.52**			68.23	3.17**
1.39 1.51	1.19	72	-1.74		

Table 21 (Continued)

IEP-type activity	Number	Mean	
Provide for the appropriate development of IEPs according to P.L. 94-142 requirements	No association	15	4.13
	Some association	59	4.20
Responsible for seeing that each child is educated in as equitable a fashion as is possible	No association	15	4.33
	Some association	60	4.63

Standard deviation	F-value	Degrees of freedom	Pooled t-value	Degrees of freedom	Separate t-value
0.52 1.05	4.11**			43.33	-0.37
0.62 0.82	1.78	73	-1.32		

storage for special education student files (.01), 4) arrange for the place of IEP meetings (.05), 5) and provide input into IEP meetings on the capabilities of the school system (.01).

Using the separate t-test, these IEP-type activities were significant at the .01 level: 1) provide for staff for special education, 2) coordinate and convene committees within the IEP team, 3) arrange for student involvement, if appropriate, and 4) devise and fill out IEP-related forms.

Upon examination of the means which tested with at least a .05 level of significance, the elementary principals who had some association with the handicapped evidently were more likely to involve themselves in the following six activities: 1) provide building space for special education, 2) provide staff for special education, 3) involve other appropriate professionals in special education staffings, 4) arrange for student involvement, if appropriate, 5) arrange for data collection and storage for special education student files, and 6) provide input into IEP meetings on the capabilities of the school system. The elementary principals with no contact with the handicapped influenced the means by their responses to these three IEP-type activities: 1) coordinate and convene committees within the IEP team, 2) arrange the place of IEP meetings, and 3) devise and fill out IEP-related forms.

A review of all twenty-five IEP-type activity means revealed that, regardless of the significance level, eighteen of the means were higher when there was some association with the handicapped. The other seven means were higher when there had been no association with the

handicapped.

The perceptions of the elementary principals in regard to IEP-type activities did not seem to be influenced by association with the handicapped except in the six instances that were discussed.

Third hypothesis

Ho: There is no difference before and after the implementation of IEPs when considering the perceptions of elementary principals and elementary teachers regarding the amount of time spent on the duties of elementary principals.

Respondents to the questionnaire were asked to give their perceptions of how typical tasks of the elementary principal were performed before and after October, 1977, which was when IEPs were to be implemented by federal mandate. Then, correlated t-tests were applied to the combined responses of the elementary principals and elementary teachers to secure the results based on "before" and "after" scores. As shown in Table Twenty-two, the itemized t-values were significant at the .01 level for all independent variables with the exception of six. The six that were not significant were amounts of time spent on responsibilities. They were:

- 1) Instruction and curriculum development
- 2) Pupil personnel
- 3) Staff personnel
- 4) Community-school relationship
- 5) Organization and structure
- 6) School finances and business activities

Table 22. Perceptions of elementary principals and teachers regarding administrative responsibilities and attitudes pertaining to special education

Area of responsibility and attitude		Number	Mean of time	Standard deviation	Degrees of freedom	t-value
Part I. Responsibilities						
A. <u>Instruction and Curriculum Development</u>						
Provide for the formulation of curriculum objectives	Before	236	3.64	0.95	235	-
	After		4.04	0.77		
Provide for the determination of curriculum content and organization	Before	236	3.63	0.93	235	-
	After		4.04	0.77		
Relate the desired curriculum to available time, physical facilities and personnel	Before	236	3.81	0.94	235	-
	After		4.09	0.75		
Provide materials, resources and equipment for the instructional program	Before	234	3.92	0.90	233	-
	After		4.22	0.72		
Provide for the supervision of instruction	Before	232	4.01	0.97	231	-
	After		4.27	0.81		
Provide for inservice education of instructional personnel	Before	233	3.61	0.98	232	-
	After		3.91	0.86		
B. <u>Pupil Personnel</u>						
Initiate and maintain a system of child accounting and attendance	Before	235	4.00	0.99	234	-
	After		4.27	0.86		

Institute measures for the orientation of pupils	Before After	235	3.66 3.89	0.99 0.92	234 -	5.91**
Provide for counseling services	Before After	235	3.32 3.76	1.07 0.96	234 -	7.84**
Provide health services	Before After	232	3.56 3.86	1.10 0.99	231 -	6.55**
Provide for individual inventory services	Before After	227	3.29 3.75	1.06 0.96	226 -	8.66**
Arrange systematic procedure for the continual assessment and interpretation of pupil growth	Before After	235	3.71 4.11	0.92 0.85	234 -	8.76**
Establish means for dealing with pupil irregularities (such as discipline)	Before After	235	4.05 4.26	0.89 0.70	234 -	5.16**
C. <u>Staff Personnel</u>						
Provide for the recruitment of staff personnel	Before After	234	3.18 3.50	1.33 1.19	233 -	6.43**
Select and assign staff personnel	Before After	234	3.39 3.70	1.31 1.13	233 -	6.40**
Develop a system of staff personnel records	Before After	230	3.48 3.83	1.13 1.05	229 -	7.00**
Stimulate and provide opportunities for professional growth of staff personnel	Before After	234	3.56 3.85	0.92 0.87	233 -	5.26**

** Value is significant at the .01 level.

Table 22 (Continued)

Area of responsibility and attitude		Number	Mean of time	Standard deviation	Degrees of freedom	t-value
D. <u>Community-School Relationship</u>						
Determine the educational services the school renders and how such services are conditioned by community forces	Before	231	3.12	0.96	230	-
	After		3.51	0.91		
Help to develop and implement plans for the improvement of community life	Before	230	2.95	0.93	228	-
	After		3.26	0.94		
Develop an efficient program of operation and maintenance of the physical plant	Before	231	3.51	0.98	230	-
	After		3.75	0.94		
Provide for the safety of pupils, personnel and equipment	Before	231	4.22	0.85	230	-
	After		4.37	0.73		
E. <u>Organization and Structure</u>						
Develop a staff organization as a means of implementing the educational objectives of the school program	Before	230	3.60	0.97	229	-
	After		3.97	0.80		
Organize lay and professional groups for participation in educational planning and other activities	Before	228	3.29	0.99	227	-
	After		3.65	0.90		

F. School Finance and Business Activities

Prepare the school budget	Before	225	2.49	1.41	224	-	7.52**
	After		2.80	1.43			
Account for school monies	Before	223	2.96	1.45	222	-	6.52**
	After		3.17	1.41			
Account for school property	Before	223	3.92	1.02	222	-	2.76**
	After		4.03	0.96			

G. IEP-Type Activities

Provide building space for special education	Before	229	3.13	1.40	228	-	11.00**
	After		3.99	1.06			
Provide for staff for special education	Before	229	2.69	1.58	228	-	9.93**
	After		3.43	1.48			
Arrange for financing for special education	Before	216	2.08	1.37	215	-	10.16**
	After		2.81	1.47			
Arrange for IEP meetings	Before	219	2.03	1.39	218	-	18.33**
	After		3.69	1.11			
Arrange for parent involvement in special education meetings about IEPs	Before	226	2.10	1.36	225	-	18.19**
	After		3.74	0.10			
Arrange for utilization of resources beyond the school for special education	Before	227	2.20	1.25	226	-	15.61**
	After		3.49	1.06			
Arrange place of IEP meeting	Before	226	2.15	1.47	225	-	18.18**
	After		3.91	1.02			
Publicize and insure due process procedures	Before	222	2.33	1.36	221	-	16.20**
	After		3.85	1.01			
Provide for implementation of IEP	Before	224	1.98	1.34	223	-	22.69**
	After		4.02	0.94			

Table 22 (Continued)

Area of responsibility and attitude		Number	Mean of time	Standard deviation	Degrees of freedom	t-value
G. <u>IEP-Type Activities</u> (Continued)						
Provide input into IEP meetings on the capabilities of the school system	Before	225	2.01	1.36	224	-
	After		3.94			
Specify input into IEP meetings on the capabilities of the school system	Before	227	2.00	1.36	226	-
	After		3.88			
Provide decision-making style and rules of order for IEP meetings	Before	224	1.91	1.30	223	-
	After		3.76			
Delineate placement issues and questions to be addressed to the placement committee	Before	219	1.97	1.25	218	-
	After		3.69			
Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings	Before	229	2.60	1.53	228	-
	After		4.06			
Serve as chairperson of IEP team	Before	217	1.90	1.37	216	-
	After		3.57			
Coordinate and convene committees within the IEP team	Before	220	1.85	1.23	219	-
	After		3.57			
Arrange for parent involvement	Before	227	2.52	1.41	226	-
	After		3.88			

Arrange for an interpreter, if needed	Before After	211	1.91 3.26	1.31 1.36	210	-	14.89**
Arrange for student involve- ment, if needed	Before After	229	2.42 3.65	1.24 1.02	228	-	14.35**
Arrange for data collection and storage for special education student files	Before After	228	2.71 4.01	1.41 0.92	227	-	15.20**
Evaluate the effectiveness of the IEP process	Before After	223	1.86 3.70	1.22 0.99	222	-	19.47**
Devise and fill out IEP-re- lated forms	Before After	224	1.70 3.46	1.13 1.20	223	-	18.10**
Oversee the record-keeping required by IEPs	Before After	220	1.85 3.73	1.27 1.05	219	-	20.68**
Provide for the appropriate devel- opment of IEPs according to P.L. 94-142 requirements	Before After	221	1.85 4.03	1.27 0.99	220	-	23.93**
Responsible for seeing that each child is educated in as equitable a fashion as is possible	Before After	226	3.71 4.50	1.38 0.73	225	-	9.78**

H. Percentage of Time Spent on Responsibilities

Instruction and curriculum development	Before After	256	19.13 19.30	23.12 23.35	255	-	0.31
Pupil personnel	Before After	256	15.49 14.89	19.79 19.03	255	-	1.08
Staff personnel	Before After	256	13.16 12.60	18.85 18.10	255	-	1.01
Community-school relationship	Before After	256	7.15 7.35	16.57 16.49	255	-	0.55

Table 22 (Continued)

Area of responsibility and attitude		Number	Mean of time	Standard deviation	Degrees of freedom	t-value
H. <u>Percentage of Time Spent on Responsibilities</u> (Continued)						
Organization and structure	Before	256	10.12	18.58	255	-
	After		9.43	18.02		
School finances and business activities	Before	256	7.29	14.62	255	-
	After		7.71	15.08		
IEP-type activities	Before	256	3.41	10.99	255	-
	After		6.86	13.12		
Part II. Attitudes						
Education of all children is a public responsibility	Before	226	4.25	0.76	225	-
	After		4.53	0.61		
Special education takes too much money	Before	222	2.77	0.90	221	-
	After		3.03	1.13		
Present school facilities can accommodate handicapped children	Before	227	2.85	0.91	226	-
	After		3.42	0.90		
IEPs are worthwhile	Before	212	2.78	1.25	211	-
	After		4.06	0.75		
IEPs take too much time	Before	211	2.24	1.02	210	-
	After		3.05	0.95		
The elementary principal should be an integral part of the IEP process	Before	217	2.65	1.39	216	-
	After		4.31	0.81		

The elementary principals' time would be more productive for education if IEPs were not a part of the responsibilities	Before		2.17	0.93	213	-	7.39**
	After	214	2.75	0.97			
The elementary principal has the abilities to be effective in the IEP process	Before		2.79	1.25	213	-	15.19**
	After	214	4.14	0.77			
The elementary principal has the time to be effective in the IEP process	Before		2.69	1.19	215	-	13.79**
	After	216	3.93	0.94			

There was not a significant change in the time elementary principals devote to these responsibilities, but close examination of the means shows slight changes have occurred for three of the responsibilities, "instruction and curriculum," "community-school relationship," and "school finances and business activities." "Pupil personnel," "staff personnel" and "organization and structure" decreased. The IEP-type activities which were significant at the .01 level has been done by some elementary principals before the passage of P.L. 94-142. However, after the law went into effect the mean percentage of time devoted to IEP-type responsibilities virtually doubled, from 3.41 to 6.86, indicating about twice as much time was spent on these activities after the law became effective.

Considering all the data on hypotheses three, except for the time spent on six of the seven areas of responsibility which did not differ appreciably after October, 1977, there is a difference in the way work is done by elementary principals in all the areas of responsibility.

Looking at the means of the responses, the respondents seem to perceive increased involvement in all of the traditional responsibilities assigned to elementary principals. The additional IEP responsibilities have increased the total work load of elementary principals. Even those queries about use of time which were not significant at the .05 level had increased means except only three of the entire questionnaire which decreased, use of time for "pupil personnel," "staff personnel," and "organization and structure," after P.L. 94-142 went into effect in October, 1977. Both elementary principals and elementary teachers perceive the

role of elementary principal as being more involved in every aspect of the position traditionally assigned to elementary principals. They further perceive the elementary principal as being more involved in the IEP process. Along with these responsibilities, the attitudes toward students requiring special education seem to have become more positive.

Summary

The contents of this chapter included the analyses of data secured from responses to a questionnaire sent to elementary principals and elementary teachers in Iowa. Various descriptive analyses, t-tests and chi-square procedures were used.

The first portion of the chapter presented a descriptive analysis of demographic and other information provided by the respondents. In later parts of the chapter, the investigator portrayed and discussed the statistical results of t-tests and chi-square procedures which addressed the three hypotheses of the study. Numerous tables were utilized to present the results.

Further discussion of the findings of the three hypotheses and other information will be provided in Chapter Five.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

Introduction

Education has undergone changes pertaining to special education during the past few years. With the court decisions and ensuing legislation regarding civil rights, beginning in 1954, an awareness for the consideration of students with special needs became a national concern. Pressure from numerous advocacy groups caused schools to begin examining their programs.

In 1975, Congress passed Public Law 94-142, The Education for All Handicapped Act. While previous legislation had provided for a variety of aids for the handicapped, P.L. 94-142 was a broad and farreaching law with a mandate to the nation's schools to provide free appropriate education to all children between the ages of three and twenty-one. The law included details on the scope of the requirements.

One segment of the law required an individual education program (IEP) for each student identified as needing special education. Iowa has been attempting to implement the IEP requirement which went into effect October, 1977. Administratively, the IEP has become a management tool that affects every school district. Interpretation is ongoing regarding the involvement of administrative personnel in the IEP process. The present study considered Iowa elementary principals' and elementary teachers' perceptions of the elementary principals' role in IEPs. Other considerations were the elementary principals' and elementary teachers' attitudes toward special education and the impact IEPs have had on the

traditional roles of elementary principals.

The population for the study consisted of four hundred subjects chosen from one hundred school districts in Iowa. One hundred elementary principals and three hundred elementary teachers were selected.

The returned questionnaires were the responses of seventy-nine, or seventy-nine percent, of the elementary principals and one hundred seventy-seven, or fifty-nine percent, of the elementary teachers.

A questionnaire was developed by the researcher for the collection of data for the study. The questionnaire consisted of three parts: 1) areas of responsibility, 2) attitudes, and 3) demographic information. Part I and Part II were scored on a Likert-type scale for before and after October, 1977, the date when the IEP segment of P.L. 94-142 went into effect. Demographic information was filled in by the respondents to further address this study. The questionnaire was developed to determine if the IEP-type activities impacted upon the traditional role and attitudes of elementary principals. General comments have been made among administrators that the IEP process is time consuming and impedes other responsibilities. Research has been minimal in this area.

The responses on the questionnaires were key-punched on IBM cards. The data were analyzed at the Computer Center on the Iowa State University campus using the Statistical Package for Social Studies (SPSS).

Findings of the Study

Three hypotheses were tested at the .05 level of significance.

Ho: There is no difference in the perception of the role of the elementary principal in regard to IEP development when considering the perceptions of elementary principals and their staffs.

This hypothesis was retained when considering seventeen of the IEP-type activities. However, the remaining eight IEP-type activities showed differences between the elementary principals and the elementary teachers in the perception of the elementary principal's role in IEPs. Using a matched t-test, elementary teachers seemed to think that elementary principals are more likely to arrange for an interpreter, if needed, and devise and fill out IEP-related forms than the elementary principals perceive that they do. The following six IEP-type activities were considered a greater responsibility by elementary principals than their staffs realized: 1) providing building space for special education, 2) arranging for IEP meetings, 3) arranging for parent involvement in special education meetings about IEPs, 4) arranging for a place for IEP meetings, 5) publicizing and insuring due process procedures, and 6) providing input into IEP meetings on the capabilities of the school system.

Ho: The elementary principals' perceptions of their role in IEPs is independent of the following factors:

- 1) Years of experience
- 2) Age
- 3) Sex
- 4) Educational level

- 5) Educational background in special education through college credits
- 6) Educational background in special education through workshops and/or inservice experiences
- 7) Association with handicapped individuals

Using the .05 level of significance, this hypothesis was tested through the use of chi square. The results were mixed. Much of the data could not be appropriately collapsed into testable contingency tables. However, there were some items that provided valid tests which were significant at the .05 or .01 level.

The independent variables of years of experience, age, and educational level were not testable or significant at the .05 level when considering any of the IEP-type activities.

Other findings which were valid about the variables of sex and college credits in special education follow.

Being male seemed to be associated with specifying personnel to be involved in IEP implementation, so in this situation, the data did not concur with the hypothesis.

Elementary principals with less than five semester hours in special education through college courses "never", "rarely", or "sometimes" arrange for student involvement, if appropriate, in the IEP process. This was true when the other two responses were "usually" and "always". These data also did not concur with this hypothesis.

Elementary principals having "some" workshop and/or inservice experience in special education as contrasted with "numerous" experiences, perform nine IEP-type activities according to their responses of "usually"

or less. These IEP-type activities are: 1) arrange for parent involvement in special education meetings about IEPs, 2) arranging for utilization of resources beyond the school for special education, 3) coordinate and convene committees within the IEP team, 4) arrange for parent involvement, 5) arrange for student involvement, if appropriate, 6) arrange for a place for IEP meetings, 7) publicizing and insuring due process procedures, 8) specify personnel to be involved in IEP implementation, and 9) provide decision-making style and rules of order for IEP meetings. However, the principals with some workshop and/or in-service experiences always provide staff for special education. The data, then, did not concur with the hypothesis.

Association with the handicapped was the last variable studied. Differences between having "some" association with the handicapped and "not having contact" with the handicapped were apparent when considering nine IEP-type activities. The elementary principals who had "some" association with the handicapped evidently were more likely to be involved in these six IEP-type activities: 1) provide building space for special education, 2) provide staff for special education, 3) involve other appropriate professionals in special education staffings, 4) arrange for student involvement, if appropriate, 5) arrange for data collection and storage for special education student files, and 6) provide input on the capabilities of the school system.

The elementary principals who had no contact with the handicapped seemed to be more involved in coordinating and convening committees within the IEP team, arranging a place for IEP meetings, and devising

and filling out IEP-related forms.

In conclusion, perceptions of elementary principals in regard to IEP-type activities were significantly influenced by association with the handicapped in only six of the twenty-five activities.

Ho: There is no difference before and after the implementation of IEPs when considering the perceptions of elementary principals and elementary teachers regarding the amount of time spent on the duties of elementary principals.

Using a correlated t-test, the data did not support the hypothesis for all items of responsibility at the .01 level of significance except for six of the seven areas of responsibility pertaining to the use of time. Those six items seemed to retain the hypothesis. They were: 1) instruction and curriculum development, 2) pupil personnel, 3) staff personnel, 4) community-school relationships, 5) organization and 6) structure and school finances and business activities.

Conclusions

- 1) Sometimes elementary principals and elementary teachers perceive the role of the elementary principal in regard to IEPs differently.
 - a) The six IEP-type activities that were perceived as a greater responsibility of elementary principals by the elementary principals in contrast to their teachers' responses were 1) providing building space for special education, 2) arranging for IEP meetings, 3) arranging for parent involvement in special education meetings about IEPs, 4) arranging a place for IEP

meetings, 5) publicizing and insuring due process procedures, and 6) providing input into IEP meetings on the capabilities of the school system.

- b) Elementary teachers indicated that they perceived elementary principals spending more time on arranging for an interpreter, if needed and devising and filling out IEP-related forms than the elementary principals seemed to think they do.
- 2) Four IEP-type activities "usually" or "always" are performed by elementary principals. These are: 1) involve other appropriate professionals in special education staffings, 2) provide input into IEP meetings on the capabilities of the school system, 3) provide for the appropriate development of IEPs according to P.L. 94-142 requirements, and 4) assume responsibility for seeing that each child is educated in as equitable a fashion as possible.
- 3) Three IEP-type activities tend not to be done by elementary principals. They are: 1) providing an interpreter, if needed, 2) arranging for financing for special education, and 3) devising and filling out IEP-related forms.
- 4) Specifying personnel to be involved in IEP implementation is more likely to be done by male elementary principals.
- 5) When elementary principals have little training in special education, they are not likely to be involved in arranging for student involvement in IEPs.
- 6) Elementary principals with some, rather than numerous, workshop and/or inservice experiences in special education always provide

staff for special education.

- 7) Often only "some" workshop and/or inservice experience in special education was participated in by elementary principals. This seemed to indicate that elementary principals were not totally involved. Often, however, they assumed responsibility for the following IEP-type activities: 1) arranging for parent involvement in special education meetings about IEPs, 2) arranging for utilization of resources beyond the school for special education, 3) coordinating and convening committees within the IEP team, 4) arranging for parent involvement, 5) arranging for student involvement, if appropriate, 6) arranging a place for IEP meetings, 7) publicizing and insuring due process procedures, 8) specifying personnel to be involved in IEP implementation, and 9) providing decision-making style and rules of order for IEP meetings.
- 8) Association with the handicapped seemed to positively affect the elementary principals' perceptions of the following IEP-type activities: 1) provide building space for special education, 2) provide staff for special education, 3) involve other appropriate professionals in special education staffings, 4) arrange for student involvement, if appropriate, 5) arrange for data collection and storage for special education student files, and 6) provide input into IEP meetings on the capabilities of the school system.
- 9) Elementary principals having no contact with the handicapped had different perceptions than those who associated with the handicapped and seemed more likely to assume these three IEP-type activities

were considered: 1) coordinate and convene committees within the IEP team, 2) arrange the place of IEP meetings, and 3) devise and fill out IEP-related forms.

- 10) There is a difference in how elementary principals perform administrative functions since the additional responsibility of IEPs became mandated.
 - a) Elementary principals appear to do more in every area of responsibility since October, 1977.
 - b) Elementary principals have not significantly increased the amount of time spent on traditional responsibilities since IEPs were required.
 - c) IEP-type activities require about twice as much of the elementary principal's time as they did before P.L. 94-142 went into effect.
 - d) Pupil personnel is an area of responsibility that takes slightly less time now than before October, 1977. Included in this area of responsibility are initiating and maintaining a system of child accounting and attendance, instituting measures for the orientation of pupils, providing counseling services, providing health services, arranging systematic procedures for the continual assessment and interpretation of pupil growth and establishing means for dealing with pupil irregularities.
 - e) Staff personnel is an area of responsibility that takes slightly less time now than before October, 1977. This responsibility refers to providing for the recruitment of staff personnel, selection and assignment of staff personnel, developing a system of staff personnel records and stimulating and providing

opportunities for professional growth of staff personnel.

- f) Organization and structure is an area of responsibility that takes slightly less time now than before October, 1977. This refers to activities such as developing staff organizations for the purpose of implementing the educational objectives of the school program and/or organizing lay and professional groups outside the school for participation in educational planning or other relevant activities.

Discussion

Elementary principals have additional administrative functions because of the mandate of P.L. 94-142. One of them is the development and management of IEPs for each handicapped student. The present study has been an attempt to research the impact on the role of the elementary principal due to the development and administration of IEPs. Since there is very little research or even literature that addresses this subject, this investigation was undertaken to explore how the role of the elementary principal may have been affected by the imposition of major expectations in the area of special education.

School administrators, teachers, parents or guardians, and, if appropriate, students are designated by P.L. 94-142 to form a team or committee to formulate the IEP for each special education student. The emphasis for this study focused upon the elementary principal as administrator. Another member of the team should be the teacher. Therefore, these two positions were used as sources for the population of the study.

Areas of responsibility that have been traditionally assigned to the elementary principal plus IEP responsibilities were the basis for Part I of the questionnaire. These were identified activities elementary principals could be expected to address as a responsibility of their position. In Part II, attitudes were assessed. The elementary principals and elementary teachers were asked to provide responses that best described their perceptions of the time spent on these responsibilities or their reaction to attitudinal statements before and after the advent of IEPs in October, 1977. Statistically, the results indicated that the two groups do differ in their perceptions of the role of the elementary principal in regard to IEPs on some of the responsibilities.

Comments written on some of the returned questionnaires provide interesting potential for conjecture:

"I don't know just what our principal does."

"I wonder what a principal is supposed to do."

Other comments were referenced to the IEP segment of the questionnaire:

"Don't have IEPs at our school."

"We don't have special education at our school."

"I have never seen an IEP or had any special students."

"I'm totally 'dumb' about this subject. I've never had any students who required an IEP and therefore don't know the procedures."

Teachers included positive comments about their principals such as the following:

"The principal of our school has shown great concern for all children's education for many years. The IEP has helped focus attention and made the programs more concrete and measurable in terms of test data and programs offered."

"We have an excellent elementary principal, and my observation is that she definitely has the abilities to be effective in the IEP process. She is active in the IEP process, and whether or not she has the time for all the things she does is irrelevant. She simply takes the time to be there when she's needed."

The indications of inadequate knowledge of the role of an elementary principal could perhaps indicate a need to educate teachers on administrative responsibilities.

The second hypothesis delved into the independence of the elementary principal's perception of the role of the elementary principal in IEPs and certain other factors. Elementary principals have evidently had opportunities for growth through workshops and inservice type experiences and have taken advantage of them. Possibly workshops and inservice activities have been the major source of information about P.L. 94-142 and IEPs. Should higher education also be publicizing and offering courses in special education that address these functions of the elementary principals? This study seems to bear out the findings of Bullock (14) and Symons (104) that elementary school administrators have not taken courses that could be identified as related to special education.

As Hollinger (45) indicated, there seems to be general support for special education by educational administrators. This study attempted to determine if personal associations with the handicapped affected elementary principals' support of special education, but the results in reference to the IEP-type activities in which the elementary principals' perceptions of the role of IEPs were tested did not indicate differences except in six of the twenty-five activities regarding association with the handicapped. There were indications that the elementary principals

have positive reactions to special education, however.

The third major area investigated what impact the addition of IEP activities to the elementary principals' position had on the way the elementary principal performs. Elementary principals seem to do things differently than before but they have not changed their use of time very much.

Close scrutiny of the data showed that elementary principals seem to perceive increased involvement in all areas of responsibility since IEPs became effective. Although not statistically significant, more time was involved in the areas of instruction and curriculum development, community-school relationships and school finances and business activities. Organization and structure, pupil personnel and staff personnel require less time than it did before October, 1977. The IEP-type activities doubled in the amount of time consumed in this type of responsibility.

The small changes in use of time makes one ponder. How do elementary principals have enough time to do everything they did before and take on new responsibilities as well?

Hughes and Ubben (50) found that elementary principals' unoccupied time averaged three percent and indicated it to be as much as ten percent in some cases. Further, another ten percent of time was spent in "other" self-renewal activities. Could these times be where elementary principals make up for the time now used for special education?

Another consideration might be that more efficient use of time through time management techniques makes increased responsibilities

possible. Or, perhaps work is being delegated to others although the basic responsibility remains with the elementary principal.

As schools consider concerns, such as budget cuts or shrinking enrollments, the role of the elementary principal may be in a state of flux. With the added responsibilities of P.L. 94-142, elementary principals have additional work to do. Therefore, having a shared role such as superintendent and elementary principal or being administrator of a second elementary building, probably are not viable options at the present time.

Limitations

The study pertained only to selected public elementary schools in Iowa. The sample included selected elementary principals and elementary teachers who had been serving in their respective school districts six years or longer. Thus, it is not recommended that inferences or generalizations be made toward elementary principals in other geographic regions of the United States or in nonpublic school systems. Further, the percentage of time usage may not have been defined sufficiently. That segment of the questionnaire could have been designed with given responses to select rather than being a fill-in option.

Recommendations for Further Research

- 1) Another geographic area, such as New Mexico which does not accept P.L. 94-142, could produce additional information on the present role of the elementary principal.
- 2) As IEP implementation continues, refinement of the process could

clarify responsibilities for school building principals. A follow-up study could provide comparisons.

- 3) Other members of the IEP team (parents, psychologists, etc.) could be queried on the role of the elementary principal in the IEP process.
- 4) Comparisons between schools that have large special education populations and those schools that have small or no special education students could provide worthwhile information.
- 5) Exploration of the time spent on the areas of responsibilities by the elementary principals other than by percentage might provide meaningful results. This would involve defining the work day/week of elementary principals in hours and dividing the time required of the responsibilities. Overtime could then be a consideration.
- 6) A study similar to this in which the size of the building and/or size of the district were controlled could provide additional information.

Summary

The role and function of the elementary principal in the United States began with simplistic responsibilities. These responsibilities are now varied and complex.

Special education has been a relatively recent addition to the elementary principals' responsibilities. In 1975, the Education for All Handicapped Act was a federal mandate of extensive consequence. The law is multifaceted. This research was concerned with only the development and implementation of IEPs (individual education plans) and the perceptions of the role of the elementary principal regarding the development and implementation of these IEPs. Selected elementary principals and elementary teachers in Iowa composed the sample. Results generally indicate that P.L. 94-142 has impacted in a variety of ways upon the role of the elementary principal when considering IEPs.

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The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured and that informed consent was obtained by appropriate procedures.

Special recognition and appreciation are extended to the entire faculty and staff of Iowa School for the Deaf in Council Bluffs. Their cooperation in pretesting the questionnaire as well as with technical assistance in putting it together are especially recognized. The contributions of Norma Morford, Dennis Drake, Wade Karli, Bryce Kerr, Mike Grandick, Mike Szemplenski, Diana Lea Somers and Opal Jennings deserve special mention.

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Thank you all!

APPENDIX A: LETTERS ACCOMPANYING QUESTIONNAIRE

IOWA STATE
UNIVERSITY

Telephone 515-294-4143

Dear Elementary Principal,

You have been selected to participate on a voluntary basis in a survey of Iowa elementary principals and teachers. Enclosed is a questionnaire which I sincerely hope you will answer and return immediately. Your volunteered information is vital to the study.

As you know, Public Law 94-142, The Education for All Handicapped Act of 1975, is a federal mandate to schools. One of the law's requirements is an individual education plan (IEP) for each special education student. The IEP is considered a management tool, and as such, it addresses you and your job. The enclosed questionnaire will assess your perceptions of the impact of the development and administration of IEP's as they affect the role of Iowa elementary principals. Under no circumstances will your identity as an individual be ascertained. But, your anonymous responses are essential to the success of the study.

Please promptly return the completed questionnaire in the stamped self-addressed envelope.

I am grateful for your time and consideration in helping me pursue this study.

Sincerely,



Marianne Giangreco
Doctoral Candidate



Ross A. Engel
Faculty Advisor

MG/sal

Enclosures: (2)

IOWA STATE
UNIVERSITY

Telephone 515-294-4143

Dear Elementary Teacher,

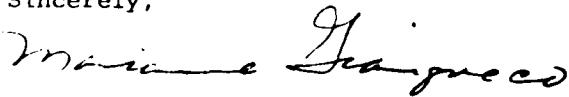
You have been selected to participate on a voluntary basis in a survey of Iowa elementary principals and teachers. Enclosed is a questionnaire which I sincerely hope you will answer and return immediately. Your volunteered information is vital to the study.

As you know, Public Law 94-142, The Education for All Handicapped Act of 1975, is a federal mandate to schools. One of the law's requirements is an individual education plan (IEP) for each special education student. The IEP is considered a management tool, and as such, it addresses you and your job. The enclosed questionnaire will assess your perceptions of the impact of the development and administration of IEP's as they affect the role of Iowa elementary principals. Under no circumstances will your identity as an individual be ascertained. But, your anonymous responses are essential to the success of the study.

Please promptly return the completed questionnaire in the stamped self-addressed envelope.

I am grateful for your time and consideration in helping me pursue this study.

Sincerely,



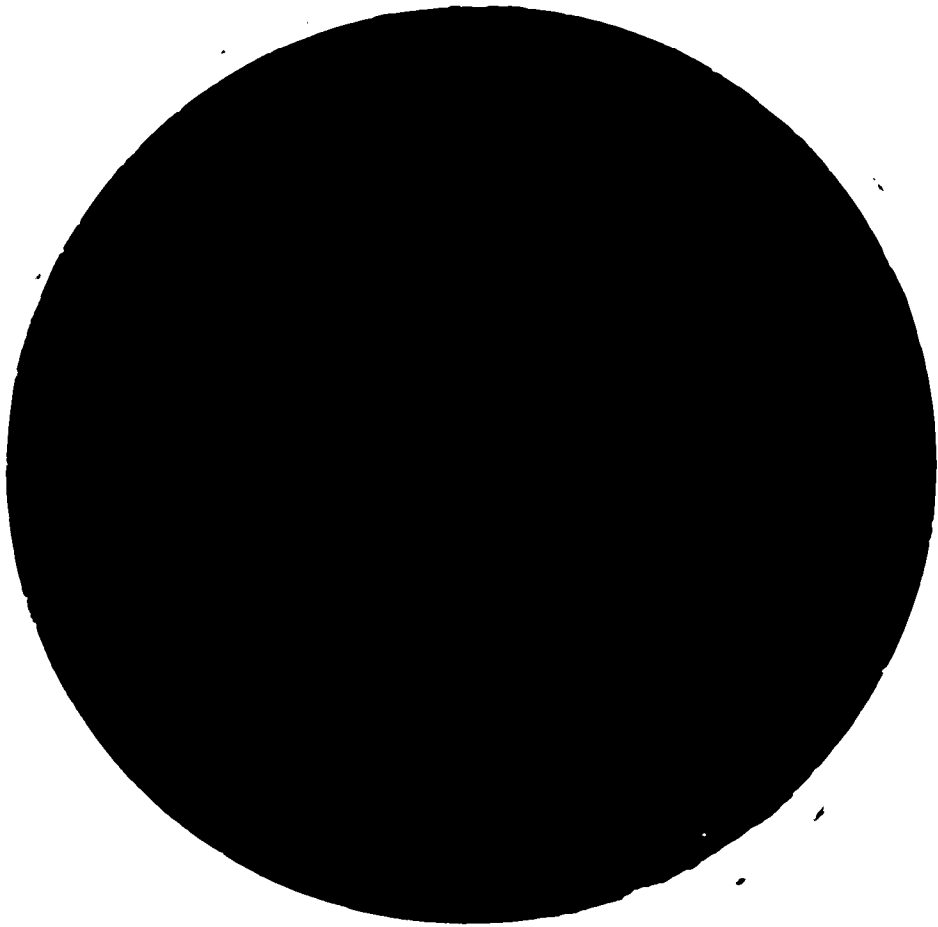
Marianne Giangreco
Doctoral Candidate



Ross A. Engel
Faculty Advisor

MG/sal

Enclosures: (2)



APPENDIX B: QUESTIONNAIRES

Responsibilities

The elementary principal could be involved in the following tasks. Please respond with a circle how you perceive the tasks were allocated before and after October 1977. October 1, 1977 was the implementation date for DEPA as required in P.L. 94-142.

Area of Responsibility	Before Oct. 1977					After Oct. 1977				
	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
A. Instruction and Curriculum Development										
1. Provide for the formulation of curriculum objectives	1	2	3	4	5	1	2	3	4	5
2. Provide for the determination of curriculum content and organization	1	2	3	4	5	1	2	3	4	5
3. Relate the desired curriculum to available time, physical facilities and personnel	1	2	3	4	5	1	2	3	4	5
4. Provide materials, resources and equipment for the instructional program	1	2	3	4	5	1	2	3	4	5
5. Provide for the supervision of instruction	1	2	3	4	5	1	2	3	4	5
6. Provide for inservice education of instructional personnel	1	2	3	4	5	1	2	3	4	5
B. Facilities Management										
7. Calculate and maintain a system of building accounting and maintenance	1	2	3	4	5	1	2	3	4	5
8. Insure the premises for the school district	1	2	3	4	5	1	2	3	4	5
9. Insure the school district	1	2	3	4	5	1	2	3	4	5
10. Insure the school district	1	2	3	4	5	1	2	3	4	5
11. Insure the school district	1	2	3	4	5	1	2	3	4	5
12. Arrange for maintenance procedures for the school district and transportation of school buses	1	2	3	4	5	1	2	3	4	5
13. Obtain permission for dealing with school district	1	2	3	4	5	1	2	3	4	5
C. Staff Personnel										
14. Participate in the recruitment of staff personnel	1	2	3	4	5	1	2	3	4	5
15. Develop and assign staff personnel	1	2	3	4	5	1	2	3	4	5
16. Develop and assign staff personnel	1	2	3	4	5	1	2	3	4	5
17. Recruit and provide opportunities for professional growth of staff personnel	1	2	3	4	5	1	2	3	4	5

QUESTIONNAIRE

I

Responsibilities

The elementary principal ^{1/1} could be involved in the following tasks. Please respond with a circle how you perceive the tasks were attended before and after October 1977. October 1, 1977 was the implementation date for IEPs as required in P.L. 94-142.

Area of Responsibility	<u>Before Oct. 1977</u>					<u>After Oct. 1977</u>				
	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
A. <u>Instruction and Curriculum Development</u>										
1. Provide for the formulation of curriculum objectives	1	2	3	4	5	1	2	3	4	5
2. Provide for the determination of curriculum content and organization	1	2	3	4	5	1	2	3	4	5
3. Relate the desired curriculum to available time, physical facilities and personnel	1	2	3	4	5	1	2	3	4	5
4. Provide materials, resources and equipment for the instructional program	1	2	3	4	5	1	2	3	4	5
5. Provide for the supervision of instruction	1	2	3	4	5	1	2	3	4	5
6. Provide for inservice education of instructional personnel	1	2	3	4	5	1	2	3	4	5

B. <u>Pupil Personnel</u>										
7. Initiate and maintain a system of child accounting and attendance	1	2	3	4	5	1	2	3	4	5
8. Institute measures for the orientation of pupils	1	2	3	4	5	1	2	3	4	5
9. Provide for counseling services	1	2	3	4	5	1	2	3	4	5
10. Provide health services	1	2	3	4	5	1	2	3	4	5
11. Provide for individual inventory service	1	2	3	4	5	1	2	3	4	5
12. Arrange systematic procedures for the continual assessment and interpretation of pupil growth	1	2	3	4	5	1	2	3	4	5
13. Establish means for dealing with pupil irregularities (such as discipline)	1	2	3	4	5	1	2	3	4	5

C. <u>Staff Personnel</u>										
14. Provide for the recruitment of staff personnel	1	2	3	4	5	1	2	3	4	5
15. Select and assign staff personnel	1	2	3	4	5	1	2	3	4	5
16. Develop a system of staff personnel records	1	2	3	4	5	1	2	3	4	5
17. Stimulate and provide opportunities for professional growth of staff personnel	1	2	3	4	5	1	2	3	4	5

Responsibilities

142

Before Oct. 1977

After Oct. 1977

	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
D. <u>Community-School Relationship</u>										
18. Determine the educational services the school renders and how such services are conditioned by community forces	1	2	3	4	5	1	2	3	4	5
19. Help to develop and implement plans for the improvement of community life	1	2	3	4	5	1	2	3	4	5
20. Develop an efficient program of operation and maintenance of the physical plant	1	2	3	4	5	1	2	3	4	5
21. Provide for the safety of pupils, personnel and equipment	1	2	3	4	5	1	2	3	4	5

E. <u>Organization and Structure</u>										
22. Develop a staff organization as a means of implementing the educational objectives of the school program	1	2	3	4	5	1	2	3	4	5
23. Organize lay and professional groups for participation in educational planning and other activities	1	2	3	4	5	1	2	3	4	5

F. <u>School Finance and Business Activities</u>										
24. Prepare the school budget	1	2	3	4	5	1	2	3	4	5
25. Account for school monies	1	2	3	4	5	1	2	3	4	5
26. Account for school property	1	2	3	4	5	1	2	3	4	5

G. <u>IEP Type Activities</u>										
27. Provide building space for special education	1	2	3	4	5	1	2	3	4	5
28. Provide for staff for special education	1	2	3	4	5	1	2	3	4	5
29. Arrange for financing for special education	1	2	3	4	5	1	2	3	4	5
30. Arrange for IEP meetings	1	2	3	4	5	1	2	3	4	5
31. Arrange for parent involvement in special education meetings about IEP's	1	2	3	4	5	1	2	3	4	5
32. Arrange for utilization of resources beyond the school for special educator	1	2	3	4	5	1	2	3	4	5
33. Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings	1	2	3	4	5	1	2	3	4	5
34. Serve as chairperson of IEP team	1	2	3	4	5	1	2	3	4	5
35. Coordinate and convene committees within the IEP team	1	2	3	4	5	1	2	3	4	5
36. Arrange for parent involvement	1	2	3	4	5	1	2	3	4	5
37. Arrange for an interpreter, if needed	1	2	3	4	5	1	2	3	4	5

Responsibilities

143

Before Oct. 1977

After Oct. 1977

	<u>Before Oct. 1977</u>					<u>After Oct. 1977</u>				
	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
38. Arrange for student involvement, if appropriate	1	2	3	4	5	1	2	3	4	5
39. Arrange for data collection and storage for special education student files	1	2	3	4	5	1	2	3	4	5
40. Arrange place of IEP meetings	1	2	3	4	5	1	2	3	4	5
41. Publicise and insure due process procedures	1	2	3	4	5	1	2	3	4	5
42. Provide for implementation of IEP	1	2	3	4	5	1	2	3	4	5
43. Provide input into IEP meetings on the capabilities of the school system	1	2	3	4	5	1	2	3	4	5
44. Specify personnel to be involved in IEP implementation	1	2	3	4	5	1	2	3	4	5
45. Provide decisionmaking style and rules of order for IEP meetings	1	2	3	4	5	1	2	3	4	5
46. Delineate placement issues and questions to be addressed to the placement committee	1	2	3	4	5	1	2	3	4	5
47. Evaluate the effectiveness of the IEP process	1	2	3	4	5	1	2	3	4	5
48. Devise and fill out IEP related forms	1	2	3	4	5	1	2	3	4	5
49. Oversee the record-keeping required by IEP's	1	2	3	4	5	1	2	3	4	5
50. Provide for the appropriate development of IEP's according to P.L. 94-142 requirements	1	2	3	4	5	1	2	3	4	5
51. Responsible for seeing that each child is educated in as equitable a fashion as is possible	1	2	3	4	5	1	2	3	4	5

Responsibilities

H. Fill in approximately what percentage best describes the amount of time the elementary principal devotes to the following responsibilities.

	<u>Before Oct. 1977</u>	<u>After Oct. 1977</u>
1-6A. Instruction and Curriculum Development	_____ %	_____ %
7-13B. Pupil Personnel	_____ %	_____ %
14-17C. Staff Personnel	_____ %	_____ %
18-21D. Community-School Relationship	_____ %	_____ %
22-23F. Organisation and Structure	_____ %	_____ %
24-26F. School Finances and Business Activities	_____ %	_____ %
27-51G. IEP Type Activities	_____ %	_____ %

II

Attitudes

Circle what you perceive to be the appropriate response to these questions.

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Before Oct. 1977

After Oct. 1977

	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
1. Education of all children is a public responsibility	1	2	3	4	5	1	2	3	4	5
2. Special education takes too much money	1	2	3	4	5	1	2	3	4	5
3. Present school facilities can accommodate handicapped children	1	2	3	4	5	1	2	3	4	5
4. IEP's are worthwhile	1	2	3	4	5	1	2	3	4	5
5. IEP's take too much time	1	2	3	4	5	1	2	3	4	5
6. The elementary principal should be an integral part of the IEP process	1	2	3	4	5	1	2	3	4	5
7. The elementary principal's time would be more productive for education if IEP's were not a part of the responsibilities	1	2	3	4	5	1	2	3	4	5
8. The elementary principal has the abilities to be effective in the IEP process	1	2	3	4	5	1	2	3	4	5
9. The elementary principal has the time to be effective in the IEP process	1	2	3	4	5	1	2	3	4	5

III

Demographic

- Please respond to the following by adding the information requested.
 - Number of years as an elementary principal _____.
 - Number of years as an elementary teacher _____.
 - Your age to the nearest birthdate _____.
 - Your sex: female _____ or male _____.
- Check the item that best describes your educational background.

_____ B.A.	_____ M.A. + 30
_____ B.A. + 15	_____ Specialist
_____ M.A.	_____ Ed.D. or Ph.D.
- Check the item that best describes how many college credit hours you have earned in special education coursework?

_____ Less than 5	_____ 21-30
_____ 5-10	_____ 31 or more
_____ 11-20	
- Check the item that best describes your professional growth in special education other than earned college credits.

_____ no workshop and/or inservice experience
_____ some workshop and/or inservice experience
_____ numerous workshops and/or inservice experiences
- Check the item or items that best describe your association with handicapped individuals.

_____ I have had no contact with handicapped people.
_____ I have a relative who is handicapped.
_____ I have a close friend who is handicapped.
_____ I have an acquaintance who is handicapped.
_____ I teach or work with a person who is handicapped.

QUESTIONNAIRE

I

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Responsibilities

The elementary principal could be involved in the following tasks. Please respond with a circle how you perceive the tasks were attended before and after October 1977. October 1, 1977 was the implementation date for IEPs as required in P.L. 94-142.

Area of Responsibility	<u>Before Oct. 1977</u>					<u>After Oct. 1977</u>				
	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
A. <u>Instruction and Curriculum Development</u>										
1. Provide for the formulation of curriculum objectives	1	2	3	4	5	1	2	3	4	5
2. Provide for the determination of curriculum content and organization	1	2	3	4	5	1	2	3	4	5
3. Relate the desired curriculum to available time, physical facilities and personnel	1	2	3	4	5	1	2	3	4	5
4. Provide materials, resources and equipment for the instructional program	1	2	3	4	5	1	2	3	4	5
5. Provide for the supervision of instruction	1	2	3	4	5	1	2	3	4	5
6. Provide for inservice education of instructional personnel	1	2	3	4	5	1	2	3	4	5

B. <u>Pupil Personnel</u>										
7. Initiate and maintain a system of child accounting and attendance	1	2	3	4	5	1	2	3	4	5
8. Institute measures for the orientation of pupils	1	2	3	4	5	1	2	3	4	5
9. Provide for counseling services	1	2	3	4	5	1	2	3	4	5
10. Provide health services	1	2	3	4	5	1	2	3	4	5
11. Provide for individual inventory service	1	2	3	4	5	1	2	3	4	5
12. Arrange systematic procedures for the continual assessment and interpretation of pupil growth	1	2	3	4	5	1	2	3	4	5
13. Establish means for dealing with pupil irregularities (such as discipline)	1	2	3	4	5	1	2	3	4	5

C. <u>Staff Personnel</u>										
14. Provide for the recruitment of staff personnel	1	2	3	4	5	1	2	3	4	5
15. Select and assign staff personnel	1	2	3	4	5	1	2	3	4	5
16. Develop a system of staff personnel records	1	2	3	4	5	1	2	3	4	5
17. Stimulate and provide opportunities for professional growth of staff personnel	1	2	3	4	5	1	2	3	4	5

Responsibilities

146 Before Oct. 1977 After Oct. 1977

	Never	Rarely	Sometimes	Usually	Always	Never	Rarely	Sometimes	Usually	Always
D. <u>Community-School Relationship</u>										
18. Determine the educational services the school renders and how such services are conditioned by community forces	1	2	3	4	5	1	2	3	4	5
19. Help to develop and implement plans for the improvement of community life	1	2	3	4	5	1	2	3	4	5
20. Develop an efficient program of operation and maintenance of the physical plant	1	2	3	4	5	1	2	3	4	5
21. Provide for the safety of pupils, personnel and equipment	1	2	3	4	5	1	2	3	4	5
E. <u>Organization and Structure</u>										
22. Develop a staff organization as a means of implementing the educational objectives of the school program	1	2	3	4	5	1	2	3	4	5
23. Organize lay and professional groups for participation in educational planning and other activities	1	2	3	4	5	1	2	3	4	5
F. <u>School Finance and Business Activities</u>										
24. Prepare the school budget	1	2	3	4	5	1	2	3	4	5
25. Account for school monies	1	2	3	4	5	1	2	3	4	5
26. Account for school property	1	2	3	4	5	1	2	3	4	5
G. <u>IEP Type Activities</u>										
27. Provide building space for special education	1	2	3	4	5	1	2	3	4	5
28. Provide for staff for special education	1	2	3	4	5	1	2	3	4	5
29. Arrange for financing for special education	1	2	3	4	5	1	2	3	4	5
30. Arrange for IEP meetings	1	2	3	4	5	1	2	3	4	5
31. Arrange for parent involvement in special education meetings about IEP's	1	2	3	4	5	1	2	3	4	5
32. Arrange for utilization of resources beyond the school for special education	1	2	3	4	5	1	2	3	4	5
33. Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings	1	2	3	4	5	1	2	3	4	5
34. Serve as chairperson of IEP team	1	2	3	4	5	1	2	3	4	5
35. Coordinate and convene committees within the IEP team	1	2	3	4	5	1	2	3	4	5
36. Arrange for parent involvement	1	2	3	4	5	1	2	3	4	5
37. Arrange for an interpreter, if needed	1	2	3	4	5	1	2	3	4	5

APPENDIX C: FOLLOW-UP LETTER TO LATE RESPONDENTS

IOWA STATE
UNIVERSITY

Telephone 515-294-4143

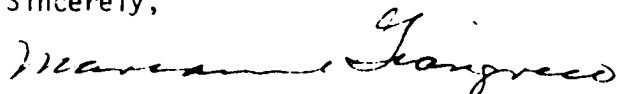
April 28, 1981

Dear Elementary Principal,

On April 8, 1981 a questionnaire was mailed to you concerning the impact upon the role of the elementary principal due to Public Law 94-142, The Education for All Handicapped Act of 1975. Your input is important to the study and I hope you will voluntarily respond. Enclosed is a second questionnaire and return envelope for your convenience in providing a prompt reply.

Thank you for being a part of this research.

Sincerely,



Marianne Giangreco

MG/dl

IOWA STATE
UNIVERSITY

Telephone 515-294-4143

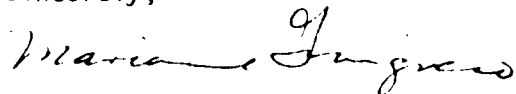
April 28, 1981

Dear Elementary Teacher,

On April 8, 1981 a questionnaire was mailed to you concerning the impact upon the role of the elementary teacher due to Public Law 94-142, The Education for All Handicapped Act of 1975. Your input is important to the study and I hope you will voluntarily respond. Enclosed is a second questionnaire and return envelope for your convenience in providing a prompt reply.

Thank you for being a part of this research.

Sincerely,



Marianne Giangreco

MG/d1

**APPENDIX D: TABLES OF FREQUENCIES AND PERCENTAGES FOR IEP-
TYPE ACTIVITIES**

Table A. The frequencies and percentages for the years of experience of the elementary principal and the elementary principals' perceptions when considering the following IEP-type activities:

Provide building space for special education

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	0	(0.0)	4	(5.2)
6-10	1	(1.3)	0	(0.0)	2	(2.6)	5	(6.5)	4	(5.2)
11-15	0	(0.0)	1	(1.3)	2	(2.6)	2	(2.6)	10	(24.7)
16-20	0	(0.0)	1	(1.3)	3	(3.9)	2	(2.6)	9	(11.7)
21-35	0	(0.0)	0	(0.0)	2	(2.6)	9	(11.7)	10	(13.0)

Provide for staff for special education

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	1	(1.3)	0	(0.0)	0	(0.0)	0	(0.0)	4	(5.2)
6-10	3	(3.9)	0	(0.0)	2	(2.6)	4	(5.2)	3	(3.9)
11-15	1	(1.3)	1	(1.3)	4	(5.2)	1	(1.3)	17	(22.1)
16-20	2	(2.6)	2	(2.6)	2	(2.6)	2	(2.6)	7	(9.1)
21-35	2	(2.6)	0	(0.0)	4	(5.2)	2	(2.6)	13	(16.9)

Arrange for financing for special education

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	3	(4.0)	1	(1.3)	0	(0.0)	0	(0.0)	1	(1.3)
6-10	3	(4.0)	1	(1.3)	5	(6.7)	3	(4.0)	9	(0.0)
11-15	7	(9.3)	3	(4.0)	4	(5.3)	1	(1.3)	9	(12.0)
16-20	4	(5.3)	3	(4.0)	4	(5.3)	2	(2.7)	1	(1.3)
21-35	3	(4.0)	3	(4.0)	3	(4.0)	5	(6.7)	6	(8.0)

Table A (Continued)

Arrange for IEP meetings

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.3)	4	(5.3)
6-10	0	(0.0)	0	(0.0)	5	(6.7)	4	(5.3)	2	(2.7)
11-15	1	(1.3)	1	(1.3)	7	(9.3)	6	(8.0)	9	(12.0)
16-20	2	(2.7)	0	(0.0)	5	(6.7)	5	(6.7)	3	(4.0)
21-35	0	(0.0)	0	(0.0)	1	(1.3)	9	(12.0)	10	(13.3)

Arrange for parent involvement in special education meetings about IEPs

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	4	(5.2)	1	(1.3)
6-10	0	(0.0)	0	(0.0)	4	(5.2)	6	(7.8)	2	(2.6)
11-15	0	(0.0)	1	(1.3)	5	(6.5)	9	(11.7)	9	(11.7)
16-20	2	(2.6)	0	(0.0)	3	(3.9)	6	(7.8)	4	(5.2)
21-35	0	(0.0)	0	(0.0)	6	(7.8)	6	(7.8)	9	(11.7)

Arrange for utilization of resources beyond the school for special education

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	2	(2.6)	2	(2.6)
6-10	1	(1.3)	2	(2.6)	2	(2.6)	6	(7.9)	1	(1.3)
11-15	0	(0.0)	4	(5.3)	2	(2.6)	9	(11.8)	9	(11.8)
16-20	0	(0.0)	2	(2.6)	5	(6.6)	5	(6.6)	2	(2.6)
21-35	1	(1.3)	1	(1.3)	7	(9.2)	5	(6.6)	7	(9.2)

Table A (Continued)

Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.3)	4	(5.3)
6-10	0	(0.0)	0	(0.0)	2	(2.6)	7	(9.2)	3	(3.9)
11-15	1	(1.3)	0	(0.0)	2	(2.6)	6	(7.9)	15	(19.7)
16-20	0	(0.0)	0	(0.0)	1	(1.3)	6	(7.9)	8	(10.5)
21-35	0	(0.0)	0	(0.0)	3	(3.9)	5	(6.6)	12	(15.8)

Serve as chairperson of IEP team

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	0	(0.0)	4	(5.3)
6-10	0	(0.0)	1	(1.3)	5	(6.6)	3	(3.9)	2	(2.6)
11-15	2	(2.6)	3	(3.9)	3	(3.9)	7	(9.2)	9	(11.8)
16-20	1	(1.3)	0	(0.0)	5	(6.6)	5	(6.6)	4	(5.3)
21-35	1	(1.3)	4	(5.3)	4	(5.3)	4	(5.3)	8	(10.5)

Coordinate and convene committees within the IEP team

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	1	(1.3)	1	(1.3)	1	(1.3)	2	(2.6)
6-10	0	(0.0)	1	(1.3)	3	(3.9)	6	(7.8)	2	(2.6)
11-15	2	(2.6)	5	(6.5)	3	(3.9)	7	(9.1)	7	(9.1)
16-20	1	(1.3)	0	(0.0)	4	(5.2)	6	(7.8)	4	(5.2)
21-35	0	(0.0)	3	(3.9)	3	(3.9)	10	(13.0)	5	(6.5)

Table A (Continued)

Arrange for parent involvement

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.6)	3	(3.9)
6-10	0	(0.0)	0	(0.0)	3	(3.9)	5	(6.5)	4	(5.2)
11-15	1	(1.3)	2	(2.6)	2	(2.6)	11	(14.3)	8	(10.4)
16-20	0	(0.0)	0	(0.0)	1	(1.3)	8	(10.4)	6	(7.8)
21-35	0	(0.0)	1	(1.3)	5	(6.5)	9	(11.7)	6	(7.8)

Arrange for an interpreter, if needed

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.4)	1	(1.4)	2	(2.9)
6-10	7	(10.1)	1	(1.4)	2	(2.9)	1	(1.4)	1	(1.4)
11-15	9	(13.0)	1	(1.4)	0	(0.0)	7	(10.1)	5	(7.2)
16-20	3	(4.3)	3	(4.3)	0	(0.0)	3	(4.3)	4	(5.8)
21-35	4	(5.8)	1	(1.4)	3	(4.3)	5	(7.2)	5	(7.2)

Arrange for student involvement, if needed

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	3	(3.9)
6-10	1	(1.3)	2	(2.6)	6	(7.8)	1	(1.3)	2	(2.6)
11-15	1	(1.3)	1	(1.3)	9	(11.7)	6	(7.8)	7	(9.1)
16-20	0	(0.0)	1	(1.3)	4	(5.2)	8	(10.4)	2	(2.6)
21-35	3	(3.9)	1	(1.3)	6	(7.8)	8	(10.4)	3	(3.9)

Table A (Continued)

Arrange for data collection and storage for special education
student files

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	3	(3.9)
6-10	1	(1.3)	0	(0.0)	4	(5.2)	4	(5.2)	3	(3.9)
11-15	0	(0.0)	0	(0.0)	4	(5.2)	7	(9.1)	13	(16.9)
16-20	0	(0.0)	0	(0.0)	1	(1.3)	7	(9.1)	7	(9.1)
21-35	0	(0.0)	1	(1.3)	2	(2.6)	7	(9.1)	11	(14.3)

Arrange place of IEP meeting

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	0	(0.0)	4	(5.2)
6-10	0	(0.0)	0	(0.0)	2	(2.6)	8	(10.4)	2	(2.6)
11-15	0	(0.0)	2	(2.6)	4	(5.2)	5	(6.5)	13	(16.9)
16-20	0	(0.0)	0	(0.0)	2	(2.6)	6	(7.8)	7	(9.1)
21-35	0	(0.0)	0	(0.0)	3	(3.9)	8	(10.4)	10	(13.0)

Publicize and insure due process procedures

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	0	(0.0)	4	(5.3)
6-10	1	(1.3)	0	(0.0)	1	(1.3)	7	(9.3)	3	(4.0)
11-15	0	(0.0)	1	(1.3)	3	(4.0)	7	(9.3)	13	(17.3)
16-20	0	(0.0)	1	(1.3)	2	(2.7)	3	(4.0)	9	(12.0)
21-35	0	(0.0)	1	(1.3)	5	(6.7)	6	(8.0)	7	(9.3)

Table A (Continued)

Provide for implementation of IEP

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Sometimes	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.3)	4	(5.3)
6-10	0	(0.0)	0	(0.0)	2	(2.6)	7	(9.2)	3	(3.9)
11-15	0	(0.0)	1	(1.3)	4	(5.3)	7	(9.2)	11	(14.5)
16-20	1	(1.3)	0	(0.0)	3	(3.9)	6	(7.9)	5	(6.6)
21-35	0	(0.0)	0	(0.0)	3	(3.9)	7	(9.2)	11	(14.5)

Provide input into IEP meetings on the capabilities of the school system

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Sometimes	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.6)	3	(3.9)
6-10	0	(0.0)	0	(0.0)	1	(1.3)	7	(9.2)	4	(5.3)
11-15	0	(0.0)	1	(1.3)	2	(2.6)	7	(9.2)	13	(17.1)
16-20	0	(0.0)	0	(0.0)	2	(2.6)	5	(6.6)	8	(10.5)
21-35	0	(0.0)	0	(0.0)	4	(5.3)	6	(7.9)	11	(14.5)

Specify personnel to be involved in IEP implementation

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Sometimes	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.6)	3	(3.9)
6-10	0	(0.0)	0	(0.0)	4	(5.2)	5	(6.5)	3	(3.9)
11-15	0	(0.0)	2	(2.6)	4	(5.2)	7	(9.1)	11	(14.3)
16-20	0	(0.0)	1	(1.3)	3	(3.9)	7	(9.1)	4	(5.2)
21-35	0	(0.0)	0	(0.0)	1	(1.3)	11	(14.3)	9	(11.7)

Table A (Continued)

Provide decision-making style and rules of order
for IEP meetings

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	3	(3.9)
6-10	0	(0.0)	1	(1.3)	5	(6.5)	3	(3.9)	3	(3.9)
11-15	2	(2.6)	0	(0.0)	8	(10.4)	6	(7.8)	8	(10.4)
16-20	0	(0.0)	2	(2.6)	4	(5.2)	5	(6.5)	4	(5.2)
21-35	0	(0.0)	0	(0.0)	3	(3.9)	11	(14.3)	7	(9.1)

Delineate placement issues and questions to be
addressed to the placement committee

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	1	(1.3)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
6-10	0	(0.0)	0	(0.0)	5	(6.7)	4	(5.3)	3	(4.0)
11-15	2	(2.7)	2	(2.7)	8	(10.7)	5	(6.7)	7	(9.3)
16-20	2	(2.7)	1	(1.3)	2	(2.7)	10	(13.3)	0	(0.0)
21-35	0	(0.0)	0	(0.0)	3	(4.0)	9	(12.0)	7	(9.3)

Evaluate the effectiveness of the IEP process

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	2	(2.6)	2	(2.6)
6-10	0	(0.0)	0	(0.0)	5	(6.5)	4	(5.2)	3	(3.9)
11-15	1	(1.3)	1	(1.3)	7	(9.1)	10	(13.0)	5	(6.5)
16-20	1	(1.3)	1	(1.3)	5	(6.5)	6	(7.8)	2	(2.6)
21-35	0	(0.0)	0	(0.0)	7	(9.1)	7	(9.1)	7	(9.1)

Table A (Continued)

Devise and fill out IEP related forms

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	1	(1.3)	1	(1.3)	1	(1.3)	2	(2.6)
6-10	2	(2.6)	2	(2.6)	3	(3.9)	3	(3.9)	2	(2.6)
11-15	7	(9.1)	4	(5.2)	4	(5.2)	3	(3.9)	6	(7.8)
16-20	2	(2.6)	3	(3.9)	3	(3.9)	5	(6.5)	2	(2.6)
21-35	2	(2.6)	1	(1.3)	8	(10.4)	4	(5.2)	6	(7.8)

Oversee the record-keeping required by IEPs

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	1	(1.3)	1	(1.3)	0	(0.0)	3	(3.9)
6-10	1	(1.3)	0	(0.0)	2	(2.6)	6	(7.9)	3	(3.9)
11-15	3	(3.9)	0	(0.0)	4	(5.3)	7	(9.2)	10	(13.2)
16-20	0	(0.0)	1	(1.3)	3	(3.9)	5	(6.6)	6	(7.9)
21-35	0	(0.0)	2	(2.6)	4	(5.3)	7	(9.2)	7	(9.2)

Provide for the appropriate developments of IEPs according to P.L. 94-142 requirements

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	3	(4.0)
6-10	0	(0.0)	0	(0.0)	2	(2.7)	7	(9.3)	3	(4.0)
11-15	2	(2.7)	0	(0.0)	1	(1.3)	6	(8.0)	15	(20.0)
16-20	0	(0.0)	0	(0.0)	2	(2.7)	7	(9.3)	5	(6.7)
21-35	0	(0.0)	0	(0.0)	1	(1.3)	9	(12.0)	10	(13.3)

Table A (Continued)

Responsible for seeing that each child is educated
in as equitable a fashion as is possible

Years as elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
2-5	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.3)	4	(5.3)
6-10	0	(0.0)	0	(0.0)	0	(0.0)	6	(7.9)	6	(7.9)
11-15	1	(1.3)	0	(0.0)	0	(0.0)	4	(5.3)	19	(25.0)
16-20	0	(0.0)	0	(0.0)	1	(1.3)	5	(6.6)	9	(11.8)
21-35	0	(0.0)	0	(0.0)	1	(1.3)	3	(3.9)	16	(21.1)

Table B. The frequencies and percentages for the age of the elementary principal and the elementary principals' perceptions when considering the following IEP-type activities:

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Unknown	2	(2.7)	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	1	(1.3)	1	(1.3)	6	(8.0)	9	(12.0)	18	(24.0)
Group III 51-66	0	(0.0)	1	(1.3)	3	(4.0)	5	(6.7)	23	(30.7)
Provide for staff for special education										
Age	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Unknown	2	(2.7)	0	(0.0)	1	(1.3)	0	(0.0)	1	(1.3)
Group I 28-35	1	(1.3)	0	(0.0)	1	(1.3)	0	(0.0)	2	(2.7)
Group II 36-50	6	(8.0)	1	(1.3)	6	(8.0)	7	(9.3)	15	(20.0)
Group III 51-66	1	(1.3)	2	(2.7)	5	(6.7)	1	(1.3)	23	(30.7)
Arrange for financing for special education										
Age	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Unknown	1	(1.4)	1	(1.4)	1	(1.4)	0	(0.0)	1	(1.4)
Group I 28-35	1	(1.4)	1	(1.4)	1	(1.4)	0	(0.0)	1	(1.4)
Group II 36-50	11	(15.1)	3	(4.1)	9	(12.3)	7	(9.6)	5	(6.8)
Group III 51-66	7	(9.6)	7	(9.6)	4	(5.5)	3	(4.1)	9	(12.3)

Table B (Continued)

Arrange for IEP meetings

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.4)	1	(1.4)	2	(2.7)
Group II 36-50	1	(1.4)	1	(1.4)	11	(14.9)	9	(12.2)	12	(16.2)
Group III 51-66	2	(2.7)	0	(0.0)	6	(8.1)	13	(17.6)	11	(14.9)

Arrange for parent involvement in special
education meetings about IEPs

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	0	(0.0)	1	(1.3)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	3	(4.0)	0	(0.0)
Group II 36-50	2	(2.7)	0	(0.0)	7	(9.3)	12	(16.0)	14	(18.7)
Group III 51-66	0	(0.0)	1	(1.3)	9	(12.0)	15	(20.0)	7	(9.3)

Arrange for utilization of resources beyond the
school for special education

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.7)	1	(1.4)
Group II 36-50	1	(1.4)	4	(5.4)	7	(9.5)	14	(18.9)	9	(12.2)
Group III 51-66	1	(1.4)	4	(5.4)	8	(10.8)	9	(12.2)	9	(12.2)

Table B (Continued)

Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	1	(1.4)	0	(0.0)	5	(6.8)	13	(17.6)	16	(21.6)
Group III 51-66	0	(0.0)	0	(0.0)	2	(2.7)	9	(12.2)	20	(27.0)

Serve as chairperson of IEP team

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	2	(2.7)	0	(0.0)	2	(2.7)
Group II 36-50	1	(1.4)	3	(4.1)	8	(10.8)	10	(13.5)	13	(17.6)
Group III 51-66	2	(2.7)	4	(5.4)	8	(10.8)	8	(10.8)	9	(12.2)

Coordinate and convene committees within the IEP team

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	1	(1.3)	0	(0.0)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	1	(1.3)	4	(5.3)	8	(10.7)	12	(16.0)	10	(13.3)
Group III 51-66	2	(2.7)	5	(6.7)	4	(5.3)	16	(12.3)	5	(6.7)

Table B (Continued)

Arrange for parent involvement

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	0	(0.0)	1	(1.3)	2	(2.7)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	0	(0.0)	1	(1.3)	4	(5.3)	18	(24.0)	12	(16.0)
Group III 51-66	1	(1.3)	1	(1.3)	6	(8.0)	14	(18.7)	10	(13.3)

Arrange for an interpreter, if needed

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.5)	1	(1.5)	1	(1.5)	0	(0.0)	1	(1.5)
Group I 28-35	0	(0.0)	1	(1.5)	1	(1.5)	0	(0.0)	2	(2.9)
Group II 36-50	13	(19.1)	3	(4.4)	1	(1.5)	9	(13.2)	4	(5.9)
Group III 51-66	9	(13.2)	2	(2.9)	3	(4.4)	7	(10.3)	9	(13.2)

Arrange for student involvement, if needed

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	0	(0.0)	3	(4.0)	0	(0.0)
Group I 28-35	0	(0.0)	0	(0.0)	2	(2.7)	0	(0.0)	2	(2.7)
Group II 36-50	1	(1.3)	4	(5.3)	12	(16.0)	10	(13.3)	8	(10.7)
Group III 51-66	1	(1.3)	1	(1.3)	12	(16.0)	12	(16.0)	6	(8.0)

Table B (Continued)

Arrange for data collection and storage for special
education student files

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	0	(0.0)	2	(2.7)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	2	(4.0)	0	(0.0)	1	(1.3)
Group II 36-50	1	(1.3)	0	(0.0)	7	(9.3)	11	(14.7)	16	(21.3)
Group III 51-66	0	(0.0)	1	(1.3)	2	(2.7)	12	(16.0)	17	(22.7)

Arrange place of IEP meeting

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	1	(1.3)	1	(1.3)	1	(1.3)
Group I 28-50	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	0	(0.0)	0	(0.0)	6	(8.0)	13	(17.3)	16	(21.3)
Group III 51-66	0	(0.0)	2	(2.7)	4	(5.3)	11	(14.7)	15	(20.0)

Publicize and insure due process procedures

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	1	(1.3)	1	(1.3)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	1	(1.3)	0	(0.0)	5	(6.7)	11	(14.7)	18	(24.0)
Group III 51-66	0	(0.0)	3	(4.0)	5	(6.7)	9	(12.0)	15	(20.0)

Table B (Continued)

Provide for implementation of IEP

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	0	(0.0)	2	(2.7)	1	(1.4)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	1	(1.4)	0	(0.0)	7	(9.5)	10	(13.5)	16	(21.6)
Group III 51-66	0	(0.0)	1	(1.4)	3	(4.1)	15	(20.3)	13	(17.6)

Provide input into IEP meetings on the capabilities of the school system

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	0	(0.0)	2	(2.7)	1	(1.4)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	0	(0.0)	0	(0.0)	4	(5.4)	14	(18.9)	17	(23.0)
Group III 51-66	0	(0.0)	1	(1.4)	3	(4.1)	10	(13.5)	17	(23.0)

Specify personnel to be involved in IEP implementation

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	1	(1.3)	1	(1.3)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	0	(0.0)	0	(0.0)	9	(12.0)	11	(14.7)	15	(20.0)
Group III 51-66	0	(0.0)	3	(4.0)	2	(2.7)	17	(22.7)	10	(13.3)

Table B (Continued)

Provide decision-making style and rules of order for
IEP meetings

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	1	(1.3)	1	(1.3)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	0	(0.0)	2	(2.7)	13	(17.3)	9	(12.0)	11	(14.7)
Group III 51-66	2	(2.7)	1	(1.3)	6	(8.0)	14	(18.7)	9	(12.0)

Delineate placement issues and questions to be addressed
to the placement committee

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	0	(0.0)	1	(1.4)	1	(1.4)	1	(1.4)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.4)	1	(1.4)	2	(2.7)
Group II 36-50	2	(2.7)	3	(4.1)	10	(13.5)	13	(17.6)	6	(8.1)
Group III 51-66	3	(4.1)	0	(0.0)	6	(8.1)	15	(20.3)	8	(10.8)

Evaluate the effectiveness of the IEP process

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	0	(0.0)	2	(2.7)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	1	(1.3)	1	(1.3)	2	(2.7)
Group II 36-50	1	(1.3)	0	(0.0)	14	(18.7)	12	(16.0)	8	(10.7)
Group III 51-66	1	(1.3)	2	(2.7)	8	(10.7)	15	(20.0)	6	(8.0)

Table B (Continued)

Devise and fill out IEP related forms

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	1	(1.3)	1	(1.3)	1	(1.3)	0	(0.0)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	6	(8.0)	8	(10.7)	7	(9.3)	7	(9.3)	7	(9.3)
Group III 51-66	7	(9.3)	3	(4.0)	10	(13.3)	6	(8.0)	6	(8.0)

Oversee the record-keeping required by IEPs

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	1	(1.4)	1	(1.4)	1	(1.4)	0	(0.0)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	1	(1.4)	2	(2.7)	8	(10.8)	11	(14.9)	13	(17.6)
Group III 51-66	3	(4.1)	1	(1.4)	5	(6.8)	11	(14.9)	11	(14.9)

Provide for the appropriate development of IEPs
according to P.L. 94-142 requirements

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.4)	1	(1.4)	0	(0.0)	2	(2.7)	0	(0.0)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	0	(0.0)	0	(0.0)	5	(6.8)	15	(20.3)	15	(20.3)
Group III 51-66	2	(2.7)	0	(0.0)	2	(2.7)	12	(16.2)	15	(20.3)

Table B (Continued)

Responsible for seeing that each child is educated
in as equitable a fashion as is possible

Age	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Unknown	1	(1.3)	0	(0.0)	0	(0.0)	2	(2.7)	1	(1.3)
Group I 28-35	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.7)	2	(2.7)
Group II 36-50	0	(0.0)	0	(0.0)	1	(1.3)	10	(13.3)	24	(32.0)
Group III 51-66	1	(1.3)	0	(0.0)	1	(1.3)	6	(8.0)	24	(32.0)

Table C. The frequencies and percentages for the sex of the elementary principal and the elementary principals' perceptions when considering the following IEP-type activities:

Provide building space for special education

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	1	(1.4)	3	(4.2)	11	(15.3)
Male	2	(2.8)	2	(2.8)	9	(12.5)	12	(16.7)	32	(44.4)

Provide for staff for special education

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	2	(2.8)	0	(0.0)	1	(1.4)	1	(1.4)	11	(15.3)
Male	7	(9.7)	3	(4.2)	11	(15.3)	7	(9.7)	29	(40.3)

Arrange for financing for special education

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	6	(8.6)	4	(5.7)	1	(1.4)	2	(2.9)	2	(2.9)
Male	14	(20.0)	7	(10.0)	13	(18.6)	8	(11.4)	13	(18.6)

Arrange for IEP meetings

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	2	(2.8)	6	(8.5)	7	(9.9)
Male	4	(5.6)	1	(1.4)	16	(22.5)	17	(23.9)	18	(25.4)

Table C (Continued)

Arrange for parent involvement in special education
meetings about IEPs

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	4	(5.6)	7	(9.7)	4	(5.6)
Male	3	(4.2)	1	(1.4)	13	(18.1)	23	(31.9)	17	(23.6)

Arrange for utilization of resources beyond the school
for special education

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	1	(1.4)	4	(5.6)	7	(9.9)	3	(4.2)
Male	3	(4.2)	7	(9.9)	12	(16.9)	18	(25.4)	16	(22.5)

Involve other appropriate professionals (audiologists,
psychologists, etc.) in special education staffings

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	2	(2.8)	3	(4.2)	10	(14.1)
Male	2	(2.8)	0	(0.0)	5	(7.0)	21	(29.6)	28	(39.4)

Serve as chairperson of IEP team

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	1	(1.4)	3	(4.2)	2	(2.8)	3	(4.2)	5	(7.0)
Male	3	(4.2)	4	(5.6)	16	(22.5)	15	(21.1)	19	(26.8)

Table C (Continued)

Coordinate and convene committees within the IEP team

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	1	(1.4)	3	(4.2)	1	(1.4)	8	(11.1)	2	(2.8)
Male	3	(4.2)	6	(8.3)	12	(16.7)	21	(29.2)	15	(20.8)

Arrange for parent involvement

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	3	(4.2)	7	(9.7)	5	(6.9)
Male	2	(2.8)	2	(2.8)	8	(11.1)	26	(36.1)	19	(26.4)

Arrange for an interpreter, if needed

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	4	(6.2)	1	(1.5)	1	(3.1)	5	(7.7)	2	(3.1)
Male	19	(29.2)	5	(7.7)	3	(4.6)	33	(46.9)	13	(20.0)

Arrange for student involvement, if needed

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	1	(1.4)	0	(0.0)	5	(6.9)	5	(6.9)	4	(5.6)
Male	2	(2.8)	5	(6.9)	21	(29.2)	17	(23.6)	12	(16.7)

Table C (Continued)

Arrange for data collection and storage for
special education student files

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	3	(4.2)	4	(5.6)	8	(11.1)
Male	2	(2.8)	1	(1.4)	9	(12.5)	19	(26.4)	26	(36.1)

Arrange place of IEP meeting

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	1	(1.4)	7	(9.7)	7	(9.7)
Male	1	(1.4)	2	(2.8)	10	(13.9)	18	(25.0)	26	(36.1)

Publicize and insure due process procedures

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	3	(4.2)	4	(5.6)	8	(11.1)
Male	2	(2.8)	3	(4.2)	7	(9.7)	18	(25.0)	27	(37.5)

Provide for implementation of IEP

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	1	(1.4)	6	(8.5)	8	(11.3)
Male	2	(2.8)	1	(1.4)	9	(12.7)	21	(29.6)	23	(32.4)

Table C (Continued)

Provide input into IEP meetings on the capabilities
of the school system

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	0	(0.0)	7	(9.9)	7	(9.9)
Male	1	(1.4)	1	(1.4)	7	(9.9)	19	(26.8)	29	(40.8)

Specify personnel to be involved in IEP implementation

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	1	(1.4)	10	(13.9)	4	(5.6)
Male	1	(1.4)	3	(4.2)	11	(15.3)	19	(26.4)	23	(31.9)

Provide decision-making style and rules of order
for IEP meetings

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	1	(1.4)	0	(0.0)	3	(4.2)	6	(8.3)	5	(6.9)
Male	2	(2.8)	3	(4.2)	17	(23.6)	18	(25.0)	17	(23.6)

Delineate placement issues and questions to be
addressed to the placement committee

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	2	(2.8)	0	(0.0)	1	(1.4)	8	(11.3)	4	(5.6)
Male	4	(5.6)	3	(4.2)	16	(22.5)	21	(29.6)	12	(16.9)

Table C (Continued)

Evaluate the effectiveness of the IEP process

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	1	(1.4)	0	(0.0)	3	(4.2)	8	(11.1)	3	(4.2)
Male	2	(2.8)	2	(2.8)	20	(27.8)	20	(27.8)	13	(18.1)

Devise and fill out IEP related forms

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	3	(4.2)	3	(4.2)	3	(4.2)	3	(4.2)	3	(4.2)
Male	11	(15.3)	8	(11.1)	14	(19.4)	12	(16.7)	12	(16.7)

Oversee the record-keeping required by IEPs

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	1	(1.4)	1	(1.4)	4	(5.6)	2	(4.2)	6	(8.5)
Male	4	(5.6)	2	(2.8)	9	(12.7)	21	(29.6)	20	(28.2)

Provide for the appropriate development of IEPs according to P.L. 94-142 requirements

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Female	0	(0.0)	0	(0.0)	2	(2.8)	5	(7.0)	8	(11.3)
Male	3	(4.2)	0	(0.0)	5	(7.0)	24	(33.8)	24	(33.8)

Table C (Continued)

Responsible for seeing that each child is educated
in as equitable a fashion as is possible

Sex of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Female	1	(1.4)	0	(0.0)	0	(0.0)	2	(2.8)	12	(16.7)
Male	1	(1.4)	0	(0.0)	2	(2.8)	16	(22.2)	38	(52.8)

Table D. The frequencies and percentages for the educational level of the elementary principal and the elementary principals' perceptions when considering the following IEP-type activities:

Provide building space for special education

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	2	(2.8)	0	(0.0)	1	(1.4)	3	(4.2)	15	(20.8)
Master's plus 30	0	(0.0)	2	(2.8)	7	(9.7)	11	(15.3)	24	(33.3)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	0	(0.0)	4	(5.6)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Provide for staff for special education

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-Times	%	Usually	%	Always	%
Master's degree	4	(5.6)	1	(1.4)	1	(1.4)	3	(4.2)	12	(16.7)
Master's plus 30	3	(4.2)	2	(2.8)	11	(15.3)	4	(5.6)	24	(33.3)
Specialist	2	(2.8)	0	(0.0)	0	(0.0)	0	(0.0)	4	(5.6)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Arrange for financing for special education

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	6	(8.6)	3	(4.3)	6	(8.6)	2	(2.9)	4	(5.7)
Master's plus 30	11	(15.7)	7	(10.0)	7	(10.0)	7	(10.0)	10	(14.3)
Specialist	3	(4.3)	1	(1.4)	1	(1.4)	0	(0.0)	1	(1.4)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Table D (Continued)

Arrange for IEP meetings

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Sometimes	%	Usually	%	Always	%
Master's degree	2	(2.8)	1	(1.4)	5	(7.0)	6	(8.5)	6	(8.5)
Master's plus 30	2	(2.8)	0	(0.0)	11	(15.6)	16	(22.5)	15	(21.1)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	1	(1.4)	4	(5.6)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Arrange for parent involvement in special education meetings about IEPs

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Sometimes	%	Usually	%	Always	%
Master's degree	2	(2.8)	1	(1.4)	4	(5.6)	6	(8.3)	8	(11.1)
Master's plus 30	1	(1.4)	0	(0.0)	11	(15.2)	21	(29.2)	11	(15.3)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	2	(2.8)	2	(2.8)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Arrange for utilization of resources beyond the school for special education

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Sometimes	%	Usually	%	Always	%
Master's degree	2	(2.8)	3	(4.2)	2	(2.8)	10	(14.1)	4	(5.6)
Master's plus 30	1	(1.4)	3	(4.2)	12	(16.9)	14	(19.7)	13	(18.3)
Specialist	0	(0.0)	1	(1.4)	2	(2.8)	1	(1.4)	2	(2.8)
Doctorate	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)

Table D (Continued)

Involve other appropriate professionals (audiologists, psychologist, etc.) in special education staffings

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	1	(1.4)	0	(0.0)	1	(1.4)	11	(15.5)	8	(11.3)
Master's plus 30	1	(1.4)	0	(0.0)	5	(7.0)	12	(16.9)	25	(35.2)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	5	(7.0)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Serve as chairperson of IEP team

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	2	(2.8)	3	(4.2)	5	(7.0)	7	(9.9)	4	(5.6)
Master's plus 30	2	(2.8)	3	(4.2)	11	(15.5)	11	(15.5)	16	(22.5)
Specialist	0	(0.0)	1	(1.4)	1	(1.4)	0	(0.0)	4	(5.6)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Coordinate and convene committees within the IEP team

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	2	(2.8)	4	(5.6)	4	(5.6)	9	(12.5)	2	(2.8)
Master's plus 30	2	(2.8)	5	(6.9)	8	(11.1)	17	(23.6)	12	(16.7)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Table D (Continued)

Arrange for parent involvement

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	2	(2.8)	0	(0.0)	4	(5.6)	11	(15.3)	4	(5.6)
Master's plus 30	0	(0.0)	1	(1.4)	6	(8.3)	20	(27.8)	17	(23.6)
Specialist	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.8)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Arrange for an interpreter, if needed

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	7	(10.8)	1	(1.5)	1	(1.5)	5	(7.7)	2	(3.1)
Master's plus 30	14	(21.5)	5	(7.7)	4	(6.2)	9	(13.8)	10	(15.4)
Specialist	1	(1.5)	0	(0.0)	0	(0.0)	2	(3.1)	3	(4.6)
Doctorate	1	(1.5)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)

Arrange for student involvement, if needed

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	2	(2.8)	0	(0.0)	8	(11.1)	7	(9.7)	4	(5.6)
Master's plus 30	1	(1.4)	4	(5.6)	17	(23.6)	12	(16.7)	10	(13.9)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	3	(4.2)	2	(2.8)
Doctorate	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)

Table D (Continued)

Arrange for data collection and storage for special
education student files

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree 2	2	(2.8)	0	(0.0)	2	(2.8)	10	(13.9)	7	(9.7)
Master's plus 30	0	(0.0)	1	(1.4)	8	(11.1)	11	(15.3)	24	(33.3)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Arrange place of IEP meeting

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree 1	1	(1.4)	1	(1.4)	3	(4.2)	7	(9.7)	6	(8.3)
Master's plus 30	0	(0.0)	1	(1.4)	6	(8.3)	16	(22.2)	21	(29.2)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Publicize and insure due process procedures

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree 2	2	(2.8)	2	(2.8)	1	(1.4)	5	(6.9)	11	(15.3)
Master's plus 30	0	(0.0)	1	(1.4)	7	(9.7)	15	(20.8)	21	(29.2)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Table D (Continued)

Provide for implementation of IEP

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree 2	2	(2.8)	1	(1.4)	3	(4.2)	7	(9.9)	8	(11.3)
Master's plus 30	0	(0.0)	0	(0.0)	5	(7.0)	18	(25.4)	21	(29.6)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	2	(2.8)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Provide decision-making style and rules of order for IEP meetings

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree 1	1	(1.4)	1	(1.4)	2	(2.8)	7	(9.9)	10	(14.1)
Master's plus 30	0	(0.0)	0	(0.0)	3	(4.2)	17	(23.9)	23	(32.4)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Specify personnel to be involved in IEP implementation

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree 1	1	(1.4)	1	(1.4)	3	(4.2)	8	(11.1)	8	(11.1)
Master's plus 30	0	(0.0)	2	(2.8)	6	(8.3)	20	(27.8)	16	(22.2)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Table D (Continued)

Provide decision-making style and rules
of order for IEP meetings

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree	2	(2.8)	2	(2.8)	6	(8.3)	7	(9.7)	4	(5.6)
Master's plus 30	1	(1.4)	1	(1.4)	11	(15.3)	16	(22.2)	15	(20.8)
Specialist	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Delineate placement issues and questions to be
addressed to the placement committee

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree	4	(5.6)	2	(2.8)	5	(7.0)	8	(11.3)	2	(2.8)
Master's plus 30	2	(2.9)	1	(1.4)	11	(15.5)	17	(23.9)	12	(16.9)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	3	(4.2)	2	(2.8)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Evaluate the effectiveness of the IEP process

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree	2	(2.8)	1	(1.4)	6	(8.3)	9	(12.5)	3	(4.2)
Master's plus 30	1	(1.4)	1	(1.4)	15	(20.8)	17	(23.6)	10	(13.9)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Table D (Continued)

Devise and fill out IEP related forms

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	5	(6.9)	5	(6.9)	5	(6.9)	4	(5.6)	2	(2.8)
Master's plus 30	8	(11.1)	5	(6.9)	10	(13.9)	9	(12.5)	12	(16.7)
Specialist	1	(1.4)	1	(1.4)	1	(1.4)	2	(2.8)	1	(1.4)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Oversee the record-keeping required by IEPs

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	3	(4.2)	2	(2.8)	2	(2.8)	9	(12.7)	5	(7.0)
Master's plus 30	2	(2.8)	1	(1.4)	9	(12.7)	13	(18.3)	18	(25.4)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)	3	(4.2)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Provide for the appropriate development of IEPs according to P.L. 94-142 requirements

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Master's degree	2	(2.8)	0	(0.0)	3	(4.2)	8	(11.3)	8	(11.3)
Master's plus 30	1	(1.4)	0	(0.0)	3	(4.2)	19	(20.8)	20	(28.2)
Specialist	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.8)	4	(5.6)
Doctorate	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Table D (Continued)

Responsible for seeing that each child is educated
in as equitable a fashion as is possible

Educational level of elementary principal	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Master's degree	1	(1.4)	0	(0.0)	0	(0.0)	7	(9.7)	13	(18.1)
Master's plus 30	1	(1.4)	0	(0.0)	1	(1.4)	9	(12.5)	33	(45.8)
Specialist	0	(0.0)	0	(0.0)	1	(1.4)	1	(1.4)	4	(5.6)
Doctorate	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)

Table E. The frequencies and percentages for the college credits (semester hours) in special education earned by elementary principals and the elementary principals' perceptions when considering the following IEP-type activities:

Provide building space for special education

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	2	(2.8)	0	(0.0)	2	(2.8)	8	(11.1)	17	(23.6)
5-10	0	(0.0)	1	(1.4)	5	(6.9)	6	(8.3)	14	(19.4)
11-20	0	(0.0)	1	(1.4)	3	(4.2)	1	(1.4)	8	(11.1)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Provide for staff for special education

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	3	(4.2)	0	(0.0)	4	(5.6)	6	(8.3)	16	(22.2)
5-10	5	(6.9)	2	(2.8)	6	(8.3)	1	(1.4)	12	(16.7)
11-20	1	(1.4)	1	(1.4)	2	(2.8)	1	(1.4)	8	(11.1)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Arrange for financing for special education

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	6	(8.6)	6	(8.6)	6	(8.6)	6	(8.6)	4	(5.7)
5-10	12	(17.1)	2	(2.9)	6	(8.6)	2	(2.9)	4	(5.7)
11-20	1	(1.4)	3	(4.3)	2	(2.9)	1	(1.4)	5	(7.1)
21-30	1	(1.4)	0	(0.0)	0	(0.0)	1	(1.4)	1	(1.4)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table E (Continued)

Arrange for IEP meetings

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	1	(1.4)	8	(11.3)	9	(12.7)	9	(12.7)
5-10	2	(2.8)	0	(0.0)	10	(14.1)	5	(7.0)	9	(12.7)
11-20	1	(1.4)	0	(0.0)	0	(0.0)	8	(11.3)	4	(5.6)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Arrange for parent involvement in special education meetings about IEPs

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	8	(11.1)	12	(16.7)	8	(11.1)
5-10	2	(2.9)	1	(1.4)	7	(9.7)	12	(16.7)	4	(5.6)
11-20	0	(0.0)	0	(0.0)	2	(2.8)	5	(6.9)	6	(8.3)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Arrange for utilization of resources beyond the school for special education

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	3	(4.2)	4	(5.6)	5	(7.0)	11	(15.5)	6	(8.5)
5-10	0	(0.0)	3	(4.2)	8	(11.3)	9	(12.7)	6	(8.5)
11-20	0	(0.0)	1	(1.4)	3	(4.2)	5	(7.0)	3	(4.2)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table E (Continued)

Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	2	(2.8)	10	(14.1)	16	(22.5)
5-10	1	(1.4)	0	(0.0)	4	(5.6)	9	(12.7)	12	(16.9)
11-20	0	(0.0)	0	(0.0)	1	(1.4)	5	(7.0)	7	(9.9)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Serve as chairperson of IEP team

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	2	(2.8)	7	(9.9)	6	(8.5)	12	(16.9)
5-10	3	(4.2)	3	(4.2)	7	(9.9)	7	(9.9)	6	(8.5)
11-20	0	(0.0)	1	(1.4)	3	(4.2)	5	(7.0)	4	(5.6)
21-30	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.8)
31 or more	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)

Coordinate and convene committees within the IEP team

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	3	(4.2)	6	(8.3)	12	(16.7)	7	(9.7)
5-10	3	(4.2)	3	(4.2)	4	(5.6)	12	(16.7)	4	(5.6)
11-20	0	(0.0)	2	(2.8)	3	(4.2)	4	(5.6)	4	(5.6)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)
31 or more	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)

Table E (Continued)

Arrange for parent involvement

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	5	(6.9)	15	(20.8)	8	(11.1)
5-10	1	(1.4)	2	(2.8)	4	(5.6)	13	(18.1)	6	(8.3)
11-20	0	(0.0)	0	(0.0)	2	(2.8)	4	(5.6)	7	(9.7)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Arrange for an interpreter, if needed

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	9	(13.8)	4	(6.2)	2	(3.1)	5	(7.7)	5	(7.7)
5-10	8	(12.3)	1	(1.5)	2	(3.1)	10	(15.4)	3	(4.6)
11-20	5	(7.7)	1	(1.5)	1	(1.5)	1	(1.5)	4	(6.2)
21-30	1	(1.5)	0	(0.0)	0	(0.0)	0	(0.0)	2	(3.1)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.5)

Arrange for student involvement, if needed

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	2	(2.8)	2	(2.8)	14	(19.4)	4	(5.6)	7	(9.7)
5-10	1	(1.4)	1	(1.4)	9	(12.5)	12	(16.7)	3	(4.2)
11-20	0	(0.0)	2	(2.8)	3	(4.2)	4	(5.6)	4	(5.6)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table E (Continued)

Arrange for data collection and storage for
special education student files

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	2	(2.8)	0	(0.0)	5	(6.9)	11	(15.3)	11	(15.3)
5-10	0	(0.0)	0	(0.0)	6	(8.3)	8	(11.1)	12	(16.7)
11-20	0	(0.0)	1	(1.4)	1	(1.4)	4	(5.6)	7	(9.7)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Arrange place of IEP meeting

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	5	(6.9)	12	(16.7)	11	(15.3)
5-10	0	(0.0)	2	(2.8)	4	(5.6)	8	(11.1)	12	(16.7)
11-20	0	(0.0)	0	(0.0)	2	(2.8)	4	(5.6)	7	(9.7)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Publicize and insure due process procedures

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	2	(2.8)	1	(1.4)	2	(2.8)	11	(15.3)	13	(18.1)
5-10	0	(0.0)	1	(1.4)	5	(6.9)	9	(12.5)	11	(15.3)
11-20	0	(0.0)	1	(1.4)	2	(2.8)	2	(2.8)	8	(11.1)
21-30	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table E (Continued)

Provide for implementation of IEP

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	4	(5.6)	11	(15.5)	13	(18.3)
5-10	1	(1.4)	1	(1.4)	6	(8.5)	10	(14.1)	8	(11.3)
11-20	0	(0.0)	0	(0.0)	0	(0.0)	6	(8.5)	6	(8.5)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Provide input into IEP meetings on the capabilities of the school system

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	1	(1.4)	13	(18.3)	13	(18.3)
5-10	0	(0.0)	1	(1.4)	3	(4.2)	11	(15.5)	11	(15.5)
11-20	0	(0.0)	0	(0.0)	3	(4.2)	2	(2.8)	8	(11.3)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Specify personnel to be involved in IEP implementation

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	1	(1.4)	3	(4.2)	12	(16.7)	12	(16.7)
5-10	0	(0.0)	1	(1.4)	7	(9.7)	13	(18.1)	5	(6.9)
11-20	0	(0.0)	1	(1.4)	1	(1.4)	4	(5.6)	7	(9.7)
21-30	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table E (Continued)

Provide decision-making style and rules of order for IEP meetings

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	1	(1.4)	10	(13.9)	9	(12.5)	8	(11.1)
5-10	2	(2.8)	1	(1.4)	9	(12.5)	9	(12.5)	5	(6.9)
11-20	0	(0.0)	1	(1.4)	0	(0.0)	6	(8.3)	6	(8.3)
21-30	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Delineate placement issues and questions to be addressed to the placement committee

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	2	(2.8)	2	(2.8)	7	(9.9)	11	(15.5)	6	(8.5)
5-10	3	(4.2)	0	(0.0)	7	(9.9)	12	(16.9)	4	(5.6)
11-20	1	(1.4)	1	(1.4)	3	(4.2)	4	(5.6)	4	(5.6)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	2	(2.8)	1	(1.4)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Evaluate the effectiveness of the IEP process

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	11	(15.3)	10	(13.9)	7	(9.7)
5-10	2	(2.8)	1	(1.4)	7	(9.7)	13	(18.1)	3	(4.2)
11-20	0	(0.0)	1	(1.4)	5	(6.9)	4	(5.6)	3	(4.2)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table E (Continued)

Devise and fill out IEP related forms

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	6	(8.3)	4	(5.6)	9	(12.5)	5	(6.9)	5	(6.9)
5-10	5	(6.9)	3	(4.2)	6	(8.3)	7	(9.7)	5	(6.9)
11-20	2	(2.8)	4	(5.6)	0	(0.0)	3	(4.2)	4	(5.6)
21-30	0	(0.0)	0	(0.0)	2	(2.8)	0	(0.0)	1	(1.4)
31 or more	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)

Oversee the record-keeping required by IEPs

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	2	(2.8)	1	(1.4)	3	(4.2)	12	(16.9)	11	(15.5)
5-10	3	(4.2)	0	(0.0)	8	(11.3)	8	(11.3)	7	(9.9)
11-20	0	(0.0)	2	(2.8)	1	(1.4)	4	(5.6)	5	(7.0)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Provide for the appropriate development of IEPs according to P.L. 94-142 requirements

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some-times	%	Usually	%	Always	%
Less than 5	1	(1.4)	0	(0.0)	4	(5.6)	10	(14.1)	13	(18.3)
5-10	2	(2.8)	0	(0.0)	1	(1.4)	14	(19.7)	9	(12.7)
11-20	0	(0.0)	0	(0.0)	1	(1.4)	5	(7.0)	7	(9.9)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)

Table E (Continued)

Responsible for seeing that each child is educated
in as equitable a fashion as is possible

College credits	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
Less than 5	2	(2.8)	0	(0.0)	1	(1.4)	7	(9.7)	19	(26.4)
5-10	0	(0.0)	0	(0.0)	1	(1.4)	7	(9.7)	18	(25.0)
11-20	0	(0.0)	0	(0.0)	0	(0.0)	4	(5.6)	9	(12.5)
21-30	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)
31 or more	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)

Table F. The frequencies and percentages for workshop and/or inservice experiences in special education in which elementary principals have participated and the elementary principals' perceptions when considering the following IEP-type activities:

Provide building space for special education

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	2	(2.8)	2	(2.8)	10	(13.9)	11	(15.3)	25	(34.7)
Numerous	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)	19	(25.0)

Provide for staff for special education

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
Some	7	(9.7)	3	(4.2)	11	(15.3)	5	(6.9)	24	(33.3)
Numerous	1	(1.4)	0	(0.0)	1	(1.4)	3	(4.2)	16	(22.2)

Arrange for financing for special education

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	1	(1.4)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
Some	16	(22.9)	8	(11.4)	12	(17.1)	7	(10.0)	5	(7.1)
Numerous	3	(4.3)	3	(4.3)	2	(2.9)	3	(4.3)	10	(14.3)

Table F (Continued)

Arrange for IEP meetings

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	4	(5.6)	1	(1.4)	14	(19.7)	16	(22.5)	14	(19.7)
Numerous	0	(0.0)	0	(0.0)	3	(4.2)	7	(9.9)	11	(15.5)

Arrange for parent involvement in special
education meetings about IEPs

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	3	(4.2)	1	(1.4)	15	(20.8)	22	(30.6)	9	(12.5)
Numerous	0	(0.0)	0	(0.0)	1	(1.4)	8	(11.1)	12	(16.7)

Arrange for utilization of resources beyond
the school for special education

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	3	(4.2)	7	(9.9)	11	(15.5)	21	(29.6)	8	(11.3)
Numerous	0	(0.0)	1	(1.4)	4	(5.6)	4	(5.6)	11	(15.5)

Table F (Continued)

Involve other appropriate professionals (audiologists, psychologists, etc.) in special education staffings

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	2	(2.8)	0	(0.0)	4	(5.6)	18	(25.4)	25	(35.2)
Numerous	0	(0.0)	0	(0.0)	2	(2.8)	6	(8.5)	13	(18.3)

Serve as chairperson of IEP team

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	4	(5.6)	5	(7.0)	14	(19.7)	13	(18.3)	13	(18.3)
Numerous	0	(0.0)	2	(2.8)	3	(4.2)	5	(7.0)	11	(15.5)

Coordinate and convene committees within the IEP team

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	4	(5.6)	5	(6.9)	11	(15.3)	22	(30.6)	8	(11.1)
Numerous	0	(0.0)	4	(5.6)	2	(2.8)	6	(8.3)	9	(12.5)

Table F (Continued)

Arrange for parent involvement

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	2	(2.8)	2	(2.8)	8	(11.1)	26	(36.1)	12	(16.7)
Numerous	0	(0.0)	0	(0.0)	3	(4.2)	6	(8.3)	12	(16.7)

Arrange for an interpreter, if needed

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.5)	0	(0.0)
Some	15	(23.1)	5	(7.7)	5	(7.7)	14	(21.5)	8	(12.3)
Numerous	8	(12.3)	1	(1.5)	0	(0.0)	1	(1.5)	7	(10.8)

Arrange for student involvement, if needed

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	3	(4.2)	3	(4.2)	19	(26.4)	18	(25.0)	7	(9.7)
Numerous	0	(0.0)	2	(2.8)	6	(8.3)	4	(5.6)	9	(12.5)

Table F (Continued)

Arrange for data collection and storage for special
education student files

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	2	(2.8)	1	(1.4)	9	(12.5)	17	(23.6)	21	(29.2)
Numerous	0	(0.0)	0	(0.0)	1	(1.4)	6	(8.3)	13	(18.1)

Arrange place of IEP meetings

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	1	(1.4)	2	(2.8)	10	(13.9)	20	(27.8)	17	(23.6)
Numerous	0	(0.0)	0	(0.0)	1	(1.4)	4	(5.6)	16	(22.2)

Publicize and insure due process procedures

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	2	(2.8)	3	(4.2)	8	(11.1)	20	(27.8)	17	(23.6)
Numerous	0	(0.0)	0	(0.0)	1	(1.4)	2	(2.8)	18	(25.0)

Table F (Continued)

Provide for implementation of IEP

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	1	(1.4)	1	(1.4)	8	(11.3)	21	(29.6)	18	(25.4)
Numerous	1	(1.4)	0	(0.0)	1	(1.4)	6	(8.5)	13	(18.3)

Provide input into IEP meetings on the
capabilities of the school system

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	1	(1.4)	1	(1.4)	5	(7.0)	21	(29.6)	21	(29.6)
Numerous	0	(0.0)	0	(0.0)	2	(2.8)	4	(5.6)	15	(21.1)

Specify personnel to be involved in IEP implementation

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	1	(1.4)	3	(4.2)	9	(12.5)	26	(36.1)	11	(15.3)
Numerous	0	(0.0)	0	(0.0)	3	(4.2)	2	(2.8)	16	(22.2)

Table F (Continued)

Provide decision-making style and rules of
order for IEP meetings

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	3	(4.2)	2	(2.8)	17	(23.6)	19	(26.4)	9	(12.5)
Numerous	0	(0.0)	1	(1.4)	2	(2.8)	5	(6.9)	13	(18.1)

Delineate placement issues and questions to
be addressed to the placement committee

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	3	(4.2)	2	(2.8)	13	(18.3)	21	(29.6)	10	(14.1)
Numerous	3	(4.2)	1	(1.4)	4	(5.6)	7	(9.9)	6	(8.5)

Evaluate the effectiveness of the IEP process

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	2	(2.8)	1	(1.4)	17	(23.6)	22	(30.6)	8	(11.1)
Numerous	1	(1.4)	1	(1.4)	6	(8.3)	5	(6.9)	8	(11.1)

Table F (Continued)

Devise and fill out IEP related forms

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	13	(18.1)	5	(6.9)	9	(12.5)	15	(20.8)	8	(11.1)
Numerous	1	(1.4)	6	(8.3)	7	(9.7)	0	(0.0)	7	(9.7)

Oversee the record-keeping required by IEPs

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)	0	(0.0)
Some	5	(7.0)	0	(0.0)	8	(11.3)	20	(28.2)	16	(22.5)
Numerous	0	(0.0)	3	(4.2)	4	(5.6)	4	(5.6)	10	(14.1)

Provide for the appropriate development of IEPs
according to P.L. 94-142 requirements

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)	0	(0.0)
Some	3	(4.2)	0	(0.0)	3	(4.2)	23	(32.4)	20	(28.2)
Numerous	0	(0.0)	0	(0.0)	4	(5.6)	5	(7.0)	12	(16.9)

Table F (Continued)

Responsible for seeing that each child is educated
in as equitable a fashion as is possible

Workshop/ inservice experience	Responses of elementary principals									
	Never	%	Rarely	%	Some- times	%	Usually	%	Always	%
None	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(1.4)
Some	2	(2.8)	0	(0.0)	2	(2.8)	15	(20.8)	31	(43.1)
Numerous	0	(0.0)	0	(0.0)	0	(0.0)	3	(4.2)	18	(25.0)