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Use of Professional Development to Improve Attitudes of General Educators Towards Inclusion

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2011

Abstract

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by

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MA, Texas Tech University, 1998

BS, Wayland Baptist University, 1992

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Educational Leadership

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Abstract

This study involved the inclusion of special needs students in the general education classroom as required by law. The problem centered on general educators' perceptions of their abilities to meet the education needs of included students and their lack of training in special education issues. Research questions studied perceptions general educators had regarding inclusion and whether professional development addressed those concerns, and improved their perception of inclusion. The Concerns Based Adoption Model (CBAM) was the conceptual framework utilized throughout the sequential mixed-methods case study. Quantitative data of teachers' concerns were determined using the Survey of Concerns Questionnaire from the CBAM and the Teachers' Sense of Efficacy Scale; interviews were used to provide clarifying qualitative data. Using mean percentile scores, independent *t* tests and paires samples *t* tests, quantitative data showed no statistically significant change in teachers' perceptions of inclusion, yet the qualitative data from interviews showed changes in participants' thought processes about inclusion. Data show a need for further research focusing on the effect of more training over a longer period of time. The study has social change implications in that it shows how the right training for general educators in special needs issues can help move those teachers past resistance of inclusion to acceptance of it, although the change may require multiple training sessions over an extended period of time. As general educators take responsibility for the success of special needs students in their classrooms, they can better assist those students to increase their potential for productivity within society.

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Dedication

This work is dedicated to my children, Mitchell, Jake, and Chase. For the last several years, you have had to hear, “Wait until I finish my homework.” I hated to say it as much as you hated to hear it. Hopefully you will never have to hear that from me again. I appreciate your patience and understanding. I hope this helps you to realize how important education is, and that anything worth having is worth the effort. Strive to be life-long learners, because you never know what you don’t know. You are amazingly bright and talented boys and the best things to ever happen to me. I love you all.

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Thank you to my family: my brother, Lynn, who quietly showed he was proud of the work I was doing which helped to keep me motivated; Kathi, who I consider my sister rather than my sister-in-law and who always has a positive comment for me; my sisters Ally and Missy, for allowing the baby of the family to grow up a little; my brother-in-law, Pat, for being the only one to not ask me if I was done yet; and my step-children Adam, Sarah, and Selina for adding to the joy of my already large and crazy family.

Thank you to my friends Rachel and Susan, who were always kind enough to sound amazed at whatever I was doing and made me feel smart. Thank you to the wonderful teachers and administrators of the participating district and Walden University. I truly appreciate your sacrifice of time to help me complete my research.

Most of all, thank you God for putting all the supports in place to allow me to fulfill my dream.

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Section 1: Introduction to the Study

Introduction

Inclusion is a concept that is not fully realized by educators across the country. The passing of Public Law 94-142 (P.L. 94-142) opened the door for students with disabilities to be included in general education classrooms, known at that time as mainstreaming. Mainstreaming dealt with putting children into physical spaces, allowing them to socialize with nondisabled students. That law was reauthorized in 1990, 1997, and 2004. Along with the No Child Left Behind Act (NCLB) of 2001, each reauthorization brought changes to the general education classroom, culminating in special needs students being placed in the general education setting for all classes, as long as it is not detrimental to them. The term mainstreaming was changed to inclusion. McPeek (2009) defined inclusion as "the total integration of all students who have special needs—particularly those with disabilities--into the age-appropriate, regular education classrooms of their community schools, regardless of the nature or degree of the needs involved" (p. 9). It involves bringing support services to the child rather than the child moving to the services. Teachers were no longer placing students in general education classes for socialization, but were required to involve them in education and take responsibility for them. Each new authorization represented an innovation for teachers, because with every reauthorization the roles of general education teachers evolved with regard to special needs students. General educators went from hosting special needs students in their rooms, to accepting responsibility for the special needs students' academic achievement (Fakolade, Adeniyi, & Tella, 2009).

Teachers and schools had to evolve with the law in order to keep practice in compliance with the legal mandate. Bringing special needs students into the general education classroom has met with resistance by general educators (Ben-Yehuda, 2005). Change makes people uncomfortable, especially if it requires them to do something for which they do not feel prepared. "For the individual, change entails developmental growth in terms of feeling about and skill in using the innovation" (Hord et al., 2006, p. 1). General education teachers are apprehensive about following the law, because they doubt their abilities to teach special needs students (Miller, 2009; Yuen, Westwood, & Wong, 2004). A person's judgment of their abilities to perform certain actions is called self-efficacy (Bandura, 1997). This is tied to inclusion, since there is concern among parents, special education teachers, and administrators regarding the abilities of general education teachers to meet the needs of the different types of students in their classrooms (SEDL, 2009). This is not a new development, but something of concern for more than two decades (Kerns, 1996; Minke, Bear, Deemer, & Griffin, 1996; Villa, Thousand, & Chapple, 1996), and one that is also evident in my own district. Researchers have pointed out that the success of inclusion depends on teachers' attitudes (Ali, Mustapha, & Jelas, 2006; Haider, 2008). The quality of the instruction teachers provide to their students will not be able to support the idea of inclusion if they do not feel prepared to accommodate special needs students (Hull, 2005; Ostrosky, Laumann, & Hsiehor, 2006).

In order to help teachers move past their resistance of the innovation of inclusion towards acceptance, they need to be instructed in methods for reaching special needs students within the general education classroom. The Center for the Future of Teaching

and Learning (2005) noted that training in special education needs is necessary. Alvarado (2006) noted that some teacher preparation programs, such as Montclaire State University, have made the move towards educating all preservice teachers in special needs.

According to Bybee (1996), people must be supported through the learning process in order for the changes to become the new standard. This was evident in Mullinix's (2007) study, where the researcher presented information about collegial coaching through professional development and found that the participants utilized the model that was presented to them. The participants reported improved feelings toward special needs students, and "the patterns found in the data analysis of the SoCQ data, the observation data, and the formal interview data were a direct result of the professional development" (Mullinix, 2007, p. 147). The Concerns Based Adoption Model (CBAM) was designed to evaluate the effects or progress of implementation of an innovation and to identify the special needs of individuals involved in the change process (Hord et al., 2006) while the Teachers' Sense of Efficacy Scale (TSES) shows how the participants feel about their own abilities when working with special needs students. Once the preintervention surveys were completed, the information gathered was used to develop training to meet the needs of those participating in the innovation.

Problem Statement

P.L. 94-142 opened the doors for all students to be educated, regardless of disabilities, in public school in the Least Restrictive Environment (LRE) possible. Teachers and schools have had to evolve with the law in order to keep practice in

compliance with the legal mandate, but it has come with resistance (SEDL, 2009). The targeted schools for this study were no different; they experienced the same resistance to the innovation of inclusion as many others across the nation. In order to help teachers move past their resistance of the innovation of inclusion towards acceptance, they need to be instructed in methods for reaching special needs students within the general education classroom.

The problem in this study involved the inclusion of special needs students in the general education classroom as directed by the reauthorizations of that law. The first aspect of the problem centered on general educators' perceptions of their abilities to meet the education needs of the special education students. Known as self-efficacy, Bandura (1997) defined it as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 3). According to Pajeras (2003), what a person believes about himself or herself affects how much effort they put forth and how hard they will work to succeed. Bandura stated that "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2). Margolis and McCabe (2006) noted that low self-efficacy beliefs can create "self-fulfilling prophecies of failure" (p. 219). George, Hall, and Stiegelbauer (2006) pointed out the effectiveness of recognizing concerns, and assisting in coping and resolving the concerns. In the case of inclusion, the assistance needed could be professional development.

The second aspect dealt with professional development training for general educators in special education issues, which will be discussed in detail in chapter 3.

Teachers continue to not obtain the training they need in the area of special needs while in teacher preparation programs (Mastropieri & Scruggs, 2004; Vaughn, Elbaum, & Boardman, 2001; Villa et al., 1996). Lack of training can be a major obstacle in a general educator's success with special needs students (Jung, 2009). Coursework on inclusion, collaboration, or educating students with disabilities is insufficient without opportunities to practice those skills in authentic settings (Conderman & Johnston-Rodriguez, 2009). Mullinix (2006) observed that "most general educators lack training and skills necessary to work in the inclusive environment" (p. 28). Even teachers certified as special educators are lacking the necessary experiential knowledge of teaching special needs students when they graduate college or an alternative certification program (Duffy & Forgan, 2005). For years, researchers have voiced concern regarding little instruction for general educators in teacher preparation programs (Villa et al., 1996) and little experience in meeting their needs in the classroom (Kerns, 1996; Minke et al., 1996).

Background of the Problem

Historical Roots of Inclusion

Prior to the passing of PL 94-142, special needs students were educated in separate rooms or separate schools away from the general education population. With the passing of PL 94-142, students who previously were educated outside the regular education setting were mainstreamed into general education classes. PL 94-142 was re-authorized in 1990 as the Individuals with Disabilities Education Act, or IDEA (PL 101-476). The 1990 reauthorization changed the wording of special needs students in PL 94-142 from handicapped to disabled, designated assistive technology as a related service,

and required special needs students to have transition plans in place by the age of 16 (Law & Exceptional Students, 1998).

Emerging Concept of Inclusion

The law was reauthorized again in 1997 as IDEA (1997). The 1997 version included regulations for schools and states to follow in order to receive federal funding, such as evaluating children for the existence of a disability and including parents in the development of the Individual Education Plans (IEPs). The new law was designed to change special education from a placement to a service (Lipsky & Gartner, 1998). Congress added reports to the law specifying the new law would "secure for every child an education that actually yields successful educational results" (Lipsky & Gartner, 1998, p. 79). The 1997 reauthorization also provided federal grants to aid in the training of teachers to work with all types of students, including those with special needs.

The law was once more reauthorized in 2004 and renamed the Individuals with Disabilities Education Improvement Act (IDEIA 2004). Major changes in the 2004 law included the requirement for performance goals and indicators in alignment with state testing and the reporting of those scores on special needs students to the State (Federal Register, 2006). It also required that all teachers be highly qualified teachers (HQT), that teaching programs used with students be scientifically based (Federal Register, 2006), and determined that transition services for posthigh school focus on "improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to postschool activities"(Silverstein, 2005, p. 7).

Responsibility for Special Education Students in Inclusion Classes

The revisions in IDEIA 2004 align with the NCLB Act signed into law in 2001, which was designed to hold schools accountable for educational results. These two laws require general educators to adjust their ways of teaching. The mandates of IDEIA 2004 and NCLB place the responsibility for special needs students' academic achievement onto all teachers involved.

Teacher Preparation

While teacher preparation programs are making strides to train all teachers in at least one special education class, most general educators in the site district had not been trained in special needs issues prior to the study. Noting this lack of training more than 20 years ago, Lipsky and Gartner (1998) stated, "School districts are responsible for upgrading the skills of teachers and developing programs for all staff, both before inclusive education is initiated and as ongoing professional development" (p. 205). Due to the growing number of inclusive classrooms, demands for reform and restructuring in teacher preparation programs are being demanded (McKenzie, 2009). Weiner (2003) concluded that change with regard to the inclusive process is difficult to implement since it requires simultaneous reforms in professional development, curriculum, and student support services along with a change in teacher attitudes and beliefs as reflected in the culture of the school. The slow evolution of the law has led to the need for further training for teachers in the area of inclusion.

Self-efficacy

Since some researchers have noted that general educators do not feel prepared or confident in their own abilities to meet the needs of special education students, this lack of self-efficacy could be detrimental in the arena of inclusion (Bender, Vail, & Scott, 1995; Miller, 2009; Schumm & Vaughn, 1991; Winter, 2006; Yuen et al., 2004). Ostrosky et al. (2006) noted that teachers' perceptions influence their behaviors in the classroom. According to these assertions, teachers may not be able to put forth the necessary effort to meet the educational needs of those students. This could then cause failure for an inclusion program, thus sending special needs students back to the traditional form of instruction in pull-out settings.

When implementing an innovation, participants tend to resist the change (George et al., 2006). General educators dealing with special needs students are no different. Although inclusion has been part of education for several decades, the inclusion process keeps evolving. Each reauthorization of the original P.L. 94-142 has changed the roles and responsibilities of the general educators. Heider (2001) and Wang (2008) noted the success of inclusion depends on the quality of the instruction teachers provide to their students, as well as teachers' attitudes. Yuen et al. (2004) reported that general education teachers were concerned about their own preparedness for teaching included students and the amount of individualized time those students would require. Miller (2009) noted that 49% of secondary school teachers agree that they do not feel they can teach the range of diverse learners, including those with special needs, in their classroom effectively. Regular classroom teachers surveyed have shown in several studies that they viewed the

necessary modifications as more trouble than they were willing to put forth (Minke et al., 1996, p.154). Classroom teachers are also less likely to agree with inclusion for more severely disabled students (Mastropieri & Scruggs, 2004) and are less willing to participate in the inclusion of those students.

Although general educators have been involved with special needs students for several decades, the teachers' responsibilities towards those students have evolved. General education teachers are now required to participate not only in the education of special needs students, but are also held accountable for the academic success of those included students, just as they are for any other student in their classrooms (Maanum, 2009). Being responsible for modifications and making sure the students understand the content, general educators are required to do more and more in the realm of special education than they were trained to do (Villa et al., 1996). If the necessary changes are difficult or stressful for the teachers, they need help in order to understand and implement them (Kise, 2006).

Special education teachers must deal with unique educational issues, such as IDEIA, alternate assessments, and children with medical issues. These can all be overwhelming to someone new to the special education arena (Duffy & Forgan, 2005). The Concerns-Based Adoption Model (CBAM) created by George, Hall, and Hord (2006) is used to determine participant concerns regarding innovation. If the concerns can be addressed and solutions offered, the participants may feel better about implementing the innovation. When they feel more comfortable with an innovation, they can embrace it and actually become advocates for it (George et al., 2006).

Gaps exist in the literature pertaining to what will help general education teachers teach both special education and general education students within the same classroom without the consistent help of a special educator. Those gaps in the literature indicate a need for further research. My goal was to determine if professional development training in the etiology of qualifying conditions and strategies for educating special needs students would benefit general educators by acting as the bridge needed to carry them from self-doubt to competence and acceptance. According to Darwin, "It is not the strongest species that survive, nor the most intelligent, but the ones most responsive to change" (Gu, 2007). Teachers in the target schools are no exception. If they want to survive in the teaching profession, they will have to change and adapt.

Nature of the Study

In each phase of the mixed-methods study, a contextual case study approach was used. A case study is "an in-depth description and analysis of a bounded system" (Merriam, 2009, p. 43). A case study concentrates on a single phenomenon using in-depth data collection through multiple sources (Creswell, 2007; Merriam, 2009). Throughout the study, the focus was on three questions with the desire to understand the perception general educators have of the inclusion process and ways to improve their perceptions.

Research Questions

The questions of inquiry were:

1. What are general educators' perceptions of inclusion?

2. What do general educators need in order to feel capable to meet the educational needs of special education students in their classrooms?
3. Does professional development regarding specific disabilities and methods for modifying curriculum change the attitudes of general educators towards inclusion?

Hypotheses

The general educators who receive professional development in special education conditions, procedures, and modifications will change their perceptions of the inclusion process and their instructional efficacy.

H_0 General educators' perceptions of inclusion and their teaching efficacy will not change following professional development in special education conditions, procedures, and modification techniques.

H_1 General educators' perceptions of inclusion and their teaching efficacy will change following professional development in special education conditions, procedures, and modification techniques.

A significant correlation will exist between levels of concern regarding inclusion as noted on the SoCQ and teachers' level of self-efficacy regarding inclusion as noted on the TSES.

H_0 A significant correlation will not be shown to exist between levels of concern regarding inclusion as noted on the SoCQ and teachers' level of self-efficacy regarding inclusion as noted on the TSES.

H_1 A significant correlation will be shown to exist between levels of concern regarding inclusion as noted on the SoCQ and teachers' level of self-efficacy regarding inclusion as noted on the TSES.

Purpose of Study

The purpose of this study was to discover areas of concern for general educators regarding inclusion and determine if providing those teachers with professional development in special education issues would help them better meet the educational needs of their included students. Since special educators already have the necessary training for meeting the needs of the special education population, this study was targeted towards general educators. It was my hope that the knowledge gained and the methods and strategies learned by the general educators would allow for collaboration to occur between special educators and them. According to the Walden University graduate catalog (2008), "Positive social change results in the improvement of human and social conditions" (p. 6). It was my goal to generate information through the study which would add to the knowledge base regarding how training can advance teachers from resistance of inclusion to acceptance, and open the eyes of the participating communities to the possibilities the special needs population encompass.

Conceptual Framework

Throughout the study I utilized the constructivist paradigm to develop a deeper understanding of the participants regarding inclusion. Extended periods of time were spent interviewing participants in order to, as Hatch (2002) described, "reconstruct the constructions participants use to make sense of their worlds" (p. 15). Educators, as

individuals, hold different opinions from different experiences regarding the inclusion process. The rationale for approaching this study through the constructivist paradigm was the belief that "reality is socially constructed" (Mertens, 2005, p. 12), and multiple realities exist due to the process of individuals constructing them from their own experiences and perspectives (Hatch, 2002).

The self-efficacy theory served as the theoretical framework for this study. According to Pajeras (2003), what a person believes about himself or herself affects how much effort they put forth and how hard they will work to succeed. Researchers have noted that general educators do not feel prepared to teach special needs students (Bender et al., 1995; Miller, 2009; Schumm & Vaughn, 1991; Yuen et al., 2006). Teachers reported that teacher preparation programs did not provide sufficient training in teaching special needs (Obudo, 2008; Papadopoulou, Kokaridas, Papanikolaou, & Patsiaouras, 2004). Evans (1990) noted that teachers need to be taught about different disabilities and how they manifest themselves in the classroom; specifically that the students will need modified expectations and have probable set-backs. Evans went on to say that training for general educators should give them concrete examples of how to deal with the special needs of included students. If teachers are not confident in their abilities to meet the needs of included special needs students, they may not put forth the effort necessary to meet the educational needs of those students. This could then cause failure for an inclusion program.

With IDEIA and NCLB forcing general educators to be responsible for special needs students included in their classrooms, general educators are struggling with the

idea of functioning as special educators. “Contextual changes constantly expose teachers to an interface between educational traditions and innovations, and this serves as the basis for teacher change” (Gu, 2007, p. 12). Change is difficult in most circumstances, and this applies to inclusion in our schools as well. However, as Mills (2003) noted, traditional views must be put aside and the changes needed to learn and grow as professionals be embraced.

General educators may hold a differing perspective towards inclusion than special educators. “As inclusive methods are integrating all students with and without disabilities into one learning environment, the perceptions that general educators have may impact their views of students’ achievement and motivation” (Mullinix, 2007, p.19). It is important to understand those perceptions and help mold them into something positive that guides students towards success. Using the CBAM to gauge teachers’ resistance to that change aided me in developing training to meet those teachers’ needs. The SoC and Teacher Self Efficacy Scale (TSES) showed where the participants have concerns regarding inclusion and their ability to meet the needs of their included students prior to and following professional development.

Definition of Terms

Concerns: “The composite representation of these feelings, preoccupations, thoughts, and considerations about a particular issue or task is called a concern” (Hall, Newlove, George, & Rutherford, 1991, p. 5)

Concerns-Based Adoption Model (CBAM):

A framework designed to provide measurement concepts and tools for evaluators and researchers to evaluate the effects or progress of implementation of an innovation or multiple innovations that may constitute a reform program. The CBAM has three diagnostic dimensions: the Stages of Concern (SoC), the Levels of Use (LoU), and Innovation Configurations (IC) (Hord et al., 2006, p. 2).

Inclusion: The ideology that each child, to the maximum extent appropriate, should be educated in the school and classroom he or she would otherwise attend. It involves bringing support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class ([rather than having to keep up with the other students] CEC, 2010).

For the purposes of this study, inclusion is the process of students with disabilities being included in the general education curriculum physically, socially, and instructionally. The special and general educators cooperatively work together to provide students with support, modifications, and supplementary services to ensure that the child's individual abilities are maximized for success.

Innovation: "The generic name given to the object or situation that is the focus of the concerns is innovation. The innovation and its use provided a frame of references from which concerns can be viewed and described" (Hord et al., 2006, p. 7).

Professional Development: "A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (NSDC, 2009).

Qualifying Disorders: Those categories through which students may receive special education services ([i.e., autism, specific learning disabilities, speech or language impairments, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, and other health impairments] Maanum, 2009).

Special education: Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (a) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings and (b) instruction in physical education (IDEIA, 2004, p.118, STAT. 2657).

Stages of Concern Survey (SoC): "A tool to help researchers evaluate and understand a change process and support the implementation process…and as a means to develop, focus, and support professional development" (George et al., 2006, p. 58).

Self-Efficacy: "Beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3).

Assumptions, Limitations, Scope, and Delimitations

My assumption was that the participants would vary in teaching experience, amount of exposure or training in special education issues, degrees of self-efficacy, and desire to make attitudinal changes.

The participants were limited to 14 elementary schools in a mid-sized West Texas border city. Results can only be applied to other elementary schools of similar size, in comparable settings, and with similar characteristics. The length of time involved in the study is also a limiting factor. While some participants showed a change in attitude

toward inclusion in a very short period of time, other participants may not show a change until long after the study has concluded.

The scope and delimitation of this study centered on general educators who participated in the inclusion process at their elementary school. Obtaining data from only elementary schools narrowed the generalization of the findings.

Significance of Study

This study provided me with a better understanding of the perceptions general educators hold regarding the inclusion process, as well as their self-efficacy when educating special needs students. I focused on inclusion of all special needs students into the general education setting, with the exception of those who were self-contained due to being medically fragile or emotionally disturbed. The purpose of the study was to determine areas of concern for general educators regarding inclusion and implement positive changes through professional development. In keeping with social change, the study adds to the knowledge base regarding how training general educators in special needs methods and strategies can help move those teachers past their resistance of inclusion to acceptance of it. Being published, the study is available to other teachers, allowing for the potential to enact the same effect in other schools across the country. As special needs students leave their schools with the necessary skills to make positive contributions to society, their communities will be more inclusive and receptive as well.

Transition Statement

The study focused on general educators' perceptions of the inclusion process, the pros and cons, the needs and rewards. The goal of the study was to change the attitudes of

general educators towards inclusion. The result may lead to a change in their behaviors towards included students, therefore allowing for a more positive inclusion experience for general educators and included students.

This doctoral study followed a sequential order through five sections, including: Section 1- Presentation of the Problem; Section 2- Literature Review; Section 3- Presentation of Methodology; Section 4- Data Collection and Analysis; and Section 5- The Summary, Conclusion, and Recommendations.

Section 2: Literature Review

Introduction to Literature Review

The literature reviewed focused on the inclusion process, general educators' attitudes toward inclusion, the effects of inclusion on general educators' efficacy, and measuring change in schools. Throughout the literature review, the self-efficacy theory (Bandura, 1997; Pajeras, 2003) assisted in guiding the study and explaining behavior and attitudes of general educators in relation to inclusion.

Multiple data bases, including ERIC, Teacher Reference Center, ProQuest Central, PsycINFO, and PsycARTICLES were used to find articles relating to this study. I used key terms related to the topic, such as *inclusion*, *mainstreaming*, *IDEA*, *general educators' attitudes towards inclusion*, and *inclusion training*. Research material was drawn from peer-reviewed journals, academic journals, and textbooks that discussed the topic of the doctoral study in the most relevant way.Through exhaustive review of literature, I expanded on and provided sound justification for this doctoral study. The purpose of this literature review was to investigate general educators' perceptions of inclusion and the influence of those perceptions on their efficacy to teach effectively.

Inclusive Movement

Historical Perspective

Prior to the early 1970s, students with disabilities were sent to institutions for their education. The passage of the 1974 Education for All Handicapped Children Act, also known as P.L. 94-142, changed that. It guaranteed "a free and appropriate education (FAPE) in the least restrictive environment (LRE) for all disabled children" (PL 94-142,

1974) as well as implementing IEPs which state the educational goals for each special needs student. Some believed the law was too restrictive and perpetuated the separation of the students from their nondisabled peers; and implementation of the law proved difficult for educators as the definitions of mainstreaming and LRE were not clear (Osgood, 2005).

In 1984, Stainbeck and Stainback encouraged the complete merger of special and general education students by focusing on improving the ability of general education to meet the needs of the special education student, rather than excluding some special needs students (Osgood, 2005).

PL 94-142 was re-authorized in 1990 as IDEA (PL 101-476), and again in 1997. The 1990 reauthorization changed the wording of PL 94-142 from handicapped to disabled and designated assistive technology as a related service (Law & Exceptional Students, 1998). The major changes in PL 101-476 were the addition of the transition plan and expansion of services to infants and toddlers. All special needs students would be required to have transition plans in place by the age of 16 which explained their post-school plans (McNair, 1997; The National Early Childhood Transition Center, 2004). The early childhood portion of the law extended the provision of services for children from birth through age 3.

The 1997 version of the law was designed to change special education from a place where students with special needs were sent for assistance, to a service provided to them in the general setting (Lipsky & Gartner, 1998). Congress added reports to the law specifying the primary purpose of the new law was to “secure for every child an

education that actually yields successful educational results" (Lipsky & Gartner, 1998, p. 79). Access to the general education curriculum was to be meaningful, rather than just symbolic (U.S. Department of Education, 1997) Since general educators would be providing a major portion of the educational services to the students, the 1997 reauthorization also provided federal grants to aid in the training of teachers to work with all types of students, including those with special needs.

In 2004 it was reauthorized and renamed IDEIA 2004 (U.S. Department of Education, 2004). It also called for a focus on "improving the academic and functional achievement of the child with a disability to facilitate the child's" movement from school to postschool activities, including vocational education (instead of training)" (Silverstein, 2005, p. 7), showing the crucial need for transition services.

Additionally, President George W. Bush signed the NCLB Act of 2001 in order to force states to raise all students' achievement levels and to reduce the achievement gaps among students of differing races and incomes. States must test 3rd-8th grade students in reading and math each year and show adequate yearly progress toward raising academic achievement (NCLB, 2001). Schools which fail to make such progress for two consecutive years must allow students the option to transfer to a higher-performing school with the home school covering the cost of transportation. Schools failing for a third consecutive year must offer supplemental educational services, such as private tutoring. If, after 4 consecutive years the school still does not meet the achievement standards, the school's district must take corrective action. This could involve replacing staff. For meeting NCLB requirements, states receive federal funding. (U.S. Department

of Education, 2002). In the past, students with disabilities were frequently left out of state and district level assessment and accountability systems, so there was no external measure to indicate whether special education students were learning enough to move on to a postsecondary education or to get a job (National Center for Learning Disabilities, 2006). The NCLB Act holds schools accountable for all students. Although schools are allowed to administer modified testing to small groups with disabilities, there is no discriminating between reporting general and special education results (NCLB, 2001).

> Susan Goodman pointed out part of the difficulty in adapting to the law.
>
> IDEA is not a static law. It has changed over time as our understanding changes. As time goes by, we learn more about what works, what doesn't, what children with disabilities need in terms of education and support, and what school systems need in order to respond. (Goldman, 2003, p. 1)

With the idea of inclusion being reinvented every few years, teachers do not have an opportunity to get comfortable and competent with the requirements. This leads to resistance.

Inclusion Debate

The word inclusion is never specifically stated in IDEIA 2004 nor in NCLB. Instead it is referenced through the use of the phrase LRE, the practice of placing students in the classroom setting with the best opportunity to learn with their non-disabled peers (ED.gov, 2009). Without a true definition, inclusion continues to differ between states and districts. In some schools, inclusion is the physical presence of the special needs student in the general education classroom, while in other schools it is the modification of

curriculum, content, and instruction (Friend & Cook, 2003). According to Osgood (2005), the terms inclusion, full inclusion and progressive inclusion are being used interchangeably.

Special needs students should be included in the general education classroom unless, after good-faith efforts, it is determined that the student is not able to receive an appropriate education in that setting (Lawrence-Brown, 2004). It is yet to be determined if all special needs students should be included in all classes, or if it should be determined on a case-by-case basis "Contrary to long-held assumptions, students with disabilities do not usually learn more in self-contained special education classrooms; equal or superior results are obtained when appropriate supports are provided in general education classrooms (Lawrence-Brown, 2004, p. 48). However, the debate continues, not so much over definition, but practice.

According to George (2005), public school teachers must provide a challenging educational experience to special needs students within the general classroom setting, as appropriate. This is tempered compared to Lawrence-Brown's statement:

> Inclusive education does not separate students with disabilities who are unable to "keep up" without significant support…If students with disabilities are to reach higher general curriculum standards, they need to learn in classrooms where they can both access the general curriculum, and reap the benefits of high expectations. (2004, p. 37)

The debate is not likely to be resolved, regardless of how many revisions are made to the law.

Throughout this study, the term inclusion will refer to the philosophy that students with disabilities participate in the general education classroom more than 50% of the day and are equally included in the general education curriculum physically, socially, and instructionally. Additionally, the special and general educators cooperatively work together to provide students with support, modifications, and supplementary services to ensure that the child's individual abilities are maximized for success.

General Educators and the Inclusion Process

Preparation and Education

Teacher preparation programs have been scrutinized for many years. Kirby, McCombs, Barney, and Naftel (2006) remarked "they have been portrayed as 'intellectual wastelands,' decried as 'impractical and irrelevant' by practitioners, and cited as the root cause of bad teaching and inadequate learning" (p. 1). Researchers and parents have voiced, and continue to voice, concern regarding little instruction for general educators in teacher preparation programs (Villa et al., 1996) and little experience in meeting the needs of special needs students in the classroom (Kerns, 1996; Minke et al., 1996; SEDL, 2009). Vaughn et al. (2001) concluded that there are general education teachers who lack preparation and adequate resources to instruct those with disabilities successfully. Historically, teachers have been trained in their chosen discipline, general education apart from special education. According to Mastropieri and Scruggs (2004), "Many states or teacher training preparation programs do not require that general education majors enroll in even a single special education class" (p. 21).With inclusion, teachers of all grades and subject matters are being required to work as special educators,

whether they were trained in that area or not. Evans (1990) noted that teachers need to be taught about the different disabilities and how they manifested themselves in the classroom, specifically that the students will need modified expectations and have probable set-backs.

Evans (1990) went on to say that training for general educators should give them concrete examples of how to deal with the special needs of included students. Schools must provide the necessary training in the areas of legal responsibility, modifications and IEPs (Villa & Thousand, 2003). Mullinix (2007) reflected the positive results of that type of directed training. Participants utilized the Collegial Coaching Model that was presented to them through a professional development program (Mullinix, 2007). The participants reported improved feelings toward special needs students, and "the patterns found in the data analysis of the SoC data, the observation data, and the formal interview data were a direct result of the professional development" (Mullinix, 2007, p. 147).

Efficacy

Teachers are not getting the training they need in the area of special needs while in teacher preparation programs (Villa et al., 1996). This leaves them feeling inadequate to meet the needs of included students (Yuen et al., 2004). In the Alliance for Excellent Education, Miller (2009) noted that 49% of secondary school teachers agree that they do not feel they can teach the range of diverse learners in their classroom effectively. Known as self-efficacy, " [it] is not a measure of the skills one has but a belief about what one can do under different sets of conditions with whatever skills one possesses" (Bandura,

1997, p. 37). Bandura concluded that in order to function effectively, people need to have skills and the efficacy beliefs to use them. He went on to say,

> People who have strong beliefs in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an affirmative orientation fosters interest and engrossing involvement in activities. They set themselves challenging goals and maintain strong commitment to them. They invest a high level of effort in what they do and heighten their effort in what they do and heighten their effort in the face of failures or setbacks. (Bandura, 1997, p. 39)

This would hold true for general educators involved in the inclusion process who have not been adequately trained in proper teaching methods for special needs students. Mager (1997) noted, "If you're not sure where you're going, you're liable to end up someplace else" (p. v). General educators must be adequately trained to work with the special needs population.

According to Bandura (1997), teachers with a low sense of efficacy create classroom environments in which students doubt their abilities and have lower cognitive development; those with a high sense of efficacy demonstrate care for their students and depend on personal authority to manage situations. General educators, having not been trained to deal with special needs issues, do not believe they can meet the educational needs of included special education students. Their sense of efficacy is lowered. Teachers with low self-efficacy beliefs have been known to expend little effort towards included students when planning activities or re-teaching concepts (Schunk, 2004).

What a person believes about himself or herself affects how much effort they put forth and how hard they will work to succeed (Pajeras, 2003). Bandura (1997) stated that "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2). Margolis and McCabe (2006) also noted that self-fulfilling prophecies of failure can be created by low self-efficacy beliefs.

Beliefs Regarding Inclusion

Regular classroom teachers surveyed have shown that they saw many of the necessary adaptations as unfeasible and did not try to make them because it was not worth the effort it would take (Minke et al., 1996). Minke et al. also noted a major criticism of the inclusion movement is that those advocating for inclusion are pushing for major changes of regular classroom teacher responsibilities without determining if the general educator agrees with the changes (p.153).

> Regular educators reject key elements of inclusion programs, preferring the current popular practice of providing remedial assistance in resource pull-out programs….While agreeing that students with mild disabilities have ‘a basic right to receive their education in the regular classroom,’ the majority did not view the regular classroom as a setting in which these students’ instructional needs could be adequately met. (Minke et al., 1996, p. 153)

Classroom teachers are also less likely to agree with inclusion for more severely disabled students (Mastropieri & Scruggs, 2000) and are less willing to participate in the inclusion of those students (Scruggs & Mastropieri, 1996). Positive teacher attitudes

toward inclusion are consistently identified in the literature as essential for it to be effective as they are likely to impact how it is ultimately implemented (Sansosti, 2008).

In a study by Marshall, Ralph and Palmer (2002), teachers were asked about their attitudes toward including students with speech and language difficulties in their classes. Sample responses included "[I would feel] under prepared and ill equipped not having sufficient training" (Marshall et al., 2002, p. 211); "I would feel ill prepared to deal with such a child although with training and support this would not be a problem" (Marshall et al., 2002, p. 211); "I haven't been trained to deal with this" (Marshall et al., 2002, p. 212). Although most teachers in the study gave positive responses, the sample responses showed the need for more training.

According to White and Mason of the Council for Exceptional Children's Mentoring Induction Project (2001), some of the largest concerns for teachers new to special education are time management, workload, and accountability. The literature on educational change suggests that it has long been a challenge for educational development projects to ensure that their recommendations aimed at improving teaching effectiveness are communicated to local practitioners and are incorporated into day-to-day practices in a sustainable way (Gu, 2007, p. 12). They do not know how to make it work when they are already feeling overloaded.

Over recent years, the opinions against inclusion appear to have mellowed, yet general educators are not embracing full inclusion for all students. Mastropieri and Scruggs (2004) found that "virtually all educational professionals recommend placement in the general education classes for students with disabilities and other special needs; the

disagreement usually centers on the extent to which the students should be placed in the general educational settings" (p. 19). However, with the implementation of the NCLB, enacted to raise academic standards (NCLB; Wood, 2006), the pendulum could swing again. Educators are held accountable for the annual achievement assessment results on all their students, disabled or nondisabled alike (Friend & Bursuck, 2005).

Measuring Changes in Schools

Quantitative, Qualitative, Mixed-Methods

Quantitative research is a means of gathering statistical data through deductive methods, such as experiments and surveys and reporting it in numerical fashion (Creswell, 2007). Alternatively, qualitative research is a means of gathering data through inductive methods in an effort to understand a situation within its context and describing that information using rich descriptions (Merriam, 2009). Quantitative data "emphasizes the measurement and analysis of causal relationships between variables" (Golafshani, 2003, p. 597). In mixed-methods research, statistical data is paired with narrative information, but "involves the use of both approaches in tandem" (Creswell, 2009, p.204) so that the study is stronger than if it were done solely with quantitative or qualitative methods.

The statistical data were gathered from the SoCQ and TSES to determine how general educators view themselves and their abilities with regard to inclusion. However, without the information gathered through one-on-one interviews, I would not have been able to understand the reasons for any change in attitudes after the professional development intervention. Therefore, a mixed-methods approach was used for the study.

Case Study

A contextual case study approach was utilized throughout the study. Case studies provide in-depth investigation of contemporary phenomenon, rely on multiple sources of data, while allowing researchers to maintain the "holistic and meaningful characteristics of real-life events" (Yin, 2009, p. 4). They use the researcher as the instrument, approach a contemporary phenomenon within its natural setting and specified boundaries in order to understand it without attempting to manipulate it (Hatch, 2002; Patton, 2001). It incorporates various data collection methods, such as documents, surveys, interviews, and observations (Creswell, 2007; Merriam, 2009; Yin, 2009).

Other research designs considered included the grounded theory and phenomenological study. Grounded theory studies attempt to discover a theory (Creswell, 2007), but the study instead sought an intervention strategy and its effect. Merriam (2009) noted a case study is a more suitable design to use when determining the effect of a treatment or intervention. According to Creswell (2007), a phenomenological study attempts to describe the meaning of an event on a group of people. The study was not seeking the meaning of the intervention on the subjects, but the effects of the intervention. Therefore, since the study involved providing the participants with professional development regarding special education processes and procedures and evaluating its effect on their attitudes and self-efficacy, a case study was the most appropriate research design.

Concern Theory

Frances Fuller, a counseling psychologist, conducted in-depth studies in the late 1960s pertaining to teachers' concerns with education. She discovered that their concerns matched the stages in their teaching careers, from student teachers, to new teachers, to advanced professionals. Using her Teacher Concerns Statement, she found that as educators became more experienced as teachers, the less ego-centric their concerns became (George et al., 2006). Hall and Hord (2001) noted that although teachers may have many concerns spanning across different levels, they tend to concentrate on one area.

Fuller divided the teaching continuum into three stages of Preteaching, Early Teaching and Late Teaching. Teachers in the Preteaching phase showed little to no concern regarding teaching itself, but rather a sense of anticipation or apprehension. Those in the Early Teaching phase were concerned with their own abilities to teach, managing the classroom, and questions regarding administrative support. Educators in the Late Teaching phase were concerned with student learning and professional development (George et al., 2006).

Concerns-Based Adoption Model

Hall, Wallace, and Dossett, while observing educators involved in starting innovative practices, seemed to experience the same concerns as those described by Fuller (George et al., 2006). The staff members determined that educators implementing innovations experience a specific progression of concern depending on their experience and confidence with the innovation. Taking Fuller's work, these researchers identified

seven Stages of Concern (SoC) (George et al., 2006). They developed a 35-question survey to determine where someone fell within the four stages of the SoC: a) unconcerned, b) self, c) task, or d) impact. George et al. (2006) noted, "The emergence and resolution of Concerns about innovations appear to be developmental, in that earlier concerns must first be resolved (lower in intensity) before later concerns can emerge (increase in intensity)" (p. 8). This Stages of Concern Questionnaire (SoCQ) allows the researcher to determine in what stage of concern the participant resides for each innovation.

The Concerns Based Adoption Model (CBAM) was designed to provide a "sound understanding of the affective and behavioral dimensions of change, whatever the innovation, and the diagnostic tools provide ways to measure implementation from several different perspectives" (George et al., 2006, p. 2) The CBAM has been in use for more than three decades, yet it's foundational philosophies remain the same:

(a) Change is a process, not an event. (b) Understanding the change process in organization requires an understanding of what happens to individuals as they are involved in changes. (c) For the individual, a change is a highly personal experience. (d) For the individual, change entails developmental growth in terms of feeling about and skill in using the innovation. (e) Information about the change process collected on an ongoing basis can be used to facilitate the management and implementation of the change process. (Hord et al., 2006, p. 1)

People experiencing change evolve in the kinds of questions they ask and in their use of the change (Bybee, 1996). According to Hord, et al. (2006), early questions are

generally more self-oriented, such as ‘What is the change?’ and ‘How does it affect me personally?’ After those initial questions are answered, other, more task-oriented questions emerge, such as ‘How do I do this?’ and ‘How do I fit it into my schedule?’ Finally, the questions move toward the impact on others, such as whether or not the change is benefiting the target audience. Those affected by an innovation are able to move forward through the stages, rather than remain stagnant in self-doubt (see Figure 1).

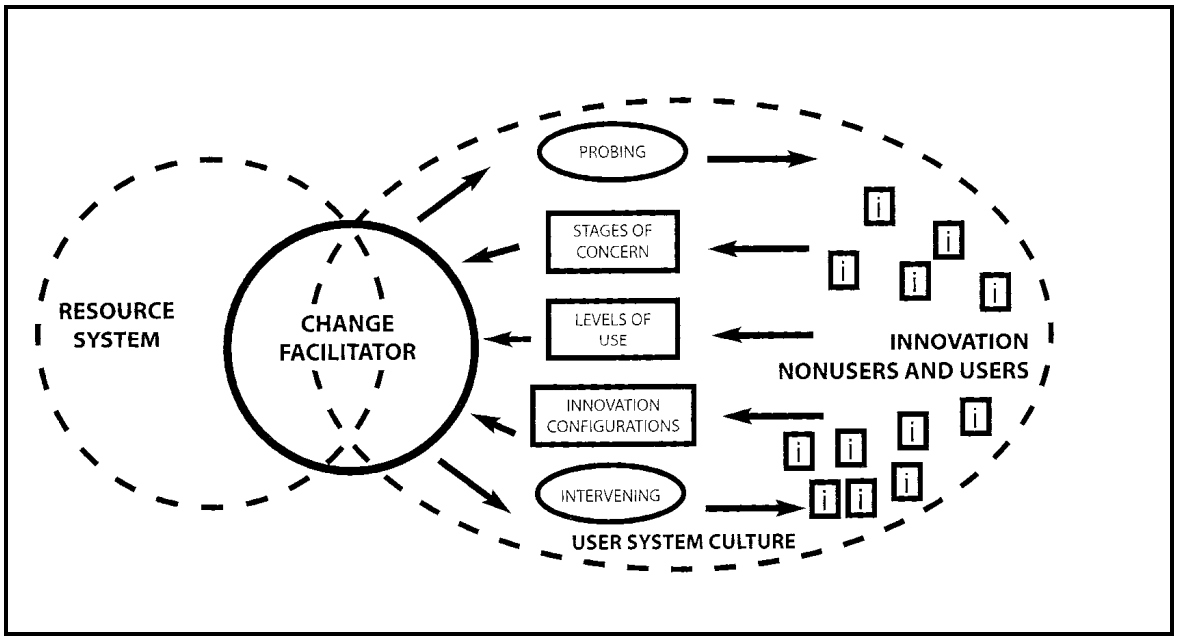

Figure 1. The Concerns Based Adoption Model.
From *Measuring Implementation in Schools: The Stages of Concern Questionnaire,* by A. A. George, G. E. Hall, and S. M. Stiegelbauer, Austin: Southwest Educational Development Laboratory (SEDL), p. 1. Copyright 2006 by SEDL. Reprinted with permission.

In the study, I used CBAM to better understand the participants in the implementation of the innovation of the inclusive process. Although inclusion is not a new concept to the participants, it has yet to be firmly established in a regulatory way in

any of the fourteen participating schools. With the evolution of the inclusion concept, general educators are faced with taking responsibility for special needs students in their classrooms. The teachers' feelings of self-efficacy are challenged due to the evolving demands placed on them by IDEIA 2004 and NCLB. This can cause resistance which can become a barrier to the success of inclusion. However, looking at the work of and theory behind the CBAM model, if you identify where someone is in the stages of concern and address those concerns with training, you are in a better position to restore their self-efficacy. In so doing, it is not only possible to move them forward in acceptance of inclusion, but help them feel more comfortable in doing it as well.

Teachers' Sense of Efficacy Scale

In the 1960s, Rand researchers attempted to measure a teacher's sense of self-efficacy by asking two questions regarding their influence over their environment based on the social learning theory (Tschannen-Moran and Hoy, 2001). The two-item survey, buried within a larger survey, was questioned as to its validity and reliability (Tschannen-Moran and Hoy, 2001). Pulling from Rand's social learning theory and Bandura's social cognitive theory, Gibson and Dembo developed the 30-point Teacher Efficacy Scale (TES) in the 1980s (Gibson & Dembo, 1984). The scale measured personal teaching efficacy (PTE), which measured self-efficacy, and teaching efficacy (GTE), measuring outcome expectancy (Gibson & Dembo, 1984). Definition problems regarding PT and GTE, factor analysis issues, as well as a desire to incorporate Bandura's suggestion of including various levels of task demands led to the creation of the Ohio State Teacher Efficacy Scale (OSTES). The scale was created by seminar participants at the Ohio State

University College of Education, and it was later re-titled the Teacher's Self-Efficacy Scale (TSES) under Tschannen-Moran and Hoy (Tschannen-Moran & Woolfolk-Hoy, 2001).

Social Change

PL 94-142 brought children with special needs into the general education classroom. Throughout several reauthorizations ending with IDEIA 2004, the law has encompassed the ideal that the educational placement for any child, regardless of handicapping condition, will be in a classroom with their peers in their neighborhood school. This goes beyond the simple physical presence of special needs students with their general education peers. Just as the Civil Rights movement demanded that society embrace equality for people of all races, IDEIA 2004 demands that society embrace educational equality for students of all ability levels. It is the ideal that every child has the right to access an education which will prepare them for productive adult lives. Every child has the right to access an education which will prepare them for making positive contributions to society. Any step back from that ideal must be justified by a necessity for the benefit of the child. It is my hope that this study will help encourage social change from within the elementary schools involved in the study.

Walden University defines social change as "a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions" (Walden University, 2008, p. 8).

As general educators take responsibility for the success of special needs students in their classrooms, they can better assist those students with accessing and understanding the content of the general education curriculum. With an expanding definition of what it means to meet the needs of special education students in the general education classroom, this study may help teachers take one more step toward that ideal of an inclusive society and making it a reality. Including special needs students in the general education setting as full participants shows the worth of those individuals. Their incorporation in the classroom, along with the full participation of the classroom teacher may increase the students' development and add to their potential for productivity within society (Price, Mayfield, McFadden, & Marsh, 2000).

Walden University supports social change "through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society" (Walden University, 2008, p. 8). I was in the position of role model in the area of inclusion by listening to the needs of general educators and providing them with the necessary education and resources. As the general educators became more familiar with special education processes, they had the opportunity to move past their resistance to inclusion. Through the professional development, the participants gained knowledge in special education methods and techniques that can help them work well with special needs students. Having the appropriate training can increase the teachers' self-efficacy in the area of special needs, allowing them to be more open to the necessary changes in their

teaching styles. In the future, the schools involved in the study may be different, because they may be more inclusive and receptive places for special needs students.

Being published, the study will be available to other teachers, allowing for the potential to enact the same effect in other schools across the country and contribute to the current body of knowledge. Students with special needs will have true access to the same education curriculum as their non-disabled peers. Having access to that type of education allows special needs students more opportunities for growth towards independent and productive adult lives. As the communities see the positive contributions the students with special needs are making, they will be more open to the possibilities of what those students can do for society.

Concluding Remarks

Due to the passage and subsequent re-authorization of PL 94-142, inclusion is a part of public education that involves all teachers. Regardless of whether or not general educators agree with the inclusion process or how it is implemented, they must educate students with special needs alongside their non-disabled peers.

Low self-efficacy beliefs can create "self-fulfilling prophecies of failure" (Margolis & McCabe, 2006, pg. 219). Since some researchers have noted that general educators do not feel prepared or confident in their own abilities to meet the needs of special education students, this could be detrimental in the arena of inclusion (Bender et al., 1995; Miller, 2009; Schumm & Vaughn, 1991; Winter, 2006; Yuen et al., 2004). If teachers are not confident in their abilities to meet the needs of included special needs

students, they may not put forth the effort necessary to meet the educational needs of those students.

As Mullinix (2007) showed in his study, training teachers in the necessary teaching strategies for special needs students aids them in becoming successful with the inclusion process. As the teachers in the study are now educated in proper methods and techniques, they may have more successful experiences working with the special needs population. As they have more successes, their self-efficacy will grow. Since inclusion will no longer be a foreign or innovative process to them, they may be more open to inclusion and better able to embrace it.

The study has the potential for social change. The schools involved in the study may be different in the future, because they may be more inclusive and receptive places for special needs students. Being published, the study will be available to other teachers, allowing for the potential to enact the same effect in other schools across the country. As special needs students leave their schools with the necessary skills to make positive contributions to society, their communities will be more inclusive and receptive as well.

Throughout section 3, I describe the methods of collecting and analyzing data, as well as the instruments and models used. The collection and analysis of data will focus on answering the research questions regarding general educators' beliefs, efficacy, and professional development. In sections 4 and 5, I will present the findings and interpretation of those findings.

Section 3: Research Method

Introduction

In each phase of the mixed-methods study, I utilized a contextual case study approach. A case study is "an in-depth description and analysis of a bounded system" (Merriam, 2009, p. 43). A case study concentrates on a single phenomenon using in-depth data collection through multiple sources (Creswell, 2007; Merriam, 2009). Case studies provide in-depth investigation of contemporary phenomenon, rely on multiple sources of data, while allowing researchers to maintain the "holistic and meaningful characteristics of real-life events" (Yin, 2009, pg. 4). Research done on the learning process points to the necessity of context-dependent knowledge, such as that provided by case studies, for people to develop from beginners to experts (Flyvbjerg, 2006). Flyvbjerg (2006) noted that researchers must place themselves within the circumstances being studied in order to gain a true understanding of the observied behavior.

This mixed methods study was approached from the constructivist paradigm. According to Hatch (2002), the constructivist paradigm is used in order to "reconstruct the constructions participants use to make sense of their worlds" (p. 15). Quantitative data were gathered through pre and postintervention surveys. Qualitative data were gathered through one-on-one interviews in order to clarify any statements made on the surveys.

I utilized the instruments through three phases of data collection and analysis to gain quantitative data. In the first phase, I used the Stages of Concern Questionnaire (SoCQ) to determine the participants' initial perceptions toward inclusion, and the

Teachers' Sense of Efficacy Scale (TSES) to determine their own teaching efficacy in the area of inclusion. The second phase involved the implementation of professional development derived from the data analysis of the initial SoCQ and TSES. In the third stage, I used the SoCQ and TSES to determine what impact, if any, the professional development had on the participants. The final phase consisted of one-on-one interviews with select participants regarding their answers provided on postintervention SoCQ and TSES. Seven participants with the greatest positive change, negative change, or whose scores did not change at all compared to their responses on the preintervention surveys were chosen for the one-on-one interviews. The qualitative data gained through interviews was gathered with the hope of clarifying quantitative data obtained through the instruments as well as gaining insight into any attitudinal changes made through the proposed intervention. In each phase of the study, I focused on three questions with the goal of understanding the perception general educators have of the inclusion process and ways to enhance their perceptions.

Research Design and Approach

I utilized a mixed-methods case study design for the study. Case studies, using the researcher as the instrument, approach a contemporary phenomenon within its natural setting and specified boundaries in order to understand it without attempting to manipulate it (Hatch, 2002; Patton, 2001). According to Flyvbjerg (2006), they "produce the kinds of context-dependent knowledge that research on learning shows to be necessary to allow people to develop from rule-based beginners to virtuoso experts" (p. 221). Merriam (2009) explained a case study as a research design that puts boundaries

around what is to be investigated. It incorporates various data collection methods, such as documents, surveys, interviews, and observations (Creswell, 2007; Merriam, 2009; Yin, 2009). This design was chosen due to its ability to a) identify and explain specific issues and problems, b) give rich descriptions of accounts in common language to be easily understood by non-researchers, and c) advance the knowledge base in education (Merriam, 2009).

The study utilized a one group pretest posttest design for obtaining quantitative data. Creswell (2009) defined quantitative research in the following way:

> One in which the investigator primarily uses postpositivist claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables and hypothesis and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.(pg. 18)

Golafshani (2003) noted that quantitative data "emphasizes the measurement and analysis of causal relationships between variables (p. 597). It uses mathematical processes to emphasize facts and causes of behavior" (Golafshani, 2003). In this study, the measured variables consisted of teacher concerns regarding the innovation of inclusion, teachers' sense of self-efficacy, and the professional development intervention. The methodology approach to data collection included utilizing the SoCQ and TSES for pre and postintervention quantitative data in the one group pretest/posttest design. The SoCQ and TSES were used as analytical tools to measure general educators' perceptions

and concerns and where they believe they belong in relation to the innovation of the inclusive process.

The CBAM has been in use for more than three decades and was designed to provide understanding of the many dimensions of change involved with implementing innovations (George et al., 2006). The CBAM and SoCQ were created to document the progression of concern educators experience when implementing innovations. The 35-question survey is used to determine where someone falls within the four Stages of Concern (SoC) as suggested by Fuller: a) unconcerned, b) self, c) task, or d) impact. As George et al. pointed out, "The emergence and resolution of Concerns about innovations appear to be developmental, in that earlier concerns must first be resolved (lower in intensity) before later concerns can emerge (increase in intensity)" (p. 8).

The TSES has evolved over the last 20 years based on Gibson and Dembo's (1984) and Bandura's (unpublished) scales of teacher self-efficacy. It has been tested and refined in order to pinpoint where teachers feel they are able to perform well within the classroom. By using a 9-point Likert-like scale, the TSES measures teachers' perceptions of their ability to influence instruction, student engagement, and management of the classroom.

The preintervention data enhanced my understanding of general educators' concerns regarding the inclusion innovation and their abilities to participate in it. It also provided information on topics for the professional development intervention. The postintervention SoCQ and TSES provided quantitative evidence as to the impact made by the professional development intervention. This form of research design was chosen

for its ability to gauge internal changes in the participants. Forcing teachers to change through legal approaches may result in more students physically included in the classroom with little or no change in their actual access to curriculum. General educators might receive the special needs students in their room, but not take responsibility for those students' success.

Qualitative research takes place in the natural setting, is interpretive, and seeks to understand the phenomenon through the eyes of the participants (Creswell, 2009; Hatch, 2002; Merriam, 2009). Qualitative data garnered through one-on-one interviews with select participants provided valuable information to support the quantitative data for this case study. It provided understanding and extrapolation to the quantitative data collected from the first phase of the study (Golafshani, 2003). The interviews provided qualitative data regarding any attitudinal change towards inclusion the participants may have experienced due to the professional intervention.

A case study is a suitable design to use when determining the effect of a treatment or intervention (Merriam, 2009). This was applicable to the study since it involved providing the participants with professional development regarding special education processes and procedures in order to move them towards acceptance of the inclusion innovation. The specific professional development topics chosen were based on participants' responses to the preintervention SoCQ, whereas results of the professional development were determined by participants' responses on the postintervention SoCQ. One-on-one focused interviews were conducted to clarify certain participants' responses to the questionnaires.

By using rich, thick descriptions, I was able to convey the participants' concerns and any changes in those concerns brought about through the proposed professional development to non-researchers. Providing enough description allows readers of the study to relate their own situations to the one in the proposed study, thus allowing for the reader to generalize procedures in a situation at their own campus. The more schools that are able to transfer the results of the proposed study to their own general educators, the greater the opportunity for social change. The questions of inquiry were:

1. What are general educators' perceptions of inclusion?
2. What do general educators need in order to feel capable to meet the educational needs of special education students in their classrooms?
3. Does professional development regarding specific disabilities and methods for modifying curriculum change the attitudes of general educators towards inclusion and/or their sense of self-efficacy?
4. Is there a correlation between a teacher's sense of self-efficacy and his/her feelings towards inclusion?

Data Approach

Throughout the study, I utilized a mixed-methods approach, using both quantitative and qualitative methods to collect and analyze data from the target population in the inclusive process. Mixed-methods is an "expansive and creative form of research" (Johnson & Onwuegbuzie, 2004, p. 17) that combines the numeric quantitative data with the qualitative text data in order to best understand the research problem

(Creswell, 2009). In each phase, I utilized an instrument to collect and analyze data in a sequential manner.

I utilized two instruments for gathering data throughout the three phases of the study. In Phase 1, the SoCQ was used to gain quantitative data showing the concerns of general educators towards inclusion. The TSES was also used in Phase 1 to measure participants' confidence in their abilities to meet the needs of included students in their classrooms. These two instruments were combined in Phase 1 in order to identify the needs of the participants for the upcoming professional development intervention. In Phase 3, the same two instruments were used to gather quantitative postintervention data. I used this information to determine whether or not the professional development intervention was successful in changing participants' opinions towards inclusion. I then gathered qualitative data through one-on-one interviews in Phase 3. The information gained through those interviews was used to explain some of the responses given in the surveys.

Data Collection: Phase 1

The first phase of the study consisted of gathering baseline data on participants' concerns about inclusion and their beliefs in their abilities to teach included students. Participants' concerns were measured using the SoCQ. Using the SoCQ gave me information on what parts of inclusion were most disturbing to participants, what they were most comfortable with, and where they needed assistance. I also used the TSES during this phase in order to determine how confident participants were in their abilities to meet the needs of included students. By utilizing both surveys in Phase 1, I was able to

develop an appropriate professional development for the participants that would meet their needs, rather than what I assumed was important to them.

CBAM was designed to provide a "sound understanding of the affective and behavioral dimensions of change, whatever the innovation, and the diagnostic tools provide ways to measure implementation from several different perspectives" (George et al., 2006, p. 2). Using the SoCQ from the CBAM gave valuable insight into the participants' concerns regarding inclusion and their roles in the process. The survey contained 35 questions asking the participants about their level of concern for various parts of the innovation of inclusion. The survey divides the responses into seven areas of concern ranging from unconcerned to refocusing (see Figure 2).

IMPACT	6	Refocusing	The individual focuses on exploring ways to reap more universal benefits from the innovation, including the possibility of making major changes to it or replacing it with a more powerful alternative.
	5	Collaboration	The individual focuses on coordinating and cooperating with others regarding use of the innovation.
	4	Consequence	The individual focuses on the innovation's impact on students in his or her immediate sphere of influence. Considerations include the relevance of the innovation for students; the evaluation of student outcomes, including performance and competencies; and the changes needed to improve student outcomes.
TASK	3	Management	The individual focuses on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, and scheduling dominate.
SELF	2	Personal	The individual is uncertain about the demands of the innovation, his or her adequacy to meet those demands, and/or his or her role with the innovation. The individual is analyzing his or her relationship to the reward structure of the organization, determining his or her part in decision making, and considering potential conflicts with existing structures or personal commitment. Concerns also might involve the financial or status implications of the program for the individual and his or her colleagues.
	1	Informational	The individual indicates a general awareness of the innovation and interest in learning more details about it. The individual does not seem to be worried about himself or herself in relation to the innovation. Any interest is in impersonal, substantive aspects of the innovation, such as its general characteristics, effects, and requirements for use.
	0	Unconcerned	The individual indicates little concern about or involvement with the innovation.

Figure 2. The Stages of Concern About An Innovation.
From *Measuring Implementation in Schools: The Stages of Concern,* by A. A. George, G. E. Hall, and S. M. Stiegelbauer, Austin: Southwest Educational Development Laboratory (SEDL), p. 8. Copyright 2006 by SEDL. Reprinted with permission.

The surveys were each marked as preintervention to distinguish them from the surveys conducted in Phase 3 and the data were analyzed for trends. Any areas marked by 10 or more of the participants as a "5" or higher on the Likert-like scale were used for developing the professional development intervention.

The TSES measured the participants' sense of self-efficacy. As Bandura (1997) noted, " [it] is not a measure of the skills one has but a belief about what one can do under different sets of conditions with whatever skills one possesses" (p. 37). He concluded that in order to function effectively, people needed to have skills and the efficacy beliefs to use them (Bandura, 1997). Containing 24 questions, the TSES measured how strongly participants believed they were capable of working with included students in three areas: a) student engagement, b) instructional strategies, and c) classroom management. Like the SoCQ, the TSES surveys were marked as preintervention to avoid confusion with the surveys completed in Phase 2. Any areas marked highly by ten or more of the participants as being difficult areas to deal with successfully were used for developing the professional development intervention topics.

All data and participant information were coded and viewed only by myself, the researcher, in order to preserve their privacy. All surveys and notes were kept in the my private home office in a locked cabinet to protect it from being viewed by others.

Data Collection: Phase 2

In Phase 2, I implemented a professional development intervention. Information gathered from the SoCQ and the TSES was used to determine topics to be covered in the training.

The training was available to participants at three separate times. One full-day-training facilitated by myself was available at the Special Education Center for the participating district. Another full-day training facilitated by special education personnel from the participating district was held at one of the participating district's high schools. Both were available on separate days during the school district's intercession so as to avoid the need for substitutes to cover the classes. For those who were not able to attend either of those trainings, a DVD of the training facilitated by myself, along with coordinating handouts, were made available to them. The DVD training was a several hours shorter than the live trainings, due to the lack of interaction, spontaneous questions, and group activities.

Both live trainings covered the participants' topics of concern regarding inclusion. A Power Point slide show was presented, along with handouts for participants to use in group discussions. Participants were actively engaged in discussion regarding the law, modifications, IEPs, and teacher responsibilities. Participants were given opportunities throughout the training to ask questions and give examples of inclusion situations from their classrooms. At the end of the trainings, participants were divided into groups to work on scenarios of inclusion. Participants were asked to determine the best modification and teaching methods for the included students, ways to incorporate the necessary modifications for those students, and to evaluate how much time would be involved for the teacher to implement those strategies.

As in Phase 1, all surveys and notes were kept in my private home office in a locked cabinet to protect it from being viewed by others.

Data Collection Phase 3

During Phase 3, I gathered quantitative data on participants' concerns about inclusion and their beliefs in their abilities to teach included students using the same SoCQ and TSES used in Phase 1 of the study. Using the same SoCQ and TSES questionnaires pre and postintervention allowed me to note progression of the participants through the stages of concern, while also gauging any changes in self-efficacy.

Teachers who participated in the live trainings were given the postintervention survey packets at the end of the training. Although they were asked to complete them before leaving the training, some participants chose to complete them at a later time. Some participants did not want to take the time that day due to other obligations, while others wanted some time to digest the information they had been given at the training before completing the survey packet. Participants who utilized the DVD training were given a postintervention survey packet when they were given the DVD, and asked to complete it once they had finished the training.

For those who did not immediately return the completed surveys, an email reminder was sent out 3 days after the training to remind them the surveys were due. Emails were sent out every 3 days for the next 21 days. Every email contained an attachment of the survey packet in case the participants had misplaced the ones they had been given. Participants were asked to either complete the emailed survey packet and email it back to me, or to notify me when it was ready to be picked up. Three times during that 21-day period, I went by each teacher's classroom to check on the survey

progress. Any participants who had not returned completed postintervention surveys by the end of that 21-day period were dropped from the study. All completed packets were given the same identification number as the preintervention survey packets in order to keep track of the responses. No names were used on the postintervention packets for the sake of anonymity.

After all pre and postintervention surveys were analyzed, some participants were chosen for one-on-one interviews. Seven interview participants were chosen based on their extreme positive, extreme negative, or no change responses to questions on the postintervention questionnaires compared to their initial responses on the preintervention survey. I sent out email requests for brief interview time to be held at the participants' convenience, either during their conference periods or before or after school. After receiving an email or phone response from the participants, I met with four participants who agreed to be interviewed.

Interviews were conducted in order to gain meaningful information about what someone else is thinking, since that cannot be directly observed or measured (Merriam, 2009). The semistructured focused interviews were recorded on audiotape in conjunction with hand-written notes to ensure accuracy of data collection, with the exception of two participants who asked not to be recorded (see Appendix A). Focused interviews occur during a short period of time and may "remain open-ended and assume a conversational manner, but you are more likely to be following a certain set of questions derived from the case study protocol" (Yin, 2009, p. 107). They are guided by the researcher, but may

take a different direction than the researcher originally intended, depending on participant responses (Hatch, 2007).

I used one-on-one semistructured focused interviews with select participants to gather qualitative data regarding teachers' attitudes and concerns toward the innovation of the inclusion process. This form of research was chosen in order to allow participants to expand on their experiences with the proposed professional development intervention beyond what the survey would allow. It also allowed me to clarify any confusing or incomplete data derived from the surveys regarding any benefit received from the intervention. The interviews were held in the privacy of the teachers' classrooms at their chosen times to avoid being overheard by students, coworkers, or administrators, and generally lasted between 10 and 15 minutes.

As in Phases 1 and 2, all data and participant information were coded and viewed only by myself in order to preserve their privacy. All notes and recordings were kept in the my private home office in a locked cabinet to protect it from being viewed by others.

Setting and Sample

Participants

Fourteen elementary schools serving students in grades kindergarten through 5th within a west-Texas school district were chosen to participate in the proposed study. Since general educators are the ones who participate in inclusion by having special needs students in their general education classes, special educators were excluded from the study. All general educators from the participating schools were invited to meetings held at each school to inform them of the purpose of the study. They received a written

overview of the study, including the purpose of attempting to enact social change. They were informed that participation in the study was voluntary and assured there would be no negative repercussions due to lack of participation or for any answers provided during the study. The meetings resulted in six teachers who signed the consent form indicating their desire to participate in the study.

Since the informational meetings yielded so few responses, I sent out emails to all 712 qualifying general educators in the participating schools inviting them to participate in the study. From the 712 emailed invitations, 13 teachers completed the consent form agreeing to participate. I then went to visit each qualifying teacher in person in order to ask for his/her participation. The face-to-face contact yielded another 24 participants. Out of the 43 participants, one changed his mind and dropped out before data collection began.

All participants were provided full disclosure of the study and its purpose prior to signing the participation agreement form. The participation agreement form stated that participation was voluntary and no negative repercussions would occur to anyone choosing not to participate or to anyone who chose to withdraw from the study once it had begun. All participants had to read and sign the participation agreement form before participating in the study.

The 42 general educators were numbered sequentially, and participants were identified by those numbers on all corresponding paperwork. No names were used on any paperwork throughout the study in order to maintain anonymity. I maintained a master list that identified participants by name, to be used only by myself for follow-up use.

After all pre and postintervention survey packets were completed, a total of 31 participants remained in the study.

Data Analysis and Validation

Information from the SoCQ and TSES surveys was analyzed in four ways. First, the data were analyzed using the SoCQ scoring software program. That program calculated each participant's scores and divided them into one of seven concern areas, ranging from "unconcerned" to "impact." Those individual scores were calculated into a group total for each concern area. Secondly, a Pearson correlation of the postintervention SoCQ and postintervention TSES was conducted using SPSS software to determine the strength of the relationship between the participants' sense of self-efficacy and their level of concern for the innovation of inclusion. Third, a paired t test was used to compare the pre and posttest of the SoCQ and of the TSES to determine whether progress has been made. Fourth, participants who had received some sort of previous inclusion training had a notation on their survey responses. An individual t test was conducted to determine possible differences in attitudes towards inclusion between those who had already received some training and those who had not.

Once I transcribed all the interviews into Microsoft Word, I put the responses into a grid that showed what each participant's response was to each question. I reviewed the responses, searching for and color-coding emerging themes (see Appendix B). Johnson and Christensen (2004) described coding as "marking segments of data with symbols, descriptive words, or category names" (p. 502). Drawn from the literature review and questions of the study, themes that emerged were:

1. Positive perceptions of inclusion.
2. Negative perceptions of inclusion.
3. General educators' needs with regard to teaching special education students.
4. Professional development's positive effect on self-efficacy with regard to teaching special education students.
5. Professional development's negative effect on self-efficacy with regard to teaching special education students.

My coding system consisted of using colors to identify each emerging theme. For responses that overlapped, colors from each corresponding theme were used. Once all themes were identified and coded, I was better able to analyze what the participants believed about the inclusion process and whether or not the professional development was helpful to them.

I then reviewed the participants' responses and typed 3 main points from each onto a separate document (see Appendix C). Those points identified what was still of primary concern to the participants regarding inclusion postintervention.

Validity and Reliability

With regard to quantitative research, Joppe (2000) defined validity as "Whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit 'the bull's eye' of your research object?" (as cited in Golafshani, 2003, p. 599). Hall, Wallace, and Dossett (1973), the original CBAM research team, developed the first SoCQ. It was the only model at that time which focused on concerns of individuals with regard to

change. The researchers measured the validity of the SoC by "examining how the scores on the seven stages of concern scales related to one another and to other variables as concerns theory would suggest" (George et al., 2006, p. 12). Using interview data on judgments of concern, inter-correlation matrices, as well as confirmation of group differences and changes over time, the researchers were able to establish test validity:

> An analysis of the data from 363 teachers who had completed the 195-item questionnaire indicated that 83% of the items correlated more highly with the stage to which they had been assigned than with the total score on the instrument. Also, 72% correlated more highly with the stage to which they had been assigned than with any other stage's scale score. (p. 13)

The validity of the CBAM SoCQ has continually been proven over the last 30 years through its use in various studies and dissertations (George et al., 2006).

The validity of the TSES was tested through three trials, with the 52 questions ultimately being reduced to 18. It was compared to the existing Rand Items and Hoy and Woolfolk measures of teacher self-efficacy (Tschannen-Moran and Hoy, 2001). Total results of the TSES were positively related to the existing Rand items ($r = 0.18$ and 0.53), the Gibson and Dembo PTE factor ($r = 0.64$, $p < 0.01$) and the GTE factor ($r = 0.16$, $p < 0.01$) (Tschannen-Moran and Hoy, 2001). Therefore, the TSES proved to be a valid instrument for testing teachers' sense of self-efficacy.

Mills (2003) noted the ability to use multiple data sources, in order to cross-check information, contributes to the validity and credibility of a study. Validity of the qualitative portion of the case study was addressed through triangulation, member

checking, and presenting researcher biases. Triangulation, the use of multiple sources of data, provides a holistic view of the situation being investigated (Creswell, 2009; Merriam, 2009; Oliver-Hoyo & Allen, 2006). Triangulation in this study was established by comparing information gathered through the literature review to results of the surveys and answers to the interview questions.

Member checking, taking the results to the participants for verification, assures the researcher is communicating the participants' true message rather than the researcher's own preconceived beliefs (Creswell, 2009; Hatch, 2002; Merriam, 2009; Yin, 2009). This was accomplished through the one-on-one interviews conducted after the intervention. Following in that same vein, it is important to present the researcher's assumptions and theories early on in the study (Merriam, 2009).

To ensure high internal reliability, the creators of the SoC only included items if they had responses correlating more highly with responses to other items measuring the same stage of concern than with responses to items for concerns in other stages (George et al., 2006). In 1974, the researchers utilized a stratified sample of data from 830 teachers and professors who took the 35-item SoCQ (George et al., p. 20).

After running the TSES through two separate sample groups, researchers determined to use only the three factors identified as reliable: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement.

While reliability within traditional data collection is determined by the replicability of the findings, this is not necessarily possible with a case study since it is dealing with human behavior (Merriam, 2009). This intensifies the need for addressing it

through other measures, such as triangulation, explanation of the researcher's position, and providing an audit trail. Just as it does with the validity of a study, triangulation increases a study's reliability by using various data sources to corroborate the results (Creswell, 2009; Merriam, 2009; Oliver-Hoyo & Allen, 2006; Yin, 2009). The researcher will explain all assumptions, theories, and bases for participant selection in order to avoid any impropriety. By providing details of data collection procedures, category classifications, and data interpretation the researcher will provide a means for future researchers to authenticate the findings of the proposed study (Merriam, 2009; Yin, 2009).

Role of the Researcher

I had several roles throughout the study. In Phase 1, I distributed information and consent forms for the study. I informed potential participants of my position within the participating district as an itinerant teacher of the visually impaired, whose job it was to work with classroom teacher on modifications for their included students who were visually impaired. I informed potential participants how confidentiality would be maintained. After collecting consent forms, I distributed surveys to all participants and reminded them of the timeline for completion. I collected and analyzed data pertaining to the participants' preintervention beliefs regarding the innovation of inclusion and their abilities to meet the needs of included students. In Phase 2, I organized and provided training for participants in the areas of concern regarding inclusion, as well as recorded a DVD of the training. I also obtained the assistance of special education personnel from the participating district to provide the same training at a different location. I then

distributed surveys and reminded participants again of the timeline for completion, as well as collected and analyzed the data from participants pertaining to postintervention beliefs toward inclusion and their self-efficacy. In the final phase, I gathered data through one-on-one interviews with select participants, and analyzed the data in order to come to a conclusion.

Protection of Participants

Throughout the study, protective measures were taken to ensure participant confidentiality. No names were listed on any of the surveys completed by the participants, or on the notes taken by me in the interviews. Interviews were held in the privacy of the participants' classrooms. I was the only person who maintained the master list of names to correspond to the numbers on each survey packet. I was also the only one to view the data throughout the entire study. Participants' names were changed in the reporting of results in the study, and all data and participant information was coded and viewed only by myself in order to preserve their privacy. All notes and recordings were kept in the my private home office in a locked cabinet to protect it from being viewed by others. Participants were provided with the IRB approval number of 07-26-10-0345748, as well as contact information to the university in case they had questions or concerns regarding the study.

Summary

This mixed-methods study utilized a contextual case study that was approached from the constructivist paradigm. Data were gathered through three phases of data collection and analysis. Quantitative data were gathered through pre and postintervention

surveys using the SoCQ and TSES. Using the surveys gave me baseline data regarding the general educators' concerns associated with the innovation of the inclusion process and whether they felt confident to meet the needs of included students. Qualitative data were gathered through one-on-one interviews in order to clarify any statements made on the surveys.

Based on the information obtained through the SoCQ, I developed professional training, which addressed the participants' concerns for the inclusion innovation. Using the participants' responses to the survey assured that the professional development addressed the needs of the teachers, rather than the problems perceived by the researcher.

A Pearson correlation of the posttest SoC and TSES was conducted using SPSS software to determine the strength of the relationship between the participants' sense of self-efficacy and their level of concern for the innovation of inclusion. *T* tests were used to compare the pre and posttest of the SoCQ and of the TSES to determine whether progress had been made, and to determine if previous training was a factor in attitudes. The findings and interpretation of the findings will presented in Sections 4 and 5.

Section 4: Results

Introduction

The problem in this study involved the inclusion of special needs students in the general education classroom as directed by the reauthorizations of P.L. 94-142. The first aspect of the problem centered on general educators' perceptions of their abilities to meet the education needs of the special education students. Known as self-efficacy, Bandura (1997) defined it as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 3).

The second aspect dealt with professional development training for general educators in special education issues, as discussed in detail in section three. Teacher preparation programs not providing the necessary training in special needs continues to be a problem (Mastropieri & Scruggs, 2004; Vaughn, Elbaum, & Boardman, 2001; Villa et al., 1996). Lack of training can be a major obstacle in a general educator's success with special needs students (Jung, 2009). Even teachers certified as special educators are lacking the necessary experiential knowledge of teaching special needs students when they graduate from college or an alternative certification program (Duffy & Forgan, 2005). For years, researchers have voiced concern regarding little instruction for general educators in teacher preparation programs (Villa et al., 1996) and little experience in meeting the needs of special education students in the classroom (Kerns, 1996; Minke et al., 1996).

I utilized a mixed-method study to better understand general educators' perceptions of the inclusion process and their self-efficacy with regard to meeting the

needs of included students. I presented the analysis of data in a sequential, methodical manner through three distinct phases of the study.

Data Analysis Results

Phase 1

In the first phase, I analyzed the data from the preintervention surveys to obtain a baseline data on participants' levels of concern regarding inclusion and their abilities to meet the needs of included students. The information gained from those surveys was crucial for developing the Phase 2 professional development intervention. By using the SoCQ and TSES surveys, I was able to provide participants with training in special education issues that matched their areas of concern.

Stages of Concern Frequency Averages. In order to determine the participants' levels of concern, I utilized the SoCQ software created for use with Microsoft Excel to analyze the preintervention SoCQ data. The data were displayed in individual participant results, as well as group totals.

The data analysis of the initial survey provided the mean percentile score for participants in each stage of concern. This mean percentile score of each SoC allowed me to target the parts of the inclusion innovation that were of the highest concern for participants and in which stage of concern most participants resided. The mean percentile scores show the relative intensity of concern at each stage and are relative to the scores in other stages for the group (see Table 1).

Table 1
Preintervention SoCQ

Stage of Concern	Mean Percentile
Stage 0 – "unconcerned"	91%
Stage 1 – "informational"	88%
Stage 2 – "personal"	83%
Stage 3 – "management"	73%
Stage 4 – "consequence"	38%
Stage 5 – "collaboration"	59%
Stage 6 – "refocusing"	57%

With participants residing mostly in the Stage 0 "unconcerned" stage, the data indicated that participants had "a number of other initiatives, tasks, and activities that are of concern to" participants (George et al., 2006, p. 33). The second highest score showed a Stage 1 "informational" level of concern for participants. With a mean percentile of 88%, participants showed they "would like to know more about the innovation" (George et al., 2006, p. 33). According to George et al., (2006) "Stage 1 concerns are substantive in nature, focusing on the structure and function of the innovation" (p. 33)

Data also indicated that the participants had relatively high levels of concern in Stages 2 and 3, at 83% and 73%, respectively. The higher level of concern in Stage 2 indicated participants were "most concerned about status, rewards, and what effects the innovation might have on them" (George et al., 2006, p. 33). The higher score in Stage 3 indicated "intense concern about management, time, and logistical aspects of the innovation" (George et al., 2006, p. 33). The lowest score of 38% in the Stage 4 – "consequence" area, indicated little concern for how the innovation of inclusion affected the students involved or their performance outcomes.

With participants residing primarily in Stages 0-3, the data indicated they were in the earlier stages of accepting the innovation of inclusion. They were more concerned about how inclusion affected them personally, rather than how to improve the innovation or the impact it had on others.

Teachers Sense of Self-Efficacy Averages. The data from the preintervention TSES were utilized to determine participants' level of self-efficacy with regard to teaching included students. Data analysis of the initial survey using frequency distribution through SPSS software provided the mean percentile score for participants for each question. This mean percentile score of the TSES allowed me to target the parts of the inclusion innovation about which participants felt most capable of implementing, and those that were most difficult for them to implement in their classrooms. The TSES mean percentile analysis for the participants showed areas where participants felt the most capable in working with included students. Those are represented by the five highest percentages on specific TSES questions (see Table 2).

Table 2
Highest Preintervention TSES Competencies

TSES Question	Mean Percentile Score
#5 To what extent can you make your expectations clear about student behavior?	78%
#6 How much can you do to get students to believe they can do well in school work?	80%
#8 How well can you establish routines to keep activities running smoothly?	79%
#9 How much can you do to help your students value learning?	79%
#13 How much can you do to get children to follow classroom rules?	79%

The high scores in those questions indicated that participants felt strongest in their abilities of classroom management and student engagement. The TSES mean percentile analysis for the participants also showed areas where participants felt the least capable in working with included students. Those are represented by the five lowest percentages on specific TSES questions (see Table 3).

Table 3
Lowest Preintervention TSES Competencies

TSES Question	Mean Percentile Score
#1 How much can you do to get through to the most difficult students?	67%
#17 How much can you do to adjust your lessons to the proper level for individual students?	69%
#18 How much can you use a variety of assessment strategies?	70%
#22 How much can you assist families in helping their children do well in school?	70%
#24 How well can you provide appropriate challenges for very capable students?	71%

The data indicated that participants felt less capable in the area of instructional strategies. The amount of time needed to implement necessary modifications and IEPs was more than what they had available. Resources, such as equipment and personnel were necessary if inclusion was to be successful. These were topics that needed to be addressed through the professional development.

Phase Two

The inclusion training was available to participants at three separate times. One full-day- training facilitated by myself was available at the Special Education Center of the participating district. Another full-day training facilitated by special education personnel from the participating district was held at one of the participating district's high schools. Both were available on separate days during the school district's intercession so as to avoid the need for substitutes to cover the classes.

In the live trainings facilitated by myself or the special education staff, the presenters utilized a laptop computer, projector, and projection screen. Participants sat at large rectangular tables facing the projection screen. Each of the participants was given a packet that included the PowerPoint presentation, copies of sample IEPs and modification sheets, and copies of scenarios.

I attempted to record the live training I facilitated for participants who could not attend, utilizing a web-based program. Due to technical problems with Internet connection throughout the room, I stood behind the participants with the laptop computer to stay connected to the Internet. After the live training was over and the taped version was reviewed, I discovered the web-based program did not record any video of the training, and the audio quality was poor. Therefore, I taped myself the next day with a camcorder in my home, presenting all the same information again. I copied the taped session onto DVD format and gave them to those who were unable to attend the live trainings. Ultimately, none of the participants utilized the DVD, therefore, those participants were dropped from the study for not completing the training or the second survey packet. All completed surveys were from participants in the live trainings.

The presenters in all live sessions began the live trainings by thanking the participants for their part in the study. Background information on the presenters was given. The presenters utilized the laptop computer to run the Power Point presentation. Through 39 slides, the presentation covered the history of special education, the law, which conditions qualified for special education, how conditions manifest in the classroom, how IEPs are created, and how to implement IEPs and modifications. The

topics chosen covered what I believed would assist participants in understanding the process of inclusion, as well as those areas of concern for participants identified through the data collection.

Throughout the Power Point presentation, the facilitators in all live sessions encouraged questions from participants. Many participants asked for help with regard to specific problems in their classrooms, which spawned spontaneous group problem solving. The final activity of the training involved dividing participants into small groups of three or four, and giving them a scenario. Each group was instructed to determine the best modifications for the student in the scenario. The goal was to have teachers determine how to follow the student's IEPs while still meeting the needs of the general education students in the class. As each group presented their solutions, other groups would add suggetions and/or modifications to them, allowing for many options to each situation. The facilitators then directed the groups to determine how much time each modification would take to implement. An informal poll of participants showed the consensus to be that all modification options discussed were fairly easy to implement, requiring only a few second to a few minutes to put into place.

Each live training session ended with question and answer sessions to make sure there were no items of concern for participants that were left unaddressed. Participants were given a postintervention SoCQ and TSES survey packet to complete, either before leaving the training or within the week following the training.

For those who were not able to attend either of those trainings, a DVD of the training information, along with coordinating handouts, were made available to them.

The DVD training was several hours shorter than the live trainings, due to the lack of interaction, spontaneous questions, and group activities. They were also provided with the postintervention SoCQ and TSES survey packets to complete after the training and return to me.

Phase Three

Stages of Concern Frequency Averages. In order to determine the participants' levels of concern and to determine any change from the preintervention survey levels, I utilized the data from the postintervention SoCQ. I utilized the SoCQ software created for use with Microsoft Excel to analyze the data. The data were displayed in individual participant results, as well as group totals.

The data analysis of the postintervention survey provided me with the mean percentile score for participants in each stage of concern. This mean percentile score of each SoC allowed me to target the parts of the inclusion innovation that were of the highest concern for participants and in which stage of concern most participants resided. The mean percentile scores show the relative intensity of concern at each stage and are relative to the scores in other stages for the group (see Table 4).

Table 4
Postintervention SoCQ

Stage of Concern	Mean Percentile
Stage 0 – "unconcerned"	91%
Stage 1 – "informational"	72%
Stage 2 – "personal"	76%
Stage 3 – "management"	77%
Stage 4 – "consequence"	38%
Stage 5 – "collaboration"	59%
Stage 6 – "refocusing"	60%

With participants remaining mostly in the Stage 0 "unconcerned" stage at 91%, the data indicated that even after professional development intervention, participants still had "a number of other initiatives, tasks, and activities that are of concern" besides inclusion (George et al., 2006, p. 33). The other concerns in the lives of the participants were still considered priorities. The second highest score showed a Stage 3 "personal" level of concern for participants. With a mean percentile of 77%, participants showed more "intense concern about management, time, and logistical aspects of the innovation" (George et al., 2006, p. 33). This showed an increase in this area of concern compared to the preintervention data.

Data also indicated that the participants had relatively high levels of concern in Stages 2 and 1, at 76% and 72%, respectively. The higher level of concern in Stage 2 indicated participants were still "concerned about status, rewards, and what effects the innovation might have on them," as well as wanting "to know more about the innovation (George et al., 2006, p. 33).

With no change in the Stage 4 – "consequence" area from pre to postintervention, the data showed participants still had little concern for the impact of inclusion on their students or their students' performance outcomes. With participants residing primarily in Stages 0-3, the data indicated they were still in the earlier stages of accepting the innovation of inclusion, even after intervention. They were more concerned about how inclusion affected them personally, rather than how to improve the innovation or the impact it had on others.

Teachers Sense of Self-Efficacy Averages. The data from the postintervention TSES were utilized to determine participants' level of self-efficacy with regard to teaching included students. The data analysis of the initial survey provided me with the mean percentile score for participants for each question. This mean percentile score of the TSES allowed me to identify changes in areas where the participants felt most and least capable in the implementation of the inclusion innovation. The TSES mean percentile analysis for the participants showed areas where participants felt the most capable in working with included students. Those areas are represented by the five highest percentiles on specific TSES questions (see Table 5).

Table 5
Highest Postintervention TSES Competencies

TSES Question	Mean Percentile Score
#6 How much can you do to get students to believe they can do well in school work?	81%
#5 To what extent can you make your expectations clear about student behavior?	80%
#13 How much can you do to get children to follow classroom rules?	77%
#16 How well can you establish a classroom management system with each group of students?	77%
#20 To what extent can you provide an alternative explanation or example when students are confused?	76.77%
#7 How well can you respond to difficult questions from your students?	76.77%
#12 How much can you do to foster student creativity?	76.45%

The high scores in these areas indicated that participants felt strongest in their abilities of classroom management and instructional strategies. The TSES mean percentile analysis for the participants also showed areas where participants felt the least capable in working with included students. Those areas are represented by the five lowest percentages on specific TSES questions (see Table 6).

Table 6
Lowest Postintervention TSES Competencies

TSES Question	Mean Percentile Score
#22 How much can you assist families in helping their children do well in school?	67%
#1 How much can you do to get through to the most difficult students?	69%
#18 How much can you use a variety of assessment strategies?	72%
#14 How much can you do to improve the understanding of a student who is failing?	73.54%
#21 How well can you resond to defiant students?	73.54%
#23 How well can you implement alternative strategies in your classroom?	73.54%
#24 How well can you provide appropriate challenges for very capable students?	73.87%
#2 How much can you do to help your students think critically?	73.87%

The data indicated that participants changed from feeling less capable in the area of instructional strategies, to feeling less capable in the area of student engagement. The changes in the pre and post TSES scores showed participants gained some confidence in their abilities to conduct effective instructional strategies to included students postintervention.

Comparison of SoCQ and TSES. A paired-samples *t* test was conducted to compare pre and postintervention SoCQ and pre and postintervention TSES (see Tables 7 and 8).

Table 7
Pre and Post SoCQ and TSES Totals
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretotal	140.9677	31	36.70466	6.59235
	posttotal	126.3226	31	43.44912	7.80369
Pair 2	tsespretotal	178.8710	31	23.14554	4.15706
	tsesposttotal	182.0323	31	27.90757	5.01235

Table 8
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Diff.				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretotal-posttotal	14.64516	40.48172	7.27073	-.20365	29.49398	2.014	30	.053
Pair 2	tsespretotal - tsesposttotal	-3.16129	28.24429	5.07282	-13.52138	7.19880	-.623	30	.538

There was not a significant difference in the scores for preintervention SoCQ (M=140.9, SD=36.70) and postintervention SoCQ (M=126.3, SD=43.44) nor the preintervention TSES (M=178.8, SD=23.14) and postintervention TSES (M=182.0, SD=27.90) conditions; $t(30)=2.01$, $p = .053$ for the SoCQ and $t(30)=-.623$, $p = .538$ for the TSES. These results suggest that the professional development intervention did not have an effect on participants' feelings towards inclusion; therefore, I failed to reject the null hypothesis.

Participants who had received some sort of inclusion training prior to the study had a notation on their survey responses. Participants reported previous inclusion training

varied greatly from trainings on general rules of special education to specific trainings on IEP implementation.

An independent-samples *t* test was conducted to compare attitudes towards inclusion of those with prior inclusion training and those with no prior inclusion training (see Tables 9 and 10).

Table 9
Training
Group Statistics

	Training	N	Mean	Std. Deviation	Std. Error Mean
pretotal	no training	19	143.6842	31.33165	7.18797
	Training	12	136.6667	45.11064	13.02232

Table 10
Independent Samples Test

		Levene's Test for Equality of Variances		t test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Pre-total	Equal variances assumed	2.593	.118	.512	29	.612	7.01754	13.70382	-21.00991	35.04500
	Equal variances not assumed			.472	17.719	.643	7.01754	14.87440	-24.26800	38.30309

There was not a significant difference in the scores for those with previous inclusion training (M=136.6, SD=45.11) and those without previous inclusion training

(M=143.6, SD=31.33); t (30)=.512, p = 0.612. These results suggest that training does not have an effect on participants' perceptions of inclusion. Specifically, these results suggest that previous inclusion training does not increase or decrease participants desire to participate in the inclusion process.

Finally, a Pearson correlation was computed to assess the relationship between the SoCQ and TSES (see Table 11).

Table 11
Post SoCQ and Post TSES Totals Correlations

		Post-total	TSES post-total
Post-total	Pearson Correlation	1	.088
	Sig. (2-tailed)		.640
	N	31	31
TSES post-total	Pearson Correlation	.088	1
	Sig. (2-tailed)	.640	
	N	31	31

There was a positive correlation between the two variables, r = 0.088, n = 31, p = 0.640. Overall, there was a weak, positive correlation between the SoCQ and the TSES. Beliefs about inclusion do not necessarily indicate how confident a teacher feels about implementing inclusion in their classrooms.

Interviews

Interviews with four participants were conducted in order to gain meaningful information about what some participants were thinking, since that cannot be directly observed or measured (Merriam, 2009). The semi-structured focused interviews were recorded on audiotape in conjunction with hand-written notes to ensure accuracy of data

collection, with the exception of two participants who asked not to be recorded. I used one-on-one semi-structured focused interviews with the selected participants to gather qualitative data regarding teachers' attitudes and concerns toward the innovation of the inclusion process. This form of research was chosen in order to allow participants to expand on their experiences with the proposed professional development intervention beyond what the survey would allow. It also allowed me to clarify any confusing or incomplete data derived from the surveys regarding any benefit received from the intervention. The interviews were held in the privacy of the teachers' classrooms at their chosen times to avoid being overheard by students, co-workers, or administrators, and generally lasted between 10 and 15 minutes. I transcribed the interviews into Microsoft Word, and returned to the interview participants in order to verify the accuracy of my notes.

Once the interviews were transcribed, I put the responses into a grid that showed what each participant's response was to each question. I reviewed the responses, searching for and color-coding common emerging themes. I then reviewed the responses for each individual interviewed and typed three main points from each participant onto a separate document. Participants were given pseudonyms to protect their identities.

Participant #10 - Kathy

In the analysis of the pre and postintervention questionnaires, I found a large change for Kathy. Preintervention data showed her concerns to be in the early stages, concentrated in the area of Stage 1 "informational." She also showed a low amount of self-efficacy on the TSES. Most of her self-efficacy was in the areas of student

engagement and instructional strategies. Kathy's postintervention surveys showed an increase in concern to the Stage 4 "management" and Stage 5 "consequence" levels. Self-efficacy improved 48 points, primarily in the area of classroom management.

Kathy indicated her previous teaching experience had been in the homebound setting, so teaching in the classroom was new to her. The discussions that occurred during the training showed her that even experienced classroom teachers had similar issues when trying to manage a classroom of many personalities and ability levels.

> I have been teaching for a long time, so I know how to engage students. I know how to teach content. That's not new. But I was really worried about how to give them what they need, but still be able to work with all my other kids. But apparently, I'm not the only one (laughter)! Other teachers in the training were having more problems with it than I was. I hate feeling like a new teacher again, but I feel a little better knowing that no one knows how to do it all. (Participant #10, 2010)

After working through the scenarios during the training, Kathy felt she had been able to contribute positively to the discussion with worthwhile suggestions. This helped her to feel more confident in her ability to work with included students.

> You know those scenario things we worked on? That first one wasn't too bad, or maybe it was the second one. It seemed like easy answers. But that last one scared me to death! But I was the one who thought to tape off the area for the kid to have a defined space and everyone seemed to like that. That was easy! I can think of

> things like that with no problem. That's not hard… What do I need? I know I wouldn't turn down help. Feel free to come into my class. (Participant #10, 2010)

Postintervention, as indicated through her SoCQ scores, she was able to consider other aspects of inclusion as it pertained to managing the tasks necessary and what that would mean to her students. She felt better about her abilities to meet the needs of included students, yet she still felt the need for more assistance from another person in the classroom. Her level of concern regarding inclusion increased, but that did not appear to decrease her desire for assistance.

Participant #31 - Patty

Analysis of pre and postintervention surveys showed large changes for Patty. Preintervention survey data showed great concern regarding inclusion, concentrated in the area of Stage 4 "consequence" and Stage 3 "management" on the SoCQ. Patty's TSES score showed a low score, primarily in the areas of instructional strategies and student engagement. Postintervention scores showed decreased concern for inclusion, bringing her to the Stage 2 "personal" level. TSES levels increased 48 points. Data showed Patty was equally confident in her abilities in classroom management, instructional strategies, and student engagement when working with included students.

Patty stated she felt her concerns regarding inclusion had not necessarily been addressed in the training.

> I thought I was going to get more training on how to work with specific kinds of kids. I mean, I know you talked about some of the special ed kids, but I was looking more for like a step-by-step guide on how to work with a kid with autism,

> or a kid who is deaf, or whatever…Now I want more on just how to do the legalities, you know the required stuff, instead of what I guess would be considered more advanced stuff. (Participant #31, 2010)

Prior to the training, she did not understand the purpose of the IEPs and rarely looked at them.

> At the beginning of the year, which of course, is the worst time to get stuff, they put those IEPs into your box. You are supposed to read them, understand them, know what to do with them…yeah right! If I have time to look at them, that's great. That is never the case at the start of the school year. And honestly, if I don't understand what I'm looking at, then it goes to the bottom of the pile. You know? It's sad to admit, but it's true. (Participant #31, 2010)

After the training, Patty reported she was reviewing the IEPs and able to implement them with little extra effort.

> O.k., so I went back and started pulling out the IEPs on my students. I had to look back at my notes for a second 'cause I thought it looked a little different, but I get it. It's not that hard, but it really seemed confusing before, you know? I just can't deal with all that extra stuff at the start of the year when everything is so crazy. But anyway, they aren't really that hard. I think I am already doing that stuff automatically, but I just didn't know there was a name for it or something. But I am doing all the stuff that's on those IEPs already. (Participant #31, 2010)

Prior to the training, Patty felt less confident in her abilities to modify appropriately and manage her included students. Postintervention, she was more

confident in what she was already doing and less concerned about inclusion's impact on her, as evidenced in her decreased concern levels on her SoCQ. Although she had not previously received any training on inclusion, the training involved in the study showed her that inclusion was not as difficult as she had originally perceived it to be.

Participant #23 - Clara

After analyzing the data from the pre and postintervention surveys for Clara, I found large changes in all areas. Prior to training, Clara reported concerns across the board in the Stage 4 "consequence" level towards inclusion. She was concerned about performance competencies of her included students and inclusion affecting her general education students in a negative way. Her TSES scores indicated a balanced sense of self-efficacy in all areas. Postintervention data indicated far fewer concerns, placing the participant into Stage 2 "personal" level. TSES scores decreased 82 points, indicating little confidence in her own abilities in the areas of instructional strategies and classroom management.

Clara felt she was doing a good job of meeting the needs of included students in her class prior to the training. However, learning about how IEPs were created, the importance of them, and the implications of not following them was discouraging.

> I liked the training, I really did, it's not that. I thought you had good information. But I felt horrible after it was all over! I went into the training thinking I was going to get a pat on the back for doing so good already, but then I see all the things I should be doing that I'm not. I'm not following the IEPs specifically, I'm not modifying like those other teachers were talking about. I don't think my brain

> even works like that! The answers seemed obvious after someone else said something, but I couldn't think of that on my own. And now I'm scared I'll go to jail, forget just losing my job. (Participant #23, 2010)

She left the training believing she had not been including her students correctly and feeling as if she was failing all of her students, both general and special education. Being a relatively new teacher, she reported not having received any type of training prior to the study, and believed it was a disservice to her students. In addition to the demands of inclusion, the participating district had several other demands on teachers that required a great deal of time. Clara did not believe it was possible to do it all.

> I don't get how they (administrators) can expect us to do all of this. We have the new reading program going on, we have a new principal who is changing school policies and procedures, we have deadlines for paperwork on kids who aren't even in special ed. yet but should be. We have deadline, after deadline, after deadline…oh my god! And now I have to make sure to modify a test while giving it orally while making sure the kid sits in a special chair and gets to take a break every two minutes. Oh my god, you've got to be kidding me! There's no way. They are out of their minds! There is no way they can expect me to get it all done. I am only one person, but I have 23 students, and eight of them are special ed. There's no way, no way. I can't do it. They need to give me another aide or something. I don't know. Or pick just one program you need me to do, but not all of them. But I need something. (Participant #23, 2010)

Clara did not feel as though administrators were providing the necessary support to make inclusion, or any program, successful. She felt she needed more time and help in order to be successful. She appeared to regress in her levels of concern regarding inclusion postintervention, as indicated in her SoCQ scores. But her concerns actually changed from the consequences for her students, to more of a personal nature.

Participant #9 - Nancy

Nancy showed the least change of any pre and postintervention data. SoCQ levels did not change, and TSES scores increased one point. When interviewed by me, she stated she enjoyed the training, but did not believe it involved all the necessary individuals.

> I thought it was good, especially for those teachers who are new to this. It was also good to network with other teachers who do the same things. Maybe you should have invited some of the administrators. I think they forget what it's like to be in the classroom (Participant #9).

Nancy stated she felt the greatest issue with inclusion was a lack of support from administration.

> Teachers are expected to meet the needs of all students, of all levels, all at the same time. There is no way for one person to do it all. But they just keep giving us more and more and more. Unless they give us more help we aren't going to be successful. Until then, I will just keep doing the best I can. It's ridiculous.(Participant #9, 2010)

Although she had received prior training in inclusion, she still believed what teachers need is more time and more help. It is more than one person can do alone.

Comparison of Quantitative and Qualitative Data

Through the use of preintervention surveys, participants indicated the need for more time and resources in order to successfully implement inclusion within their classrooms. The amount of time needed to implement necessary modifications and IEPs was more than what they had available. Resources, both equipment and personnel, were necessary if inclusion was to be successful. These topics were addressed through the professional development.

The qualitative data gathered from the one-on-one interviews showed participants' still feel the need for more time, especially when paired with other programs administrators deem necessary. As noted by Participant #31, "I need more time! I'm serious! I need more time to really sit and absorb all the information in the IEPs" (2010). This sentiment was echoed by another who stated, "we have deadline, after deadline, after deadline…Oh my god, you've got to be kidding me! There's no way" (Participant #23, 2010).

Resources, most notably personnel, were still necessary postintervention. This was evident in their interview responses: "There is no way they can expect me to get it all done. I am only one person… I can't do it. They need to give me another aide or something" (Participant #23, 2010), "unless they give us more help we aren't going to be successful" (Participant #9, 2010), and "I know I wouldn't turn down help" (Participant #10).

Postintervention quantitative data showed participants remaining mostly in the Stage 0 “unconcerned” stage at 91%. With participants residing primarily in Stages 0-3, the data indicated they were still in the earlier stages of accepting the innovation of inclusion, even after intervention. They were more concerned about how inclusion affected them personally, rather than how to improve the innovation or the impact it had on others. Participants still had “a number of other initiatives, tasks, and activities that are of concern” besides inclusion (George et al., 2006, p. 33).

Postintervention interviews suggested that there was some concern for the students, as noted by Participant #10, “But I was really worried about how to give them what they need, but still be able to work with all my other kids. But apparently, I’m not the only one” (2010). However, the quantitative data overwhelmingly showed participants were more concerned about how inclusion affected them personally. With no change in the Stage 4 – “consequence” area from pre to postintervention, the data showed participants still had little concern for the impact of inclusion on their students or their students’ performance outcomes. This was consistent with most of the qualitative data from the interviews. Participants were greatly concerned with the effects of inclusion on themselves. “And now I’m scared I’ll go to jail, forget just losing my job” (Participant #23, 2010).

There was not a statistically significant difference in the scores for pre and postintervention TSES. The changes in the pre and post TSES scores showed participants gained some confidence in their abilities to implement effective instructional strategies to included students postintervention, while losing some confidence in the area of classroom

management. These results suggest that the professional development intervention did not have an effect on participants' feelings towards inclusion, which seems to match the qualitative data garnered from the interviews. While half of those interviewed noted improved confidence in their abilities to work with included students, the other half did not. In fact, Participant #23 felt far less capable than before the intervention.

Evidence of Quality

All information presented in this study was obtained through normal research procedures. I used member checking and triangulation in order to verify the data. Interviews were audio recorded in conjunction with hand-written notes in order to assure accuracy of participants' comments. I reviewed those notes with the participants to have them verify their statements. The research was conducted in a professional manner and represented all parts of the study honestly to participants. Participants were not coerced in order to participate. Every effort was made to keep everything confidential by replacing all identifying information with numbers on survey packets. All materials were kept in a locked file cabinet in my private home office.

Conclusion

I analyzed the data collected in the mixed method study to better understand general educators' perceptions of inclusion. In each of the study's three phases I utilized the analysis of both quantitative and qualitative data to better understand general educators' concerns regarding inclusion and their sense of efficacy when working with included students. I presented the analysis of data in a sequential, methodical manner to

answer the studies three questions and to better understand the studies population in relation to the hypothesis. The questions of inquiry were:

1. What are general educators' perceptions of inclusion?
2. What do general educators need in order to feel capable to meet the educational needs of special education students in their classrooms?
3. Does professional development regarding specific disabilities and methods for modifying curriculum change the attitudes of general educators towards inclusion?

Based on the quantitative data collected through preintervention surveys in Phase 1 of the study, most participants resided in the Stage 0 "unconcerned," Stage 1 "informational," and Stage 2 "personal" levels of concern with regard to inclusion. With most participants indicating merely a general awareness of but little concern for inclusion, the data showed teachers have other issues in their lives of more importance than inclusion.

Through the use of preintervention surveys, participants indicated the need for more time and resources in order to successfully implement inclusion within their classrooms. The amount of time needed to implement necessary modifications and IEPs was more than what they had available. Resources, such as equipment and personnel were necessary if inclusion was to be successful.

Postintervention quantitative data collected through surveys in Phase 3 identified some changes in levels of concern, with some participants moving forward through the levels of concern and others moving backwards. However, the primary levels remained

Stages 0-2. With the statistical data derived through the t test performed using SPSS software, I determined there was no statistically significant change in participants' perception of the innovation of inclusion.

In addition, the qualitative data collected through interviews in Phase 3 indicated mixed responses. Some participants were able to obtain information and make positive strides towards acceptance of inclusion while others became more overwhelmed. The global needs for time and resources remained the same postintervention, but the specific areas of concern changed. Three of the participants interviewed determined inclusion was not as difficult as previously perceived. Another determined she had been misguided into thinking she was doing well prior to training, when she was lacking in many areas.

Based on the data, I failed to reject the null hypothesis that general educators who receive professional development in special education conditions, procedures, and modifications will change their perceptions of the inclusion process and their instructional efficacy. However, through the qualitative data, I found changes in specific areas of concern that were not able to register on the SoCQ.

Searching for a connection between concern for inclusion and a teacher's sense of efficacy in working with included students, I performed a Pearson correlation test using SPSS software. The results showed no statistically significant correlation, therefore I failed to reject the null hypothesis no significant correlation will be shown to exist between levels of concern regarding inclusion as noted on the SoCQ and teachers' level of self-efficacy regarding inclusion as noted on the TSES.

Through the one-on-one interviews, I gathered qualitative data in order to clarify the quantitative data obtained through the surveys. The qualitative data showed that participants still feel the need for more time and resources, although some are able to see how they can make inclusion work. The participants as a whole did not change their perceptions regarding inclusion in a measurably positive or negative way, but their specific concerns did change. Section 5 presents the interpretation of these findings.

Section 5: Discussion, Conclusions, and Recommendations

Introduction

A contextual case study approach was used or this mixed-methods study. A case study is "an in-depth description and analysis of a bounded system" (Merriam, 2009, p. 43) that concentrates on a single phenomenon using in-depth data collection through multiple sources (Creswell, 2007; Merriam, 2009). I utilized a mixed-method study to better understand general educators' perceptions of the inclusion process and their self-efficacy with regard to meeting the needs of included students.

Throughout the study, I focused on three questions with the desire to understand the perception general educators have of the inclusion process and ways to improve their perceptions. The questions of inquiry were:

1. What are general educators' perceptions of inclusion?
2. What do general educators need in order to feel capable to meet the educational needs of special education students in their classrooms?
3. Does professional development regarding specific disabilities and methods for modifying curriculum change the attitudes of general educators towards inclusion?

Quantitative data were collected using the SoCQ and the TSES. I utilized information gathered from those surveys to determine training needs for the participants, created and presented professional development training to participants on items of concern regarding the innovation of inclusion. SoCQ and TSES surveys packets were utilized to gain postintervention data on participants' levels of concern and self-efficacy

with regard to inclusion. I analyzed both pre and postintervention data to determine whether any changes in participants' attitudes toward inclusion had occurred.

Qualitative data were garnered through one-on-one interviews with selected participants. Those participants were chosen for interviews because they had extreme positive, extreme negative, or almost no changes in their pre and postsurveys. The information gathered through the surveys was critical in helping me understand how participants' needs were or were not met through the professional development.

Using the triangulation of current literature with the quantitative data from the surveys and the qualitative data from the interviews, I was able to ensure reliability. Analysis of the data showed I was unable to reject the null hypothesis that professional development would not change participants' attitudes towards inclusion. I presented the analysis of data in a sequential, methodical manner through three distinct phases of the study.

Interpretation of Findings

With participants residing primarily in Stages 0-3 at the start of this study, the SoCQ data indicated they were in the earlier stages of accepting the innovation of inclusion. They were more concerned about how inclusion affected them personally, rather than how to improve the innovation or the impact it had on others. Scores from the TSES indicated that participants felt strongest in their abilities of classroom management and student engagement, but less capable in the area of instructional strategies.

Data from the TSES and information gathered through interviews showed the amount of time needed to implement necessary modifications and IEPs was more than what teachers had available. Resources, such as equipment and personnel were necessary if inclusion was to be successful.

Postintervention, participants remained mostly in the Stage 0 "unconcerned" area. The data indicated that even after professional development intervention, participants still had other priorities that came before inclusion. With participants residing primarily in Stages 0-3, the data indicated they were still in the earlier stages of accepting the innovation of inclusion, even after intervention. They were more concerned about how inclusion affected them personally, rather than how to improve the innovation or the impact it had on others. The TSES data indicated that participants changed from feeling less capable in the area of instructional strategies, to feeling less capable in the area of student engagement. The changes in the pre and post TSES scores showed participants gained some confidence in their abilities to conduct effective instructional strategies to included students postintervention.

Major Findings

The first question of inquiry was searching for general educators' perceptions of inclusion. With participants residing mostly in the Stage 0 "unconcerned" stage pre and postintervention, the data indicated that participants had what George et al. (2006) called "a number of other initiatives, tasks, and activities that are of concern"(p. 33). There were other issues in the lives of the participants that were taking priority.

The next question of inquiry sought what educators needed in order to feel capable to meet the needs of included students. White and Mason of the Council for Exceptional Children's Mentoring Induction Project (2001) noted some of the largest concerns for teachers new to special education are time management, workload, and accountability. This was reflected in the data obtained through the pre and postintervention SoCQ. Participants indicated the amount of time needed to implement necessary modifications and IEPs was more than what they had available. Resources, such as equipment and personnel were necessary if inclusion was to be successful. However, despite the lack of adequate time and resources, participants felt confident in their abilities to engage included students and manage a classroom with included students.

The final question of inquiry investigated whether professional development regarding specific disabilities and methods for modifying curriculum would change the attitudes of general educators towards inclusion. The varied training received previously by some participants could not be compared to the needs specific training I provided in the study. Participants were given information on special education issues, such as modifications and IEP implementation, at the inclusion training provided for this study. They were given opportunites during the training to work in small groups, ask questions, and problem-solve. An informal poll of participants showed consensus that all modification options discussed were fairly easy to implement, requiring only minutes to put into place. Even though participants agreed implementing modifications was not

extremely difficult, they still wanted more resources and personnel to help with the inclusion process.

These results suggest that the professional development intervention did not have an effect on participants' feelings towards inclusion; therefore, I failed to reject the null hypothesis. One would expect that with some of the participants having received previous inclusion training of some kind, there would be more movement through the stages of concern. Instead, there was a clustering within the early stages from almost all participants.

However, while statistically the participants showed no real change either positively or negatively toward inclusion, changes were made in their thought processes, as described in the qualitative data. The SoCQ, by design, limits the participants' possible answers by offering limited choices. It was only through qualitative interviews that the details of their thought processes emerged. Although they responded to the questions on the SoCQ in a manner that showed they had not progressed in their acceptance of the innovation of inclusion, their interview responses showed they were trying to come to terms with new information and determine how to incorporate that into their daily lives as classroom teachers. Those changes in thought processes were not something the SoCQ was designed to measure. Interview responses indicated many of the participants, not having prior training in inclusion, were unaware of how much they did not know. Postintervention those same participants are now aware of the areas in which they need more information. This indicates the need for further training.

Implications for Social Changes

PL 94-142 (1972) brought children with special needs into the general education classroom. Throughout several reauthorizations ending with IDEIA 2004, the law has encompassed the ideal that the educational placement for any child, regardless of handicapping condition, will be in a classroom with their peers in their neighborhood school. This goes beyond the simple physical presence of special needs students with their general education peers. Just as the Civil Rights movement demanded that society embrace equality for people of all races, IDEIA 2004 demands that society embrace educational equality for students of all ability levels. It is the ideal that every child has the right to access an education that will prepare them to lead productive adult lives and positive contributions to society. Any step back from that ideal must be justified by showing it is necessary for the benefit of the child.

As general educators take responsibility for the success of special needs students in their classrooms, they can better assist those students to access and understand the content of the general education curriculum. With an expanding definition of what it means to meet the needs of special education students in the general education classroom, this study may help teachers take one more step toward that ideal of an inclusive society and making it a reality. Teacher support would add to this ideal by making the participating district aware of the concerns teachers had with regard to time and resources necessary to implement inclusion. Providing the right support for general educators allows for greater success of inclusion within that district. Being given appropriate support would encourage teachers to include special needs students in the general

education setting as full participants, and, in turn, would show the worth of those individuals. Their incorporation in the classroom, along with the full participation of the classroom teacher could increase the students' development and add to their potential for productivity within society.

As researcher, I was in a position to act as a role model for the participants of this study in order to enact social change. Walden University supports social change "through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society" (Walden University, 2008). I listened to the needs of general educators and provided them with the necessary education and resources. As the general educators became more familiar with special education processes, they had the opportunity to move past their resistance to inclusion. Through the professional development, the participants gained knowledge in special education methods and techniques that can help them work well with special needs students. While that information may not have led to immediate changes within those teachers' classrooms, it has stirred the stagnant waters and allowed for changes to be put into motion. Those educators are now in a position to implement what they learned in order to benefit included students in their classrooms. In the future, the schools involved in the study may be different, because they may be more inclusive and receptive places for special needs students.

It is my hope that over time this study will help encourage social change within the participating schools. Students with special needs will have true access to the same education curriculum as their nondisabled peers. Having access to that type of education

will allow special needs students more opportunities for growth towards independent and productive adult lives. As the communities see the positive contributions the students with special needs are making, they will be more open to the possibilities of what those students can do for society.

Recommendations for Action

It is important for the administration of the participating district to understand the results and implications of the study. They need to be aware of how inclusion is perceived by the teachers involved in its implementation. With participants reporting a need for administrative support, the study may serve as a wake-up call to administrators in that district. By bringing to light participants' complaints regarding inclusion, the administrators may be able to determine how to meet the needs of those general educators and provide better support. Perhaps the administrators will be able to determine which programs being implemented in the district are really of value and critical importance, allowing for others to be set aside for a later time. By re-evaluating the needs of each program, administrators may determine less is more, and allow for teachers to successfully and completely implement what is necessary.

Although no statistical change in teachers' perceptions toward inclusion were found at the time of the study, based on participants' interview responses, a need for further training is indicated. One training cannot be expected to bring about large amounts of change. Participants did indicate small changes in thought processes. They were trying to come to terms with new information and determine how to incorporate that into their daily lives as classroom teachers.. Future trainings could capitalize on those

changes. Providing teachers with continual training in modifications and strategies for implementation of IEPs could encourage teachers to move forward to address the levels of concern. They could slowly move from concerns about inclusion's impact on themselves to concern about how inclusion can positively affect their students. With many of the participants not having prior training in inclusion, they were unaware of how much they did not know about the complexities of inclusion. Postintervention, participants are now aware of other areas in which they need more information.

In order to help make more inclusion trainings available to teachers, copies of the study will be hand-delivered to the principals of the participating schools as agreed prior to the start of the study. Copies will also be provided to the central office for dissemination to the superintendent and school board of the participating district. When the administration is made aware of the needs of their teachers, they will be in a better position to provide the necessary resources to aid in the successful implementation of inclusion. Any participating teachers requesting results will also be provided with a copy of the study.

Recommendations for Further Study

The data indicate a need for further study in this area. It would be beneficial to use a larger sample size and provide multiple training sessions. As the sample for this study was small, using a broader population of participants from other grade levels and in other areas of the country might yield different results. Extending the study to a broader population would provide the researcher with indications of various factors that may inhibit participants from progressing through the stages of concern regarding inclusion.

The opportunity of multiple training sessions on inclusion would allow teachers to capitalize on their perceptual changes and move into greater levels of acceptance.

As further study in this area is conducted, I recommend deeper probing into what participants find as hindrances to their full acceptance of inclusion. Although participants were able to identify some factors, the data showed that after support was provided, more support was still needed.

As a result of the data analysis, I recommend further research in inclusion from the perspective of the administration. Prior to intervention, the participants stated a need for more time and resources. Postintervention data not only showed a need for these same supports, but indicated a need for more hands-on support from administrators as well. Through interviews, participants indicated they felt as though administrators expect teachers to successfully implement a vast array of programs in addition to inclusion, yet those administrators show little understanding of what that would entail in terms of teachers' time and resources. Research on how administrators approach the inclusion process might help build a bridge between the two populations that would benefit all involved.

Further research to examine the possibility of changing the format of inclusion would also be beneficial. Trends in education tend to change from one extreme to another and back again. While schools are currently pushing toward full inclusion, perhaps further research should be conducted to determine whether or not that should continue. "Contrary to long-held assumptions, students with disabilities do not usually learn more in self-contained special education classrooms; equal or superior results are obtained

when appropriate supports are provided in general education classrooms (Lawrence-Brown, 2004, p. 48). Perhaps the reason statistically significant changes did not occur in the study was because the wrong questions were asked. Perhaps the question is not what is necessary to help general educators become more accepting of inclusion, but rather is inclusion the right setting? Pushing for the inclusion of all special needs students in the general education classroom is not in their best interest.

Reflection

At the start of the study, I was pessimistic of any positive change occurring because of the professional development intervention. As an educator, I had heard general educators voice concerns for many years, indicating the need for more time and resources. The data from the preintervention surveys in the study did not differ from the anecdotal evidence I had gathered prior to the study. Teachers in the participating district stated their need for more time and resources in order to feel better about how they could implement the inclusion process. However, as the study started to develop, I became more optimistic that positive changes in teachers' perceptions of inclusion would occur. School principals and several participating teachers commented about how excited they were to see a study like this taking place, because it was long overdue. Teachers reported how difficult it had been to implement inclusion for several years when they had never been given any type of training in that area, so they were hopeful the training in this study would help them feel more competent.

Evans (1990) noted that training for general educators should give them concrete examples of how to deal with the special needs of included students. Schools must

provide the necessary training in the areas of legal responsibility, modifications and IEPs (Villa & Thousand, 2003). I developed inclusion training that covered not only the topics suggested in the literature, but also what participants indicated they needed through the preintervention data garnered through the SoCQ and TSES survey packets.

As the general educators became more familiar with special education processes, they had the opportunity to move past their resistance of inclusion, which did not occur. As the data indicated, participants' highest levels of self-efficacy were in the areas of student engagement and classroom management. Perhaps the complexities of inclusion were not a concern to them, because they were able to maintain order and keep all students engaged. As participants considered these to be signs of a successful classroom, they possibly could successful enough with inclusion to move on to other matter which administrators deemed more important. As participants pointed out, no one can do it all, so something is going to suffer.

Since the participants had been trained in modification procedures, one might expect them to feel more confident and take on inclusion with more gusto. Bandura noted that people who have strong beliefs in their capabilities approach difficult tasks as challenges to be mastered rather than threats to be avoided. They become completely involved in the task and stay committed to it (Bandura, 1997). This did not appear to be the case in the study. Rather than taking on inclusion as the priority, participants appeared no more inclined to work on it than before the study. Perhaps other things requiring less time and resources seemed easier to achieve, or administrators were demanding participants deal with other programs and issues.

Inclusion is not something in which teachers can choose to participate. It is the law, and therefore is the responsibility of any teacher who comes into contact with a student with special needs. It is my hope that over time, the participants will be able to absorb the information they were given and put it to use in their classrooms. Perhaps what is needed is more time for those teachers to fully comprehend the complexities of inclusion and the value of extending themselves for included students. If that comes to fruition, then the participating schools may become more inclusive and receptive places for special needs students. Included students will have the opportunity to become productive members of society and give back to society in a positive manner, which serves to benefit society as a whole.

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Appendix A: Interview Questions

1. Why do you think you had the change/lack of change you had on the questionnaire packet?
2. Did you feel your needs were met during the professional development training?
3. What should have been done differently in the training?
4. How do you feel your confidence in working with included students has changed?
5. What do you feel you still need to help you in the area of inclusion?

Appendix B: Response Grid

	Ques #1	Ques #2	Ques #3	Ques #4	Ques #5
Part # 9	I've been teaching inclusion for a long time, I've been sent to training a couple of times. I already know all the research behind it.	Sure. Like I said, I've already been through training. I didn't really have any questions going into this one.	Nothing. I thought it was good, especially for those teachers who are new to this. It was also good to network with other teachers who do the same things. Maybe you should have invited some of the administrators. I think they forget what it's like to be in the classroom.	It hasn't. I'm used to working with sped kids in my class, so I know what to expect.	Nothing, other than what I've already said. I've been doing this for years now, so I'm used to it. But teachers are expected to meet the needs of all students, of all levels, all at the same time. There is no way for one person to do it all. But they just keep giving us more and more and more. Unless they give us more help we aren't going to be successful. Until then, I will just keep doing the best I can. It's ridiculous.
Part # 10	I learned more about inclusion in general. Umm…I knew there was a lot of paperwork involved, but there's so much	Yes, I think so. I mean, I wanted information on what was necessary from me. I don't know	I don't know that anything different needed to happen. I thought it was really good. It was all good	Well, like I was saying, I was able to come up with ideas for modifications to those scenarios.	I think I'm still trying to take in all of the information you gave us. That was a lot of stuff. What do I need?

	more. I haven't even had training on inclusion before, so I didn't realize how much went into it, what all was involved.	that I knew I had to do all those specific things you talked about in the training. I knew we had to follow IEPs and modifications, I knew I couldn't fail a sped kid, and all that. But I didn't know how it all came about or that I was so responsible for it all.	information. I learned a lot. I did like the problem solving we did in groups. You know those scenario things we worked on? That first one wasn't too bad, or maybe it was the second one. It seemed like easy answers. But that last one scared me to death! But I was the one who thought to tape off the area for the kid to have a defined space and everyone seemed to like that. That was easy! I can think of things like that with no problem. That's not hard.	That's always been what scares me. I have been teaching for a long time, so I know how to engage students. I know how to teach content. That's not new. But I was really worried about how to give them what they need, but still be able to work with all my other kids. But apparently, I'm not the only one (laughter)! Other teachers in the training were having more problems with it than I was. I hate feeling like a new teacher again, but I feel a little better knowing that no one	Umm…I don't know. I know I wouldn't turn down help. Feel free to come into my class (laughter)!

				knows how to do it all.	
Part # 23	Because now I'm scared to even be in the same room with a sped kid (laughing). No, I'm just kidding…kinda. I've never had training on this before, which I think is a real disservice to my kids. They expect me to work with inclusion, but they don't tell me how to do it.	I guess that depends. I thought I just needed a few more tips on things, but apparently not. Apparently I needed a ton of information. I obviously haven't been doing what I needed to do for any of my kids.	I liked the training, I really did, its not that. I thought you had good information. But I felt horrible after it was all over! I went into the training thinking I was going to get a pat on the back for doing so good already, but then I see all the things I should be doing that I'm not. I'm not following the IEPs specifically, I'm not modifying like those other teachers were talking about. I don't think my brain even works like	I feel like crap!	I don't get how they (administrators) can expect us to do all of this. We have the new reading program going on, we have a new principal who is changing school policies and procedures, we have deadlines for paperwork on kids who aren't even in special ed. yet but should be. We have deadline, after deadline, after deadline…oh my god! And now I have to make sure to modify a test while giving it orally while making sure the kid sits in a special chair and gets to

			that! The answers seemed obvious after someone else said something, but I couldn't think of that on my own. And now I'm scared I'll go to jail, forget just losing my job		take a break every two minutes. Oh my god, you've got to be kidding me! There's no way. They are out of their minds! There is no way they can expect me to get it all done. I am only one person, but I have 23 students, and eight of them are special ed. There's no way, no way. I can't do it. They need to give me another aide or something. I don't know. Or pick just one program you need me to do, but not all of them. But I need something
Part # 31	I guess because things made some more sense. I was more worried at the beginning, but I saw in the training day	Not really. I thought I was going to get more training on how to work with specific kinds of kids. I mean, I	Well, I thought I'd get more about specifics, but as it turns out, I guess I have a long way to go before I'm	O.k., so I went back and started pulling out the IEPs on my students. I had to look back at my notes for a	I need more time! I'm serious! I need more time to really sit and absorb all the information in the IEPs. At the beginning

	that I wasn't that far off like I thought I was.	know you talked about some of the special ed kids, but I was looking more for like a step-by-step guide on how to work with a kid with autism, or a kid who is deaf, or whatever.	able to do that stuff. Now I want more on just how to do the legalities, you know the required stuff, instead of what I guess would be considered more advanced stuff. I'm not sure.	second 'cause I thought it looked a little different, but I get it. It's not that hard, but it really seemed confusing before, you know? But anyway, they aren't really that hard. I think I am already doing that stuff automatically, but I just didn't know there was a name for it or something. But I am doing all the stuff that's on those IEPs already.	of the year, which of course, is the worst time to get stuff, they put those IEPs into your box. You are supposed to read them, understand them, know what to do with them…yeah right! If I have time to look at them, that's great. That is never the case at the start of the school year. And honestly, if I don't understand what I'm looking at, then it goes to the bottom of the pile. You know? It's sad to admit, but it's true. I just can't deal with all that extra stuff at the start of the year when everything is so crazy.

Appendix C: Patterns

Part #9 –
1. Already had training.
2. Already had experience.
3. Administrators don't get it...too much going on we need more time and help.

Part #10 -
1. Didn't know what all was needed.
2. Not as hard as I thought to modify.
3. Could use extra person in the room.

Part #23 -
1. Way more involved than I thought.
2. Need help with modifications.
3. Administrators don't get it…too much going on we need more time and help.

Part #31 -
1. Not as hard as I thought.
2. Need more info on working with specific disabilities.
3. Too much going on we need more time.

Appendix D: Consent Form

You are invited to take part in a research study of using professional development to improve general educators' attitudes towards inclusion. You were chosen for the study because you are a general education teacher at one of the three selected elementary campuses. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Ginger Dodge-Quick, who is a doctoral student at Walden University. She is currently serving as a teacher of the visually impaired within the district and may or may not have worked with you regarding a student in your classroom.

Background Information:
The purpose of this study is to determine if providing professional development in special education needs will improve the confidence of general education teachers in teaching special needs students, and whether that confidence will translate into an improved attitude toward the inclusion process.

Procedures:
If you agree to be in this study, you will be asked to:

- Complete a survey packet. This will take about 30 minutes.
- Participate in a one-day professional development session.
- Complete a second survey packet. This will take about 30 minutes.
- You may be chosen for a one-on-one interview in order to clarify responses to the surveys. The interviews will be audio recorded strictly to ensure accuracy of responses. This will take between 10-45 minutes.
- Duration of your part in the study is expected to be between 4-6 weeks.

Voluntary Nature of the Study:
Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one at Socorro ISD will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:
The minimal risks associated with participation in the study include the possibility of someone overhearing private interviews regarding your personal opinions. Benefits include the possibility of improved training for teachers involved in inclusion, improved confidence working with special needs students, and the possibility of improved educational opportunities for special needs students.

Compensation:
Participants will be fed during the professional development session, but no tangible compensation will be made for your participation.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via home phone (599-2629), cell phone (210-885-4406) or email at dodgega@hotmail.com. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **07-26-10-0345748** and it expires on **July 25, 2011.**

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By singing below, I am agreeing to the terms described above.

Printed Name of Participant

_____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix E: Stages of Concern Questionnaire (SoCQ 075)

The purpose of this questionnaire is to determine what people who are or who have participated in the inclusion process are concerned about at various times during the adoption process.

The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years' experience using them. Therefore, **many of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time.** For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 **7**
This statement is somewhat true of me now.	0 1 2 3 **4** 5 6 7
This statement is not at all true of me at this time.	**0** 1 2 3 4 5 6 7
This statement seems irrelevant to me.	0 **1** 2 3 4 5 6 7

Please respond to the items in terms of **your present concerns**, or how you feel about your involvement with **inclusion**. We do not hold to any one definition of inclusion so please think of it in terms of your own perception of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with inclusion.

Thank you for your time to complete this task.

0 Irrelevant	1 2 Not true of me now	3 4 5 Somewhat true of me now	6 7 Very true of me now
		Circle one number for each item	
1. I am concerned about my student(s) attitudes towards inclusion.	0 1 2 3 4 5 6 7		
2. I know of some other approaches that might work better.	0 1 2 3 4 5 6 7		
3. I am more concerned about another innovation other than inclusion.	0 1 2 3 4 5 6 7		
4. I am concerned about not having enough time to organize myself each day.	0 1 2 3 4 5 6 7		
5. I would like to help other faculty in their use of inclusion	0 1 2 3 4 5 6 7		
6. I have very limited knowledge of the inclusion process.	0 1 2 3 4 5 6 7		
7. I would like to know the effect of reorganization for inclusion on my professional status.	0 1 2 3 4 5 6 7		
8. I am concerned about conflict between my teaching interests and my inclusion responsibilities.	0 1 2 3 4 5 6 7		
9. I am concerned about revising my use of the inclusion process.	0 1 2 3 4 5 6 7		
10. I would like to develop working relationships with both our faculty and outside faculty using inclusion.	0 1 2 3 4 5 6 7		
11. I am concerned about how inclusion affects students.	0 1 2 3 4 5 6 7		
12. I am not concerned about inclusion at this time.	0 1 2 3 4 5 6 7		
13. I would like to know who will make the decisions in the new system.	0 1 2 3 4 5 6 7		
14. I would like to discuss the possibility of using inclusion.	0 1 2 3 4 5 6 7		
15. I would like to know what resources are available if we decide to adopt inclusion.	0 1 2 3 4 5 6 7		
16. I am concerned about my inability to manage all that inclusion requires.	0 1 2 3 4 5 6 7		
17. I would like to know how my teaching or administration is supposed to change.	0 1 2 3 4 5 6 7		

0 1 2 3 4 6 7 **Irrelevant Not ture of me now Somewhat true of me now Very true of me now**								
								Circle one number for each item.
18. I would like to familiarize other departments or persons with the process of this new approach.	0	1	2	3	4	5	6	7
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise the inclusion process approach.	0	1	2	3	4	5	6	7
21. I am preoccupied with things other than inclusion.	0	1	2	3	4	5	6	7
22. I would like to modify our use of inclusion based on the experiences of our students.	0	1	2	3	4	5	6	7
23. I spend little time thinking about inclusion.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in inclusion.	0	1	2	3	4	5	6	7
25.I am concerned about time spent working with nonacademic problems related to inclusion.	0	1	2	3	4	5	6	7
26. I would like to know what the use of inclusion will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize inclusion's effects.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by inclusion.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. Currently, other priorities prevent me from focusing my attention on inclusion.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace the inclusive process.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using inclusion.	0	1	2	3	4	5	6	7

0 Irrelevant	**1 2 Not ture of me now**	**3 4 5 Somewhat true of me now**	**6 7 Very true of me now**
			Circle one number for each
34. Coordination of tasks and people is taking too much of my time.	0 1 2	3 4 5	6 7
35. I would like to know how inclusion is better than separate classrooms for special needs students.	0 1 2	3 4 5	6 7

Please complete the following:

1. How long have you been involved with inclusion, not counting this year?

   Never ____ 1 Year ____ 2 Years ____ 3 Years ____ 4 Years ____ 5 Years ____

2. In your use of inclusion, do you consider yourself to be a:

   Non-user ____ novice ____ intermediate ____ old hand ____ past user ____

3. Have you received formal training regarding inclusion (workshops, courses)?

   YES ____ NO ____

4. Are you currently in the first or second year of use of some major innovation or program other than this one?

   YES _____ NO _____

   If yes, please describe briefly:

Appendix F: Teacher's Sense of Efficacy Scale

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. When considering the questions below, please think of them with an inclusive classroom in mind. (Having a classroom with students of varying disabilities.) For the completely irrelevant items, please circle "1" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale. For example:

I don't believe there is much I can do.	1	**2**	3	4	5	6	7	8	9
I believe I can do a lot.	1	2	3	4	5	6	7	8	**9**
I believe I can do some things to help.	1	2	3	4	**5**	6	7	8	9

Please indicate your opinion about each of the statements below. Your answers are confidential.

1. How much can you do to get through to the most difficult students?	1	2	3	4	5	6	7	8	9
2. How much can you do to help your students think critically?	1	2	3	4	5	6	7	8	9
3. How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5	6	7	8	9
4. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
5. To what extent can you make your expectations clear about student behavior?	1	2	3	4	5	6	7	8	9
6. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
7. How well can you respond to difficult questions from your students?	1	2	3	4	5	6	7	8	9
8. How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7	8	9
9. How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
10. How much can you gauge student comprehension of what you have taught?	1	2	3	4	5	6	7	8	9

11. To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
12. How much can you do to foster student creativity?	1	2	3	4	5	6	7	8	9
13. How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
14. How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5	6	7	8	9
15. How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7	8	9
16. How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
17. How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5	6	7	8	9
18. How much can you use a variety of assessment strategies?	1	2	3	4	5	6	7	8	9
19. How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5	6	7	8	9
20. To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5	6	7	8	9
21. How well can you respond to defiant students?	1	2	3	4	5	6	7	8	9
22. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9
23. How well can you implement alternative strategies in your classroom?	1	2	3	4	5	6	7	8	9
24. How well can you provide appropriate challenges for very capable students?	1	2	3	4	5	6	7	8	9

Thank you for your help!

Appendix G: Coding System

1. Positive perceptions of inclusion - green
2. Negative perceptions of inclusion - red
3. General educators' needs with regard to teaching special education students - blue
4. Professional development's positive effect on self-efficacy with regard to teaching special education students - yellow
5. Professional development's negative effect on self-efficacy with regard to teaching special education students - purple

Appendix H: District Permission Letter

INDEPENDENT SCHOOL DISTRICT

[redacted]

June 21, 2010

Dear Ginger Dodge-Quick,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Use of Professional Development to improve Attitudes of General Educators Towards Inclusion within the Socorro ISD. As part of this study, I authorize you to select participants, gather survey data, and conduct one-on-one interviews with participating teachers. Individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Susan Kelch
Director of Special Education

A New Era of Excellence

Appendix I: SoCQ Permission Letter

ADVANCING RESEARCH
SEDL
IMPROVING EDUCATION

SEDL License Agreement

To: Ginger Dodge-Quick (Licensee)
9204 McCabe
El Paso, TX 79925

From: Nancy Reynolds, Information Associate
SEDL Information Resource Center—Copyright Permissions
4700 Mueller Blvd.
Austin, TX 78723

Subject: License Agreement to reprint and distribute SEDL materials

Date: March 12, 2010

Thank you for your interest in using the following excerpts from the book ***Measuring Implementation in Schools: The Stages of Concern Questionnaire*** written by Archie A. George, Gene E. Hall, and Suzanne M. Stiegelbauer and published by SEDL in 2006.

1. p. 1: Figure 1.1. The Concerns-Based Adoption Model (sized to fit)
2. p. 8: Figure 2.1. The Stages of Concern About an Innovation (changing wording to fit the framework of the Licensee's study regarding the inclusion process, condensing the wording, and making the figure smaller)
3. pp. 79-82: Stages of Concern Questionnaire (SoCQ 075), Appendix A, and also available as a PDF on an accompanying CD-ROM, and in electronic format as SEDL's *Stages of Concern Questionnaire (SoCQ) Online* at http://www.sedl.org/pubs/catalog/items/cbam21.html (changing wording to fit the framework of the study regarding inclusion and the inclusion process.

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2. No additional adaptations, deletions, or changes are allowed with the exception to substitute the words "the innovation" with a word or phrase that participants will recognize, such as the name of the innovation or initiative, and questions can be added to identify demographic indicators of participants before or after the instrument, but otherwise, the wording and order of items cannot be changed.

Voice: 800-476-6861
Fax: 512-476-2286
www.sedl.org
4700 MUELLER BLVD., AUSTIN, TX 78723

SEDL License Agreement, p. 2

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Thank you, again, for your interest in using excerpts from SEDL's publication ***Measuring Implementation in Schools: The Stages of Concern Questionnaire.*** If you have any questions about this License Agreement, please contact me at 800-476-6861, ext. 6548 or 512-391-6548, or by e-mail at nancy.reynolds@sedl.org.

Sincerely,

Nancy Reynolds — March 15, 2010

Nancy Reynolds for SEDL — Date signed

Agreed and accepted:

Signature: Ginger Dodge-Quick — 3-12-10

Date signed

Printed Name: Ginger Dodge-Quick

Appendix J: TSES Permission Letter

THE OHIO STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN ECOLOGY

ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy of both the long and short forms of the instrument as well as scoring instructions can be found at:

http://www.coe.ohio-state.edu/ahoy/researchinstruments.htm

Best wishes in your work,

Anita Woolfolk Hoy

Anita Woolfolk Hoy, Ph.D.
Professor

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29 WEST WOODRUFF AVENUE
COLUMBUS, OHIO 43210-1177

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PHONE 614-292-3774
FAX 614-292-7900
HOY.17@OSU.EDU

Curriculum Vitae

Name and Title	Ginger Ann Dodge-Quick
Current Position	Teacher of the Visually Impaired Orientation and Mobility Specialist
Current Position Location	Socorro ISD 12300 Eastlake Blvd. El Paso, Texas 79928
Email Address	dodgega@hotmail.com; gdodge@waldenu.edu
Education and Certification	2010, Texas Teacher Certification, Generalist PK-6 2009, English as a Second Language 2009, Auditory Impairment Certification 2009, Orientation and Mobility Certification 1999, Master of Education in Visual Impairment Texas Tech University Lubbock, TX 1994, Texas Teacher Certification, Generic Special Education 1992, Bachelor of Arts in Public Relations/Mass Communications Wayland Baptist University Plainview, Texas
Previous Teaching Assignments	Teacher of the Visually Impaired/Orientation and Mobility Instructor, Ft. Sam Houston Military Co-op 2005-2008 San Antonio, TX Teacher of the Visually Impaired Judson ISD 2004-2005 San Antonio, TX

	Teacher of the Visually Impaired/Orientation and Mobility Instructor, East Central ISD1999-2003 San Antonio, TX
	Resource K-3 Teacher North East ISD 1998-1999 San Antonio, TX
	Resource Teacher Juvenile Justice Alternative Education Program 1996-1997 Austin, TX
	Behavior Intervention Teacher East Central ISD 1994-1996 San Antonio, TX
Professional Memberships	Kappa Delta Pi Member 2010-present