

AUTHOR Din, Feng S.
 TITLE The Inclusion Practice in Kentucky Rural Regular Schools.
 PUB DATE Oct 96
 NOTE 24p.; Paper presented at the Annual Convention of the National Rural Education Association (San Antonio, Texas, October 11-15, 1996).
 PUB TYPE Reports - Research/Technical (143) --
 Tests/Evaluation Instruments (160) --
 Speeches/Conference Papers (150)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Disabilities; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Professional Development; Program Evaluation; *Regular and Special Education Relationship; *Rural Education; Rural Schools; School Surveys; *Special Education; *Teacher Attitudes; Teacher Education
 IDENTIFIERS *Kentucky

ABSTRACT

This paper examines how inclusion services are delivered in Kentucky rural regular schools. Survey responses were received from special educators in 261 rural regular schools throughout Kentucky. Vocational schools, treatment centers, alternative schools, and other special schools were not included in the survey. Results indicate that approximately 80 percent of responding schools practiced some form of inclusion, with variations in program implementation in terms of severity of disability or time spent in the regular classroom. It was also found that inclusion practice has increased in Kentucky in recent years, although only seven schools practiced full inclusion and two were planning to adopt it. Findings indicate lack of: teacher preparation, supplementary support, collaboration, and special instructional materials for exceptional students in many regular classrooms. In many schools, the roles of school staff with regard to inclusion practice were not well defined. The majority of regular teachers and many special educators lacked training in providing inclusive services. Contains 34 references and the survey questionnaire. (Author/TD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

THE INCLUSION PRACTICE
IN KENTUCKY RURAL REGULAR SCHOOLS

FENG S. DIN
UNION COLLEGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Feng S. Din

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Paper presented at the annual convention of the National Rural
Education Association, San Antonio, Oct. 11-15, 1996.

THE INCLUSION PRACTICE
IN KENTUCKY RURAL REGULAR SCHOOLS

Abstract

How inclusion services are delivered in Kentucky rural regular schools was investigated through a survey study. The data collected represents information from 211 rural regular schools throughout Kentucky. Results indicate that approximately 80 percent of responding schools practice inclusion, with variations in program implementations in the schools. It was also found that inclusion practice has been increased in Kentucky rural regular schools. There is a lack of supplementary support, a lack of special instructional materials for exceptional students in many regular classrooms. With the inclusion practice, the roles of school staff are not defined in too many schools. The majority of regular teachers and many special educators lack training in providing the inclusive services.

THE INCLUSION PRACTICE
IN KENTUCKY RURAL REGULAR SCHOOLS

The principle of least restrictive environment (LRE) has been the guide for special education professionals, since the passage of Education For All Handicapped Children Act (PL 94-142). With this principle, whenever possible, students with disabilities must be educated with their normal peers. Because of the wide range of disabilities and levels of severity of children with disabilities, the law also stipulates that a continuum of alternative placements be provided.

However, in recent years, this practice of employing alternative placements has been under fire. The Regular Education Initiative (REI), as introduced in the mid 1980s, promotes placing all students with disabilities totally into the general education program in order for them to avoid the stigmatization, segregation and expenses that special education placements incur (Silver, 1991; Wang, 1987; Wang, Reynolds & Walberg, 1988; Wang, Rubenstein & Reynolds, 1985; Wang & Walberg, 1988).

Along with the REI movement, the ways special education services are delivered to children with disabilities have been changed notably in many places, such as Utah (Kulic, 1993) and Vermont (Thousand & Villa, 1990). However, the REI appears to be less uniformly implemented. Some programs reflect real collaboration between special education and general education. In

other instances, educational administrators seem to disagree with the REI concept, and they have placed all students with disabilities (or fully include them) in general education programs with little collaboration supporting their instructional needs and services (Fuchs & Fuchs, 1994).

In literature, inclusion seems to have multiple meanings. Inclusion sometimes is referred to as mainstreaming (Salisbury, 1991). Inclusion also refers to specific service delivery models (Sailor, 1991). Some authors use the terms integration, mainstreaming, inclusion interchangeably, referring to serving students with or without disabilities in the same settings on a part- or full-time basis (Miller, 1996). However, in recent years, inclusion is mostly referred to full or total inclusion of all students with disabilities in regular classrooms (Fuchs & Fuchs, 1994).

For the research projects reported in literature, full inclusion rarely means fully include all students with disabilities in regular classrooms. In their experimental projects, researchers fully included only students with certain category of disabilities, not totally included all students with disabilities in the regular classrooms, such as fully including students with specific learning disabilities (Banerji & Dailey, 1995; Berckers & Carnes, 1995; Scruggs & Mastropieri, 1995; Yeager, 1995), elementary students with mild disabilities (Fuller, Ronning, VanVoorhis & Moore, 1993), students with severe disabilities (Alper & Ryndak, 1992; Beckstead, Hunt, Goetz & Karasoff, 1992; Passaro, Guskey & Zahn,

1994; Rainforth, 1992; Vandercook, York, Sullivan; Montie & Wolff, 1993); and middle grade students with severe learning and behavioral problems (Din, 1996). For these research projects, inclusion seems to mean "fully include students with some type or level of disabilities, not all students with disabilities in regular classrooms." And mixed results were found with those projects.

For the improvement of inclusion practice, some researchers take a conservative approach and apply the LER concept. In their experimental project, Fuchs and colleagues (1992) attempted to transition 42 pupils with mild and moderate disabilities (most with learning disabilities) out of math instruction in resource rooms and into regular education math. The process utilized computerized curriculum-based measurement to teach math operations in both special and regular classrooms. The teaching methods included goal setting, repeated measurement on goal material, and evaluation of the database to adjust instructional programs. The trans-environmental programming involved four phases: environmental assessment, intervention and preparation, promoting transfer across settings, and evaluation in the mainstream. Evaluation indicated that experimental students outperformed controls in math achievement. Whereas all 21 experimental students reintegrated into mainstream math settings either full- or part-time, not a single control student did so. In this experimental inclusion project, inclusion was implemented in light with the least restrictive environment concept (Osborne & DiMattia, 1992; Texas Education

Agency, 1991).

In a survey study (paired with interviews), Betancourt-Smith (1992) found that with the mainstreaming practices in the sampled high schools, few accommodative strategies for LD students are being used, and little or no training is offered for teaching students with disabilities of any sort, and administrators, operating under constraints imposed by governmental agencies, while complying with the law, are not allocating the resources that would provide the training, supervision, materials, and/or personnel that would help them use accommodative strategies. This study shows that in the implementation of mainstreaming programs, many areas remain to be improved. It seems that for the mainstreaming practice to work the way it should, it takes more than making placement changes.

As the literature shows, inclusion means different things to different people. Some educators want a continuum of placements, while others want a continuum of supports (Willis, 1994). Research on inclusion employing the LER principle or taking a conservative approach is scarce. In literature, the impact of REI on LRE has been mainly shown by the full inclusion practices (Fuchs & Fuchs, 1994; Kulic, 1993; Thousand & Vila, 1990). Outside the full inclusion programs, research on such impact is limited.

It is known that the current Kentucky education reform movement is not about special education, but general education. From the educational research perspective, it is important to know that with the REI movement, what changes, if any, have occurred to

the special education service delivery system in Kentucky rural regular schools in the context of the general education reform movement.

The purpose of the study is to investigate the impact of REI on the special education service delivery system in Kentucky rural regular schools in the context of the statewide education reform movement. Specifically, it is to examine how inclusion services are presently delivered in Kentucky rural regular schools in the context of the statewide educational reform movement. Inclusion in this study means similarly as the LRE does (Osborne & DiMattia, 1992; Texas Education Agency, 1991).

Method

A survey study was conducted in March, 1996, to collect data needed for the research questions of this investigation, with the assumption that data collected from the survey would provide adequate information to serve the purpose of this study. Specific procedures for this project are as follows.

Participants

The special educators (full time employees) in Kentucky rural regular schools were surveyed. Special educators in the special schools, vocational schools, technical schools, treatment centers, alternative schools, preschool centers, etc. were not selected for the survey, because the special education service programs in those schools are not considered to be comparable with those in the regular schools.

Procedures

Sampling was conducted via the Kentucky Schools Directory (1994-95). One special educator from each rural regular school was surveyed. Totally, 1,047 rural regular schools in Kentucky were selected.

The survey package was sent to any "special education faculty" of a selected school. With the directory, the school addresses are available, participants' names are unknown. The survey envelopes were addressed as: Special Education Faculty, plus a specific school address.

Instrument

Two types of issues were addressed in the questionnaire: type 1 was related to whether the school is practicing full inclusion or inclusion; type two was related to how the inclusion services are delivered in each school (see Appendix).

The following issues were identified from literature or the theoretical framework, and were considered to have close relationships to the research question, and these were addressed respectively in the survey questions:

Present ways of service delivery (Fuchs & Fuchs 1994);

Inclusion of children with moderate and severe

disabilities (Vandercook, York, Sullivan, Montie & Wolff, 1993);

Availability of a continuum of programs in the school district (Cates & Yell, 1994);

Availability of alternative placements in the school (Wigle, Wilcox & Manges, 1994);

Any change in the number of special education programs in the district (Wigle, Wilcox & Manges, 1994);

Availability of school-level support team (Schrag, 1993);

Role defining for school staff members (Fox & Williams, 1991);

Pre-training for regular teachers and special educators for the inclusion practice (Monteith, 1996; Schrag, 1993);

Availability of instructional materials for special needs students in regular classrooms (Schrag, 1993);

Types of supplementary aides available in regular classrooms (Fox & Williams, 1991);

Forms of support to students with disabilities and teachers in regular classrooms (Fox & Williams, 1991);

Instructional strategies being used in regular classrooms (Fox & Williams, 1991);

Teachers' judgement about the effectiveness of inclusion on the learning of students with disabilities (Fuchs & Fuchs, 1995);

The questionnaire used a multiple choice type question and answers (see Appendix). A cover letter introducing the purpose of this survey accompanied the questionnaire. The participants were informed that this survey was anonymous and they could choose to skip any question that did not apply to their school situation.

Results

1,047 survey packages, each with a postage-paid reply envelope, were sent out to special educators in the selected Kentucky rural regular schools in early March, 1996. 261 schools (special educators) throughout Kentucky responded. The return rate is approximately 25 percent. The results were summarized from the responses to the issues listed in the Instrument section.

Results indicate that there are two major types of special education service delivery systems currently being practiced in Kentucky rural regular schools: inclusion (LER--placement decision is made based on individual need basis) and full inclusion (in which students with disabilities are placed for full school time in regular classrooms).

The data indicate that presently inclusion remains to be the major type of special education service practice adopted by the majority of Kentucky rural regular schools. Approximately 80 percent of them (N=211) practice inclusion (LRE). Specific information on the implementation of special education service programs in these schools are provided as follows.

Results show that in those schools adopting the inclusion type of service, the extent of inclusion in terms of time length or severity of disability varies from school to school. The majority of the schools include (in regular settings) only students with mild disabilities; approximately 30 percent of them include

students with mild and moderate disabilities; 15 percent of the schools include students with all levels of disabilities to some extent.

Two thirds of the schools reported that there were more special education service programs now in their districts, approximately 24 percent of the schools noted that there were fewer special education service programs now in their districts, and approximately 6 percent of them indicated that the number of special education service programs remained unchanged.

Collaboration was found to be in practice in 22 percent of the schools. More than half of the regular teachers involved in inclusion service programs either have limited training or little (none) training for this practice.

Special instructional materials for disabled students are not available in regular classrooms in 55 percent of the schools. In inclusive settings, special education teachers and teaching aides are the most commonly seen supplementary support in regular classrooms, and only less than half of the schools have access to some special equipments needed by students with disabilities in regular classrooms.

The roles for school staff involved in inclusion practices were either ambiguously or not defined at all in over 60 percent of the schools. That special education teachers work directly with disabled students in regular classrooms and routinely support the regular teachers are found to be the most commonly used instructional methods. Over half of the special education teachers

reported that sometimes it took a while to get into a situation in the regular classrooms. Approximately half of them note that the current special education service delivery system does not meet the needs of the disabled students in their schools.

Seven of the schools practiced Full Inclusion before. And two schools reported that they would adopt Full Inclusion next year. One special education teacher reported that in their middle school one student with mild mental retardation was not allowed to participate in any kind of activity with normal peers in school.

Discussion

The data show that Kentucky rural regular schools are practicing more inclusion in the context of the general educational reform movement, which may be due to the impact of the REI movement. For the schools with inclusion service programs, teacher preparation remains a serious problem. Comparatively, special education teachers are better prepared than regular teachers, even though a large number of special education teachers are not adequately trained for providing this service. It appears that staff training for implementing inclusion programs needs to be on the priority list of school professional development programs.

The reality that special instructional materials for students with disabilities in regular classrooms are not available in more than 55 percent of the regular schools may constitute a serious obstacle to the learning of students with special needs. Without the special instructional materials, it is difficult for regular

teachers and special education teachers to give students with disabilities the help they need. Most probably this condition is related to budgetary problem, as is the reduction of special education service programs in many Kentucky rural school districts. That some Kentucky school districts have created more special education service programs, some have cut service programs in special education suggests that the access of students with disabilities in Kentucky rural regular schools to special education service programs varies from district to district.

That special education teachers provide direct instructional help to students with disabilities in regular classrooms should not be considered a good strategy for every school. A variety of subject matters are offered in middle schools and high schools. It is unlikely that special education teachers are qualified to teach in every academic area.

Without clearly defining the roles of participating school staff in inclusion service, it is unlikely that each staff member is providing the service to the mainstreamed students with disabilities the way she or he should. In implementing any educational program in schools, it is essential that the roles of participating staff be clearly defined.

All these problems existing in inclusion practices in Kentucky rural regular schools boil down to one issue: Schools need to address educational quality for students with disabilities while implementing inclusion programs.

The 25 percent return rate is low by any standard. However,

the data collected for this study are considered representative, because the stamped zip codes on the returned mail represent almost all Kentucky 3-digit zip codes. In addition, the results of this study were summarized with the first arrived 90 percent of the data. The additional 10 percent data did not provide information that warrants changes to the original major findings of this study.

Conclusion

The results suggest that presently or in the context of the statewide general education reform movement, inclusion employing the LRE principal is still the main type of special education service practice in Kentucky rural regular schools. Increased inclusion practices are found in these schools, which may be due to the impact of the REI movement. Data also indicate that in many Kentucky rural school districts, the number of special education service programs has been reduced, while in others increased programs have been reported. Lack of collaboration, lack of special instructional materials and lack of supplementary aides in regular classrooms remain serious problems for quality education for students with disabilities. In too many schools, regular teachers and special education teachers are not adequately prepared to work in inclusive settings, and neither regular teachers nor special education teachers know their roles in the inclusion practices. In summary, presently in Kentucky rural regular schools, in the services provided to the mainstreamed students with disabilities, staff training, collaboration, access to special instructional

materials and supplementary supports, staff role clarification, etc. are found to be the problem areas of the special education service delivery system that need to be improved.

References

Alper, S., & Ryndak, D. L. (1992). Educating students with severe handicaps in regular classes. Elementary school Journal, 92, (3), 373-387.

Banerji, M., & Dailey, R. A. (1995). A study of an inclusion model on students with specific learning disabilities. Journal of Learning Disabilities, 28, (8), 511-522.

Beckstead, S. P., Hunt, P., Goetz, L., & Karasoff, P. (1992). An analysis of student outcomes associated with educational programs representing full inclusion and special class models of integration (Contract No. G0087C3056-90; G0087C3058). San Francisco State University, CA: California Research Institute. (ERIC Document Reproduction Service No. ED 365 051)

Berckers, G. G., & Carnes, J. S. (1995, April). Proof positive...Inclusion works. Topic area: Learning disabilities. Paper presented at the annual international convention of the Council of Exceptional Children (73rd), Indianapolis, IN.

Betancourt-Smith, M. (1992, January). Accommodative strategies for mainstreamed LD students: High school teachers' perceptions of reasonableness and use. Paper presented at the annual meeting of the Southwest Educational Research Association, Houston, TX.

Cates, D. L., & Yell, M. L. (1994, March). Service delivery models and students with emotional disabilities and behavior disorders: A rural perspective. Paper presented at the annual national conference of the American Council on Rural Special Education (ACRES), Austin, TX.

Din, F. S. (1996, March). A field test of a full inclusion project. Paper presented at the Fifth National Conference on Creating the Quality Schools, Oklahoma City, OK.

Fox, T. J., & Williams, W. (1991). Implementing best practices for all students in their local school: Inclusion of all students through family and community involvement, collaboration, and the use of school planning teams and individual student planning teams (Contract No. H086J80005). University of Vermont, Burlington: Vermont Statewide Systems Support Project, University Affiliated Program. (ERIC Document Reproduction Service No. ED 361 977)

Fuchs, D.; Fuchs, L. S., & Fernstrom, P. (1992). A conservative approach to special education reform: Mainstreaming through transenvironmental programming and curriculum-based measurement. Vanderbilt University, Nashville. (ERIC Document Reproduction Service No. ED 346 666)

Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60, (4), 294-309.

Fuchs, D., & Fuchs, L. S. (1995). Special education: Ineffective? Immoral? Exceptional Children, 61, (3), 303-305.

Fuller, M. L., Ronning, M., VanVoorhis, J. L., & Moore, M. (1993, August). Restructuring for student success in a rural school: Preliminary analysis. Paper presented at the annual convention of the American Psychological Association, Toronto, Ontario, Canada.

Kulic, S. (1993, March). Report on the development of a national agenda for achieving better results for children and youth with disabilities. Paper presented at the meeting of the CEC President's Panel on Reform and Integration in Special Education, Logan, UT: Utah State University.

Miller, E. (1996). Changing the way we think about kids with disabilities: A conversation with Tom Hehir. Harvard Education Letter, Focus Series 1, 14-17.

Monteith, D. S. (1994, August). Special education training: A must for today's school leaders. Paper presented at the annual meeting of the National Conference of Professors of Educational Administration, Indian Wells, CA.

Osborne, A. G., & DiMattia, P. (1992). Mainstreaming students with severe disabilities: Implications for public policy. (ERIC Document Reproduction Service No. Ed 354 652)

Passaro, P. D., Guskey, T. R., & Zahn, G. (1994). Using mastery learning to facilitate the full inclusion of students with most intense educational needs within rural schools. Rural Special Education Quarterly, 13, (3), 31-39.

Rainforth, B. (1992). The effects of full inclusion on regular education teachers: Final report (Contract No. G0087C3056). San Francisco State University, CA: California Research Institute. (ERIC Document Reproduction Service No. ED 365 059)

Sailor, W. (1990). Special education in the restructured school. Remedial and Special Education, 12, (6), 8-22.

Sailor, W., Gerry, M., & Wilson, W. C. (1990). Policy implications of emergent full inclusion models for education of students with severe disabilities (Contract No. G0087C3037). San Francisco State University, CA: California Research Institute. (ERIC Document Reproduction Service No. ED 365 048)

Salisbury, C. L. (1991). Mainstreaming during early childhood years. Exceptional children, 58, 146-155.

Schrag, J. A. (1993). Organizational, instructional and curricular strategies to support the implementation of unified, coordinated and inclusive schools. Reston, VA: Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 369 252)

Scruggs, T. E., & Mastropieri, M. A. (1995). What makes special education special? Evaluating inclusion programs with the PASS variables. The Journal of Special Education, 29, (2), 224-233.

Silver, L. B. (1991). The Regular Education Initiative: A deja vu remembered with sadness and concern. Journal of Learning Disabilities, 24, (7), 389-390.

Texas Education Agency. (1991). All children can learn together: Suggestions for least restrictive environment. Austin, TX, Division of Special Education Programs. (ERIC Document Reproduction Service No. ED 346 689)

Thousand, J. S., & Villa, R. A. (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. Focus on Exceptional Children, 23, 1-24.

Vandercook, T., York, J., Sullivan, B., Montie, J., & Wolff, S. (1993). Achieving membership in home schools for students with severe disabilities: Final report (Contract No. H086D00014). Minnesota University, Minneapolis: Institute on Community Integration. (ERIC Document Reproduction Service No. ED 368 118)

Wang, M. C. (1987). Toward achieving educational excellence for all students: Program design and student outcomes. Remedial and Special Education, 8, 25-34.

Wang, M. C., Reynolds, M. C., & Walberg, H. J. (1988). Integrating the children of the second system. Kappan, 70, 248-251.

Wang, M. C., Rubenstein, J. L., & Reynolds, M. C. (1985). Clearing the road to success for students with special needs. Educational Leadership, 43, 62-67.

Wang, M. C., & Walberg, H. J. (1988). Four fallacies of segregationism. Exceptional Children, 55, 128-137.

Wigle, S. E., Wilcox, D. J., & Manges, C. D. (1994, October). Full inclusion of exceptional students: Three perspectives. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.

Willis, S. (1994). Making schools more inclusive: Teaching children with disabilities in regular classrooms. Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 378 762)

Yeager, N. (1995, March). Inclusion: The results of attendance, achievement, and self-concept in a Class-within-a-Class Model. Paper presented at the Conference of the American Council on Rural Special Education, Las Vegas, Nevada.

Appendix

Questionnaire

Check all questions that apply, please.

Your school: Elementary___; Middle___; High___.

1. Is your school presently practicing inclusion (LRE)___,
or full inclusion___?

In what year did your school adopt full inclusion? _____

2. Your school is now practicing: more___, about the same___,
less___ inclusion.

3. Who initiated this full inclusion? (Check the ones that apply):

* Leaders of district___; * School administrators___;
* School board___; * Parents___;
* Regular teachers___; * Special Ed teachers___;
* other (specify)_____.

4. In your school district, is a continuum of service programs
currently available? Yes___; No___;

In your school, is a continuum of alternative placements currently
available? Yes___; No___;

5. What do you think is the main belief for adopting full inclusion?
(Check the one(s) that apply):

* To improve disabled students' learning___;
* To promote their social interaction___;
* To save money___;
* Just to make some change under educational reform___;
* Special education is no longer needed___;
* Other (specify)_____.

6. Has your school fully included students with moderate disabilities?
Y___; N___; And those with severe disabilities? Y___; N___;

7. In your school district, are there more or fewer service programs
for students with disabilities? More___; Fewer___;

8. Is there a collaboration team in your school working for the (full)
inclusion practice? Yes___; No___;

9. How much training did regular teachers in your school receive for
(full) inclusion? Adequate___; Some___; limited___; little___;

How about special ed. teachers?

Adequate___; Some___; Limited___; Little___;

10. Are materials needed for disabled students available
in regular classrooms? Yes___; No___;

11. What supplementary aides are currently available in your school
to regular teachers and special needs students?

(Check all that apply)

Teaching aides___; Special ed teachers___;
Volunteers___; Special equipments___;
Other (specify)_____;
None of the above available at all___;

12. How were the roles defined for all staff in your school involved in (full) inclusion?
Clearly___; Somewhat clear___; Ambiguously___; Not defined at all___;
13. How were parents explained about the related IEP changes prior to this full inclusion?
Fully clear___; Somewhat clear___;
Ambiguously___; Not explained at all___;
14. To your knowledge, how did people react to the full inclusion in your school?

	Favor			Dislike		Don't know
Administrators	1	2	3	4	5	6
Regular teachers	1	2	3	4	5	6
Special ed teachers	1	2	3	4	5	6
Disabled students	1	2	3	4	5	6
Other parents	1	2	3	4	5	6

15. With respect to the responses of parents with disabled child to full inclusion, (Use the codes below, check the ones that apply.)
- Most parents _____
Some parents _____
Few parents _____
No parent _____

Codes: 1 = support(s) it fully;
2 = support(s) it reluctantly;
3 = have no idea about it but go along with it anyway;
4 = oppose (s) it.
5 = I can not tell.

16. The teaching strategies that are being used by regular teachers in your school for (full) inclusion include: (Check the ones that apply.)
Team teaching___; Peer teaching; Adapted curriculum___;
Special ed. teacher's routine support to regular teachers___;
Special ed teacher working routinely and directly with special needs students in regular classrooms___;
Nothing special for the disabled students___;
Other (specify)_____;
17. As you go to work daily with the special needs students in regular classrooms, you often feel that (Check the ones that apply.)
1. you can give them help immediately___;
2. sometimes it takes a while to get into situation___;
3. you don't know enough to help them in some subjects___;
18. To your knowledge, are there any organizational beliefs and values in your school on how to serve students with disabilities?
Yes___; No___;
19. To your knowledge, with the current special education service delivery system, are the individual educational needs of the disabled students in your school better met?
Yes___; No___;

Thank you very much for your cooperation!



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

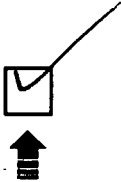
I. DOCUMENT IDENTIFICATION:

Title: <i>The Inclusion Practice In Kentucky Rural Regular Schools</i>	
Author(s): <i>Feng S. Din</i>	
Corporate Source: <i>Union College</i>	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here

For Level 1 Release:

Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here

For Level 2 Release:

Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Feng S. Din</i>	Printed Name/Position/Title: <i>Feng S. Din, Assistant Prof.</i>	
Organization/Address: <i>Union College</i>	Telephone: <i>606-546-1261</i>	FAX: <i>606-546-1217</i>
<i>Barbourville, Ky 40906</i>	E-Mail Address:	Date: <i>10-21-96</i>



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CRESS AT AEL
1031 QUARRIER STREET - 8TH FLOOR
P O BOX 1348
CHARLESTON WV 25325

phone: 800/624-9120

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>