

ATTITUDES AND PERCEPTIONS OF GENERAL
EDUCATION STUDENTS TOWARD STUDENTS
WHO RECEIVE ADDITIONAL EDUCATION SERVICES

By

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ABSTRACT

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The purpose of this study was to examine the perceptions and attitudes of general education students toward students in the same classroom who receive additional education services. A total of 134 out of 215 (63%) second through sixth grade elementary school students from a rural pre-kindergarten through sixth grade elementary school located in northern central Wisconsin participated in this study. Data was

collected with two 3-point Likert scale group-administered surveys given separately to each of the five grade levels.

Data from this study indicated that no significant negative attitudes or perceptions about students receiving additional educational services were present. Data suggested that students receiving additional educational services were perceived like every other student in each of the grade levels and that student's specific disabilities were not seen as a catalyst for overall negative attitudes and perceptions. Data also suggested that gender and age across the five grade levels was of little influence on the majority of students overall attitudes and perceptions of students receiving additional education services.

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First of all I would like to dedicate this thesis too and thank God for giving me the direction in my life to go into the field of Guidance Counseling. For it is with his love and strength that I was able find my true calling in life.

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CHAPTER ONE

Introduction

In today's schools and classrooms, it is extremely important for professionals working in the field of education to identify and research what types of attitudes and perception students have toward their school environment and each other. It is equally as important that education professionals take the time to critically investigate, and identify, what attitudes and perceptions elementary education students express toward their fellow elementary students who receive additional education services in schools. These general education students are the key participants in the forming of perceptions and attitudes toward classroom membership and its success. It is important then for the protection of students who are receiving additional education services that the school environments is, as accepting to all students, as possible. With the passage of Public Law (PL) 94-142, the Education for All Handicapped Children Act in 1975 and the mainstreaming, of students with special needs who receive additional education services into general education classrooms, we can start to see that a safe and accepting classroom atmosphere is essential for learning. Thus the ease with which students who are receiving additional education services are accepted in general educational classrooms depends to a large extent on their general educational counterparts attitudes and perceptions of them as fellow students and how welcome they feel in their own classrooms.

In researching and trying to identify attitudes and perceptions that general education students may have toward their additional education counterparts, a variety of influencing factors that may take place between the two student populations needs to be taken into consideration. The identification of the factors of: (a) overall peer acceptance,

(b) perception of disturbing behaviors, (c) students age, and (d) students gender, and how they have an affect on students attitudes and perceptions toward each other is important in establishing a point of reference when starting to identify a students specific attitudes toward each other.

Rossiter and Horvath (1996), in a study they had conducted at the elementary level, started to identify one of the factors of overall peer acceptance that might help to influence peer attitudes and perceptions. Rossiter and Horvath stated that general education students in inclusive classrooms demonstrated overall positive interactions and positive attitudes toward their additional education classmates and special needs classmates. Rossiter and Horvath noted that this was even more evident when compared to a control group of students who did not have any additional education or special needs students in their class. Though Rossiter and Horvath could not specify as to why this was the case in their findings, they did state that they believed that the attitude difference may have been due partially to the fact that in the inclusive classrooms studied, the classrooms were set up so that four to five students sat at one table. This configuration may have allowed for more socialization and interaction between the students, leading to more of an overall positive and accepting attitude of all students.

Safran, P., Safran, S., & Rich, C. E. (1994), Rossiter and Horvath (1996) and Evans, I. M., Salisbury, C.L., Palombaro, M., Berryman, J., & hollowood, T. M. (1992) gathered information that pertained to student gender, another of the potential attitude and perception factors. All three studies revealed evidence that suggested student's gender might play a part in their perceptions of students who receive additional education services. According to Blakemoore, (cited in Rossiter and Horvath, 1996, p.93)

“Researchers found that females tend to interact in a more nutrient manner than males.” Rossiter and Horvath (1996) along with Evans et al., (1992) found that female students held more positive attitudes toward special needs students than did their male counterparts. The research identified that female students more than male students would interact with the more popular of the students receiving additional education services. Evans et al., also showed that in dealing with students with special needs, female elementary students reported that they were more disturbed by aggressive/disruptive behavior exhibited by students receiving additional education services than were male students. Evans et al., also reported that both males and females stated that aggressive/disruptive behavior was what keep them from interacting with other students. Corresponding research done by Safran et al., (1994) also supports the previously mentioned research of Evans et al., (1992) and Rossiter and Horvath (1996) that even though female students were more disturbed by behavior, they still reported interacting more with special needs students.

From previous research in the areas of students with disabilities and special needs, identifiable factors that can affect the ease and/or difficulty in which peers accept a child (who receive additional education services) into a general education classroom can start to be seen. These factors in relationship to a student’s personal attitudes and perceptions will either help to act as an aid in the process of an inclusive classroom and with the learning and development of a child with a special need, or serve as a factor that will cause the inclusive process to be a negative experience for all involved.

Statement of the Problem

The purpose of this study is to identify attitudes and perceptions of general education elementary school aged students toward elementary school aged students who receive additional education services while included in general education classrooms. Research will be conducted via a student questionnaire to second, third, fourth, fifth, and sixth grade general elementary school students attending a rural north central Wisconsin elementary school during the 2000-01 academic school year.

Research Objectives

Objectives for this research are as such:

1. Collect data on general education student's attitudes and perceptions toward students who receive additional education services included in inclusive classrooms.
2. Identify general education student's attitudes and perceptions as they relate to the factors of overall peer acceptance, perception of disturbing behaviors, student's age, and students gender.

Definition of terms.

General education students – Students with no identified mental or physical disability or special needs. These students are not receiving any type of additional education services outside of the general education classroom.

Additional education services – On-going services provided by teachers for children with Learning Disabilities, Title One teachers, and teachers for children with Speech and Language Disabilities that require a student to leave the general education classroom on a scheduled basis. This term also applies to students who have an active (I.E.P) and (504) plan in use that require them to use these services.

Special Needs – All federally mandated types of special educational services being provided for a variety of students in the target school including those services mentioned in additional education services.

Assumptions / Limitations.

Several assumptions / limitations that have been identified by the researcher are:

1. Students receiving additional education services looked at varied from classroom to classroom.
2. No two classrooms in the study had a student roster with the same types and/or amount of additional education services needed.
3. The overwhelming majority of the students in the school district came from middle class Caucasian family backgrounds. No minorities were available to be used in this study.
4. Limited size of the subject pool. Do to the smaller size of the school the number of available candidates to participate in this study was small.

CHAPTER TWO

Literature Review

“Analyses of the social acceptance by students without disabilities of their classmates with severe disabilities and the development of the social relationship and friendship between the students contribute not only to an evaluation of the social outcomes for all students in inclusive classrooms, but also to the design of inclusive educational practices that promote positive social interactions and acceptance among all the students” (Hunt & Goetz, 1997) (p. 18).

Educational research in the area of peers attitudes and perceptions toward students with special needs and who receive additional education services outside their classroom over the past twenty years, has been able to identify some of the relationship factors between general education student’s attitudes and perceptions and the factors that influence those attitudes and perceptions in school. However, it must be taken into consideration that research has not always been able to identify what specific factors illicit positive and negative student responses when it comes to interactions between general education students and those who receive additional education services.

The review of the related literature and research on the factors that help to shape attitudes and perceptions was divided into four parts:

1. Overall peer acceptance.
2. Perception of disturbing behaviors.
3. Students age.
4. Students gender.

Overall peer acceptance

Research in the area of inclusion for students who need additional education services have shown a wide variety of findings and range of dealing with how students with additional education needs are integrated in and accepted in the social circles of their general education peers. One of the most widely mainstreamed groups of special needs students in our schools is that of students with mild disabilities (Heiman, T., & Margalit, M. (1998) and Pearl, R., Farmer, T. W., Acker, R.V., Rodkin, P. C., Bost, K. K., Coe, M., & Henley, W. (1998). This research has indicated that students with mild disabilities are usually quite capable of functioning in a general education classroom, whether their disability is physical or educational.

Pearl, et al. (1998), reviewed students with different types of mild disabilities and what social characteristics they displayed and what social groups they belonged to in inclusive classroom settings. What was identified was that students with mild disabilities who were higher on pro-social characteristics tended to be associated with peer groups that were also high in those same pro-social characteristics. Just the opposite was true in regards to students who demonstrated antisocial behavior. Thus students who acted like the more popular or socially acceptable general education students were more easily accepted into social circles in spite of their disability. Pearl, et al., also concluded that “Compared to non-disabled students, students with mild disabilities tended to receive fewer nominations on peer assessments for leader, athletic, cool, and pro-social and more nominations for seeks help and shy (p. 180). Pearl, et al. also found that “Boys with mild disabilities were nominated more frequently for antisocial items than were boys without disabilities” (p. 180).

Kinstner & Gatlin, (1989); Stiliadis & Wiener, (1989); and Wenz-Gross & Siperstein, (1998) also researched students with mild learning disabilities looking for how students with mild learning disabilities were identified socially by their peer groups. The information that they identified showed that students with learning disabilities received lower peer acceptance and had more difficulties in demonstrating positive social behavior.

With the passing of Public Law (PL) 94-142, another student population started to enter into general education classrooms, that of the severely disabled student. Research in the area of social acceptance in the classroom of students with severe disabilities has generated some interesting findings in comparison to research done on students with mild disabilities.

Hunt and Goetz (1997) found, when looking at and comparing previous studies done by (Meyer, Cole, McQuarter, and Reichle in 1990 and Cole, Dodge, & Coppatelli, 1982) on students with severe disabilities in general education classrooms, “the level of acceptance of the children with severe disabilities was not related to their level of social competence, nor was it associated with the number of social interactions initiated or received” (p.21). Based on their data, they believed that the students who were severely disabled were somehow judged differently by their non-handicapped peers and not held to the same social standards as other students with mild or no disabilities in the same classroom. Evans, et al., (1992) also identified that students with severe disabilities were somehow judged or seen differently than their non-handicapped peers. Informal classroom observations reported in the same study done by Evans, et al., identified that a typical form of interacting between severely handicapped students and their non-

handicapped peers resembled a form of parenting. “Typical children, usually girls, would interact with the more popular of the target children, helping them, moving them around the room, physically supporting them during group instruction, and so on” (p. 211). This research then tends to suggest that general education students see students with severe disabilities as not being as capable as them and thus accept them more readily in the classroom because they can’t control themselves as easily as other students can.

In a study done by Williams & Downing (1998) though, the variable of classroom participation was a strong factor in general education student’s acceptance of students with severe disabilities. Williams and Downing reported that “Peers repeatedly discussed participation of all students including those with severe disabilities in class activities as an indicator of membership” (p. 106). Williams and Downing also reported that students felt more positive toward other students who did the same work and projects that they were doing. Students also stated that, “students who exhibited attentiveness, readiness to learn, and an upbeat personality were considered to be members of a class” (p. 108). The opposite was then true in their findings for students who did not participate or displayed antisocial behavior in class. These students were considered nonmembers of the class and many students wondered why these students were even in the classroom.

Another factor that impacts forming peer acceptance in a classroom is that of structured contact or prolonged contact between general education students and students who receive additional education services. Rossiter & Horvath (1996) researched this exact factor when they looked at inclusive classroom settings to determine whether structured contact within a classroom can bring increased positive attitudes from general educational students toward additional education classmates. What was identified was

that children who are in inclusive school settings hold more positive attitudes toward those students who receive additional education services than classmates in non-inclusive classrooms. Rossiter & Horvath did state though that they were unsure of just what factors actually accounted for the increase in positive attitudes. Hunt & Goetz, 1997; and Kennedy, Shukla, and Fryxell, 1997, researched data which identified that students with special needs placed in general educational classrooms had a higher level of social contact with schoolmates without disabilities, received and provided higher levels of social support, and had much larger friendship networks composed primarily of schoolmates without disabilities. Hunt and Goetz also found that the students with disabilities, “were more often responding to approaches from classmates, rather than initiating those interactions; in addition, the interactions between the students tended to be assertive in nature, although talk, play, and physical affection were also present” (p. 21).

Identification of disturbing behaviors

Research conducted by Mullen, J. A., & Wood, F. H. (1996) and Safran, P., Safran, S., & Rich, C. E. (1994) has identified that one of the strongest factors that determine how one student will relate to another and how they judge each other for friendships and acceptance is how they perceive each others actions. Children tend to associate with other children who act like them and have the same interest as them. They also tend to distance themselves from behaviors that they find disturbing. Another tendency children use as a benchmark of social acceptance, is how they vie adults reacting to others. General education student’s perceptions then of how additional education student’s act is extremely important to be able to identify and understand.

Safran et al., (1994) found that third grade students are as much aware of what disturbs them as are sixth grade students. Safran et al., stated in their research finding that, “Peer judgements help shape the normative criteria that distinguish appropriate from deviant behavior in general education classrooms” (p. 143). Safran et al., research has suggested that school aged children are most bothered by the more outward physical and emotionally aggressive behavior such as poking, teasing and destroying others things. Farmer and Hollowell (1994) found that boys with learning disabilities were twice as often named as classmates who were responsible for starting fights. Nabuzoka and Smith (1993) (cited in Pearl et al., 1998) found that children with learning disabilities were less likely to be considered the class leader; were considered withdrawn and shy; and were more likely to be picked on by bullies. Lancelotta and Vaughn (1989) (cited in Safran et al., 1994) looked at the relationship between peer and teacher perceptions of five types of aggression. They found that a significant correlation pattern was discovered for four of the five measured aggressions in relationship to peer acceptance. Their study’s information revealed that students found the more aggressive the behavior by a child the less liked that that child was. Thus the more aggressive the behavior the less peer acceptance. Mullen and Wood (1986) found that students were bothered the most by outward social defiance by a student toward another individual. They found that students on the average disapproved of the same types of behaviors that their teacher did but were not as bothered by them as their teacher. Information from the Safran et al., study also gathered suggested that as children mature and move through the grade levels, they become more tolerant of aggressive and disruptive behaviors by all students in the classroom.

Students age

The factor of student's age in relationship to how they view others has been highly researched in the past twenty years. Many would assume that the older one gets and the higher in grade level one goes, the more accepting and understanding one is toward others with special needs. This may hold more truth in the secondary grade levels (Fisher, 1999) though is not always the case with children in the elementary grade levels (Evans et al., 1992, Pearl et al., 1998, and Safran et al., 1994).

Rossiter & Horvath (1996) identified data, which found that school contact between students who receive additional education services and general education students was negatively correlated with grade. Rossiter & Horvath found that students in higher elementary grade levels interacted less with students with special needs in their classrooms than did students in the lower elementary grade levels. Heiman & Margalit (1998), in a study on loneliness of mildly mentally retarded students both placed in and out of inclusive elementary classrooms, found that "the sense of loneliness reported by preadolescent and adolescent students with mild mental retardation in inclusive classrooms clearly indicates the role of setting as mediated by age" (p. 159). Heiman & Margalit found that adolescent students reported feeling less part of peer social groups' than preadolescent students.

The one area that research has had the most fluctuation in findings though, has been the upper elementary, middle school time period. Safran et al., (1994) found that upper elementary and middle school aged children displayed a much more tolerant stance toward disruptive and aggressive behaviors of students with special needs. Data was identified that between the grades of four and five a developmental change took place on

how students view behavior. Students moved away from the perceptions of what adults believed to be right and wrong behavior and started to develop their own standards for right and wrong. Safran et al also found that by the time a student reaches the middle school age, they experience an increased need for peer acceptance and interactions. Contradictory research done by Williams & Downing (1998) looked at general education student's perceptions of classroom membership at the middle school level for students with special needs. Williams and Downing found that most of the middle school students in their study believed that their classmates with severe disabilities were members of their class and were part of their peer social groups.

In a study done by Wenz-Gross & Siperstein (1998), researchers found that students with learning problems were at a larger risk for social rejection at the middle school level. The data from the study suggested that students with learning problems experienced higher stress (related to greater academic expectations), lower peer social support (related to lack of appropriate social skills), and poor adjustment than other students.

The feelings then of social acceptance and peer approval seem to come from whose ever view point you are looking at. The acceptance of all students at this age level, no matter if you are a general education student or a additional education student, seems to follow along the same developmental path that students take when entering into adolescence. This then may be the hardest time to understand attitudes and perceptions of students, as it seems they are trying to figure it out also.

Students gender

Can a student's gender play a part in how they perceive another student, especially a student with a special need? If one follows along the lines of more stereotypical thinking then we would assume that female students at any age would be more tolerant and accepting of students with special needs due to their nurturing nature (Evans et al., 1992) and how they are raised. The same would hold true then for male students. Assuming then that the male students would be less accepting and more critical of special needs students because they are not as nurturing or raised to be as accepting of special needs students. If one holds true to this philosophy, then research done in this area should prove true to this philosophy. To this point though, not enough research has been found to either support or reject this frame of thinking.

Rossiter & Horvath (1996) did identify as part of their study, that female students did hold more of a positive attitude toward students with special needs in their class. Evans, et al., (1992) also found that females tend to interact with students with special needs in a more nurturing manner than do their male classmates. In a study done by Safran et al., (1994), female students reported being more disturbed than male students when it came to problem behaviors. Safran et al., identified that female students form stricter standards of behavior than do male students on what is disturbing and what is appropriate behavior. Lancelotta and Vaughn (1989) (Cited in Safran et al., 1994) found that female students more than their male counterparts were less accepting of aggressive behavior except when it came to verbal aggression. Even with their tougher standards, Safran et al., (1994) still reported that female students interacted more than male students with students with special needs.

CHAPTER THREE

Methodology

Introduction

This chapter will describe the subjects and how they were selected for inclusion in this study. Data collection and analysis procedures will then be presented. This chapter will conclude with some of the methodological limitations related to this study.

Description of Subjects

The subjects for this study were general education and additional education students from a rural pre-kindergarten through sixth grade elementary school located in north central Wisconsin. The subjects were enrolled in the schools' second, third, fourth, fifth and sixth grade inclusive classrooms and had all returned participation permission slips for the study. A total of 134 of the total 215 (63%) second through sixth grade elementary school students participated in this study. Of the 134 students that participated, nineteen were from the school's two-second grade classrooms (9 female and 10 male students); twenty-three were from the school's two third grade classrooms (10 female and 13 male students); twenty were from the school's two fourth grade classrooms (10 female and 10 male students); twenty-eight were from the schools two fifth grade classrooms (11 female and 17 male students); forty-five were from the schools two sixth grade classrooms (28 female and 17 male students). All the participants in the study had a minimum of one semester of participation in an inclusive classroom and each of those classrooms had at least one student with a special need that required them to receive additional education services of a minimum of one time per week.

Sample Selection

Originally all 215 second through sixth grade students in the participating school were considered eligible candidates for the study. A parental permission letter was sent home for each of the eligible student and 135 letters were received back indicating permission to participate in the study. The 135 students were invited to participate and upon agreement were informed that the study was voluntary and that they could refuse to participate in the study at any time. Of the 135 students only one male fifth grade student refused to take part in the survey.

Instrumentation

A multi-method survey design was used to examine students peer associations and peer attitudes toward students who receive additional education services. Students in the second and third grades were asked to respond to a thirteen question, three point Likert scale survey and students in the fourth, fifth and sixth grades were asked to respond to a twenty question, three point Likert scale survey. The three point Likert scale survey was designed to be answered as yes, no, I don't know. All questions were reviewed for use in the survey by a variety of second through sixth grade teachers, the researcher, and the researcher's advisor. Questions were modified until two forms of the survey were developed. A shorter thirteen question form was developed for the second and third grade students due to recommendations from second and third grade teachers who indicated the longer twenty question form had questions that would not be completely understood by younger students. Seven questions were identified to be removed from the questionnaire to make the shorter version. The longer twenty-question form of the survey was administered unchanged to the fourth, fifth and sixth grades.

The survey was specifically designed to look at second through sixth grade student's attitudes and perceptions in dealing with the following general areas: (a) student's ability to be able to identify a student in their classroom who has a disability and is receiving additional education services; (b) student's ability to identify their attitudes toward perceived disruptive classroom behavior by students who receive additional education services; (c) student's ability to identify possible friendships with students who receive additional education services; (d) student's ability to identify attitudes toward perceived academic equalness between general education students and students receiving additional education services.

Data Collection

1. Data was independently collected with a group-administered survey, to each of the ten classrooms (second through sixth grade) in the middle of the second semester of the academic year.
2. The surveys were administered during a time period of one full school day taking a period of fifteen minutes per classroom to complete.
3. Pre-approved time was set-aside during the day for the investigator to meet with each of the participating classrooms.
4. Students who were participating in the study were asked to accompany the investigator to the schools library where they were provided with sharpened pencils and a copy of the survey.
5. Students were asked to move their seats to ensure privacy and to cover their responses.

6. Participants were told that their answers would not be read by anyone else including classmates, teachers and other school personnel, and that only the investigator would have access to their specific survey form information.
7. Students were informed by the investigator not to put their name on the survey's as the investigator wanted the each students individual answers to remain anonymous to everyone but the participating student.
8. A short set of instructions was given on the confidentiality and voluntary process of the survey and also on how to answer the survey.
9. The investigator then answered any questions that the students might have had.
10. The students were not allowed to open their survey packets until the directions were read and instructions to begin were given.
11. Each of the thirteen and twenty questions, on both survey forms where read out loud to the participants by the investigator.
12. A time of forty-five seconds was given for students to answer each question.
13. When completed, the investigator asked for a participating student to collect the surveys and hand them into the investigator to insure complete anonymity.

Data Analysis

Data from the two forms of the surveys were examined using frequency counts and percentage analyses to classify and summarize the results. Frequencies and percentages were computed to analyze demographic information (peer acceptance, identification of disturbing behavior, students age and students gender), and attitudes and perceptions of general education students toward their classmates who receive additional education services.

Limitations

Several limitations that have been identified by the researcher are:

1. Students receiving additional education services examined, varied from classroom to classroom.
2. No two classrooms in the study had a student roster with the same types and/or amount of additional education services needed.
3. The overwhelming majority of the students in the school district came from middle class Caucasian family backgrounds; no minorities were available to be used in this study.
4. Limited size of the subject pool. Due to the smaller size of the school the number of available candidates to participate in this study was small.

CHAPTER FOUR

Results

This chapter will present the results of both a thirteen question short form survey given to second and third grade participating students and a twenty question long form survey that was given to fourth, fifth and sixth grade students. Demographic information and descriptive statistics will be reported first, with data collected in each of the research surveys to follow.

Demographic Information

The sample for this study consisted of 14% (n=19) second graders, 17% (n=23) third graders, 15% (n=20) fourth graders, 21% (n=28) fifth graders, and 33% (n=44) sixth grade students. The 19 second graders were made up of 10 males and 9 females; 23 third graders consisted of 8 males and 15 females; 20 fourth graders consisted of 10 males and 10 females; 28 fifth graders consisted of 17 males and 11 females; and of the 44 sixth graders, 17 were males and 27 were females.

Second and third grade thirteen question short form survey

A thirteen-question sort form survey was used to address the questions of peer acceptance and perceptions towards additional education service students in both the second and third grades. Tables 1-13 address this survey.

Fourth, Fifth and Sixth grade twenty question long form survey

A twenty-question long form survey was used to address the questions of peer acceptance and perceptions towards additional education service students in the fourth, fifth and sixth grades. Tables 14-33 address this survey.

Table 1

Do you know of any boys or girls in your class that go and work with special teachers outside of your classroom like Mrs. L., Mr. M., Mrs. LF., or Mrs. W.? (Question 1)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	8	0	2	10
Female	8	1	0	9
Total	16	1	2	19
Percentages	(84.2%)	(.05%)	(.11%)	(100.0%)
3				
Male	8	0	0	8
Female	15	0	0	15
Total	23	0	0	23
Percentages	(100.0%)			(100.0%)
Totals	39	1	2	42
Percentages	(92.9%)	(.02%)	(.05%)	(100.0%)

A review of the data from Table 1, reveals that eight out of ten second grade male students, eight out of nine second grade female students, and all twenty-three male and female third grade students indicated knowing fellow students in their classroom whom went to see a special teacher.

Table 2

Do you see a special teacher outside of the classroom? (Question 2)

	Answer			
Grade	Yes	No	I Don't Know	Total
2				
Male	4	6	0	10
Female	2	6	0	8
Total	6	12	0	18 ^a
Percentages	(33.3%)	(66.6%)		(100.0%)
3				
Male	3	5	0	8
Female	3	11	1	15
Total	6	16	1	23
Percentages	(26.1%)	(69.6%)	(4.3%)	(100.0%)
Totals	12	28	1	41 ^b
Percentages	(29.3%)	(68.3%)	(2.4%)	(100.0%)

A review of the data from Table 2 reveals that four out of ten second grade males, two out of eight second grade females, three out of eight third grade males and three out of fifteen third grade females reported that they went to see a special teacher outside of the classroom.

^a One second grade student did not mark an answer for this question.

^b 41 out of 42 responses were marked for this question .

Table 3

Do you have any friends who go and see a special teacher in school? (Question 3)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	7	3	0	10
Female	7	2	0	9
Total	14	5	0	19
Percentages	(73.7%)	(26.3%)		(100.0%)
3				
Male	8	0	0	8
Female	13	1	1	15
Total	21	1	1	23
Percentages	(91.3%)	(4.3%)	(4.3%)	(100.0%)
Totals	35	6	1	42
Percentages	(83.3%)	(14.3%)	(2.4%)	(100.0%)

A review of the data from Table 3 reveals that seven out of ten male students and seven out of nine female students in the second grade and all eight male students and thirteen out of fifteen female students in the third grade reported having friends who saw a special teacher.

Table 4

Do you play with boys or girls who see special teachers? (Question 4)

	Answer			
Grade	Yes	No	I Don't Know	Total
2				
Male	7	3	0	10
Female	8	1	0	9
Total	15	4	0	19
Percentages	(78.9%)	(21.1%)		(100.0%)
3				
Male	6	2	0	8
Female	10	3	2	15
Total	16	5	2	23
Percentages	(69.6%)	(21.7%)	(8.7%)	(100.0%)
Totals	31	9	2	42
Percentages	(73.8%)	(21.4%)	(4.8%)	(100.0%)

A review of the data from Table 4 reveals that in the second grade seven out of ten male students and eight out of nine female students reported that they play with students who see a special teacher. In the third grade six out of eight male students and ten out of fifteen female students reported playing with students who saw special teachers.

Table 5

Do you feel that it is fair for boys or girls in your class to get help from a special teacher outside of your classroom? (Question 5)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	9	1	0	10
Female	8	1	0	9
Total	17	2	0	19
Percentages	(89.5%)	(10.5%)		(100.0%)
3				
Male	8	0	0	8
Female	12	1	2	15
Total	20	1	2	23
Percentages	(87.0%)	(4.3%)	(8.7%)	(100.0%)
Totals	37	3	2	42
Percentages	(88.1%)	(7.1%)	(4.8%)	(100.0%)

A review of the data from Table 5 reveals that nine out of ten male students and eight out of nine female students in the second grade and all eight male students and twelve out of fifteen female students in the third grade expressed that it is fair for students to get help from special teachers.

Table 6

Have you ever made fun of boys or girls because they got help from a special teacher outside of the classroom? (Question 6)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	0	10	0	10
Female	0	9	0	9
Total	0	19	0	19
Percentages		(100.0%)		(100.0%)
3				
Male	0	8	0	8
Female	1	13	1	15
Total	1	21	1	23
Percentages	(4.3%)	(91.3%)	(4.3%)	(100.0%)
Totals	1	40	1	42
Percentages	(2.4%)	(95.2%)	(2.4%)	(100.0%)

A review of the data from Table 6 reveals that in the second grade all nineteen male and female students indicated that they have never made fun of a student because they received help from a special teacher. In the third grade all eight of the male students and thirteen out of fifteen female students reported that they have never made fun of a student because they received help.

Table 7

Do you feel that it is fair that some boys or girls get to leave the classroom to work with special teachers? (Question 7)

Grade	Answer			Total
	Yes	No	I Don't	
2				
Male	8	1	1	10
Female	7	2	0	9
Total	15	3	1	19
Percentages	(78.9%)	(15.8%)	(5.3%)	(100.0%)
3				
Male	8	0	0	8
Female	12	2	1	15
Total	20	2	1	23
Percentages	(87.0%)	(8.7%)	(4.3%)	(100.0%)
Totals	35	5	2	42
Percentages	(83.3%)	(11.9%)	(4.8%)	(100.0%)

A review of the data from Table 7 reveals that in the second grade eight out of ten male students and seven out of nine female students indicated that it is fair that students get to leave the classroom to work with special teachers. In the third grade all eight male students and twelve out of fifteen female students identified that it was fair that student had the opportunity to leave the classroom.

Table 8

Do you feel that boys or girls who see special teachers outside of the classroom cause more problems in your classroom? (Question 8)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	2	5	3	10
Female	2	6	1	9
Total	4	11	4	19
Percentages	(21.1%)	(57.9%)	(21.1%)	(100.0%)
3				
Male	1	6	1	8
Female	0	12	3	15
Total	1	18	4	23
Percentages	(4.3%)	(78.3%)	(17.4%)	(100.0%)
Totals	5	29	8	42
Percentages	(11.9%)	(69.0%)	(19.0%)	(100.0%)

A review of the data from Table 8 reveals that in the second grade five out of ten male students and six out of nine female students did not believe that students who see special teachers caused more problems in their classroom. In the third grade six out of eight male student and twelve out of fifteen female students also did not believe that students who see special teachers caused more problems.

Table 9

Do you feel students who see special teachers get in trouble with your teachers more then other girls and boys in your class? (Question 9)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	2	6	2	10
Female	1	4	4	9
Total	3	10	6	19
Percentage	(15.8%)	(52.6%)	(31.6%)	(100.0%)
3				
Male	0	8	0	8
Female	1	9	5	15
Total	1	17	5	23
Percentages	(4.3%)	(73.9%)	(21.7%)	(100.0%)
Totals	4	27	11	42
Percentages	(9.5%)	(64.3%)	(26.2%)	(100.0%)

A review of the data from Table 9 reveals that in the second grade six out of ten male students and four out of nine female students indicated that they did not believe that students who see special teachers got in trouble with their teachers more. In the third grade all eight male students and nine out of fifteen female students indicated that they

believed that students who see special teachers did not get in trouble more with their teachers.

Table 10

Do you feel boys and girls who have to see a special teacher for help are just as smart as you are? (Question 10)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	7	2	1	10
Female	7	2	0	9
Total	14	4	1	19
Percentages	(73.7%)	(21.1%)	(5.3%)	(100.0%)
3				
Male	7	1	0	8
Female	11	2	2	15
Total	18	3	2	23
Percentages	(78.3%)	(13.0%)	(8.7%)	(100.0%)
Totals	32	7	3	42
Percentages	(76.2%)	(16.7%)	(7.1%)	(100.0%)

A review of the data from Table 10 reveals that in the second grade seven out of ten male students and seven out of nine female students believe that students who see a special teacher are just as smart as they are. In the third grade seven out of eight male students and eleven out of fifteen female students indicated that they believed that students who see special teachers are just as smart as they are.

Table 11

Do you feel that boys and girls who see special teachers are just as capable of doing schoolwork as you? (Question 11)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	7	1	2	10
Female	5	2	1	8
Total	12	3	3	18a
Percentages	(66.7%)	(16.7%)	(16.7%)	(100.0%)
3				
Male	6	2	0	8
Female	9	2	4	15
Total	15	4	4	23
Percentages	(65.2%)	(17.4%)	(17.4%)	(100.0%)
Totals	27	7	7	41b
Percentages	(65.9%)	(17.1%)	(17.1%)	(100.0%)

A review of the data from Table 11 reveals that in the second grade seven out of ten male students and five out of eight female students indicated that they believed that students who saw special teachers were just as capable of doing equal homework. In the third grade six out of eight male students and nine out of fifteen female students indicated

that they believed that students who saw special teacher were just as capable of doing equal homework.

a One second grade student did not mark an answer for this question.

b 41 out of 42 responses were marked for this question .

Table 12

Do you feel that it causes too much noise when boys and girls get up and leave the room to see special teachers? (Question 12)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	2	7	1	10
Female	3	5	1	9
Total	5	12	2	19
Percentages	(26.3%)	(63.2%)	(10.5%)	(100.0%)
3				
Male	0	8	0	8
Female	1	13	1	15
Total	1	22	1	23
Percentages	(4.3%)	(91.3%)	(4.3%)	(100.0%)
Totals	6	33	3	42
Percentages	(14.3%)	(78.6%)	(7.1%)	(100.0%)

A review of the data from Table 12 reveals that seven out of ten male students and five out of nine female students in the second grade and all eight male students and thirteen out of fifteen female students in the third grade, indicated that they did not believe that it caused too much noise when a student left the classroom to see a special teacher.

Table 13

Do you feel that it causes too much noise when a special teacher comes to get a student out of your classroom? (Question 13)

Grade	Answer			Total
	Yes	No	I Don't Know	
2				
Male	0	9	1	10
Female	2	6	1	9
Total	2	15	2	19
Percentages	(10.5%)	(78.9%)	(10.5%)	(100.0%)
3				
Male	0	8	0	8
Female	2	12	1	15
Total	2	20	1	23
Percentages	(8.7%)	(87.0%)	(4.3%)	(100.0%)
Totals	4	35	3	42
Percentages	(9.5%)	(83.3%)	(7.1%)	(100.0%)

A review of the data from Table 13 reveals that nine out of ten male students, six out of nine female students in the second grade and all eight male students and twelve out of fifteen female students in the third grade, do not believe that it causes too much noise when a special teacher comes to get a student out of the classroom.

Table 14

Do you know of any students in your classroom with a physical disability? (Question 1)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	10	0	0	10
Female	10	0	0	10
Total	20	0	0	20
Percentages	(100.0%)			(100.0%)
5				
Male	2	13	2	17
Female	2	7	2	11
Total	4	20	4	28
Percentages	(14.3%)	(71.4%)	(14.3%)	(100.0%)
6				
Male	9	5	3	17
Female	17	5	5	27
Total	26	10	8	44
Percentages	(59.1%)	(22.7%)	(18.2%)	(100.0%)
Totals	50	30	12	92
Percentages	(54.3%)	(32.6%)	(13.0%)	(100.0%)

A review of the data from Table 14 reveals that all twenty of the male and female students in the fourth grade, two out of seventeen male students and two out of eleven female students in the fifth grade and nine out of seventeen male students and seventeen out of twenty-seven female students in the sixth grade, indicated that they knew of students in their class with physical disabilities.

Table 15

Are you friends with any students in your class who have a physical disability? (Question 2)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	9	1	0	10
Female	10	0	0	10
Total	19	1	0	20
Percentages	(95.0%)	(5.0%)		(100.0%)
5				
Male	2	12	3	17
Female	1	7	3	11
Total	3	19	6	28
Percentages	(10.7%)	(67.9%)	(21.4%)	(100.0%)
6				
Male	3	10	4	17
Female	15	6	6	27
Total	18	16	10	44
Percentages	(40.9%)	(36.4%)	(22.7%)	(100.0%)
Totals	40	36	16	92
Percentages	(43.5%)	(39.1%)	(17.4%)	(100.0%)

A review of the data from Table 15 reveals that nine out of ten male students and all ten of the female students in the fourth grade, two out of seventeen male students and one out of eleven female students in the fifth grade and three out of seventeen male students and fifteen out of twenty-seven female students in the sixth indicated that they were friends with students in their classroom with a physical disability.

Table 16

Do you know of any students in your classroom with a learning disability? (Question 3)

	Answer			
Grade	Yes	No	I Don't Know	Total
4				
Male	10	0	0	10
Female	10	0	0	10
Total	20	0	0	20
Percentages	(100.0%)			(100.0%)
5				
Male	16	0	1	17
Female	9	1	1	11
Total	25	1	2	28
Percentages	(89.3%)	(3.6%)	(7.1%)	(100.0%)
6				
Male	11	4	2	17
Female	20	5	2	27
Total	31	9	4	44
Percentages	(70.5%)	(20.5%)	(9.1%)	(100.0%)
Totals	76	10	6	92
Percentages	(82.6%)	(10.9%)	(6.5%)	(100.0%)

A review of the data from Table 16 reveals that all twenty male and female students in the fourth grade, sixteen out of seventeen male students and nine out of eleven female students in the fifth grade and eleven out of seventeen male students and twenty out of twenty-seven female students in the sixth grade indicated that they knew of students in their class with learning disabilities.

Table 17

Are you friends with any students in your class who have a learning disability? (Question 4)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	9	1	0	10
Female	5	4	1	10
Total	14	5	1	20
Percentages	(70.0%)	(25.0%)	(5.0%)	(100.0%)
5				
Male	15	2	0	17
Female	7	3	1	11
Total	22	5	1	28
Percentages	(78.6%)	(17.9%)	(3.6%)	(100.0%)
6				
Male	10	6	1	17
Female	20	6	1	27
Total	18	16	10	44
Percentages	(68.2%)	(27.3%)	(4.5%)	(100.0%)
Totals	40	36	16	92
Percentages	(71.7%)	(23.9%)	(4.3%)	(100.0%)

A review of the data from Table 17 reveals that nine out of ten male students and five out of ten female students in the fourth grade, fifteen out of seventeen male students and seven out of eleven female students in the fifth grade and ten out of seventeen male students and twenty out of twenty-seven female students in the sixth grade indicated that they were friends with students with learning disabilities.

Table 18

Do you know of any students in your classroom with a speech disability? (Question 5)

	Answer			
Grade	Yes	No	I Don't Know	Total
4				
Male	5	4	1	10
Female	7	3	0	10
Total	12	7	1	20
Percentages	(60.0%)	(35.0%)	(5.0%)	(100.0%)
5				
Male	13	2	2	17
Female	4	3	4	11
Total	17	5	6	28
Percentages	(60.7%)	(17.9%)	(21.4%)	(100.0%)
6				
Male	1	12	4	17
Female	4	17	6	27
Total	5	29	6	44
Percentages	(11.4%)	(65.9%)	(22.7%)	(100.0%)
Totals	34	41	10	92
Percentages	(37.0%)	(44.6%)	(18.5%)	(100.0%)

A review of the data from Table 18 reveals that five out of ten male students and seven out of ten female students in the fourth grade, thirteen out of seventeen male student and four out of eleven female students in the fifth grade and one out of seventeen male students and four out of twenty-seven female students in the sixth grade indicated knowing of students in their class with a speech disability.

Table 19

Are you friends with any students in your class who have a speech disability? (Question 6)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	2	8	0	10
Female	1	8	1	10
Total	3	16	1	20
Percentages	(15.0%)	(80.0%)	(5.0%)	(100.0%)
5				
Male	7	6	3	17
Female	4	3	4	11
Total	11	9	7	28
Percentages	(40.7%)	(33.3%)	(25.9%)	(100.0%)
6				
Male	1	12	4	17
Female	2	19	6	27 ^a
Total	3	31	6	44
Percentages	(6.8%)	(70.5%)	(22.7%)	(100.0%)
Totals	17	56	18	91 ^b
Percentages	(18.7%)	(61.5%)	(19.8%)	(100.0%)

A review of the data from Table 19 reveals that eight out of ten male students and eight out of ten female students in the fourth grade, six out of sixteen male students and three out of eleven female students in the fifth grade and twelve out of seventeen male students and nineteen out of twenty-seven female students in the sixth grade indicated that they were not friends with students who had a speech disability.

a One fifth grade student did not mark an answer for this question.

b 91 out of 92 responses were marked for this question.

Table 20

Do you know of any students in your class that go and work with special teachers outside of our classroom, like Mrs. L., Mr. M., Mrs. LF., or Mrs. W.? (Question 7)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	10	0	0	10
Female	10	0	0	10
Total	20	0	0	20
Percentages	(100.0%)			(100.0%)
5				
Male	17	0	0	17
Female	11	0	0	11
Total	28	0	0	28
Percentages	(100.0%)			(100.0%)
6				
Male	17	0	0	17
Female	27	0	0	27
Total	44	0	0	44
Percentages	(100.0%)			(100.0%)
Totals	92	0	0	92
Percentages	(100.0%)			(100.0%)

A review of the data from Table 20 reveals that all ninety-two male and female students from the fourth, fifth and sixth grades indicated that they knew of students who worked with special teachers Mrs. L., Mr. M., Mrs. LF. or Mrs. W.

Table 21

Do you see a special teacher outside of the classroom? (Question 8)

	Answer			
Grade	Yes	No	I Don't Know	Total
4				
Male	1	9	0	10
Female	0	10	0	10
Total	1	19	0	20
Percentages	(5.0%)	(95.0%)		(100.0%)
5				
Male	6	11	0	17
Female	2	9	0	11
Total	8	20	0	28
Percentages	(28.6%)	(71.4%)		(100.0%)
6				
Male	4	13	0	17
Female	2	25	0	27
Total	6	38	0	44
Percentages	(13.6%)	86.4%)		(100.0%)
Totals	15	77	0	92
Percentages	(16.3%)	(83.7%)		(100.0%)

A review of the data from Table 21 reveals that one out of ten male students and no female students in the fourth grade, six out of seventeen male students and two out of eleven female students in the fifth grade and four out of seventeen male students and two out of twenty-seven female students in the sixth grade indicated seeing special teachers.

Table 22

Do you feel that it is fair for a student in your class to get help from a special teacher outside of your classroom? (Question 9)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	9	1	0	10
Female	9	1	0	10
Total	18	2	0	20
Percentages	(90.0%)	(10.0%)		(100.0%)
5				
Male	14	2	1	17
Female	10	0	1	11
Total	24	2	2	28
Percentages	(85.7%)	(7.1%)	(7.1%)	(100.0%)
6				
Male	13	2	2	17
Female	22	2	3	27
Total	35	4	5	44
Percentages	(79.5%)	(9.1%)	(11.4%)	(100.0%)
Totals	77	8	7	92
Percentages	(83.7%)	(8.7%)	(7.6%)	(100.0%)

A review of the data from Table 22 reveals that nine out of ten male students and nine out of ten female students in the fourth grade, fourteen out of seventeen male students and ten out of eleven female students in the fifth grade and thirteen out of seventeen male students and twenty-two out of twenty-seven female students in the sixth grade expressed that it is fair that students get help from special teachers.

Table 23

Have you ever made fun of a student because they got help from a special teacher outside of the classroom? (Question 10)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	0	9	1	10
Female	1	9	0	10
Total	1	18	1	20
Percentages	(5.0%)	(90.0%)	(5.0%)	(100.0%)
5				
Male	2	14	1	17
Female	1	10	0	11
Total	3	24	1	28
Percentages	(10.7%)	(85.7%)	(3.6%)	(100.0%)
6				
Male	1	16	0	17
Female	0	25	1	27
Total	1	41	1	43 ^a
Percentages	(2.3%)	(95.3%)	(2.3%)	(100.0%)
Totals	5	83	3	91 ^b
Percentages	(5.5%)	(91.2%)	(3.3%)	(100.0%)

A review of the data from Table 23 reveals that nine out of ten male students and nine out of ten female students in the fourth grade, fourteen out of seventeen male students and ten out of eleven female students in the fifth grade and sixteen out of seventeen male students and twenty-five out of twenty-six female students in the sixth grade indicated that they have never made fun of a student because they got help from a special teacher.

a One sixth grade student did not mark an answer for this question.

b 91 out of 92 responses were marked for this question.

Table 24

Have you ever made fun of a student because of their disability? (Question 11)

	Answer			
Grade	Yes	No	I Don't Know	Total
4				
Male	4	5	1	10
Female	4	6	0	10
Total	8	11	1	20
Percentages	(40.0%)	(55.0%)	(5.0%)	(100.0%)
5				
Male	2	14	1	17
Female	1	7	3	11
Total	3	21	4	28
Percentages	(10.7%)	(75.0%)	(14.3%)	(100.0%)
6				
Male	1	15	1	17
Female	1	24	2	27
Total	2	39	3	44
Percentages	(4.5%)	(88.6%)	(6.8%)	(100.0%)
Totals	13	71	8	92
Percentages	(14.1%)	(77.2%)	(8.7%)	(100.0%)

A review of the data from Table 24 reveals that five out of ten male students and six out of ten female students in the fourth grade, fourteen out of seventeen male students and seven out of eleven female students in the fifth grade and fifteen out of seventeen male students and twenty-four out of twenty-seven female students in the sixth grade indicated that they have never made fun of students because of their disability.

Table 25

Do you feel that it is fair that some students might have their assignments changed from a special teacher so that they might complete the work? (Question 12)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	6	4	0	10
Female	6	3	1	10
Total	12	7	1	20
Percentages	(60.0%)	(35.0%)	(5.0%)	(100.0%)
5				
Male	7	6	3	17
Female	6	3	2	11
Total	13	9	5	27 ^a
Percentages	(48.1%)	(33.3%)	(18.5%)	(100.0%)
6				
Male	11	3	3	17
Female	10	5	12	27
Total	21	8	15	44
Percentages	(47.7%)	(18.2%)	(34.1%)	(100.0%)
Totals	46	25	21	92
Percentages	(50.5%)	(26.4%)	(23.1%)	(100.0%)

A review of the data from Table 25 reveals that six out of ten male students and six out of ten female students in the fourth grade, seven out of sixteen male students and six out of eleven female students in the fifth grade and eleven out of seventeen male students and ten out of twenty-seven female students in the sixth grade expressed that it is fair that students who receive additional education services might have their assignments changed.

a One fifth grade student did not mark an answer for this question.

b 91 out of 92 responses were marked for this question.

Table 26

Do you feel that students who see special teachers outside of the classroom cause more problems in your classroom? (Question 13)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	7	2	1	10
Female	8	0	2	10
Total	15	2	3	20
Percentages	(75.0%)	(10.0%)	(15.0%)	(100.0%)
5				
Male	4	9	4	17
Female	1	10	0	11
Total	5	19	4	28
Percentages	(17.9%)	(67.9%)	(14.3%)	(100.0%)
6				
Male	2	11	4	17
Female	8	17	2	27
Total	10	28	6	44
Percentages	(22.7%)	(63.6%)	(13.6%)	(100.0%)
Totals	30	49	13	92
Percentages	(32.6%)	(53.3%)	(14.1%)	(100.0%)

A review of the data from Table 26 reveals that seven out of ten male students and eight out of ten female students in the fourth grade, four out of seventeen male students and one out of eleven female students in the fifth grade and two out of seventeen male students and eight out of twenty-seven female students in the sixth grade identified that students who saw special teachers caused more problems in the classroom.

Table 27

Do you feel students who see special teachers get in trouble with your teacher more than other boys and girls in your class? (Question 14)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	7	1	2	10
Female	6	3	1	10
Total	13	4	3	20
Percentages	(65.0%)	(20.0%)	(15.0%)	(100.0%)
5				
Male	5	9	3	17
Female	1	7	3	11
Total	6	16	6	28
Percentages	(21.4%)	(57.1%)	(21.4%)	(100.0%)
6				
Male	5	11	1	17
Female	9	15	3	27
Total	14	26	4	44
Percentages	(31.8%)	(59.1%)	(9.1%)	(100.0%)
Totals	33	46	13	92
Percentages	(35.9%)	(50.0%)	(14.1%)	(100.0%)

A review of the data from Table 27 reveals that seven out of ten male students and six out of ten female students in the fourth grade, five out of seventeen male students and one out of eleven female students in the fifth grade and five out of seventeen and nine out of twenty-seven female students in the sixth grade identified that students who see special teachers got in trouble with their teachers more.

Table 28

Do you feel students who have to see special teachers for help are just as smart as you are? (Question 15)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	4	2	4	10
Female	6	1	3	10
Total	10	3	7	20
Percentages	(50.0%)	(15.0%)	(35.0%)	(100.0%)
5				
Male	12	2	3	17
Female	9	0	2	11
Total	21	2	5	28
Percentages	(75.0%)	(7.1%)	(17.9%)	(100.0%)
6				
Male	10	4	3	17
Female	14	3	10	27
Total	24	7	13	44
Percentages	(54.5%)	(15.9%)	(29.5%)	(100.0%)
Totals	55	12	25	92
Percentages	(59.8%)	(13.0%)	(27.2%)	(100.0%)

A review of the data from Table 28 reveals that four out of ten male students and six out of female students in the fourth grade, twelve out of seventeen male students and nine out of eleven female students in the fifth grade and ten out of seventeen male students and fourteen out of twenty-seven female students in the sixth grade identified that students who see special teachers are just as smart as they are.

Table 29

Do you feel that students who see a special teacher are just as capable of doing schoolwork as you? (Question 16)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	8	0	2	10
Female	8	0	2	10
Total	16	0	4	20
Percentages	(80.0%)		(20.0%)	(100.0%)
5				
Male	14	1	2	17
Female	8	0	3	11
Total	22	1	5	28
Percentages	(78.6%)	(3.6%)	(17.9%)	(100.0%)
6				
Male	13	2	2	17
Female	24	1	2	27
Total	37	3	4	44
Percentages	(84.1%)	(6.8%)	(9.1%)	(100.0%)
Totals	75	4	13	92
Percentages	(81.1%)	(4.3%)	(14.1%)	(100.0%)

A review of the data from Table 29 reveals that eight out of ten male students and eight out of ten female students in the fourth grade, fourteen out of seventeen male students and eight out of eleven female students in the fifth grade and thirteen out of seventeen male students and twenty-four out of twenty-seven female students in the sixth grade identified that students who see special teachers are just as capable of doing school work as they are.

Table 30

Do you feel that students who see a special teacher are getting more of an advantage than you? (Question 17)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	4	4	2	10
Female	4	5	1	10
Total	8	9	3	20
Percentages	(40.0%)	(45.0%)	(15.0%)	(100.0%)
5				
Male	5	8	4	17
Female	1	8	2	11
Total	6	16	6	28
Percentages	(21.4%)	(57.1%)	(21.4%)	(100.0%)
6				
Male	3	12	2	17
Female	11	10	6	27
Total	14	22	8	44
Percentages	(31.8%)	(50.0%)	(18.2%)	(100.0%)
Totals	28	47	17	92
Percentages	(30.4%)	(51.1%)	(18.5%)	(100.0%)

A review of the data from Table 30 reveals that four out of ten male students and five out of ten female students in the fourth grade, eight out of seventeen male students and eight out of eleven female students in the fifth grade and twelve out of seventeen male students and ten out of twenty-seven female students in the sixth grade indicated that they did not believe that students who see a special teacher were getting more of an advantage than they were.

Table 31

Do you feel that it is disruptive to the class when students get up and leave the room to see special teachers? (Question 18)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	2	8	0	10
Female	6	4	0	10
Total	8	12	0	20
Percentages	(40.0%)	(60.0%)		(100.0%)
5				
Male	4	12	1	17
Female	2	8	1	11
Total	6	20	2	28
Percentages	(21.4%)	(71.4%)	(7.1%)	(100.0%)
6				
Male	1	14	2	17
Female	2	23	2	27
Total	3	37	4	44
Percentages	(6.8%)	(84.1%)	(9.1%)	(100.0%)
Totals	17	69	6	92
Percentages	(18.5%)	(75.0%)	(6.5%)	(100.0%)

A review of the data from Table 31 reveals that eight out of ten male students and four out of ten female students in the fourth grade, twelve out of seventeen male students and eight out of eleven female students in the fifth grade and fourteen out of seventeen male students and twenty-three out of twenty-seven female students in the sixth grade indicated that it was not disruptive to the class when students left the room to work with special teachers.

Table 32

Do you feel that it is disruptive to the class when a special teacher comes to get a student out of your classroom? (Question 19)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	5	5	0	10
Female	3	5	2	10
Total	8	10	2	20
Percentages	(40.0%)	(50.0%)	(10.0%)	(100.0%)
5				
Male	7	9	1	17
Female	3	5	3	11
Total	10	14	4	28
Percentages	(35.7%)	(50.0%)	(14.3%)	(100.0%)
6				
Male	1	14	2	17
Female	1	22	4	27
Total	2	36	6	44
Percentages	(4.5%)	(81.8%)	(13.6%)	(100.0%)
Totals	20	60	12	92
Percentages	(21.7%)	(65.2%)	(13.0%)	(100.0%)

A review of the data from Table 32 reveals that five out of ten male students and five out of ten female students in the fourth grade, nine out of seventeen male students and five out of eleven female students in the fifth grade and fourteen out of seventeen male students and twenty-two out of twenty-seven female students in the sixth grade indicated that it was not disruptive to the class when a special teacher came to the classroom to get a student.

Table 33

Do you play with students who see special teachers? (Question 20)

Grade	Answer			Total
	Yes	No	I Don't Know	
4				
Male	9	1	0	10
Female	8	1	1	10
Total	17	2	1	20
Percentages	(85.0%)	(10.0%)	(5.0%)	(100.0%)
5				
Male	17	0	0	17
Female	6	4	1	11
Total	23	4	1	28
Percentages	(82.0%)	(14.3%)	(3.6%)	(100.0%)
6				
Male	16	0	1	17
Female	24	1	2	27
Total	40	1	3	44
Percentages	(90.9%)	(2.3%)	(6.8%)	(100.0%)
Totals	80	7	5	92
Percentages	(87.0%)	(7.6%)	(5.4%)	(100.0%)

A review of the data from Table 33 reveals that nine out of ten male students and eight out of ten female students in the fourth grade, all seventeen male students and six out of eleven female students in the fifth grade and sixteen out of seventeen male students and twenty-four out of twenty-seven female students in the sixth grade indicated that they played with students who see special teachers.

CHAPTER FIVE

Discussion and Conclusions

Summary

The purpose of this study was to examine second through sixth grade student's attitudes and perceptions in dealing with the following general areas: (a) student's ability to be able to identify a student in their classroom who has a disability and is receiving additional education services for that disability; (b) student's ability to identify their attitudes toward perceived disruptive classroom behaviors by students who receive additional education services; (c) student's ability to identify possible friendships with students who receive additional education services; (d) Student's ability to identify attitudes toward perceived academic equalness between general education students and students receiving additional education services. Student's age and gender were also taken into consideration as subcategories of each of the four general areas.

Conclusions

The results of the study begin to reveal the inclusionary attitudes and perceptions of both general education students and students receiving additional education services in the second through the sixth grades.

Results indicate that from the second through the sixth grade neither age, nor gender plays a factor on whether a student is able to identify if a fellow student is receiving additional education services outside of the classroom. Results also indicate that for students in the fourth, fifth and sixth grades, age and gender does not play a factor in whether or not they are able to identify whether a student in their respective classrooms has a physical, learning or speech disability. Only fourth grade male students

indicated having an almost equal split on being able to identify students in their classrooms with a speech and language disability (see Table 18).

Reviewing Tables 12, 13, 26, 27, 31 and 32, the following can be concluded.

1. Both male and female students from the second and third grade identified that students receiving additional education services did not cause any more problems in the classroom than their fellow general education students and did not get in trouble with their teachers more.
2. Fourth grade male and female students identified a much different perception. Both the majorities of male and female fourth grade students identified that students receiving additional education services in their classrooms caused more problems and were in trouble more with their teachers.
3. Fifth and sixth grade male and female student's results fluctuated depending on gender and age. Fifth grade female students and sixth grade male students both indicated that students receiving additional education services did not cause more problems in the classroom and did not get in trouble more with their teachers.
4. Fifth grade male students and sixth grade female students were somewhat more split in their answers, with more students indicating that there were not any more problems caused by students receiving additional education services than by fellow students (see Tables 26 and 27).
5. Data on disruptive behaviors indicate that neither second or third male and female students reported that students leaving the classroom or teachers coming to the classroom caused any type of major disturbance to the classroom (see Tables 12 and 13).

6. Fourth through sixth grade students indications of disruptions, varied from that of the second and third graders. Fourth grade females indicated a slightly higher number of students that stated it was a disruption to the classroom when students got up to leave and work with an additional education teacher.
7. Fourth grade male students indicated, that they didn't mind when students left the classroom, but instead expressed an even split on how disruptive it was when additional education teachers came to the room (see Tables 31 and 32).
8. In the fifth grade classrooms, both male and female students indicated that students leaving the classroom was not very disruptive to them, but were split on the level of disruption when it came to additional education teachers coming to the classroom (see Table 31).
9. In contrast to both the fourth and fifth grades, the sixth grade class, both male and female students alike, indicated that there where no disruptions from either a student leaving the classroom or an additional education teacher coming to the classroom.

Results in the area of identification of friendship from this study have also indicated that second through sixth grade students whether identifying friendships with students receiving additional education services in general (see Table 3) or examining more specifically at identifying type of disabilities and then comparing friendships based on those disability types (see Tables 14-19), identified more positive relationships with students receiving additional education services when such a student was identified in their grade. Data from this study indicates that the parallel between students identifying a fellow student with a specific type of disability in their classroom and identifying friendships with that student was almost identical. In the area of friendships with

students with physical disabilities, data from this study indicated that only sixth grade male students identified more with not being friends with students who have a physical disability, then did any other grade level, male or female (see Table 15). Findings from this study also indicate a difference in attitudes and perceptions between friendships of students with physical disabilities and students with learning disabilities. At the fourth grade level female students were split on friendships with learning disabled students, where as the majority of male fourth grade students indicated having friendships with learning disabled students. In the fifth grade both male and female students indicated having friendships with learning disabled students, but at the sixth grade level a split between male and female student views indicated that female students much more than male students accepted friendships with learning disabled students (see Table 17). This data contradicts pervious research done by Kinstner & Gatlin, (1989), Stiliadis & Wiener, 1989, and Wenz-Gross & Siperstein, (1998) that indicated data in regards to students with learning disabilities received lower peer acceptance in their classrooms. In contradiction to the higher friendship levels of physically disabled and learning disabled students, fourth through sixth grade students indicated much lower friendship levels with students who were receiving additional education services for speech and language disabilities (see Table 19). Only fifth grade students, both male and female, indicated an almost even split in friendships.

Results from this study examining play partners of students in the second through sixth grade in relation to the identification of friendships, indicate that the majority of second through sixth grade students, with the exception of fifth grade female students, play with students who receive additional education services. Fifth grade girls were

much more closely split on whom they chose as play partners (see Tables 4 and 33). Further data from this study examining the teasing of students who receive additional education services indicates that a very small number of students (see Tables 6 and 23) from the second through sixth grades reported that they made fun of students because they saw a special teacher. An equally small number of second through sixth grade students indicated limited teasing in regards to a student's specific disability. Only male and female students in the fourth grade reported a close split between students who teased other students because of their specific disability, and those who indicated that they did not tease (see Table 24).

Finally, data indicates that in the area of students attitudes about the fairness of fellow students receiving help from special teachers, the majority of second through sixth grade students reported that it was fair for students receiving additional education services to receive extra help from teachers outside of the classroom (see Tables 5 and 22). Somewhat contradictory data to this is the area of student's attitudes toward the idea of fairness when it comes to students who receive additional education services assignments being modified. Data indicates that both male and female fourth and fifth grade students expressed split answers about this topic (see Table 25). Sixth grade female students reported the largest number of data that indicated that they were unsure of how to answer this question. Results also indicate that the majority of second through sixth grade students believe that students who receive additional education services were just as academically smart and they were (see Table 10), and that students receiving additional education services were just as capable of completing equally difficult levels of homework and assignments.

Implications

As a whole, results suggest that no significant negative attitudes or perceptions about additional education students were expressed. The data suggests that students receiving additional education services were treated just like every other student in each of the grade levels and that student's specific disabilities were not seen as a catalyst for overall negative attitudes and perceptions. Results from this study also produce data that suggest that age and gender, across the five grade levels, was not of any real influence on the majority of students overall attitudes and perceptions of students who receive additional education services.

To continue to understand students attitudes and perceptions further research in the area of identification of play and friendship should be addressed. Identification of levels of play (large group vs. small one on one games) can help to give clarity to the understanding of how students identify and report levels of friendships with students who receive additional education services and levels of play interaction with these same students. Also students specific definitions of friendship (casual vs. best friend) should be explored to get a better understanding of the relationship between general education students and students who receive additional education services.

Finally, in-depth analysis of attitudes and perceptions of elementary students toward each other, whether or not they receive additional education services, not only is important in the understanding of how to achieve social acceptance for all students in a classroom, but is essential in the understanding and development of a positive and successful inclusive school program.

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APPENDIX A

Date _____

Grade Level _____

Male (Boy) / Female (Girl)

Certain teachers here in our school have jobs that assist boys or girls with disabilities or disadvantages that they might face. Sometimes boys or girls in your classroom might leave to work with these special teachers.

The purpose of this survey is for you to identify your attitudes by completing the following questions. This survey is voluntary and at any time you may refuse to take part in completing the survey.

Please take your time and answer the following questions truthfully. No one but Mr. Nemitz will see your survey answers and everything that your answers will remain confidential.

Please do not put your name on this survey. Please circle only one choice per question, (yes / no/ I don't know). If you are unsure how to answer a question, circle "I don't know. Please answer each question.

Thank You.

- 1. Do you know of any boys or girls in your class that go and work with special teachers outside of your classroom like Mrs. Laschen, Mr. Mertig, Mrs. LaFave, or Mrs. Wiemann?**

Yes / No / I don't know

- 2. Do you see a special teacher outside of the classroom?**

Yes / No / I don't know

- 3. Do you have any friends who go and see a special teacher in school?**

Yes / No / I don't know

- 4. Do you play with boys or girls who see special teachers?**

Yes / No / I don't know

- 5. Do you feel that it is fair for boys or girls in your class to get help from a special teacher outside of your classroom?**

Yes / No / I don't know

- 6. Have you ever made fun of boys or girls because they got help from a special teacher outside of the classroom?**

Yes / No / I don't know

- 7. Do you feel that it is fair that some boys or girls get to leave the classroom to work with special teachers?**

Yes / No / I don't know

- 8. Do you feel that boys or girls who see special teachers outside of the classroom cause more problems in your classroom?**

Yes / No / I don't know

- 9. Do you feel students who see special teachers get in trouble with your teacher more than other girls and boys in your class?**

Yes / No / I don't know

- 10. Do you feel boys and girls who have to see special teachers for help are just as smart as you are?**

Yes / No / I don't know

- 11. Do you feel that boys and girls who see special teacher are just as capable of doing schoolwork as you?**

Yes / No / I don't know

- 12. Do you feel that it causes too much noise when boys and girls get up and leave the room to see special teachers?**

Yes / No / I don't know

- 13. Do you feel that it causes too much noise when a special teacher comes to get a student out of your classroom?**

Yes / No / I don't know

APPENDIX B

Date _____

Grade Level _____

Male (Boy) / Female (Girl)

Certain teachers here in our school have jobs that assist boys or girls with disabilities or disadvantages that they might face. Sometimes boys or girls in your classroom might leave to work with these special teachers.

The purpose of this survey is for you to identify your attitudes by completing the following questions. This survey is voluntary and at any time you may refuse to take part in completing the survey.

Please take your time and answer the following questions truthfully. No one but Mr. Nemitz will see your survey answers and everything that your answers will remain confidential.

Please do not put your name on this survey. Please circle only one choice per question, (yes / no/ I don't know). If you are unsure how to answer a question, circle "I don't know. Please answer each question.

Thank You.

1. Do you know of any students in your classroom with a physical disability?

Yes / No / I don't know

2. Are you friends with any students in your class who have a physical disability?

Yes / No / I don't know

3. Do you know of any students in your classroom with a learning disability?

Yes / No / I don't know

4. Are you friends with any students in your class who have a learning disability?

Yes / No / I don't know

5. Do you know of any students in your classroom with a speech disability?

Yes / No / I don't know

6. Are you friends with any students in you class who have a speech disability?

Yes / No / I don't know

7. Do you know of any students in your class that go and work with special teachers outside of your classroom, like Mrs. Laschen, Mr. Mertig, Mrs. LaFave, or Mrs. Wiemann?

Yes / No / I don't know

8. Do you see a special teacher outside of the classroom?

Yes / No / I don't know

9. Do you feel that it is fair for a student in your class to get help from a special teacher outside of your classroom?

Yes / No / I don't know

10. Have you ever made fun of a student because they got help from a special teacher outside of the classroom?

Yes / No / I don't know

11. Have you ever made fun of a student because of their disability?

Yes / No / I don't know

12. Do you feel that it is fair that some students might have their assignments changed from a special teacher so that they might complete the work?

Yes / No / I don't know

13. Do you feel that students who see special teachers outside of the classroom cause more problems in your classroom?

Yes / No / I don't know

14. Do you feel students who see special teachers get in trouble with your teacher more then other boys and girls in your class?

Yes / No / I don't know

15. Do you feel students who have to see special teachers for help are just as smart as you are?

Yes / No / I don't know

16. Do you feel that students who see special a teacher are just as capable of doing school work as you?

Yes / No / I don't know

17. Do you feel that students who see a special teacher are getting more of an advantage then you?

Yes / No / I don't know

18. Do you feel that it is disruptive to the class when students get up and leave the room to see special teachers?

Yes / No / I don't know

19. Do you feel that it is disruptive to the class when a special teacher comes to get a student out of your classroom?

Yes / No / I don't know

20. Do you play with students who see special teachers?

Yes / No / I don't know

APPENDIX C

February 28, 2001

Dear Parent/Guardian,

I am continuing my education to complete my Masters Degree in School Counseling and currently working on a research project as part of the requirement for my degree. My research project focuses around looking at what attitudes and perceptions second through sixth grade students have toward fellow students who receive extra-educational services outside of the classroom. To help complete my research project, I am asking for permission to survey your child at Loyal Elementary. From this research I hope to identify any positive and/or negative attitudes that might be here in our school and then use the information to strengthen our school environment.

The information for the student survey will be gathered using a 10 – 15 question survey that will be given to the students during the week of March 19th. The survey is designed to be completely confidential. Children who participate will be asked only to identify their grade level and gender. The survey will be administered and collected by me and will take a total of fifteen minutes to complete. Remember that you or your child may decline at any time to take part in this survey. Please address any questions or concerns about participation in the survey to me either at work - 715-255-8561 or at home- 715-652-6812.

In order to administer the survey, I need your permission allowing your child to participate. Please sign and return the permission form to the school office no later than Friday, March 16th. Thank you for your time and cooperation.

Sincerely,

Christopher E. Nemitz
Loyal Elementary/Jr. High Counselor

Guidance Survey Permission Slip

- Yes, my child has permission to participate in this survey.
 No, my child does not have permission to participate in this survey.

Child's Name _____

Parent's Signature _____

Date: _____